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The CLIL context in Primary School: discovering the world
through English.

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1. Introduction

As we all know nowadays, English learning is one of the fundamental goals in the Spanish educative system, since it is the language of the world and most of the contents and information we receive every day are in that language. Therefore, knowing English gives you many advantages, including the possibility to access new points of view, information sources or to communicate with people around the world, as well as many others.

As a consequence, it seems that we are all obsessed with this matter: parents, politicians, schools; looking for the best method to make our kids sound like native speakers. Perhaps here starts our erroneous conception of English teaching, given that we expect our kids to reach a level which is hardly achievable. Hence, the poor English level that Spanish people following these programs have obtained in the last few years.

Fortunately it seems that things are beginning to change and many new methods are more focused on a communicative approach (English as a tool and not as an end), such as the Context and Language Integrated Learning (CLIL), created by David Marsh in 1994 (Marsh, Maljers and Hartiala, 2001), which is in vogue now.

At this point, I would like to comment that my teaching proposal will follow this method, since in my *Practicum* I could observe and take part in some subjects that used it (Social Science, Natural Science, Arts and Crafts) and I found it very useful for children to know the world around them but also to learn English, as long as they are not worried about making mistakes when speaking or writing.

1.1 Educative context

It is necessary to explain that the centre where I did my *Practicum*, called San Cristóbal, is located in Castellón, in an area with low population density, and where there are buildings of recent construction and the socio-economic level is medium / high.

It is a private non-religious centre that offers different educational levels: kindergarten, primary and secondary school, A levels and professional training. It is characterized by its firm commitment to train competent and happy people through new technologies and teaching methods. They seem really focused on language learning, with a preponderance of English; the development of multiple intelligences, the transmission of positive values, the daily practice of sport and personal effort as the basis for achieving excellence.

In terms of facilities, we can say that they are unbeatable, as the centre was inaugurated only ten years ago and is equipped with all kinds of materials and resources, including computers with Internet accessibility and interactive whiteboards in every single classroom.

Regarding the team, it consists of a group of young teachers with good command of English, since they are trying to implement an English-based system in the first cycle of primary education, with plans to expand it. Also noteworthy is the good coordination and organization existing among teachers thanks to the work of the coordinators and the headmaster of the centre, and also with parents, that are always aware of any incident or activity in relation to their children through the digital platform 'ClickEdu'.

1.2 Didactic Proposal

Having explained all that, it is time to specify what will be my didactic proposal for this centre, where I am working nowadays. I want to take the Social Science subject because I could observe it during my practise period and I am teaching at the moment in a Second year of Primary Education group, with 20 students between 6 and 7 years old. From my point of view, it could be improved, so that is what I am intended to do through this paper, explaining how I would organise the first term of that subject, from September to December, taking the two units that I am teaching at the school ('Our Solar System' and 'Air and Water') but with the changes I would introduce, because, as said before, in that school is everything really prepared by the coordinators and the teacher has limited freedom to implement his or her own ideas. Of course, those changes I would like to introduce are related to all the theories and ideas learnt and discussed in MELACOM lessons.

I would really take into consideration the 'Curriculum Design' module (SAY025), as the main part of my paper is centred on planning a curricular proposal for my group of students. Those teaching units are going to develop two *topics of interest* for the kids, the Solar System and elements of our environment as are Air and Water. We want an *active role of the pupils*, expressing their opinions and worries, instead of a passive one, where the teacher is the only one in the classroom who knows and has to transmit all the knowledge to them, who are like empty containers to fill.

Furthermore, we cannot forget to reflect about if our task is focused on a concrete aspect or unfocused, the quantity and quality of input given to the students, time, focus on form, evaluation of outcomes and kinds of feedback. These are really important factors to consider when preparing the task to create a consistent one that facilitates learning.

For the input matter it comes to our mind Krashen's Monitor Model, and the Input Hypothesis specifically, studied in our 'Theories of Second Language acquisition' module (SAY013). Hence, with the information we have from that, we will try to give to the students the $i+1$, this means to adapt our speech to their level but giving some new structures and words a little beyond, so that they could increase their vocabulary and acquire the language through comprehensible input in right quantities.

When preparing the planning for the units, it is also of paramount importance to take into account some factors as motivation and anxiety of our children, as seen in the 'Affective Factors' course (SAY024). Motivation is an element that, if we know how to increase, could suppose a great help for learners to feel with energy enough to enrol in the long-lasting process of learning a new language. On the other side, we have anxiety, that can arise if the student feels that he or she cannot cope with all the information received, impoverishing learning and leading to low academic results. Thus, our role will be to discover motivating factors for our group of students, to increase their level of English knowledge and decrease anxiety, making them to feel tranquil and happy in our lessons.

We also will try to introduce some cultural aspects related to the English language when teaching these units, as learnt in the 'Intercultural Communication' lessons (SAY014), explaining to the pupils that this language is not only spoken in USA and the UK, but in many more countries that, presumably, they ignore.

Finally, some ideas from the 'Multilingual Education' course (SAY016) will be taken, having present that this didactic proposal is developed in a multilingual context where Spanish, Valencian and English co-exist. Even if many people consider them in a different way, we need to transmit to our kids that languages are communication tools, normally linked to one or more cultures, and that

the more languages they can manage, the better, because they will build an extraordinary linguistic competence that will ease to learn new languages. That is why we will allow translanguaging in our lessons, to help the kids maybe with Valencian or Spanish when they cannot understand some English words.

2. Theoretical framework

2.1 The Content and Language Integrated Learning

The main theoretical aspect to be addressed in this paper is the CLIL context method, as announced in previous sections, however, this is not the only way to achieve English acquisition. Over the years, many researchers devoted to languages sector have been investigating what is the most appropriate theory or method for the acquisition of a second language. Many studies and experiments have been conducted, of which numerous theories, that have led to new research, have emerged. This, has given room to interesting discussions in the area. However, the truth is that, today, linguists are still looking for a good method of language learning, remaining controversy and difference of opinion, even if the use of a foreign language to teach any kind of content is giving quite good results and gaining ground all around Europe.

But, what is CLIL and where does it come from? It all started in 1994, when the term 'Content and Language Integrated Learning' was created to name the situations where teaching and learning take place in an additional language, usually a foreign one. This is a dual-focused form of instruction with two main goals: the content of the subject and the acquisition of the new language. It serves to name a type of context or system comprising diverse methodologies and practices, such as bilingual

education or immersion, and shares traits with content-based language teaching or English as an Additional language.

Contrary to what many people may think, the CLIL system is not only to change the language of instruction, but to put together content and language to create a dynamic product more valuable than learning these elements separately (Marsh, Enner and Sygmund, 1999). And the truth is that the CLIL concept is something that has always existed, even if it did not have an specific term to refer to it, but its expansion has been increased in recent years with the development of globalization and the growing need of communication with any part of the world. That is why European institutions are strongly promoting the adoption of such systems in all the member countries of the Union, recognizing the importance of multilingualism to continue growing and evolving as society.

In fact, in 1998, the Committee of Ministers Concerning Modern Languages highlighted the key role of languages and intercultural communication, and made some recommendations as encouraging people to be able to function in more than one language, diversifying the offer, introducing new teaching programmes, creating public examinations, etc.

The management of at least three European languages is the goal proposed by the European Council in order to generate social cohesion and integration, including here minority languages. However, the current situation is still far from the objectives proposed, given that only in Luxembourg and Malta CLIL is extended to all schools. Fortunately, it seems that the trend is that more and more European countries implement this multilingual system, especially since 2007, when Poland or Spain started to introduce it in mainstream education, to allow students to have more exposure to the target language, thus achieving better learning results.

As Marsh (2008) states, CLIL is just an educational approach that can be put into practice following different models, depending on the goals teachers want to reach, and always trying to motivate the students, generating a positive attitude, focusing on the things they are able to do with the target language and showing the wide variety of possibilities that fact gives to them. Thus, language acquisition is achieved naturally through use and practice, as a mean to get information on topics that are of interest for the students, as they relate to the world around them.

This linguist also explains that bilingualism is nowadays a realistic and achievable objective through this approach, even trilingualism in several countries as Spain, that has more than one official language, depending on the region. Nevertheless, this has not always been like that; many years ago, in 1991, when he started to reconsider the way English and other languages were taught all around Europe, he realised that English teaching was quite attractive, because of the numerous materials teachers could find, but not other languages, so he wanted to improve the scene. CLIL has changed a bit the situation of preponderance of English over other languages, given that any language can be included in those programs.

