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Elaboration of materials for a CLIL-class

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Abstract

In this *TFG* (*Trabajo fin de Grado*) I have planned two lessons for a “bilingual” class of *Conocimiento del medio* in Aragon. In order to do that a brief summary of the theory behind CLIL (Content and language integrated learning) will be introduced. After that, I will briefly comment on how to apply this theory in the legal framework of Aragon. The lessons I will present are a product of what I have learnt. Finally, I will reflect on all that I have learnt in the *TFG* and on how I have applied it on the basis of what I learnt in my school placement.

0. Introduction

Nowadays the so called *educación bilingüe* (bilingual education) has come to the fore in Aragon. It refers to the education that is taught using a foreign language, (usually English), in order to facilitate the learning of this language.

The number of schools that offer a “bilingual education” has grown very quickly in the last decade, both in state and in semiprivate schools. In 1999-2000 there were only four schools that participated in bilingual programmes, in 2012-13 there were eighty seven, and in 2013-14 two hundred in Aragon (Aragon Bilingüe, 2014).

This increase is explained by the importance that is given to the learning of foreign languages, especially English, in this moment. Its learning has been encouraged by the European institutions, and the Spanish national and regional governments. All of them have placed the learning of languages as one of the main goals in education. In fact, the European Council had already set the learning of two foreign languages as a goal in year 2002 (European Council, 2002).

In addition to that, the idea of “bilingual education” is quite popular among parents. They think it is the best and most effective way to learn a foreign language, and it is better than just studying grammar and making exercises. As a result, a lot of parents are demanding this kind of education for their children, since nowadays the learning of foreign languages appears to be one of the key in the social and professional success.

Bilingual schools have been the answer of the government of Aragon to these concerns of parents and institutions for foreign languages. These schools are regulated in Aragon by the *Orden de 14 de febrero de 2013*, that establishes the *Programa integral de bilingüismo en lenguas extranjeras en Aragón (PIBLEA)*, which gives pedagogical orientations for the schools that join to this program and includes the principle of “integrated learning of contents and a foreign language”.

As a result of this legislation, in these schools some subjects are taught in a foreign language, basing its teaching on CLIL (Content and Language Integrated Learning) approach. One of the subjects that is usually taught in a foreign language is *Conocimiento del medio*, which gathers together notions from three subjects: science, history, and geography.

The implementation of this subject in English language requires the design of new didactic materials for *Conocimiento del medio* in a foreign language. This is the reason why I chose the creation of CLIL materials for *Conocimiento del medio* as the focus of this *Trabajo Fin de Grado*.

In the first section of this dissertation, CLIL, the approach that supports the idea of bilingual education in Aragon, will be introduced. In the second one, a brief presentation of the subject *Conocimiento del Medio* in the Aragonese syllabus and the effects of CLIL will be included; in the third section two lessons designed for this subject will be presented; and finally, I will make some reflections on CLIL in Aragon.

1. CLIL Approach

1.1 Origins of CLIL

CLIL appears in the European context as an acronym of Content and Language Integrated Learning. It was coined by David Marsh in the year 1994. It might be said that it is the answer to the needs of the European integration. In this context it seems necessary to promote the learning of foreign languages in order to facilitate the mobility of students and workers inside the European Union, as well as to reinforce the idea of a “European citizenship” (Frigols Martin, 2010).

Therefore, European institutions have promoted during long time innovation in teaching and learning of foreign languages. In 1984, the European Parliament pointed out the weaknesses in language education in Europe. Later, in 1995, the Council of Ministers of Education stressed the importance of improving the language learning in the European Union (EU), and the necessity of promoting methodological innovation, and a better language training of the teachers. In 2002 a resolution of the Council of Europe encouraged the Member States

to take the measures to offer pupils the opportunity to learn two or more languages in addition to their mother tongue(s), and [...] to promote the application of innovative pedagogical methods, in particular also through teacher training (Frigols Martin, 2010).

In 2005 the European Council recommended to adopt CLIL in the whole EU, and in 2006 the first statistical study about the implantation of CLIL in EU was published (Coyle, Hood and Marsh, 2010: 7-9).

The idea of teaching a language using it for learning another subject and for a “real” purpose (the main idea of CLIL) seems to have a long story. It might be said that this was already the idea of the well-off Roman families, who 2000 year ago educated their children in a Greek culture, by means of a Greek-speaking education, in order to provide them with better social and professional opportunities. More recently, in the 20th Century, the “Content-based instruction” seems to be supported by similar ideas (Rubio and García Conesa, 2012).

However, as will be seen, CLIL is more than teaching a subject in a foreign language, translating its contents. CLIL is the result of the theorization of different authors about the best way to teach a foreign language. These new ideas and ways of teaching have been the basis of a new approach on teaching a second language.

This CLIL approach is supported by theoretical bases that include ideas about content to be taught, how foreign languages are learnt and about the role of the culture in the learning of a foreign language.

1.2 Definition of CLIL

CLIL is a complex concept that includes very different experiences and models of language teaching. It has been described as an “umbrella” under it can stand a lot of ways of teaching a language, such as bilingual education, immersion, etc., and very different experiences. Because of this, CLIL is not a methodology, but an approach that supports a wide range of language teaching models (Mehisto, Marsh, and Frigols, 2008).

In all the teaching models compressed in CLIL, a second language is used to teach a non-language subject in class. The goal pursued with this is the learning of a language in a real context, more real and authentic than the context of a class in a “classical” communicative approach. CLIL uses the content of a non-language subject to reach this “authenticity” as Coyle, Hood, and Marsh (2010: 10-12) suggest.

CLIL attempts to offer the learners the opportunity of using the language they are learning in a natural way. They have to forget that they are learning and focus their attention on the non-linguistic subject. So, there are two main goals in non-linguistic subjects: (1) the topic to be learnt and (2) the language through which it is learnt (Rubio and García Conesa, 2012).

In summary, CLIL might be characterized using the definition of Frigols Martín (2010:3) as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”.

1.3 CLIL theoretical background

As said above, the theoretical bases that support CLIL include ideas about, content to be taught, how foreign languages are learnt and about the role of culture in the learning of a foreign language. It is necessary to integrate all of them in a holistic way in order to get a proper CLIL class.

Firstly, concerning content to be taught in a CLIL class, Coyle, Hood and Marsh (2010: 28-29) said that it is important to distinguish between *what* to teach and *how* to teach it.

On one hand, *what* refers to the content. Although the topics might be selected from the national curriculum, the didactic planification of the school, etc., they said it is important to point out that CLIL is not a mere “translation” into a second language and therefore the content has to be different from the content of a discipline of the traditional curriculum (Coyle, Hood, and Marsh, 2010: 27-28).

They also highlight the importance of the context of the learners. They say the context in the classroom and in the life of the learners seems to be very important in the election of the contents in a CLIL class. The interests and age of the learners, their knowledge, etc. will condition the choice of topics (Coyle, Hood and Marsh, 2010: 27-28).

What they propose is that content should not be constrained by the limits of the subject, and they, therefore, propose interdisciplinary contents centered on a thematic and cross-curricular topics and based on projects (Coyle, Hood and Marsh, 2010: 27-28).

On the other hand, *how*, refers to the cognition. If one follows CLIL approach we cannot teach in a traditional way. In Coyle, Hood and Marsh’s (2010) view, a teacher-centered instruction seems not to be the best in a CLIL class. In order to create a synergy between the language and the content it seems better a learner-centered class, where the knowledge is built by the social interaction and the scaffolding. In such a learner-centered class it is necessary to involve the learners in their own education, developing their metacognitive skill such as learning to learn (Coyle, Hood and Marsh, 2010: 28-30).

In addition, it is important to pay attention to the “dimensions and processes” of learning. The idea of the existence of different “dimensions” of knowledge is based on the idea that there are different kinds of knowledge and thinking, as Bloom (1956) suggested. Thus, there are different kinds of knowledge: conceptual, procedural and metacognitive. CLIL program might not be only limited to learn contents, “conceptual knowledge”. In order to get a significative learning these contents have to be linked to the cognitive processes that the learners have to acquire, “procedural and metacognitive knowledge” (Coyle, Hood and Marsh, 2010: 30-32).

Secondly, Coyle, Hood and Marsh (2010: 32-35) reflect about what means “language learning” in CLIL context. They explain that in latter 20th Century “communicative approaches” to the teaching of foreign languages were developed. These approaches focused their attention on the meaning, not only in form. Thus, it might be said that CLIL has inherited this interest in meaning. CLIL has also inherited the problem

of the tensions between the focus on meaning and on form. It sets out a problem for CLIL classes, since it seems necessary to decide whether to point out our attention on grammar or not. Apparently the solution to this dilemma is to address at both of them, keeping a balance depending on the background of each CLIL situation, since the learners need to progress in both their content learning and their language learning. Nevertheless, it is not easy to get this balance between meaning and form in a CLIL class.

