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**LA ENSEÑANZA DE CONTENIDOS EN
LENGUA INGLESA:
ESTRATEGIAS, TÉCNICAS Y RECURSOS PARA
LA ETAPA DE EDUCACIÓN PRIMARIA**

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ABSTRACT

Content and Language Integrated Learning (CLIL) is the approach used in bilingual schools in Spain. It consists in teaching the contents of a subject through a foreign language. Language teachers, or subject teachers with proficiency in English, are the ones who should implement this approach. Nevertheless, teaching through a foreign language is not the same as teaching through the students' native language and this implies a change in methodology. The present research pretends to exemplify a proposal of strategies, techniques and resources that can be considered essential when implementing a CLIL approach in any subject in Primary Education.

RESUMEN

El Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) es el modo de enseñanza empleado en los centros bilingües de España. Consiste en la enseñanza de los contenidos propios de un área a través de una lengua extranjera. Los docentes especialistas en la lengua extranjera, o los docentes generalistas con un buen nivel de inglés, son los encargados de llevar a la práctica AICLE. Sin embargo, la enseñanza impartida en una lengua extranjera difiere de la enseñanza AICLE por lo que se deben realizar ciertos cambios metodológicos. Este trabajo pretende ejemplificar una propuesta de estrategias, técnicas y recursos que son esenciales en AICLE y que pueden ponerse en práctica en cualquier área en la etapa de Educación Primaria.

KEYWORDS:

Content and Language Integrated Learning (CLIL), bilingual education, methodology, strategy, technique, resource, linguistic and non-linguistic subjects.

PALABRAS CLAVE

Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), educación bilingüe, metodología, estrategia, técnica, recurso, áreas lingüísticas y no lingüísticas.

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1. INTRODUCTION

Educational practice always needs to adapt to the cultural demands of those involved – learners, teachers and communities. Integration has become a key concept in the modern age, alongside immediacy of purpose. Both of these reflect the experience of increasing numbers of young people who are accommodated within the CLIL educational approach. (Coyle, Hood and Marsh, 2010:10).

The present research focuses on Content and Language Integrated Learning (CLIL) and on strategies, techniques and resources that are more adequate for this way of teaching. As Coyle, Hood and Marsh (2010) say, educational practice has to adapt to the cultural demands of the whole educational community, especially of learners. Nowadays, society requires the use of many languages due to the increasing exchange of information and people between countries. The immediacy of communication with other people from any part of the world through Internet, and the search of information for different purposes requires people to be proficient in more than one language. CLIL tries to respond to this demand, adapting the educational practice to the students' needs.

Nevertheless, how do teachers deal with teaching contents through a foreign language? To answer this question it is necessary to review what bilingual education really means, its historical background, the law, the subjects that can be taught in English, and the challenges and advantages of CLIL. Furthermore, from the experience attained through the Practicum I and Practicum II in a bilingual school of Primary Education and from the research I made, I am going to suggest which strategies, techniques and resources are essential to teach contents in a foreign language. Therefore, the present research is a proposal of strategies, techniques and resources that make learning and teaching contents in English helpful for students and for teachers.

2. AIM

The main aim of the research is to do a proposal of different strategies, techniques and resources that can be considered essential when teachers help the students to develop the communicative and subject competences in the non-linguistic subjects taught through a foreign language.

3. MOTIVATION BEHIND THE STUDY

Is it enough to prepare activities to succeed as a teacher with a concrete group of pupils? Certainly not, there are many other aspects that define a successful teaching such as strategies, techniques and resources that are even more important in CLIL. Nowadays there are bilingual schools in which English is not only a subject itself but it is also the medium of instruction of other subjects. Therefore, teachers who are specialists in English have to teach contents through this foreign language and it is a challenge because they have not usually received the proper instruction to deal with these situations.

In my case, during the four years of the degree I have acquired most of the knowledge necessary to be a teacher. There have been some subjects about didactics and methodology such as Fundamentos de la forma y del volumen y estrategias didácticas para su enseñanza; Fundamentos de la medida, del tratamiento de la información y del azar y estrategias didácticas para su enseñanza; Fundamentos y estrategias didácticas de la educación musical; Didáctica de las ciencias sociales; Didáctica de las ciencias experimentales; and Didáctica de la lengua castellana. As I have chosen the foreign language (English) degree syllabus I have received a better preparation to be an English teacher with subjects about pedagogy and methodology of the foreign language such as: Didáctica de la lengua extranjera – inglés and Metodología de la lengua extranjera – inglés.

The knowledge acquired is related to the pedagogy of subjects taught in Spanish language or the pedagogy of a foreign language, in this case English. But nowadays, schools teach contents through English and English language teachers are in charge of it. They should use some strategies, techniques and resources to create successful lessons. Hence, it is necessary to link pedagogy of the subjects with pedagogy of English language and to do a research about essential CLIL methodological tools.

I got experience on CLIL in my training period when I was able to implement some of the strategies and techniques and to use some of the resources explained in this research. I planned some lessons to teach the Middle Ages in 6th year and I carried out a entire lesson plan about Materials in 1st year in Science, Geography and History subject. However, I consider a good choice to do a more exhaustive research that will be useful for me when I start working as a teacher. Therefore, my personal aim is to acquire a solid competence in teaching a subject through English, something that I have experienced before.

This research is mainly descriptive although it is approached in a practical way because it is created with the aim of being useful to teachers who teach contents through English. As there are few articles and investigations about this topic, it is a challenge but I consider it essential in my training as an English teacher who is going to deal with CLIL.

4. THEORETICAL FRAMEWORK

4.1. BRIEF HISTORICAL BACKGROUND

Nowadays, teaching contents through a foreign language is a common fact in many schools around Europe. It is thought that this kind of education was born in the XXI century but it has an earlier birth. To determine the origins of what is known as bilingual education, and specifically CLIL it is necessary to review the development of language teaching over the last decades.

Baker (1993) explains that multilingualism and bilingualism is a trait that human societies have had since the antiquity, passing through the Renaissance, until the present époque. However, it is true that in the XX century, bilingual education increased in different countries around the world. Focussing on Europe, teaching and learning through a foreign language historically appeared in some places where there was a special social and linguistic context, such as border areas or bilingual countries, and in certain types of selective schools. For this reason, only the students who grew up in these atypical contexts were able to have a bilingual education. But bilingual education appeared massively thanks to its precedent: foreign language teaching policies. Marsh (2002) reviews the facts that made teaching contents through a foreign language possible in Europe.

In the 1950s, some countries belonged to the early stages of what later became the European Union and they discussed not only about language policies but also about language education. In fact, the creation of the European Economic Community (1958) was really important in language education because Europe progressively would become a plurilingual entity. Furthermore, it determined which languages were to be used with official status in this entity. Finally, the integration of the member states and the human mobility between different countries increased, as well as the number of people who needed to use other European languages.

Before all this happened, the great majority of education systems taught modern European languages as “classical languages” had been taught, using the grammar-translation method. It focussed on linguistic structures, the learning of grammatical rules, memorizing word lists, etc. The main aims were to teach translation, to read and understand literary texts in the target language and to improve students’ mental capacities with grammar exercises.

In 1976, all these changed due to the Education Council set objectives to promote language teaching outside the traditional school system. Therefore, during the 1960s and 1970s oral skills were considered as important as the written ones, but the prevailing view was that it was necessary to learn certain linguistic routines to master a language. When students learnt languages they were supposed to achieve a habit formation by repeating language drills. This type of methodology was called the behaviourist or audiolingual method.

There was a debate taking into account that skill and knowledge in a language does not mean the competence of using the language in real linguistic situations. Probably because of that, during the 1970s and 1980s there was an increased interest in the way teachers taught languages. They were active in examining language policies and practice within the member states.

Finally, in June 1978, the European Commission made a proposal to encourage the learning “through the medium of more than one language” (Marsh, 2002: 51). It also promoted the early language learning, the mobility of pupils and the teaching of foreign languages to less able students in addition to adults in vocational education. Therefore, in the 1970s and 1980s, it was necessary to give a fresh impulse to teaching and learning foreign languages and teachers knew it, so they started to talk about competences in language learning.

Meanwhile, bilingual education was starting to be developed in Canada, specifically in Quebec, which was a French speaking environment. There, English-speaking parents considered that their children should acquire significant skills in French because it was a vital language in Quebec. Finally, programmes of immersion teaching were enormously successful, thanks to the great involvement of the education authorities and the parents with these programmes. These programmes raised interest in European countries, although the Canadian experience was not directly transferable to Europe.

Hence, there was an increasing investigation in methodologies to develop bilingual education. This appeared due to the necessity of speaking foreign languages in the socio-economic integration and globalization of Europe. As a result, in 1980 Eurydice Network, the Education Information Network in Europe, was created with the aim of providing policy models to the member states in the Education field. Furthermore, in 1992 the Maastricht Treaty on European Union appeared and gave the first formal EU reference to education, training and languages. All this was culminating with the publishing in 2001 of the Common European Framework of Reference and the European Language Portfolio, which is explained on the following chapter.

These facts were important for the integration of content and language teaching. Nevertheless, it was also relevant the publishing of a document in 1995¹ on education. It declared that proficiency in three community languages was a prior objective. The main suggestion was to start foreign language learning at pre-school level, to continue it in primary education and to introduce a second community foreign language in secondary school. It also described some suitable methodologies such as teaching contents in a foreign language as a way to contribute to the achievement of this plurilinguistic aim.

However, the terminology to define this kind of education was not clear. The Council of Europe held workshops both with and through the European Centre of Modern Languages to talk about what was known as “bilingual education” or “teaching non-language subjects through a foreign language”. Finally, the term ‘Content and Language Integrated Learning’ (CLIL) was adopted in 1994 within the European context with the main aim of describing and designing the practice which consists in teaching and learning in an additional language (Coyle et al., 2010).

In 1996, the European Commission organised the Workshop 12B² in which some experts were talking about CLIL and how to put it into practice. As a result, initial bilingual education programmes were launched in The Netherlands and Finland the following year. The experience in primary and secondary education was positive and other similar CLIL initiatives were created for the Millennium and published in 1999³.

¹ It was based on a previous document called *The White Paper. Teaching and learning. Towards the learning society*

² Workshop 12B about *Learning and Teaching Non-language Subjects through a Foreign Language*

³ See Marsh, 2002: 53.

The last Council Resolution in which all this is emphasized dates of 21 November 2008⁴. This resolution invites the member states to:

- Promote multilingualism with a view to strengthening social cohesion, intercultural dialogue and European construction.
- Strengthen lifelong language learning
 - endeavour to provide young people, from the earliest age, high-quality supply of language and culture education to master at least **two foreign languages**, which is a factor of integration in a knowledge-based society.
 - devote particular attention to enhancing the language competences of teachers in general in order to promote the **teaching of non-linguistic subjects in foreign languages (CLIL)**
 - promote learner assessment on the basis of recognised tools such as the Council of Europe's Common European Framework of Reference for Languages.

Therefore, when the objective is to learn languages from an early age, Europe encouraged schools to promote the teaching of non-language content through a foreign language (CLIL). However, CLIL is only one kind of bilingual education, a term which is analysed in the next section.

4.2. BILINGUAL EDUCATION

4.2.1. Definition of the term

What does bilingual education really mean? **Bilingual education** is a term that has different definitions because it is “a simple label for a complex phenomenon” (Cazden and Snow, 1990)⁵. As Marsh (2002:55) says, the term “presupposes that the learners are, or will become, bilingual”. He also explains that the best way to explain bilingualism is to do it in terms of “equilingualism”. Therefore, “an equilingual person is equality competent in two languages”. If it is used in education, it is supposed that the students would achieve near-equal capabilities in two languages.

⁴ Council of Europe (2008). *Council Resolution of 21 November 2008 on a European strategy for multilingualism*.

⁵ See Baker, 1993: 215 .

There should be taken into account that bilingual education and teaching foreign languages are not the same (Siguan, 2001). They are two different pedagogical traditions that have come into contact recently. The schools that teach foreign languages are not necessary bilingual schools and the ones that are bilingual have different bilingual education systems.