Besides, the practical studies that Marsh has conducted on these kind of teaching context in Europe demonstrate that learning an L2 strengthens the mother tongue, considering that the metalinguistic awareness is extraordinary developed, also facilitating the acquisition of a third or fourth language. In addition, being able to express yourself in more than one language develops the ability to solve problems more easily and exercises semantic and episodic memory (Mehisto and Marsh, 2011).

Nonetheless, the implementation of a CLIL system in Primary is not so easy. It is possible that at first children do not understand the contents we try to explain, so it is desirable to give them an adaptation period, so they can get used to changes. We can help them get the meaning of words with the use of gestures, pictures, physical demonstrations and, of course, it is allowed language shift

(trans-linguaging) as a mechanism to diminish frustration and promote multilingualism, showing the kids that the more languages they can use to communicate, the better.

Another important point to tackle regarding this kind of educative context is teachers formation. It is not required an special formation to be a CLIL teacher, but it is undeniable that the professionals who develop these programs must possess certain communicative skills, as well as have educational knowledge and handle with ease the L2. So this becomes an added difficulty when implementing CLIL programs in some countries, as ours, where the English level of education staff has always been low and more training is required.

Having present all the information explained before, when preparing a CLIL programme, schools need to take into account some operating factors (Coyle, Hood and Marsh, 2010) as teacher availability to work and put an effort on it; the level of knowledge in the target language of both, pupils and teachers; time to prepare it, as well as to dedicate within the schedule and period in which it will develop; extra-curricular dimension, linking class contents and work with real life, being in contact with other schools and professionals; and assessment, choosing the way to evaluate educative practice and students' results, including self-evaluations.

It is also interesting to know that this system allows us to treat any type of content in a flexible manner, without the need of choosing a specific subject in the curriculum, or maybe choosing just one part of the subject, as done by me for this project where I will plan only the first term of Social Science. To select what we want to explain to our students through CLIL we must take into consideration the context in which we find. And once we have selected the content we need to think about how to teach it, thus selecting an adequate methodology, that will depend on the context too. We can choose between a more traditional teacher-centred practice or a student-centred one. The

former means that is the teacher the person who knows, having the key role in the classroom and transmitting all his knowledge to the kids, that just need to listen, having a passive function. The latter refers to the kid as the protagonist of his learning, participating actively in each session, gaining responsibility and giving to the teacher the role of guide and facilitator.

The second method is best suited to develop a CLIL system so that we give the students an important and active role in their own learning, motivating them to continue discovering the world, in an independent and critical way. However, it is possible that when starting with this system the teacher should take a more prominent role at first, until the children get used to the changes.

2.2 Other important aspects to consider when preparing a teaching unit

2.2.1 Where to focus on

Regarding to the target language, we need to ask ourselves what is more important in our class, *focus on form* or *focus on meaning*. Logic tells us that we should pay attention to both, setting as a requisite the effective communication of messages. As Savignon (2004) says, language is a tool for communication and there is not a predetermined set of techniques to use in a CLIL class, so teachers need to try different ones to check if them fit to the group, always promoting *interaction*, through communicative strategies and effective information exchanges (Ellis, 1994) in the class, between peers or with the teacher.

Nonetheless, some theories have been created, discussing whether it is more important to focus on form or on meaning. Long, in 1996, coined his *Interaction Hypothesis*, where he recognises the priority of focus on form, which is useful for language acquisition when negotiation of meaning in the interaction of two people is produced.

Then, we have two theories which are more cognitive oriented: Skehan's and Robinson's. The former, established by Skehan (1998), is called *Cognitive Theory of L2 learning* and involves diverse premises as a linguistic system based on memory and rules; limited attention, since learners have difficulty to look at meaning and form at the same time; tension between acquisition and performance; and focus on form, giving learners time enough to plan their performance, *inter alia*. The latter, signed by Robinson (2001a) is entitled *Cognition Hypothesis* and propose that task complexity promotes language acquisition, interaction, negotiation of meaning, accuracy, attention to form and uptake, although less fluency than easier ones.

Hence, as we could see, each of this three theories states an idea about how to put into practice attention to form and meaning in an interactional situation. In *Long's focus on form* the key concept is negotiation of meaning, while in *Skehan's Cognitive Theory of L2 Learning* is complexity and accuracy, or in *Robinson's Cognitive Hypothesis* is complexity of tasks, which leads to acquisition.

2.2.2 *The culture issue*

The new languages will also be transmitted to children in our lessons through their own associated cultures, showing the diversity it exists in the world and explaining different ways of living and doing (intercultural approach), even if we are not in an English as a Foreign Language subject. As said by Sercu (1995), there is a necessity to adapt the existing materials for learning languages, so that they include not only linguistic aspects, but also cultural ones, avoiding prejudices or unfair and incorrect generalizations. This way, we could achieve meaningful learning of the language by means of true experiences that give to that additional language a new sense and utility, promoting interaction with these foreign cultures inside the class, as well as out of the school.

It will be complicated to introduce cultural elements to our Social Science lessons, but at least we will talk about that at the beginning of the academical year, to explain kids why we are using English to learn and where it comes from, showing the utility of learning languages.

2.2.3 *Input and Output*

When designing our programmes, we should remember that learning a new language is a progressive and long-lasting process that continues throughout our lives (Mohan and van Naerssen, 1997), so our work should be adapted to our kids level, procuring to them the adequate *input* in sufficient quantities (Krashen, 1985) to facilitate *acquisition*, and giving them the tools to promote autonomous learning. However, not only the input or information we facilitate to our kids is important, but also the outcomes or *output* (Swain, 1993) they produce, allowing us to be aware of their real understanding of the subject and their language skills, identifying gaps and deficiencies to solve them.

To understand this a bit better, it is interesting to note that we can find the *input* concept within *Krashen's Monitor Model* (1982), consisting on five different hypotheses: 1)the acquisition-learning hypothesis, 2)the natural order hypothesis, 3)the monitor hypothesis, 4)the input hypothesis and 5)the affective filter hypothesis.

In short, the Monitor Model says that 1)acquisition and learning are two different and independent processes, 2)the elements of language are learned according to a predetermined order, 3)the learnt system serves as a monitor to control the output, 4)students must receive comprehensible input to progress ($i + 1$) and 5)affective conditions must be suitable to allow the input pass the filter.

But the *Input Hypothesis* was not created by Krashen, although he has given the name and extended it. It was first proposed by Macnamara in 1972, talking about children's language acquisition, and after that other linguists as Winitz (1981), Asher (1981), Nord (1981) and Burling (1982), researching methodologies for second-language acquisition, Wagner-Gough and Hatch (1975) or Oller (1979), have worked on it in diverse aspects of language acquisition.

The basis of the present hypothesis is that our acquisition of languages is based on understanding the received information, something as simple like that. Thus, we need to be exposed to a big amount of *comprehensible input*, a little beyond our knowledge, to increase and foster it. This actual knowledge of the language in Krashen's terminology is *i*, and the comprehensible input that we need to progress is *i+1*. However, it happens that not all the input is internalized, only a small part, and this part is named *intake* (Corder 1967). The more input we receive, the more intake we will have.

Nowadays, the 1980s Input Hypothesis is also named *Comprehension Hypothesis* because to acquire a new language, as we have said before, is not only necessary to have lots of input at your fingertips, but also to understand all that information and to be interested in learning it.

Regarding to the *output* concept, in 1993, Swain reflected about its importance to complement this Input Hypothesis that seemed incomplete, so she created the *Output Hypothesis* stating that by identifying their gaps and deficiencies when producing language, learners would be able to pay special attention to relevant input and that would help them to solve specific problems. Nonetheless, students could also ignore their mistakes or seek into their minds how to improve with their own knowledge, without the need for external information.

2.2.4 Motivation

Another aspect which is so decisive for the success of our planning is *motivation*, as commented in the 'Didactic Proposal' section. This factor is closely related to the *personal expectations* (Ellis 1994) that each individual has about lessons when attending to an English course, or, in this case in the Social Science subject. Those expectations or beliefs are based on our personal previous experiences, knowledge on the matter, affective states or other general factors as age, learning style, motivation or personality, that can be very different. As drivers of the learning process, our duty is to investigate and be aware of our pupils expectations and worries concerning the lessons; this makes idea-sharing necessary, to unify criteria and create real expectations, to clarify and demystify language learning, so that we all could work in the same direction, avoiding misunderstandings and explaining since the very beginning how the course is organized and what we expect of them. In the same way, we need to be conscious of pupils' opinions, to adapt our practice to their needs, hence giving information that reduces anxiety, avoiding stressful situations which are not conducive to language learning.

