

Filologia eta Hizkuntzaren Didaktika

Itsaso FLÓREZ ALDAZ

THE USE OF STORIES IN CLIL

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**Grado en Maestro en Educación Primaria**

Gradu Bukaerako Lana  
Trabajo Fin de Grado

**THE USE OF STORIES IN CLIL**

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GIZA ETA GIZARTE ZIENTZIEN FAKULTATEA  
FACULTAD DE CIENCIAS HUMANAS Y SOCIALES

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## Hitzaurrea

2007ko urriaren 29ko 1393/2007 Errege Dekretua, 2010eko 861/2010 Errege Dekretuak aldatuak, Gradu ikasketa ofizialei buruzko bere III. kapitulu hau ezartzen du: “ikasketa horien bukaeran, ikasleek Gradu Amaierako Lan bat egin eta defendatu behar dute [...] Gradu Amaierako Lanak 6 eta 30 kreditu artean edukiko ditu, ikasketa planaren amaieran egin behar da, eta tituluarekin lotutako gaitasunak eskuratu eta ebaluatu behar ditu”.

Nafarroako Unibertsitate Publikoaren Lehen Hezkuntzako Irakaslearen Gradua, ANECAk egiaztatutako tituluaren txostenaren arabera, 12 ECTSko edukia dauka. Abenduaren 27ko ECI/3857/2007 Aginduak, Haur Hezkuntzako irakasle lanetan aritzeko gaitzen duten unibertsitateko titulu ofizialak egiaztatze baldintzak ezartzen dituenak arautzen du titulu hau; era subsidiarioan, Unibertsitatearen Gobernu Kontseiluak, 2013ko martxoaren 12ko bileran onetsitako Gradu Amaierako Lanen arautegia aplikatzen da.

ECI/3857/2007 Aginduaren arabera, Lehen Hezkuntzako Irakaslearen ikasketa-plan guztiak hiru modulutan egituratzen dira: lehena, oinarrizko prestakuntzaz arduratzen da, eduki sozio-psiko-pedagogikoak garatzeko; bigarrena, didaktikoa eta diziplinakoa da, eta diziplinen didaktika biltzen du; azkenik, Practicum daukagu, zeinean graduko ikasleek eskola praktikan lortu behar dituzten gaitasunak deskribatzen baitira. Azken modulu honetan dago Gradu Amaierako Lana, irakaskuntza guztien bidez lortutako gaitasun guztiak islatu behar dituen. Azkenik, ECI/3857/2007 Aginduak ez duenez zehazten gradua lortzeko beharrezkoak diren 240 ECTSak nola banatu behar diren, unibertsitateek ahalmena daukate kreditu kopuru bat zehazteko, aukerako irakasgaiak ezarriz, gehienetan.

Beraz, ECI/3857/2007 Agindua betez, beharrezkoa da ikasleak, Gradu Amaierako Lanean, erakus dezan gaitasunak dituela hiru moduluetan, hots, oinarrizko prestakuntzan, didaktikan eta diziplinan, eta Practicumean, horiek eskatzen baitira Lehen Hezkuntzako Irakasle aritzeko gaitzen duten unibertsitateko titulu ofizial guztietan.

Lan honetan, oinarrizko prestakuntzako moduluak ikuspegi orokor bat lortzen lagundu gaitu. Jasotako jakintzak orokorrak dira eta beste ikasgaiak osatzeko balio dute. Ikuspegi honi esker, hezkuntza oinarriak ulertu ditugu eta era berean etorkizunerako prestatuak izan gara. Lan honetan ez dago honi buruz hitz egiten duen atal berezirik dokumentu osoan zehar aipatuko delako modu orokor batez.

Didaktika eta diziplinako moduluak esparrua ematen die ikasketa osoan zehar aurki ditzakegun beste ikasgai, zehatzagoak direnei. Hauek aplikazio enpirikoa eta metodologia dute oinarri. Kasu honetan, Filologia eta Hizkuntzaren didaktikaren esparruan gaudenez, bere baitan dauden ikasgaiak izan dira aztertuak modu sakonago batez. Hala ere, aipatzekoa da ikasgai guztiek dutela garrantzi berdina.

Halaber, Practicum moduluak irakasleen ikuspuntua eskaini digu, hau da, ikasgelan benetan zer gertatzen den erakutsi digu, esperientzia izugarria eskainiz. Hemen ikasitakoa ariketetan islatzen da gehien bat. Adibidez: ikasgela antolatzeke modu ezberdinak erakutsi dizkigu, ariketa bati sarrera emateko edo ariketak haien artean harremanatzeko teknikak aurkeztu dizkigu, arreta nola deitu behar den ikusi dugu... elementu guzti hauek ez dira irakasten esperientziari esker lortzen direlako.

Azkenik, aukerako modulua izan da gehien helduarazi didana. Dituen abantailak asko dira, orain arte ikasitako guztia osatu egin du bereziki baina honetaz gain, normalean ikasten ez diren elementuak eskaini dizkigu: atzerriko hizkuntzen ezagutza, beste ikaskuntza sistemak ezagutzea, herrialdeen kulturekin harreman zuzenean egotea, konfiantza, autonomia eta independentzia hobetzea... Guzti honi esker konparaketak egin ahal ditugu eta modu kritikoz azter dezakegu gure sistema.

ECI/3857/2007 Aginduak ezartzen duen arabera, Graduaren bukaeran hizkuntza koofizial bat ezagutzen duten ikasle elebidunek C1 maila ere izan behar dute erkidegoaren beste hizkuntzan, alegia, gure kasuan, euskarari. Hori dela eta, euskaraz hizkuntza gaitasuna erakusteko, hitzaurrea eta lanaren azken ondorioak gure hizkuntzan idatziko dira.

## Laburpena

Gaur egun elebidun edo eleanitz izatea abantaila handia da. Azken urteetan, zientzialariek erakutsi digute zeintzuk diren abantaila horiek: Garunean eragin sakona sortzen du, onura kognitiboak, kulturalak, komunikaziokoak eskeiniz eta beste hizkuntzen eta kulturen errespetua, tolerantzia... ekarriz. Hau kontuan hartuta, atzerriko hizkuntzetan (AH) hezkuntza egokia beharrezkoa da eta Content and Language Integrated Learning (CLIL) aukeretako bat da. Honek ez du soilik hizkuntza irakasten, baizik eta edukiak ere. Hurrengo artikulua teoriaren eta praktikaren arteko fusio bat da et ipuinak dira honen oinarria. Zati teorikoan CLIL aurkezten da orokorrean eta zati praktikoan ipuinen ekarpenak eta nik sortutako jarduerak.

*Hitz gakoak:* CLIL; hezkuntza inklusiboa; IKT; ipuinak; oinarrizko gaitasunak

## Resumen

Hoy en día es una ventaja ser bilingüe o plurilingüe. En los últimos años estudios científicos han empezado a demostrar que el bilingüismo tiene muchas ventajas: cognitivas, curriculares, culturales, comunicativas... y nos hace tolerantes con otras lenguas y culturas. Teniendo esto en cuenta, es importante que nuestros alumnos reciban una buena educación en lenguas extranjeras. Una de las alternativas es el “Aprendizaje Integrado de Contenidos y Lenguas Extranjeras” (AICLE). No sólo se aprenden contenidos lingüísticos sino que a través de la propia lengua se adquieren otros contenidos, todo esto, utilizando un método más lúdico, accesible y con mayor implicación emocional. El siguiente artículo es una fusión de teoría y práctica; en la teoría se presenta qué es AICLE y en la práctica qué actividades podemos encontrar, todas ellas basadas en los cuentos.

*Palabras clave:* AICLE; competencias; cuentos; educación inclusiva; TIC

## Abstract

Nowadays being bilingual or multilingual is a huge benefit. In recent years, scientists have begun to show that bilingualism has many advantages. It produces a profound effect on the brain, giving us cognitive benefits, curriculum advantages, cultural

benefits, employment advantages, communication advantages and tolerance of other languages and cultures. Taking this into account, a good education in foreign languages (FL) is necessary and Content and Language Integrated Learning (CLIL) is one of the alternative ways to do so. CLIL not only teaches language but content. This study is built by a union of theory and practice and focuses on stories. These ones are a fundamental learning tool that facilitates access not only to language and content but also to culture and cognition.

*Keywords:* CLIL; competences; ICT; inclusive education; stories



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## **ANTECEDENTES, OBJETIVOS Y CUESTIONES**

Introducción del tema o propuesta

Los antecedentes que han sido consultados para la realización de este trabajo son los fundadores del método CLIL: Do Coyle, Philip Hood y David Marsh. Al ser un concepto nuevo (emergió en los años 90) son pocas las referencias que existen. Desde entonces hasta ahora, estos autores han estado involucrados en diferentes campos: la enseñanza en general, la formación docente, la investigación transnacional, el desarrollo de las pedagogías y materiales... Pasados estos 20 años, han creado el libro *CLIL Content and Language Integrated Learning*, la primera publicación que investiga las teorías y prácticas de CLIL en profundidad. Este ha sido el libro que sustenta gran parte del trabajo y con esto se quiere conseguir que el estudio tenga relación con otros estudios teóricos del mismo campo.

El objetivo de este trabajo es analizar CLIL en general, explorar cómo los cuentos pueden ser utilizados en este método y qué ventajas conseguimos. La primera parte presenta un marco general sobre CLIL presentando sus principales características, conceptos y descripciones en clase. La segunda parte en cambio, proporciona actividades para primaria basadas en cuentos. A la hora de presentar la teoría, ésta está basada en trabajos, tesis, artículos... mientras que la práctica, se basa en la experiencia propia.

En cuanto a la justificación del interés del estudio, podemos decir que es un tema relevante en la actualidad. Ya que, entre los métodos British, TIL y PAI, gran parte del alumnado navarro estudia en esta lengua. Como futura profesora, es muy importante estar al tanto de todas las novedades en cuanto a metodología. Seguiría investigando poniendo en práctica lo aprendido con ayuda de los profesores del departamento del centro y con la necesaria coordinación con los tutores.

Por lo tanto, este trabajo sirve, en general, para conocer CLIL en sus aspectos teóricos principalmente, con unos ejemplos de cómo esta teoría se puede poner en práctica en el aula a través de la valiosa herramienta que son los cuentos.

Sentido y vinculación con los contenidos del Grado de Maestro en Primaria

En cuanto a la conexión que CLIL tiene con los contenidos que se imparten en Primaria, la vinculación es total ya que CLIL es un método de impartir “x” contenidos. Estos contenidos abarcan cualquier asignatura del currículo en Primaria.

## **1. THEORETICAL FRAMEWORK**

### **Connections with the primary curriculum**

Nowadays we can find CLIL in schools all over the globe. Before we start, it is important to specify that the law chosen for this paper is the LOE (Ley Orgánica de Educación). In particular, it is the province of Navarra which has been selected, so in this case, it is the “Decreto Foral 24/2007” that is going to be used all along the paper. In spite of this, it is also important to take into account Theoretical framework from the British Model because it also has a presence in the previous laws.

#### **1.1 Theoretical framework of the British Model.**

For governments, the relationship between local, regional, national and international languages is highly complex with regard priorities and social needs and is closely tied to their social and cultural contexts. There are significant differences even within the same country in relation to curriculum design and implementation and the policies and laws which determine issues related to language and language education (such as the medium of instruction or the languages to be learned).

### **1. GENERAL INTRODUCTIONS TO THE M.E.C./BRITISH COUNCIL BILINGUAL PROJECT**

#### **1.1. Project background and objectives**

The MEC/BC bi-lingual project, initiated in 1996 as a unique experiment within the Spanish state education system, is now well established: the first groups of children are in the secondary.

The formal agreement between the MEC/BC states that the aim of the project is to provide children from the age of three to sixteen with a bi-lingual, bi-cultural education through an integrated Spanish/English curriculum based on the Spanish National Curriculum and aspects of the National Curriculum for England and Wales. This integrated curriculum has official recognition (BOE 2 May, 2000)

The implantation of such curriculum requires a very different classroom approach from the traditional EFL classroom where the focus is on learning English as a foreign language as opposed to studying areas of the Primary curriculum through English. An integrated approach sits very positively within the Directives of the Council of Europe

which insists on the need for children to be competent in three European languages by the end of the obligatory period of Secondary Education and that the learning of the first foreign language should begin in the early years of formal education.

The specific objectives of the project are:

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

#### 1.2. Rationale: curriculum document

In February 2001 a Joint Study Review Team (JSRT) was set up by the “Comisión de seguimiento”, Project Board of Directors, to evaluate the progress of the project to date. The following conclusions on the curriculum content and assessment were reached by the JSRT. To know the conclusions you can read “Orientaciones para el desarrollo del currículo integrado Hispano-Británico en Educación Primaria. Convenio M.E.C./British Council. Ministerio de Educación y Ciencia. (serie didáctica, color azul)

#### General background

Nowadays, it is a reality that society and the world in general are evolving into a globalized system. Citizens must be prepared to cope with the challenges they will face in their everyday life and CLIL is a very important tool to help them do so. According to Marsh and Doyle, CLIL is a method that can be applied to any area or subject; in consequence, when the student leaves school is ready to “live” in good conditions in that globalized, multiethnic and demanding society.

## 1.2 DEFINITION

We start this section with the definition of CLIL:

“CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language”. (Marsh, 1994)

“This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive ‘can do’ attitude towards themselves as language learners”. (Marsh, 2000)

The operating factors we can find are the followings:

- Teacher availability
- CLIL-language fluency
- Time
- Content and language
- Extra-curricular dimension, task-based communication and networking
- Assessment processes

Although it is an approach that is more or less recent, CLIL is not a new form of language education or a new subject but a fusion of both. It is completely flexible and can be adapted to different contexts. Furthermore, is not merely a convenient response to the challenges posed by rapid globalization; rather, it is a solution which is timely, which is in harmony with broader social perspectives, and which has proved effective, an educational phenomenon which complements education.

But why we say that it is effective?

“CLIL can offer learners of any age a natural situation for language development which builds on other forms of learning. This natural use of language motivates students and creates hunger for learning languages: It is this naturalness which appears to be one of the major platforms for CLIL’s

importance and success in relation to both language and other subject learning" (Marsh 2000: 5)

CLIL has a significant contribution to make not only to providing learners of all ages with motivating experiences which are appropriate for knowledge creation and sharing, but also, fundamentally, to cultivating the "cosmopolitan identity" advocated by Hargreaves, where learning and using languages for different purposes generates tolerance, curiosity and responsibility as global citizens. In fact, CLIL arises from the need and drive of society that is pushed by globalization, economic and social forces.

#### Benefits of CLIL

CLIL's multi-faceted approach can offer a variety of benefits. It:

- builds intercultural knowledge and understanding
- develops language competence and oral communication skills
- develops multilingual interests and attitudes
- provides opportunities to study content through different perspectives
- allows learners more contact with the target language
- does not require extra teaching hours
- complements other subjects rather than competes with them
- increases learners' motivation and confidence in both the language and the subject being taught
- enables learners to access subject-specific vehicular language terminology
- prepares them for future studies and/or working life

Putting aside the often-cited advantages which a CLIL approach offers - that are the previously mentioned - there is the issue of advancing a learner's cognitive development. The ability to think in different languages stimulates cognitive flexibility and has an impact on conceptualization (literally, how we think), enriching the understanding of concepts and broadening conceptual mapping resources. This enables better association of different concepts and helps the learner advance towards a more sophisticated level of learning in general.



But not everything is positive. CLIL programme implementation often causes disjuncture – a tension between one’s current way of doing things and a new approach. Disjuncture can serve as a learning opportunity or invoke defensiveness and rejection. Many teachers find it difficult to apply a multiple focus on content and language, as well as on cross-curricular integration, cognition, and reflection. Education officials and administrators, as well as teacher trainers are facing some of the same difficulties.

### 1.3 CLARIFYING SOME CONCEPTS

In this section we can find concepts that are within CLIL and that appear as opposite. It is important to explain them properly to avoid misunderstandings.

1. - Difference between teaching *in* a foreign language and teaching *with* and *through* a foreign language. In this case the difference that has to be highlighted is that the second one is based on connected pedagogies and using contextual methodologies. In CLIL various language-supportive methodologies are used and they lead to a dual-focused form of instruction where attention is given both to the language and the content even if sometimes the emphasis is greater on one at a given time.

2. - We also have to mention what Mohan and van Naerssen proposed about language used as a *medium* of learning opposed to language used as an *object*. These two authors outline more appropriate assumptions for content-based learning and language learning:

- Language is a matter of meaning as well as of form
- Discourse does not just express meaning. Discourse creates meaning.
- Language development continues throughout our lives, particularly our educational lives.
- As we acquire areas of knowledge, we acquire new areas of language and meaning.

3. - This one is difference between “acquiring” and “learning” a language. The first one is incidental and the second one is intentional. Interest in early language learning has been influenced by the view that children adapt well to learning languages if it is integrated into other types of learning and carried out in a “naturalistic” environment. Successful language learning can be achieved when people have the opportunity to receive instructions, and at the same time experience real-life situations in which they can acquire the language more naturalistically. Learning, for example, a topic of geography through the vehicular language, in a cognitively supported way, can help achieve a comparable sense of greater authenticity.

4. - Finally, making the distinction between “assessment” and “evaluation” is important too, as each serves a different purpose. However, there is a potential overlap which is relevant to the question of whether we are assessing content, language or both. Programme evaluation might centre on learners’ language attainment and this might be an appropriate place and method to carry out discrete language assessment as well. Assessment can be divided into summative and formative. Summative assessment makes a judgment on the learner’s capability at that point in time. The formative is more complex as its intention is to be directly diagnostic to immediately impact on the learner’s next steps. It is also formative for the teacher, because it can alter planning and practice mind-unit.

We can find the next principles in the assessment:

- Clear learning objectives are needed before an assessment focus can be chosen.
- We should use a mixture of formal and informal assessment which is both task-based and assignment-based.
- We should familiarize the learners with the assessment measures and success criteria, expressed in a student-friendly format.
- If the assessment is orally based, “wait time” is crucial, as in CLIL we ask students to think, and thinking takes time.
- ...

Short (1993) raised the two essential questions which lie behind teacher uncertainty assessment, both the *what* question and especially the *how* question. The many varieties of alternative assessment include performance-based tests, portfolios, journals, projects and observation checklists. (Short, 1993: 633)

Contrary to what is often traditional classroom language, CLIL teachers are usually pretty lenient with errors. Correction used exclusively communicative mode so that resort to the following three principles correction (Ortega, 2001):

- If the error is widespread and repeated: if it is a common mistake that many students make so that everyone can benefit from the correction.

- If the error is remediable if it affects a structure that is just above the level of the student so that the attention to the structure actually serves for the student to enter the corrected form their linguistic repertoire.
- If the correction is useful: if you have a clear communicative value and error usually produces a misunderstanding

#### 1.4 Connecting content learning and language learning

What exactly is meant by “content” in CLIL depends on the context of the learning institution. Content can range from the delivery of elements taken directly from a statutory national curriculum to a project based on topical issues drawing together different aspects of the curriculum (for example the Olympic Games, global warming...). In every kind of knowledge-based, progressive organization, new knowledge and new directions are forged through dialogue... The dialogue in Knowledge Age organizations is not mainly concerned with narrative, exposition, argument, and persuasion (the stand-bys of traditional rhetoric) but with solving problems and developing new ideas. Effective content learning has to take account not only of the defined knowledge and skills within the curriculum or thematic plan, but also how to apply these through creative thinking, problem solving and cognitive challenge.

Integration, convergence and participative learning are three key characteristics of Knowledge age organizations which are influencing decisions on what, and how, we teach young people. The key performance drivers of the Knowledge Age society are commonly cited as the “Knowledge Triangle” (EURAB, 2007). This triangle integrates *education*, *research* and *innovation*, which are the core features for managing successful change and adaptation.

For content learning to be effective, students must be cognitively engaged. CLIL teachers will have to consider how to actively involve learners to enable them to think through and articulate their own learning. This in turn implies that learners need to be made aware of their own learning through developing metacognitive skills such as “learning to learn”. Teachers also have to make explicit the interrelationship between content objectives and language objectives. A conceptual representation (the Language Triptych) makes these connections. It supports language from three interrelated perspectives: language *of* learning, language *for* learning and language *through* learning.

The first one (of) is an analysis of language needed for learners to access basic concepts and skills relating to the subject theme or topic.

The second one (for) focuses on the kind of language needed to operate in a foreign language environment. Learning to use the language is challenging for both the teacher and the learner - each has a role to play.

The third and last one (through) is based on the principle that effective learning cannot take place without the involvement of language and thinking. When learners are encouraged to articulate their understanding, then a deeper level of learning takes place.

Talking about methods, “what separates CLIL from some established approaches such as content-based language learning, or forms of bilingual education, is the planned pedagogic integration of contextualized *content*, *cognition*, *communication* and *culture* into teaching and learning practice” (Coyle, 2002:45). These four Cs are 4Cs Framework: *Content* is subject matter (progression in new knowledge, skills and understanding), *cognition* is learning and thinking processes (engagement in higher-order thinking and understanding, problem solving, and accepting challenges and reflecting on them), *communication* is language learning and using (interaction and progression) and *culture* is developing intercultural understanding and global citizenship (“self” and “other” awareness, identity and progression towards pluricultural understanding).

In the 4Cs Framework, the terms “language” and “communication” are used interchangeably, This is not only a syntactical device for promoting the “C” concepts, but also a strategy for promoting genuine communication in the vehicular language if learning is to take place.

Whilst the 4Cs can be outlined individually, they do not exist as separate elements.

## 1.5 OTHER ELEMENTS

Apart from this, there are different elements we have to take into account. These ones are the base that we have worked on during all the degree. For the first moment until the end we have studied them.

First of all there we should take into account motivation; we need our students to be motivated because it is the best way to learn and to enhance the learning. Motivation in education can have several effects on how students learn and how they behave towards subject matter. It can:

- Direct behavior toward particular goals
- Lead to increased effort and energy
- Increase initiation of, and persistence in, activities
- Enhance cognitive processing
- Determine what consequences are reinforcing
- Lead to improved performance.
- ...

We achieve this with authenticity and relevance in the materials we use.

Once we do this we need them to be active. Until now the dominant model in many societies was the following: the expert (the teacher) deposits information and skills into the memory bank of the novice (the learner). This has been called a “banking model” (Freire, 1972) and tends to be teacher-controlled and teacher-led. Alternative, social-constructivist approaches to learning emphasize “the centrality of student experience and the importance of encouraging active student learning rather than a passive reception of knowledge” (Cummins, 2005:108). Social-constructivist learning focuses on interactive, mediated and student-led learning. This kind of scenario requires social interaction between learners and teachers and scaffolded (that is, supported) learning by someone or something more “expert” (teacher, other learners or resources). So if they are active they will acquire knowledge and skills (education) through a process of inquiry (research) and by using complex cognitive processes that means problem solving (innovation).

Discussion is very important in this case. According to Freire, “without dialogue there is no communication and without communication there can be no true education (1972:81). This puts classroom communication - interaction between peers and teachers - at the core of learning process. Students have different opportunities to discuss their own learning with others as it progresses, where feedback is integrated into classroom discourse and where learners are encouraged to ask as well as answer questions. In this way we promote meaningful interaction fundamental to any learning scenario. This is what Wells (1999) terms “dialogic learning”. The importance of interaction and teacher-learner and learner-learner dialogue is reflected in the seminal work by theoreticians such as Bakhtin, Bruner, Mercer and Wood. The challenge, of course, in the CLIL setting is that learners will need to engage in dialogic learning using the vehicular language - a language which they are probably unable to express themselves as well as in their first language.

We have mentioned culture several times but, what is meant by culture and what role does it play in CLIL?

How we define culture is highly contested and open to debate (Eagleton, 2000). Brown provides a useful explanation which links culture thinking and language:

“Cultural patterns, customs, and ways of life are expressed in language: cultural specific world views are reflected in language”. (Brown, 1980:138)

Culture determines the way we interpret the world and it opens an intercultural door, where learners can have experiences which they could not have had in monolingual setting - meaning, for example, that it provides a rich catalyst for “living” intercultural experiences which are fundamental to a deeper understanding of global citizenship. However, this puts the responsibility on CLIL teachers to be proactive in developing whole-school partnerships and in using a range of technologies to make these connections.

Language, thinking and culture are constructed through interaction. In first-language settings, meanings and values are learned *in situ* alongside language development; that is, social interaction is integral to *deep learning*. This means that language is not only part of how we define the culture, it also reflects culture. Culture associated with



a language cannot be “learned” in a few lessons about celebrations, folk songs, or costumes of the area in which the language spoken. Cultural awareness may focus on *knowledge about* different cultures, but the move towards intercultural understanding involves different experiences.

The European Agenda for Culture in a Globalising World outlines ways in which the European Union supports the promotion of cultural diversity and intercultural dialogue:

According to Barroso (2007), culture and creativity touch the daily life of citizens. They are important drivers for personal development, social cohesion and economic growth. But they mean much more: they are the core elements which recognize and respect diversity. Today’s strategy promoting intercultural understanding confirms culture’s place at the heart of our policies.

Mentioned deep learning involves the critical analysis of new ideas, connecting them to already-known concepts, and leads to understanding a long-term retention of those concepts so that they can be used for problem solving in unfamiliar contexts. Surface learning is the acceptance of information as isolated and unlinked facts. It leads to superficial retention only.

Another basic concept is that students need to know how to work in groups in order to make use of each other’s areas of strength and compensate weaknesses. We can find the following advantages:

- Collaborative learning involves active learning. When students get actively involved in the material they are studying deeper learning and understanding usually result.
- Students feel less isolated and alone and, especially at the beginning, they have support at the 'where do I start' stage.
- Depending on the task it may be possible to divide out components and share work load.
- Peer learning (learning from each other) has been shown to be a highly effective learning strategy.
- It develops stronger communication skills.

It is also important to mention what translanguaging is. Quite often partial instruction through the vehicular language is manifested in bilingual blended instruction involving code-switching between languages (CLIL language and the first language). For example, we can use one for summarizing the main points and the other one for the meaning lesson functions. Alternatively, the two different languages may be used for specific types of activity.

In latter part of 20th century, second language acquisition theories influenced a range of approaches used for learning foreign languages. These theories have led to teaching methods such as grammar-translation, audio-lingual, input-output and communicative approaches. More recent explorations into general learning theories have also started to impact on reconceptualizing how languages can be learned as well as taught effectively.

Probably the most well-known approach to language learning in recent history promotes communication. Communicative approaches are based on theories of language learning requiring a focus on meaning as well as on form (grammar).

But we have to choose between focusing on form (grammar) and/or focusing on meaning. Savignon (2004) highlights principles of communicative language learning which are all relevant for CLIL:

- Language is a tool for communication
- Multiple varieties of language are recognized
- Culture is instrumental
- The goal is language using as well as language learning
- ...

These principles are fundamental to language learning in a CLIL context. Yet in terms of classroom learning there appears to be a gulf between theory and practice, where so often “communication” in formal language learning settings is reduced to language practice based on grammatical progression rather than meaning-making.

Savignon's final point, suggesting that the goal of language learning encompasses language using, emphasizes the importance of using language in authentic interactive settings in order to develop communicative skills, rather than focusing almost exclusively on grammar.

In a previous paragraph I have mentioned scaffolding, which is a term that needs to be explained. There is no appropriate (educational) definition in dictionaries. The term is relatively new for educators, even though the concept has been around for a long time under other names.

These are the main characteristics:

- Scaffolding establish a shared goal
- Scaffolding provides clear directions
- Scaffolding keeps students on task
- Scaffolding gives supportive feedback
- Scaffolding points students to worthy sources
- ...

## **2. PEDAGOGICAL, PSYCHOLOGICAL OR SOCIAL IMPLICATIONS IN SCHOOL:**

### **2.1 STORIES**

In this second part of the paper we can find how stories contribute to CLIL. Stories can contain the mentioned key 4Cs to make any CLIL experience succeed and can provide a natural and meaningful learning context to learn about a particular content using specific language. On one hand, stories are an element in the daily life and they help in children's feelings and memories. They also work in a variety of topics that we can find in the curriculum: animals, family, emotions, environment etc. On the other hand, linguistically, stories include grammar, vocabulary and speech.

Stories often involve multi-modality because they are normally complemented with pictures and, in some cases, with sounds, which help children reconstruct the storyline (Kellerman, 1992; Meyer, 1990). Stories involve predicting, guessing or searching for meaning. In this sense, stories become scaffolding tools for the learning process which, first, help children feel supported by listening to or reading about a topic from a partly familiar framework, that is, a story or a tale. Second, stories allow learners to progress step by step in their own construction and reconstruction of knowledge (cf. Gibbons 2002). Reasoning, finding alternative and creative endings or solutions, evaluating happenings or attitudes can also improve creative and abstract thinking.

One of the most important factors in the success of storytelling-based lessons is the actual choice of story. Perhaps initially a teacher might wonder whether to choose an original, authentic story written in the target language or whether to choose a story written or adapted especially for language learners.

Storytelling is a great way for students to participate in the lesson and acquire new language in a fun, relaxing and natural way. Storytelling activities foster the development of listening and verbal skills and encourage cooperation, among other benefits. Stories enable children to develop their imagination and learn about values, other cultures, traditions and experiences. Storytelling is a gradual process, and students should not be expected to tell stories immediately. Instead, begin by telling a story using gestures and mime and encourage students to imitate you. Using pictures

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may also help students' understanding. Then, tell the story again and have students act out different parts. The next step is to repeat the story but leave out key information such as the name of the character, the place where he / she lives or descriptive words, and encourage students to say the missing words. Finally, remind students to use emotions, pauses and different voices to make the story interesting.

As teachers, we have many opportunities to help our students, but those opportunities do not end at teaching English. One of the most important things we can do is to encourage students to enjoy learning and to try new things, and to teach them how to continue learning when they are not in the classroom. Books are a great resource in any language for helping students to develop creativity and understand the world we live in. When students read books in English, they have the chance to see how people really use the language, and develop a deeper understanding of when we use certain expressions. It can also be very motivating. Not everyone, however, can pick up just any book in another language and start reading. Guide students in their choice of reading material. They can even begin with online stories at websites such as:

<http://www.ipl.org/div/kidspace/storyhour>

<http://www.magickeys.com/books/#yc>

<http://www.bbc.co.uk/cbeebies/stories>

Students should know that they can use a dictionary for help, but they do not need to use it for every unfamiliar word. Talking about the books that they have read is also a great way to help students think about what they read and what they were able to understand. Finally, if the students in your class are especially motivated readers, you can celebrate their efforts with a reading chart. They receive a star for every book or story that they read.

Finally, and as we have mentioned several times, it is really important to educate our students to be tolerant and respectful. Using stories in the classroom prepare learners for openness, awareness and acceptance towards other ways of understanding life. First of all, we can work this in the classroom with children from different migrant backgrounds that we find in CLIL classrooms. Making it naturally, they will learn unconsciously and they will put it into practice in real life.

In sum, stories become fantastic bridges to use.

## 2.2 CLASSROOM

To make a real research, it is necessary to think in every single detail. Nowadays, classrooms in schools are multicultural and diverse. Society is also changing, new technologies and lifestyle changes concern the learners' mindset. Such technology may be hard for old generations because they were educated with different thinking conventions; but young people growing up with this technology are prone to developing a mindset to which educators need to respond. This has been described as a desire to "learn as you use, use as you learn" and differs from the older experience of "learn now for use later".

Apart from this, we can never forget the inclusive education. Education always needs to adapt to the cultural demands of those involved (learners, teacher and communities). We always have to keep in mind special needs education. Common special needs include challenges with learning communication challenges Emotional and behavioural disorders, physical disabilities and developmental disorders. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, use of technology, a specifically adapted teaching area, or resource room. It is really important that they are integrated. That is a huge benefit but not only for them. Other students learn to realize that we are different and that we have to respect each other.

Another element that we can find nowadays in education is the "theory of multiple intelligences". It was proposed by Howard Gardner and he argues that there is a wide range of cognitive abilities. We can divide them into 9: Logical-mathematical, spatial, linguistic, bodily-kinaesthetic, musical, interpersonal, intrapersonal, naturalistic and existential

He believes that the purpose of schooling "should be to develop intelligences and to help people reach vocational and avocational goals that are appropriate to their particular spectrum of intelligences. In his opinion, people who are helped to do so feel more engaged and competent and therefore more inclined to serve society in a constructive way."

Gardner contends that IQ tests focus mostly on logical and linguistic intelligence. According to Holding (2009), "Standard IQ tests measure knowledge gained at a particular moment in time, they can only provide a freeze-frame view of crystallized knowledge. They cannot assess or predict a person's ability to learn, to assimilate new information or to solve new problems." Gardner's theory argues that students will be better served by a broader vision of education, wherein teachers use different methodologies, exercises and activities to reach all students, not just those who excel at linguistic and logical intelligence. It challenges educators to find "ways that will work for this student learning this topic".

Taking everything into account, the next question it is really important to think about: What is the ideal classroom and what goes on there?

To answer this question, at first, I had decided to describe a specific classroom but after having created activities, I realized that it would be inadequate because the level among activities is quite different. We can find an activity for students of 6 years old and another one for 12 years old. So there is not a fixed classroom but in each activity I will specify the age.



## 2.3 ACTIVITIES

The activities that are going to appear below are examples that we are going to use to explain the CLIL method I have already described. These activities do not appear in any book; that is, they have been created by the teacher taking into account the reality of his/her classroom and the aspects of cognition or motivation. The activities cover the so important competences and intelligences. It is very important to follow this pattern when creating activities because they go hand in hand with the evolution of the student both psychologically and mentally.

I have decided to make the activities from simple to more complicated. In this way, we can see the huge variety that exists. Some of them are created on my own and others are modifications of existing ones. All these activities have stories in common but they are so different. I have tried to work all the competences among them and I have also tried to work elements of every subject, such as science, arts or music.

### KEY COMPETENCES IN THE EDUCATION SYSTEM:

These are the competences that we should work in activities.

1. Competence in linguistic communication
2. Mathematical competence
3. Competence in knowledge of and interaction with the physical world
4. Competence in processing information and use of ICT
5. Competence in social skills and citizenship
6. Cultural and artistic competence
7. Learning to learn
8. Autonomy and personal initiative

What is a key competence? It is the ability to integrate knowledge, skills and attitudes in a practical way to solve problems and react appropriately in a variety of contexts and situations.

In other words, it is the integration and application of theoretical and practical knowledge in settings outside the academic context.

How are the key competences related to the curriculum? In article 6 of the LOE the curriculum is defined as a series of objectives, key competences, contents, methodology and evaluation criteria.

Why are the key competences so important?

- Because they are within the capabilities of the majority of students
- Because they are common to many areas of everyday life
- Because they contribute to continuing learning
- Because not attaining them would have a negative effect on personal, social and professional development.

### 2.3.1. ACTIVITY 1:

#### Description

The first activity works on values more than any content and it is for students who are 6 years-old. The story that I have chosen is *The Boy Who Cried Wolf* (see in Worksheet 1) but we could use any other story that has a moral background, this is only an example. First, the teacher reads the story. Once finished, she asks if they have any doubts about vocabulary or general understanding. Then, each student reads a sentence. Reading the story for the second time is good to ensure they have understood and also to reinforce reading. Once we have finished reading the story for the second time, we talk about it. The teacher has to find if they have understood the moral of the story but without telling them directly. Then we can ask them about how to be polite (to say please, thank you, to talk with respect to old people...) and we make a simple activity to work this based in questions. For example, (- Would you like a sandwich? – Yes, please.)

To finish, we can ask our students if they know any other stories with a moral. And we can explain them where the moral comes from and with what objective. The explanation would be that every group of people on earth has an own set of folk tales that have been used for thousands of years to pass on moral lessons to children. They generally set forth a dilemma, or puzzle, or situation in a simple format so that the child can easily see the problem and later learn from the outcome.

In this case it would not be an evaluation.

Another activity that would be for educating our students to be good citizens is the next one. In this case, the level is higher so the appropriate age would be 12 years old. The idea is to read a story about the environment, in this case related to paper recycling (Worksheet 2), but it could be about anything, saving water for example is another option.

The activity starts reading the story. Then we present theory that is behind, that is how paper is recycled. We can also work in different bins exists to recycle different materials and there is a song that explains the three “R”s (reduce, reuse and recycle). This song helps memorizing the three “R”s about helping the planet. A good individual

activity is to choose a place and write what can be done and what cannot be done for being green (see example in Worksheet 2) To finish in a funny way we can do an experiment that is related with the topic (example in Worksheet 2).

### Objectives

#### LINGUISTIC:

- Becoming acquainted with English pronunciation
- Reading and pronouncing properly.

#### EXTRA-LINGUISTIC:

- Routines of politeness
- Music (song)
- Experiments

The competences that are worked in this lesson are:

3. Competence in knowledge of and interaction with the physical world
5. Competence in social skills and citizenship.
8. Autonomy and personal initiative

In the following paragraphs we can find how these competences are worked:

Students develop competence in Knowledge of and interaction with the physical world by identifying vocabulary about materials that can be recycled and the bins they go in.

Students develop competence in social skills and citizenship by recognizing and practising the use of polite formulaic language for making offers and either accepting or refusing. Polite answers are an important part of the English language, so becoming aware of these structures and using them is an important part of fluency.

Students develop competence in Autonomy and personal initiative by creating a personalized poster about being “green” at a place of their choice. Students decide what rules should be followed, write them and then create a drawing for their poster.

And this is what curriculum says about the topic:

- Developing conscious individual and collective attitudes, facing certain environmental problems: Reduction, reuse and recycling of objects and substances
- The citizenship means having skills to participate actively and fully in civic life. It means building, accepting and practicing rules of behavior that are within the democratic values, exercising rights, freedoms, responsibilities and defending the rights of others. (La ciudadanía implica disponer de habilidades para participar activa y plenamente en la vida cívica. Significa construir, aceptar y practicar normas de convivencia acordes con los valores democráticos, ejercitar los derechos, libertades, responsabilidades y deberes cívicos, y defender los derechos de los demás).

#### Material

Worksheet 1 and Worksheet 2

#### Time and classroom management

The first lesson lasts 30 minutes and they are sitting in a "U" form and the second one lasts 50 minutes and they are sitting in pairs.

### 2.3.2. ACTIVITY 2

#### Description

In this activity the tool that is used is Kamishibai that is a form of storytelling. I have chosen the story of “The very hungry caterpillar” because after looking into different web pages, I have found out that it is very used and it has a lot of variations.

First, I would use Kamishibai to tell the story (Worksheet 3). In this case the level of the story is quite low but the importance is in the content we can study later. The age of students would be 7-8 years. After having read the story I would ask students about general understanding and if they have liked the way of telling the story. This is always important before going on.

Then we can revise days of the week, colours and fruits out loud. And we can talk about the process of the caterpillar becoming a butterfly and each student should make a drawing with the life cycle. We can also work on mathematics by simple activities with numbers (Worksheet 4). Finally, routines are very important in children lives and it is important that they know talk about them. An activity could be to hear the teacher tell what she does a Saturday and then in pairs they should tell the other what they do. Then they would talk about it.

For the evaluation, children should be able to:

- become familiar with the names of fruits (apple, pear, plum, strawberry and orange) and be able to recognize and name them
- become familiar/used with the sentence “to be hungry”
- become familiar with the names of the week
- revise numbers and colours

#### Objectives

##### LINGUISTIC:

- -Becoming acquainted with English pronunciation
- -Reading and pronouncing properly.

- -Reinforcing the colours and their spelling

EXTRA-LINGUISTIC:

- -Developing creativity
- Handicrafts

The competences that are worked in this lesson are:

1. Competence in linguistic communication
2. Mathematical competence
3. Competence in knowledge of and interaction with the physical world
7. Learning to learn
8. Autonomy and personal initiative

In the following paragraphs we can find how these competences are worked:

- Students develop *linguistic communication* competence by learning/revising the vocabulary and by listening to and reading stories. Reading is an important skill that provides for full development of literacy because it consolidates language and helps to access new information.
- Students develop Mathematical competence by relating foods and the days of the week on a weekly planning graph. An important numeracy skill is to be able to create and interpret simple charts and graphs thus integrating English with basic organization using statistics in mathematics.
- Students also develop Mathematical competence by revising numbers in games. Being able to use numbers in everyday games is an important way that children develop numeracy in real life.
- Another way for students to work on Mathematical competence is sequencing the times different daily routines take place. This allows English to be integrated with mathematics through basic structures of telling the time.

- Students develop competence in knowledge of and interaction with the physical world by learning about the process of the life cycle of insects and numbering steps. This activity helps to consolidate knowledge about physical world and language learning.
- Students normally like handicrafts and they are an excellent exercise. It helps our students improving attention, concentration, memory, psychomotor activity... So the aim would be to create animals with different materials. (see them in Worksheet 4)
- Students develop the competence learning to learn by reviewing key unit concepts and participating memorable review such as making their own cards for homework and learning useful revision techniques.
- Students develop the autonomy and personal initiative competence by answering personal questions about their opinion and individual experiences.

#### Material

Worksheet 3 and Worksheet 4

#### Time and classroom management

The lesson lasts 50 minutes and they are sitting in “U” form.



### 2.3.3. ACTIVITY 3

#### Description

This second activity is focused in countries and cultures and it is for students aged 9. Normally, it is the teacher who tells the stories in class. To change this a little bit, I have decided to use some videos. In the videos we can see a man introducing the story. I find this interesting because he attracts attention and teaches something else apart from the story. After the explanation there is a narrator who tells the story with a good accent and intonation.

The idea is to listen to these stories once a week. We will focus on a different continent each week.

The next explanation is an example of one of these lessons:

It is important to specify that we take for granted that they have already worked on this subject in geography lessons.

First of all, we ask our students' questions in order to find out what they already know about the topic. We can talk about continents, cultures, our country...

Then we explain that we are going to see a video so they need to be focused and quiet. Once the video finishes we ask them if they have enjoyed it. Then we ask questions about vocabulary or general understanding. If it is too complicated we can see the video twice but I think it is not really adequate because they probably will not pay attention. Instead of this, we could make a summary all together.

Next, we could ask if any of them has been in that continent and in that case, if he could explain something. After this, we can write on the blackboard the main characteristics. If we take the example of Africa we could write: heat, tribes, hunger, wild animals, traditional dances and songs... After this we can analyze the map to know where the continent is, which are the most important countries...

I also find interesting to learn an African song. First we give them the lyrics and we read it more than once for them to be clear. The translation will be aside so we read it and we talk about it. Then we put the song once to listen to the melody and then we sing it several times. It can be any song and if it has a dance much better.

Here are two examples:

<http://www.mamalisa.com/?t=ss&p=2900&c=208>

<http://www.mamalisa.com/?t=ss&p=3641&c=208>

Leaving aside the collective activities, now we are going to be focused on the individual ones. We can find them in the Worksheet 5. With those activities, the students will develop their personal knowledge and skills. They are learning different subjects in a cross-curricular way, learning geography and specific vocabulary.

An activity that would be interesting to do is to ask students to make an oral presentation. The activity would be individual and they can choose any country they like (but we will try not to repeat countries). So we ask them to speak about a country for 10-15 minutes, explaining most important elements as languages, gastronomy, religion... For doing this, they will have to use computers.

Objectives

LINGUISTIC:

- Becoming acquainted with English pronunciation

EXTRA-LINGUISTIC:

- Creating positive attitudes towards different languages.
- Cooperative work
- Music and dance

The competences that are worked in this lesson are:

- 3- Competence in knowledge of and interaction with the physical world
- 4- Competence in processing information and use of ICT
- 5- Competence in social skills and citizenship
- 6- Cultural and artistic competence

In the following paragraphs we can find how these competences are worked:

Students develop competence in Knowledge of and interaction with the physical world by identifying information about a continent or a country. This provides recognition activities to build literacy and geographical knowledge such as using a world map.

And this is what curriculum says about the topic:

To know some elements from foreign cultures and foreign language speakers: geography, history, art...

Material

<http://vimeo.com/6277730> GALIMOTO

<http://vimeo.com/6493836> I LOST MY TOOTH IN AFRICA

<http://vimeo.com/6276456> MUFARO'S BEAUTIFUL DAUGHTERS

Worksheet 5

Time and classroom management

The lesson lasts 50 minutes and they are sitting in pairs.

## **2.4 RESULTS AND DISCUSSION**

It is a reality that CLIL is a trending topic in the society. It is so commented by the media, by the politicians and by parents and students in general. As a consequence, CLIL is a very demanded method in schools nowadays. As we have said at the beginning of this project, CLIL is a young discipline so we do not have much data to know its real consequences and implications. Taking this into account, if I had to work with these activities in the classroom I would not need to forget that CLIL is not an easy

method for the student because the contents are new the great majority of times, the language is not the mother tongue of the student and the students are so young.

The teacher needs to combine activities; not only the type of activities but also the difficulty they have. They must be very varied not only in the design but also in the level, so every student can do an activity for sure. Doing this, the teacher will avoid “desperation” from the student and also the bullying that not being able of following the sessions would motivate in the rest of the classmates.

To explain the results I would have, I am taking into account my experience in the Practicums I have had all over my degree. The average classroom is that of 25 children, aged 9 years-old. 4 of the kids would be immigrants, 3 would be special needs students, 12 of the children would be so motivated by the language and 6 would not like English at all.

Only half of the students would be able to follow the sessions and the activities without any problem. They would be the 12 children motivated with the language. The rest of the classroom would have many problems to learn, to participate in the activities and to assimilate the new content.

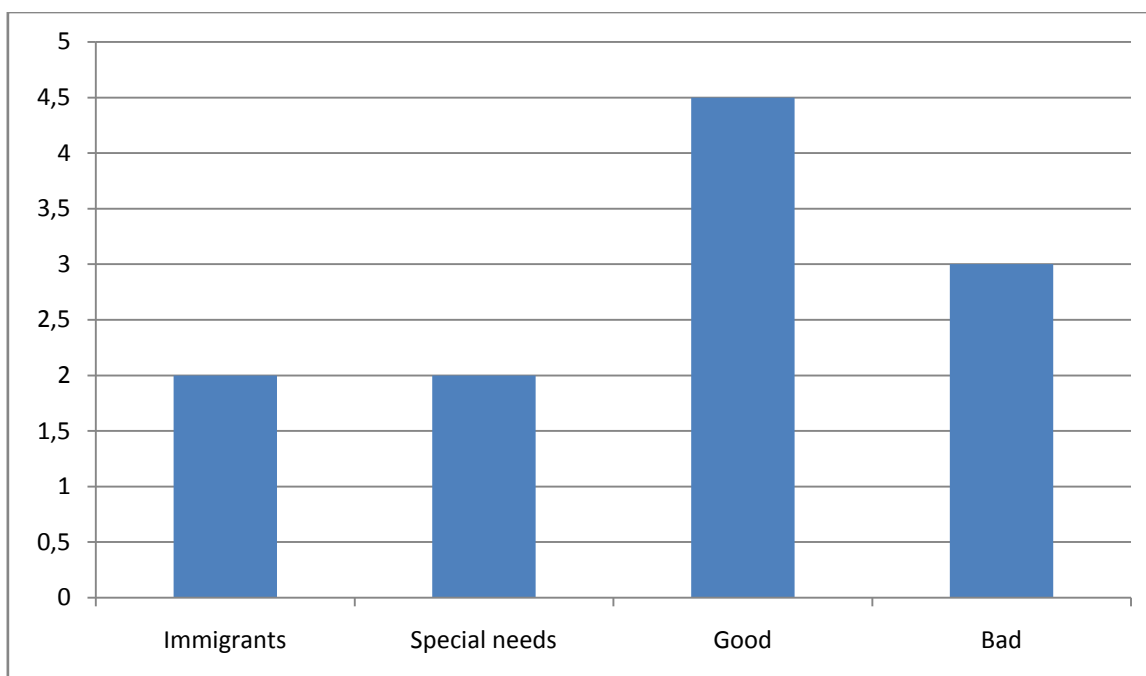


Figura 1 Gráfico

As we can see in the graphic, the less favoured students would be the immigrants and the special needs students. The 6 kids who do not like English would not have many problems to learn and work; it would be more a problem of motivation. Finally, the 12 kids who are really good at English, would do very good all around the year.

These results are logic because, as we have said many times, there are a lot of different participants in the reality of the classroom. The teacher needs to adapt and to be able to respond to any situation that can emerge. He needs to divide his work and pay attention to everybody and kids must all follow the explanations and do the activities without the risk of “abandon” the subject and the language.

## ONDORIOAK

“Education is a social process. Education is growth. Education is not a preparation for life; education is life itself.” Dewey, John

Esaldi honen bidez bukaera emango diogu lan honi. Nire hitzekin itzuli beharko banu hurrengo izango litzateke: Hezkuntza gizarte prozesu bat da. Hezkuntza hazkuntza da. Hezkuntza ez da bizitzarako prestakuntza; hezkuntza bizitza bera da.

Hitz hauek hezkuntzaren garrantzia erakusten digute. Kasu honetan, ez dugu hezkuntza orokorra aztertu soilik baizik eta hizkuntzetan oinarritutakoa.

Sarreran aipatu bezala Nafarroaren kasuan, ikasle batzuk hiru hizkuntzetan ikuasten dute gutxienez (euskera, gaztelera eta ingelesa). Hala ere, inglesa ez da etxeetan hitz egiten baina hala ere, giza kapitalari dagokionez, etorkizuneko lan eta gizarte-kohesiorako oso baliotsua da.

Orain arte azaldutako guztiak CLILen abantailei buruz hitz egiten digu, hala ere, aipatzekoa da puntu negatiboak dituela. Adibidez, hizkuntza ezberdinei balioa eskeintzerakoan, sentimendu indartsuak eragiten dira jendeak bere identitate kulturalak mehatxatuak ikusten dituelako. Lehen aipatu bezala, irakasteko erabiltzen den hizkuntza aldatzerakoan (kasu honetan inglesa euskararen ordeztasun/areriotasun sentimendua agertzen da. Guraso gehienek haien semeak bere hizkuntza propioaren bidez ikastea nahi dute. Arazo nagusia da irakasteko hizkuntza aldatzearen abantailak ez direla hasieran agertzen, baizik eta epe luzean; hala nola, lehiakortasuna handitu edo oparotasun ekonomikoa sortu. Hala ere, epe motzeko (edo erdiko) abantaila gutxi batzuk badaude, adibidez:

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Atal honek haur hezkuntzako eta lehen hezkuntzako ikasle gazteenzat, CLIL programetan, ipuinek duten balioa argudiatu du.

Esan bezala, ipuinek edukia berriak ikasteko eta ulertzeko aukera ederra eskaintzen dute egoera koherente, esanguratsu eta atsegin batean. Zenbait helburu kurrikular lotzen dituzte eta bilbe edo argumentua entzuteko nahia dakarte. Baldintza hau ezinbestekoa bihurtzen da hizkuntz esperientzia ona eta motibagarria izan dezaten. (cf.Wright 1995). Ipuinek ere, CLIL-eko faktore nagusia: komunikazioa, ezagutza eta kultura, hornitzeko aukera asko ematen dute (cf.Coyle, 1990). Hala ere, irakasleok motibatuak eta animatuak egon beharko genuke momento guztian eta hori ez da beti lan erreza.

Bukatzeko, CLIL-ek, azken bi hamarkadetan, bide luzea eman duela aipatu beharra dago. Era berean, aurrerapausu izugarriak eman dira teknologian eta komunikazio globalean. Hauek (teknologia eta komunikazio globala) hizkuntzak nola irakasten eta ikasten diren erabat aldatu dituzte eta baita pertsonen jokabidea ere.

CLIL-ek aurrerapen sozial, kultural eta ekonomikoan inplikazio izugarria dauka munduan zehar, lotuta baitago -zuzen eta zeharka- nazio eta nazioarteko politikoen burutapeneko aukerekin.

We would like conclude with the words that reveal the importance of Education. In the case of this paper we have analyzed not only general education but language education.

In the case of the Basque country, some children are educated through at least three languages (Basque, Spanish and English). Nonetheless, usually English is not spoken at home, but in terms of human capital, English is considered necessary for future work and social cohesion.

Language choice for instruction brings into question what Spolsky calls Q-value, that being: “a language’s worth” and “the position of a language within the world’s language system” (2004: 90) Putting a “value” on different languages gives rise to

strong feelings, as people often feel their cultural identities are being threatened. Changing the language of instruction in some areas across the globe has been met with open hostility, not least from parents who wish their children to develop a cultural identity through their “own” language. But language changes involving the medium of instruction are often based on long-term gains and on future needs, such as increasing competitiveness and economic prosperity. However, in the short or medium term, such policies can have deep-seated effects on the linguistic capital under cultivation (Ain and Chan, 2003). These changes can lead to disquiet about cultural identity, concern about differentiated levels of linguistic competence across several languages, and feelings of exclusion and decreasing self-confidence.

This chapter has argued for the value of stories in CLIL programmes for young learners of preprimary and primary education. When young learners are faced with new content in a foreign language, stories represent an excellent opportunity for teaching and providing comprehensible input in a coherent, meaningful and pleasant way. Stories link to a variety of curricular aims and involve willingness to listen to the storyline which is a prerequisite for engagement in a rich motivating language experience (cf. Wright 1995). Stories also provide many opportunities for the provision of a cluster of important factors central to CLIL: content, communication, cognition, and culture (cf. Coyle, 1990).

Moreover, this chapter has discussed how storytelling-based activities can encourage language and content learning by providing opportunities for rich experiences where the students’ characteristics as young learners but also their learning styles and intelligences are catered to. Finally, practical guidelines which can assist teachers in effectively selecting and employing stories in their CLIL teaching were presented and these were illustrated with a variety of authentic examples from CLIL classrooms. It is hoped that both the discussion and the examples have made clear how valuable a resource stories can be and that teachers may be motivated and encouraged to employ this rich resource in their teaching.

We can finish by saying that CLIL has come a long way in the past two decades. Unprecedented developments in technology and global communication have radically altered the way people learn and behave. CLIL is deeply implicated social, cultural and



economic developments across the globe as it becomes inextricably linked - directly and indirectly - with a range of national and international policy implementations.

## REFERENCES

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## **APPENDIXES**

### **A. ANNEX I: WORKSHEET 1**

#### **The Boy Who Cried Wolf**

A shepherd-boy, who watched a flock of sheep near a village, shouted to the villagers three times, "Wolf! Wolf!" and when his neighbours came to help him, he laughed at them for their pains.

The Wolf, however, came at last. The Shepherd-boy, now really alarmed, shouted in an agony of terror: "Pray, do come and help me; the Wolf is killing the sheep"; but no one paid any attention to his cries. The Wolf, having no cause of fear, destroyed the whole flock.

There is no believing a liar, even when he speaks the truth.

## A. ANNEX II: WORKSHEET 2

### The Paper Trail

Once upon a time there was a piece of paper. It could do all sorts of cool things. Like bend, flex, fold, lie flat, stand up, and even make paper airplanes. The kids loved playing with it! They would draw on it, cut it out, make shapes... But one day the paper found itself old, and wrinkled. Too used up for the kids to keep playing with it and it was sad. Before it knew what was going on, it found itself stuck at the bottom of the trash can. It got sent out to the big dumpster where the trash men came and picked it up. The little piece of paper was thrown into the truck with all the other papers who were old, wrinkled, and quite grumpy. The journey was bumpy and windy, too long for such a tired piece of paper. It went from light to dark, from wind to rain. It was grabbed at and squished, and finally thrown onto a conveyer with the rest of the paper. It quickly got sorted and pushed, and moved around. The poor little piece of paper could do very little in its weak condition. Soon it saw a massive crusher and realized OH NO! This is the end! There was so much I wanted to do! I wanted to be a pamphlet for Hawaii, or a legal binding document. But alas! This is the end. And before it knew it, it was crushed back into a thin piece of paper. Hmm, it thought, that is not so bad. Then it saw the slicer! And the crusher OH NO! The paper tried to run, it tried to fight with the other papers, but it had one corner caught. It started to tear as it was trying to pull away. It barely broke off, just a fragment got stuck. I can make it! But it was too late. The crusher and ripper sucked in the rest of the papers. And the paper closed its eyes. Slowly it blinked. And realized it was perfectly quiet. Even a bit sunny. Looking around the paper realized it was sitting next to a batch of fresh paper. It looked down at itself. Completely clean, smooth with a fresh coat of bleach! Then bending over to examine the rest of itself, to see what was going on it noticed a fine watermark on its back. What is this? It asked. A recycled logo!

Activities to work recycling with the three bins:

<http://www.bbc.co.uk/schools/barnabybear/games/recycle.swf>

The song and its lyrics:

<http://www.youtube.com/watch?v=loeHmUh-nE>

Three it's a magic number  
 Yes it is, it's a magic number  
 Because two times three is six  
 And three times six is eighteen  
 And the eighteenth letter in the alphabet is R  
 We've got three R's we're going to talk about today  
 We've got to learn to  
 Reduce, Reuse, Recycle / Reduce, Reuse, Recycle  
 Reduce, Reuse, Recycle / Reduce, Reuse, Recycle  
 If you're going to the market to buy some juice  
 You've got to bring your own bags and you learn to reduce your waste  
 And if your brother or your sister's got some cool clothes  
 You could try them on before you buy some more of those  
 Reuse, we've got to learn to reuse  
 And if the first two R's don't work out  
 And if you've got to make some trash  
 Don't throw it out  
 Recycle, we've got to learn to recycle,  
 We've got to learn to  
 Reduce, Reuse, Recycle / Reduce, Reuse, Recycle  
 Reduce, Reuse, Recycle / Reduce, Reuse, Recycle  
 Because three it's a magic number  
 Yes it is, it's a magic number  
 3, 3, 3

3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36

33, 30, 27, 24, 21, 18, 15, 12, 9, 6, and 3, it's a magic number


Activity about routines:

**3 Read and number the pictures.**

**1** This is Erica. She's a farmer. She gets up at 6 o'clock. She collects the eggs from the hens at 6.30. Then, she has cereal for breakfast at 7 o'clock.

**2** She drives her tractor in the field in the morning. In the afternoon, she goes to the barn. She gives apples to the horses.

**3** At 7 o'clock, she goes home and has dinner. She goes to bed at 8 o'clock and reads her favourite book.



**Circle the words and write the questions.**

- What time does she get up?  
What time does she get up? At 5.30. At 6.00.
- What does she have for breakfast?  
What does she have for breakfast? Cereal. Eggs.
- Where does she go in the afternoon?  
Where does she go in the afternoon? Home. To the barn.
- What does she give to the horses?  
What does she give to the horses? Apples. Hay.
- What time does she go home?  
What time does she go home? At 6.30. At 7.00.

**Underline the correct answer.**

**Light on grammar**

What time does she get up? At 6 o'clock.  
 Where do they sleep? In the barn.  
 What does he read? Stories.

**Complete with What, What time and Where.**

What time \_\_\_\_\_ does she go to bed?  
What \_\_\_\_\_ do they do at 7 o'clock?  
Where \_\_\_\_\_ does she go at 8 o'clock?

Figura 2: A model of the activity

## The experiment

### Invisible Ink with Lemon Juice

Making invisible ink is a lot of fun, you can pretend you are a secret agent as you keep all your secret codes and messages hidden from others. All you need is some basic household objects and the hidden power of lemon juice.

#### What you will need:

- Half a lemon
- Water
- Spoon
- Bowl
- Cotton bud
- White paper
- Lamp or other light bulb

#### Instructions:

1. Squeeze some lemon juice into the bowl and add a few drops of water.
2. Mix the water and lemon juice with the spoon.
3. Dip the cotton bud into the mixture and write a message onto the white paper.
4. Wait for the juice to dry so it becomes completely invisible.
5. When you are ready to read your secret message or show it to someone else, heat the paper by holding it close to a light bulb.

#### What is happening?

Lemon juice is an organic substance that oxidizes and turns brown when heated. Diluting the lemon juice in water makes it very hard to notice when you apply it the paper, no one will be aware of its presence until it is heated and the secret message is revealed. Other substances which work in the same way include orange juice, honey,

milk, onion juice, vinegar and wine. Invisible ink can also be made using chemical reactions or by viewing certain liquids under ultraviolet (UV) light.

Another experiment:

#### Design and Test a Parachute

Learn about air resistance while making an awesome parachute! Design one that can fall slowly to the ground before putting it to the test, making modifications as you go.

What you'll need:

- A plastic bag or light material
- Scissors
- String
- A small object to act as the weight, a little action figure would be perfect

Instructions:

1. Cut out a large square from your plastic bag or material.
2. Trim the edges so it looks like an octagon (an eight sided shape).
3. Cut a small whole near the edge of each side.
4. Attach 8 pieces of string of the same length to each of the holes.
5. Tie the pieces of string to the object you are using as a weight.
6. Use a chair or find a high spot to drop your parachute and test how well it worked, remember that you want it to drop as slow as possible.

What's happening?

Hopefully your parachute will descend slowly to the ground, giving your weight a comfortable landing. When you release the parachute the weight pulls down on the strings and opens up a large surface area of material that uses air resistance to slow it



down. The larger the surface area the more air resistance and the slower the parachute will drop.

Cutting a small hole in the middle of the parachute will allow air to slowly pass through it rather than spilling out over one side, this should help the parachute fall straighter.

## A. ANNEX III: WORKSHEET 3

In the light of the moon, a little egg lay on a leaf. One Sunday morning, the warm sun come up and out of the egg come a tiny and very hungry caterpillar. He started to look for some food.

On Monday he ate through one apple, but he was still hungry.

On Tuesday he ate through two pears, but he was still hungry.

On Wednesday he ate through three plums, but he was still hungry.

On Thursday he ate through four strawberries, but he was still hungry.

On Friday he ate through five oranges, but he was still hungry.

On Saturday he ate through:

A cake, an ice cream, a hot dog, a lollipop, chocolate, pizza and a muffin.

That night he had a stomach ache. The next day was Sunday again. The caterpillar ate through a nice green leaf. And after that day he felt a bit better. Now he was not hungry anymore. And he was not a little caterpillar anymore; he was a big - fat - caterpillar. He built a small house, called a cocoon, around himself. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, he pushed his way out and... He was a beautiful butterfly.

## A. ANNEX IV: WORKSHEET 4

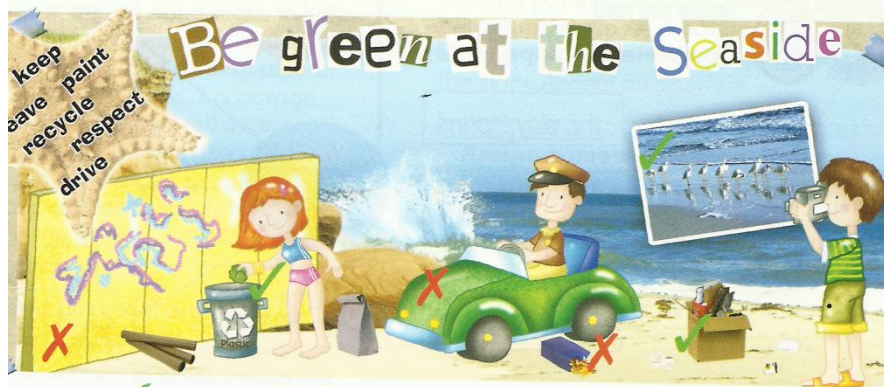
1. - Make a chart with days of the weeks and foods that appear in the story.

2. - For working colours any of the followings could be used:

<http://www.agendaweb.org/vocabulary/colours-exercises-colors.html>

3. – ACTIVITY ABOUT BEING GREEN:

Look and complete the poster.



**Do's** ✓

Recycle your plastic bags.

Keep your rubbish in a box.

Respect the ocean animals.

**Don'ts** ✗

Don't drive on the beach.

Don't leave your rubbish there.

Don't paint on the walls.

Choose a place and draw three Do's and three Don'ts.

**Be green at the** \_\_\_\_\_

Student's own  
drawing



Write the Do's and the Don'ts for the place.

**Do's** ✓ *Answers will vary*

**Don'ts** ✗ *Answers will vary*

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Figura 3: A model of the activity

4. – Create one of the following animals. Ask for help to your classmates.



Figura 4: Example 1



Figura 5: Example 2



Figura 6:Example 3

5. - Now you can relax and play the game of Snakes and ladders.



A. ANNEX V: WORKSHEET 5

AFRICA



1. Which are the continents?

-

-

-

-

-

-

2. Write the name of 5 countries in the map.

3. There are \_\_\_\_\_ countries in Africa altogether.

4. Which are the 3 oceans?

West:

East:

North:

5. Name a lake in Africa: \_\_\_\_\_

6. Name a river in Africa: \_\_\_\_\_

7. Name a desert in Africa: \_\_\_\_\_

8. Would you like to travel to Africa? Why?

9. Describe in 5 or 10 lines how your life would be if you lived in Africa.

10. What things could you teach other people about your country?

11. In the space below draw some of these animals.

African Animals: chimpanzee, elephant, giraffe, lion, rhinoceros, zebra...