

INGLÉS

Andrea ESTARRIAGA ARANA

A CLIL UNIT DESIGN

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Grado en Maestro de Educación Primaria
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Trabajo Fin de Grado
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Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psicopedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, el módulo *de formación básica* se concreta a lo largo de la propuesta didáctica. Éste se basa en las competencias que recogen el currículum de Educación Primaria y el plan de estudios del Grado de Magisterio elaborado por la Facultad de Ciencias Humanas y Sociales. Tiene en cuenta las características sociales, cognitivas y psicológicas y la evolución de los niños y niñas de Primaria, concretamente del 2º ciclo. Esta propuesta favorece el aprendizaje interactivo, fomentando la interacción y la cooperación entre iguales, y atiende a la diversidad e inclusión del alumnado mediante la formación de grupos heterogéneos para realizar las diferentes actividades. La autonomía es muy importante en esta propuesta, los estudiantes realizan las tareas de manera autónoma y son capaces de realizar una auto-evaluación de su trabajo, por lo que esto está ligado a la motivación, otro aspecto fundamental.

El módulo *didáctico y disciplinar* se desarrolla a través de la parte teórica y de la propuesta didáctica del trabajo recogiendo las competencias, objetivos y contenidos relacionados con la etapa de Educación Primaria. La base fundamental del aprendizaje de las lenguas es el uso del lenguaje funcional como recurso de comunicación y queda reflejado tanto en el ámbito teórico de la propuesta como en las tareas diseñadas para desarrollar en el aula.

Asimismo, el módulo *practicum* permite enmarcar la propuesta en un contexto determinado ya que, tras visitar diferentes centros y ver cómo trabajan con diferentes alumnos observamos diversas metodologías de trabajo, conseguimos una visión general.

Por otro lado, la Orden ECI/3857/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados “INTRODUCCIÓN” y “ANTECEDENTES, OBJETIVOS Y CUESTIONES”, así como el preceptivo resumen que aparece en el siguiente apartado.

Resumen

El objetivo principal de enseñar y aprender una lengua es saber utilizarla de manera funcional para poder comunicarse. Con este como principal objetivo, presento este Trabajo de Fin de Grado en el que se puede encontrar una unidad didáctica sobre la enseñanza del inglés a través de otra asignatura como es Conocimiento del medio natural, social y cultural. Está basado en el enfoque del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (de aquí en adelante, AICLE), por el cual los niños adquieren los contenidos de una materia a través de una lengua diferente a la materna. Se tiene en cuenta el contenido curricular, la lengua y las capacidades cognitivas del alumnado, junto con una consciencia cultural. El TFG se compone de una parte teórica y una parte práctica. En la parte teórica, se muestran una serie de estrategias metodológicas para llevar a cabo en un aula de 2º ciclo de Educación Primaria basadas en el método interactivo y el aprendizaje significativo integrado en enfoque de AICLE; y en la parte práctica, se puede encontrar una propuesta de actividades motivadoras que reflejan esas estrategias metodológicas durante 15 sesiones. La finalidad de este TFG es recoger una serie de estrategias para trabajar desde el enfoque AICLE en un aula de Educación Primaria.

Palabras clave: AICLE; unidad didáctica; aprendizaje significativo; metodología; actividades motivadoras.

Abstract

The main objective when we are learning a language is to use it in meaningful and functional ways in order to communicate effectively. With this main objective, throughout this Final Project Work you can find a didactic unit on teaching English through another subject as Science. It is based on the Content and Language Integrated Learning approach (CLIL, from now on), by which children acquire the content of a subject through a second language. It takes into account the curricular content, language and cognitive abilities of the students, along with cultural awareness. The FPW consists of a theoretical part, which shows a series of methodological strategies to implement in a 2nd cycle's classroom of Primary School based on the interactive method, meaningful learning and CLIL; and a practical part, in which you can find a proposal with

motivating activities based on these methodological strategies during 15 lessons. The purpose of this FPW is to gather a range of strategies in order to work across CLIL approach in Primary Education.

Keywords: CLIL; didactic unit; meaningful learning; methodology; motivating activities.

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INTRODUCCIÓN

Este proyecto titulado “A CLIL unit design” es una propuesta que integra en AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) distintos principios que promueven un más eficaz proceso de aprendizaje de lenguas. La recogida de estos principios metodológicos tiene como fin guiar la elaboración de la unidad didáctica presentada en este Trabajo de Fin de Grado. Esta unidad didáctica va dirigida a niños y niñas del segundo ciclo de Primaria, concretamente a 4º curso (9 años). Se tratarán los temas de los ecosistemas, los animales y el reciclaje, utilizando una metodología centrada en el alumno. Se trata de una enseñanza flexible que atiende a distintos estilos de aprendizaje, que será más interactivo y autónomo. Las actividades integradas en la unidad están basadas en una serie de principios metodológicos y estrategias con el objetivo de promover un aprendizaje significativo, como son las 4 Cs, la taxonomía de Bloom, los cuadrantes de Cummins, la enseñanza basada en tareas... entre otras, y se hará uso de múltiples recursos y materiales, especialmente las TIC.

Se desarrolla a lo largo de 15 actividades en las que se tratan explican los ecosistemas, los animales vertebrados e invertebrados, y el reciclaje. También se quiere dar consciencia a la conservación de éstos.

El primer motivo por el que he elegido la asignatura de Conocimiento del medio es porque hay una gran cantidad de vocabulario científico que es similar al de su lengua materna, lo que hace que sea más fácil para ellos a la hora de entenderlo. Otra razón es porque a los niños y niñas les encanta esta asignatura, por lo que la encontrarán motivadora a pesar de que esté en inglés. También se debe a que la enseñanza de la ciencia y la naturaleza ofrecen una oportunidad atractiva de aprender otra lengua.

1. ANTECEDENTES, OBJETIVOS Y CUESTIONES

1.1. Antecedentes

Se dedican 4 horas semanales a impartir inglés como lengua extranjera en los colegios. El aula nos permite muchas horas de exposición a la lengua, por ello AICLE es un enfoque apropiado para conseguir los mejores resultados y lograr los objetivos de aprender una nueva lengua.

Con el enfoque AICLE se busca una enseñanza-aprendizaje en un contexto significativo. Es un camino de doble sentido en el que se aprenden los contenidos de una asignatura además de interiorizar la nueva lengua. Esto tiene como consecuencia que los niños y las niñas aprendan a pensar y a comunicarse en otra lengua.

1.2. Objetivos

Los objetivos que se presentan en este trabajo surgen de la intención de realizar una propuesta didáctica para trabajar y mejorar la enseñanza del inglés basándonos en una serie de metodologías para la enseñanza de lenguas e integrando los contenidos del área de Conocimiento del medio.

Los objetivos generales a tratar son:

- Comprender y expresar correctamente, en forma oral y escrita, los textos adecuados a su edad. Utilizar adecuadamente y con precisión el vocabulario específico del área.
- Identificar los principales elementos del entorno natural, social y cultural, analizando su organización, sus características e interacciones y progresando en el dominio de ámbitos espaciales cada vez más complejos.
- Participar en actividades de grupo adoptando un comportamiento responsable, constructivo y solidario, respetando los principios básicos del funcionamiento democrático.
- Analizar algunas manifestaciones de la intervención humana en el medio, valorándola críticamente y adoptando un comportamiento en la

vida cotidiana de defensa y recuperación del equilibrio ecológico y de conservación del patrimonio cultural.

- Utilizar la biblioteca escolar, las tecnologías de la información y la comunicación para obtener información y como instrumento para aprender y compartir conocimientos.
- Mejorar la enseñanza y el aprendizaje de inglés y la competencia lingüística del alumnado
- Enseñar inglés mediante un aprendizaje significativo.
- Reforzar especialmente las destrezas comunicativas del alumnado para deshacerse del miedo a expresarse en otra lengua y eliminar inseguridades.
- Enseñar los contenidos de una asignatura en una lengua diferente.
- Mejorar las diferentes destrezas en la lengua extranjera (leer, escuchar, escribir y hablar).
- Crear un ambiente natural en el que aprendan contenidos de Conocimiento del Medio a través del Inglés.
- Que el/la alumno/a esté más predispuesto a aprender, más motivado y confiado para enfrentarse a una experiencia lingüística fuera del aula.
- Simular situaciones reales en las que tienen que desenvolverse en inglés.
- Aprender a manejar las TIC y a buscar información para que sean los autores de su propio conocimiento.
- Aumentar el trabajo en grupo.

Esta serie de objetivos que se refieren a las asignaturas de Conocimiento del medio natural, social y cultural y a la asignatura de Inglés, están basados en el Decreto Foral 24/2007, por el que se establece el currículo de enseñanzas de Educación Primaria en la comunidad foral de Navarra.

1.3. Cuestiones

Conseguir una mayor competencia lingüística en lengua inglesa es un objetivo compartido por la mayoría de centros educativos. Para conseguir dicho

objetivo, muchos centros han adoptado el enfoque AICLE basándose en las experiencias positivas que se han constatado en diversos colegios e institutos. (Marsh, 2002).

Según Marsh (1994), AICLE es un enfoque que propone situaciones donde asignaturas, o parte de ellas, se imparten en una lengua extranjera con un doble objetivo: aprender los contenidos y, a la vez, aprender la nueva lengua.

Este enfoque recoge una serie de metodologías que cambian sustancialmente la dinámica de impartir una clase. Los alumnos y alumnas adquieren de una manera diferente los contenidos y la lengua para que los puedan asimilar mejor y poder utilizarlos cuando lo necesiten.

Estas diferencias son el resultado de la interacción de principios y estrategias que se integran en AICLE para conseguir un aprendizaje más significativo para el alumnado.

2. LITERATURE REVIEW

2.1. What is CLIL?

Coyle, Hood and Marsh (2010) state that the teaching and learning of languages is nothing new, is as old as education. When the Roman Empire invaded Greece, Roman families wanted their children to have more social and professional chances, thus children were educated in Greek.

Nowadays, an updated version of this scenario is observed in our society. Globalization, Economics and Social development have had a significant impact on the commitment, willingness and necessity to learn foreign languages across different countries. (Coyle et al., 2010)

Forming competent foreign language speakers in the school context has become the aim of many foreign language teaching approaches and methodologies. The results obtained, however, have largely proven unsuccessful and the desired foreign language competence has so far not been obtained. It is in this backdrop that Content and Language Integrated Learning (henceforth, CLIL) has been put forward as a “qualitative change that can render formal context language learning successful” (Muñoz, 2002, 2003, 2006 in Villarreal, 2011).

“CLIL is an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to the language and the content.” (Coyle et al. 2010:2).

In other words, not only is CLIL a new form of language education, it also is a new form of subject education; CLIL is a fusion of both. (Coyle et al., 2010).

In addition, CLIL presents many *advantages*. First of all, CLIL is challenging for students since it uses new language in a real way to learn the subject content, thus it is motivating for learners. This is a positive aspect since this approach focuses on meaning, thus students acquire content and language throughout meaningful tasks. Moreover, students develop a positive attitude about learning

languages because they can demonstrate their knowledge through different ways, so they are more comfortable during the lessons and they are not afraid of making mistakes. Another advantage is that knowing a different language makes the students interested in its culture, broadening their horizons as well as increasing the learners' opportunities for their future. Above all, the CLIL approach is an advantage since it allows to bring a series of principles together which promote an efficient content learning as well as successful language learning. These core principles come naturally interrelated under the umbrella of project work.

The following figure illustrates the methodological principles that have been integrated when developing the didactic unit presented in this Final Project Work. Each principle is explained throughout the next section.

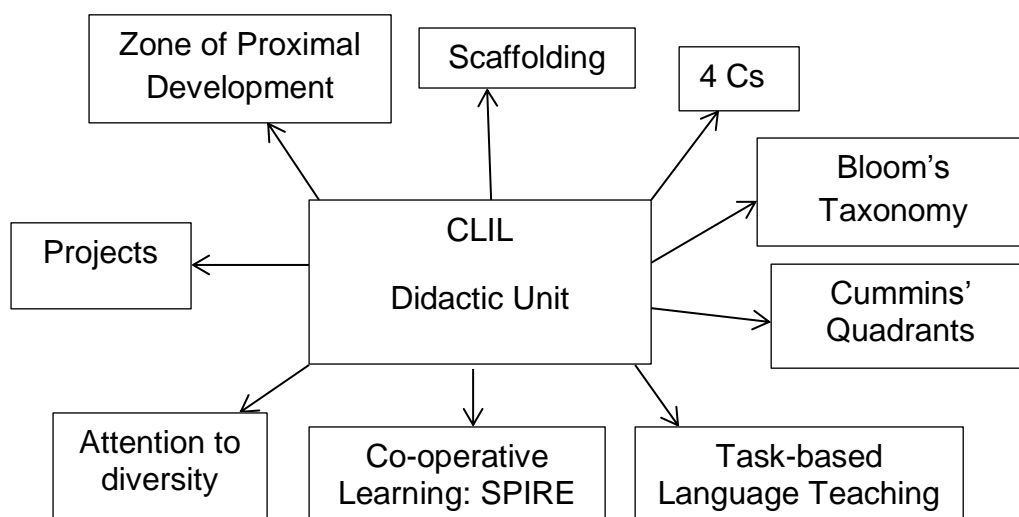


Figure 1. Methodological principles

2.2. Methodological principles

In the development of a didactic unit, it is necessary to consider a series of methodological strategies that will shape the unit under development. These strategies and methodological constraints affect the arrangement and design of the unit, the adaptation of materials, and the application of the unit in the classroom. The following sections detail the methodological principles and strategies which have been adopted in the unit.

2.2.1. Zone of Proximal Development

Vygotsky was a psychologist who worked on child development, play and language. His best known concept is The Zone of Proximal Development (ZPD, from now on).

“The ZPD describes the area between a child’s level of independent achievement (what he/she can do alone) and the child’s level of attended achievement (what he/can do with support).” (From *Tools of the mind*, n.d.)