In general terms, bilingual education is to teach contents of some subjects in school settings using a second foreign language (Madrid and McLaren, 2004). McGroarty (in Madrid and McLaren, 2004) explains that the term is referring to the use of two languages as the medium of instruction in a classroom with a concrete group of students.

However, as so many definitions of bilingual education might make the concept even less neat, Abuja's one is going to be taken as reference (Madrid and McLaren, 2004:95-96). He explains that bilingual education is also known as:

- Teaching content in a foreign language (TCFL)
- Extended language instruction
- Language-enhance content instruction
- Immersion
- Content and language integrated learning (CLIL)

Abuja defines bilingual education as the teaching of non language subjects through a foreign language, with both subject-matter and language learning aims. Its main aim is to develop a high level of proficiency in a language in a place where the students' mother tongue is the dominant language and it is not the target language of this educational approach.

4.2.2. Types of bilingual education

Taking into account the way bilingual education is understood, it can be found different types of bilingual education. As a matter of fact, Baker (1993) explains that there is a strong difference between the education which has as a medium of instruction two languages and the education which uses one language with children who speak other languages. In the first one, the bilingual education is part of the formal training and in the second one the children are bilingual but bilingualism is not in the curriculum. Therefore, bilingual education is a term which includes both ways of instruction and it depends on different variables such as the language of instruction, the native language of the students:

majority or minority, the linguistic goal of the approach, and if the approach is in the curriculum or not.

Many experts think that there are different types of bilingual programmes. Siguan (2001) is one of the most important authors in this field. He describes the following kinds of bilingual education:

- Summersion. In some countries where the education is taught in the official language, the students who belong to linguistic minorities feel the necessity to communicate themselves with the students and the teacher. They have to translate what they listen into their minority language so they are receiving a bilingual education. Transition is a bilingual education similar to this one, but in this case the student receives some help from teachers who speak the minority language.
- Bilingual education in the language less widespread. Spain is an example of this kind of bilingual education. Spanish language is the official one in the country but there are other languages less widespread such as Basque, Catalan, Galician and Valencian. The main aim for pupils, who study in the Autonomous Communities where these languages are spoken, is to be able to speak in the official language and in the other one without any difficulty. Therefore, some subjects are taught in Spanish and others in the language of the community. The percentage of the use of each language depends on the autonomous communities.
- Immersion. It was first established in Canada in 1965. Students speak the language more spoken but they receive an education in the language less widespread. Depending if it is total or partial immersion, the lessons are taught only in the foreign language in the first case, or the 50% of the lessons in the second case.

Snow (in Madrid and McLaren, 2004:92) adds two more types of bilingual education:

- Content-enriched foreign language. It consists in choosing non-linguistic subjects of the curriculum and teaching them by the content teacher and the language teacher, due that the school curriculum subject and the language aims are coordinated.
- Theme-based model. It is a bilingual education model structured around themes and topics from which language learning activities are created.

In conclusion, there are different kinds of bilingual education. To determine the best one entails an exhaustive study that some authors have made. For instance, Marsh (2002) assures that integrating language and non-language content has been referred to as the hallmark of all forms of bilingual education. That is possibly the reason because of this type of bilingual education is nowadays in many schools all over the world. It is analysed in the following section.

4.2.3. CLIL

It was in 1996 when the term Content and Language Integrated Learning appeared. It was adopted following bilingual initiatives in the Netherlands, supported by the European Commission. Therefore, it designs a type of bilingual instruction used in Europe due to the suggestion made by the European Union to achieve a proficient level in at least two foreign languages in the member states.

CLIL is a dual-focussed educational approach in which an additional language is used for the teaching and learning of both content and language (Coyle et al., 2010). That means that there is a focus on content and language giving the same importance to each one of them in teaching and learning processes. Content and language are interwoven so they cannot be separated easily, even if the emphasis is greater in one of them.

In CLIL, the non-language subject is not taught in a foreign language but “with” and “through” a foreign language (Eurydice, 2006:7). So, language is used to learn as well as to communicate but it is the subject matter which determines the language needed to learn. In relation with that, it is relevant to notice that “content” is the first word in CLIL (*Content* and Language Integrated Learning) because curricular content leads to language learning. This implies to teach with an integrating scope, paying attention to language as well as to the educational process itself. The result is an intensive exposure to the language without increasing the school timetable.

Hence, CLIL is an innovative educational approach which goes further than the traditional approaches to languages or to contents. It is education through construction rather than instruction, so CLIL approach is essentially methodological. If the medium of instruction is changed and the methods and educational strategies are not adapted, the

pupils' outcomes will be poor. So, to achieve a good CLIL practice it is necessary to integrate language and content in a dual-focused way.

When CLIL is applied to a school reality, it can be defined as “a generic umbrella term which encompasses any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint curricular role” (Marsh, 2002:58). Therefore, in a CLIL lesson, pupils learn the subject while simultaneously they are learning and using the target language.

Although CLIL can be found in different contexts, its theoretical basis is the same. It has been adopted in the last decades in many member states, so CLIL is designed in other languages in a different way. For example, in Spanish it is *Aprendizaje Integrado de Contenidos y Lenguas Extranjeras* (**AICLE**) or in French it is *Enseignement d'une Matière par l'Intégration d'une Langue Etrangère* (**EMILE**)⁶.

Some education practices, such as bilingual education, immersion, content-based language teaching or English as a Foreign Language (EFL), may share some traits with CLIL but this does not mean that they are synonyms because there are fundamental differences (Coyle et al., 2010). Therefore, CLIL is not just another way of bilingual education. What separates it from some established approaches is the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice. This is known as the **four C's Teaching Framework** created by Coyle. It explains that four guiding principles can be found to build CLIL (Coyle et al., 2010):

- **Content.** It is referred to the subjects, to the thematic learning, that is to say, the acquisition of knowledge and also of some skills.

- **Communication.** Language is the means used to learn and to communicate information. Students learn to use the language at the same time as they are using the language to learn. Therefore, it is useful to make a distinction between **language learning** (with an emphasis on grammatical progression) and **language using** (with an emphasis on the communication and learning demands of the moment). There are also three kinds of language:

⁶ See more in Eurydice, 2006: 64-67.

- The *language of learning* is the language students need to acquire new knowledge when dealing with the content. For instance, key vocabulary and phrases related to a concrete topic.
- The *language for learning* is essential in CLIL. It is the language students need to implement the tasks and to understand the contents.

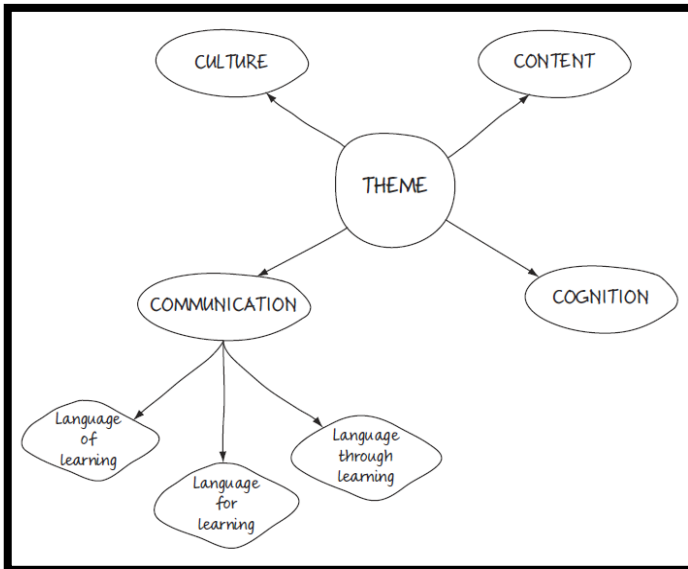


FIGURE 1: The four C's Teaching Framework

- New *language* will emerge *through learning*. For instance, this occurs when students working in groups need language to express a new idea which they have constructed. This involves dictionary work and teacher support.

■ **Cognition.** CLIL must make students think and review previous contents. For this purpose the teacher has to engage them in higher order

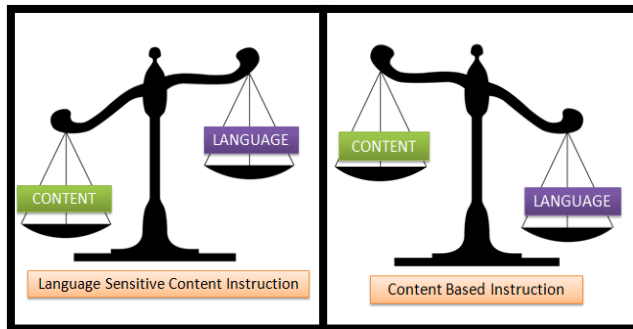
thinking skills. CLIL does not consist in transferring knowledge from an expert to a novice; it allows the learners to construct their own understanding by challenges.

■ **Culture.** It is sometimes the “forgotten C” and it gives more value to CLIL contexts. Learning through a foreign language is crucial to develop an international understanding. Furthermore, being aware of the existence of other people help the students discover themselves and develop notions of pluricultural citizenship and global understanding.

These four Cs do not exist as separate elements because they are connected and should be integrated as a whole in CLIL teaching approaches. Nevertheless, although the general integration of language and contents seems to be strict, there are different CLIL approaches that can be summed up in two extreme positions in primary CLIL schools described by Pavón (2011):

■ **Content-Based Instruction.** The academic contents are taught in the foreign language subject. So, the language teacher explains the contents in their lessons giving a great importance to the language.

▣ **Language-Sensitive Content Instruction.** A foreign language is used to teach the contents of a non-language subject. So, teachers introduce the foreign language and the content in their lessons. Wolff⁷ calls it purely additive bilingual education, in



which learners are taught part of their content curriculum in English, French or German which is neither the language spoken in the country or the learners' mother tongue. It is the target language.

FIGURE 2: Extreme positions of CLIL in Pavón's opinion. language.

The Language Sensitive Content Instruction is the one most commonly used in bilingual schools in Spain as it is explained in the next section.

4.2.3.1. CLIL methodology

It is difficult to integrate a foreign language and contents in one subject but it is natural for children because they understand everything in a **holistic way**. However, their learning process is divided into different subjects although the teachers try to find a link between them and to teach a topic from different perspectives and points of view to integrate knowledge. This happens with the foreign language in the CLIL methodologies. There is a specific subject to teach it but it is used in other areas as a mean of instruction. Therefore, although in a content subject the content is more important than the language, this last one is also developed and learnt by the pupils and it is explained in its own subject (Halbach, 2008).

In Meyer's opinion (2010:12) "there is much evidence to suggest that CLIL students are equally, if not more successful, at learning a subject than students learning content subjects in L1". Therefore, CLIL can be considered an approach that is beneficial for learning content and also for learning language. There are different ways to carry out a CLIL lesson although some **principles** are common. Pérez Torres (2011) establishes three:

▣ The language is used to learn as well as to communicate.

⁷ In Marsh and others (2005: 10-25)

- The subject determines the content that is going to be learnt and the language needed for this purpose.
- Fluency is more important than accuracy.

The double-aim of learning contents and language is difficult to achieve. As Halbach (2008) thinks, the best way to do it seems to be choosing a methodology in which the teacher is the one who explains the contents, selects carefully the language to be used, prepares audiovisual support and asks the students to give short answers. In that way the language needed is reduced. However, this methodology does not let the opportunity to the pupils to create their own knowledge. Furthermore, it is not well-chosen to teach in Primary Education where the students ask for action. In fact, Meyer (2010: 14) explains that to achieve a successful learning, it is necessary an appropriate balance of teacher-directed and learner-directed activities.

In CLIL, using an **active methodology** does not reduce the language, just the opposite, the language is the mean of instruction and it is learnt in a context created from the students' personal experience and the contents that are going to be learnt. Many new words appear in each lesson but it is necessary to take into consideration that they must be classified into language *of* learning, *for* learning and *through* learning (four C's Teaching Framework). Nevertheless, it is a fact that the language is not an abstract issue and it is used to communicate feelings and ideas between the students and the teacher.