To a better understanding of the motivation concept an historical retrospective is necessary, so we can start explaining that Lambert and Gardner established in the 80s two types of motivation: *integrative* and *instrumental*. The former refers to the will to integrate and be part of the target language community, while the latter is more linked to functional purposes. This period is known as the *social-psychological* one. Then, it came the *cognitive-situated period*, in the 90s, with the influence of cognitive theories. However, nowadays it exists consensus about the fact that motivation is not integrative or instrumental, but a mix of both, depending on the situation and moment of life, and is also seen as a dynamic and changing learning factor (process-oriented period).

In this sense, Dörnyei (2001) stated his concept of motivation, considering three key factors as are the choice of a particular action, the persistence on it and the effort we put there, making the learners conscious that a lot of effort is required to learn a language, which is a long-lasting process. Then, Dörnyei and Ottó created the *process-oriented model of motivation in L2*, with three phases: *a preactional stage* where motivation needs to be generated, so learners need to find the motive or cause why they want to engage in a language learning process; *an actional stage* where motivation needs to continue, therefore perseverance is essential; and *a postactional stage* where a motivational retrospection is done allowing the learner to form attributions that encourage him to continue, such as 'I was able to answer teacher's questions in English because I had studied a lot', so that their success could be attributed to factors that are controllable by the pupil.

In addition, to be good professionals who can motivate their students, it is essential to know what might be the sources of motivation in a language lesson. Skehan (1989) worked on that, finding four of paramount importance: learning activity (intrinsic cause), success experiences (motivation as a consequence of good results), internal motivation (brought by the student) and external influences (incentives and rewards). Knowing and taking profit of these motivation sources we can compensate deficiencies in language aptitude and allow our pupils to arrive further in the process of learning an L2.

Having stated all the above, teachers can take some actions, as suggested by Oxford and Shearin (1996), like investigating the motive the learner has to learn that language, clarifying beliefs so that the learner could set realistic goals, challenging pupils, creating a positive ambiance and promoting efficiency and self-efficacy in students.

In conclusion, teachers need to have in mind so many factors and elements when planning an academical year, not only when talking about English, but in general. The teaching task is not easy, and if you want to be professional and care about your students learning process, a lot of effort, time and permanent training is required. So, having stated all the above, is time to move to the teaching proposal.

3. Teaching proposal

First of all, it is necessary to explain that my proposal is designed for a group of 20 students in second year of primary education, for the aforementioned school, San Cristóbal, a private centre that is promoting a CLIL pilot programme in the first cycle of Primary, with the intention to expand it to the rest of cycles depending on the obtained results, that are quite good for the moment, considering that this is the second year it is working.

The chosen subject to work with is Social Science, since it helps children to understand the world and society in which they are immerse, knowing their different elements and giving the opportunity to learn a lot of vocabulary in the vehicular language to name them all, as well as processes and other concepts, developing thinking and cognition.

Within this course, the topics to be treated are 'The Solar System' and 'Air and Water', so this paper is going to be centred on developing two units with those concepts as backbone, from which we will treat others as the planets, Earth movements, the weather, etc. The chosen topics are intended to be of interest for the pupils, that always want to know more about where we live and ask themselves what is beyond the sky.

Once we have established the school, the pupils, the subject and the topic, it is necessary to speak about time. These lessons will be the first ones of the course, so before starting with them squarely, some introductory sessions will be prepared, to motivate children and make them reconnect with the language and the subject, expressing their worries and expectatives. We will have the complete first term to deal with them (appendix A), from the 3rd of September, that is when the school starts, until mid-October for 'Our Solar System' and from the end of October to mid-December for 'Air and Water', to develop the unit contents and evaluate them.

This subject will be taught twice a week in 45-minute sessions, that are always placed in the morning (appendix B), so that kids could be more active, maintaining acceptable attentional levels. Having contextualized the work, it is necessary to make an overall planning of objectives, contents to treat and evaluation criteria to know their achievement degree, apart from other elements.

3.1 Planning for Unit 1: Our Solar System

In first place we have a general organization of the unit, making use of a table, in which we can find objectives linked to evaluation criteria, contents, method, attention to diversity, spaces, resources, and evaluation procedures and tools.

After this general overview of the unit, we can find a detailed planning, session by session, with a clear distribution of contents, that will be worked through different proposals. In general, the structure of the sessions will be similar, always starting with an oral review of concepts triggering interaction, to continue introducing new ones. We won't make use of a text book, all the materials and explanations will be provided by the teacher, with the help of the digital board to project images or texts that the students need to copy in their notebooks.

Table 1: general organization of the Unit 1.

Title of the Unit		
Our Solar System		
<u>Level:</u> second grade of Primary Education		
<u>Scheduling:</u> from 8 th Sept. to 20 th Oct.		<u>Number of sessions:</u> 13
Educational objectives	Evaluation criteria	
1. Knowing the main elements of the Solar System.	1. Being able to name the main elements of the Solar System.	
2. Differentiate the movements of the planets.	2. Distinguishing the movements of rotation and revolution.	
3. Having a general notion of what a satellite is.	3. Knowing the moon and its four main phases.	
4. Knowing why we have day and night.	4. Being able to explain in a general way the cause why we have day and night.	
5. Learning the seasons.	5. Being able to differentiate the four seasons.	
6. Having the notion of time.	6. Name the different time units: year, month, day, hour and minute.	
7. Being able to obtain and organise information extracted from diverse sources.	7. Developing study techniques: schemes and summaries.	
8. Learning to work in teams.	8. Respect for classmates and their opinions.	
Contents		
Conceptual	Procedural	Attitudinal
<ul style="list-style-type: none"> - Elements of the Solar System. - Movements of the Earth and the planets. - The moon and its phases. - Day and night. - The seasons. - Time: months, days, hours. - The planets. 	<ul style="list-style-type: none"> - Obtaining information using different sources. - Organising the information to facilitate study. -Teamwork. 	<ul style="list-style-type: none"> - Respect for classmates. - Acceptance of different opinions. - Creation of environmental awareness.
Methodology		
<p>Methodology will be flexible to meet the diverse needs of our students, taking into account the principles of teaching care individualization as well as active participation and cooperation of children to carry out the tasks. We will endeavour to relate the activities and learnings with children experiences that are part of their daily life, interesting and motivating them to create a good coexistence climate in the classroom that is conducive to significant learning because it departs from learners' previous knowledge.</p>		
Attention to diversity		
<ul style="list-style-type: none"> -We will give the children positive reinforcement and recognition of their effort. - We will track individual students' work, with special attention to those who need reinforcement. - The organization of times and spaces will be flexible. 		

Spaces and resources	
<ul style="list-style-type: none"> - In the classroom, tables are organized into groups of four to encourage socialization and interaction. - Some sheets, cards, videos, etc. will be utilized instead of a textbook. - We will also have the support of audiovisual equipment in case we want to add some extra information on the development of the lesson. 	
Evaluation procedures	Evaluation tools
<ul style="list-style-type: none"> - Implementation of an initial, formative and summative evaluation. - Continuous assessment. - Systematic observation. - Dialogue with the students. - Review of students' outcomes. - Self-assessment of students and teachers. 	<ul style="list-style-type: none"> - Test. - Systematic oral questions. - Registration of classroom activities, homework and students' comments. - Sheets for students' and teachers' self-assessment (Appendix I).

Once we have a general view of the objectives, contents and evaluation criteria we want to work with in this unit, we can start planning each session.

The first session of the course (3rd of September), as commented before, will be a kind of introduction for the pupils to be at ease. Our main objective here would be to present ourselves and get information of the group, so that we could know their expectations and maybe demystify some misconceptions and worries they could have. Hence, this session will be very interactive and, of course, oral. The teacher will briefly explain the topics to deal with all along the year, for later taking notes about pupils opinions and interesting data. We will also talk about the English language, its importance around the world, places where it is lingua franca to show the kids that it is not only spoken in the UK and the USA, but in many more countries with their own cultures (appendix C).

Some questions could be prepared by the teacher to ask pupils as, for example:

- What do you expect of this subject?

- How long have you been studying English?
- What do you expect from the teacher?
- What materials or methods would you like to use?
- What do you think about your peers?

With all the information gathered here, the teacher could know a bit more his students and adapt the contents to the group.

Next, it will be explained in detail the planning for unit 1, Our Solar System, sessions by session.