In this regard, Coyle, Hood and Marsh follow to Freire (1972: 81), by saying that a real learning it is not possible without “dialogue” and “communication” between the teacher and the learners, so that we have to assume that a CLIL class has to face the challenge of building this “dialogue” and “communication” in a foreign language. In order to achieve it, it seems indispensable to have access to the language necessary to understand the content learners are learning (Coyle, Hood and Marsh, 2010: 35).

Therefore, the language needs in a CLIL class does not follow the same progression that can be found in a language-learning setting. Because of this, it seems essential an alternative syllabus for grammar contents that have to be learnt in relation to the content to be taught. The solution proposed by Coyle to this dilemma is “The language Triptych” (see Fig. 1).

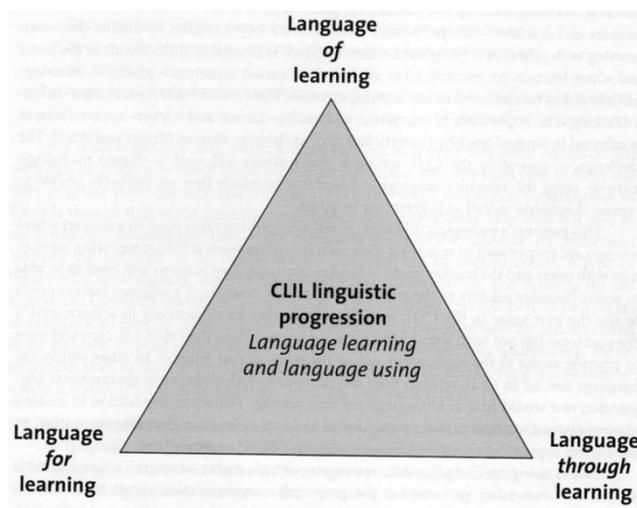


Figure 1: The Language triptych (Coyle, Hood, and Marsh, 2010: 37)

The language Triptych is a tool that allows

to enable teachers to strategically sequence their language and content objectives. For strategic planning [...], teachers need to make explicit the interrelationship between content objectives and language objectives. A conceptual representation — the Language Triptych — makes these connections. It has been constructed to take account of the need to integrate

cognitively demanding content with language learning and using. It provides the means to analyze language needs across different CLIL contexts and transparently differentiates between types of linguistic demand which impact on CLIL. It also provides a means to conceptualize language using as language 'for knowledge construction'. The Triptych does not replace grammatical progression but rather enhances it. It supports learners in language using through the analysis of the CLIL vehicular language form three interrelated perspectives: language **of** learning, language **for** learning and language **through** learning. (Coyle, Hood, and Marsh, 2010; 36)

Language of learning is a reflection about the language contents and skills that are necessary to understand a topic. Paying attention to it means to move the linguistic progression from the grammar to the functions and notions that demand the text.

Language for learning, in turn, focus its attention on the needs of the learners of developing and learning strategies and skills required to work in groups, thinking, memorizing, etc. Without these strategies and knowledge that enable them to learn, learning will not take place (Coyle, Hood, and Marsh, 2010: 37).

Language through learning, is based on the idea that learning is more efficient if it takes place in a more "real context" like the class about a real content. It seems to help learners to achieve a deeper level of understanding, because CLIL is more demanding than a traditional language-centered class, as Coyle, Hood and Marsh (2010: 37) point out.

Thirdly, scholars think it seems necessary to reflect also about the role of the culture in a CLIL class, keeping in mind the links between language and culture. Language is part of a culture. It reflects it and it cannot be limited just to some folk songs and celebrations. CLIL class gives chances of a deeper knowledge of other cultures and teachers should take advantage of them to get an intercultural education (Coyle, Hood, and Marsh, 2010: 39-40).

As said above, all these elements also have to be integrated in an "holistic" way. Coyle, Hood and Marsh have solved that summarizing all their ideas in a "framework" that integrates all these ideas that has been exposed above. They have called it the "four Cs framework" (See Figure 2).

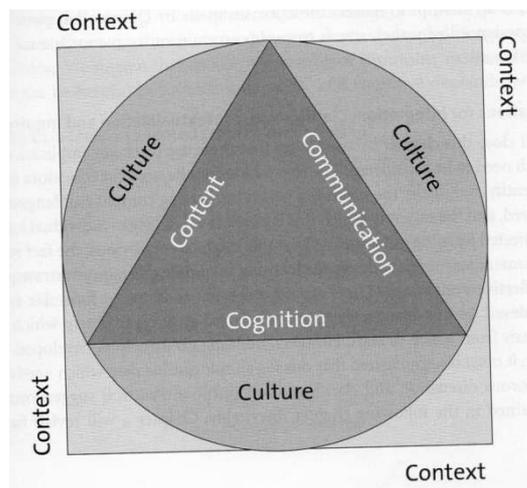


Figure 2: The four Cs Framework 1 (Coyle, Hood, and Marsh, 2010: 41)

In their view, CLIL is supported by four components: contents, communication, cognition, and culture. (Components that have been exposed above). In a CLIL class all these elements have to be integrated in a symbiotic relationship. Besides, it is indispensable to take into account the context of the learning. All these elements have to be integrated in a holistic view of the education in which the academic knowledge and language are developed at the same time.

Finally, Coyle, Hood and Marsh (2010: 42) complete this framework pointing out seven principles of CLIL:

1. Content matter is not about acquiring knowledge and skills, it is about the learner creating their own knowledge and understanding and developing skills.
2. Content is related to learning and thinking (cognition). To enable the learner to create their own interpretation of content, it must be analyzed for its linguistic demands.
3. Thinking processes (cognition) need to be analysed for their linguistic demands.
4. Language needs to be learned which is related to the learning context to learning thought that language, to reconstructing the content, and to related cognitive processes. This language needs to be transparent and accessible.
5. Interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language.
6. The relationship between cultures and languages is complex. Intercultural awareness is fundamental to CLIL.

7. CLIL is embedded in the wider educational context in which it is developed and therefore must take account of contextual variables in order to be effectively realized.

2. Conocimiento del Medio

In this section, I will apply the four Cs framework to the reality of *Conocimiento del Medio*, the subject that is usually taught in English in the Aragonese schools. My intention is to adapt theory to real CLIL situations, taking in account not only CLIL theory but also the Spanish and Aragonese regulations on education and on CLIL.

2.1 Introduction: What is *Conocimiento del medio*?

In a reflection about the CLIL in Aragón, it is unavoidable to speak about the subject *Conocimiento del medio*, since this is the subject that is usually taught in English, with methodologies under the “umbrella” of CLIL.

The subject *Conocimiento del medio* was set out by the Spanish *Ley orgánica de educación* of 2006. This law in its section eighteen established the name of the subjects for primary education, although the contents, regulations, etc. of these subjects had to be set out by each *Comunidad Autónoma*. Therefore, *Conocimiento del medio* (and the whole syllabus of Aragón) is regulated by the *Orden de nueve de mayo de 2007 (Orden 9-5-2007)* of the Aragonese government.

The same order foresees the possibility of a “bilingual education” in Aragón in its section 23. The same section sets that this cannot mean the modification of the “basic principles” of the syllabus.

Because of this, the planning of a CLIL syllabus and CLIL materials for *Conocimiento del medio* have to be based on the regulations and pedagogical principles that appear in the Spanish Educational Law and the Aragonese Order.

The Spanish Educational Law in its section 6 and the Aragonese Order in its section 5 set also the elements that have to be present in the syllabus of each subject: its contribution to the key competences, its aims, its content, and its evaluation criteria. In this section I will briefly reflect on these elements, its importance for *Conocimiento del medio*, and how they have to be modified in order to adapt this subject to the CLIL.

2.2 The key competences in *Conocimiento del medio*

The *Orden 9-5-2007* foresees that the main goal for the learners in primary education is the “key competences”. It follows the indications

of the Spanish “Education Law” (the *Ley Organica de la Educación*), which fixed eight “key competences”, and the indications of the European Union, which defined them in a Recommendation of the European parliament and Council of 18 December 2006 “as a combination of knowledge, skills and attitudes appropriate to the context” (Council, 2007).

The main idea behind these “key competences” is the notion of “context”. It could be summarized saying that, to get a “meaningful learning” is necessary to teach (and to learn) in a “meaningful contexts for the learning”. For that, the teacher has to be able to create such “meaningful contexts”, situations that connect the content to be taught with the real life of the learner (Sierra, Mendez and Mañana, 2013; Bolivar and Moya, 2007).