About the learners, they are the subject and not the object of their own instruction. The lessons are **student-centred** which means that the pupils have to interact and participate in them actively. Furthermore, the teacher must take into account the students' educational needs and must use some strategies and techniques to answer to students who are gifted in language learning and those who are not as gifted as these ones. Thanks to these methodological tools, the learning is active and autonomous and the learners develop their skills. As soon as pupils learn vocabulary and structures they can start making their own messages in the target language (Halbach, 2008). Therefore, the teacher is not the "donor of knowledge", as it happened in traditional methodologies, but he/she is a facilitator which helps the students to learn (Coyle et al., 2010).

On the other hand, CLIL was described as "the ultimate communicative methodology" by Graddol (Coyle et al., 2010:5) because CLIL is similar to Communicative Language Teaching, a movement that arose in the 1980s, and Task-Based Language

Teaching. The first approach is focussed on communication as the primary function of the language, so its goal is to create real-life situations. In the Task-Based Teaching, tasks are central units from which the long-term lesson plans are developed. Both are linked between them and with CLIL. CLIL methodology has some of these aspects but it is a step forward. It is a holistic way of teaching languages because of the integration of language and content.

4.2.3.2. Advantages and challenges in the use of CLIL

CLIL is a new way of teaching and learning and its implementation in schools is linked with advantages and challenges that teachers and students have to overcome. In CLIL, the language is one part of the process rather than an end itself. That is the reason why Muñoz (2007) says that while in the foreign language lessons the end is to develop the four skills (reading, listening, writing and speaking), in CLIL lessons these four skills are a means of learning, understanding and reviewing contents of a concrete subject. This provides a better preparation for real life than teaching English as a subject empty of content. Taking everything into account, students learn English intensively and are exposed to a natural context where they develop linguistic skills. CLIL requires students to manage with the language in real linguistic situations and this motivates them. Muñoz (2007) explains that the processing of meaning is interesting itself because students try to understand a concrete Science lesson or carry out the required activities in an Arts lesson. They realize that there is an immediate and practical use of the language learnt. This is really important, especially in Spain where children who are studying a foreign language at school are not usually exposed to this language in their daily life (Marsh, 2002).

In addition, it seems a good option to combine the teaching of non-language content with the teaching of language taking into account schools timetables. As Muñoz (in Marsh, 2002) says that adding a second language is difficult to implement in terms of time in the curriculum because there is a fixed number of hours for each subject. CLIL solves this problem because it increases learners' exposition to the language.

Nevertheless, CLIL demands to the pupils an increased effort in comprehension and production and to the teacher new teaching approaches. Students can build their own knowledge although they need the guidance of the teacher and the language support in each topic. This is something the teacher has to provide. However, who should teach the

subjects through a foreign language: the English teacher or the subject teacher? Both are involved in CLIL. Muñoz (2007) suggests collaboration between the content teacher, who teaches the subject in the second language, and the language teacher, who can provide the linguistic explanations needed in the language lessons.

No matter how, there is something clear: the implementation of CLIL involves a great effort from teachers and students, although it has a linguistic reward because it is considered a hallmark of all forms of bilingual education.

4.2.4. CLIL in Castile and Leon schools

Although this research is going to focus on CLIL approaches in Castile and Leon schools, it is necessary to give a brief framework of CLIL in Spain.

In the last decade Content and Language Integrated Learning has undergone a quick development in Spain. Lasagabaster and Ruiz de Zarobe (2010:9) have analysed it. They explain that CLIL is “the result of a commitment with the European policies aimed at fostering multilingualism and growing awareness of the need to learn foreign languages”. Spain comprises seventeen autonomous regions plus the autonomous cities of Ceuta and Melilla. The legislative frameworks guiding the Spanish education system are the Ley Orgánica de Educación (LOE 2006) which develops the principles and rights established in Spain. This is the legal framework for autonomous communities, plus the specific concrete decree in their regions. In Castille and Leon it is the Decreto 40/2007, 3rd of May.

In this context, CLIL approaches have been developed in different ways depending on the autonomous community where they took place. These models can be divided into two main contexts (Lagabaster and Ruiz de Zarobe, 2010):

- Monolingual communities where Spanish is the official language. Contents are taught through Spanish language and also through a foreign language when a CLIL approach is implemented.
- Bilingual communities where Spanish is the official language together with another co-official regional language which can be Basque, Catalan, Galician and Valencian. In these communities, contents are taught in the official and the co-official languages and in a foreign language, when CLIL is implemented.

Therefore, bilingual instruction has been developed in Spain for many years in bilingual communities. However, teaching English as a foreign language in bilingual education projects is recent. It dates back to the last decades. The first bilingual approaches in Spain were the linguistic sections, thanks to the agreement between MEC and British Council, and the bilingual sections. Both are a response to the Proposals of the Council of Europe which insist on the need for children to be competent in three European languages by the end of the compulsory period of secondary education, and that the learning of the first foreign language should begin in the early years of formal education.

In Castile and Leon Autonomous Community, the Regional Government has introduced bilingual projects into the education system (both bilingual and linguistic sections). The result is 305 schools⁸ in total with bilingual approaches: 260 Primary schools, out of which 150 are state schools and 110 are privately-owned but state-funded schools; and 45 Secondary schools, out of which 43 are state and 2 privately-owned but state-funded. The languages of the bilingual projects are Spanish-English, Spanish-French and Spanish-German.

Focussing on Spanish-English approaches, there can be found two bilingual programmes which are the following:

- **MEC-British Council Bilingual Project**⁹. It appeared on 1st February 1996 when the Ministerio de Educación y Ciencia and the British Council signed an agreement. The result is the creation of **linguistic sections** where children from three to sixteen years-old receive a bilingual, bicultural education through an integrated Spanish/English curriculum based on the Spanish National Curriculum and on aspects of the National Curriculum for England and Wales. They determined that a minimum of 40% of the timetable must be dedicated to English in order to reach the targets set for the end of the cycle. Language assistants, who are native speakers, teach English subject and English specialist teachers teach Science, Geography and History and Art and Design. Students start to learn English in Infant Education.

⁸ See Consejo Escolar de la Comunidad de Madrid (2010:104).

⁹ See appendix 1.

- **Spanish-English Bilingual Sections**¹⁰. In 2006, the Ministry of Education established a regulatory framework to develop bilingual projects in all the schools and high schools in Castile and Leon autonomous community. In these sections, a minimum of two and a maximum of three non-language subjects can be taught through a foreign language. Less than the 50% of the timetable must be dedicated to English. The teachers must be proficiency in English and the students start to learn this language in Primary Education.

Both are developed in schools and high schools. There are less education linguistic sections (19 schools and 10 high schools) than bilingual sections (230 schools and 29 high schools)¹⁰. Furthermore, there is an initiative in Spain created for these schools: the blog ZonaClic. It tries to help teachers of Bilingual Sections and Linguistic Sections to teach contents through English and share their experiences on the net. ZonaClic is a set of free software for the development of multimedia educational activities. It is also a space of cooperation open to the participation of all the teachers who want to share their materials.

4.3. THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGE

Teachers who work in bilingual schools and have to teach contents through English, ask themselves which is the level their students should acquire at the end of each stage in Primary Education. The Common European Framework of Reference for Language (CEF) was created by The Committee of Ministers of the Council of Europe in 1991 and it provides guidelines in an international level to measure the level in oral and written comprehension and expression of a language.

This document has been translated into 35 languages and has become a key reference and a useful tool for the educational and professional mobility because it facilitates the recognition of qualifications attained in different learning contexts. It provides a clear definition of the aims, methods and assessment criteria in teaching and learning a foreign language.

¹⁰ See appendix 2.

The CEF describes six levels of proficiency of a language that can be classified into three groups: basic (A), intermediate (B) and advanced (C)¹¹.

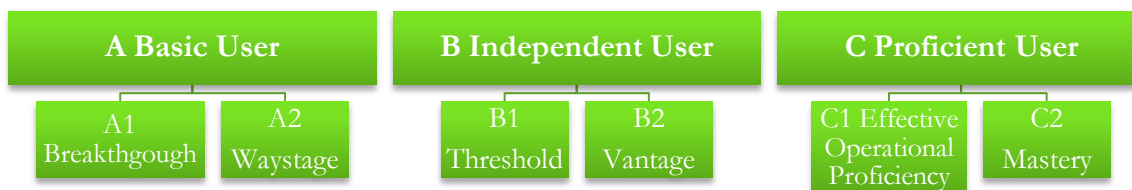


FIGURE 3: Levels described by The Common European Framework of Reference for Language

Depending on the type of education and the programme used in each school, the demands on children learning CLIL will be different. The CEF helps teachers to be accurate with the demands and the necessities students should have in each level. Specifically, it provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. So, it describes what level of the language learners have to learn, that is to say, which skills and knowledge they should develop in the foreign language they are learning.

5. LITERATURE REVIEW

Since CLIL appeared many people all over the world have done investigations and studies about it. There are some authors that focussed some of their work in the pedagogy of CLIL and strategies, techniques and resources that can be used to implement a CLIL approach. The most known are: Coyle, Marsh, Halbach and Short.

Coyle (2010) has a long career as teacher and researcher and she is internationally renowned for her work in CLIL pedagogies acting as advisor and consultant to ministries and organisations on a global scale. Coyle has been involved in most of the European initiatives about CLIL. Her investigation interests are in classroom pedagogies, learning contents through a foreign language and the analysis of effective CLIL practice in different places, even virtual spaces. She also has done some collaborative research, being one of the last ones: *CLIL. Content and language integrated learning*. (Coyle et al., 2010). In this book it is explained what CLIL is, its theory and a practical application. It is a tool for CLIL teachers because it transforms theory into practice.

¹¹ See appendix 3.

Marsh (2010) has done research about multilingualism and bilingual education and he has an extensive experience in this field. That is the reason why his books deal with different issues about CLIL: historical background, present situation in different countries, studies, methodology, etc. As Coyle, he has been involved in most of the European initiatives about CLIL and he has worked in collaborative research such as the publication referred before.

Halbach (2008) is a professor in Alcalá de Henares University and has a long career as a researcher. Her main investigation lines are: bilingual education, teacher training and learning and teaching strategies. Her research exposes different aspects about CLIL methodology and the advantages of implementing it in Spanish schools. It is also useful the one she did with other researchers García Gómez and Fernández Fernández in 2009 about reflections related to bilingual education and resources to implement it.

Short (1991) is a senior researcher at the Centre for Applied Linguistics in Washington, DC. She has investigated about sheltered instruction explaining some strategies and techniques that can be implemented when carrying out this approach. Some of them are similar to the ones used in CLIL so her investigations have helped in the development of this research.

Other authors who have investigated about CLIL are: Muñoz (2007) and Ruiz de Zarobe and Lasagabaster (2010). They have done research about CLIL, how it is implemented in different countries, its theoretical framework, its relation with previous bilingual education projects and its future directions.

6. METHODOLOGY OF THE RESEARCH

This descriptive research was carried out through different steps. First of all, the theoretical framework was set up. I investigated about the origin of bilingual education, its different types and I focused on one of them: CLIL. I searched information about what it is, its methodology, its advantages and disadvantages and also about its implementation in two different kind of Spanish schools: linguistic sections and bilingual sections. All this was carried out through an exhaustive investigation searching information in books, magazines and websites.

About the second part of the research, the strategies, techniques and resources in CLIL approach, my documentary support was diverse. I carried out the research during my training period developed in a school which is a linguistic section, so I had the opportunity to observe Science, Geography and History and Arts and Crafts subjects taught through English. Analyzing everyday different CLIL lessons made me identify essential strategies, techniques and resources used while implementing this approach. I was also able to implement my own CLIL lesson plan and check the strategies and techniques that worked better with students in 1st year of Primary Education. However, I analyzed other CLIL lessons in 6th year and I observed that there are strategies, techniques and resources which are relevant in the CLIL approach in all the years of Primary Education.

While I was on my training period, I also investigated about authors who did research about this topic and it was especially useful the one made by Coyle, Hood and Marsh (2010). It was also useful reading books about pedagogy in general and some specific books about English; Arts and Crafts; Science, Geography and History and Physical Education to create a proposal combining strategies and techniques from the linguistic subjects and the non-linguistic ones. Then, I did a brainstorm about all the aspects I had investigated and I extracted from it a general plan I filled up gradually.