Session 1

The teacher will start making a general introduction to the topic, explaining the concepts and procedures we are going to work with within this unit. Kids will be asked about what they know of the Solar System, so that the teacher could be aware of the previous knowledge his pupils have on the issue, to take it as a starting point. Possibly, most of the elements to be studied this year were already taught in previous courses, but now is the moment to refresh and enlarge them. The principal objective of this class would be to motivate the students, as well as activating their previous knowledge.

It would be interesting to make use of some videos as this one, entitled 'Exploring our Solar System: Planets and Space for Kids', from the Internet: <https://www.youtube.com/watch?v=Qd6nLM2QIWw>

Session 2

This session will start presenting the kids some words related to the Solar System as, for instance, *star, comet, satellite, crater, telescope, planet, moon, sun or rocket*. We will explain a little bit each of them and then will give them a piece of paper so that they could write and draw them. To help them, we will project the image of each item in the digital board. After the class, the teacher will collect the papers, to correct and give them back in the next class.

The goal of this activity is to familiarize students with the specific vocabulary of the unit, allowing them to memorise the spelling of the words.

To finish the session we could prepare some games as 'hangman' in the whiteboard, so they can fix the orthography of the words in a fun and relaxed way.

Session 3

This class will start projecting some of the images studied in the previous session and asking the kids to tell us what they are seeing, to revise the vocabulary.

After that, we will ask them to take their notebook and make a beautiful title for the unit at the first page, saying 'Our Solar System'. Then, they will have to create a vocabulary section to include the words studied the last day.

To continue, the teacher will read a little text about *the Sun, the planets and the revolution movement*. Pupils just will have to listen. Then, the text will be projected and the teacher will ask the pupils to copy it in the notebook. It is interesting to add that the teacher has created a video with those little texts to use in class to upload to 'clickedu', allowing the kids and parents to use them at home (appendix D).

After having the text copied, the teacher will explain all the new concepts with the help of Internet images, gestures and, of course, kids' questions are accepted.

Session 4

Today, the teacher will explain again the concepts studied in the previous lesson: *the Sun, the planets and the revolution movement*, for then asking the kids to explain it themselves in little groups.

What we want to get today is to introduce *the name and order of the planets*. For that, we ask to the kids if they know the name of any planet, for example ours, and then we can project an image with all the names in the correct order. The teacher will start reading them, and then the students, all together.

To fix this new words, we will give them a worksheet (appendix E).

Session 5

As every day, the lesson will start with a quick review of everything, speaking both, the teacher and the pupils. We will emphasize and expand the concept of *revolution*, explaining that it takes to the Earth 365 days, or one year, to complete one revolution around the Sun. The teacher will read a little text that kids will have to copy then in their notebook, looking at the digital board.

Besides, we will propose the kids to talk about that in little groups, explaining each other this concept. After that, some group will be chosen to explain it for the rest of the class, making movements and gestures.

To finish the session, we will ask them to draw the revolution movement of the Earth in the notebook, below the text, and for the next day we want them to look for information about another movement of the Earth and bring it to class.

Session 6

In first place, we will go over the studied concepts to refresh and clarify them; then the *rotation movement* of the Earth will be addressed. The kids will take their information pieces and will comment them in groups to take a common definition of rotation. Subsequently, the teacher will give the word to one person of each group to put it in common, and all together will choose the best one, to copy in the notebook with a drawing of the movement.

After this activity, we will underline the existing *difference between rotation and revolution*, representing both movements in front of the class, with the help of some volunteers.

Session 7

As every single day, a revision of concepts will be done, making questions to the kids and allowing them to have group debate.

This is the moment to explain that rotation is the cause why we have *day and night*. We will explain both concepts and then will ask the kids to talk in groups what they do when is day and when is night to, some minutes after, put it in common with the rest of the class. Then the teacher will read a little text that the pupils have to copy in the notebook, illustrating the explanation.

Session 8

As in every lesson, we will start the session making a 5-10 minutes oral review of concepts to detect doubts or difficulties.

After having dealt with the day and night topic in the previous class, it is the moment to talk about the *moon*, explaining that it is a satellite that has some *phases*. But before the explanation we want to detect kids' previous knowledge on the matter, hence we allow them to discuss in groups what they have in mind about the moon and, after some minutes, we give them the word so that they could expose their conclusions. As usual, the teacher will read a small text that the kids have to listen, and then copying from the digital board.

To continue, the teacher will project one image of the full moon (appendix F), asking the kids if we always see the moon like that, taking this picture as a starting point to explain its four main phases.

The last activity of the session will be that the kids draw the four phases of the moon in their notebook, next to the written explanation.

Session 9

We will start the lesson with the typical review, making questions to the kids and asking them the vocabulary by means of images. Then we will propose them to elaborate a 'Moon Diary', in order to observe the shape changes of the moon. We will give them a cardboard with little boxes (appendix G), in which they will have to draw the moon they see and writing the date. This activity will last until 20th October, and we will comment it after the planetarium visit. That day the kids will bring their diary to class, to comment it, compare with mates and exhibit it at the school corridor.

After organizing the 'Moon Diary', we will talk about the months, that the kids know by heart because they have been already studied in the English subject, days, minutes and the seasons. We will ask if they know that we have four seasons in on year, and then they will be given some minutes to think about their names. For that reflection, the teacher will give to each group a piece of paper that they will have to divide in four to draw characteristic elements of each one of the seasons. Some minutes after, all those elements will be shared with the class, to learn, apart from the name of the seasons, typical objects or actions belonging to each one of them. The teacher will take note of everything in the whiteboard and kids will have to copy it in the notebook, with drawings.

Session 10

This is the previous session to the test, so we will completely devote it to go over the studied concepts, making use of games as the 'hangman', to revise spelling, or a quiz in teams with questions prepared by the teacher, and a little booklet with short texts and words or expressions to copy (appendix H) to start in class and finish at home as homework.

Session 11

This whole session is dedicated to make an individual written exercise (appendix I). This test will allow the teacher to check the level of acquisition of the unit concepts by the students, to detect deficiencies in the planning or even personal difficulties.

The kids will have 40 minutes to complete the test. Before starting, the teacher will read all the activities, one by one, to solve doubts.

Session 12

This is the last class session of the unit 1, where the teacher will distribute the corrected tests in order to check the activities all together and dispel doubts. If we detect that any student needs supplementary material or extra help we will prepare it, so that the person could achieve the objectives of the unit.

Here we will take time to pass an auto-evaluation test for the kids, collecting information about their feelings with the unit, personal effort, the work of the teacher, etc. We will complete an auto-evaluation sheet too, in order to reflect on our work and to improve educational practice (appendix J).

To end with the session, we comment to the students that next week we will do an extra-curricular activity, a visit to the planetarium of the city. We take some minutes to explain it, showing the web page (http://www.castello.es/web30/pages/seccion_web10.php?cod1=502).

Session 13

This is the day when we will visit the planetarium, so possibly we will need the whole morning to do it. The idea is to watch one of the documentaries called 'el sistema solar', in valencian, and then visiting the little museum they have. The purpose of proposing this visit after the test is that children remember the Solar System unit with pleasure, because we want to motivate them to continue learning about it on their own. And about the documentary language, Valencian is chosen considering that most of the kids have Spanish as their mother tongue at home, and minority languages should be promoted in educational contexts.

The kids will be given a little booklet, created by the planetarium, about the Solar System, to read and complete at home (http://www.castello.es/archivos/507/SISTEMASOLAR_ca.pdf).

When we get to school before the midday break, we will discuss in class the visit, children's points of view, questions and we will browse the booklet.

Finally, as said in session 9, it is today when children bring to class their 'Moon Diary', so we will take some minutes to share it with the mates and comment it. Then the teacher will put them in the corridor, as an exhibition.

3.2 Planning for Unit 2: Air and Water

With the development of this unit we intend that students could clearly distinguish some natural elements of our environment as are air and water. We also would like to cover some concepts related to the previous ones as could be precipitation, states of water, the weather or air composition, among others, and after having in mind those ideas we will introduce the pollution problem, as a fact that harms our health and that can be combated changing our lifestyles. This means that the goal here would be to create environmental awareness.

Table 2: general organization of the Unit 2.

Title of the Unit	
Air and Water	
Level: second grade of Primary Education	
Scheduling: from 20 th Oct. to 26 th Nov.	Number of sessions: 12
Educational objectives	Evaluation criteria
1. Knowing the main weather phenomena.	1. Identifies different weather phenomena in real life.