ZPD is an important concept for learning and more specifically for language learning. The ZPD can guide teachers on deciding what their learners should learn about a topic and how to teach it. In fact, each learner has certain knowledge stored in their memories about specific aspects and they have to acquire more knowledge. Teachers help learners to achieve that specific language, but they have to take into account that although children have developed new skills and capabilities to complete a task with teacher’s assistance, it may not mean that they are ready to do the task without support. For most learners, the transition from supported to independent learning is gradual. It is a process that starts with a great deal of aid to a stage where no aid is needed. (From *Tools of the mind*, n.d.)

This concept is implemented in the unit proposed in this Final Project Work by scaffolding and co-operative learning. Scaffolding is relevant to facilitate the step from the child’s level of attended achievement to the child’s level of independent achievement. Actually, learners improve and make progress with

their teacher's support. A teacher needs to scaffold students' learning by first supporting them and then providing or removing appropriate amounts of assistance depending on the development of the learners. For example, learners have never written a story and they have to write one. They will obtain more successful output if the teacher provides them with a frame about the parts of the story which includes key phrases, key vocabulary and so on. Therefore, providing the appropriate support will boost learners' competence and help them to achieve the goal. However, if learners know how to write a story, they might not need the same amount of help. More able learners can help their less able classmates to develop the task, and here works the co-operative learning. Moreover, as learners progress the teacher should start removing these frames and promoting more spontaneous output and helping the learners reach their next ZPD.

In brief, teachers must know how to guide a student in the right direction so that he/she acquires more advanced skills and concepts taking into account where the student is.

The next subsection deals with scaffolding, which is one of the ways to work the Zone of Proximal Development in a classroom.

2.2.2. Scaffolding

“Scaffolding is the process by which teachers use particular conceptual, material and linguistic tools and technologies to support student learning. Scaffolding can be used at any point of interaction between teachers and students – at the point of providing inputs and explanations, through to modelling, interacting and assessing” (From *Scaffolding learning*, n.d.)

Scaffolding is used to help children move into their ZPD. It is based on the ideas of Wood, Bruner & Ross (1976) and Vygotsky (1978). Scaffolding is important in CLIL since it uses a range of different tools to guide students towards knowledge such as supports or models to complete a task. Nevertheless, scaffolding might be disadvantageous because it is time-consuming for teachers as they need to develop specific tools and resources (like speaking or writing frames) to support their learners in the production of a better or higher

level output. Besides, these scaffolds can be re-used. And indeed they can save teachers' time as they promote more appropriate output.

There are different kinds of scaffolding, thus the following point explains some scaffolding tools.

- *Tools*

Scaffolding is implemented in the unit proposed in this Final Project Work by tools. This principle divides the process of learning into pieces, and then providing a tool for each piece. These tools support the objective and focus learners on the material to be learned. Moreover, these tools are very useful since learners are conscious of text organization, which helps them understand and process information. Depending on their purpose, they can be used before, during or after listening, reading, viewing, writing or discussing. (Alber, 2011).

In addition, Dodge (2009) describes different types of scaffolds to support learners in understanding and processing input:

- *Reception scaffolds*

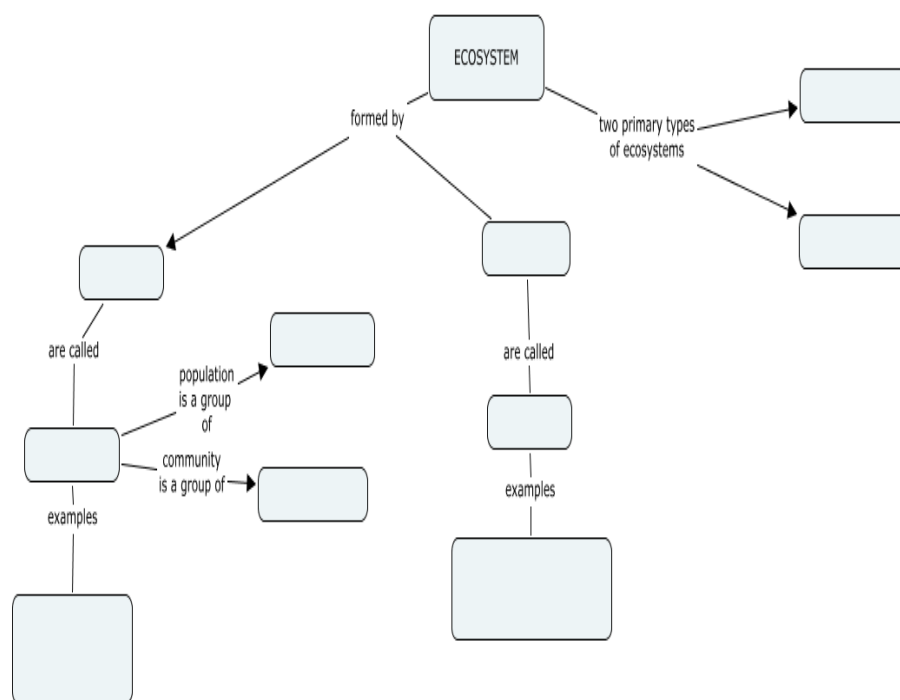


Figure 2. Mind map

They direct learners' attention to what is important in information sources, and helps them to organize, understand and record what they observe. With this example of framing, learners are able to focus on the important information and to organize and understand it since it is more visual than the information presented in a conventional text. Therefore, teachers can use them to help learners to organize information in a more visual way.

- *Transformation scaffolds*

They help learners change information into another form. It requires higher thinking skills because learners need to transform the information obtained into a different form, which requires understanding and organizing and writing/speaking skills. Therefore, teachers can use them in order to realize if learners have assimilated the content.

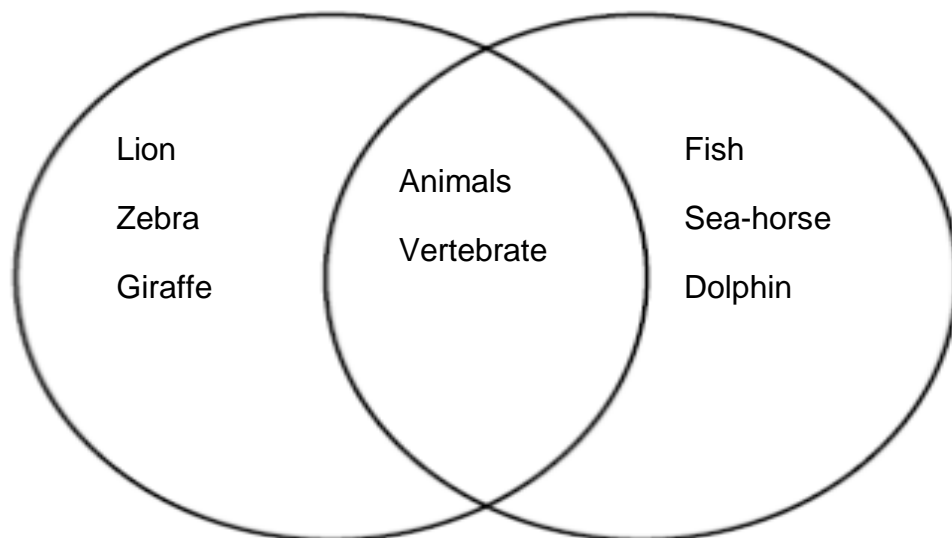


Figure 3. Venn diagram: Vertebrate animals

If learners are to include the relevant information in the Venn diagram, they need to reflect about its similarities and differences to be able to locate it in the corresponding set. Venn diagrams help learners to visualize and organize otherwise lengthy or complicated texts or information. Firstly, the teacher provides children with a written input and

this support. Secondly, pupils have to transform the information from the input to the Venn diagram to discover the common aspects between animals.

- *Graphic/Cognitive organizers*

They are visual representations and organizational tools that help learners organize input by writing down information. Therefore, teachers can use them to help learners to organize information in a more visual way.

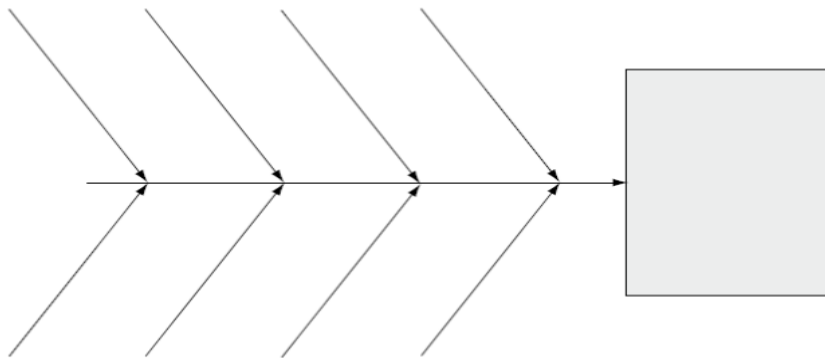


Figure 4. Fishbone diagram

- *Visuals*

Visuals are useful scaffolding tools which help learners understand and work when the input is difficult to comprehend. They are pictures, diagrams, models, drawings, photographs, videos... Therefore, teachers can use them in order to show learners how their output has to be.

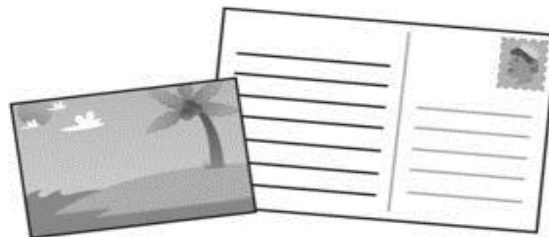


Figure 5. Postcard's model

Definitely, scaffolding is a very useful strategy to support student learning and offers a big range of tools to accomplish the tasks' goals successfully.

Another important principle is the 4 Cs, which is developed in the following point.

2.2.3. 4 Cs

The 4 Cs of CLIL are content, communication, cognition and culture. (Coyle et al., 2010). These four principles are essential in CLIL. CLIL relies on all of them for creating and delivering successful lessons. (Acle Page, 2011).

The following paragraphs feature the 4 Cs. First of all, content is explained, followed by communication and cognition and, finally, culture.

- *Content*

“Content refers to the subject or theme of the lesson. This allows determining the knowledge, skills and understanding the students need to learn and not only of the knowledge should they acquire.” (Acle Page, 2011).

In the didactic unit proposed in this project, content gathers recognizing and reproducing the main language used in ecosystems, animals and recycling, and their characteristics.

- *Communication*

“Communication refers to the language students need to communicate their thoughts, opinions, attitudes and discoveries related to the lesson content. Both speaking and writing are emphasized as students learn to use language and use language to learn” (Coyle et al., 2010). In order to improve the communication between them, “working in groups is very common since learners engage in meaningful interactions with each other. The aim of this is that learners produce authentic language.” (Acle Page, 2011).

Communication contains three sections, which are language *of* learning, language *for* learning, and language *through* learning. These sections are explained in the following table:

Table 1. Communication (Coyle et al., 2010:36-38)

Communication		
Language <i>of</i> :	Language <i>for</i> :	Language <i>through</i> :
What?	How?	Why?
Basic concepts and skills relating to the topic: <i>Content</i>	Kind of language needed to operate in a foreign language environment: <i>Grammar</i>	Involvement of language and thinking: <i>Thinking skills</i>
		Language to support and advance their thinking processes: <i>New knowledge</i>

Language of learning is the specialized language which includes the linguistics structures and key vocabulary which is specific for the content under study. In this unit, it is key vocabulary such as *vertebrates, invertebrates, mammals, reptiles, amphibians...* The *language for learning* is the language students need to be able to carry the tasks in the foreign language, that is to say, the language for comparing if they need to compare and contrast information, for example. In the present unit, the language for learning is using properly *present simple* and *frequency adverbs*. Finally, the *language through learning* is the language which is used in everyday situations, such as *how do you say ... in English?*

- *Cognition*

“Cognition refers to the critical thinking skills that students use to engage with and understand subject content, to solve problems, and to consider their learning. It is important since develops cognitive skills mixing their previous knowledge, new contents and language.” (Acle Page, 2011)

In the didactic unit proposed in this project, cognition gathers recognizing different aspects related to ecosystems, animals and recycling. Besides, they will be able to synthesize and summarize information, and change information into another form.

- *Culture*

“Culture refers to the learning community of a class and school and more widely to local and global cultures. Students are encouraged to understand themselves as citizens of the world and understand both their own culture and other cultures. The ultimate goal is to promote international awareness and understanding.” (Acle Page, 2011)

In the didactic unit proposed in this project, culture is integrated through raising awareness about the environment. The students identify different types of ecosystems and animals and above all, they will be conscious that humans have transformed the environment.

The 4Cs are, therefore, the framework that the teacher can use to design the contents (linguistic, cultural, cognitive and subject-related) that are going to be included in the unit as well as to define the goals and the learning outcomes what he/she needs to evaluate. The unit proposed in the present FPW uses the 4Cs framework to constrain the subject content to be taught and as a reminder of the need to integrated these four building blocks in the activities and tasks proposed in the unit.

The 4Cs is significant at CLIL, but there are more principles in this approach. The following point describes Bloom’s Taxonomy, which shows a classification of learning objectives.

2.2.4. Bloom's Taxonomy

Bloom's Taxonomy is a classification created by Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating, rather than just remembering facts.

It is a useful tool to plan questioning or tasks because depending on the lesson's aim, the teacher can use it in different ways since it is divided into six categories: remembering, understanding, applying, analyzing, evaluating and creating. The taxonomy can be used as a tool that can help the teacher to create more difficult tasks that require higher-order thinking and language skills which further challenge the learners promoting a more significant learning. ("Bloom's Taxonomy of Learning domains", n.d.)

The following table explains the six different categories (remembering, understanding, applying, analyzing, evaluating and creating). Each category has useful words which help the teacher to formulate the tasks. The table also presents a series of examples from each category.

Table 2. Taxonomy questions (adapted from Dale et al., 2011:99-101)

Category	Useful words	Examples
Remembering: can the student recall or remember the information?	Define, duplicate, list, memorize, recall, repeat, reproduce	Name vertebrate animals
Understanding: can the student explain ideas or concepts?	Classify, describe, discuss, explain, identify, locate, reorganize, report, select, translate	Classify different animals according to their characteristics
Applying: can the student use the information in a new way?	Choose, demonstrate, dramatize, illustrate, interpret, operate, solve, use, write	Design a poster
Analyzing: can the student distinguish between the different parts?	Compare, contrast, criticize, differentiate, distinguish, examine, experiment, question, test	Analyze and examine your results: what do they say?
Evaluating: can the student justify a stand or decision?	Appraise, argue, defend, judge, select, support, value, evaluate	Select information and participate in a debate
Creating: can the student create new product of point of view?	Assemble, construct, create, design, develop, formulate, write	Create an oral presentation or a play

Bloom's taxonomy offers many possibilities for teachers and learners. Firstly, it is a useful tool to establish learning goals. The objectives are important to establish in a pedagogical interchange so that teachers and students understand the purpose of that interchange. Secondly, teachers can benefit from using this framework to organize objectives since organizing them helps to clarify aims for themselves and for students. Moreover, having an organized

series of objectives helps teachers to plan and teach appropriate instruction, design valid assessment, and ensure that instruction and assessment are aligned with the objectives. (Armstrong, P., n.d.)

For these reasons, the unit proposed in this Final Project Work uses it to plan and design the tasks. I based the didactic unit on it in order to determine the lessons' aims. It is important that the aims are clear since the very beginning for students. Therefore, they know what and how they have to carry out the task.

In short, Bloom's Taxonomy is a commending way to schedule a lesson and set objectives. If the objectives are clear and realistic, it will be easier to design and plan tasks to achieve them.

The next section explains Cummins' Quadrants, an important principle for the didactic unit presented in this Final Project Work since every task is based on it.

2.2.5. Cummins' Quadrants

Cummins' Quadrants are an advantageous method for developing lessons. Dale et al, (2011:102). In the beginning, the previous tasks should be worked on BICS (Basic Interpersonal Communication Skills) and continue to complete CALP (Cognitive Academic Language Proficiency). With this aim, Cummins' Quadrants guide teachers to move from quadrant 1 to 3 to 2 to 4.

Table 3. Cummins' Quadrants

Activities for encouraging output which need less thinking				
A lot of context	Quadrant 1- Viewing -Simple task (BICS task) -This kind of tasks consist of everyday language and the output is supported by lots of visuals -Example: Learners write descriptions of different ecosystems with a video support	Quadrant 2- Talking -Simple task but with less context. -This kind of tasks are abstract but mentally simple -Example: Learners talk in groups about the topic or they describe the information they have.	Little context	BICS
	Quadrant 3- Doing -Mental complex task but it is supported by context -This kind of tasks involve challenging ideas. It presents an opportunity to scaffold language. -Example: Learners create a poster and compare them	Quadrant 4- Transforming -Mental complex tasks with little context -This kind of tasks develop the ability to transform one's understanding of content into the technical CALP language -Example: Learners write an essay comparing and justifying their opinions		CALP
Activities for encouraging output which need deeper thinking				

Adapted from Dale et al. (2010) and Departamento de Enseñanza, Generalitat de Catalunya (n.d.).

This tool is important for the didactic unit presented since its tasks are based on Cummins' Quadrants, concretely on the third quadrant. They are based on it since is the most appropriate because of the students' age and level. The tasks included in this quadrant are more mentally complex, they require higher thinking effort, but are supported or context embedded which helps them to produce higher level language and acquire more complex subject matter.

The next section features another core strategy in our unit: task-based language teaching.

2.2.6. Task-based language teaching

According to Nunan (2004:1-16) task-based language teaching (TBLT, from now on) focuses on the use of authentic language through meaningful tasks. As tasks are central to this approach, what they understand by task is essential. They distinguish target tasks and pedagogical tasks. Target tasks refer to the use of language in the world beyond the classroom; while pedagogical tasks are those that occur in the classroom.

David Nunan considers a pedagogical task as:

“A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.” (David Nunan, 2004:4)

In TBLT it is central that learners learn by doing and so, they are actively involved in the process. To promote such engagement tasks should draw from their immediate and personal experience (Nunan, 2004). Experiential learning, thus, is regarded as central in TBLT as Nunan (2004:12) states from Kohonen (1992):

- It encourages the transformation of knowledge within the learner rather than the transmission of knowledge from the teacher to the learner.

- It encourages learners to participate actively in small, collaborative groups.
- It embraces a holistic attitude towards subject matter rather than a static attitude.
- It emphasizes process rather than product, learning how to learn, self-inquiry, social and communication skills.
- It encourages self-directed rather than teacher-directed learning.
- It promotes intrinsic rather than extrinsic motivation.

Therefore, the learner is in charge of his learning process which results in a much motivating and encouraging experience, and most likely, more successful learning.

This method encourages meaningful communication and is student-centered. With it, students are encouraged to use language creatively and spontaneously through tasks and problem solving and to focus on a relationship that is comparable to real world activities (Bilash, n.d.). The unit proposed in this Final Project Work integrates this experiential learning in roles. There are different roles to teachers and learners, and they are explained in the following table:

Table 4. Roles in TBLT (Bilash, n.d.)

Roles in TBLT			
Teacher says	Teacher does	Student says	Student does
Present the task	Provide students with key vocabulary and constructions	Students discuss in groups to organize and complete the task	Students prepare either a written or oral report to present to class

As his name indicates (task-based language teaching), this approach is based on the use of tasks, and the tasks are carried out using language. Therefore, conversation is essential here since it has to exist an interaction between teacher-students and among themselves. This table explains that the teacher is who suggests the tasks and provides the input (key vocabulary, constructions

and so on). And, on the other hand, students are the monitors about their learning, so they have to organize themselves in order to complete the tasks and achieve the goals. They also have to take risks and prepare an appropriate output, thus teachers have to be conscious about mistakes or risks and take into account the effort.

Working through roles presents various benefits because it provides practical linguistic skill building. Moreover, when tasks are familiar to learners, they are more likely to be engaged and motivated and they also learn languages through problem solving. (Bilash, n.d.)

In summary, Task-based Language Teaching focuses on the use of authentic language through meaningful tasks, encourages meaningful communication and is student-centered. The following point describes another principle centered in emphasize the co-operation as a way of more effective and realistic learning.

2.2.7. Co-operative learning: SPIRE

Working in groups is really significant in CLIL approach. According to Dale et al. (2011), CLIL students work in groups to carry out the task and to achieve its aim. However, they have to make a reliable effort co-operating with their team mates to achieve the goal. All of them will be successful if they work properly. Besides this, group work has shown to produce significant learning benefits for students who work together on learning activities, thus it fits naturally in the CLIL approach. (Johnson & Johnson, 1981, 1989, in Furger, 2008:10).

According to Marzano (2000) and Johnson & Johnson (2009), there are five conditions which stimulate co-operation in groups. Teachers should use these conditions to plan and check the activities that learners do to guarantee more collaboration and participation. Dale et al. (2011) call this conditions SPIRE, and they describe them as explained in the table 5.

Table 5. SPIRE (Adapted from Dale et al., 2011:231-232)

SPIRE		
	Condition	Example
S	<i>Simultaneous interaction</i> Each learner works on their part of the project at the same time	Collect information about different aspects.
P	<i>Positive interdependence</i> Learners succeed or fail together. Each learner has a different task to carry out, and each task contributes to the completion of the final product.	Each learner in each group receives a role. For example, one is the timekeeper, another one the recorder, another one the designer and last one the monitor of English.
I	<i>Individual and group accountability</i> All the group members are responsible and they have to do the fair share of the work during the project, which contributes to the group effort.	Learners each use a timesheet to keep a record of what they have done during a lesson, or for homework. The teacher can assess how much effort learners are putting in and provide feedback as the project progresses.
R	<i>Reflection</i> Learners think and talk about how the group is functioning and how this can improve	Teachers provide questions for discussing group co-operation.
E	<i>Equal participation</i> Learners contribute the same amount of work to the project	Although each learner has a different role, the roles have to be similar since they have to make the same effort and the amount of work has to be balanced.

The unit proposed in this Final Project Work takes into account co-operation and it is based on these previous five conditions. All activities are scheduled to be carried out in groups. Each member of the group has a role such as

timekeeper, recorder, designer or monitor of English, and to achieve the aim of the task they have to co-operate working together and helping each other if it is necessary.

In conclusion, co-operative learning and, thus, working in groups improve the learning process. Each member of the group has to contribute something in order to continue and achieve the goal. Learners can help each other, thus competition among pupils disappears. Furthermore, students feel safe since they can be helped by their team mates and develop their weaker skills.

The following point is about attention to diversity since it is important to take into account since every class presents diverse children with different characteristics.

2.2.8. Attention to diversity and fast finishers

Teachers have to pay attention to diversity and fast finishers. It is important since every child has to have the same opportunities to develop their skills. Each pupil is important in the classroom so, if someone shows difficulties to carry out some task, the teacher or their classmates have to help him or her. Furthermore, this contributes to the safe environment where the teaching and learning process has to be developed.

When completing the tasks, teachers will have a group of fast finishers or some students who need a specific attention. To carry out the task with success, teachers have to take into account some tips:

- Doing some relaxing and breathing exercises to start with and let children stand up. It relaxes them so they feel more relaxed and thus concentrated in order to carry out the task.
- Low vision pupils: sit them close to blackboard since if they cannot watch properly, they are bored and don't show interest about the topic. Besides, they can become distracted if they cannot watch well.
- Advanced pupils: ask them to help slower learners. It makes advanced pupils pleased since they are able to help their classmates, thus they are

more motivated in order to continue learning and working because they understand everything.

- Slow pupils: can be helped by their classmates or by the teacher. It makes them confident and relaxed because they know that if they don't understand, somebody helps them and they can continue learning without problems.

It is important that these aspects are considered in order to develop an adequate learning process for everybody. The unit proposed in this FPW takes into account these features since it is designed for a class of 24 pupils who three of them are hyperactive and two of them suffer from an attention deficit disorder. The teacher does some relaxing and breathing exercises and lets them stand up when they need. Besides, some students wear glasses, so they have to sit close to the blackboard. Hyperactive students can't work in the same small-group since they need someone who helps them to carry out the task. Besides, the less talented students are helped by their team mates to develop successfully the task, and the fast finishers have a book available to them. So, when fast finishers finish their task, they can either help their classmates or they can read.

In short, while every student should be able to achieve the same goals, some may be more talented and thus, achieve these goals more easily. The teacher should provide the less talented students with the help and support to allow them achieve similar results.

The following point gathers different ways of dealing with mistakes which is important since mistakes are part in every learning process.

2.2.9. Dealing with mistakes

In CLIL, feedback between the teacher and the learners is considered paramount to ensure the attainment of both content and language objectives. However, to decide whether to give feedback or not, and how to do it is not an easy decision as its impact can cause frustration, anxiety and other negative

feelings among the learners. Thus, a careful understanding and planning of the process should be done.

The type of feedback given to learners may vary depending on its source. When deciding whether or not to give feedback on a specific language mistake, these aspects should be considered (Dale et al., 2011:196):

- How significant the mistake is
- Whether the mistake interferes with understanding
- Whether it is a frequent mistake
- Whether the mistake is made because of L1 interference

Lyster & Ranta (1997) distinguish between six types of feedback on spoken mistakes (from Dale et. al., 2011: 196):

- *Explicit correction*: providing the correct form explicitly. The teacher also clearly indicates that what the student says is not correct.
Student: something is *maked*
Teacher: It's *made*, not *maked*!
- *Recasts*: reformulating all or part of the pupil's utterance, without the error.
Student: *avironment*?
Teacher: yes, *environment*!
- *Clarification requests*: asking for clarification or repeating the error to indicate that the learner's usage is inaccurate in some way.
Teacher: what do you mean by *ecosystem*?
- *Metalinguistic feedback*: commenting on the form of the learner's utterance without providing the correct form.
Teacher: you can't say that in English, what tense is used for a specific date in the past?
- *Elicitation*: attempting to directly elicit the correct form from learners. Fill the gap.

Teacher: ... is an ecological community together with its environment, functioning as a unit?

Student: ecosystem?

- *Repetition*: repeating the pupil's utterance, without correcting it adjusting intonation and word stress.

Teacher: whose *is* these keys...?

Elicitation and metalinguistic feedback are most likely to lead to a learner producing a correct form. They are the best way to help CLIL learners produce more accurate language (Dale et al., 2011:197). This is relevant for the unit because the safe environment in the classroom is very important for a successful learning process. Furthermore, working with these two ways of providing feedback nobody feels threatened or fears making mistakes. In other words, dealing with mistakes through the use of these strategies guarantees a positive outcome and thus, a successful learning process.

Finally, the last methodological principle is working through projects, which is developed in the next point. It is important since it is the thread that will allow us to integrate the various CLIL principles explained earlier.

2.2.10. *Projects*

According to Dale et al. (2011) a project is a methodology of working CLIL in the classroom. CLIL approach is an advantage since it can bring a series of principles together and these principles come naturally interrelated under the umbrella of project work.

Working through projects presents many advantages. The first advantage is motivation and creativity since working through projects breaks their routine and they are able to be creative with what they are learning. Besides, they take control of their own learning, thus it increases their motivation in their learning process. The second one relates to transferability. Learners are able to transfer the information learned by applying it in another context or subject. Moreover,

projects can improve thinking skills because of the problem-solving activities presented in them. Finally, projects also help learners produce output because projects encourage output and learners produce more written and spoken production.

Besides these advantages, working through projects develops language skills because they have to interact with their classmates or with the teacher using English creatively and fluently. As students interact, they produce language noticing the gap between what they can say and what they want to say and they also work on both accuracy and fluency. In other words, they become aware of what they still need to learn as they speak and write, and thus try to improve their spoken and written output (work on their ZPD). According to the *Multi-feature hypothesis* (Westhoff, 2004), the more a learner is involved in a task, the more mental actions are involved and the more learning will occur, thus working through projects is extremely useful.

Projects demonstrate another benefit. Learners who are weaker in language skills can show their skills in non-linguistic ways since projects enable learners of different abilities, skills and multiple intelligences to work together, using their talents and qualities, and demonstrating their understanding in different ways. For this reason, the assessment is a continuous one and boosts students since is the evaluation of a progress throughout a course of study rather than exclusively by examination at the end of it. Their weaknesses in language do not damage their progress in the subject.

In addition, co-operation is very important. Most activities are carried out in pairs or groups, thus co-operative skills are developed. Apart from that, projects also encourage independence and autonomy, because the learners are responsible for different aspects like the planning of an activity or the division of work.

In a CLIL project, learners work on the content and language at the same time throughout a big range of tasks. First of all, in the didactic unit presented in this final project work, the topic is appealing and motivating for the learners. Secondly, the tasks allow the learners to show their understanding of the topic in different ways. Finally, the teacher has to make the expectations clear from

the very beginning since learners will work correctly if they are aware of the aim they have to achieve.

For these reasons, a CLIL project is challenging because learners have to collect information from a variety of sources and they also have amount of freedom and choice in order to display their talents.

These principles and strategies are the building blocks in which the unit has been created. They permeate every stage and task included with the determination of obtaining a more meaningful learning both for language and subject content. This unit, therefore, aims to be a real example of the feasibility of integrating and developing such successful foreign language learning principles into a teachable and real unit.

The next section features the various stages followed in the unit and the lesson plan. First, the activating stage will be explained, followed by the input processing and the output stage and finally, the assessment. Each subsection sketches the stage and highlights their importance for the current CLIL unit.

2.3. CLIL unit stages

This section explains the steps followed in each lesson of the didactic unit. The first one is *Activating*.

2.3.1. *Activating*

According to Dale et al. (2011) activating is an essential part of the learning process. Throughout this stage, learners are motivated to learn since they start remembering their previous knowledge in order to link it to the new material.

At this stage, teachers have to help learners to be aware of the ideas and the language of the target language they already know, so that they can make sense of new content as well as new language. As each student has different knowledge, experience and culture, teachers have to activate and check the learners' everyday language as well as subject-specific language.

Activating is effective because of these reasons:

- Motivation and raising interest
- Expectations: activating prior knowledge helps them to create a context and expectations about what is to come
- Focusing: activating helps them to focus on the topic and the language of the lesson
- Individual differences: learners know different things, come from different cultural and linguistic backgrounds. Activating helps these differences become visible to teachers, so that they will know how to link into what different learners know

In conclusion, in CLIL it is important to activate both ideas and language. Activating stimulates students' previous knowledge and language, thus is more effective to start a lesson from this stage, remembering what they already know about the topic in order to link it to the new content and language.

The following subsection is the second stage. It describes how to deal with input.

2.3.2. Processing input

According to Dale et al. (2011) a lesson input is the linguistic (such a text) or non-linguistic (such a photograph) material provided by the teacher to the students which contains useful information about the topic.

Processing input is important in CLIL for these reasons. First of all, learners comprehend content and language better if they work actively with the input. One way to achieve this is to change the input into another form, such as changing information from a text into a picture. Second, CLIL students understand better the topic if they have support. Therefore, the teacher can help learners scaffolding their learning to understand the main points. For example, using frames or questions to complete a task. Moreover, the more varied the way of processing the input is, the more likely it is that more learners will understand in their own way. For example, if teachers offer tasks with pictures, videos or other visuals, most learners will probably understand both content and language better. Lastly, tasks must be reasonable and relate to real life so that learners can create their own links what they already know and can do (TBLT). In addition, teachers have to provide learners with a great deal of understandable input at their students' level (ZPD). Teachers should start with general understanding tasks related to both content and language, followed by tasks aimed at a more detailed understanding. (Adapted from Dale et al., 2011).

- *Language input: Vocabulary*

According to Dale et al., (2011) vocabulary gathers the words and phrases which are needed for understanding the topic, thus teachers work language input through vocabulary. Teachers need to work actively with vocabulary in their lessons through tasks because the more processing vocabulary is, the more connections are made between new words and words which they already know. In addition, teachers need to use the vocabulary in different contexts and through different tasks to make sure that learners recycle, remember and re-use it.

First of all, for working with vocabulary, teachers have to select words that students need to know in order to be able to process the input. This is called target vocabulary or key words. Furthermore, we have to distinguish between productive and receptive vocabulary. In productive vocabulary

tasks, children need to use and communicate with it, whereas in receptive tasks it is more important that students know enough vocabulary which permits them to understand the input than they understand every single words.

Besides this, it exists a way to record learners the important vocabulary, which is a glossary. A glossary is a list of words which learners need to learn, understand and remember in order to be able to use them actively. Another method is to create a Personal Idiom File, which is also a glossary but it is created by the words learners want to learn. (From Dale et al., 2011)

Table 6. Glossary (Dale et al., 2011:83)

Word	Meaning	Use	Picture
Ecosystem	All the plants and animals in a particular area, considered as a system with parts that depend on one another	Scientists can already detect many effects of people on marine ecosystems	
Environment	The natural world, including the land, water, air, plants and animals, especially considered as something that is affected by human activity	The environment is changing because of global warming	

This table is a model of a glossary. It leads students to create their own glossaries with the meaningful words they learn. The glossary is divided into four parts: word, meaning, use and picture. It is a clear way to gather the key

vocabulary. In the didactic unit presented, learners have to create their own glossary which collects and explains the important new words they have acquired.

To sum up, teachers have to provide learners with appropriate input. Input is important since providing and processing it helps students to comprehend and understand content and language better. Moreover, processing vocabulary is also important because if teachers work actively with it, students make links between words they already know with new ones.

The following point gathers information about spoken and written output, the third stage in this didactic unit's plan. This subsection also includes texts structures, such as key phrases which have to be used in a debate.

2.3.3. Producing output

According to Dale et al. (2011) output is the production of language and content in the target language. Output can be linguistic as a presentation or a postcard which involve producing language; or non-linguistic, as a painting which requires learners to produce something other than language. Output can be formal or informal, too. In CLIL, the production of output is essential for learners to process and intensify their understanding of content and their capability to use language successfully. (From Dale et al., 2011)

Producing input is important in CLIL because CLIL offers an interactive process where children are encouraged to produce something in the target language. Therefore, they have real opportunities to practice with their new knowledge, such as freshly-learned language, new content and key words. However, it is inevitable that learners make mistakes when they are using the target language, but it is part of language learning. In addition, teachers have to encourage learners to produce spoken and written output supporting them and giving feedback so that they become more effective users of language. (Dale et al., 2011)

The following points detail spoken and written strategies to produce output.

The didactic unit presented in this Final Project Work, uses these aspects to encourage *speaking* in the classroom:

- *Effective speaking tips*

First of all, the environment in the class has to be safe since children should not be afraid to make mistakes. Secondly, the topic chosen has to be interesting to children because it increases their motivation to express their opinions. Moreover, teachers have to be clear since the very beginning telling their pupils what the product should be, what is expected from them or what they will be assessed on. Previous to any speaking activity, teachers have to explain the topic providing content and language support for helping their learners. (Adapted from Dale et al., 2011:129)

- *Negotiation of meaning*

Negotiation of meaning is the process in which learners interact and receive feedback from others. This process requires learners to communicate with each other in the target language while they discover the appropriateness of their content and language. Besides, learners will be able to judge whether or not they have been understood. This technique is carried out in small groups or pair work, since it offers more opportunities to speak than in a whole-class surrounding. (Adapted from Dale et al., 2011:126)

- *Information gap activities*

The objective of these activities is encouraging effective interaction. These activities are carried out in small groups and each member of the group has information the other does not have, so they have to interact to share it. This is useful in CLIL because it offers a reason to speak and to participate. Moreover, these tasks give students opportunities to practice their speaking skills. (Adapted from Dale et al., 2011:128)

- *Effective questioning and scaffolding spoken output*

Scaffolding can be used to support learners in producing spoken output. Production scaffolds are scaffolds or frames where learners produce

something new to show their understanding and help learners to structure their thoughts and language.

Table 7. Production scaffold (Dale et al. 2011:135)

Debate in class			
Frame 1 Introduction	Frame 2 First argument	Frame 3 Next argument	Frame 4 Conclusion
First of all... To begin with... This is how...	Secondly... Following this... In addition... Moreover...	As you... As a result of... You will see that... You need to know...	Finally... At the end of... I would you recommend...

The aspects mentioned up to now relate to speaking. The following ones deal with encouraging *written* output:

- *Work with examples*

Teachers have to show pupils different written models in order to they become familiar with different text types and their characteristics. If they are aware of the characteristics, they will use the previous texts as models for their own writing. (Adapted from Dale et al., 2011:142)

- *Brainstorming*

It is a suitable technique to start. Learners have to understand that writing is a process and before they start writing, they have to think about ideas. (Adapted from Dale et al., 2011:144)

- *Scaffold the writing process*

Scaffolding supports the writing process providing learners with writing frames to join both content and language.

Table 8. Writing frame (Adapted from Dale et al., 2011:145)

<p>In this example, the teacher supports learners who are writing a paragraph about the differences between urban and rural areas in Navarra. The teacher provides ideas (content) about urbanization in the left-hand column and language support for writing a paragraph (language) in the right-hand column.</p>	
<p>Content support</p>	<p>Language support</p>
<p>Urban - Pamplona Rural - Villafranca Differences - population, public transport, demographics, arts, facilities, commerce, industry, agriculture.</p>	<p>Urban and rural areas in Navarra are different in many ways. An example of an urban area in Navarra is... An example of a rural area in Navarra is... Firstly, they are different because... Another difference is that... They are also different in that... Finally, a further difference is that...</p>

In brief, output is important in CLIL because it offers an interactive process and real opportunities to practice languages. Producing output is important since learners demonstrate through it how they have embraced the knowledge and if they have assimilated it.

Finally, the last stage is the assessment, which is developed in the next point.

2.3.4. Assessment

According to Dale et al., (2011) assessment and feedback are central to all learning. The way CLIL teachers prepare activities for students to interact and cooperate to each other in a more natural way influences on how to assess and

give them feedback on their achievements while they are learning. For these reasons, teachers can use feedback and assessment to encourage learners to work on developing their understanding of the subject content. These aspects are also helpful tools for making learners pay attention to appropriate and accurate language use.

Feedback can improve the learners' confidence when they are interacting with their classmates in the target language. Furthermore, learners are aware of their own knowledge and it increases their motivation for learning. Giving feedback should improve learning and assessment since it is positive for both teachers and learners, because of that CLIL teachers have to give feedback to their students. Some ways of giving it are audio or video recordings. When learners watch or listen other students and give feedback. It is useful if teachers say what category of mistakes they should pay attention to, such as pronunciation, vocabulary...

Teachers have to take into consideration the *assessment*. The assessment gathers information about learners' progress. Teachers can use a range of assessment techniques (e.g. rubrics, peer assessment and self-assessment) in order to complete this information and assess both content and language. According to this, there are different ways of assessing learners: assessment of learning and assessment for learning.

- Assessment of learning and assessment for learning

According to Dale et al. (2011) all teachers gather information about their learners' learning both language and content progress and realize what progress their learners have had and what skills and knowledge they have acquired.

It is said that this type of assessment is used to find out what learners do not know, rather than what they know. This can provoke fear of failure and learners do not feel relaxed in class. Therefore, they are not motivated and they feel insecure.

However, in CLIL it is very important learners' motivation and create a confident environment in class. Thus, the aim of assessment in CLIL is to

support the learner's academic and linguistic development. In other words, the aim of assessment is to find out what content and language learners still need to work on instead of expressing progress as a mark.

For these reasons, assessment influences the way learners learn. It is an important tool since it reflects the bilingual language-learning needs and progress and provides information about what kind of language learners need to perform in a subject. If teachers observe difficulties, they can find the way to help their students to deal with them. Moreover, teachers can use assessments to boost their students to carry out beyond their present capabilities.

- *Assessment of learning*

Assessment of learning is an approach which gives information about learners' knowledge. It also measures and informs learners' progress. It uses written or spoken test (e.g. presentations or reports) as well as an exam in order to obtain a learners' mark. (Dale et al., 2011)

- *Assessment for learning (AFL)*

According to Dale et al., (2011) assessment for learning is an approach used in the classroom to increase learners' accomplishments instead of gives a mark. It is based on the idea that learners manage more achievements if they know the reason for their learning process. It also involves a variety of techniques such as:

- Informal classroom observations of learners as they perform group work (an experiment or a discussion task)
- A role-play
- A presentation
- Contextualized assessment (report for an excursion)
- Exhibition assessment (a poster)

The Assessment Review Group (2002) from Dale et al., (2011:177) suggests ten research-based principles to guide AFL classroom practice:

- Be part of effective planning of teaching and learning
- Focus on how students learn

- Be recognized as central to classroom practice
- Be regarded as a key professional skill for teachers
- Be sensitive and constructive because any assessment has an emotional impact
- Take account of the importance of learner motivation
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- Recognize the full range of achievements of all learners
- Develop learners' capacity for self-assessment
- Provide constructive guidance for learners about how to improve

Dale et al., (2011:179-181) summarize the pros, cons and recommendations of the *Assessment for learning* throughout the following tables.

Table 9. Pros

PROS	
Real world	Meaningful and relevant to learners: motivation
Skills practice	Using skills in different context, bilingual learners transfer skills from one context to another and use a wide range of skills
Missing subject knowledge	What they need to know to perform correctly in real world task
Completeness	The result of a range of assessment tasks give a more complete picture of a learner's ability in both the subject and the language
Time spent learning	Learners spend more time on assessment for learning tasks: more time using their subject and language skills
Missing language	Learners will notice gaps in their present level of language and the language they need to perform in the subject
Fairness	Chance to succeed since it takes multiple intelligences and different learning styles into account
Use of strategies	Learners use strategies to carry out assessment for learning
Less pressure	Learners feel less pressured
Relevance	Parents may appreciate linking assessment to the real world
Efficiency	Assessments can be re-used more often
Coaching	Teachers can spend more time coaching learners to produce high quality work, rather than marking unsatisfactory work

Table 10. Cons

CONS	
Time	Time-consuming for the teacher
Lack of charity	Learners become frustrated when they have to spend time carrying out an assessment for which the rewards are not clear
Subjectivity	Grading may seem subjective to learners
Avoidance	Group work assignments allow individuals to disguise what they do not know or allow them to avoid practicing skills in which they feel less competent
Copying	Learners may simply cut and paste from the Internet
Dislike of group work	Some students do not like working in groups
Lower grades	Some learners will perform better in traditional way
Distrust	Parents, learners and teachers are used to traditional tests and may distrust the more innovative assessment for learning

Table 11. Recommendations

RECOMMENDATIONS	
Time	Involve the learners in the design of assessments: this helps teachers and saves time
Continuity	File and keep assessments to re-use
Team development	Design assessment as a team. It helps teams develop a consistent approach to learning and teaching.
Subjectivity	Use rubrics to assess content and language
Avoidance	Allocate roles and assess individual contributions to group work
Copying	Design assessment tasks that require learners to use information in such a way that they cannot cut and paste
Dislike of group work/lower grades	Use a range of assessment, so that higher and lower grades can be compensated
Distrust	Make the learning outcomes visible to the learner

To conclude, each step is significant to achieve an appropriate tasks' development. The following point is a didactic unit which follows each step and is based on the previous methodological principles.

3. DIDACTIC UNIT

Raising awareness of environmental issues, animals and recycling can contribute to students' personal and social welfare. It helps them to be aware of aspects which might be unattested in their immediate environment, such as different types of ecosystems or animals and different manners of recycling. Notwithstanding, it contributes to a feeling of belonging to a wider community that leads them to respect the environment for the wellbeing of everybody. It also helps them to develop a positive mental attitude for recycling. It provides learners with the skills and knowledge to preserve the environment, both now and in the future.

The project "Ecosystems, animals and recycling" is a 15-hour CLIL unit aimed at students in the 4th year of Primary Education. It is divided into 3 lessons in which the topics of ecosystems and landscapes, animals and recycling are studied. The final activity is divided into 2 activities: an oral presentation and a play. This project embraces Science and English aspects of the curriculum of Navarre.


This CLIL project is divided into 3 lessons which contain different tasks which are carried out in groups. Therefore, co-operation is really important for them to achieve the tasks' aims. To stimulate co-operation in groups, the teacher uses the SPIRE methodology to guarantee stronger collaboration and participation among learners. Furthermore, every task is developed on the Cummins' Quadrants, concretely in the third one since this Didactic Unit offers mental complex tasks which are supported by varied support and scaffold.

To carry out the tasks through an advantageous procedure, the class is divided into groups depending on learners' characteristics and preferences. There are 24 pupils and they work in groups of four members since these groups are easy to organize and each member can contribute a reasonable amount of work. Among the 24 learners there are three who are hyperactive and two of them suffer from an attention deficit disorder. The teacher permits them doing something relaxing and also lets them stand up so that they feel more relaxed

and thus concentrated, but they can't be together in the same group. Some students wear glasses, so they have to sit close to the blackboard.

As for the groupings, the teacher divides the class into groups by partial self-attention. First of all, the teacher discusses the matter of group-formation by asking questions like: *What makes a good group? What are the advantages and disadvantages of being in a group of friends?* After that, learners have to write down three classmates with whom they would prefer to work, as well as three classmates with whom they would rather not work. The teacher has to take these preferences into consideration when dividing the class into groups. Although it is time-consuming, it is positive for both the teacher and the learners since both have an active role in the grouping process.

Based on the earlier mentioned principles and strategies, the following tables present the 15-hour CLIL until entitled "Ecosystems, animals and recycling". The tables include lesson aims, roles in TBLT, the description of the activities, the lesson's assessment, attention to diversity, and the materials and resources needed to implement the activities.

LESSON 1. ECOSYSTEMS & LANDSCAPES			
LESSON AIMS			
To learn what the main components of an ecosystem are			
To understand that animals are part from ecosystems			
To be aware of recycling			
Roles in TBLT			
<i>Teacher says</i>	<i>Teacher does</i>	<i>Students say</i>	<i>Students do</i>
Presents the task	Provides students with videos and constructions	Students discuss in groups to organize and complete the task	Assimilate the information and prepare their oral or written output
Session 1.1. Presentation			
Timing: 55 minutes	Grouping: Whole class/groups of 4	Resources: video	
ACTIVITY AIMS			
To divide the class into groups			
To activate their previous knowledge about ecosystems			
ACTIVITY DEVELOPMENT			
As it is the first session, the teacher has to organize the groups. There are 24 students in the class and we are going to divide them into 6 groups of 4 learners. This is done by partial self-attention, thus organizing the groups entails quite some time. After having all the groups organized, the teacher asks questions about ecosystems (activating stage) and if the teacher has enough time, he/she can show a video about ecosystems in order to introduce the topic.			
As it is the first session, first of all the teacher divides the class into groups by partial self-selection way and each student in each group will have one of these			

roles: timekeeper, recorder, designer, and monitor of English.

Activating

Begin the lesson by using questions to establish what learners already know.

- What is an ecosystem?
- Could someone give me an example of an ecosystem?
- What elements make up an ecosystem?
- What is a landscape?
- What is the environment?

Processing Input

If time permits it, learners watch this video about ecosystems.

Video 1 - http://www.youtube.com/watch?v=E1pp_7-yTN4&list=PLOa9TgyzRmTRQKNB7_HVcFJOH_qrqX2k

Session 1.2. Videos

Timing: 55 minutes

Grouping: Whole class/groups of 4

Resources: videos and frame ([annex I](#))



ACTIVITY AIMS

- To gather information about ecosystems
- To learn new vocabulary

ACTIVITY DEVELOPMENT

This second session is a follow up of the previous session and will work with videos. The teacher shows a series of videos to the children. Besides, the teacher provides each group with a frame per each video in order to help them understand the video. This frame helps children to follow the information which appears in the videos and it is organized according to the items which appear throughout each video. Each frame contains gaps which children have to fill with the information the video provides.

When all groups finish their frames, the whole class corrects them.

Activating

Begin the lesson by using questions to establish what learners already know.

- What is an ecosystem?
- What is an environment?
- What is a landscape?
- What are different types of landscapes?
- What are different types of ecosystems?

Processing Input

In small groups, learners watch twice the videos with their frame's support.
([annex I](#))

Video 1 - <http://www.youtube.com/watch?v=gVPbGaurcvl>

Video 2 -

http://www.youtube.com/watch?v=iRhDs91aas&list=PLOa9TgyzRmTRQKNB7_HVcFJOH_qrqX2k

Video 3 - [http://www.youtube.com/watch?v=E1pp_7-](http://www.youtube.com/watch?v=E1pp_7-yTN4&list=PLOa9TgyzRmTRQKNB7_HVcFJOH_qrqX2k)

[yTN4&list=PLOa9TgyzRmTRQKNB7_HVcFJOH_qrqX2k](http://www.youtube.com/watch?v=E1pp_7-yTN4&list=PLOa9TgyzRmTRQKNB7_HVcFJOH_qrqX2k)

Video 4 -

http://www.youtube.com/watch?v=90XU0B_ya6g&list=PLOa9TgyzRmTRQKNB7_HVcFJOH_qrqX2k

Video 5 - <http://www.youtube.com/watch?v=dMcQidZdaOk>

Producing Output

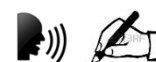
In small groups, they have to complete their frame with the videos' information. After that, whole class discusses their frames when all groups have filled them out.

Session 1.3. Survey

Timing: 55 minutes

Grouping: Whole class/groups of 4

Resources: previous frames and survey
([annex II](#))



ACTIVITY AIMS

To be aware of their own recycling habits

To learn frequency adverbs

To remember how to use the 3rd singular person in present simple

ACTIVITY DEVELOPMENT

In this activity, frequency adverbs are studied through a survey where children have to speak about their recycling habits. The teacher gives each group a survey, and they decide which of them has to answer the questions.

When all groups have answered their questions, they say it to the teacher and he/she writes down their answers on the board. Students have to give the information they have in singular third-person of present simple, so that the teacher has to write on the blackboard reminder boxes like these:

I am

You are

He/she/it is

We / you / they are

I do

You do

He/she/it does

We/you/they do

I play

You play

He/she/it plays

We/you/they play

The purpose of these boxes is to remind them that when we speak or write in the present simple tense, the verb which follows the pronoun (he/she/it) takes -s.

After gathering all the answers, the whole class plays a frequency adverbs game. The teacher notes on the blackboard questions like these and the frequency adverbs:

How often do you...?

How often does he/she...?

Always/usually/sometimes/never

Children practice with them in order to understand their meaning. They also practice question formation.

Activating

Begin the lesson by using questions to establish what learners already know.

-What do you think about ecosystems?

-What do you think about landscapes?

-Why are there different types of ecosystems?

-Why does each ecosystem present different features?

Processing Input

Students revise their notes from the previous lesson. After that, the teacher provides each group with a survey ([annex II](#)) about their recycling habits. In each group, one of them (selected by them) is the interviewee while another student asks him/her the survey's questions. The other members of the group write down the answers.

Producing Output

When everybody has finished the surveys, a member of each group (one of the two students who has written down the answers) reports the answers to the teacher, changing the first person responses into the third person of singular (with -s). The teacher writes on the blackboard the sentences.

After that, an oral game to work with frequency adverbs.

-How often do you/does she/he...?

-Find someone who...

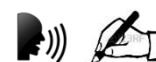
-Always, usually, sometimes, rarely, never...

Session 1.4. Mind map

Timing: 55 minutes

Grouping: Whole class/groups of 4

Resources: frames ([annex I](#)) and mind map ([annex III](#))



ACTIVITY AIMS

To remember information on ecosystems

To gather information in a more visual way

ACTIVITY DEVELOPMENT

The activity starts with questions about ecosystems and recycling in order to activate students' prior knowledge. After these questions, the teacher leads an overview on ecosystems and each group follows this with their frames. After this, the teacher shows them a mind map example and students have to fill it with the necessary information. When each group finishes their mind map, the teacher shows two different images ([annex III](#)) and provides them with a writing

frame ([annex III](#)). This part of the session consists of comparing a rural and an urban area. Children have to write a paragraph about the differences between the two images with the support of the frame ([annex III](#)).

Activating

Begin the lesson by using questions to establish what learners already know.

- Why do we have to preserve the environment?
- Why is recycling important?
- Why do we have to recycle?
- How often do you recycle? Always/usually/sometimes/rarely/never

Processing Input

The teacher leads a review about the previous content (videos) and each group follows the review with their frames ([annex I](#)).

The teacher explains and gives each group a photocopy with a model of a mind map ([annex III](#)). After doing the mind map, the teacher gives learners two images and a writing frame ([annex III](#)).

Producing Output

Each group completes its mind map with the support of the model and their notes. When whole class has finished, each group has to write a paragraph about the differences between the two different images with the support of the writing frame.

Session 1.5. Postcard

Timing: 55 minutes

Grouping: Whole class/groups of 4

Resources: images ([annex IV](#)), postcard model ([annex V](#)) and dictionary



ACTIVITY AIMS

- To be able to write a postcard
- To be able to produce written output

ACTIVITY DEVELOPMENT

The teacher starts the session with questions (activating). Moreover, he/she shows a series of images of landscapes and whole class discusses ideas or characteristics of each image (brainstorming). After this, the teacher gives them a postcard example and explains the features and some key phrase. Each group should choose a place where they would like to write the postcard, and they can use key vocabulary, be supported by the teacher, and look up words in the dictionary. When each group has their own postcard, one member of each one reads aloud their output.

Activating

Begin the lesson by using questions to establish what learners already know.

- What do you think about the different types of landscapes?
- Where would you like to travel and why?
- What is your favorite place to spend your holidays and why?
- Have you ever written a letter or a postcard to someone?

Processing Input

The teacher presents different images of landscapes ([annex IV](#)) such as a beach, mountain, paradisiac place, city, rural village... And the whole class does a brainstorming of each place.

The teacher shows a postcard's model ([annex V](#)) on the whiteboard.

Producing Input

Whole class speaks about the characteristics they observe on the postcard.

With the support of the writing scaffold and the postcard's model showed on the whiteboard, each group writes its own postcard. Each group chooses the place where they are writing the postcard to.


Finally, one member from each group reads aloud the postcard they have written.

LESSON'S ASSESSMENT

	Always	Usually	Sometimes	Rarely	Never
<i>CONTENT</i>					
Uses Present Simple					
Uses frequency adverbs					
Knows the main characteristics about ecosystems and landscapes					
<i>COGNITION</i>					
Synthesizes information					
Changes information into another form					
Enhances main aspects					
<i>COMMUNICATION</i>					
Uses key vocabulary and key phrases					
Explains with fluency					
Gives reasons and characteristics					
<i>CULTURE</i>					
Is aware of the environment					
Knows that there are different ecosystems and landscapes around the world					

LEARNING OUTCOMES	
CONTENT	COGNITION
<ul style="list-style-type: none"> -Recognize and reproduce the main language used in ecosystems and landscapes -Characteristics of ecosystems and landscapes 	<ul style="list-style-type: none"> -Recognize different aspects related to ecosystems and landscapes. -Synthesize information. -Summarize what they have learnt. -Change information into another form.
COMMUNICATION	CULTURE
<ul style="list-style-type: none"> -<i>Language of learning</i>: key vocabulary and key phrases such as <i>Dear..., You will probably remember me, I am going to write you a nice postcard, I am going to send my regards and a postcard of..., My best wishes to you...</i> and so on. -Present simple -Frequency adverbs -<i>Language for learning</i>: Language they need to carry out the activities Classroom language in everyday situations: well done/very good/excellent. Good try/try again. For instance: I don't know/understand. How do you say ... in English? Can you say it, please? -<i>Language through learning</i>: Language that comes out when 	<ul style="list-style-type: none"> -Be aware of the environment -Identify different types of ecosystems and landscapes. -Be conscious that humans have transformed the environment.

completing tasks.	
ATTENTION TO DIVERSITY AND FAST FINISHERS	
Weaker learners	Fast finishers
-Helped by their classmates or the teacher in order to following the activities	-Help their classmates when they finish or when they understand what to do

LESSON 2. ANIMALS			
LESSON AIMS			
To learn that animals are part of ecosystems			
To present different types of animals and their characteristics			
To move closer the animal world			
Roles in TBLT			
<i>Teacher says</i>	<i>Teacher does</i>	<i>Students say</i>	<i>Students do</i>
Presents the task	Provides students with videos and constructions	Students discuss in groups to organize and complete the task	Assimilate the information and prepare their oral or written output
Session 2.1. Presentation			
Timing: 55 minutes	Grouping: Whole class/groups of 4	Resources: videos and frame (annex VI)	
ACTIVITY AIMS			
To move closer the animal world and their characteristics			
To learn that animals are part of ecosystems			
ACTIVITY DEVELOPMENT			
This is the first activity of the second lesson. Firstly, the teacher begins the class by asking questions about animals (activating). After this, he/she shows two videos. The first one explains an animal classification (mammals, fish, reptiles, birds and amphibians). The teacher provides each group with a frame (annex VI) so that learners can follow the information. The second gives names of animals which children have to write down in order to add them to the glossary which will be carried out in the activity 2.5.			
<i>Activating</i>			
Begin the lesson by using questions to establish what learners already know.			
-What do you think about animals?			

- Why do you like animals?
- Do you have a pet? Why do you have a pet?
- What kind of cares an animal needs?
- Do you think that a wild animal needs the same cares than a pet?

Processing Input

Learners watch a series of videos about animals. The teacher provides them with a frame ([annex VI](#)) which helps them to follow the videos.

Video 1 - <http://www.youtube.com/watch?v=-X07ApgAzy8>

Video 2 - <http://www.youtube.com/watch?v=a53DkiJ5HDc>

During the view of the second video, students have to write down the animals which appear in it and have to classify each animal in each group such as mammals, fish, reptiles, birds, or amphibians. They also have to write down the animals which appear in order to add it to the glossary which will be done through the activity 2.5.

Session 2.2. Videos

Timing: 55 minutes

Grouping: Whole class/groups of 4

Resources: videos and frame ([annex VI](#))



ACTIVITY AIM

To gather animal information

To pay more attention into videos since they have to fill out their frames

ACTIVITY DEVELOPMENT

This second activity will continue with what they have watched in the previous one. The teacher shows a series of videos to the children. Besides, the teacher provides each group with a frame ([annex VI](#)) per each video in order to make easier following the video. Each frame contains gaps which children have to fill with the information the video provides. When all groups finish their frames, the whole class correct them.

After the revision, the teacher provides each group an example of a Venn

diagram ([annex VI](#)). Learners have to demonstrate they have acquired the differences and the relations between the different categories of animals. They have to choose 3 or 4 animals in each side, and write down in the overlapping part of the diagram the similarities.

Activating

Begin the lesson by using questions to establish what learners already know.

- What features vertebrate animals present?
- What features invertebrate animals present?
- Why do different animals exist?
- Why do different ecosystems exist?

Processing Input

In small groups, learners watch twice the videos with their frame's support. ([annex VI](#))

Video 1 - <http://www.youtube.com/watch?v=DVUxMMAueuU>

Video 2 - <http://www.youtube.com/watch?v=-X07ApgAzy8>

Video 3 - <http://www.youtube.com/watch?v=Xh7oPMgK82A>

Video 4 - <http://www.youtube.com/watch?v=a53DkiJ5HDc>

After that, the teacher provides each group with an example of a Venn diagram.

Producing Output

In small groups, they have to complete their frame with the videos' information. When everybody has finished, the whole class discusses their frames when all groups have filled them out.

After that, children have to create their own Venn diagram with the support of the model provides by the teacher.

Session 2.3. Excursion

Timing: 55 minutes

Grouping: Whole class

Resources: photo camera



ACTIVITY AIM

To move closer the animal world

ACTIVITY DEVELOPMENT

Whole class goes to the zoo “Senda Viva” in Arguedas (Navarra). Children have to take photos because they have to use them in a following task. The aim of this excursion is to get students closer with what they have seen in the videos. If they have questions, they have to ask them in English.

Session 2.4. Filling the gaps

Timing: 55 minutes

Grouping: Whole class/groups of 4

Resources: images ([annex VII](#)) and model glossary ([annex VIII](#))

**ACTIVITY AIM**

To present different types of animals and their characteristics in a more visual way

ACTIVITY DEVELOPMENT

As always, the teacher starts the activity by asking questions (activating) in order to refresh the previous knowledge. Then, the teacher projects a series of pictures ([annex VII](#)) which contain information about the different groups of animals (mammals, fishes, reptiles, birds, and amphibians). Students have a worksheet with the same images but with gaps, and these gaps have to be filled out with the support of the images projected. Besides, students also have to create a glossary. The teacher provides them a glossary model ([annex VIII](#)), and they also have to add in it the animals which appear in the video 2 from the activity 2.1. The glossary model only contains a few elements. Therefore, children have to continue it by adding relevant words such as *fish, reptiles, binds, amphibians, fur, teeth, glands, backbone, fins, gills, scales, feathers, wing, beak, lung, invertebrates, mollusk, crustacean...*

Activating

Begin the lesson by using questions to establish what learners already know.

- What features do vertebrate animals present?
- What features do invertebrate animals present?
- Why do different animals exist?
- Why do different ecosystems exist?

Processing Input

The teacher shows a series of images ([annex VII](#)) on the whiteboard. The same images projected are the scaffolding of this activity. Each group of pupils has a worksheet with these images but each image contains gaps. Moreover, the teacher provides them with a glossary model ([annex VIII](#)) because they have to do one.

Producing Output

Each group completes the gaps with the support of the images showed. Apart from that, they also use the dictionary since they have to look for the meaning of all the words gathered in the worksheet. When they finish it, they create a glossary with these words.

Session 2.5. Poster

Timing: 55 minutes

Grouping: Whole class/groups of 4

Resources: frames ([annex I](#)), worksheet ([annex VII](#)) and poster model ([annex IX](#))



ACTIVITY AIM

To show all the information they have been gathering in a poster
To demonstrate they understand the relation between ecosystems and animals

ACTIVITY DEVELOPMENT

The teacher starts the class by reviewing what has been learned about these two lessons. After reviewing the knowledge children have acquired, the teacher shows them a poster model ([annex IX](#)) and he/she explains that all the information they have been collecting is because they need to prepare this final output. Students can choose about they want to make their own poster (related with the content). Students can use annexes [I](#), [VI](#), [VII](#) and [VIII](#) in order to

support them.

Activating

Begin the lesson by using questions to establish what learners already know.

- What features vertebrate animals present?
- What features invertebrate animals present?
- Why different animals exist?
- Why different ecosystems exist?

Processing Input

Whole class led by the teacher revises their animals' worksheets ([annex VII](#)). After the revision, the teacher gives each group a poster model ([annex IX](#)).

Producing Output

Each group works on its own poster with the support of the model and their notes. Their notes are the frames ([annex I](#)) and ([annex VI](#)), their worksheets ([annex VII](#)) and their glossaries ([annex VIII](#)).

They have to connect different types of ecosystems with vertebrate and invertebrate animals. For example, if they decide making a poster about aquatic ecosystems they have to explain living things like fishes, tadpoles, mollusks, crustaceans... They also have to explain non-living things.

LESSON'S ASSESSMENT					
	Always	Usually	Sometimes	Rarely	Never
<i>CONTENT</i>					
Uses Present Simple					
Uses frequency adverbs					
Knows the main characteristics about animals					
<i>COGNITION</i>					
Synthesizes information					
Changes information into another form					
Enhances main aspects					
<i>COMMUNICATION</i>					
Uses key vocabulary and key phrases					
Explains with fluency					
Gives reasons and characteristics					
<i>CULTURE</i>					
Is aware of the environment					
Distinguishes between vertebrates and invertebrates animals					

LEARNING OUTCOMES

CONTENT	COGNITION
<p>-Recognize and reproduce the main language used about animals: vertebrate, invertebrate, mammals, fishes, reptiles, birds, amphibians and so on.</p> <p>-Characteristics of animals: vertebrates or invertebrates; mammals, fishes, reptiles, birds, and amphibians.</p>	<p>-Recognize different aspects related to animals.</p> <p>-Synthesize information.</p> <p>-Summarize what they have learnt.</p> <p>-Change information into another form.</p>
COMMUNICATION	CULTURE
<p><i>-Language of learning:</i> key vocabulary such as mammals (fur, teeth, glands), fishes (gill, fin), reptiles (scale), birds (beak, feathers, wings), amphibians (tadpole, fin, leg), vertebrates (backbones) and invertebrates (mollusks, crustaceans, spiders...) and key phrases.</p> <p><i>-Language for learning:</i> Language they need to carry out the activities Classroom language in everyday situations: well done/very good/excellent. Good try/try again. For instance: I don't know/understand. How do you say ... in English? Can</p>	<p>-Be aware of the environment</p> <p>-Distinguish between vertebrate and invertebrate animals.</p>

<p>you say it, please?</p> <p><i>-Language through learning:</i></p> <p>Language that comes out when completing tasks.</p>	
<p>ATTENTION TO DIVERSITY AND FAST FINISHERS</p>	
<p>Weaker learners</p>	<p>Fast finishers</p>
<p>-Helped by their classmates or the teacher in order to following the activities</p>	<p>-Help their classmates when they finish or when they understand what to do</p>

LESSON 3. RECYCLING

LESSON AIMS

To acquire recycling habits

To be aware of the consequences if we don't recycle

To be able to produce oral output

Roles in TBLT

Teacher says	Teacher does	Students say	Students do
Presents the task	Provides students with videos and constructions	Students discuss in groups to organize and complete the task	Assimilate the information and prepare their oral or written output

Session 3.1. Presentation

Timing: 55 minutes

Grouping: Whole class

Resources: videos and frame ([annex X](#))



ACTIVITY AIMS

To watch and move closer recycling habits

To learn recycling habits

ACTIVITY DEVELOPMENT

The teacher starts the lesson by asking questions about recycling (activating). After that, he/she shows a series of videos about recycling and provides each group with a frame ([annex X](#)) which helps learners to follow the videos. After the videos, whole class plays an oral game about recycling habits. In order to achieve this, the teacher leads the activity by asking questions. Besides this, with the teacher support, whole class extracts the vocabulary showed in the video 2 (the song) and add it in their glossaries.

LIST OF VOCABULARY:

Reduce	Reuse	Recycle
Take a shower	Stuff	Paper, cans, glass, plastic, cardboard
Turn off the water/lights/computer	Bottles	CDs, DVDs
Pull out plugs	Bags	Light bulbs, cartridges, batteries
Throw away litter	Containers	Laptop, cell phones, metals
Pick up trash	Rags	
	Donate toys/clothes	

Activating

Begin the lesson by using questions to establish what learners already know.

- What do you think about recycling?
- Why is recycling important?
- Why do we have to conserve the planet?
- How can we improve the environment?

Processing Input

Learners watch a series of videos about recycling. The teacher provides them with a frame ([annex X](#)) which contains questions which helps them to follow videos information.

Video 1 - <http://www.youtube.com/watch?v=IN1a9iduXnY>

Video 2 - <http://www.youtube.com/watch?v=8DJ45Yc3urg>

Producing Output

Whole class discusses the questions about the videos. After that, whole class plays with an oral game related with recycling habits.

- How often do you recycle at home?
- Do you recycle at school?
- Do you think that recycling is important? Why?

Besides that, they also sing the song (video 2) and extract the vocabulary in order to add it into the glossary.

Session 3.2. Debate

Timing: 55 minutes

Grouping: Whole class/groups of 4

Resources: framework ([annex XI](#))



ACTIVITY AIMS

- To be able to express their own opinions in an oral way
- To learn key phrases

ACTIVITY DEVELOPMENT

The teacher starts the lesson by asking questions (activating). To continue, the teacher gives each group a framework ([annex XI](#)) which contains key phrases in order to start and lead the debate. This activity is carried out by small groups and each group discuss about recycling and how they can improve their habits. Each student in each group has a role such as timekeeper, monitor of English, monitor of the debate and annotator, but all of them have to use the key phrases in order to give their opinions and knowledge. At the end of the debate, the annotator reads aloud the opinions and they have to reach a consensus.

Activating

Begin the lesson by using questions to establish what learners already know.

- What do you think about recycling?
- Why is recycling important?
- Why do we have to conserve the planet?
- How can we improve the environment?

Processing Input

Teacher gives each group a framework ([annex XI](#)) which helps them to make a debate.

Producing Output

Students divided into small groups discuss about recycling and how they can improve it.

Session 3.3. Let's start!

Timing: 55 minutes

Grouping: 3 groups of 4 in each option

Resources: frames, notes, worksheets, dictionary, glossary, photos...

**ACTIVITY AIMS**

To be able to organize themselves

To be able to make decisions

ACTIVITY DEVELOPMENT

This is the first activity to prepare the final one. Students have to choose one of these activities: oral presentation or play.

Three groups have to prepare an oral presentation and three groups the play.

The teacher explains students that they have to act and explain as if they were teachers because their classmates are going to see them. They have to make a good oral presentation or play since their classmates' opinion is going to be taken into account for the assessment.

In other words, while one group acts, the others are watching them. Each presentation and play will be approximately 5 minutes long.

Activating

Begin the lesson by using questions to establish what learners already know.

-What do you know about ecosystems and landscapes?

-What do you know about animals?

-What do you know about recycling?

-Why is recycling important?

After that, the teacher proposes the two different final activities. Each activity has to be done by 3 groups of 4, thus both are balanced. Each member of the group has a role; they can organize as they want. Maybe two pupils can have the same role (timekeeper, information's keeper, recorder, designer, monitor of English...)

Processing Input

Oral presentation

The three groups which choose this activity have to prepare an oral presentation for the rest of their classmates. The oral presentation could present information about ecosystems and landscapes, animals, recycling or a mixture of them.

The teacher gives them a frame ([annex XII](#)), where they have to complete the following parts: Introduction, main body, and conclusions.






Besides, they can also check their notes, their worksheets, their glossaries, the dictionary, and the photos which were taken on the trip.

Play

The three groups which choose this activity have to prepare a play about ecosystems and landscapes, animals, recycling or a mixture of them.

The teacher provides them with an outline ([annex XIII](#)) with ideas of how to develop a play.

Besides, they can also check their notes, their worksheets, their glossaries, the dictionary, and the photos which were taken on the trip.

Session 3.4. Let's continue!			
Timing: 55 minutes	Grouping: 3 groups of 4 in each option	Resources: frames, notes, worksheets, dictionary, glossary, photos, laptop, internet...	  
<i>Processing Input</i>			
<p><i>Oral presentation</i></p> <p>Learners complete the different parts (introduction, main body, conclusions), guided by their teacher's scaffold. They transcribe their notes in the laptop. They have to prepare a power point with their notes and photographs to support visually to their oral presentation.</p> <p>Apart from that, they also have to prepare a handout which helps them to explain their work to their classmates.</p>		<p><i>Play</i></p> <p>Students complete their work with the outline.</p> <p>Next, the students choose the role they are going to play among the following ones:</p> <ul style="list-style-type: none"> -The presenter -The environment -Landscapes -Ecosystems -4 vertebrate animals -4 invertebrate animals 	
3.5. Final session			
Timing: 55 minutes	Grouping: whole class	Resources: laptop, outlines, projector/whiteboard...	 
ACTIVITY AIMS			
<p>To put into practice what they have known throughout the previous lessons</p> <p>To be able to express themselves in English</p>			

ACTIVITY DEVELOPMENT

Each oral presentation is 5 minutes long and the play is 15 minutes. The groups will assess the others performance.

*Producing output**Oral presentation*

Oral explanation of their work with the support of the computer to show their final power point.

Play

Performance

LESSON'S ASSESSMENT					
	Always	Usually	Sometimes	Rarely	Never
<i>CONTENT</i>					
Uses Present Simple					
Uses frequency adverbs					
Knows the main characteristics about ecosystems, landscapes, animals, and recycling					
<i>COGNITION</i>					
Synthesizes information					
Changes information into another form					
Enhances main aspects					
<i>COMMUNICATION</i>					
Uses key vocabulary and key phrases					
Explains with fluency					
Gives reasons and characteristics					
<i>CULTURE</i>					
Is aware of the environment					
Knows that there are different ecosystems and landscapes around the world					
Distinguishes between vertebrates and invertebrates animals					

LEARNING OUTCOMES	
CONTENT	COGNITION
<ul style="list-style-type: none"> -Recognize the main language used in ecosystems, landscapes, animals and recycling. -Characteristics of ecosystems, landscapes, animals and recycling. 	<ul style="list-style-type: none"> -Recognize different aspects related to ecosystems, landscapes, animals and recycling. -Synthesize information. -Summarize what they have learnt. -Change information into another form.
COMMUNICATION	CULTURE
<ul style="list-style-type: none"> -<i>Language of learning</i>: key vocabulary and key phrases -Present simple -Frequency adverbs -<i>Language for learning</i>: Language they need to carry out the activities Classroom language in everyday situations: well done/very good/excellent. Good try/try again. For instance: I don't know/understand. How do you say ... in English? Can you say it, please? -<i>Language through learning</i>: Language that comes out when completing tasks. 	<ul style="list-style-type: none"> -Be aware of the environment -Identify different types of ecosystems and landscapes. -Distinguish between vertebrate and invertebrate animals. -Be conscious that humans have transformed the environment. -Be quiet during an oral presentation.

ATTENTION TO DIVERSITY AND FAST FINISHERS

Weaker learners	Fast finishers
-Helped by their classmates or the teacher in order to following the activities	-Help their classmates when they finish or when they understand what to do

CONCLUSIONES

Con este Trabajo de Fin de Grado centrado en AICLE, se pretende mostrar un enfoque apropiado para aprovechar al máximo las horas de exposición a la lengua que nos permite el aula y adquirir niveles de competencia superiores en la lengua extranjera. AICLE es el enfoque apropiado porque se aprenden los contenidos de una asignatura además de interiorizar una nueva lengua, de tal forma que niños y niñas aprenden a pensar en otra lengua. Este enfoque recoge una serie de metodologías que consiguen que los alumnos y alumnas adquieran de una manera diferente los contenidos y la lengua. Con esta serie de principios metodológicos se pretende reducir las dificultades que presenta el alumnado para aprender una lengua nueva, proponiendo técnicas apropiadas para intentar mejorar los problemas que presentan algunos niños y niñas para expresarse en otra lengua.

AICLE es un enfoque amplio, dinámico e integrador en el que tienen cabida varios principios metodológicos. Esta unidad didáctica ha tenido en cuenta los siguientes principios y estrategias: la *Zona de Desarrollo Próximo*, que es fundamental porque nos explica cómo un niño puede avanzar más si se le presta ayuda. Para llevar este principio a la práctica, se emplea el andamiaje. El *andamiaje* está presente a lo largo de toda la unidad ya que la mayoría de las actividades están guiadas por un marco que dirige la adquisición del aprendizaje de los niños/as. En segundo lugar, tenemos los pilares básicos de AICLE, las *4Cs*. Se trata del contenido, la comunicación, la cognición y la cultura. El contenido determina el conocimiento y las habilidades que los alumnos y alumnas necesitan aprender para llegar al objetivo. La comunicación se refiere al lenguaje que el alumno/a necesita para comunicarse y entender los contenidos. La cognición se ocupa del pensamiento crítico de los niños y niñas, y por último, la cultura anima a los niños a respetar todos los aspectos del mundo. En tercer lugar, nos encontramos con una clasificación que promueve elevadas capacidades de pensamiento: la *Taxonomía de Bloom*. Gracias a esta clasificación, se proponen diferentes tipos de actividades dependiendo del grado de dificultad que le interese al profesor. Las actividades propuestas en esta unidad se encuentran dentro del tercer cuadrante de

Cummins. Cummins desarrolló cuatro cuadrantes donde se trabaja para pasar de tareas simples con mucho apoyo visual, a tareas mentalmente más complejas y con menos apoyo. Las actividades de este trabajo están en el tercer cuadrante porque son mentalmente complejas pero muestran mucho apoyo visual. Es en este cuadrante donde se obtiene un aprendizaje más eficaz y significativo. Esta unidad didáctica también recoge características del *aprendizaje de lenguas basado en tareas*. Este principio se basa en el uso del lenguaje de una forma natural mediante tareas significativas, fortaleciendo la comunicación y centrándose en el alumno. Esto se ve reflejado porque todas las tareas son significativas y son llevadas a cabo mediante el lenguaje, por lo que la conversación es esencial entre profesor-alumno y entre alumnos. Y sobre todo, en tres actividades específicas dentro de esta unidad didáctica, como son la [comparación](#) de dos paisajes, la excursión al zoo y el [Venn diagram](#). Al estar tan presente la comunicación entre los participantes de esta unidad, es muy importante también la cooperación entre ellos. Por este motivo, está presente el *aprendizaje cooperativo*. Los alumnos y alumnas tienen que cooperar en grupo para lograr el objetivo de la tarea, por ello cada actividad de esta unidad didáctica se desarrolla en grupos. Asimismo, para fomentar la cooperación entre ellos y crear un clima agradable en el aula, se tienen en cuenta la *atención a la diversidad* y la forma en la que corregir los *errores*.

Según Coyle, Hood y Marsh (2010), la enseñanza de lenguas no es nada novedoso, pero los profesores tienen que trabajar en ella para conseguir resultados más positivos y aprovechar al máximo las horas dentro del aula. AICLE es el enfoque más apropiado para alcanzar esta meta porque presenta muchos aspectos positivos ya que los alumnos emplean la nueva lengua para aprender los contenidos, además de mostrarse más abiertos a la hora de conocer otras culturas u otros idiomas en los que poder expresar sus conocimientos, por lo que les resulta motivante y atractivo. Además, en este enfoque está muy presente la evaluación como parte del proceso de aprendizaje, por lo que los estudiantes se muestran más tranquilos porque no están penalizados al cometer errores. De errores se aprende.

Para terminar, decir que a la hora de poner el enfoque AICLE en práctica, es primordial que el profesorado tenga conocimientos teóricos y también sepa cómo llevarlos al aula de una manera práctica satisfactoria. El personal docente tiene que saber elaborar tareas en base a una serie de metodologías que fomenten, incrementen y mejoren el aprendizaje de una lengua extranjera. El haber investigado en este Trabajo de Fin de Grado sobre AICLE y trabajado con él, va a ser muy útil para mí en mi futuro como docente, ya que cada vez se está imponiendo más en los centros educativos, y gracias al haber trabajado este tema, tengo más conocimientos sobre éste.

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ANNEXES

ANNEX I. Ecosystems & Landscapes frame

Read the following information on ecosystems and landscapes. Make sure you understand most of the information included. Then, watch the videos and fill in the gaps with the appropriate words taken from each video.

Video 1

Each organism needs a lot of ____ in order to ____.

An organism is any ____ thing: animal, plants...

Ecosystem is a ____ that consists of ____ and ____ things that depend on ____ in order to ____.

Ecosystem: Ecological system -> Ecology. Ecology is the study of ____ and ____ things.

Living things in that ecosystem: fox, ____, trees, ____, microorganisms. Living things in an ecosystem are the ____.

Non-living things in that ecosystem: the rocks, the ____... Non-living things in an ecosystem are the ____.

An ecosystem can be very small like a ____ or enormous like our ____.

Different components and levels of living things in an ecosystem: ____.

Every ecosystem has more than one organism.

Population is a group of ____.

Community is a group of ____.

Video 2

In nature, everything is ____.

What is an ecosystem? An ecosystem is similar to a _____. It consists about ____ and their ____.

Living organisms include ____, ____, ____, and very small ____.

Their habitat is the ____ that surrounds the living organisms. It includes ____, ____, ____, and ____.

The two primary types of ecosystems are:

Terrestrial ecosystems: community on ____.

Aquatic ecosystems: community on or under the ____.

There are also mix ecosystems such as ____.

An ecosystem doesn't have any strict boundaries:

A forest is an ecosystem but the ant hill in that forest is also an ____.

The limit of an ecosystem depends on the ____ that is examined.

The Earth is also an ____.

Members of an aquatic ecosystem are connected:

Bigger fish eats smaller _____. Smaller fish eats _____. Frogs and insects are attracted to humidity and _____ around the lake. Each member of this community is adapted to _____ in this environment.

The connections between each member of the _____ exist due to survive and _____.

Damaging human activities destroy the connections on the _____. For example, fishing reduces the amount of _____ in a lake. Pollution changes the _____ conditions in the lake.

Food provides energy to organisms which are _____ in order to survive. Therefore, the most important connections between _____ organisms are based on _____ and _____.

In Nature everything is _____.

Video 3

An ecosystem contains _____ and _____ things.

The ecosystem has many examples of the _____ between the _____ and _____ things.

Living things in an ecosystem are called _____ factors. Living things include _____, animals, bacteria, _____, and more.

Non-living things are sun, temperature, _____, atmosphere gases and _____.

One example of the interaction between ____ and ____ factors is with plants. ____ use sun, ____ and ____ to make food. Without these things, plants will not be able to grow.

Elephants and water: In order to stay hydrated, elephants drink _____. In fact, all biotic factors need water to survive.

Bacteria and soil: Bacteria are decomposers. Decomposers keep energy by recycling dead organisms. Nutrients ____ the soil making the ground fertile.

ANNEX II. Survey

Answer the following survey.

Name:

Age:

1. What things are litter?
 - Candy/Food wrapper
 - Food leftovers
 - Old-fashioned clothes
 - Fallen leaves
 - Bottles and cans

2. Do you think your neighborhood is:
 - Heavily littered
 - Slightly littered
 - Not littered

3. At home, do you classify organic, glass and tetrabrik?
 - Always
 - Sometimes
 - Rarely
 - Never

4. How often do you take the litter out?
 - Always
 - Sometimes
 - Rarely
 - Never

5. How often do you litter the floor?
 - Always
 - Sometimes
 - Rarely
 - Never

6. Do you recycle at school?

- Always
- Sometimes
- Rarely
- Never

7. Why do you think recycling is important?

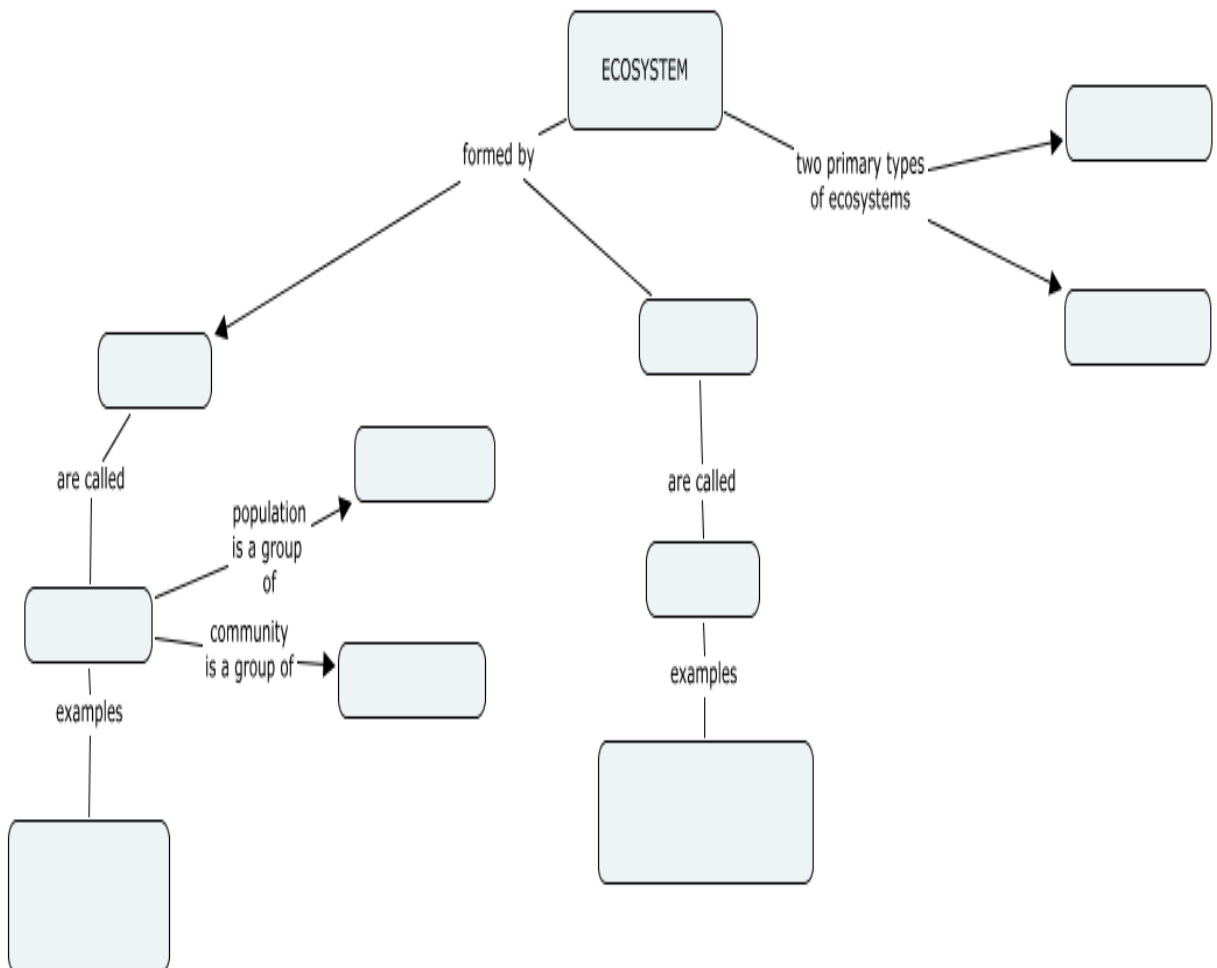
- You don't like seeing rubbish
- We have to preserve the environment
- You are worried about animals and plants
- You are worried about pollution
- You want to be healthy without pollution problems

8. Do you know any method to recycle or save water?

9. Do you know any environmental problem?

ANNEX III. Mind map, images and writing frame

1. Fill in this mind map with the information you have gathered about ecosystems. With this mind map, you will assimilate better the characteristic of ecosystems.



2. Look at the following images. Write a paragraph about the differences between these two areas. Use the frames given to write the paragraph and organize your ideas.



Writing frame (adapted from Dale et al., 2011:145)

Content support	Language support
<p>Rural – Villafranca Urban – Pamplona Differences – population, public transport, demographics, arts, facilities, commerce, industry, agriculture...</p>	<p>Urban and rural areas in Navarra are different in many ways. An example of an urban area in Navarra is... An example of a rural area in Navarra is... Firstly, they are different because... Another difference is that... They are also different in that... Finally, a further difference is that...</p>

ANNEX IV. Landscapes images

The teacher projects these images in order to show different examples of landscapes and begin the brainstorming activity.







ANNEX V. Postcard model

This is a postcard model. Create your own personal postcard by following the model and using the key phrases included in it.

<p>12/01/2014</p> <p>Dear Elena,</p> <p>You will probably remember me. I am Andrea. I am going to send my regards and a postcard from Madrid. I am in Madrid with my friends.</p> <p>Guess what? It's my birthday tomorrow.</p> <p>My best wishes to you.</p> <p>Andrea</p>	<div data-bbox="1157 481 1380 616" style="border: 1px solid black; padding: 5px; text-align: center;"><i>Stamp</i></div> <p>Name Surname</p> <p>Address</p> <p>City (Province)</p>
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<h3>KEY PHRASES</h3>
<p>Beginning of the postcard:</p> <ul style="list-style-type: none">- Dear
<p>To continue:</p> <ul style="list-style-type: none">- You will probably remember me. I am <i>Andrea</i>.- I am going to write you a nice postcard.- I am going to send my regards and a postcard from <i>Madrid</i>.- This year my studies have gone very well.- Guess what? It's my birthday tomorrow.- I would be very happy to visit you.- I was so pleased to hear from you.
<p>To finish:</p> <ul style="list-style-type: none">- My best wishes to you.- I hope to hear from you soon.- All the best.
<p>Signature</p>

ANNEX VI. Animals frame & Venn diagram

1. Read the following information on animals. Make sure you understand most of the information included. Then, watch the videos and fill in the gaps with the appropriate words taken from the video.

A vertebrate is an animal of a large group distinguished by the possession of _____ or spinal bones.

Mammals have glands that give _____. This is to feed their babies. Mammals are warm-blooded. Mammals have hair. Most mammals have teeth.

Examples: humans, seal, _____, _____, _____, _____...

Fishes are cold-blooded animals that live in the _____. They have backbones, fins and gills.

Examples: _____, _____, _____...

Reptiles are cold-blooded. Mostly reptiles lay eggs and their skin is covered with scales.

Examples: _____, _____, _____...

Birds have feathers. No other animal has feathers. Other important features for birds are wings and beak. Birds also lay eggs, like _____; but they are warm-blooded, like _____.

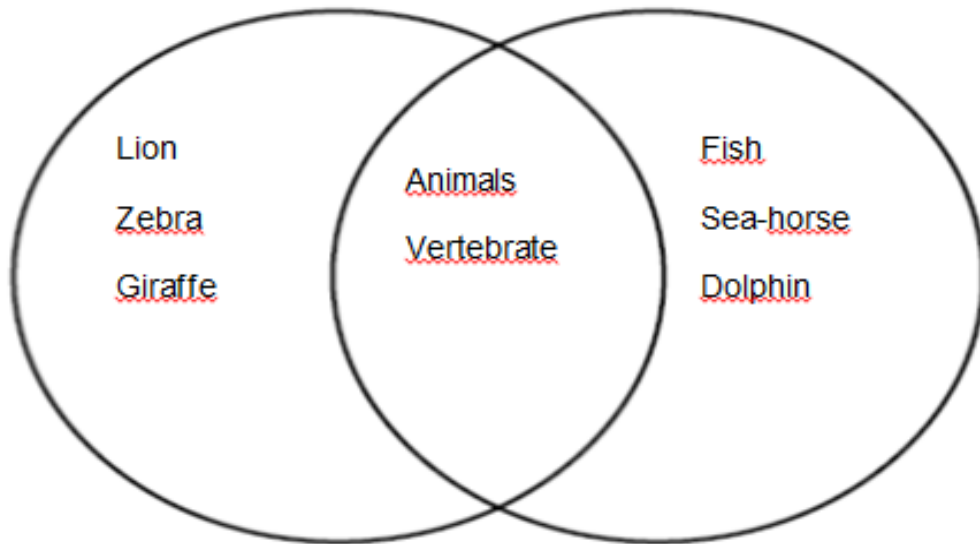
Examples: _____, _____, _____, _____...

Amphibians live the first part of their lives in the _____ and the last part on the _____. They have gill, so they can breathe in the water. They also have fins to help them swim. Later, they have legs and lungs in order to live on the land.

An invertebrate is an animal that do not have _____.

Examples: marine invertebrates, mollusks, crustaceans, worms, insects, spiders... Some of them have hard coverings like a shield which protects their body.

2. This is an example of a Venn diagram. You have to choose 3 or 4 different animals and include them in the appropriate circle. Use the overlapping part to write the common aspects of the animals you choose.



Annex VII. Animal images

The teacher projects these images. Students have this annex as a worksheet but without the information which appears inside the boxes. Students have to fill in the gaps.

VERTEBRATES

Mammals

FUR

TEETH



GLAND

Fish



BACKBONES



GILL

FIN

Reptiles



SCALE

Birds

BEAK

FEATHERS



WING

Amphibians



TADPOLE
They have gills in order to breathe in the water

FIN



LEG
They also have lungs in order to live on the land

Fill in the gaps with the appropriate word.

VERTEBRATES

Mammals



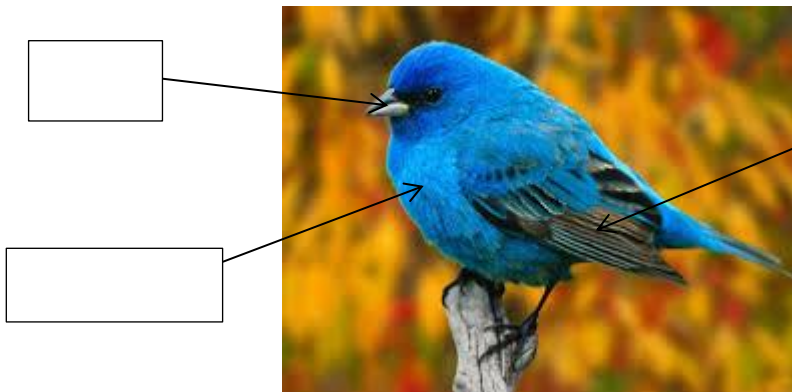
Fish



Reptiles



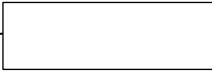
Birds



Amphibians



They have gills in order to breathe in the water



They also have lungs in order to live on the land

ANNEX VIII. Glossary model

This is a glossary model. You have to continue it by adding relevant words such as *fish, reptiles, birds, amphibians, fur, teeth, glands, backbone, fins, gills, scales, feathers, wing, beak, lung, invertebrates, mollusk, crustaceans...*

Word	Meaning	Use	Picture
Ecosystem	All the plants and animals in a particular area, considered as a system with parts that depend on one another	Scientists can already detect many effects of people on marine ecosystems	
Vertebrates	Animals of a large group distinguished by the possession of backbone	There are 5 groups of vertebrates: mammals, fishes, reptiles, birds and amphibians	
Mammals	Vertebrate animals. They are warm-blooded. They have glands, fur and teeth.	Humans are mammals.	

Annex IX. Poster model

Look at this poster model. Now, write a poster which includes the same type of information but about a topic of your choice.

AQUATIC ECOSYSTEMS

Aquatic ecosystems include:

- Lakes
- Rivers
- Oceans

Living things:

The animals which live in this kind of ecosystems could be *vertebrate* or *invertebrate*. Inside the *vertebrate* group, we can find *fishes*. The characteristics of fishes are:

- *Cold-blooded*
- *Backbones*
- *Fills*
- *Gills*

Inside the *invertebrate* group, we can find *marine invertebrates*, *mollusks* and *crustaceans*. They are invertebrates because *they don't have backbones*.

Non-living things:

- Water
- Rocks
- Temperature

Annex X. Recycling questions

The following questions help you to follow the videos.

- What could we do to recycle paper?
- What else can we do with the other recyclables?
- Do you think recycling bins are important?
- Conserving water: Is it important?
- Saving energy: How could we save energy?
- Recycling: How could we recycle? Reduce, Reuse, and Recycle!
- Keeping the Earth clean: How could we achieve it?
- Could you predict what would happen if anybody recycles?

Annex XI. Debate (Dale et al. 2011:135)

Use the following phrases in the debate. These phrases help you in order to organize your ideas.

Debate in class			
Frame 1 Introduction	Frame 2 First argument	Frame 3 Next argument	Frame 4 Conclusion
First of all... To begin with... This is how...	Secondly... Following this... In addition... Moreover...	As you... As a result of... You will see that... You need to know...	Finally... At the end of... I would you recommend...

Annex XII. Oral presentation frame

Use these frame in order to organize the information you want to present in the oral presentation. You can check your notes, worksheets, glossaries, dictionary, internet...

- Choose a topic

- Brainstorming: ideas about the topic

- Introduction:
 - First of all...
 - To begin with...

- Main body:
 - Secondly...
 - Thirdly...
 - Following this...
 - In addition...
 - Moreover...
 - As a result of...
 - You will see that...

- Conclusion:
 - Finally...
 - At the end...
 - To conclude...
 - To sum up...
 - In brief...

Annex XIII. Play frame

Use these frame in order to organize your ideas and the information you want to include in the play. This is only an example of how you can organize and represent the topic. You can check your notes, worksheets, glossaries, dictionary, internet...

- Brainstorming

- How many roles? *The presenter, ecosystems, environments, landscapes, vertebrates, invertebrates...*

- Distribution of roles: *Who is each one?*

- Presentation:
 - Introduction of the character: *I'm a dog*
 - Characteristics: *I'm a vertebrate animal because I have a backbone. I'm mammal because I have glands, fur and teeth. I'm also warm-blooded.*
 - Conclusion: *Because of my characteristics, I live in a terrestrial ecosystem.*

ANNEX XIV. Rubric

It is a rubric. You have to use it in order to assess your classmates.

	Excellent	Good	Poor
Content			
Oral lay out			
Performance lay out			