The following chapter is a taxonomy of strategies, techniques and resources that are classified in different moments a lesson usually has: introduction of a topic, explaining contents, putting them into practice and assessment. They are exemplified and some resources are added to the appendices. All this can be carried out in any of the three subjects usually taught in English. However, specific techniques in these subjects are briefly explained and exemplified in a concrete section of the research.

The methodology used to do the research implied reviewing contents and putting into practice competences acquired in some subjects of the four years of the degree and in the two training periods.

7. STRATEGIES, TECHNIQUES AND RESOURCES TO TEACH CONTENTS THROUGH ENGLISH IN PRIMARY EDUCATION

7.1 DEFINITION OF THE TERMS

In the teaching-learning process, one of the main elements is how to develop a topic, a unit or a lesson, that is to say, how to teach. This is even more important when a CLIL methodology is carried out. Nevertheless, different factors are involved in the answer of this question, such as the aims and the contents taught, and similar terms are used: method, strategy, technique and task. Other important factors are the resources. Hence, before analyzing which strategies, techniques and resources are implemented in a CLIL methodology, it is necessary to know their meaning.

A **method** is a term that has a wide meaning. Its etymological definition is “the logical way to do something or the path used to achieve an aim” (Gallego and Salvador, 2005: 160). This aim is teaching or learning in general. Besides, the method follows some steps in order and this order must be justified. The didactic methodology is in charge of the order and the justification of these steps. When a method is carried out, it is focused on strategies and techniques. Depending on the ones chosen, the method is different from other ones. For instance, an inductive method is implemented when the teacher explains concepts by guiding their pupils in an investigation in which they build their own knowledge. However, despite of the variety of methods, the CLIL educational approach has its own methodological principles explained before.

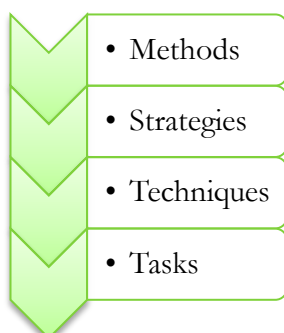


FIGURE 4: How to teach? From general to concrete terms

Returning to the definition of the terms, strategies and techniques are practical ways to implement a method. The strategy is based on a method but it is more flexible and has concrete aims. A **strategy** is a sequence of techniques presented by the teacher to carry out a lesson. The teacher has to choose some decisions in the teaching-learning process, searching the most adequate way to achieve his/her aims. This guide for the action is the strategy. The

term refers to the plan thought by the teacher to guide the pupils in their learning during a concrete amount of time (Oller, 2011). Furthermore, each strategy uses some techniques and resources to be implemented. The **techniques** are the concrete actions used to achieve the aims suggested in the strategy. They are applied on short periods of time, usually in some moments of a lesson. These techniques are carried out through concrete **tasks** that are done by the pupils. Therefore, tasks are the most concrete elements to implement a lesson. Finally, in the teaching process **resources** are relevant because they are used by the teacher or the pupils to develop the curriculum, to help in the acquisition of contents, to carry out different tasks, to develop competences and skills, and to support the implementation of the teacher's strategies and techniques. They are used and presented on many different ways depending on the methodology carried out (Gallego and Salvador, 2005).

Choosing the most adequate strategies, techniques and resources is essential in all the teaching approaches and especially in CLIL. Implementing a CLIL approach does not necessarily imply a successful teaching. "To truly realize the added value of CLIL, teachers need to embrace a new paradigm of teaching and learning and they need tools and templates that help them plan their lessons and create/adapt their materials" (Meyer, 2010:13). Therefore, a proposal of different strategies, techniques and resources is needed to bring CLIL approach to life and to ensure quality in the teaching-learning process. They help teachers to implement their own methodologies when they are teaching non-linguistic subjects through English. However, these CLIL strategies and techniques have not been approved by consensus, so the ones which can be considered essential are explained and exemplified above. About resources, they are diverse and they support the strategies and techniques carried out. Some of them are also exemplified and described above.

Taking everything into consideration, it is necessary a guide for the action in CLIL lessons. This proposal comprises different **moments in which the lesson can be divided**: introducing a topic, explaining contents and putting contents into practice; and it also includes strategies, techniques and resources to assess contents in CLIL approach. However, it is not a fixed proposal so the strategies, techniques and resources explained can be used in other moments of the lesson. Furthermore, they can be used in the three subjects taught through English: Science, Geography and History; Arts and Crafts; and Physical Education although more concrete strategies and techniques in these subjects are also explained.

7.2. STRATEGIES, TECHNIQUES AND RESOURCES TO INTRODUCE A TOPIC AND REVIEW PREVIOUS LESSONS

Before starting a new topic or introducing new contents, some strategies have to be used. If the students are going to start a new lesson plan, the teacher must introduce it and he/she also has to introduce vocabulary. On the other hand, if it is a lesson in the middle of a lesson plan, the teacher should review the contents of previous lessons.

To introduce the topic the teacher has to make it closer to the students creating a context. This is really important because the pupils are conscious about themselves and their surroundings and how the contents taught in the school can be useful for them. Making a topic attractive is essential to achieve different aims, especially students' motivation and interest in the subject, which is joined with the attention they have on the lessons. There are different **strategies to introduce a topic** such as **to get information** from students about the topic that is going to be explained. It is done by random asking about what they immediately think about when they hear the name of the topic. This strategy is carried out through a concrete **technique**:

- **Brainstorming.** The teacher writes the topic in the middle of the blackboard and gives the students some time to think or even to write what they know about it on their notebooks. Then, he/she gives some time to the students to tell their notes to their classmates in pairs. Finally, students put their hands on to go to the blackboard to write some key words next to the topic.

This strategy is relevant to do an initial assessment because the teacher can check students' previous knowledge and start the explanation from them.

For example, teaching the topic of animals, the teacher can write “animals” on the blackboard and tell the students to think about all they know related to animals. Then, students compare their ideas with their classmates and finally they write on the blackboard key words. (See appendix 4).

Another **strategy** to introduce a topic is **to let the students know the aims of the lesson**. It is useful to engage the students and make them the subject of their own education. This strategy is carried out through the following **technique**:

- **WALT: We are learning to...** This technique allows learners to realize which the aims of the lesson are, that is to say, what they are supposed to achieve. It can be carried out through many different ways. The teacher can write the aims on the blackboard, say them orally or show them on the digital board. It is important to write clear aims using vocabulary students understand. He/she can point to the aims during different moments of the lesson to make students realize that they are achieving them as they are learning new contents.

For instance, the teacher introduces the topic about materials. He/she writes on a slide of a PowerPoint presentation the aims of the lesson: to know different types of materials and to be able to identify what objects are made of. (See appendix 5).

While carrying out all these strategies and techniques, children would need the use of **new vocabulary** about the topic. Children are learning a new language and, at the same time, they are learning contents. They need some vocabulary to acquire the contents and it can be presented using different strategies. They can come from the methodology used in English lessons if they are adapted to the content subject.

One of these **strategies** is to create a context in which the students learn vocabulary. It is easy as they need to use the vocabulary they are going to learn in that moment, so there are not lists of de-contextualized vocabulary that they do not consider useful. Therefore, the strategy consists in **creating a visual context**. Visual aids are necessary in an active methodology especially in the initial years when students have not acquired a great amount of words and syntactic structures. This strategy is implemented using some resources explained below and also carrying out the following **technique**:



- **Realia.** It consists in showing the student a real object the teacher wants to explain.

For instance, students learning different tools needed in Arts and Crafts know what the word “scissors” means when the teacher shows the scissors at the same time as he/she pronounces the word.

FIGURE 5: Realia technique

Another **strategy** is to make students **link the meaning of new words with a sign** the teacher does. They learnt the word easily and it is useful for them to remember it. This strategy is implemented by the following **technique**:

- **Demonstrating.** It is a technique that is carried out by doing mimic trying to represent an action, an object or a feeling.

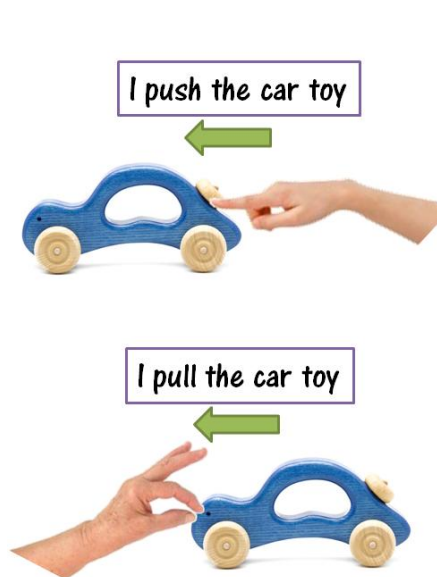


FIGURE 6: **Demonstrating technique**

For instance, explaining physical forces, the teacher want to teach the students what is the meaning of “pull” and “push”. The teacher take a car toy and push it at the same time as he/she is saying “I push the car toy”, and pulls it at the same times as he/she is saying “I pull the car toy”. The pupils get a clear idea of the concept. Furthermore, the teacher can tell the students to experiment by themselves to check if they have learnt the words and their meanings. The teacher asks a student to open the door and once he/she has done it, the pupil has to tell if he/she has pulled or pushed. The pupils can also act out the word pushing or pulling a classmate.

The teacher can also **relate unknown words to the known ones**, trying not to use students’ native language. This **strategy** is usually carried out when there is no need of using visual aids or when the teacher wants the students to increase their vocabulary. It can be implemented through the following techniques:

- **Examples.** To give an example is a good technique to introduce vocabulary because students understand its meaning without the necessity of translating it.

For instance, the teacher wants to introduce the word fruit. He/she explains that there are different kinds of fruits: apples, oranges, bananas, cherries, etc. The teacher can also ask to talk in pairs and think about more examples of fruit.

- **Guessing from the context.** Students have to get used to develop this technique, not only because the teacher says it but also because this is a way to face any situation in the foreign language in which they do not know a concrete word.

Furthermore, it is easy to carry out this technique in CLIL lessons because new vocabulary appears in a specific context.

For instance, students are reading the following text and they do not understand the word “beak”.

Animals have special characteristics. The birds have beak and wings. With the beak they eat food and with the wings they fly.

The teacher can tell someone to read the text and to try to represent the last sentence. They can move their arms as wings and to eat they put their hand on the mouth as it was a beak.

Finally, there is one **strategy** the teacher can use to start a lesson which is in the middle of a lesson plan. It consists in **involving the pupils actively to remember the contents** learnt in previous lessons. For this purpose, the teacher can use the following **techniques**:

- **Asking questions.** The teacher asks questions directly to the students about the previous lesson.

For instance, in a Physical Education lesson the teacher asks about how to through the ball in volleyball. The students can answer orally using key words (hands, fingers, ball, throw) or using demonstrating.

- **Showing some resources used in previous lessons.** Students remember immediately what they learnt in the previous lesson when they see some resources used in it. Posters are helpful resources for this purpose because they show the information the children want to remember. However any resource can be used.

For instance, continuing with the previous example, students are learning to play volleyball. On the previous lesson they learnt how to through the ball. The teacher can give one student a ball and ask him/her about the previous lesson. “What did we do with the ball? Did we put it on our heads? Did we throw it? How did we throw it?”

7.2.1. Resources to introduce a topic

The use of different resources can be helpful to introduce a topic. The visual ones are the most used because they achieve a double aim: to introduce the topic and to

motivate the students. Some examples of these resources are: flashcards, pictures, PowerPoint presentations, posters, displays, digital pictures, etc.

For example, to introduce the topic about landscapes in Science, the teacher can create a PowerPoint presentation with photos of different landscapes. Students can describe what they see or if they have been in these places and the teacher uses these comments to check what they already know about the topic and which ones are their learning needs. The photos start in their surroundings, including a photo of their town, and they continue to other places where they might not be before. (See 1. *LANDSCAPES* on the CD).

Furthermore, these visual resources are really useful to introduce vocabulary and can help the teacher to implement some strategies and techniques explained above.

For instance, learning the different parts of the plant the teacher shows a flashcard at the same time as he/she pronounces the name of the part represented. Children repeat the word. The teacher introduces more words (flower, stem, roots, etc.) using more flashcards and finally he/she does a game: the teacher turns back the flashcards, takes one without showing it and the children have to guess which one it is. They need to remember all the new words to guess the hidden flashcard. The teacher can help them describing it. (See appendix 6).

Videos and songs are other resources the teacher should not forget. However, it is important to remember that he/she is integrating language and content teaching so the tasks related to these resources must follow an order and must give the students the support needed. It is explained below.

7.3. STRATEGIES, TECHNIQUES AND RESOURCES TO EXPLAIN CONTENTS

To explain contents teachers who use a traditional methodology usually tell information to the passive students who listen to them. However, in CLIL this is not a good choice. Students need a great amount of concentration to follow the teacher's instructions and they are not able to listen during an hour to the teacher who is talking in a foreign language. They need hands-on experience. Therefore, the **strategy** most adequate is **to make them learn by discovering the contents**. They can start building the

knowledge from their own experience and from contents they already know. This strategy can be implemented through the following techniques:

- **Asking questions.** The teacher extracts information from the pupils by asking questions they answer. These answers are based on students' own experience, their previous knowledge and they are linked to their surroundings. This is essential to make a lasting learning. Students also make comments about the topic and give information spontaneously, something that is encouraged by the teacher.

For instance, the teacher wants to teach materials in Science. He/she wants to avoid a large explanation giving examples of objects made of each material. Therefore, the teacher tells the students that objects around us are made of different materials and makes them realize it matching, for example, a window with a table (it is obvious they are not made of the same material). Then, some examples and some vocabulary are introduced by realia, for example, "the window is made of glass and also the glass is made of glass". The teacher gives some time to the students to realize it and then he/she asks for more examples. They can work in pairs thinking about different objects made of a concrete material. Students are encouraged to do it by the questions made by the teacher.

- Sometimes asking questions is not enough to induce the contents. Therefore, the teacher has to be prepared to **repeat, paraphrase and expand** the children's ideas and answers to his/her questions. This helps the students to build their own knowledge.

However, giving explanations in CLIL is not forbidden, it can be done implementing an **interactive strategy**. It consists in engaging the students actively and making them take part in the building of their knowledge using some contents given by the teacher. The contents are not presented in a traditional way expecting that the students are going to memorize them. The students have to interact with them through the following **techniques**:

- **Multi-modal input.** It consists in organizing information which comes from a text or a demonstration, into a visual organizer such as a map, a chart, a graph, etc. This

implies the use of different skills and competences the students must develop and also diverse resources.

For example, in Science studying about physical forces, students investigate which objects they pull and which ones they push. Then, they transform this investigation into a T-chart in which they draw the objects they pull and they push.

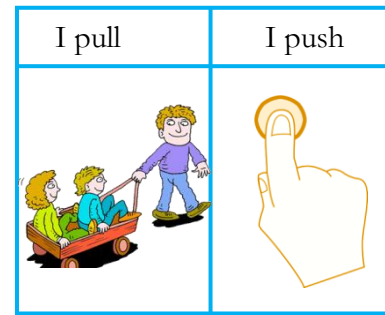


FIGURE 7: T-chart

- **Organizing visual aids.** In CLIL lessons a usual problem is that students know the contents but it is hard to explain them or the teacher wants to induce contents but the children do not understand him/her. Visual aids (flashcards, real objects, posters, etc.) provide a quick mean that is not language-dependent.

For instance, explaining which materials clothes are made of, the teacher can give different clothes to some students who go to the front of the class (a woollen hat, a silk scarf, a t-shirt and a belt). They are **the clothes group**. Then, the teacher gives some flashcards to some students in which they can see some plants and animals (a sheep, a cow, a silkworm and a cotton plant). They are **the origin of clothes group**. The pupils discuss how to join the clothes with the flashcards. Then, the teacher asks a student to go to the front of the class and match a pair explaining why. They are building they own knowledge. Finally, they can use a **visual organiser** on the blackboard, such as a concept map, to organize the contents.



FIGURE 8: Organizing visual aids

- There are **other techniques** to carry out an interactive strategy such as asking for examples, anecdotes, to go to the front of the class and explain the contents they know, etc.

To make students learn by discovering the contents and to use an interactive strategy is linked to another **strategy** which is becoming popular currently: **using new technologies to get information from Internet**. Nowadays, children need to develop some skills related to searching information on Internet, being able to process it, deciding which WebPages are more adequate for their purposes, choosing and summarizing what is relevant. Contents are important but it is more significant to develop some competences.

Thanks to this strategy, the classroom is a place where there is an exchange of information from the teacher to the students and also from the students to the teacher. A huge amount of information appears on Internet and children can have access to it easily. The teacher guides the students who build their own knowledge actively and develop different skills through interactive tasks that increase their independence, creativity, cooperation and critical thinking. Therefore, this is a great strategy that should be taken into consideration in CLIL lessons. It can be carried out to explain contents but also to expand them because new technologies can be used as a tool to look information up, to guide the learning process, or to do some tasks to put contents into practice.

This strategy can be implemented through the following **techniques**:

- **Doing a webquest.** A webquest is a webpage that set out a task to make students investigate, get information from resources on Internet and use this information for a concrete purpose. A webquest is similar to problem solving because a problem and a guide of the work-process are set out. The webquest is usually divided into five sections: introduction, description of the task, process, assessment and conclusion. In each one of them it is clearly explained what students have to do, how they have to do it and how they are going to be assessed.

For example, students expand the contents learnt throughout the lesson plan about materials by doing a webquest. They complete some activities on a worksheet at the same time. (See appendix 7) <https://sites.google.com/site/materialactivities/home>

- **Creating a blog.** A blog is a webpage that is usually updated. Teachers can write in it some recommendations to the students, add pictures and photos about different activities, or write links to other WebPages where there are resources related with the contents learnt in the school. The pupils can visit the blog in the school or at home and parents can be informed about what students do in the school.

7.3.1. Resources to explain contents

The use of some **resources** is a necessary support while explaining. Some them are:

- **Visual aids.** The use of visual aids is essential again in this moment of the lesson. As it has been explained, flashcards, concept maps, charts, real objects, etc. help the students to build their own knowledge.
- **Audiovisual resources.** A song, a video or some pictures in a PowerPoint presentation can be used as a tool to induce contents. This helps students to remember previous knowledge about the topic and use their minds to answer the teacher's questions that guide them to the contents. Besides, interactive resources can be used on the digital board to achieve an active participation of the students.

For instance, students in Science are learning about the digestive system. They might know some parts of the system such as the mouth or the teeth but they do not know other parts so they need an explanation from the teacher or from another source. Therefore, the teacher can explain it or they can interact in the explanation if the following resource is used: <http://kitses.com/animation/digestion.html>. One student can click on the different parts on the digital board, then another can read the text and another one makes hypothesis about what happens in each part.

7.3. STRATEGIES, TECHNIQUES AND RESOURCES TO PUT CONTENTS INTO PRACTICE

When the contents explained are put into practice, the teacher usually asks to do some physical activities, experiments or tasks following the methodology of the subject. These specific tasks carried out in different subjects are going to be explained but first it is necessary to know some general strategies and techniques that are used in CLIL lessons to put contents into practice.

A key **strategy** in CLIL is **to give support to the students** to make the tasks more achievable. This is carried out using **scaffolding**¹². As in the construction of buildings, the students build their own knowledge by practicing with contents and developing the four

¹² Attending to its literal definition, scaffolding is a system of temporary structures used to assist in the construction of buildings. They are removed when they are no needed.

language skills (listening, speaking, reading and writing). To do it some support is given to them and it is deleted when it is no needed. Scaffolding is essential in CLIL lessons and it must be included in the teaching-learning process. It is carried out by the use of the following **techniques**:

- **Modelling.** It is a technique that shows students how to perform a task and also how to deal with the difficulties they might have while doing it. The teacher or other students explain how they deal with a task; they can do it thinking aloud which steps they are going to follow. Then, the student who needs to follow the model does the task as it has been explained.

For example, to teach a child how to do different services in volleyball, first the teacher should model the movement without the ball, explaining at the same time that he/she is moving the right hand to meet the imaginary ball which is in the left one. Then the teacher does it with the ball. Finally, the student can do the service following the steps done by the teacher.

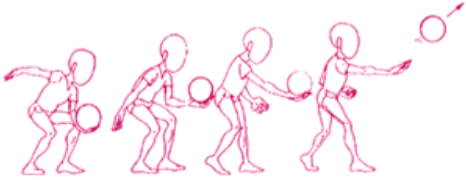


FIGURE 9: Modelling technique

The modelling technique is also used when students copy from the blackboard or when they learn new words. In this case the teacher acts as a language role-model.

For example, students write some sentences to record examples of diverse objects made of different materials. The structure “glasses are made of glass” is new for them so the teacher writes a sample sentence on the blackboard and students copy it. Then, the teacher asks for another object, for example a table. Now, children are able to do it because they can follow the teacher’s model, so they say “tables are made of wood”.

- **Breaking the task into manageable sub-tasks.** It consists in making students develop step by step a concrete task but at the same time considering the task as a whole and achieving its main purpose. This is a technique specially used in the development of **projects**, which are resources highly used in CLIL lessons.

For example, all the students are going to create an animal book with the traits of the animals they are studying in the lessons. The teacher divides the task. First, students have to choose an animal trying not to repeat their classmates’ choices. Second, students take a sheet of paper and they write the name of their animal in the top of

the page, for example: panthers. Then, they add sentences to the project as they are learning different traits of animals. The teacher gives some time at the end of each lesson to do it. For instance, one day the student can write: “panthers are mammals”, another day “they are wild animals”, in another lesson “they live in the jungle”, etc. Finally, all the students’ projects are put together achieving the aim of the activity: to create an animal book.

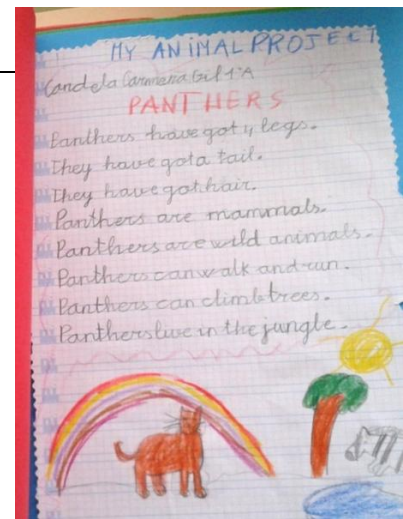


FIGURE 10: Animal project

- **Using jigsaw groups.** It consists in dividing the students into groups of five or six pupils and using scaffolding giving to each student a part of a task that they are going to do together.

For example, in Arts and Crafts students want to create a robot with recycle materials. They are divided into groups of five students. One pupil acts as a leader. The teacher asks each student to do a part of the robot (the head, the arms, the body...). Then, students go with other students of other jigsaw groups that have to do the same part of the body. They help and give ideas to each other and they start doing it. After that, students return to their original jigsaw group presenting to their classmates what they have done and working together to finish the robot.

- **Leading the students’ attention on what is important.** Students usually are distracted by different things such as the classmates on the other side of the classroom or their own pencil case that is on the table. Focussing on the task is essential to do it. Therefore, the teacher has to focus students’ attention on what is important using questions and giving clear instructions. The teacher has to try also not to worry about words they do not understand. The most important fact is to know what they have to do and do it.



FIGURE 11:
Mandala

For instance, a children who is colouring a mandala should be concentrated in the colours and the technique used to decorate it (drawing points, colouring, drawing lines...). The teacher gives clear instructions: the same shapes must be colour with the same colour and the same technique. Then, the teacher asks questions,

for example: “David, how are you going to colour the round shape of your mandala?”; “with green points”; “and how are you going to colour this round shape which is in front of the other one?”; “I am going to do the same”. The rest of the students pay attention to it. The teacher can ask for more examples to other students if it is necessary. Once they know what to do they can start paying attention on the task.

- **Providing before, during and after task support.** This technique to develop scaffolding can be provided for receptive skills (listening and reading) and productive skills (speaking and writing) in all the subjects. The teacher does not have to forget that he/she is teaching contents through a foreign language. Therefore, to provide to the students the support needed in the tasks which imply the use of some English skills, the teacher can divide the tasks in three moments:
 - Scaffolding in productive skills. Speaking can be encouraged by creating a motivating context in which students use the language to discuss their ideas. On the other hand, writing is the skill that requires the most extensive scaffolding so the teacher should engage the students in the preparation of their writings and help them to develop them.

<p><u>Pre tasks:</u> It is essential again to set up the context and even give to the students listening and reading models to help them to speak and write. Students can also brainstorm ideas which can be written on the blackboard and grouped to give the students a plan they can follow while implementing while tasks.</p>	<p><u>While tasks:</u> Speaking and writing in pairs or small groups is a good option because they can provide scaffolding to each other. The teacher can also provide it by giving some support through role-play cards or cards with key expressions they might use and removed them as the pupils have confidence. However, the while tasks activities usually consist in doing a dialogue or writing an essay.</p>	<p><u>After tasks:</u> Some pairs can read their writings or repeat the dialogue they have performed while the rest of their classmates listen to them.</p>
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- Scaffolding in receptive skills. In listening some tasks can be suggested to make students listen carefully to get specific information. In reading, it is useful to make them build up a global understanding on what they are reading and not focus on each individual word but controlling the idea of each paragraph.

<p><u>Pre tasks:</u> The teacher prepares the context and encourages the students to predict what they are going to hear or read. They can do it by observing the title, for example. The teacher also elicits new vocabulary and introduces key words.</p>	<p><u>While tasks:</u> Students can complete visual organizers such as tables, grids, diagrams in which they have to do matching activities, multiple choice tasks, etc. The teacher suggests underlining some key words or sentences. These tasks make the students get a clear idea about the reading or the listening.</p>	<p><u>After tasks:</u> They are linked with the content that is going to be learnt and also with the students' surroundings, personalising it.</p>
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For instance, to introduce the topic about materials the teacher can use a video about the *Three Little Pigs* story. The following tasks can be carried out: (See appendix 8)

- Pre-listening tasks: The teacher shows straw, sticks and bricks in a PowerPoint presentation and gives to the students some time to join these materials with the story of *The Three Little Pigs*. She/he elicits what happens in the story.
- While-listening tasks: Students have to pay attention on what each house is made of. On a worksheet they join the material the house is made of with the house itself doing a matching activity.
- After-listening tasks: The teacher asks what the three houses are made of and which materials are harder and which ones are softer. Students finish the worksheet putting in order the materials taking into account if they are hard or soft. The teacher can also ask them about their own experience with these materials. For example “Have you ever made a hut with sticks?”, “was it hard or soft?”.

Scaffolding is not only used in bilingual teaching, in fact it can be used in all kinds of teaching. However, it is essential to use it in CLIL lessons to help students to do the tasks in a successful way and not to be frustrated when they are complex. The tasks designed must be easily understood or at least the gist of them. Teachers should focus on “what students can understand, help them express their thoughts appropriately, and give them reasons to be proud of their progress instead of discouraging their natural curiosity and their desire to learn” (Meyer, 2010).

Another **strategy** to put contents into practice is **to let the students know what the result of the task might be**. This strategy is carried out through the following **technique**:

- **WILF: What I am looking for.** It is usually joined with the WALT technique. WILF consists in telling the students what the outcome of their tasks will contain. Therefore, it allows learners to realize what the task involves and which one should be the result of their work. It comprises the assessment criteria and it can be carried out through many different ways.

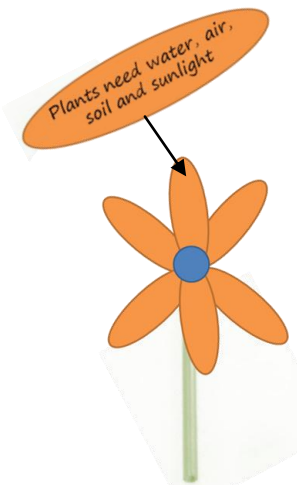


FIGURE 12:
Flower project

For instance, the teacher explains a task: creating a flower project. Students have to cut cardboard to do the petals of the flower and write in each one of them the contents they have studied throughout the lesson plan (what plants need to live, where they grow, parts of a plant, etc.). The teacher uses WILF when he/she shows the student a project he/she has done as a model. This is what the teacher is looking for. Students stick all the petals together and stick them on a plastic straw. They can be used to decorate the classroom.

Finally, it is also a useful **strategy** to encourage students **to search information** about the contents studied in their surroundings. For example, if they are learning different plants, the teacher can encourage them to check if there are plants in their house, what their parents do with them (water, putting them in soil, next to the sunlight, etc.), if they can identify the different parts of the plant, etc. Applying the contents studied in a real situation outside the school is a good strategy to make the students aware of the utility of the aspects learnt.

7.3.1. Some specific techniques of each subject taught in English: Science, Geography and History; Physical Education; and Arts and Crafts

All these are general strategies, techniques and resources that can be applied to any of the three subjects usually taught in English. However, there are also specific techniques to develop tasks in each one of these subjects. They are the following:

Techniques to develop Science, Geography and History tasks

The teacher can use different techniques to develop tasks in this subject. One of them is **problem solving**. The teacher explains a situation that can be resolved in many different ways. Students work in pairs to get a solution and then explain it to the rest of the classmates. Another technique is the **case study**. For instance, they plant a seed and they create a diary in which they note down all the changes they observe in the seed. Another one is simulation. A **simulation** of a real process can be implemented. For instance, to check that electricity passes through the wires when all the elements are in contact, the teacher asks the students to make a circle and connect themselves with their classmates by their feet. One student is a light bulb and he/she is only happy and shining when electricity (represented by little balls) comes to it. The students pass the balls only when their feet are connected. Furthermore, there is a technique which consists in the implementation of **experiments**. For instance, the best way to check properties about materials is doing experiments. The children try to check if some objects are waterproof and magnetic so they do it putting a magnet next to them or putting the object in a pot of water as in the photo.



FIGURE 13: Waterproof experiment

In all these techniques the scientific method is used. Students first make observations and then ask questions about them creating hypothesis. They are checked by doing experiments and analysing the results. This is the way to accept or reject the hypothesis and get conclusions.

Techniques to develop Physical Education tasks

In Physical Education, depending on the methodology used, there are diverse techniques to carry out the tasks. Some teachers do it through **problem solving**. For example, the teacher asks groups of four students to go from one part of the gym to the

other one obeying one rule: the four members have to tread on a string. They have to coordinate themselves and think about how to do the activity. Other teachers use **guide discovery**. For instance, to teach how to throw a ball far and high, the teacher asks to do some tasks which guide the students to the solution. First he/she asks to throw it to a classmate, then throw it to a classmate who is far, then do it with another classmate in the middle. The students tell the conclusions at the end. On the other hand, the **direct command** is a technique through which the teacher explains and does a demonstration that all the students repeat. This is linked with the **task assignment technique**. As it has been explained using tasks in CLIL methodology is a good option but the instructions to do them must be really clear. For instance, the teacher explains different ways to do the service in volleyball and students do them with a partner.

Techniques to develop Arts and Crafts tasks

Taking into account that Arts and Crafts subject must develop perception and expression, the techniques the teacher uses should help the student in this job. Teachers usually use **discovery** techniques with which the students experiment and do their own creations. In this type of tasks the teacher can motivate students and make them be creative. For instance, the teacher plays music and the children draw what they feel, what the music inspires them. Or for example, the teacher gives them some materials (crayons, watercolours, felt-tips, etc.) and asks to draw what they want. They have to experiment and think about how to do it. However, some other teachers **guide** the students explaining them the steps they have to follow to do a concrete task and which one must be the result. For instance, students colour some parts of a crocodile, they cut them and then they stick the parts on a peg following a model provided by the teacher. Another example is following some steps to draw a daisy: first draw two circles, then some lines to draw the petals and finally erase the rest of the lines.

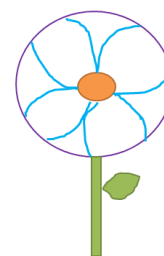


FIGURE 14: How to draw a flower

7. 3.2. Resources to put contents into practice

The use of diverse kinds of tasks and resources is helpful to put the contents learnt into practice. Some of the resources that can be used are the following:

- **Printed resources.** Activities in the book, in the notebook or in worksheets created by the teacher can help the students to practice contents. The tasks can be yes/no questions, multiple choice questions, matching tasks, labelling a diagram, completing grids, drawing pictures, fill-in tasks, short-answer questions, correct facts that are wrong, portfolios, journals, projects, creative tasks, etc.

For example, students draw a landscape on a cardboard trying to fill all the space. Then, the teacher draws some lines on the other part of the cardboard. Students cut their drawing in different parts and try to fix them again as in a puzzle.

Furthermore, different games can make the students practice the contents and, at the same time, have fun. They are diverse: dominoes, memo game, labelling, guessing games, bingo, drama games, physical education games (catching a classmate, handkerchief game, etc.).

Finally, implying the students in organizing the contents in a display is a good idea because they practice and review the contents studied.



FIGURE 15: Materials display

Furthermore, the display can be hanged up in the class and help the students through the lessons to remember the contents described in it.

- **Audiovisual resources.** Songs and videos can also be used but some pre, while and after tasks have to be done. Furthermore, digital resources such as webquests, resources on Internet or interactive tasks (done by the teacher with different programs such as PowerPoint or SmartNotebook) are excellent tools to practice and review contents. Besides, students can use some programs to do their own creations such as Paint to investigate how to do some drawings, Word to do written tasks, or even PowerPoint to present conclusions got from a task.

For example, students practice contents about Middle Ages by doing multiple choice activities on a PowerPoint presentation. (See 2. *CLICK IT* on the CD).

For example, students practice contents about materials' properties completing a grid on the SmartNotebook program at the same time as they are checking the answers doing experiments. (See 3. *EXPERIMENTS REPORT* on the CD).

7.4. STRATEGIES, TECHNIQUES AND RESOURCES TO ASSESS CONTENTS

The assessment is a difficult area, especially for CLIL teachers. Many of them do a *summative assessment* that usually consists in doing an exam at the end of the lesson plan. However, experts¹³ think that it is more adequate to use a *formative assessment* which is more complex but that directly impacts on the students' next steps. It can be divided in: **initial assessment**, by which the teacher checks students' previous knowledge; **continuous assessment**, by which learners are assessed in their daily practice; and **final assessment**, by which it is checked if the students have achieved all the aims of the lesson plan.

It is essential to keep in mind that teachers have to assess contents and language. They have to write clear content criteria and language criteria. Furthermore, in CLIL the content is more important than the language but this one can be assessed at the same time as the content by checking written tasks, oral presentations, and if students are able to understand English when they listen to the teacher or when they read a text.

The strategies used to do the **initial assessment** have been explained before. Some of them are asking questions about the topic or doing a brainstorm to check students' previous knowledge.

To do the **continuous assessment** the teacher can use the following **strategies**:

- **Analysing if students achieve the assessment criteria** established by the teacher. It can be done using a **technique** which consists in **writing in an observation grid** different aspects about the students such as the result of the tasks carried out in the book, notebook and worksheets, their participation in class, their behaviour, how they work with their classmates, etc. The resources needed to do this assessment are explained below.
- **Collaborative assessment**. This strategy is carried out with the whole group through a concrete **technique**: the **plenary**. It is a great technique to summarize the knowledge the students have acquired during the lesson. The teacher and the learners talk together for this purpose, the teacher can check if the learners have

¹³ See Coyle et al. (2010).

achieved the aims and he/she can re-teach the contents some students need to hear again.

For example, in Physical Education when the lesson is nearly finished the teacher asks all the students to sit down in a circle. Then he asks the students to remember the different tasks carried out in the lesson. The students can kindly interrupt each other and share their own ideas and feelings about the activities.

- **Self and peer-assessment.** It can be carried out through many different **techniques**. For instance, students can **answer** some written or oral **questions** about their perception of their work and effort among the lesson plan. Another example is using the technique **three stars and a wish** which consists in observing the work of a classmate and finding three aspects to be encouraged and one suggestion to make the task better. This assessment can be also done **filling a grid** in which students have to give their opinion about different aspects.

For instance, in Physical Education children can assess their own performance at the end of the volleyball lesson plan by filling a grid. In it the assessment criteria are written using expressions students can understand. (See appendix 9).

- Another **strategy** that can be carried out to verify if students have learnt the contents is **concept checking**. It is implemented through the **eliciting technique**. It is accurate to check in different moments of the lesson if the students have learnt the contents. The teacher can ask some students about one content and make them give further information about it. Then, the teacher can expand the answers if he/she considers necessary.

For instance, one of the contents explained is common materials. The teacher asks a student to tell him/her what a table is made of at the same time as he/she is pointing to the object. The child says “wood”. The teacher can ask for all the materials studied using some visual aids used during the lesson: the teacher shows flashcards where the materials are represented (glass, metal, wood, paper, plastic, fabric and stone) and children say the name of the material. If they can do it without any help they have achieved the aim.

Finally, **feedback** should be given in the appropriate moment when students need it. The teacher can give content and language feedback. About the language feedback, the teacher has to be careful. It is positive to change the expressions a student uses if this change makes the content clearer. However, when it is about a correction of language accuracy, the feedback can frustrate the pupil.

The strategies to do the **final assessment** are varied. A usual **technique** to implement it is to make students do an **exam**. However some other less-traditional techniques can be carried out such as doing a project and presenting it to their classmates. The **presentation** would be used to do the final assessment but the creation of the **project** can be used to do a continuous assessment because students work throughout the lessons on it. As they are learning new contents they add new information to their projects. This is a good practice to make them apply general contents to a concrete reality. Finally, when they present the project to their classmates, students should be able to do it without looking at the project, showing that they have learnt the contents. The teacher can help them with visual support.

For example, students learning about materials choose an object (pencil) to do a project about it in a bloc of pieces of paper. They do a drawing on the front page and write the name of the object. Then, they add new sentences as they are learning new contents: “Pencils are made of wood. They are waterproof. They are non-magnetic. They are non-bendy”. Finally they present their project to their classmates telling them these sentences. They can be helped by a PowerPoint presentation in which all the students’ projects are. (See 4. *MATERIALS’ PROJECTS* on the CD).

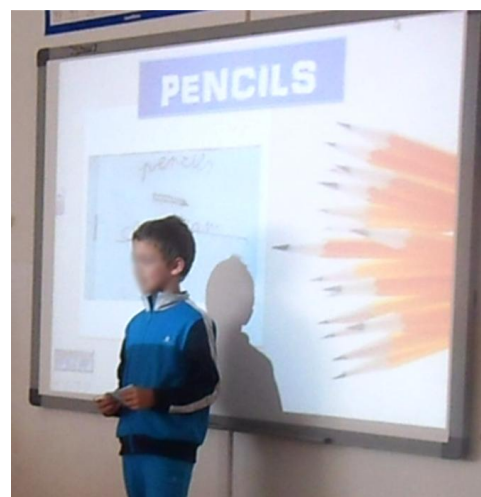


FIGURE 16: A student presenting his project about pencils.

7.4.1. Resources to assess contents

The assessment can be done through the use of different **resources**:

- **Tasks.** They can be used to assess contents and language at the same time or to give more importance to one of these elements. The tasks can be divided in:

- **Selected-response tasks.** When the teacher wants to check if students have achieved the content aims, he/she can use easy tools in which the student have to focus his/her attention on the content, without forgetting key words about the topic. Therefore, students should answer yes/no questions, decide if some statements are true or false, do some multiple choice questions, matching tasks, label a diagram, complete grids, draw pictures, etc. As always, visual aids can be used if the teacher considers necessary.

For instance, students play a game similar to Trivial about the Middle Ages. One of them takes a card which is folded and has a question, four possible answers and the right answer. He/she asks the question to the person who is opposite to him/her. If the answer is correct, he/she wins a point. Four sample cards are in appendix 10.

- **Constructed-response tasks.** In this kind of tasks more use of the productive skills is needed. It includes fill-in tasks, short-answer questions, correct facts that are wrong, portfolios, journals, projects, thinking about a topic and give their own opinion, etc. Before doing some of these tasks, modelling technique is needed.

For example, students are learning muscles' functions. They can fill the gaps of some sentences with the words that are given. (See appendix 11).

- **Observation grid.** It is a useful tool that requires a constant observation but it gives the teacher a clear idea about the work of each student throughout the lesson plan. The teacher must take notes about the aspects he/she considers necessary such as the assessment criteria, the band where each student is, their participation, behaviour and group work, the projects developed and the activities done in the notebook, the result of some worksheets or even the mark of an exam. (See example in appendix 12).

8. THE SCOPE OF THE RESEARCH AND THE OPPORTUNITIES OR CONSTRAINS OF ITS USE IN DIFFERENT CONTEXTS

This research with a proposal of strategies, techniques and resources that can be implemented in CLIL approach in primary education pretends to be useful for teachers. A taxonomy is done, classifying the strategies, techniques and resources into different moments a lesson usually has. However, this classification is hard to do because of different reasons. Firstly, it is hard to make a distinction between strategies and techniques because a thin line in meaning separates them. It is very complex to see a clear difference in the bibliography consulted, which sometimes mixes both of them. However, the taxonomy is done basing it on the definitions of the terms explained in the introduction of the chapter and a distinction between strategies and techniques is done. Secondly, strategies, techniques and resources have been divided in different moments a lesson can have. However, some of them can be exchanged because they can be carried out in other moments of the lesson. For instance, brainstorming technique can be implemented to introduce a topic, to do pre-writing tasks or to do the initial assessment of a lesson plan.

There are some other constrains in this proposal. First of all it should be carried out in bilingual schools where non-linguistic subjects are taught through a foreign language. However, although the foreign language exemplified is English, the strategies, techniques and resources described can be implemented in any teaching done through another foreign language. They can even be used when the contents are taught through Spanish because they are good teaching practices useful in CLIL but also in all kinds of teaching. Secondly, some of the resources described might not be implemented because of the possible lack of materials in some schools. For instance, in default of computers, digital board or specific programs such as PowerPoint or Smart Notebook, some digital resources cannot be used. Nevertheless, this situation can be solved changing these resources from audiovisual format to the printed on. On the other hand, the strategies and techniques can be used in any year of Primary Education although the teachers are the ones who know how to adapt them to their students and to the context where they are working.

9. CONCLUSION

A perfect and a unique CLIL methodology does not exist, but there are some strategies, techniques and resources that can be considered essential in its implementation. The strategies and techniques should be active and should engage the students in their own learning, help them giving the support needed to do the tasks and avoid frustrating students in the learning of contents through a foreign language. The resources should be visual. They are an important support for the students to understand what the teacher says, to do some tasks and to improve their English level.

However, after reading this research, it can be considered that all the strategies, techniques and resources explained are not only relevant in CLIL approach because they can be applied to all kinds of teaching. This is true but, as Halbach, García and Fernández (2009:21) say “since we are teaching through a foreign language, students need more of these good teaching practices (...) So in the end bilingual teaching (...) needs to do more to assure that good learning is taking place”. I share with them the idea that bilingual programmes, and especially CLIL, can be the starting point for a higher-quality teaching in Primary Education.

Before this happens, future research about this topic should be developed. There are not many researchers who made a practical proposal about how to carry out CLIL lessons and some teachers are lost with this approach, so a further investigation is needed with a compilation of all the methodological tools helpful in CLIL lessons. Teachers can be encouraged to investigate and check with their students the most successful practices in CLIL, something that is essential to achieve a high-quality education.

In general, the development of this research was arduous due to the lack of concrete bibliography about this topic, the double effort needed to do it in English and the amount of time in which it is thought to be done because it would be good to have more time to do a further and a deeper investigation. Nevertheless, it was also rewarding because it is a research which involves ending the degree and putting into practice all the contents learnt in it. Furthermore, I was able to implement some of strategies, techniques and resources explained during my training period checking their effectiveness. Therefore, the research can be considered useful for teachers who are facing CLIL lessons and for the ones who are going to work with this approach in the future, as it is my case.

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11. APPENDICES

APPENDIX 1: MEC-BRITISH COUNCIL BILINGUAL PROJECT

The following is a detailed explanation of the main traits of the MEC/British Council bilingual project (Consejo Escolar de la Comunidad de Madrid, 2010):

BEGINNING OF THE PROJECT
<p>On 1st February 1996, the Ministerio de Educación y Ciencia and the British Council signed an agreement with a particular aim: to provide children from the age of three to sixteen a bilingual, bicultural education through an integrated Spanish/English curriculum based on the Spanish National Curriculum and aspects of the National Curriculum for England and Wales. This integrated curriculum has official recognition that can be found in BOE 2 May, 2000.</p> <p>When the agreement was applied, Linguistic Sections were created in schools of Primary Education which hinged on the MEC (Orden 10 June, 1998). In Castile and Leon schools, the project started in the school year 1996-1997 and in 2004 Linguistic Sections were created in high schools.</p>
AIMS
<p>The double aim of the bilingual sections is: to enhance the language learning possibilities in the educational system and to establish mechanisms of educational cooperation between the member states of the European Union. The specific objectives of the project are:</p> <ul style="list-style-type: none">○ To promote the acquisition and learning of both languages through and integrated content-based curriculum.○ To encourage awareness of the diversity of both cultures.○ To facilitate the exchange of teachers and children○ To encourage the use of modern technologies in learning other languages.○ To promote the certification of studies under both educational systems.
TRAITS
<ul style="list-style-type: none">● As well as English subject, at least two more subjects must be taught in English. It is established by the Comisión de Seguimiento.● Spanish students, who achieve the objectives of the integrated curriculum at the end of Secondary Education, get the <i>título de Graduado en Educación Secundaria</i> and

can get the *Certificate of Secondary Education* (GCSE) as well as English students.

- The subjects are taught by English language teachers or Science, Geography and History specialist teachers with proficiency in English and also British teachers who are hired because of their knowledge of the National Curriculum, that is to say, the British Curriculum.
- All the teachers must follow the same pedagogical orientations to make their work cohesive and to unify criteria.
- The teacher training is improved continuously thanks to the courses offered by the British Council and each Autonomous Community.
- All the schools assigned to the agreement have been linked to a British school to facilitate the exchange of experiences.
- The Education Administration of Castile and Leon gives a specific budget allocation to develop the bilingual project.

EVALUATION

The Comision de Seguimiento of the project reviewed in 2001 its progress and asked for a clear definition of the subjects and contents to be taught in the foreign language. A working party, integrated by three Spanish and Three English teachers, was constituted with the objective of taking into account the curriculum of both countries to define the areas and the contents that bilingual schools should offer in English and the targets the children must achieve at the end of each stage and cycle. Finally, they decided that the three following subjects would be taught in English: Language and Literacy; Science, Geography and History; and Art and Design.

Furthermore, they determined that a minimum of 40% of the timetable (10 of the 25 sessions) must be dedicated to English in order to reach the targets set for the end of the cycle.

Language and Literacy 4 or 5 sessions	Science, Geography and History: 2, 3 or 4 sessions	Art and Design: 1 or 2 sessions
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Although some schools teach Physical Education in English, the working party, who has analysed the running of different schools, advise not to teach it in English. The reason is that, taking into account their research, the development of the foreign language through PE is extremely limited after the initial three year infant stage. However, in case classes are given in PE, they should be over the 10 sessions detailed above.

From the school year 2006/2007 there is being done an external assessment about the effectiveness of the MEC/BC agreement to review its aims and its development. The director of this assessment is the professor Richard Johnstone, from Stirling University. Nowadays, the most relevant facts are students' motivation, parents' interest and schools' and teachers' satisfaction.

The Linguistic Sections were a unique experiment within the Spanish state education system and they are now well established in Castile and Leon schools.

The Comisión de Seguimiento has tried during the last years to make the implementation and the development of Linguistic Sections easily. For example, in relation with the targets that must be achieved by the end of each cycle in Primary Education, a list of the aims divided in some bands was created. The great majority of the students should be at band 2 (70%) and the rest at band 1 (10%) and band 3 (20%) (Agudo and others, 2004).

The implantation of such a curriculum involves to change the classroom approach commonly used in the traditional EFL classroom because the focus is not on learning English as a foreign language but it is on studying areas of the primary curriculum *through* English.

APPENDIX 2: BILINGUAL SECTIONS

Subsequently, there can be found more information about the Bilingual Sections in Castile and Leon (Consejo escolar de la Comunidad de Madrid, 2010):

BEGINNING OF THE PROJECT

In 2006, the Ministry of Education established a regulatory framework to develop bilingual projects in all the state-funded schools and high schools in Castile and Leon autonomous community. Bilingual Sections are educational establishments where concrete non-language subjects are taught through a foreign language. This integrated bilingual sections have official recognition that can be found in ORDEN EDU 4th January, 2006.

AIMS

Bilingual sections have two main aims:

- To promote bilingualism
- To promote cultural integration

TRAITS

- The bilingual program must start on the first year of each educational stage.
- The languages that can be used are: English, French, German, Italian or Portuguese. State-funded schools can teach more than one language (ORDEN EDU 19th November, 2007).
- All the students of the bilingual section must belong to the bilingual program.
- A minimum of two and a maximum of three non-language subjects can be taught through the foreign language. Less than the 50% of the timetable must be dedicated to English.
- The bilingual sections can modify their weekly timetable, extending it to 27 hours per week in schools and 32 in high schools.
- In the students' assessment must appear that they have studied in a bilingual section and the language of this section.
- The teachers must be proficiency in English and they can have access to teacher training courses created by the autonomous community, public universities and professional training.

HOW TO CREATE A BILINGUAL SECTION

To transform state-funded schools and high schools into bilingual sections, an request must be made. Then, some criteria are taken into account related to the implication of the schools, the teachers, the coordination between schools and high schools, the pedagogical coherence or the feasibility of the project. The Ministry of Education creates a selection committee which decides which schools become bilingual sections.

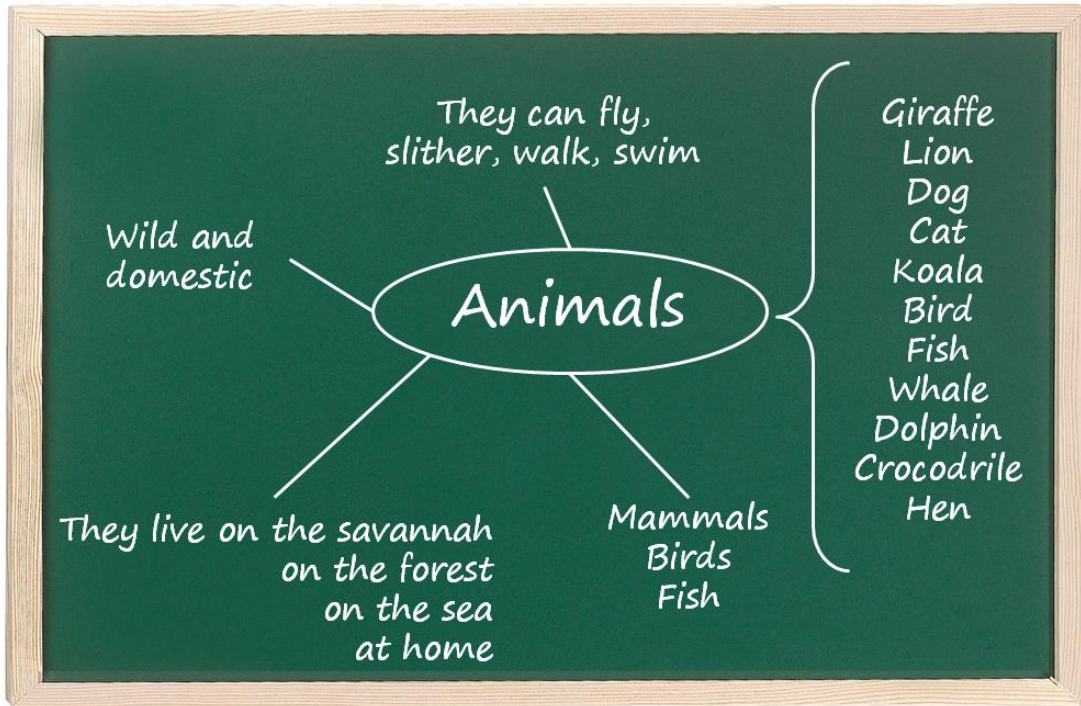
EVALUATION

The bilingual sections add in their Annual Report at the end of the school year a internal evaluation in which there are proposals for improving and modification. The Educational Inspection writes a report to the Provincial Director of Education who gives it to the General Director of Planning and Inspection.

APPENDIX 3: Common Reference Levels: global scale (CEF)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express himself /herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

APPENDIX 4: BRAINSTORM



APPENDIX 5: WALT STRATEGY

WALT: We are learning to...

- To know different materials



- To know what objects are made of



is made of



APPENDIX 6: FLASHCARDS



APPENDIX 7: WEBQUEST WORKSHEET

1. - Pay attention to the **first resource** and complete the sentences:



_____ are made of _____





The _____ is made of _____



The _____ is made of _____



The _____ is made of _____ which comes from _____

2. - Investigate with the objects of the **second resource**. Write the material they are made of and complete with  tick or  cross:

OBJECT	MATERIAL	WATERPROOF	BENDY
Saucepan			
Newspaper			
Rain-hat			
Cutting board			
Plastic bag			
Scarf			

3. Do the quiz and circle your score:

1 2 3 4 5 6 7 8 9 10

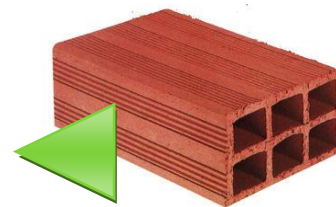
APPENDIX 8: THE THREE LITTLE PIGS

Pre-listening task:



While-listening task:

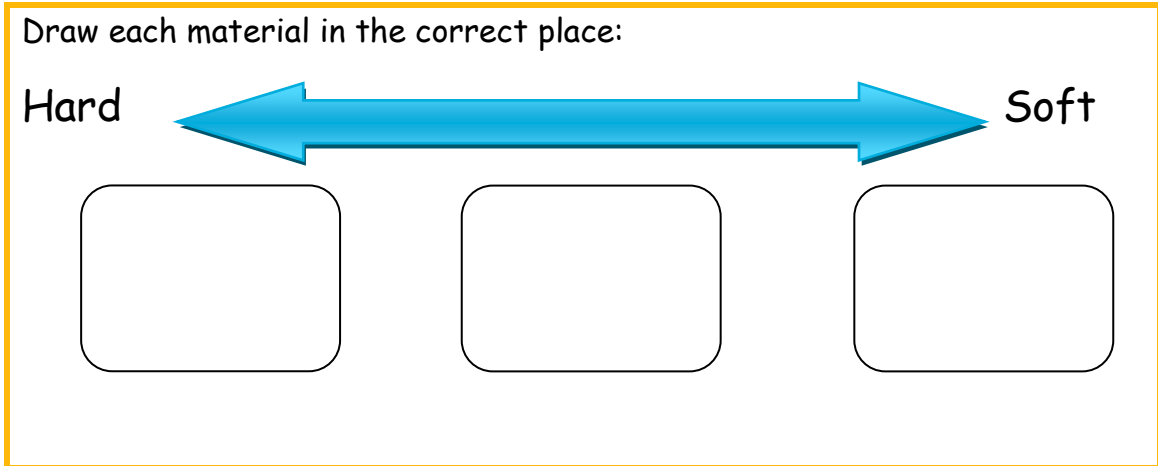
What are the houses made of? Match the material with the houses:



After-listening task

Draw each material in the correct place:

Hard ←————→ Soft



APPENDIX 9: SELF-ASSESSMENT GRID

<i>SELF-ASSESSMENT</i>				
Subject: Physical Education / Topic: Volleyball	Excellent	Good	Ok	Bad
I participate in the tasks.				
I can throw the ball where I want.				
I know how to do a service and how to pass the ball to a classmate.				
I know how to play volleyball.				
I play volleyball cooperating with my classmates				
I am better in...				
I have to practice more...				

APPENDIX 10: SELECTED-RESPONSE TASKS

Which Christian Kingdom dominated almost the entire Peninsula?

- a) Kingdom of Navarre
- b) Portugal
- c) Kingdom of León
- d) Crown of Castile and Aragon

d) Crown of Castile and Aragon



When did the Muslims come to the peninsula?

- a) 859
- b) 1012
- c) 711
- d) 479

c) 711



Who was the first caliph to govern Al-Andalus?

- a) Averroes
- b) Adb-ar-Rahman III
- c) Adb-ar-Rahman I
- d) Leovigild

b) Adb-ar-Rahman III



Which was the capital of the Visigothic kingdom?

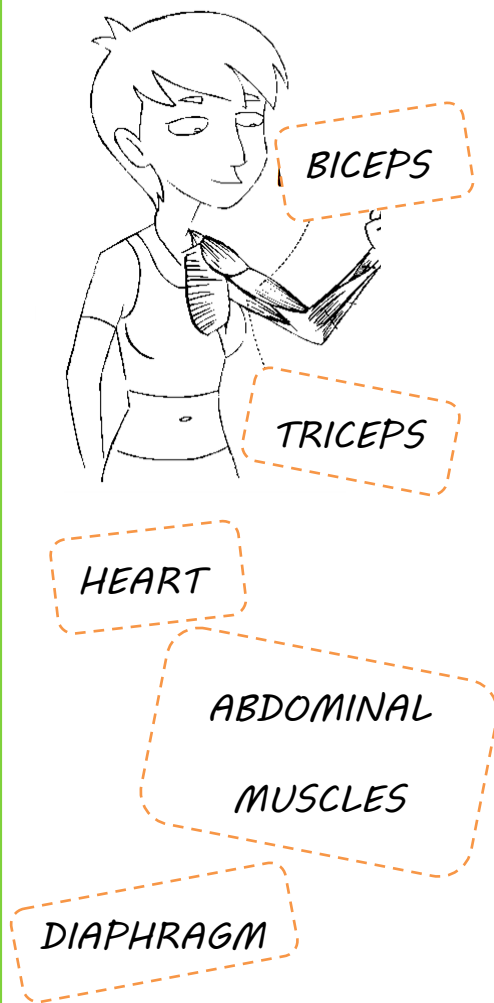
- a) Cordoba
- b) Merida
- c) Toledo
- d) Madrid

c) Toledo



APPENDIX 11: CONSTRUCTED-RESPONSE TASKS

Fill the gaps about muscles' functions:



The _____ keep our insides in place.

The _____ muscle flexes (bends) the elbow.

The _____ is a muscle that beats.

The _____ expands the lungs to suck in air.

The _____ muscle extends (straightens) the elbow.

APPENDIX 12: OBSERVATION GRID

SUBJECT: _____											LESSON PLAN: _____									
N°	Names and surnames	ASSESSMENT CRITERIA									BANDS			Part	Beh	Pair work	FT	WS & N	P	GLOBAL
		1	2	3	4	5	6	7	8	9	1	2	3							
1																				
2																				
3																				
4																				
5																				
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ASSESSMENT CRITERIA	BANDS

Part. : Participation FT: Final task P: Project

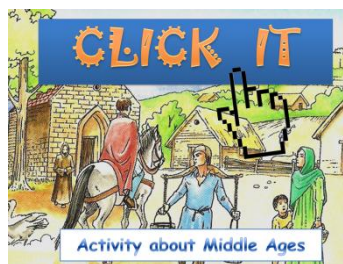
Beh. : Behaviour WS & N: Worksheets and notebook

AUDIOVISUAL APPENDICES ON THE CD-ROM









1. LANDSCAPES. PowerPoint format.



2. CLICK IT. PowerPoint format.



3. EXPERIMENTS REPORT. Smart Notebook format.

Object	It is made of...	Waterproof	Magnetic
Toy 			
Straw 			
T-Shirt 			
Spoon 			
Sharpener 			
Clip 			
Newspaper 			
Glass 			

Paper Plastic Fabric Metal Glass

4. MATERIALS' PROJECTS. PowerPoint format.