2. Differentiate the symbols that are commonly used to represent weather phenomena.	2. Recognises the weather phenomena symbols.	
3. Understanding the concepts of air and water.	3. Explains the concepts of air and water correctly and recognises them in real life.	
4. Recognizing the water cycle process in natural spaces.	4. Is able to explain the water cycle and to identify the states of the water.	
5. Establishing a link between air, water and pollution in our society.	5. Identifies pollution sources and gives solutions to employ in every day life.	
Contents		
Conceptual	Procedural	Attitudinal
<ul style="list-style-type: none"> - The weather. - States and kinds of water. - Types of wind. - Kinds of precipitation. - Air. - Pollution. 	<ul style="list-style-type: none"> - The water cycle. - Symbols in a map. 	<ul style="list-style-type: none"> - Respect for classmates. - Acceptance of different opinions. - Awareness-raising about pollution and little gestures to reduce it.
Methodology		
<p>Methodology will be flexible to meet the diverse needs of our students, taking into account the principles of teaching care individualization as well as active participation and cooperation of children to carry out the tasks. We will endeavour to relate the activities and learnings with children experiences that are part of their daily life, interesting and motivating them to create a good coexistence climate in the classroom that is conducive to significant learning because it departs from learners' previous knowledge.</p>		
Attention to diversity		
<ul style="list-style-type: none"> -We will give the children positive reinforcement and recognition of their effort. - We will track individual students' work, with special attention to those who need reinforcement. - The organization of times and spaces will be flexible. 		
Spaces and resources		
<ul style="list-style-type: none"> - In the classroom, tables are organized into groups of four to encourage socialization and interaction. - Some sheets, cards, videos, etc. will be utilized instead of a textbook. - We will also have the support of audiovisual equipment in case we want to add some extra information on the development of the lesson. 		
Evaluation procedures	Evaluation tools	
<ul style="list-style-type: none"> - Implementation of an initial, formative and summative evaluation. - Continuous assessment. - Systematic observation. - Dialogue with the students. - Review of students' outcomes. - Self-assessment of students and teachers. 	<ul style="list-style-type: none"> - Test. - Systematic oral questions. - Registration of classroom activities, homework and students' comments. - Sheets for students' and teachers' self-assessment (Appendix I). 	

So, after having stated in general terms the objectives and contents of the unit as well as ways to work and evaluate them we can start specifying all those ideas in a detailed planning session by session. It is possible to anticipate that the organization of sessions will be similar to those ones of Unit 1, this means starting every day with a little review of contents to, after that, introduce some new ideas linked to the previous ones.

Session 1

As in the previous unit, this first session will be some kind of introduction to the topic of air and water. Our pupils will be asked about those concepts and we all will reflect on the usages we give to water in daily life, places where it is present, kinds of water we can find, what is air, the weather and more connected concepts, so that we could make a general vision of their previous knowledge on the matter.

To encourage kids and reduce anxiety levels produced maybe by the unknown, we will try to transmit them a positive attitude towards the unit, giving oral feedback and reinforcement. For that, an introductory video from the Internet will be watched, where some of the concepts we want to cover are explained with images (<https://www.youtube.com/watch?v=w49Bkmg8vp0>). After that video we will play some games to make them remember words that they already know, as for instance, the 'hangman' on the whiteboard, or to show images using the digital board while asking what they can see there.

Session 2

To continue with the routine we started in the previous unit, we will introduce some of the vocabulary we want them to learn: *raincoat, umbrella, sun cream, rubber boots, sunglasses, ski, torch, coat, leaves, rainy, foggy, sunny, stormy, windy and snowy*. We will write it on the whiteboard and they will be asked to copy it on a piece of paper, matching weather words with objects or elements pertaining or related to them, and always adding a small drawing for every single word. To help the kids with the drawings, the images of the most difficult elements will be projected. Those papers will be collected by the teacher to correct them and give back to the kids in the next class.

The goal of this writing exercise is that kids could recognise the words when they see them in a text and that they could write them in a correct way, always showing the correct spelling to allow them to learn through visual memory.

Session 3

This day we will start talking about the weather we have, asking the kids 'what's the weather like today?' and waiting for their answers. We will use this to introduce weather symbols, asking if they have ever watched the weather forecast on TV, and we will distribute a worksheet to make them drawing the symbols linked to the studied words (appendix K). When finished the worksheet, we will propose an activity similar to the 'Moon Diary' one, but this time it will be a 'Weather Diary' of one complete week, from Monday to Sunday. For that, the teacher will provide them with a cardboard (appendix L) in which they will have to write and draw every day at home. They will bring it to class in December, to share the information and exhibit it on the walls of the school corridor.

Session 4

As usual, the class will start with the typical review of concepts and some warm-up activities, to link the new words we pretend to introduce. We will ask them to take give out the notebooks to write a big title for this new unit, saying 'Air and Water', and copy the second session words in a vocabulary section.

Our goal for this session is that kids learn the concept of *wind* and some types of it as are *breeze*, *gale* and *hurricane*. For that we will ask them if the wind is always the same or if it could have degrees of strength and we will show them images (appendix M). Then, the teacher will read a small text about the wind and its types, that kids will have to copy in their notebook later on, from the digital board, accompanying it with some drawings.

All the texts for this unit will be included in a video that the teacher has created, as done in Unit 1 (appendix D).

Session 5

We will take profit of our daily 10-minutes review to introduce the new concepts we want the kids learn today. After having presented the kinds of wind, is time to talk about *precipitation* and its types: *rain*, *hail*, *sleet* and *snow*. As did in the previous session, we will ask the pupils to reflect on the kinds of precipitation they can see (Is water always falling in the same way?). We will project four images on the digital board and will propose them to match with the words given (appendix N).

To continue with the explanation, the teacher will read a text that kids will need to copy in their notebook, accompanied with drawings.

Session 6

It is time to talk about one of the main concepts in the unit: *air*. After the daily review of concepts showing images and asking the kids (What can you see there? What's wind? Can you tell me the kinds of wind you may know?), we will make them reflect about what we breathe and will propose a brainstorming, taking notes of their answers on the whiteboard. Then, we will try to introduce in our explanation of the air concept their words. We will talk about *oxygen*, as one of the air components we need to live, and the *atmosphere* that surrounds us at the Earth. We will explain that even if those elements are not visible to the naked eye, they exist and are essential for life.

To finish the class, the teacher will read a little text about air, then will project it on the digital board and kids will have to copy it in the notebook.

Session 7

As did in every single session, we will devote 10 minutes to do an oral review of concepts to refresh them and allow kids to understand new ideas. When the air concept will be clear, the teacher will project some images of places or actions that pollute it (appendix O) and will ask kids if we always breathe *clean air* or if, on the contrary, air is more and more *polluted or dirty* every day, introducing the *pollution* concept. Next, we will make them drawing in their notebooks solutions for breathing healthy air, writing their names as, for instance: *planting trees, taking care of plants, using renewable energies or walking instead of using the car*.

To extend this idea, the teacher will propose the pupils to bring to class a small flowerpot, some seeds and soil to make kids responsible of their own plant.

Session 8

In this class, after doing the daily review of vocabulary, we will give a worksheet with the steps (appendix P) that kids need to follow to plant the seeds. First we will read the steps all together, then kids will illustrate them, and after that we will proceed to plant the seeds. Once kids had planted the seeds, we will put all the flowerpots with their owner's name on a table next to the window, to see the little plants growing.

Session 9

After the oral revision of vocabulary, we will take a look to our plants, and the teacher will ask the kids: what do the plants need? They should respond that plants need water, and with this we will take profit to introduce the *water* concept and to appoint a responsible for watering them, that will change every week. After that we will show the students some pictures of water in its different states, *gas, liquid or solid*, (appendix Q) and will ask them for the differences they can see, so that they could arrive to the conclusion that water changes depending on the temperature.

Once we had explained what water is and its states, we will pass to speak about the water cycle, trying to make the kids understand that water is constantly changing, but it does not disappear. To continue, they will watch a short video from the Internet that explains the four main phases (*evaporation, condensation, precipitation and collection*) of it (<https://www.youtube.com/watch?v=VHW9GspGnYE>). To fix those phases we will read a text that they will have to copy in the notebook, accompanied by a drawing of the water cycle, with the name of the phases.

Session 10

As we did in unit 1, this session will be designed to make a complete review before the exam that students will have in the next class. The structure of the class will be the same, given that we want the kids to get used to some routines. We will start playing the 'hangman' to fix spelling and then we will prepare a quiz, organising the pupils in small groups of 5 people, to answer teacher's questions. To finish the session the kids will be given a little booklet with all the texts of the unit and the most important words in bold, to copy three times. The questions for the quiz as well as the little booklet are included on appendix R.