The Spanish educational Law and the Aragonese *orden 9-5-2007* have set out eight key competences¹:

- *Competencia en comunicación lingüística* - Linguistic communication competence.
- *Competencia matemática* - Mathematical competence.
- *Competencia en el Conocimiento y la interacción con el mundo físico* - Competence in the knowledge and interaction with the physical world.
- *Tratamiento de la información y competencia digital* - Processing information and ITC competence.
- *Competencia social y ciudadana* - Social and civic competence.
- *Competencia cultural y artística* - Cultural awareness and expression competence.
- *Competencia para aprender a aprender* - Learn to learn.
- *Autonomía e iniciativa personal* - Sense of initiative and entrepreneurship.

All the subjects have to contribute to the development of the “key competences”, although by its nature, each subject contributes more to some competences than others. Regarding *Conocimiento del medio*, its major contribution is done to three of the key competences: “1) “competence in the knowledge and interaction with the physical world”, 2) “social and civic competence” and 3) “cultural awareness and expression competence” (Gobierno de Aragón, 2007: 37).

¹ The Spanish key competences are not exactly same as the European’s.

The contribution of the subject to the “competence in the knowledge and interaction with the physical world” is the most important, since a lot of the contents of this subject are centered in the interaction of the human being with its “environment”. It is a broad term that includes not only the knowledge of the basic principles of science, but also some basic knowledge of the geographical, historical, social, cultural, or political reality (Gobierno de Aragón, 2007).

Because of this, *Conocimiento del medio* is also closely linked with the “Social and civic competence”. The contribution to this key competence is very important since the subject helps the learners understand their links with the society. Firstly, understanding the links with their mates, family, friends, etc., and teaching them to respect the others and to solve conflicts with the dialogue. Secondly, understanding the links of the learners with realities like their neighbourhood, their city or town, the *comunidades autonomas*, Spain or Europe. Thirdly, it also contributes to “understand the social reality where they live” and how it “works”, and the “historical roots” of this reality (Gobierno de Aragón, 2007).

At least, its contribution is also essential for the “cultural awareness and expression competence”. This subject has to help to recognize and appreciate the cultural heritage and to respect the diversity of the cultures. It helps also to the learners to rethink on their previous ideas about the culture, diversity, etc. (Gobierno de Aragón, 2007).

The contribution to the other key competences is also important, helping to enrich the vocabulary, syntax, etc. of the learners. It also allows them to know different types of texts, therefore, it contributes to the “linguistic communication competence” (Gobierno de Aragón, 2007).

As it puts the learners in contact with a broad variety of sources of information, such as texts, maps, graphics, etc., in different supports (including the internet and digital support), and encourages to select, organize and interpret information from these sources and to present it also in different ways, (including digital supports). By all this, the subject also makes a relevant contribution to the “processing information and ITC competence” (Gobierno de Aragón, 2007).

The use of different techniques for learning the content of this subject, (such as mind maps, diagrams, synopsis, etc.) facilitates the reflection about the process of learning. In this respect, it makes an important contribution to the competence “learn to learn”. In line with that, it contributes also to promote an individual planning, promoting the competence “Sense of initiative and entrepreneurship”. At last, if the

proper tools and techniques (such as graphics, tables, scales, etc.) are used, it might help also to strengthen the mathematical competence of the learners (Gobierno de Aragón, 2007).

The key competences and CLIL

If we teach *Conocimiento del medio* under the umbrella of CLIL we are going to spread the contribution of the subject to the key competences. To reflect about this spreading, I will follow the “four Cs” theory of Coyle, Hood, and Marsh (2010) that I briefly explained in the first section.

As said in the first section, CLIL is supported in four components: communication, contents, cognition, and culture. In my view, each of this components is going to contribute to this “spreading” of the contribution to the key competences.

Firstly, communication will promote the linguistic communication competence. In my opinion this makes sense since as long as the learners learn a new language, they improve their communicative competence in a foreign language.

However it will not be the only contribution of the communicative component to a key competence. If we teach “language thought learning”, we will make a contribution to the learning to learn competence, and to the sense of initiative and entrepreneurship competence, since the learner is the main character of their own learning. In addition to this, if we use a cooperative methodology, we will also contribute to the “social and civic competence”.

Secondly, the component “cognition” will spread the contribution of the subject to the “learn to learn” competence, the processing information and ITC competence and the sense of initiative and entrepreneurship. As was said in the first section, teaching under the umbrella of CLIL is not only teaching in a foreign language, “translating” the contents. CLIL implies a learner-centred class and taking into account the “conceptual knowledge” and the “procedural and metacognitive knowledge” (Coyle, Hood and Marsh, 2010: 30-32). Thus, in my view, CLIL will reinforce these key competences.

Thirdly, the cultural component will spread the contribution of the subject to the social and civic competence and the cultural awareness and expression competence. As long as culture cannot be limited to some anecdotic expressions such as some carols in Christmas, the subject taught under CLIL has to help the learners know other cultural

realities through the language they are learning. In addition to this, it should be expected that they will learn to respect cultural diversity.

Fourthly, contribution of “content” to the spreading of the key competences will be focused on the competence in the knowledge and interaction with the physical world. The content that we have to teach in a CLIL context is not the same that in a non-CLIL context.

To conclude, I would like to point out that if teaching *Conocimiento del medio* under the umbrella of CLIL means an spreading of the contribution to the key competences of the subject, it also means a modification of the rest of the components of the syllabus, such as aims, contents and assessment, as will be seen.

2.2 Aims in *Conocimiento del medio* and CLIL

The Aragonese order foresees the aims that have to be reached by the learners at the end of the primary education in the subject *Conocimiento del medio*. Logically, all these aims have been planned for a non-CLIL subject.

These aims are linked with the key competences. Because of this, if the *Conocimiento del Medio* is taught using CLIL, its aims also have to be spread. This raises a question: how can this extension be reflected in the contribution to the key competences in the aims of a CLIL lesson?

The answer it is not easy. The aims of the subjects have been set out by the Aragonese government, and it is not possible to set out new aims without a legal basis. The *orden de 14 de febrero de 2013* that regulates the bilingual school in Aragon is not clear either, as it speaks about “adapt” the pedagogical programs but it does not say anything about how to do it.

After reflecting on this question, I have thought that the best solution to solve this problem is using the aims of the subject “foreign language” in order to express this spreading of the aims to reach with the subject *Conocimiento del medio* taught as CLIL.

Because of this, there are two kinds of aims, in the lessons I have planned. First, I have set some aims referred to *contenido del medio*, which I have called “content aims” and are based on the aims that the *orden 9-5-2007* foresees for this subject; and second, I have set some aims referred to the second language, in this case English, which I have called “linguistic aims” and are based on the aims that the *orden 9-5-2007* foresees for foreign language subject.²

This division of the aims does not imply that both of them were not mutually dependent. Both of them have to be connected in a coherent way as it was explained in the first section, since both aims are interdependent and the learners cannot achieve one without the other. It is what Coyle, Hood and Marsh (2010: 27-45) called the “synergies” and the “holistic view” in learning.

² The aims I have prepared for my lessons can be seen in the appendix, page 41.

2.3 Contents in *Conocimiento del medio* and CLIL

For each subject the *Orden 9-5-2007* foresees also the contents that have to be taught in order to reach the aims and the development of the key competences.

As long as key competences, aims and contents are linked, the spreading of the key competences implies the spreading of the aims, and it means also spreading the contents.

Therefore, like the aims the same question arises: how can the spreading of the aims in the contents be expressed? I have thought that the best way to do it is by using the contents of the foreign language subject to complete it.

Thus, like the aims, there are two kinds of contents in the lessons I have planned. First I have set some contents referred to *contenido del medio*, which I have called “subject contents” and based on contents that the *orden 9-5-2007* foresees for this subject; and second, I have set some aims referred to the second language, in this case English, which I have called “linguistic content”, based on the contents that are foreseen for foreign language subject.³

³ The contents I have prepared for my lessons can be seen in the appendix, page 46.

2.4 Assessment in *Conocimiento del medio* and CLIL

At least, the *Orden 9-5-2007* sets out the evaluation criteria for each subject. Unsurprisingly, if the key competences, aims and contents have been modified as a result of CLIL, it is also necessary to modify the assessment in the same way.

Therefore, I have also used the assessment criteria of the subject “foreign language” of the *Orden 9-5-2007* to spread the assessment criteria of my lessons. Because of this, in my lessons there are two criteria for assessment, one for content and one for language.

In addition to this, following the indications of the *Orden 9-5-2007* and the theoretical reflections on CLIL, I will make an assessment based on the formative assessment, where content will be the dominant element, and where the learners will play a very important role (Coyle, Hood, and Marsh, 2010: 112-132; Gobierno de Aragón, 2007, section 13).

The tools I have prepared for this assessment are some rubrics. They have been designed for helping the teacher, but learners should know them, since they will play a role in their assessment. Besides, there are some activities that have to be assessed by the own learners, they have their own rubrics. All are included in the appendix (page 55).

3. Two samples of CLIL Lessons

3.1 Introduction – The school context

Scholars that had dealt with CLIL approach have pointed out the importance of the context where it is going to be used. There are a lot of factors in schools and it is necessary to adapt CLIL to the local situation. Therefore, I will outline the context for the lessons I am going to plan. This context will be based on my own experience when I did my placement (Coyle, Hood and Marsh, 2010).

The context for my lessons is a school situated in “San Jose”, a borough of Zaragoza. This is a working-class borough where the immigration rate is very high, and the academic level is low in general. This borough has been deeply affected by the crisis, the unemployment is very high and there are very serious social problems.

The class for which I plan my lessons belongs to the second year of primary education. This class reflects the background of the borough as almost three fourths of the students are children of immigrants, (mainly Romanian, but also Latin-Americans and Arabs). The academic level of their parents is very low and none of them speaks English.

In addition, the personal background of a lot of these children is very hard. A lot to them have a dysfunctional family and the education or learning of English is not a goal for their parents. It could even be said that attending the school is not a goal. So, for instance, sometimes teachers have tried to meet with some parents, but it was not possible, and finally they have to communicate with them via notes, which sometimes do not get a reply.

In this background, the motivation of the learners in the English class is very low, and they have a very poor support. Learners seem to consider what is taught at school as something alien to them. This is particularly true in the case of English as English does not seem to have any relationship with its everyday. Foreign languages are not seen as something practical or useful in everyday’s life. Migrant parents are concerned about the learning of Spanish but not of English. Because of this, in my view, it is necessary to look for motivating ways of teaching children, and making English present in their lives.

Finally, in this context there is a very big differentiation. First of all, concerning English, it is possible to find very big differences between

those pupils who had a stable background and those who did not. It also provokes the existence of very different levels of English between the learners, since some of them do not have support at home, and or interest in learning English, and by contrast, others attend classes in private academies.

Secondly, there are two pupils who have special needs. One of them has been diagnosed as having attention deficit hyperactivity disorder. The second one has been diagnosed as having dyslexia.

I have chosen this class where I did my placement for my lessons because it is not an idyllic but a real background. In my view, in a real classroom children are rarely motivated and it seems very difficult to catch their attention and motivate them. In a complex background like this one, it is even harder to motivate and catch the interest of the learners, which makes also very difficult to get a meaningful learning.

I think that my real challenge as teacher will be to motivate and to catch the attention of children in such background. Based on my own experience, the best way to motivate learners and engage them in a lesson and get a meaningful learning is bringing contents closer to the reality of the learners. It is what I have tried to do in my lessons.

In addition to this, in the context that I have described, it is not odd that the learners do not know basic things on their surroundings, like for instance, the existence of a public library or that the *Canal Imperial* is a human construction. In my lessons, I have tried to solve this lack of basic knowledge, since one of the main goals of the subject *Conocimiento del medio* is *identificar los principales elementos del entorno natural, social y cultural más próximo de los pueblos y ciudades de Aragón*.

3.2 Methodological approach

The methodology I will use in these lessons is based on CLIL. However, as has been already pointed out, CLIL is a wide umbrella, and therefore, it seems necessary to specify the methodologies that are going to be used in my classes. In addition to this, it cannot be missed out that the *Orden 9-5-2007* set up some general methodological principles in education (section 11), and also some didactical orientations for the teaching of foreign languages. Following these principles and orientations, and paying attention to special features of CLIL, I decided the methodologies I will use in my English classes: the task-based approach and the cooperative learning.

3.2.1 The task based approach

The task-based approach is a general teaching methodology closely related to the teaching using the key competences. As was said in Section 2, the main idea behind “key competences” is the notion of “context”. Teachers have to teach in a “meaningful contexts for the learning”. For creating it, they have to be able to create “meaningful contexts” situations that connect the content to be taught with the real life of the learner. Thus, task-based approach is the methodological answer to this need (Bolívar and Moya, 2007).

In the field of the language teaching scholars like Ellis (2003) have reflect on the way of teaching following the principles supported by the task-based approach. Ellis developed his framework under the umbrella of the Communicative approach, but as long as CLIL is the “heir” of this approach, the task-based approach can be very useful for planning CLIL lessons. In fact, Ellis states that the task-based approach is very useful for creating more authentic and communicative experiences, which is the main goal of CLIL, and it works very well in contexts where there are few opportunities of real use of language, like the school I am planning for. (Ellis, 2003: 30)

There are a lot of definitions of what a task is. Skehan defines task as

an activity in which: meaning is primary; there is some communication problem to solve; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome. (Ellis, 2003: 4)

These kinds of activities support the three key conditions for learning a language. It gives exposure to rich comprehensible input, the target language is used to do things and these activities can motivate children to use the language.

In the task-based learning approach the task is the initial and basic point of organization of the work in class. The task is the factor that generates the language to be used, (and not vice versa). In this type of learning the teacher asks children to carry out some tasks, in order to do these tasks they need to learn and recycle some new items of language. An example of task could be writing a letter. In a traditional class, learners should write a composition on a topic such as “My holidays”, but in a task-based class, learners would receive a letter from a friend asking for their holidays and they should reply.

Thus language is only the instrument to carry out the task. The syllabus in task-based learning will be a series of tasks in which the

target language will be essential to carry them out (Estaire and Zanón, 1994: 12-13).

3.2.2 The cooperative learning

When we referred to how to teach on CLIL (“cognition”), it was said that a traditional teacher-centred methodology could not be followed. It is advisable to use a learner-centered methodology that can create a synergy between language and content, and that builds knowledge by social interaction and scaffolding (Coyle, Hood and Marsh, 2010: 28-30).

In my view, the best way to achieve these goals is by using the cooperative learning. Cooperative learning gives the student the main part in learning. This does not mean that the role of the teacher is not important, yet the pupils have to be more autonomous in their learning. The cooperative learning is also a good way to get more implication of the students, more participation and a way to deal with children’s diversity (Pujolàs Maset, 2004; Pujolàs Maset, 2011).

Working together is something that has benefits for all the students, heterogeneity is something positive that enriches. Teacher has to be conscious of it, and be able to cope with it (Pujolàs Maset, 2004: 15-70).

Role of teacher

The role of teacher in a cooperative classroom is very important. First of all, s/he decides how to structure the classroom and how students will learn. There are a lot of ways to do that. It can be done individually or cooperatively, competitively or cooperatively, etc.

If the teacher decides to use the cooperative learning, s/he has to be able to organize and plan the work of the students in groups, set the basis of a good work environment, and control the work time of the students. Finally, s/he has to know well the subject to solve the doubts of the pupils (Pujolàs Maset, 2011: 11-14, 301-330).

Role of students

The cooperative learning needs the active participation of the student in its own learning to succeed. In order to achieve it, the following three factors have to be fulfilled (Pujolàs Maset, 2011):

- 1) Students have to be motivated for making their tasks. In unit of work I designed, I have tried to motivate them by using a topic meaningful for them, and by the use of ICTs.

2) Students have to be participative in order to get a meaningful learning (i+1). In the proposed unit of work I have tried to get it organizing it in cooperative groups.

3) Students have to work. Therefore I have planed different activities that they have to fulfil.

Organization and classroom spaces

In the cooperative learning it is necessary to organize the classroom in fixed groups of students. As said in the contextualization, there are five groups of four learners. They are used to working in a cooperative way. Besides, every learner knows its function (speaker, secretary, etc.) and they also know with whom they have to work when they are in groups of two. Following this logic, the tables of the learners are organized for these groups.

3.3 Lessons Plans

3.3.1 Lesson 1: Zaragoza, My city

Task

Learners have to answer some questions about what it was explained in the lesson and they have to write a very brief description of their street with very basic information.

Key competences involved

See table in page 40

Aims and goals

- a. Content aims
See table in page 44
- b. Linguistic aims
See table in page 44

Contents

- a. Subject contents
See table in page 54
- b. Linguistic contents
See table in page 52

Methodology

This lesson has been planned using techniques of the task-based approach and the cooperative learning.

The writer's workshop (Orientación Andujar, 2014). In this kind of activity every learner has to write a text. There are some criteria of correctness, and all the members of the group have to check the correctness of the texts.

First, every learner has to describe to his mate what s/he wants to write, making a small brainstorm and making a small scheme of the composition.

Second, the learners all together make a proposal to their mates about how to write what they want.

Third, every learner writes its composition individually, having the material they have make with their mates as support.

Finally, classmates check the texts of the learners, and look for mistakes, correcting them if they find it.

Normally, the work might be done in pairs. At the end of the text both learners (writer and mate) sign it. So, both of them are responsible for it. In order to help the learners to check their mates, a rubric can be given to them (See appendix, page 57).

Description of the activities

Session 1

Activity 1: My city

Time: 50'

Materials: PowerPoint Presentation

Carry out: With the hold class

Progress:

In this activity we are going to present the vocabulary and structures that later the learners will use to write the text about their street. For doing this, we are going to use the PowerPoint presentation “Zaragoza, my city” (see appendix, page 58).

The teacher will explain the ideas set in the PowerPoint (where Zaragoza and Aragón are, the symbols, etc.), trying to be sure that the learners understand the concepts and the vocabulary. In order to do that s/he will ask them for confirmation and he will ask them if they know the places that are shown and ask for extra information about them.

Finally, it will be explained to the learners that for the next session they have to collect some information about their street. They have to pay attention to the name of the street, the shops, public institutions near, etc. (There is a sheet they can fulfil, see appendix, page 61).

Session 2

Activity 2: My Street.

Time: 25'

Materials: Notes of the learners

Carry out: Groups of two

Progress:

With the information they have collected, every learner individually will write a very brief description of his/her street, (only some lines in a small paragraph could be enough). They have to use the structures that have been taught (The name of my street is....., verb to be, there is / are....). They can be written on the board in order to facilitate the task.

The technique to write this brief text will be the “writer´s workshop” that was explained in the methodology. Learners will work with their mates in the process of the composition.

Activity 3: My borough.

Time: 25’

Materials: Learners Texts

Carry out: Groups of four

Progress:

The whole group will gather together and all the learners will put in common all the texts they have written and will look for what their streets have in common. They will have to write just one text about the topic “where we live”, making a very easy description of a borough and its streets. This final text will be elaborated with a variation of the “writer´s workshop” technique. All the learners of the group have to make together the brainstorm, the scheme, etc. Later, each one will write a paragraph, following what was agreed by the whole group. Finally, all the paragraphs are put together and each learner corrects the hold text, looking for possible mistakes.

Teacher actions and classroom management

In activity 1, teacher will lead the class, explaining the content, organizing shifts to speak, and correcting students if necessary.

In activity 2, teacher will give support to learners correcting them if necessary.

In activity 3, teacher will let the students work in groups giving support and correcting them if necessary.

Expected learning outcomes

Students will learn new vocabulary about the city and the reality close to the pupils. They will reflect about what a description is and how to write a description.

They will learn to collect and classify information in categories. They will also be able to think about it after writing a text about it.

They will be able to use the verbs to make accurate descriptions.

Assessment and feedback

At the end of the activities the learners will have produced some texts that can be used for their assessment and the assessment of the group. All the texts have been signed by the writer(s), and the marker(s).

The rubrics that the learners have used to correct their mates can also be used for the assessment.

3.3.2 Lesson 2: Zaragoza in the time of the romans

Task

Learners have to briefly summarize a “comic” about Roman Zaragoza. Besides, they also have to select and make a class presentation of a monument.

Key competences involved

See table in page 40

Aims and goals

c. Content aims

See table in page 44

d. Linguistic aims

See table in page 44

Contents

c. Subject contents

See table in page 54

d. Linguistic contents

See table in page 52

Methodology

This lesson has been planned using techniques of the task-based approach and the cooperative learning.

“Reading in couples” (Orientación Andujar, 2014): In this kind of activity two learners read together a text. Everyone has to read alternatively a paragraph and later explain what it means and integrate it in the hold text. They have to help each other to understand the text and finally they have to summarize it.

Description of the activities

Session 1

Activity 1: What we know about Romans?

Time: 15’

Materials: -

Carry out: The whole class.

Progress:

The goal of this first activity is to introduce and activate the vocabulary related with the topic, motivate the learners, and introduce the context for them.

There is a brainstorm based on their knowledge about the Romans, in particular, they will have to talk about the Roman monuments of Zaragoza. Finally, they will have to write on the board all their ideas.

A PowerPoint with photos can be an aid in this brainstorm. However, the monuments of Zaragoza that appear in the “comic” (Activity 2) will not be mentioned. Internet can also be very useful.

Activity 2: The comic.

Time: 20’

Materials: Comic “Zaragoza in time of the Romans” (page 62).

Carry out: Groups of two

Progress:

The teacher will give the students the comic “Zaragoza in time of the Romans”. First, it will be read loud. Later, learners will join to their mates in order to read the comic, (using the “Reading in couples” technique). In order to know if they have understood the text, they have to answer some questions, (see appendix, page 64).

Activity 3: The roman Zaragoza I know

Time: 15’

Materials: Comic “Zaragoza in time of the Romans”

Carry out: Groups of four.

Progress:

After summarising the text with their mates, learners will join to their groups. Each group has to make a list with the Roman monuments in Zaragoza, and select one of them. The monument does not have to be one of the comic. They can use the information of activity 1 as support, or even they can look for more information.

Each group has to make a brief presentation about their monument. In this session, they will prepare a scheme of what they will say. As homework, they will have to look for more material and write a draft.

Session 2

Activity 4: My monument

Time: 20'

Materials: Prepared by the learners

Carry out: Groups of four.

Progress:

The members of the groups have to put in common what they have done as part of their homework and they have to prepare a brief oral presentation about the monument they have selected. They can use photos and elaborate a PowerPoint presentation, etc.

Activity 5: Exposition

Time: 30'

Materials: Prepared by the learners

Carry out: Groups of four.

Progress:

Each group will make a brief oral presentation of the monument they select. Each group has five minutes. During this presentation, the teacher will support them. It is a good moment to try to link the ideas of the pupils with new information and some basic concepts of Roman history.

Teacher actions and classroom management

In activity 1, teacher will lead the class, encouraging learners to speak, showing material, and motivating the children to speak, organizing shifts, and, providing feedback to the students.

In activities 2, 3, and 4, teacher will let the groups work for some minutes. S/he will give support to learners correcting them if necessary.

In activity 5, teacher will give support to the groups correcting them if necessary, and in the presentation, s/he let learners lead the class, helping only if necessary.

Expected learning outcomes

Students will learn new vocabulary about the city, the monuments and the history. They will know some principles of the comic and, they will be able to extract relevant information of a text.

They will be able to use descriptive verbs to make a precise description.

Assessment and feedback

At the end of the activities, learners will answer some questions about the text, and they will deliver a presentation. All of this can be assessed. They probably had produced also some materials as drafts, which can also be assessed.

3.3.3 Differentiation

Concerning the big differences among learners in the knowledge of English language, the solution has relied on the way of organising the groups and the pairs. They have been organised to be varied, with different levels, so that they can help each other and learn all together. The materials are also varied and there are different levels of difficulty.

Concerning the learner that has special needs, I have also planned actions to support him. For the learner with dyslexia, I am coordinated with the *pedagogía terapéutica* teacher. The learner will receive the reading material for the class previously, and he will prepare it with the PT, so he will be familiarized with it before class.

For the learner with attention deficit hyperactivity disorder, he is located near the teacher's desk. Besides, he knows some strategies to plan his work that he has to apply in order to preserve in his concentration.

3.3.4 Evaluation

I will try to improve my lesson plans following the principles of the action research. I will make a diary in order to collect information. One of the goals of this research will be to investigate topics that are able to engage better the learners to the lessons, especially topics that can mean an "emotional engagement" for them and that can motivate them, something very necessary in this background.

For the future, I think it is possible to improve these lessons. I will like to include them in a bigger unit of work, where the main task would be the elaboration of a blog in internet, and each lesson would be a task

for this blog. In my view, it could help to “emotional engagement” and motivation of the learners, and it could also help to learn to use the ICTs.

4. Conclusions

In spite of the fact that I have done my school placements during the *grado de educacion primaria* in a bilingual school, and the importance that nowadays bilingual education has in Aragon, when I started to write my *TFG* I had really no clear idea about what CLIL is, and how it might be applied in a real context.

Apparently, I was not an exception. Some teachers at school I asked seemed to have also a very vague idea of what “bilingual education” or “CLIL” was. Their ideas on it might be summarized in a simple sentence; “it is teaching a subject in a foreign language”. And consequently it was the idea that they apply in their classes.

As a consequence of this, classes did not work as they should. The learners are learning neither a foreign language nor the subject. This is particularly clear in schools where the socio-cultural background of the learners is low and they cannot have support.

Therefore, I decided to make my *TFG* about CLIL. I felt that there was something wrong in the way CLIL was taught, and I wanted to deep in the basis of CLIL in order to have tools to understand it and to be able to apply CLIL in my classes in a near future. On the basis of theory I also wanted to reflect on the CLIL classes I saw.

What I have learnt

In my view, I have learnt a lot making my *TFG*. I have made a great effort in order to understand CLIL theoretical bases and I have also read a lot of literature on how to apply them into a real context. Now, I have a better idea about what CLIL really is, and as a result, I am able to design CLIL-lessons. I have learnt to take the syllabus into consideration when designing the activities, how to make a plan to teach, the methodologies that I have to use and the importance of the context when planning.

Firstly, regarding CLIL means and its theory, I have learnt that it is much more than simply teaching a subject in a foreign language. It is not a mere translation. Behind CLIL there is a theory about language and content learning, a methodological reflexion, etc. If we do not apply all this theory as a whole, and we simply translate the content, we do not have CLIL and it is not going to work.

Secondly, regarding syllabus, I have learnt that a CLIL lesson needs not only linguistic elements (key competences, aims and goals, contents and assessment), but also the same kind of elements for the content that is going to be taught in the foreign language. Both, linguistic and content elements have to be linked and they cannot be independent. Therefore it is necessary to think of them as a unit.

Thirdly and closely related with the former point, I have learnt how to put in practice the theory and how to plan a CLIL lesson. I have learnt that planning a CLIL lesson implies not only different considering contents of a non-CLIL lesson, but also using a different methodology, and in general a different view of the education. The methodology for a CLIL lesson cannot be a “traditional” one and it needs to be innovative.

Fourthly, I have also learnt about the legal framework in Aragon for CLIL. When planning a CLIL lesson it is necessary to take it into account, even if it has not been designed for CLIL. Then, it is necessary to adapt it in order to make a coherent planning.

Finally, I have learnt how to combine all these elements (theory, contents, methodology and legal framework) in order to plan a coherent CLIL lesson. Since a lesson gathers all this together and it is not possible to isolate them. This *TFG* has taught me how to combine and link them in a coherent way.

A personal reflection on CLIL in Aragón

Besides learning how to plan a CLIL lesson, I think that this *TFG* was useful for me because on the basis of this theory and of my experience during my placement I have reflected on how to apply CLIL in a real classroom. I have especially focused my reflections on the importance of the background of the pupils when a CLIL lesson is planned, a matter that rarely is addressed in the theoretical reflection.

In my opinion, if the context is not taken into account for its planning, it is not possible to plan a good CLIL lesson. No matter if one knows the theory and their lesson perfectly, and it is technically perfect and matches with the legal framework. If lesson is not appropriate for the context of the learners, it will not work.

In my experience, the problem seems to be that learners usually find CLIL lessons as something “alien”. They rarely seem to be motivated to learn by themselves, since it is hard to follow the lessons in a foreign language and they also find the topics boring. Therefore learners

usually get bored and do not pay attention to class. If nothing is done, situation gets worse and the language gets more difficult.

After this research I have seen that the background of the learners plays a very important role in motivation. Thus, if they have a social and cultural background that support and help the learners, they will be more motivated and they will be more likely to cope with the CLIL subject. In order to contribute to motivation, parents could explain to their children the importance of English today and promote English enrolling their children in English as an extracurricular activity.

During my placement, I could confirm that there are more cases of problematic backgrounds than we think. It is very difficult to motivate the learners and only some of them are able to follow the lessons in a foreign language. In my opinion, the solution for this situation would be to build an “internal” motivation that would involve getting a better attitude towards the CLIL subject. In order to do that, the CLIL subject does not have to be seen as something “alien” to the learners. In my experience, it could be done planning lessons linked with the real experiences of the learners and with their real background. For example, during my placement, I saw how a teacher who wanted to explain something about rivers and bridges in second year of primary school used a small video and photos of river Thames. In my view, it would have been much better using photos and videos of the Ebro and its bridges in Zaragoza, something much more familiar for the learners.

Besides, I have learnt it is necessary to use resources to catch the attention of the learners such as ICTs, comics, images, videos, internet etc. In essence, the principle behind it is the same, the need of linking the lessons with real experiences of the learners, since they rarely have access to “academic” resources like books, but they usually have access to images, videos, the internet, etc.

To conclude I would like to say that the lessons I taught during my school placement for a bilingual classroom are the basis of the lessons I have presented here. Then, I felt that there was a shortcoming in my way of designing these CLIL activities and in the way lessons were taught. The background of the school did not help me to solve them, since the way of teaching was very traditional. Because of all this, in this *TFG* I have tried to solve the pitfalls I found and to improve the activities I previously planned. I have tried to go further than I did during my school placement, putting into practice all the theoretical notions learnt about CLIL and taking into consideration the experience acquired during my school placement.

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6. Appendix

Key competences in each lesson

Key Competence	Lesson 1	Lesson 2
Linguistic communication competence.	X	X
Competence in the knowledge and interaction with the physical world.	X	X
Processing information and ITC competence.	X	X
Social and civic competence.	X	X
Learn to learn.	X	X
Sense of initiative and entrepreneurship.	X	X

Aims and objectives

English

Aims

- Communicative aims:
 - Students will learn how to read and understand texts effectively, and strategies to extract and classify information that contain, in order to reach a previous established goal.
 - Students will learn strategies to write texts using the narrative tenses.
 - Students will learn to speak fluent and effectively.
 - Students will learn how to listen and understand English, and strategies to understand better oral interactions.
- Non-communicative aims:
 - Students will learn to appreciate the importance of knowing English to obtain information and communicate in the internet.
 - Students will develop sensitivity to the importance of English today.
 - Students will learn how to use ICTs.
 - Students will reflect about the importance of working as a team.
 - Students will learn new learning strategies.

General objectives

- Communicative Objectives:
 - Students will be able to read short texts about their own city, and to extract from them information they need.
 - Students will be able to write short texts using present and past tenses.
 - Students will be able to read loud a short text, using an acceptable pronunciation.
 - Students will be able to understand short recordings in English, and to extract from them information they need.
- Non-communicative Objectives:
 - Students will be able to identify the presence of English in daily situations.
 - Students will be able to use texts, composition, and video programmes.
 - Students will learn strategies to work as a team.

- Students will elicit the strategies they use to read, write, listening and speak.

Specific objectives

- Communicative Objectives:
 - Students will be able to read and understand an adapted comic about Zaragoza in English.
 - Students will be able to reply a letter using the information of the comic.
 - Students will be able to listen and understand adapted recordings in English.
 - Students will be able to make a presentation of a monument from Zaragoza telling its story in English.
- Non-communicative Objectives:
 - Students will be able to identify the presence of English in some situations of their everyday life.
 - Students will be able to use texts, compositions, and video programmes.
 - Students will learn to organize themselves and divide the tasks for working as a team.
 - Students will brainstorm to produce a text in spoken or written form.

Conocimiento del medio

1. Identify the most important elements of the natural, social and cultural environment in Aragon. Know its characteristics and integrate it in wider backgrounds such as European Spain and European Union.
2. Take part in activities in a group, respecting the rules and the others and some basic principles of democracy.
3. Be conscious of my own social and cultural identity. Be conscious of the existence of different social and cultural identities and be respectful with all of them. Know the Human rights as a frame for all of them.
4. Reflect on the human intervention on the environment. Make a critical assessment of it, and think on the importance of the protection of the environment and of our cultural heritage.
5. Recognize the changes in the social, cultural and natural environment along the time. Think on the relationship between relevant historical events of Spain and Aragon.
6. Develop and use strategies for search and process information related with the social and natural environment. Develop strategies to make questions and find answers. Reflect on this process of learning.
7. Use the ITC for finding information and as instrument for learning and sharing information.

Aims and objectives in each lesson

Lesson 1

- a. Content aims
 - Identify elements of the environment
 - Take conscience of the pretence to diverse groups.
 - Make activities in a group
 - Search information
- b. Linguistic aims
 - i. Aims for this lesson
 - Write a brief text.
 - Structure the information in a text.
 - Reflect about the narrative tenses.
 - Reflect about the description.
 - Work cooperatively in groups.
 - ii. Learning objectives
 - Students will be able to:
 - a. Learn new vocabulary about the city.
 - b. Learn some adjectives about situation.
 - c. Write a brief text about their street.
 - d. Use correctly verb to be in present.

Lesson 2

- a. Content aims
 - Identify elements of the environment
 - Take conscience of the pretence to diverse groups.
 - Make activities in a group
 - Search information
 - Be aware of the changes along the time.
- b. Linguistic aims
 - i. Aims for this lesson
 - Read and understand a brief text.
 - Look for information in a text.
 - Reflect about the description.
 - Work cooperatively in groups.
 - ii. Learning objectives
 - Students will be able to:
 - a. Read a brief text about Zaragoza extract information to answer some questions.

- b. Identify some adverbs about time, (after, before).
- c. Use correctly verb to be in present.

Contents

English

1. Linguistic competence (According to *Orden 9-5-2007*, this corresponds to- *competencia morfosintáctica*)

a. Lexical competence:

- Vocabulary related with the city and the description of a monument.
 - Dimension
 - Big, small...
 - Colour
 - blue, green, yellow, red, black, white, grey, brown
 - Accessibility
 - (not) open
 - Cleanness
 - (to) clean,
 - Dirt
 - Material
 - air, water
 - (made of +) leather, plastic, wood, paper, metal, cloth, glass
- Vocabulary related to the situation of a place:
 - Location
 - Here, there, where?
 - Prepositions
 - In, on, under, behind, near
 - Distance
 - Far (from), how far?
 - Near (from).
 - Motion
 - Go, come, stop, start, move, push, pull, fall, drop, lift sit, stand, lie.
- Vocabulary related with direction
 - Stop
 - (Turn) left, right
 - (Keep) straight on
 - (Go) ahead on

b. Grammatical competence

- Use of present tenses for descriptions of places and monuments.
 - Present simple

- Existence: There is / are
 - It is...
 - It is made of....
 - It shows...
 - Use of imperative
 - Give instructions related with orientation:
 - Go ahead on....
 - Go straight on....
 - Stop ...
 - Turn left/ right...
 - Comparative and superlative of adjectives and adverbs
 - Big / bigger / biggest
 - Old / older / oldest
- c. Phonological competence
- Pronunciation in English

2. Pragmatical competence (According to *Orden - Competencia pragmática*)

- a. Sociolinguistic competence
- Formal vs. informal address forms (Linguistic markers of social relations)
 - Mister / Miss.
 - Sir / Lady / Gentleman.
 - Opening and closing for letters and e-mails
 - Opening: Dear + address form.
 - Closing: Yours, + signature on next line.
 - Politeness
 - Use of “Please”.
 - Use of “Could”.
 - Use of “Would”.
 - Greetings
 - Good morning / afternoon.
- b. Discursive competence
- Organizing a text
 - How to structure a text in paragraphs.
 - How to write a paragraph.
 - Use of linkers
 - But
 - However

- In addition to
 - c. Functional competence
 - Principles of the description
 - Use of present for the description.
 - Use of there is / are.
 - Use of there was / were.
 - Principles of the narration
 - Use of past tenses for the narration.
 - d. Design competence
 - Accuracy
 - Fluency
3. Processing Competence (According to the *Orden – Competencia procesual*)
- a. Ability to learn
 - Language and communication awareness.
 - Functions of the present tense.
 - General phonetic skills.
 - Point out the differences between Spanish and English phonetic systems.
 - Study skills
 - Different strategies for learning.
 - Heuristic skills
 - Promote the awareness of own cognitive style.
 - Promote the independent way of learning.
 - b. Strategic competence
 - Strategies to keep a conversation.
4. Intercultural Competence In the *Orden – Competencia intercultural*
- a. Declarative knowledge
 - Knowledge of the world
 - Zaragoza and my borough.
 - Socio-cultural knowledge
 - Social conventions of politeness in English.
 - Intercultural awareness
 - Differences and similarities between English and Spanish.
 - b. Skills and know-how
 - Develop the students' social skills.

- Knowing about other cultures.
- c. “Existential” competence
 - Develop a good attitude of the students toward the English language.
 - Make the students awareness of the importance of the English today.
 - Motivate the students to learn English.
 - Adapt the lessons to the personality and ways of learning of all the students.

Conocimiento del Medio

1. The environment and its conservation. (*El entorno y su conservación*).
 - a. Basic factors of the environment: sun, air and water. Develop the responsibility in the use of water. The importance of human intervention in the environment.
 - b. Pay attention to the natural and human factors of the environment in the everyday life of the learners.
2. The diversity of the living beings. (*La diversidad de los seres vivos*)
 - a. Observation of the great variety of living organisms. Differences between living beings and non-living objects.
 - b. Observation and classification of animal and indigenous plants.
 - c. Connect the features of animals and plants with its environment.
 - d. Identify the interdependence between human beings and animals and plants.
 - e. Develop sensibility for the environment and its care.
 - f. Oral communication of the experiences, supported by images and brief written texts.
3. Health and personal development. (*La salud y el desarrollo personal*)
 - a. The importance of the personal hygiene, free time and physical exercise.
 - b. Identification and understanding of their feelings.
 - c. Participation in common activities, agreeing common rules.
4. People, cultures, and social organization. (*Personas, culturas y organización social*)
 - a. Awareness of the rights and obligations of a person in a group. Basic rules of communication in a group. Respect for the agreements in a group.
 - b. The problems of living together and its resolution.
 - c. Different cultures in our community.
 - d. Importance of all professions. Avoiding the gender stereotypes.
 - e. Organization of the near surroundings: school and city council. Knowing my local institutions.
 - f. Mobility in the city and transport systems in our life. The responsibility in the observation of the basic regulations for pedestrians and cars.

- g. Encourage to gather information of the context of the learners. Encourage also to interpret the information. Interpretation of images.
5. Changes along the time. (*Cambios en el tiempo*)
 - a. Using of some basic concepts of time such as after-before, past-present, etc., and time measure units, such as day, week, etc.
 - b. Encourage the learners to know about their near past through their parents' memories.
 - c. Establish a relationship between the historical events and the everyday life of the pupils, making the historical events closer to the learners.
 6. Matter and energy. (*Materia y energía*)
 - a. Reduction, reutilization and recycling, avoiding waste production.
 - b. Development of conscientiousness for the environmental problems.
 7. Objects, machines and technology. (*Objetos, máquinas y tecnologías*).
 - a. Identification of machines in the everyday life.
 - b. Learning to use machines safely and to save energy.

Contents in each lesson

English

Competences		Lesson 1	Lesson 2
1. Linguistic competence			
a. Lexical competence	▪ Vocabulary related with the city and the description of a monument.	X	X
	▪ Vocabulary related with the situation of a place:	X	X
	▪ Vocabulary related with orientation.	X	X
b. Grammatical competence.	▪ Use of the present tenses for descriptions of places and monuments.	X	X
	▪ Use of the past tenses for explaining the history of places and monuments.		X
	▪ Use of imperative.		X
	▪ Comparative and superlative of adjectives and adverbs		X
c. Phonological Lexical competence.	▪ Pronunciation in English	X	X
2. Pragmatical competence			
a. Sociolinguistic competence	▪ Formal vs. informal address forms (Linguistic markers of social relations)	X	X
	▪ Politeness	X	X
	▪ Greetings	X	X
b. Discursive competence	▪ Organizing a text)	X	X
	▪ Use of linkers	X	X
c. Functional Competence	▪ Principles of the description	X	X
	▪ Principles of the narration		X
d. Design competence	▪ Accuracy	X	X
	▪ Fluency	X	X
3. Processing competence			
a. Ability to learn	▪ Language and communication awareness	X	X
	▪ General phonetic skills	X	X
	▪ Study skills	X	X
	▪ Heuristic skills	X	X
b. Strategic		X	X

competence			
4. Intercultural competence			
a. Declarative knowledge	▪ Knowledge of the world	X	X
	▪ Sociocultural knowledge	X	X
	▪ Intercultural awareness	X	X
b. Skills and know-how	▪ Develop social skills of the students.	X	X
	▪ Knowing the culture of the others not the stereotypes.	X	X
c. “Existential” competence	▪ Develop a good attitude of the students toward the English language.	X	X
	▪ Make the students awareness of the importance of the English today.	X	X
	▪ Motivate the students to learn English.	X	X
	▪ Adapt the lessons to the personality and ways of learning of all the students.	X	X

Conocimiento del Medio

	Lesson 1	Lesson 2
Concepts	<ul style="list-style-type: none"> ▪ Country, <i>comunidad autonoma</i>, borough. ▪ Symbols of my Country, <i>comunidad autonoma</i>, borough. ▪ Public transport in Zaragoza. ▪ Monuments in Zaragoza ▪ My street. ▪ 	<ul style="list-style-type: none"> ▪ Roman Empire. ▪ Foundation of Zaragoza. ▪ Cultural heritage. ▪ Years After / Before Christ
Procedures	<ul style="list-style-type: none"> ▪ Observation of my street. ▪ Collect and classify collected information. ▪ Set the information in a text. 	<ul style="list-style-type: none"> ▪ Using of some basic concepts of time. ▪ ▪
Attitudes and values	<ul style="list-style-type: none"> ▪ Pay attention to the diversity in my surroundings. ▪ Pay attention to the public services near my street. ▪ Pay attention to the works in my surroundings. 	<ul style="list-style-type: none"> ▪ Understand the importance of the cultural heritage. ▪ The protection of the cultural heritage. ▪ The cultural diversity. ▪ Establish a relationship between the historical events and the everyday life of the pupils, making the historical events closer to the learners.

Rubric for the Assessment

	10	7,5	5	0
Task	Task has been totally done.	Task has been done, but not totally. It lacks some details.	Task has been done, but partially. It lacks some important details.	Task has not been done.
Objectives (English)	The learner has used the correct vocabulary to produce the product that was asked by the task. The product has correct grammar. The learner was able to apply the strategies that were taught in class. The learner was able to use correctly the verb tenses.	The new vocabulary and the grammar learned in class were used only partially. Strategies used in class were applied only partially. The verb tenses were used only in some occasions.	The vocabulary and the grammar were poor, and there are no new words or new structures learned in class, but they were correct. The strategies taught in class were mentioned but not used. The verb tenses learned were rarely used.	The vocabulary and the grammar were poor, and there are no new words or new structures learned in class. The strategies taught in class were not used. The verb tenses learned were not used.
Contents (English)	The learners used the new grammar learned in the lesson, and it fits with the functions and notions that are necessary in this context. The grammar structures were used correctly. The spelling / pronunciation were correct.	The learners used the new grammar learned in the lesson, but it fits only partially with the functions and notions that are necessary in this context. There are some errors in the use of grammar structures. There are errors in the spelling / pronunciation.	The learners almost did not use the new grammar learned in the lesson, and it did not fit only partially with the functions and notions that are necessary in this context. There are important errors in the use of grammar structures, but the content is comprehensible. There are serious errors in the spelling / pronunciation, but it is comprehensible.	The grammar used for making the product does not fit with the functions and notions that are necessary in this context. The grammar structures were used incorrectly, and there are serious errors that make impossible the comprehension. The spelling / pronunciation were not correct and they make impossible the comprehension.

<p>Objectives (<i>Conoci- miento del medio</i>)</p>	<p>Learner is able to identify the elements of his environment linked with the lesson. Learner is able to work cooperatively in groups. Learner uses strategies for searching information. Learner identifies changes along time.</p>	<p>Learner is able to identify partially some elements of his environment linked with the lesson. Learner has problems to work cooperatively in groups. Learner uses only sometimes strategies for searching information. Learner identifies only partially changes along time.</p>	<p>Learner is able to identify only some elements of his environment linked with the lesson. Learner does not work cooperatively in groups, but he tries. Learner uses sometimes strategies for searching information in a poor way. Learner identifies only some changes along time.</p>	<p>Learner is unable to identify elements of his environment linked with the lesson. Learner does not work cooperatively in groups. Learner does not use strategies for searching information. Learner does not identify changes along time.</p>
<p>Contents (<i>Conoci- miento del medio</i>)</p>	<p>Learner used correctly the new concepts learned in the lesson. Learner was able to make tasks that indicate he was using the procedures. Learner puts into words ideas that show he has understood the attitudes of the lesson.</p>	<p>Learner used correctly only some of the new concepts learned in the lesson. Learner was able to make tasks that indicate he was using some of the procedures. Learner puts into words ideas that show he has understood some of the attitudes of the lesson.</p>	<p>Learner used only some of the new concepts learned in the lesson but incorrectly. Learner was able to make only some tasks that indicate he was using poorly procedures. Learner puts into words ideas that show he has poorly understood some of the attitudes of the lesson.</p>	<p>Learner does not use the new concepts learned in the lesson. Learner was unable to make tasks that indicate he was using procedures. Learner does not put into words ideas that show he has understood some of the attitudes of the lesson.</p>

Rubric for learners

	Yes	No	Points
Organization (30)			
There is a previous schema.			
There is a title.			
The title is correct			
The first paragraph is an introduction.			
Every paragraph has an idea.			
The schema was followed.			
Contents (30)			
There is a main topic / idea.			
Every paragraph has an idea.			
I can understand the text.			
Use of language (20)			
All the sentences have subject.			
Verbs are correct;			
Do / does were used if necessary.			
He or she present -> -s			
Verb to be			
Plurals are correct.			
Words are written correctly			
Punctuation and correctness (20)			
Dot and comma were used.			
Correctly.			
Capital letters were used.			
Correctly.			

PowerPoint presentation: Zaragoza, my City



Where do I live?

- Zaragoza is situated in the north-east of Spain.

A map of Spain showing its regional divisions. An arrow points to the location of Zaragoza in the north-eastern part of the country.

Where do I live?

- Zaragoza is the capital of Aragon.

A map of Spain where the region of Aragon is shaded in grey, indicating its location within the country.

Where do I live?

- In Aragon there are small, medium and big cities.

A map of the Aragon region showing different areas highlighted in green, yellow, and purple, representing small, medium, and large cities respectively.

Where do I live?

- In Aragon there are a lot beautiful castles.

Two photographs of castles in Aragon. The top image shows the Alcazar of Saragossa, a large stone fortress. The bottom image shows the Castle of Alfranca, a smaller stone structure.

Where do I live?

- Aragon is a "Comunidad Autonoma". Zaragoza is its capital, and its flag is red and yellow.

The flag of Aragon, which consists of three horizontal stripes of red and yellow, with the coat of arms of the region in the center.

Where do I live?

- Zaragoza is a big city.
- The name of the river of Zaragoza is Ebro.



Where do I live?

- In Zaragoza there are a lot of churches.



El Pilar is the biggest church.
It is the Cathedral of Zaragoza

Where do I live?

- In Zaragoza there is a castle.
Its name is "la Aljaferia"



Where do I live?

- In Zaragoza there is a gate.
Its name is "Puerta del Carmen"



Where do I live?

- In Zaragoza there is a tram.



Where do I live?

- In Zaragoza there are a lot of districts.



Where do I live?

- The name of my district is "San Jose"



Where do I live?

- And, this is our school.



Where do I live?

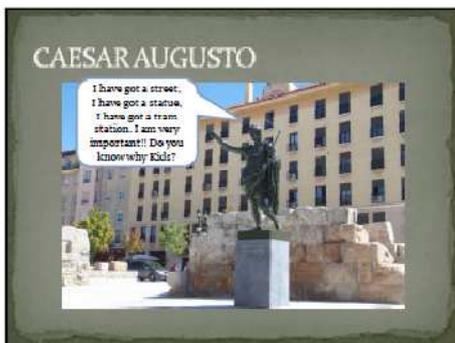
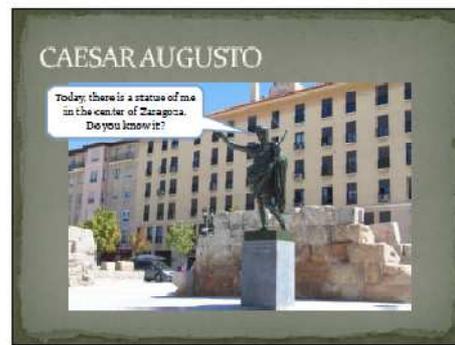
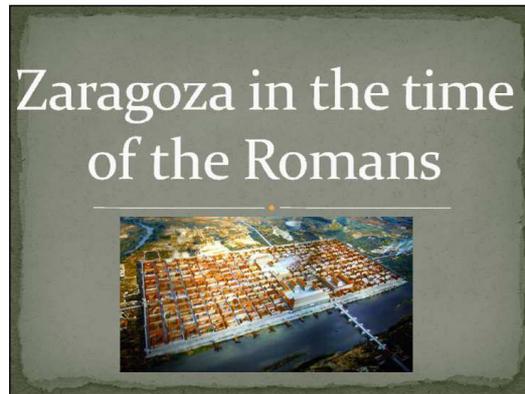
- La Avenida San Jose is the most important street of our district.



What can I find in my street?

Name of my street:	
Are there shops in my street?	
What can I buy?	
Are there goverment offices in my street (or near)?	
Which offices?	

Comic "Zaragoza in the time of the Romans"



CAESAR AUGUSTA



Caesar Augusta was a very big and beautiful city.



CAESAR AUGUSTA



In Caesar Augusta there was a wall. Do you know it?



CAESAR AUGUSTA



There was a bridge. Do you know it?



CAESAR AUGUSTA



There was a "emporium" (It was a "shopping centre"). Do you know it?



CAESAR AUGUSTA

There was a theater. Do you know it?



CAESAR AUGUSTA

There was even a harbor in the Ebro river!! Do you know it?



Questions “Zaragoza in the time of the Romans”

- In Zaragoza there is a roman...
 - Wall
 - Theatre
 - Cathedral
 - Station
- Caesar Augusto was...
 - a roman who lived in Zaragoza
 - the founder of Zaragoza
 - a friend of Jose´s
 - A statue
- How old is Zaragoza?
 - I do not know
 - 2000 years
 - 1000 years
 - It is very old.
- How called the Romans their “Shopping centre”?
 - Harbour
 - Foro
 - Tram
 - Augusto
- The name of Zaragoza in the time of the Romans was...
 - Zaragoza
 - Saragossa
 - Caesar Augusta
 - I do not know