Session 11

In this session, we will pass the kids a written test, as done in unit 1, so there is little to explain. We use this evaluation instrument to know individual difficulties that can modify the planning to adapt it to the pupils. This means that the number of sessions now is thirteen, but could be modified to extend it if necessary, to reinforce concepts and help kids to reach a real understanding of topics, which is our final goal.

Session 12

This day we will bring to class the corrected tests and will hand them to the students, so that they could see their mistakes and fix the correct answers. We will comment it orally, all together, to solve doubts and re-explain concepts if necessary, as we did in session 12 of unit 1. After having revised the tests, we will take some minutes to complete the auto-evaluation sheets (appendix J) both, the students and the teacher, to improve practice and be able to change things to the better.

To continue, we will collect all the 'Weather Diaries' of a complete week we asked kids for in session 3. What we want to do with them is to comment the different drawings in class for, subsequently, putting them on the walls of the school corridor, as a class work.

To end the session, we will explain the kids the extra-curricular activity we have prepared for the next day. It consists of visiting a place where we could find fresh water, so we will ask the kids where it could be, waiting for the answer 'river'. When they come up with that idea we will show a picture of the place we are thinking of, that will be the source of river Pitarque and will talk a bit about what we are intended to do there.

Session 13

The extra-curricular activity we want to do today will take the whole day. We will give the students a worksheet to complete during the trip, with information about the river Pitarque (appendix S). We have thought about visiting a river because it is possible that, given the young age of children, they had never seen a real one before, however, it is sure that they have been on the beach, so they have seen the sea (salt water) and, of course, they know what drinking water is and have it in their daily life.

The purpose of preparing these kind of trips is to fix the concepts learnt in the classroom through real experiences that encourage children to continue learning about it independently, in an autonomous way.

4. Assessment

In this part of the work, it is worth mentioning that the evaluation of a proposal or a project is always an important part of the process in any kind of matter, but even more if it is an educational paper, since education is the basis of society, the element that will make it progress and evolve, so that is why we should take a special care when designing didactic units. That being said, we are going to get to the point of the matter.

In first place, it is necessary to comment that this has been just a proposal and has not been put into practice like that. Even if I am teaching that course and those units I have to follow a book in class and what has been done here is a proposal without textbook, using alternative materials from the Internet or just created by the teacher, fact that allows you to adapt better to your group of students. So the expected results of this project would possibly be better than the real ones I have obtained following the school planning, because of that adaptation of materials and class activities, with the teacher as a guide and helper, but allowing kids to discuss the questions and topics in little groups, to trigger interaction and, thus, fostering kids communicative competence.

We assume that the chosen topics, that coincide with the ones I have covered at the school, are of interest for the students, that always want to know more about the world around them. However, we know that teaching and learning all those concepts and processes in English is a hard work because kids are not used to it and need some time to adapt, given that they have little input in that language and they live in an Spanish or Valencian environment. But they seem to be predisposed to learn English as they see that fact gives them more possibilities and they can understand many more words of real life, for example names of toys or cartoons. That is the key, showing them the usefulness that learning new languages has, to increase motivation.

Additionally, for all our work with children in the educative centre be complete, we need parents cooperation, supporting it, and transmitting to kids positive attitudes towards other languages, as well as towards the fact of learning through them, because 'there is evidence that having knowledge of two or more languages positively affects cognitive development', as said by Adescope *et al.* (2010) and Bialystok *et al.* (2010), so we need to transmit to parents the benefits of multilingualism, to get them involved in it. Needless to say that we would accept parents' suggestions to improve our educational practice.

To summarise, we pretend kids to gain a global comprehension about what languages are and their importance, focusing on English, and explaining that it is a worldwide language that gives a huge range of possibilities, connected with so varied cultures that we may know and respect, considering them as a source of knowledge that can contribute to broaden our minds. Besides, in this subject we want kids to learn how to name daily elements and natural processes in English, but what is more important, to achieve a complete understanding of them, through participative activities that make them learning in a relaxed atmosphere where they could feel secure, motivated and happy, highlighting their achievements and the things they can do instead of punishing mistakes.

5. Conclusion

There are many elements to consider when designing a didactic proposal, not only conceptual, but also affective, as discussed throughout this paper, and even more if you try to integrate in a CLIL system, enhancing multilingualism. The role of the teacher is to know and conjugate all of them, to offer his/her students an education of quality that allows them to progress, either in learning languages or any other subject, adapting to their personal individualities and needs. Hence, with this vision of education in which the teacher acts as a guide or facilitator, we may affirm that all the people that decide to pursue this profession have a difficult task ahead, frequently with little recognition, which requires vocation and daily effort. Teacher training is seen as one of the key elements to be a good professional, because to carry out this kind of proposal, integrated in a CLIL context, a huge understanding of language and contents teaching is required, to be able to help students in their learning process, as well as in the affective dimension of development, addressing aspects as motivation or anxiety.

As final conclusion, we can affirm that if we want to educate happy and responsible people, able to continue learning throughout life, a change on how education is approached is required, including CLIL contexts in mainstream education that could broaden kids horizons and generate on them new perspectives and ways to see the society where they find themselves.

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Appendices

Appendix A

Calendar to develop first term units: 'Our Solar System' and 'Air and Water'.

September 2015						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

The academic year begins on September 2 and the Social Science lessons will be on Tuesday and Thursday, so the first class will be on September 3 (presentation session).

We will develop only the first term of the subject, in which we will cover two units:

- Our Solar System: from 8th September to 20th October.
- Air and Water: from 22nd October to 3rd December.

Appendix B




Social Science schedule.

Hours	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:00					
10:00 – 11:00					
11:00 – 11:30	B	R	E	A	K
11:30 – 12:15		Social Science 2 A			
12:15 – 13:00				Social Science 2 A	
13:00 – 14:45	B	R	E	A	K
14:15 – 15:30					
15:30 – 16:15					
16:15 – 17:00					

- We will have two 45-minute sessions per week to develop our unit. Both of them are situated after the mid-morning break.

Appendix C

Example of Intercultural Activity.

Customs in different English-speaking countries	
	<p>Jamaica is a small country located on an island in the Caribbean Sea, whose capital is Kingston. It is the birthplace of reggae music, with Bob Marley as one of its main exponents. Its cuisine is varied and is influenced by cultures such as African, Spanish, English and Asian. Dunn's River Falls in Ocho Rios, are one of the most visited tourist attractions in the country.</p> <p>Tip: If you're in Jamaica on your birthday, be careful, you could be covered in flour.</p>
	<p>Malta is a really small country, situated on an island in the middle of the Mediterranean Sea, near Italy. It is part of the European Union and its capital is Valletta. Its strategic location has made many people have been there throughout history, so, nowadays, it is a multicultural place. Tourism and production of films depict an important part of the Maltese economy, providing great income.</p> <p>Tip: If you have to move around the island, use the bus. Maltese buses are quite old, but cheap. You can move around the island by just 1,5€ the whole day.</p>
	<p>South Africa is located in the southern African continent. This country has eleven official languages, evidence of its diversity. It has three capitals, one for each power: Pretoria (executive) Bloemfontein (judicial) and Cape Town (legislative). The national sport in South Africa is rugby. It is one of the countries with more plant biodiversity in the world, with more than 20,000 different species.</p> <p>Tip: South Africans are never in a hurry. If a waiter tells that you are going to be served 'just now', it means that you will have to wait some time.</p>

Appendix D

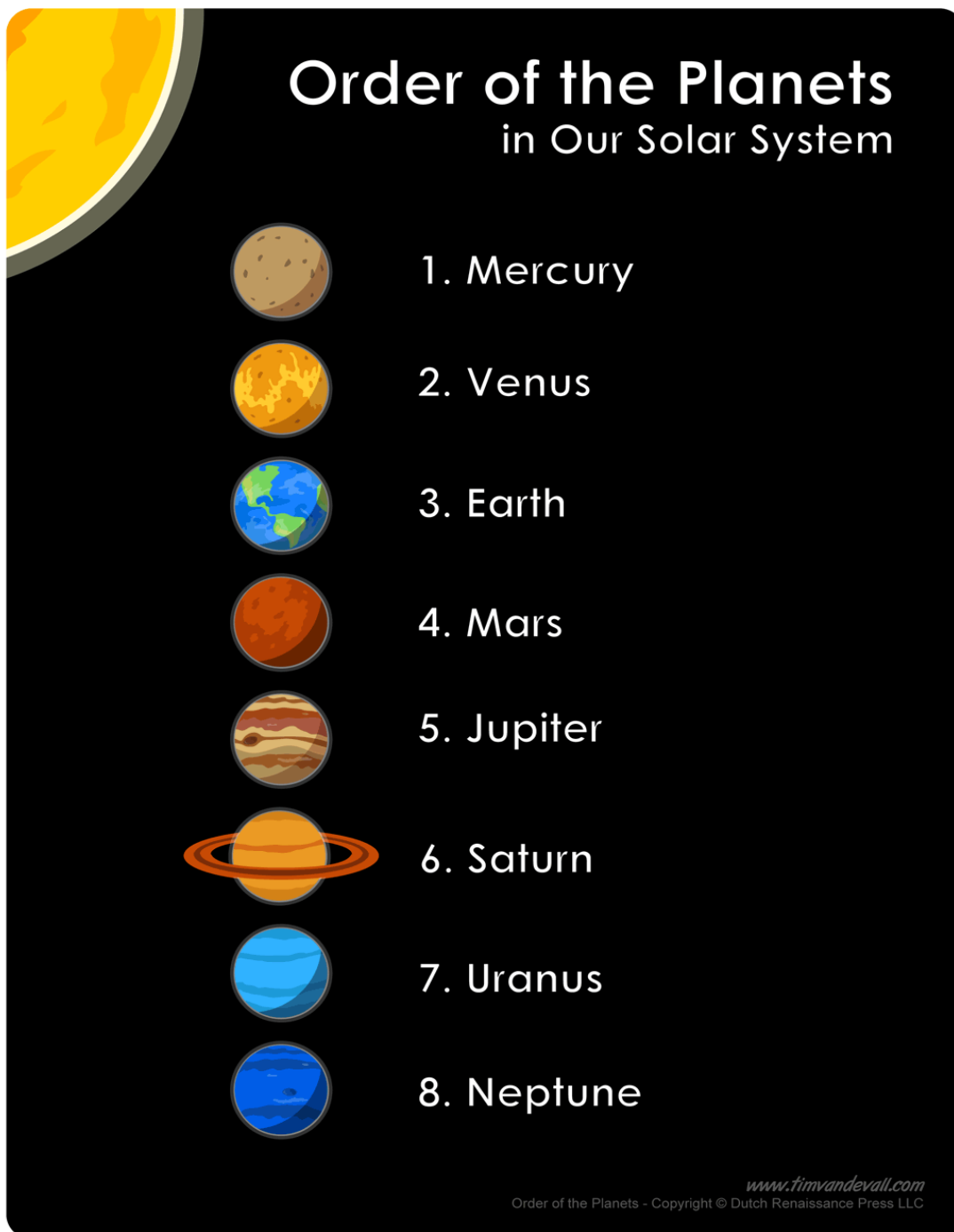
Videos with all the texts used all along the unit 1: Our Solar System and unit 2: Air and Water.

All these texts are taken from the book 'Social Science Primary 2', collection 'byME', published by Macmillan Education and Edelvives in 2015.

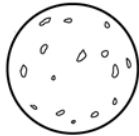
Appendix E

Image and worksheet of the Planets for session 4 (unit1). Retrieved from:

<http://www.timvandevall.com/list-of-planets-in-order/>



Order of the Planets in Our Solar System



1. _____



2. _____



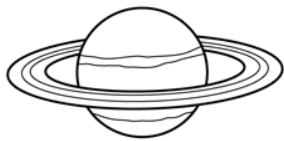
3. _____



4. _____



5. _____



6. _____



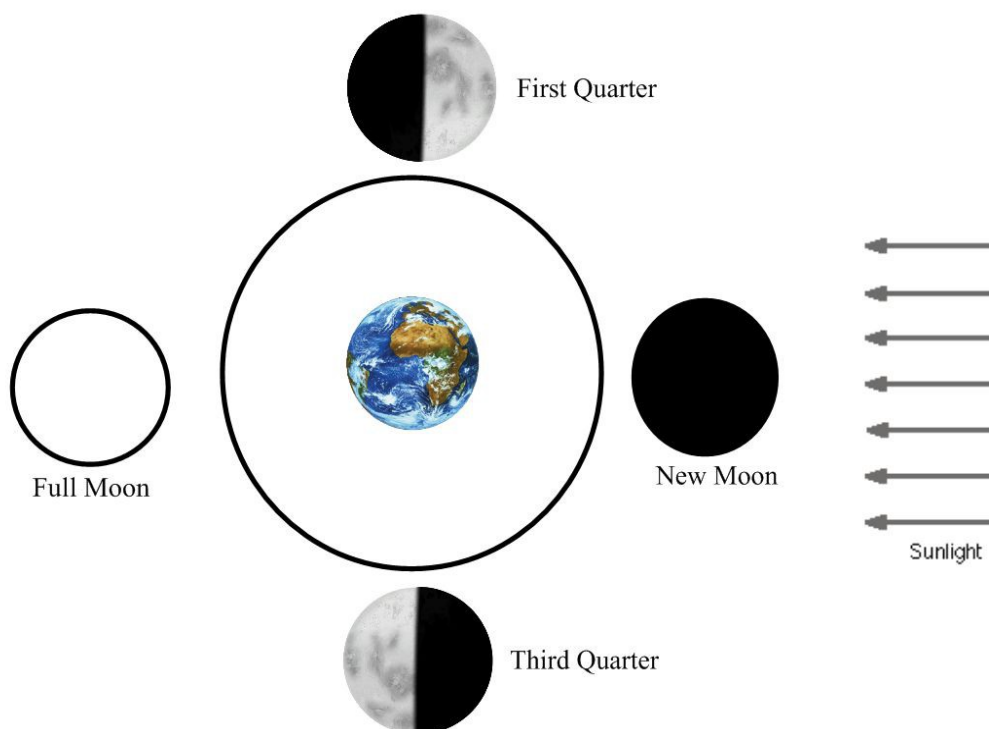
7. _____



8. _____

Appendix F

Images to explain the Phases of the Moon.



Appendix G

Cardboard with little boxes for the 'Moon Diary'.

MY MOON DIARY

Name and surname: _____

Date: _____	Date: _____	Date: _____
Date: _____	Date: _____	Date: _____
Date: _____	Date: _____	Date: _____
Date: _____	Date: _____	Date: _____
Date: _____	Date: _____	Date: _____

Appendix H

Materials for the session 10 of unit 1. Revision before the exam.

Questions for the class quiz.

- What's the Sun?
- What's at the centre of the Solar System?
- How many planets can we find in our Solar System?
- Tell at least three elements that we can find at the Solar System.
- Tell to the rest of the class the name of the planets.
- What's the moon?
- Name the phases of the moon.
- What's rotation?
- What's revolution?
- What's the cause why we have day and night?
- How long does it take to the Earth to revolve around the Sun?
- How long does it take to the Earth to make a complete rotation?
- How many hours can we find in 1 day?
- How many days does 1 year have?
- Tell us the name of the seasons.
- How many minutes can we find in one hour?
- Tell us the name of one typical element of each season.
- Tell us the name of an instrument to look at the stars.
- Which is the first planet of our Solar System?
- Which is the last planet of our Solar System?

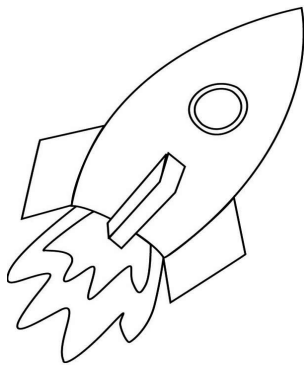
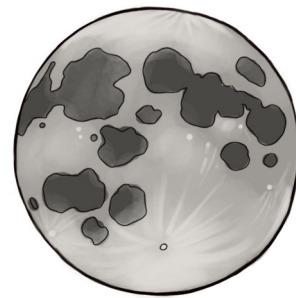
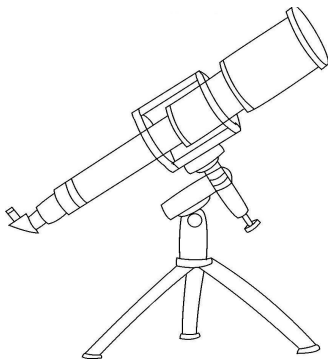
Little booklet with short texts and relevant words or expressions of the unit, to copy.

Appendix I

Written test for session 11 of unit 1.

SOCIAL SCIENCE EXAM			MARK
NAME AND SURNAME:			SIGNATURE
DATE:	COURSE:	GROUP:	

1-. Write their names.



2-. Choose the correct one.

The Sun is a *star / planet*.

The *Earth / The Sun* is at the centre of the Solar System.

There are *eight / ten* planets in the Solar System.

All the planets move around *the Moon / the Sun*.

3-. Complete the sentences.



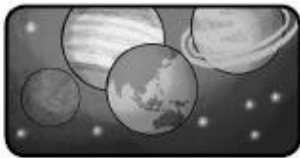
The Sun is a .



The Sun is at the centre of the .



The move around the Sun.

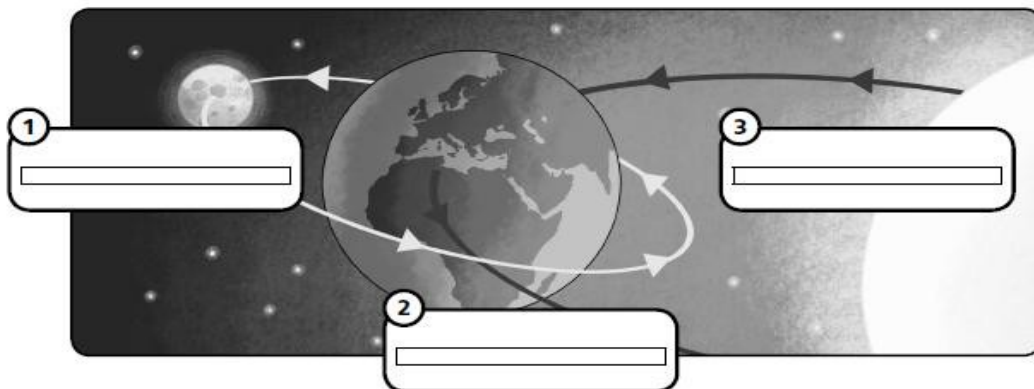


The is a planet.

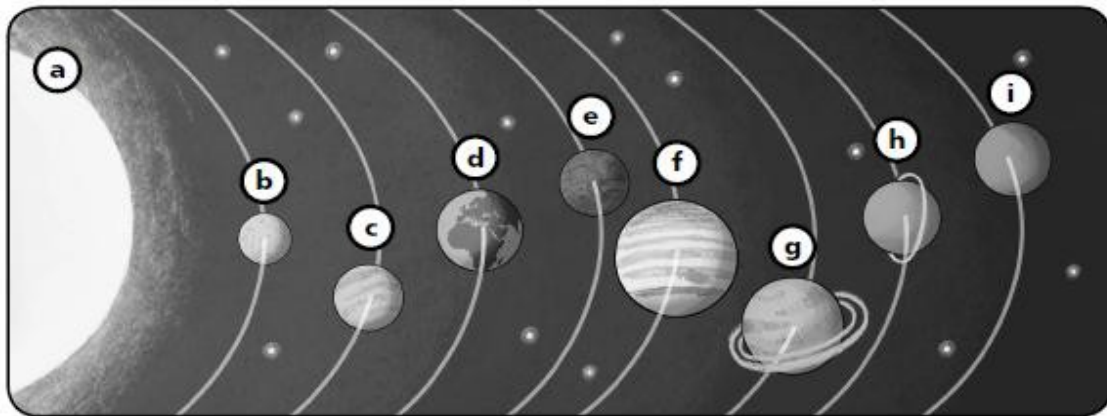


We on the Earth.

4-. Label the diagram.



5-. Write the correct letter.



Mars

Earth

Uranus

Mercury

Saturn

Jupiter

Venus

Sun

Neptune

6-. Match.

There are four	hours in a day.
There are twelve	parts of a day.
There are 24	seasons in a year.
There are 60	months in a year.
There are four	minutes in an hour.

7-. Fill in the gaps.

The Earth is always turning on its axis. This movement is called _____ and is the reason we have day and night. It takes to the Earth _____ or one day to rotate on its axis.

8-. Cross out the mistakes.

winter	afternoon	spring	summer
morning	afternoon	January	night
dark	hot	cold	warm
seconds	minutes	hours	evening
Saturn	Jupiter	Mars	the Sun

Appendix J

Sheets for students' and teachers' self-assessment.

Self-assessment of teaching practice			
Name of the teacher:		Course:	Date:
Adequacy of the plan		Academic results	Improvement proposals
Class preparation and teaching materials	There is coherence between the plan and classes development.		
	Timing is balanced.		
	The development of the class is adapted to the characteristics of the group.		
Use of an appropriate methodology	Globalizing, interdisciplinary and meaningful methodology.		
	The methodology promotes motivation and development of children's abilities.		
Learning evaluation	The evaluation criteria are linked to objectives and content.		
	Assessment tools help to track numerous learning variables.		
	Important information is extracted from continuous assessment.		
Use of measures for diversity attention	Measures are taken to meet the learning difficulties.		
	Response is offered to the different abilities and learning rates.		
	Extraordinary measures recommended by psycho reports are applied, if necessary.		

Self-assessment of students' practice

Name:	Course:	Date:		
Items	Yes	No	Don't know	
1. I respect other's opinions in group tasks.				
2. I listen carefully to the explanations of the teacher.				
3. I help my mates.				
4. I participate actively in class.				
5. I devote time and attention to the activities that the teacher prepares.				
6. I know how to deal with teamwork.				
7. I prefer individual exercises.				
8. I think I've learned a lot in this Unit.				
9. I think I could have done more in this Unit.				
10. I always do my homework.				
11. I enjoy Social Science lessons.				
12. I express my doubts in class.				

Appendix K

Worksheet to draw the weather symbols.

Name and surname: _____

Weather symbols

It's _ _ _ _ m _ .	It's _ _ _ _ g _ .
It's r _ _ _ _ .	It's _ _ _ _ w _ .
It's _ u _ _ _ .	It's w _ _ _ _ .

Appendix L

Cardboard for the 'Weather Diary'.

Name and surname: _____

My Weather Diary

Month: _____	Week: _____
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Appendix M

Kinds of wind: images.



Breeze



Gale



Hurricane

Appendix N

Kinds of precipitation: images.

Precipitation



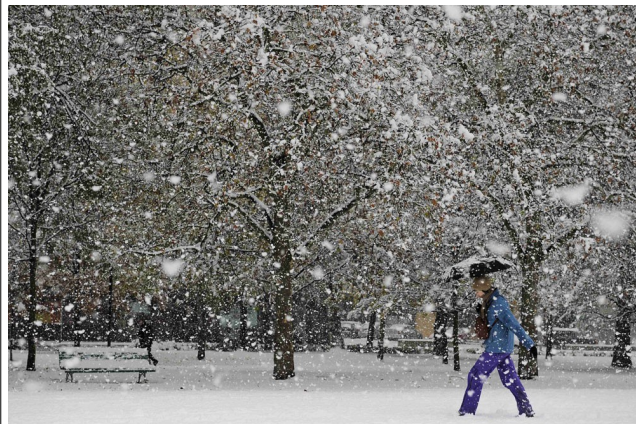
HAIL



RAIN



SLEET



SNOW

Appendix O

Images of air pollution.



FACTORY



CAR (some means of transport)



FIRE

Appendix P

Worksheet with the steps to plant some seeds.

Name and surname:

How to plant a seed

1. Put a paper for not to soil the table.

2. Take the elements you need: flowerpot, seeds and soil.

3. Put some soil in the flowerpot.

4. Plant the seeds and put more soil on them.

5. Water it.

Appendix Q

Images of water in its three different states.



GAS



LIQUID



SOLID

Appendix R

Materials for the session 10 of unit 2. Revision before the exam.

Questions for the class quiz.

- What is air?
- What is moving air?
- Name three kinds of wind.
- What is precipitation?
- Name four kinds of precipitation.
- What is a hurricane?
- Name the three states of water.
- Say the kind of water we can find in these places: sea, lake, school.
- What kind of water do you have at home?
- Name at least three instruments to measure the weather.
- What is the weather like today?
- Draw the symbols for these words: rainy, foggy, sunny.
- Name three things that need water to live.
- Tell us two places where we can find fresh water.
- Precipitation normally falls as _____.
- Is water constantly changing?
- Explain briefly the water cycle.
- When raining, the little drops of water fall from the _____.
- Say three elements that pollute air.
- Which is one of the most important components of air?

Little booklet with short texts and relevant words or expressions of the unit, to copy.

Appendix S

Worksheet to work on session 13 of unit 2. A trip to river Pitarque.

The source of the river Pitarque



We can find this river in _____, province of _____.

It is _____ kilometres long.

The animals that live there are:

The plants we can see are: