



**FACULTAD DE EDUCACIÓN DE PALENCIA
UNIVERSIDAD DE VALLADOLID**

A CLIL-BASED CULTURAL PROJECT TO FOSTER INTERCULTURAL AWARENESS IN PRIMARY EDUCATION

**UN PROYECTO CULTURAL BASADO EN CLIL PARA FOMENTAR
LA CONCIENCIA INTERCULTURAL EN EDUCACIÓN PRIMARIA**

**TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA
Mención Lengua Extranjera. Inglés**

AUTOR/A: David del Río Manzano

TUTOR/A: María del Carmen Alario Trigueros

Palencia, 12 de junio de 2025

RESUMEN

El presente Trabajo de Fin de Grado expone el diseño, implementación y análisis de una unidad didáctica titulada “Easter Holidays in Palencia”, desarrollada en sexto curso de Educación Primaria, en el área de lengua extranjera (inglés). La propuesta parte del enfoque metodológico CLIL (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) y tiene como eje principal el desarrollo de la conciencia cultural, fomentada mediante el uso real y significativo de la lengua inglesa como herramienta de comunicación. A lo largo de la unidad, el alumnado investiga, analiza y presenta elementos culturales propios de la Semana Santa palentina con el objetivo de darlos a conocer a estudiantes de otro país. La unidad culmina en un intercambio virtual con alumnado de los Países Bajos, lo que permite establecer un diálogo intercultural auténtico y fortalecer la competencia global.

La intervención integra contenidos transversales, estrategias de pensamiento visible, aprendizaje cooperativo y herramientas TIC, situando al alumnado como protagonista de su aprendizaje. Los resultados obtenidos evidencian avances significativos no solo en la competencia lingüística, sino en el desarrollo de la empatía, el respeto a la diversidad y la identidad cultural.

PALABRAS CLAVE

Conciencia cultural, CLIL, diálogo intercultural, competencia comunicativa

ABSTRACT

This Final Degree Project presents the design, implementation, and analysis of a didactic unit entitled “Easter Holidays in Palencia”, carried out in the sixth grade of Primary Education in the subject of English as a Foreign Language. The proposal is framed within the CLIL (Content and Language Integrated Learning) approach and focuses on developing cultural awareness through real communicative experiences in English. Throughout the unit, students research, analyse, and present key elements of Palencia’s Holy Week with the aim of introducing them to students from another country. The unit concludes with a virtual cultural exchange with Dutch students, fostering authentic intercultural dialogue and enhancing students’ global competence.

The project integrates cross-curricular content, thinking routines, cooperative learning strategies, and digital tools, placing learners at the centre of the learning process. Results show significant progress not only in language acquisition but also in students’ ability to reflect on their own identity, respect cultural diversity, and communicate with purpose.

KEYWORDS

Cultural awareness, CLIL, intercultural dialogue, communicative competence.

RESUMEN	1
PALABRAS CLAVE	1
ABSTRACT	1
KEYWORDS	2
1. INTRODUCTION	5
2. OBJETIVES	7
2.1 GENERAL OBJETIVES	7
2.2 SPECIFIC OBJETIVES	8
3. JUSTIFICATION	9
4. THEORETICAL FOUNDATION	11
4.1 CLIL METHODOLOGY: CONTENT AND LANGUAGE INTEGRATED LEARNING.....	11
4.2 VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT (ZPD)	12
4.3 COOPERATIVE LEARNING	14
4.4 HOWARD GARDNER'S MULTIPLE INTELLIGENCES THEORY	15
4.5 THINKING ROUTINES AND VISIBLE THINKING	17
4.6 SELF AND PEER ASSESMENT	17
4.7 Cultural Awareness	18
4.8 ICT TOOLS IN CLIL AND PROJECT BASED LEARNING.....	20
5. DESIGN	21
5.1 "HOLY WEEK IN PALENCIA" THE UNIT.....	21
5.1.1 the school.....	21
5.1.2 the group	22
5.2 FEATURES OF THE UNIT	24
5.2.1 approach activities	24
5.2.2 Tasks and subtasks	25
5.2.2.1 Main Task 1	25

5.2.2.2	Main Task 2	26
5.2.2.3	Main Task 3	27
5.2.2.4	Main task 4	28
5.2.2.5	Main task 5	29
5.2.2.6	Main task 6	30
5.2.2.7	Main task 7	31
5.2.3	lesson -: final task	32
5.2.4	Materials	33
5.3	AN EXPERIENCE BASED ON CULTURAL EXCHANGE.....	34
5.4	RESULTS.....	36
5.4.1	unit results	36
5.4.2	cultural exchange results	38
5.5	ANALISYS OF THE UNIT PROPOSAL	39
5.6	CONSIDERATIONS AND POSSIBLE CHANGES	41
6.	CONCLUSION	44
7.	REFERENCES	46
7.1	THEORETICAL FOUNDATION REFERENCES	46
8.	APPENDICES.....	49
	APPENDIX 1	49
	Figure 1: Zones of development.....	13
	Figure 2: Social and Emotional Learning wheel (SEL)	15
	Appendix 1: Travel Agency brochure	51

1.INTRODUCTION

In today's increasingly interconnected world, education must transcend the boundaries of the traditional classroom to equip students not only with academic knowledge, but also with the tools needed to understand, respect, and engage with diverse cultural realities. Within this context, the teaching of foreign languages plays a key role, as it serves not only as a channel for linguistic competence, but also as a bridge to intercultural understanding. The following project is grounded on this belief and seeks to demonstrate how a didactic unit based on students' cultural identity can promote cultural awareness through meaningful, communicative, and real-life experiences in English.

The present Final Degree Project has been developed as part of the requirements for the Primary Education Degree, and is the result of a period of observation, reflection, planning, and implementation in a real educational setting. It presents the design and development of the didactic unit entitled "Easter Holidays in Palencia", carried out with a group of sixth-grade students at a bilingual school. The unit was implemented within the English subject but integrates crosscurricula contents content from other areas such as Social Science, Art and ICT, in line with the principles of Content and Language Integrated Learning (CLIL) and the current educational legislation in Castilla y León (DECREE 38/2022, of 29 September, establishing the organization and curriculum of Primary Education in the Community of Castile and Leon, 2022)

The central theme of the unit is Palencia's Holy Week, a cultural and religious celebration of deep historical significance in the region. By exploring this topic, students were invited to reflect on their own cultural heritage, connect with local traditions, and use English as a tool to present and share their identity with others. The unit culminated in a virtual cultural exchange with students from the Netherlands, during which learners presented the outcomes of their work and engaged in intercultural communication using English as the vehicular language.

The aim of the unit was to promote cultural awareness among students, understood as the ability to recognize, and appreciate cultural differences, and to reflect on one's own values and traditions. This objective was pursued through a range of cooperative, project-based and reflective activities, always guided by communicative purposes. At the same time, the unit aimed to develop linguistic skills across the four language competences—

listening, speaking, reading and writing—with a special emphasis on oral expression and interaction.

The design of the unit was built upon current pedagogical principles and theoretical foundations. The CLIL approach allowed for the integration of content and language in a natural, meaningful way, making English learning more relevant and authentic for students. In addition, the use of thinking routines, cooperative roles, digital tools, and formative assessment strategies such as peer and self-assessment contributed to creating a learning environment that was inclusive, dynamic, and learner centred.

This project also reflects the professional growth of the pre-service teacher behind it. The opportunity to observe, plan and implement a full didactic unit provided a valuable insight into classroom dynamics, the needs of diverse learners, and the importance of designing flexible and motivating learning experiences. It required adapting theory to practice, anticipating challenges, and making decisions based on students' responses, time constraints, and available resources.

In short, this project seeks to demonstrate how the English classroom can become a space for intercultural dialogue, personal expression, and global learning—where language is not the end goal, but the means through which students construct meaning, develop empathy, and connect with others. It is a proposal rooted in the local but open to the global, centred on the learner and guided by the belief that cultural understanding begins with sharing who we are.

2.OBJECTIVES

The unit proposal is designed with the aim of demonstrating as a teacher the acquisition of some of the most relevant objectives. Based on Universidad de Valladolid (2010), the objectives achieved are divided into general objectives and specific objectives from English Language:

2.1 GENERAL OBJECTIVES

- To understand the curricular areas of Primary Education, their interdisciplinary connections, the evaluation criteria, and the body of didactic knowledge related to teaching and learning processes within each area.
- To design, plan, and assess teaching and learning processes both individually and in collaboration with other teachers and school professionals.
- To effectively address language learning situations in multicultural and multilingual contexts, and to promote reading and critical discussion of texts from different scientific and cultural domains included in the school curriculum.
- To design and manage learning environments that respond to diversity and promote gender equality, equity, and respect for human rights, thus fostering the values of democratic citizenship.
- To reflect on classroom practices to innovate and improve teaching performance. To acquire habits and skills for autonomous and cooperative learning, and to promote these among students.
- To understand and apply information and communication technologies in the classroom. To critically select audiovisual information that contributes to learning, civic education, and cultural enrichment.
- To understand the role, potential, and limitations of education in contemporary society, as well as the key competences that affect primary schools and their professionals. To become familiar with quality improvement models applicable to educational centers.

2.2 SPECIFIC OBJECTIVES

- To understand the main didactic approaches to foreign language teaching for children and their practical application in the foreign language classroom at the different levels established in the curriculum.
- To become familiar with the Primary Education curriculum and the curricular development of the foreign language area.
- To develop positive attitudes and an open mindset towards linguistic and cultural diversity within the classroom.
- To promote both oral language development and written production, paying special attention to the use of new technologies as tools for long-distance communication in a foreign language.
- To foster the development of metalinguistic/metacognitive and cognitive skills for language acquisition through meaningful and relevant tasks connected to students' interests and experiences.
- To progressively develop communicative competence through the integrated practice of the four language skills in the foreign language classroom.
- To be able to plan the teaching and learning process of a foreign language by selecting, designing, and creating appropriate teaching strategies, activity types, and materials, according to students' diversity.

3. JUSTIFICATION

The selection of the topic “Holy Week in Palencia” as the core of this didactic unit responds to both pedagogical and personal motivations. On the one hand, the unit is grounded in the conviction that foreign language education should not be confined to the acquisition of vocabulary and grammar but rather serve as a tool to foster critical thinking, social interaction, and above all, cultural awareness. On the other hand, the topic was chosen because it is deeply rooted in the students’ environment, making it meaningful, relevant and emotionally engaging. These two motivations converge in the desire to create a learning experience that is authentic, humanizing, and transformative.

In recent years, the concept of intercultural education has gained growing importance in educational frameworks at national and international levels. As societies become more diverse and interconnected, schools must prepare students not only to master content and skills, but also to understand and appreciate cultural differences. This needs is especially critical in the teaching of foreign languages, which offer a unique opportunity to develop communicative competence and cultural empathy at the same time. Therefore, this project seeks to contribute to this vision by offering students the chance to explore their own cultural identity and share it with others, using English as the medium for dialogue.

From a curricular perspective, the proposal aligns with the key competences established in the Spanish educational framework, particularly those included in DECREE 38/2022, of 29 September, establishing the organization and curriculum of primary education in the Community of Castile and Leon (2022) These include the Linguistic Communication Competence, the Personal, Social and Learning to Learn Competence, the Citizenship Competence, and the Digital Competence. All of them are present in the design of this unit, which integrates speaking, writing, and digital literacy into a project that also involves cooperation, self-awareness and intercultural exchange.

Moreover, the unit strongly supports the Learning to Learn Competence, as students are required to plan their work, reflect on their progress, and assess their outcomes through formative tools such as checklists and self-assessment trackers. They also engage in metacognitive routines, which help them develop their thinking and reasoning in a foreign language. This empowers learners to become more autonomous and self-regulated, both key traits for lifelong learning.

In terms of relevance, the cultural theme of Holy Week in Palencia was chosen because it represents a powerful element of students' social and historical context. Many learners had direct experiences related to processions, brotherhoods or religious traditions, yet had never explored them from an academic or intercultural perspective. By transforming a familiar cultural reality into an object of investigation and presentation, the unit bridges the gap between school knowledge and everyday life. Furthermore, the inclusion of a cultural exchange with Dutch students provided a real communicative purpose, turning the classroom into a space for sharing and connecting beyond geographical and linguistic borders.

This project also has strong ties with the professional profile of the Primary Education teacher, as defined in the curriculum of the degree. It puts into practice teaching skills such as curriculum design, inclusive methodology, attention to diversity, cooperative learning, use of ICT, and assessment. The process of planning, implementing and evaluating a full didactic unit in a real classroom environment contributes significantly to the development of professional competence, allowing the future teacher to reflect on their practice, make pedagogical decisions and respond to the needs of students in a dynamic and evolving context.

Furthermore, the proposal reflects the growing importance of integrated methodologies, such as CLIL (Content and Language Integrated Learning), which are increasingly present in bilingual and multilingual educational settings. The unit embraces this model by linking content from Social Science and English, using the foreign language not as a goal, but as a tool to explore and communicate knowledge. The unit also applies to the principles of project-based learning and cooperative learning, two approaches that align with the constructivist and learner-centred vision promoted in teacher training programmers.

As sum up, the justification of this project lies in its ability to respond to current educational challenges, its alignment with curricular and professional competences, and its commitment to forming active, reflective and culturally aware citizens. It is a proposal that embodies the essence of education as a transformative and humanizing force, and of teaching as a vocation grounded in empathy, creativity and dialogue.

4. THEORETICAL FOUNDATION

In order to carry out this intervention proposal, it has been necessary to develop deep research into the main theories which this unit is based on. We will focus on all the main points in the intervention such as cultural awareness, ICT as a tool to achieve CLIL, and different theories that have been developed during the proposal. I will also focus on specific methodologies and theories developed through the investigation. The unit has been developed for a 6th grade in primary education based on CLIL Methodology, and all theoretical foundations have been applied to foster cultural awareness and competency-based learning.

4.1 CLIL METHODOLOGY: CONTENT AND LANGUAGE INTEGRATED LEARNING

Content and Language Integrated Learning (CLIL) is the main methodology applied during the development of the unit proposal called “Easter Holidays” for the 6th grade bilingual class.

According to Coyle et al. (2010):

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, but not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.

For this reason, the importance of this methodology is using English in this case as a vehicular language in order for the students to develop their knowledges through social cultural and geographical parts of the topics given at the same time as they use grammatical sentences with vocabulary integrated in the topic and it is used to achieve the final product.

As Coyle et al. (2010) explain, using CLIL methodology does not only mean teaching languages and contents together, but also planning different thinking paths and the ability

to develop cognitive flexibility. That means that it is an innovative way to work that results from including the language in the learning process of the students.

As Coyle et al. (2010), the CLIL methodology can be divided into 4C: Content, that refers to the knowledge that the student is able to receive in a lesson. Communication is the process where language acquisition is included. Cognition is related with the ability of developing thinking skills and cultural appreciation of us and others” (Ellison, 2019, p. 249; cited in Graham, K. M et al., 2019) Finally, there is culture, that means all the aspects that belongs to a group of people that share the way of living.

Through CLIL methodology, the students are not only learning content at the same time as the language, but they are developing basic competences through a cross curricular vision.

4.2 VYGOTSKY’S ZONE OF PROXIMAL DEVELOPMENT (ZPD)

According to Vygotsky (1978) definition of Zone of Proximal Development:

“It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.” (Vygotsky et al. 1978)

Considering the definitions of Zone of Proximal Development, we can say that this is a useful technique for implementing in the school for teachers. It is divided into three different parts:

- Current Understanding: In the level of development of a child that has in order to solve problems independently.
- Zone of proximal Development: It is the level of the student that he can achieve with the help of the teacher or an specialist
 - Out of reach: It is the level that the student is not able to reach yet.

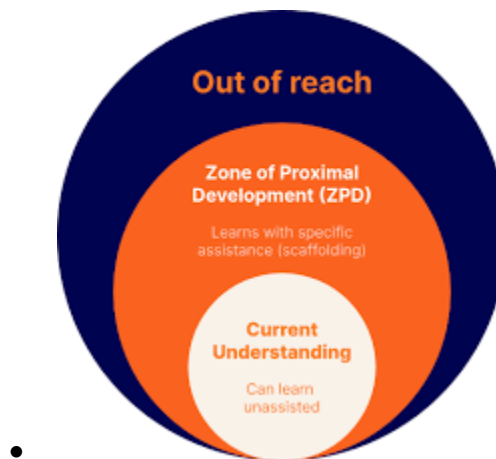


Figure 1: Zones of development

This is very important to bear in mind for the unit proposal, because the help not only from the teacher, but also from the peers is going to be useful for achieving this zone of proximal development.

According to what Shabani et al. (2010) explained, the ZPD consists of the interaction between the students and the proper integration of the learning environment. The main objective of the ZPD is not to create one zone of development, but several interconnecting between them. For achieving this there is a important technique used by teachers called Scaffolding.

According to Pol (2010), scaffolding can be defined as: the temporary support that the teachers can provide the students in different forms in order for the students to achieve the task proposed that without this help they would not be able to complete.

For this reason, during the unit the students will be provided with scaffolding techniques like structured routines, visual cues... but not only from the teacher, but during the group's activities as interaction is a technique used for cognitive development. For this reason and according to Vygotsky (1978), the teacher becomes a facilitator for the students to evolve from the current understanding level to proximal development.

4.3 COOPERATIVE LEARNING

Cooperation can be defined according to what Johnson et al. (2008) as working together to achieve common objectives, where the members of the groups try to achieve the best for themselves and for their partners. And connected with it we find that cooperative learning is the technique where all the students from the same groups work together to achieve the best results possible, compared with competitive learning, which aims for the best individual result where there are only a few of them that can achieve it (Johnson et al., 2008).

This is a good strategy to work in class for the students that can relate to the previous methodology, because the members of the groups can provide peers with scaffolding techniques in order to reach their proximal development. This methodology also develops cooperative learning strategies, where the students can interact between them to achieve a goal and this ensures that all the members of the group participate actively during the process.

Johnson and Johnson (1999) describe four main types of learning groups:

- Pseudo Learning group: The students are not motivated to work in groups, and they think they will be evaluated from their individual performance. For this reason, they work on their own and they do not collaborate with peers.
- Traditional classroom learning groups: The students accept to work together but as they will be assessed individually, they are not very interested in collaborating with peers, but some help from the students that have a higher level helping the ones with lower level.
- Cooperative Learning group: Students work together for a common objective, they share their knowledge, and they encourage the other members of the group to achieve the objectives.
- High Performance Cooperative learning: These are the groups that have a big level of commitment perform at their higher level in groups. A small number of groups can achieve this level.

Considering this aspect, assessment during the unit proposal also should be adapted to the level of cooperative work that is wanted to be achieved as a teacher for the different groups of students.

Cooperative learning also helps students to develop Social and Emotional Learning (SEL), because while they work together, they develop empathy, respect or other communication skills that are very useful for the students not only in school but also outside.



Figure 2: Social and Emotional Learning wheel (SEL)

Students are more likely to cooperate if they consider that the task is motivating and interesting for them and if all the members of the group know what their role is and how they should work (Gillies, 2007). For this reason, teachers play a meaningful role, as support in cooperative work, guiding the working process or mediating in problems among groups.

4.4 HOWARD GARDNER'S MULTIPLE INTELLIGENCES THEORY

Before Howard Gardner came up with this idea of multiple intelligences, students were only assessed through their linguistic or mathematical learning acquisition development, however there are more situations where the student is developing his techniques to solve problems, and he is using the intelligence more than for solving a math problem or a presentation (Gardner, 2011).

According to Checkley (1997) we can find eight different types of intelligences:

- Linguistic Intelligence is the ability to express ideas and understand the ideas expressed by others using your mother tongue or other languages, either

environmental or foreign languages. Poets or lawyers are good examples in Linguistic Intelligence, but also simple citizens applying general and communication skills in daily common situations .

- Logical-Mathematical Intelligence is the way a student can develop operation, numbers or quantities.
- Spatial Intelligence refers to the ability to represent the spatial world in your own imagination, to design or plan different activities, as airplane pilots or even sculptors can do.
- Bodily Kinesthetic Intelligence is the ability to solve problems by using different parts of the body. Athletics or dancers are some of the best examples.
- Musical Intelligence is the ability to hear patterns, memorize and even work with them.
- Interpersonal Intelligence is the ability to connect with other people. It is necessary for all of us in our daily life, but even more for teachers.
- Intrapersonal Intelligence is the ability to have a good idea of himself or herself, what is he able to do, what is the limit s/he cannot reach, how does s/he react to different situations...
- Naturalist Intelligence is the ability to respect and understand the differences between living things or different parts of the natural world. It is also connected to how do we interact with our naturalist intelligence nowadays.

These are the different types of intelligence and for the unit proposal it is important to develop as much as we can to make a complete proposal where all the intelligence from the students will be observed and assessed.

According to Morgan (2021), developing creative assignments for students can develop their critical thinking skills and a good environment in class can foster motivation and creativity in order to work. For this reason, is very important to make a wide range of tasks that are different to foster multiple intelligence in the students while making motivating work.

4.5 THINKING ROUTINES AND VISIBLE THINKING

In some classrooms it is common for the students to be given the important contents to know and the relevant information, and this does not develop thinking and understanding. As Ritchhart et al. (2011) explain, to foster thinking and understanding in class, analyzing situations from different perspectives, reasoning about them or even making connections with the prior knowledge from the students are activities that can develop it.

For the students it is important to have a guide or a structure to follow not to get lost during the tasks they perform. However, it is also important to develop some of these thinking routines for them to develop critical thinking skills. It is important to include thinking routines in class for the students to observe or question, in order to develop cognitive engagement.

We have the role of making thinking as visible as we can to start developing it as every knowledge. If we develop visible thinking, students develop an understanding about what and about how (Ritchhart, 2015).

This other point of view is what teachers plan to develop to create and foster visible thinking in class. More even in bilingual classes where thinking routines foster critical thinking and this other point of view has been explained, but also a scaffolded use of language when questioning, answering or even describing what they understand. For this reason, it is connected not only with the ZPD from Vygotsky, but also with the multiple intelligence reinforced during the thinking process.

4.6 SELF AND PEER ASSESSMENT

Self-assessment and peer-assessment are essential tools in promoting metacognitive skills, learner autonomy, and formative evaluation in the CLIL classroom. During the unit proposal the students are going to implement self- and peer assessment techniques to develop learning awareness and critical thinking in our students .

According to Paris and Paris (2001), as self- assessment contains an own evaluation and reflection of their own work, they develop a sense of responsibility of their process of learning, and these are fundamental aspects for students to become independent learners.

“Self-regulated learning (SRL), as the three words imply, emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement” (Paris and Paris, 2001).

This aspect of the learning process is held by self-assessment, where the students recognize and evaluate their own work. It is useful not only for evaluating themselves, but also to develop critical thinking about what they have done and they could have improved. Also, self-assessment is usually related to peer assessment because children use the work performed by their partners in the same situation and the same resources to establish a comparison about what they have done and the results of the partners. Here the students can assess if what they have done meets expectations and from their work they can explain what the strong points or the weaknesses from their peers are at work.

According to what Topping (2017) explains, peer assessment should follow a structure where students should begin with positive feedback and after it, they can move to the points that could be improved and suggest how they would make it.

An important point to consider when thinking about self and peer assessment is that they are not only certain resources like checklist or rubrics, but during their daily work in groups, provide teachers real examples of assessment for themselves and for their group partners. Peer assessment of learning develops the own evaluator abilities (Topping, 2017). By assuming the role of assessor, the students develop a role in the learning process where they acquire critical thinking and personal and social skills explaining and developing proper feedback to the partner aiming to improve and helping them with respect.

4.7 Cultural Awareness

One of the most important concepts from this unit proposal is intercultural competence and cultural awareness, that has a growing importance in class due to the globalized society where we live.

In each school we can differentiate two types of cultural awareness, the one that can be present in a class where students from different countries ethnicities or socioeconomic contexts, who share their customs and ways of living and the cultural awareness between foreign countries fostering integration and togetherness between both of them through intercultural projects like Etwinning programs or even cultural exchanges.

A guide to Action-Oriented, Plurilingual and Intercultural Education (2023) establishes the intercultural competence divided into three different aspects:

- Openness: Respect for the others traditions, costumes and values as well as the ability to accept ambiguity and work with it.
- Knowledge: acquire and develop cultural knowledge and develop cultural empathy about what other people can think.
- Adaptability: the ability to adapt yourself to specific situations and be able to develop effective communication considering communicative conventions.

In this case and considering CLIL as the methodology used, English can be the vehicular language to acquire cultural awareness but not only about British or English-speaking countries, but also culture from different countries.

The definition of Intercultural Communicative Competence is created from communicative competence and cultural awareness, where students know about the sociocultural context that is present in the foreign country (Sercu, 2006).

This means that learning a language is connected to the context of the country, but not only from this speaking country, but with all the countries that share the same language.

For this reason, providing experiences to the students where they can use English as a vehicular language to acquire cultural awareness becomes a meaningful learning where the students develop ICC.

The Common European Framework of Reference (CEFR) groups together the plurilingual and pluricultural competences with the following explanation:

“They were developed as a form of dynamic as a creative process of “language” across the boundaries of the language variety, as a methodology and as language policy aims” (Council of Europe, 2020, p30)

4.8 ICT TOOLS IN CLIL AND PROJECT BASED LEARNING

The integration of Information and Communication Technologies (ICT) is a defining feature during this unit proposal, and it plays a vital role supporting both CLIL and project-based learning methodologies. ICT is used not only as a tool for delivering content but also as a means of communication, collaboration, creativity, and assessment.

Opening up education: Innovative teaching and learning for all through new technologies and open educational resources (2013) highlights the numerous benefits of the use of ICT tools in education, where the students mostly for free can acquire new contents from other sources than just the teachers, they also allow a more personalized learning experience, and experiences and contents can be more easily shared between different countries.

According to Robin (2008), recent research studies show that motivation in students when making a digital storytelling motivation increases and it is also very important to foster motivation of students when learning through multimedia technologies.

Students are able not only to use ICT tools to look information through Internet or different sources, but also they are able to produce multimodal texts or creative productions where they develop technological competences and creativity, and this led students to express themselves in different ways.

Assessment can also be supported through digital tools. Self-assessment trackers, collaborative documents, and online surveys facilitate both peer and self-assessment. These tools promote learner autonomy and reflection, as students can track their own progress, compare with peer feedback, and set goals for improvement.

Importantly, digital tools also play a role in the international dimension of the unit. The eTwinning collaboration with a Dutch school relies on online communication and video sharing, which allows students to participate in real intercultural exchanges. These digital bridges make the learning authentic and meaningful, while fostering global competence and the practical use of English.

In conclusion, ICT in this unit is not just a resource but a pedagogical strategy. It supports CLIL by making content accessible and engaging, empowers learners to take ownership of their learning, and prepares them for digital citizenship in a multilingual and multicultural world.

5.DESIGN

5.1 “HOLY WEEK IN PALENCIA” THE UNIT

“Easter Holidays in Palencia”, is a learning situation designed for primary education, and implemented in English taking CLIL framework as reference. This unit was created adapting the premises to the school characteristic global citizenship, to develop cultural knowledge through the language.

The nucleus of this unit proposal is to develop cultural awareness between students through their own cultural aspects in Easter but also connecting their experience with international reference. The intercultural experience that Easter Holidays is going to connect Spanish and Dutch students, will allow them to develop self-identity, diversity empathy using English as a communicative resource.

5.1.1 the school

The implementation of the unit proposal called “Easter Holidays in Palencia “in an educational context where the main premises and objectives were adapted to it. The school can be described as a state-subsided privet center located in the center of Palencia in Spain, where the Catholic tradition is integrated in the formal academic education. These characteristics can be seen every day along the activities routines or even festivities. This basis settled in the school allows students to develop and experiment realistic topics related to traditions and cultural aspects among the different learning situations.

One of the main characteristics of the school is the importance given to social issues, related to solidarity or citizenship, which can be connected directly with the unit proposal. The school foster cultural awareness and empathy through different activities or projects as charity work or ecological campaigns where the students develop a sense of responsibility and social skills.

The school also organizes different international projects like cultural exchanges between students from different countries or programs like eTwinning projects, where the students develop interactions and introduce themselves to other cultures, what has made students get more used to international collaboration. Although these programs are more focused

on higher grades than primary education, it influences indirectly the students as they have relatives that participate in these activities or they even watch people from other countries walking around the school, where they can introduce the use of English as a communicative resource.

As a noteworthy aspect, the co-teaching dynamic has been recently introduced in 4th, 5th and 6th grades where because of the glass walls and the removable walls in the floor, promotes collaboration between teachers as the classes get together for specific lessons. This resource allows teacher to organize themselves to provide the needed support that the students have and the possibility to encourage a more effective learning environment.

Another aspect that should be considered in the school, is the bilingual program, covering all years of education at the school. According to this program, English is not considered as a single subject included in the class schedule, but an interdisciplinary resource for other areas like Science, Arts or Physical Education. This situation allows students to get adapted to use English as a vehicular language to acquire knowledges not only connected to English grammatical aspects and it also promotes the celebration of international festivities in school like St. Patrics day or Easter Holydays.

To sum up, the school's international orientation, co-teaching practices, and commitment to bilingual education created an ideal environment to implement a CLIL unit focused on local identity and cultural exchange. These contextual factors not only supported the unit's linguistic and academic goals but also enriched the cultural and emotional learning experiences of the students involved.

5.1.2 the group

The unit proposal was developed in a large, open classroom, where as it was formerly mentioned, the classes were separated by glass walls that can be removed to develop the learning situation for two classes at the same time. In this case it was for two groups together of 6th grade, composed of 52 students. As they are divided into two groups, each one has their own schedule, but it is organized so that they could share English lessons. This special structure promotes students developing group working and social skills. Is important to highlight that this co-teaching methodology has been already implemented and established, so students are used to the dynamic of this school methodological

approach. This familiarity to collaborative tasks allows students to distribute task roles and responsibilities in an effective way.

Regarding the linguistic competence, these students show a varied level, but overall, they show a functional use of English, highlighted in reading and listening. Also, oral and written skills have been also worked and developed through different task during the course, where the students could integrate complex sentence structures such as descriptive writing or sequences. The tenses already learned in class will be used as scaffolding technique for the students to introduce new structures such as comparison adjectives or precise descriptions.

Students were motivated with the general topic of the Holy Week during the Unit Proposal, as it is a topic where they feel included, as most of them participate in different Brotherhoods or they attend to the possessions with relatives. This personal connection with the unit generated an environment where students felt engaged to participate and a English language situation was created. The inclusion of an international cultural exchange amplified their interest and gave the unit proposal a real situation where English was used as a communicative resource to get the information from the exchange partners.

The class offered variety also in the pace and the educational needs, something that the co-teaching methodology as well as the flexible group working technique allowed a more inclusive learning situation. It was planned in order to increase the real collaboration between the members of the groups and scaffolding learning.

In conclusion, the characteristics of the 6th-grade groups—particularly their prior exposure to cooperative learning, their bilingual competence, and their personal links to the unit's cultural theme—made them highly suitable for the implementation of a CLIL unit based on cultural identity, project work, and international communication. Their enthusiasm, adaptability, and existing skill set contributed significantly to the success and depth of the learning experience.

5.2 FEATURES OF THE UNIT

5.2.1 approach activities

The unit proposal had a structure where at the beginning of it, there were certain introductory activities planned to develop the prior knowledge of the students and to have a main and clear idea of what was going to be developed during the learning situation. The first session was used as an introductory and a way to establish the main topic.

The students were informed that they were going to create a travel agency, and it was going to be used to promote tourist from Netherlands to visit Palencia during Easter Holidays. This structure had the main purpose of developing cultural awareness based on the principles of Project Based Learning, where they could develop communicative and social skills.

The introductory lesson started with a brainstorming process from the different organized groups in class, where they had to communicate between them to come up with ideas about what information they considered important to include in the Travel Agency brochure that could be interesting for the tourists that would be coming. This helped the students to identify the main way that the unit proposal was going to follow. It also introduced key vocabulary items and thematic language using digital visuals and a dynamic board display, aligning the language input with the demands of the final task.

The other main approach activity began with the first part of the brochure, that was the transportation and accommodation options that the student should look for through real online resources, comparing different options and their prices to choose the best one and the one that adapts better to the tourists.

By the end of the initial session, students were able to have a clear idea of what was going to be the main structure from the unit proposal and its main premises. They also start developing a learning environment, where the different members of the groups assumed independently different roles.

These initial activities were settled a unit proposal based on the CLIL methodology, where English was going to be combined to achieve knowledge and language skills, situating the learning situation in a real cultural context. It was the first step to develop students 'cultural awareness about their own reality.

5.2.2 Tasks and subtasks

After the introductory session, where the students understand the main information about the unit proposal, and they established their roles between the groups, the upcoming sessions focused on make a deeper investigation from their own knowledge and new learnings in order to include it in their daily logbook, that would be a Travel Agency brochure where the students would include different aspects through daily creative tasks or guided exploration processes.

These developed tasks are structured with a coherent progression where the students develop different competences and they fulfill daily objectives, which prepare them to put all their learning process into the final product: a video call where the groups will present their Easter Holiday brochure to students in Netherlands and where they will be able to interact to develop social skills and cultural awareness through interactions between students from different countries using English as a communication tool.

5.2.2.1 Main Task 1

This session was planned to develop students' knowledge about local weather and establish relationships in order to select an appropriate clothing suggestion for the holiday period. At the beginning of the session, the students were asked to do research about the weather forecast expected to be during the holiday period and compare it with historical forecasts for these days to include the information in the brochure and make sure that the information provided is accurate, as much as possible. They used the Chromebook as a digital resource, where the students could make real predictions.

Once this first activity was completed, as a scaffolding technique the students were asked to use the weather information to make a clothing suggestion for the tourist. They were given a suitcase template, where they had to include three different outfit examples for different situations: one for a daytime walk around the city, another one for watching a procession of the Holy Week and the last one for a sportive event. Students negotiate about the options and design three different outfits, making sure that these are adequate considering the previous information about the weather. They develop cultural awareness in situations when they differentiate the occasions to where more formal or informal

clothes and they also are constantly using the previous knowledge to build new taking it as base.

Language work was embedded throughout. The teacher guided students in using structures such as “You should wear...” or “This outfit is better for...” to encourage descriptive and comparative expressions. These were practiced orally and noted down with visual prompts and vocabulary lists. Students were also encouraged to label their drawings using English and to describe the outfit choices in short captions to accompany the suitcase.

The task was engaging, hands-on, and aligned with visual-spatial and interpersonal intelligences. It reinforced content knowledge (weather, seasons, appropriate clothing) while developing functional and descriptive language. By the end of the session, each group had completed their suitcase and had begun integrating cultural sensitivity into their planning, an essential step towards their final project. The task also contributed to reinforcing group roles and cooperative learning structures, while helping students connect English with everyday decision-making in a culturally meaningful way.

5.2.2.2 Main Task 2

This session aims to foster students’ conscience about their own city and considering their previous knowledge they have from their own experience, combined with the information they find. This session includes bothe geographical and cultural aspects from their own city combined with descriptive and comparative language structures in English.

The session starts with a brief theoretical task where the students were asked to generate comparisons considering the references established in the coursebook where they could find comparative templates. During this task they were provided with visual gestures and visual aids by the teacher. This theoretical introduction was going to become the basis for the following tasks where the students should describe and compare different places in their city for the brochure.

Once this language structure was introduced, the students were given a map of their city, that could be used for them to investigate and explore the city. They were asked to decide in groups six different interesting points for tourists in the city. This task develops critical thinking among the students, as they must decide could be more attractive to people

coming from a different culture so that they could experience how their city is. They also developed writing competence adapting their choices considering the context and what would be better for the audience. The selection process involved consensus-building, explaining reasoning, and reusing the target language. Teachers scaffolded the discussion using sentence starters such as “I think this one is better because...”, “That place is more popular than...”, or “This park is less interesting than...”.

This session reinforced the social dimension of the project, where the students become conscious of their own city places developing geographical and cultural awareness. The use of map taken from real apps foster different social and mathematical competences while they work in real contexts. By positioning themselves as cultural ambassadors of their city, students took pride in their local heritage and practiced language with a real communicative purpose.

5.2.2.3 Main Task 3

In this session, the importance was given to the main tourist attraction of their city in Easter, the Holy Week, a cultural and religious celebration common in Sapin, but that internationally is celebrated differently. The goal was that the students could develop and create a narrative description about Holy Week considering their own experiences by integrating cultural heritage and language structures.

The session starts with an introductory conversation between teacher and students, where they share their opinions and experiences with Holy Week. It is a very engaging topic for the students, as some of them participate in different brotherhoods and the rest have relatives that belong to one. It is a guided conversation where the students express their opinions and explain the teacher what it means for them while activating a background context and an emotional connection while they use English to transmit this information and they develop specific words that are related with Holy Week as procession or brotherhood can be. Talking about their own experience helped the students to settle the cultural tradition not as spectators but as participants, that is one of the premises of the unit proposal, to develop independence and generate real-life work.

Regarding language, descriptive text was used by the students in order to tell the rest about their experiences and comparative forms were also used to make relations between

how the students celebrate Holy Week in their city and in other places. Peer dialogue and group scaffolding fosters collaboration between all the members of the groups so that all can participate in group discussions regardless of their level.

Students were asked to include in their group brochure of their Travel Agency a section called Holy Week in my city, where they had to select a brotherhood from the official website and they select the relevant information, like the colors they wear or the procession they have during the week. They also are asked to include a personal reflection about Holy Week and why they consider it important for tourists to experience it, to develop an emotional description. The students select information from the official site on the Internet and there they show the mediation activities, including the most relevant information adapted to the audience's needs. This task supported the development of critical digital literacy, as students had to navigate online content, distinguish between relevant and irrelevant information, and summarize key points. To scaffold the summarization process, a structured template was distributed with guiding prompts and sentence starters in English (e.g., "This brotherhood was founded in...", "It is known for...", "Its most important procession is..."). They are also able to discuss in groups the feelings that Holy Week provides developing emotional discussions regarding cultural aspects.

For the presentation of the brochure, the students were asked to include a QR code that take the user to the official site. This enabled students to develop ITC competences combining digital resources into physical materials.

In this session, the students developed cultural awareness of one of their biggest traditions, using their previous knowledge including their personal experience, what makes every work unique. Through discussion, reflection, and personal connections, they transformed their lived experiences into content for their brochure, using English to communicate emotional and cultural meaning.

5.2.2.4 Main task 4

The main objective of this session was to introduce and activate consciousness about local gastronomy to the students, developing cultural identity and descriptive writing skills. Gastronomy is an important cultural aspect to be worked, as it is different In every region

and it is usually connected directly with the characteristics of the city. For example, one of the most typical dishes is “Lechazo”, that is suckling lamb, coming from the sheep, that was an animal that in the local region has been present in the livestock farming.

The session started with a brief conversation where gastronomy was presented and the students were asked to discuss what they consider the typical dishes in their city, and they came up with group ideas about different examples. The students explain their personal experience when they participate, for example: “for me French toast are typical from my city, because every Easter Holiday I go to my village and I prepare them with my grandmother.

After the introduction, the students were given an image of one of the typical dishes and the list of the ingredients needed, and in groups they should create the recipe, including the previous knowledge if they have already prepared the recipe. They were asked to make an instructional text, where they include the steps for creating the recipe. This task developed their language skills including their personal experiences from the group.

At the end of the session and continuing with gastronomy aspects, the students have to brainstorm about a list of restaurants or places to eat that could be useful for tourists to include in the brochure. Each group selects restaurants considering their own experience and they adapt their decisions according to the audience, because some of them listed restaurants depending on if they were going to be more aged or younger tourists.

This main task fosters cultural identity including previous knowledge, and linguistic development. Students work and activate consciousness about local traditions in a personal way combining personal experiences. They also developed written skills and layout design.

5.2.2.5 Main task 5

By this session, every group has almost finished their travel agency brochure, and the main objective of it is to organize and consolidate the work finishing and adding as the main task of the session a “wow-effect” feature, an element that has not been asked for, that is going to be different from the rest of the groups that should be created by themselves independently and that should be related with the brochure but creative.

Students then moved on to the creative aspect of the session. The “wow-effect” component encouraged them to personalize their brochure and make it visually and emotionally impactful. Suggestions included adding a fictional sponsor section for their travel agency (e.g., “sponsored by Iberia”), incorporating handmade decorations like banners or flags, or designing an original logo for their group. This freedom of expression fostered motivation and creativity, giving the students ownership of their work and encouraging them to think like real designers and communicators.

Throughout the session, the teachers circulated between groups to assist with layout decisions, or different aspects regarding their use of English to express ideas. Some groups chose to include messages for the Dutch students or short phrases in Spanish to translate into English, reinforcing interculturality and the communicative function of the final product.

In this session students could develop a self-assessment technique, whereas if during the brochure preparation they realize something was missing or it could be improved, they had time to change it. They also came up with different creative ideas to include and finish their cultural travel agency brochure.

5.2.2.6 Main task 6

In this session, the students were asked to transform their physic brochure into a oral promotional video that presents and introduces their travel agency and promotes also their city as a tourist destination. The students should develop several skills during this video recording: planification, distribution, oral expression and use of ICT and digital resources. The students use English as a communicative tool to present their work to the Dutch students in the other school.

The session starts with an introduction where the teacher explains to the students the main premises of the promotional video and how it is expected to be like. It is supported with different expressions that can be used and adapted into the video.

After that, there is some time spent on the students planning and organizing how they want to structure each part of the video, what parts do they want to include, the order and what member of the group oversees each part. This time is important for the students, as they need a previous planification for having a good structure.

The students used Chromebook as the tool for recording the different parts of the promotional videos. Students have freedom to move around the floor they are to have a silent space to record and provide this video originally moving through different spaces. The teacher's role in this session is to go by all the groups monitoring the effectiveness of the students and assisting them with real-time feedback.

This session aims to develop the use of language in real situations for students, where they develop oral skills, feeling more confident speaking through a video. They give importance to fluency and pronunciation during the video record, as it is going to be sent to the other students in Netherlands and they should understand the video to have an appropriate context in which to work. It is a task where the students must summarize all the contents worked during the unit proposal and they have to select the most important information to include in the video

5.2.2.7 Main task 7

This session is dedicated to the final presentations of their brochure and their promotional video of their travel agencies. It is not only going to be used as a moment for showing the results, but also for oral production and peer and self-assessment. All the groups had to provide feedback about the peers' presentations.

The session starts with a brief explanation of the premises of the presentations where the teacher presents the rubric that is going to be used during the presentation to have an objective evaluation resource, where four different aspects are going to be considered: language accuracy, creativity, content quality and oral skills.

The presentations process starts, where every group presents their video and brochure and after each presentation there is a moment for reflection about the work, with questions from their partners and a moment where the partners should reflect on an aspect that they consider good and something that they would change from it.

The presentation task finishes with a final self-assessment activity, where the students complete a form rating their own individual contribution, their group work, identifying the weakest and strongest points. They also include the previous reflection about how they could improve their work after attending the rest of the presentations.

The presentation session develops most of the final objectives of the unit proposal: and adequate use of English to present real information, developing cultural identity about their own city and develop group work.

5.2.3 lesson -: final task

The final task represents a culmination from the whole unit proposal. From the beginning this unit is planned to develop cultural awareness using English as a vehicular language, so a cultural exchange was organized between the school and another one from Netherlands, where both schools develop a parallel project about what is special from each Easter Holidays, with a final task where they have a video call and they share the different celebrations during this period through English as the communicative resource. This final task allows students to evolve from the written brochure where they have worked with their own experiences to an oral explanation where they develop social and language skills and a real context where they can use English.

As it was a parallel project, both teachers plan cooperatively how to organize the unit or what element the unit have to be included. The students from both schools would be asked for the video to send it to the other school and they will have the first source information. From Spain and as they have been working the main topic from the Easter holidays is Holy Week and in Netherlands it is Kings Day, one of the most famous celebrations in Netherlands.

The session begins with the viewing of the videos received, to establish initial contact between the student and the culture they are going to learn about. After the videos, there is some time for the students to reflect on what they have watched and what was the thing that attracted their attention the most, through guided questions made by the teacher, developing thinking routines in classrooms.

After that, the main task from the unit proposal is carried out. Through the digital interactive whiteboards, teachers from both schools connect the class in a video call, where the students are the main characters, they have some questions about the Kings Day and more things that can be interesting for the students. The interaction is authentic and reciprocal. Students not only share cultural knowledge but also discover the importance of listening, turn-taking, and clarifying meaning in a real communicative

setting. Despite some natural hesitations, most learners expressed themselves confidently and with pride, often making connections between their personal experiences and those of their international peers. For some students this is the first international experience, so they feel very motivated and excited. As they develop a respectful environment where both parts can interact and foster their knowledges, they also recognize the use of English to achieve this effective communication.

This final task grouped together all the values that wanted to be developed throughout the unit: cultural awareness from their own city and from other country, citizenship, competence development and the use of English as a vehicular language to achieve all this parts.

5.2.4 Materials

The implementation of the unit proposal “Easter Holidays in Palencia, require a wide range of materials and resources that are used not only for language learning, but also to foster cultural awareness or student autonomy with scaffolding aids.

As a result of working with ICT competences and intercultural exchange, most of the resources needed for this unit proposal are digital, for developing the final product and to deepen into research or communication from the unit. The students have available Chromebooks during some sessions to look for transportation or accommodation, as well as the information from the different brotherhoods or the list of restaurants. Some other digital tools used during the unit are the QR codes, used to connect directly the brochure with reliable websites that the students consider interesting, that also provides the brochures dynamism and originality. The students also used their own Chromebook to record the different parts of the videos and to edit them. The interactive whiteboard is an digital resource that is very important for the unit proposal, because this is the place where the teacher displays visual prompts, daily thinking routines, showed the videos from the school in Netherlands and it enabled the video call between both schools from different countries so that the students can watch their international partners and they can interact with them effectively. It can also be used in certain situations as a timer.

Apart from digital resources, there are also the physical ones that where used to create the travel agency brochure and to support the daily learning process. For the creative tasks,

students worked with colored paper, cardboard suitcases, markers, scissors, and glue to build parts of their brochure, such as the weather-and-clothing section or the restaurant recommendations.

Templates and scaffolding materials were consistently used across tasks. These included sentence frames, graphic organizers, writing guides, and reflection checklists to support both language production and metacognitive processes. It can be implemented also the map, that although is taken from a digital resource, it is printed for the students to analyze all the places from the city.

All these materials used are not only tools, but they are also active element in the learning process that guide the students to achieve the goals for the unit. They enable a good integration of language and context, adapted from the availability provided by the school, to develop a meaningful learning through a combination of physical and digital resources.

5.3 AN EXPERIENCE BASED ON CULTURAL EXCHANGE

Apart from the use of language and the knowledges acquired, one of the biggest and most important aspects from the unit proposal “Easter Holidays in Palencia” is the opportunity given to the students to have an intercultural experience. The project is planned since the CLIL methodology but a personal and interpersonal process where they discover academic and cultural aspects that they do not know or they consider they did not know previously, developing cultural awareness with real peers abroad.

This cultural exchange was not planned only to have a final video call where the students interact between them for any reason. It is planned to be an interdisciplinary aspect during the unit. The students are conscious since the beginning of the unit that they are going to be working on a brochure about a travel agency that is going to be shared with real audience from Netherlands. This develops the writing and oral skills from the students, so that they adapt their writing structure and description according to the audience, including different references or recommendations from the brochure. They also adapt their own communicative structure in the videos so that the students from the other school could understand everything and they could participate actively during the video call with the information obtained from the videos. The students were no longer working for a

grade, they were preparing something that would be seen, understood, and responded to by peers in another cultural context.

This experience makes students feel more motivated and engaged in the project, as they will be interacting with new partners of their same age, and for this reason they will pay more attention to the details, showing a high level of empathy. During the explanations, they assume that as the international partners do not have the context they have, so they should include all the explanations needed so that the partners can understand the information and both can achieve the cultural awareness intended.

But this experience not only works culture from an international point of view. Here, the students work their own culture from a point of view they have never worked. They should describe Palencia and its different aspects so that they call the attention from other audiences that do not know about it. These reflections made shown a developed level in critical thinking, including visual thinking routines in class to reinforce this.

The role of technological resources is essential to facilitate the experience. The use of Chromebooks to record and edit the videos, as well as for video calls, adds a realistic point of view for the students from which to work. Moreover, the cultural experience also makes students develop an emotional aspect during the preparation of the brochure, where they express emotions talking about their own experiences, happiness when they describe the football stadium, or pride when they explain what their role during the processions of their own Brotherhood is... They also feel very proud from their work when they realize that their work has a real function where some other people receive their work and get information or knowledge.

Finally, this project shows how students can acquire the role of a cultural agent using English just a resource for communication and not only for developing grammatical structures.

The success of this international experience may give a suggestion that this project can be expanded to more than a single unit, with more time students can get to know their peers and they can achieve a real intercultural interaction to foster cultural awareness at the same time as they participate in real context situations that prepare the students for the future.

5.4 RESULTS

The implementation of the unit proposal produces meaningful results for the students, not only related with language acquisition, although it is an English unit or learning situation. Since the beginning has been introducing a CLIL-based sequence based on local and international traditions, it has gone further away reaching different dimensions and areas. It also provides the possibility to develop a different competencies evolution.

These results that will be explained contribute to an explanation of how this unit proposal contributed to achieve educational objectives, but also to reach through CLIL methodology cultural identity and international awareness.

5.4.1 unit results

The unit proposal “Easter Holidays in Palencia” has provided students different results according to linguistic, cognitive and social aspects, among others. F the main general aspects developed during the hole unit, has been the use of English included as a communicative resource. The students have shown a progress in their written production, but especially the oral production, with peers talking and discussing about their roles or the group decisions and interacting with students from another country that can only success in this interaction through a proper oral English.

The use of scaffolding techniques to develop a progressive learning process allowed students to consolidate their knowledge about grammatical aspects, including them in the group’s discussions and as a written resource for explaining parts from the brochure, what starts as simple structures evolve into more complex tasks where the students put into practice what they have reviewed.

Apart from the linguistic advances, the students experience significant development in cooperative learning skills. The group dynamic established in the unit proposal, where the students work in groups and they decided on different roles for each task, enabling students to assume different responsibilities during the activities and to have a metacognitive reflection about their own learning process. This also makes students become aware of their own work and their behavior during group activities. All these aspects commented, develop a continuous self and peer assessment made by the students

deciding who is the best option for each role and making reflections about their work to contribute better to class.

This result can relate to the level of autonomy and initiative the students have achieved because of the constant decision-making situations that have been previously explained. During the unit progress, as they understand the group work dynamics for this unit proposal, at the beginning they needed more attention and tracking but they developed a bigger level of autonomy, so that when they are asked to do a task, they get in groups, they organize the different roles democratically and they start working without needing of a teacher tracking in every step.

Digital competences and use of ICT resources has been an improvement area. Not because the frequent use of the Chromebook or the interactive whiteboard, because this is something that the students are used to it for almost every unit, as it is a useful resource that provides a more personal learning process. However, what does represent a improvement, is the use of digital literacy and searches on secure and reliable sources of information or services. The students have to look for plane tickets or accommodation bookings, so they start developing a critical decision taking about if a site is secure to pay money or if they should look for something different. They commented that there are certain known sites that they have heard of when relatives talk or even on the television, so they look in these sites, developing critical thinking and decision-making.

The implementation of visible thinking routines in the classroom has been observed and its progress. The questioning routines make students develop critical thinking and the ability to connect their experiences and knowledge to broader experiences. During this unit proposal students are developing visual thinking constantly, as they have to think about every decision they make and how to do it the better way possible.

Based on the expectations during this unit proposal in language use, content, team group and social aspects, most of the students meet the expectations. Self and peer-assessment techniques helped the own students to develop a realistic reflection about their own progress, and this also allows them to realize what they have to focus on or what they should improve.

In conclusion, the unit provides students with visible results in different aspects in three weeks of working, not only about language or content, but about autonomy, cooperative working or critical thinking.

5.4.2 cultural exchange results

As previously explained in 5.3, cultural exchange is one of the most relevant aspects in the unit proposal, and for this reason its result will be analyzed independently. This experience not only provides students a different point of view for the use of English, but it gives them also a new real international context. It was not only the final task, but the basis of the unit proposal, giving the project more authenticity and relevance.

The most relevant result that can be observed is the motivation of the students. Considering that their work is going to be seen by students from another country and that this work they are doing has a real purpose in engaging students from the beginning of the unit. This new audience fosters their accuracy when designing the written structure and content for the brochures, their oral skills during the presentations and the way they inform their peers about their own city and culture. They understand the importance of the communicative intention behind the project work.

Regarding intercultural competence, students became more aware of not only international costumes or traditions, but also about local ones. Even if they are conscious of their own characteristics and traditions, they develop a special sense by including their previous knowledge in a work and they active their consciousness of all the cultural aspects that belong to their city, and they did not know that. During the videoconference, the students show curiosity and interest about the costumes from the Dutch partners, generating questions and comparisons to their own culture. All these interactions develop citizenship between the students as they listen actively and communicate respectfully with their peers.

The exchange also shows an emotional impact. During the unit, the unit proposal their pride of representing their city in front of an international audience. They feel responsible of making a good explanation and recommendations about their city so that the audience has a good image from it, and that sense of responsibility for students make them proud of their work. They also show their feeling when talking about experiences they have

connected to different aspects of the brochure. As it is personal, they love sharing their experiences about having lunch in a restaurant, participating in the Holy Week processions or even preparing a recipe with their grandmother. While they tell other partners about these experiences, they show a big emotional component. Students also express their desire to continue interactions with their peers in Netherlands.

From a pedagogical point of view, this unit proposal developed the main premises of CLIL methodology, where English is used not only as grammar or vocabulary, but is used as a tool for expressing their achievements, connections or even experiences that contribute to cultural awareness.

This success points to the value of replicating such exchanges in future teaching practices. The experience proved that even at the Primary level, students can engage in respectful, thoughtful, and linguistically rich interactions with international peers. It affirmed the school's commitment to global citizenship and demonstrated that cultural education, when embedded into curricular content, can foster both personal development and language proficiency in an authentic, memorable way.

5.5 ANALISYS OF THE UNIT PROPOSAL

The unit proposal “Easter Holydais in Palencia” is a learning situation that combines language, content culture awareness and personal aspects. From a pedagogical perspective it combines the successful use of CLIL framework and other educational principles and methodologies like intercultural awareness, 21st century skills and project-based learning.

The unit organizational structure has been planned so that in becomes a gradual construction of knowledge, language or confidence. The design is composed of continuous scaffolding techniques so that the students could relate their previous knowledge from latest sessions to integrate it for the general task, where simple contents developed in the beginning, have evolved into more complex structures. This sequencing ensured that students had multiple opportunities to encounter, practice, and produce language in real and engaging contexts.

One of the main points of the unit proposal is authenticity. The unit was not planned as something independent from other units with individual activities. It is planned as a real

proposal where the students can promote their city as if there were a travel agency. This purpose made students feel more motivated and engaged to transmit their knowledge with students from other countries. This is also useful for the students to use English as a real tool for communication.

Another important aspect of the unit proposal is cultural awareness. As explained previously, “Easter Holidays in Palencia” is based on a local identity where the students make connections with the personal environment. And as it is a cultural aspect what can be learned, instead of a rigid structure to be taught, but a flexible phenomenon to be explained planned and shared, taking into account that the students are main characters from this unit and they know the traditions or other aspects to be explained, so they can participate in the process of choosing what they consider more important in their opinion. Students were asked to reflect on their own traditions, explore their significance, and present them to an audience unfamiliar with them. This promoted both cultural pride and intercultural sensitivity, key pillars of global competence.

The unit shows a high level of student autonomy in balance with teacher support and guidance. The students were participating in groups where each one decided their function and roles in each task, they also participated in deciding what information to include in their brochure. The rotating roles allowed students to make self and peer- assessment activities, fostering effectively contribute to groups at the same time as they develop equity and inclusiveness.

Connected with it, assessment techniques during the whole unit proposal have been varied and have allowed the students to have constant feedback from different sources to guide and improve their process. The assessment is done from different perspectives and assessing different aspects. Starting from the daily monitoring from the teacher to self and peer-assessment strategies that follow the different groups to assign each role to the members of the groups are part of the assessment done during the unit. For the final presentations an objective evaluation has been made through a rubric, and after this a self-assessment form is filled by the students to increase their consciousness of what they have done good and what they can improve for future tasks.

The inclusion of thinking routines in the classroom helped the students develop a critical thinking and give visibility to the students’ thinking process. The strategies implemented by the teacher usually foster this visual thinking through questions and discussions where

the students, regarding their language level, could take part and develop thinking routines. It is also an important aspect to work during the unit proposal, due to the digital literacy present in classroom, because the students are asked to look for certain information on internet and this thinking routines that develop critical thinking help students to have a better choice and contrast information in order to confirm the truthfulness, something that prepares them for the proper use of new technologies.

Considering all these aspects into the unit proposal, it stands as a very solid and complete example of integrated learning. It takes as basis the principles of CLIL methodology, combining content and language but with a topic that has a cultural background, that is engaging for students. It fosters linguistic development alongside cultural pride, collaboration, creativity, and critical thinking. Its results suggest that such units have great potential to transform English learning from a theoretical exercise into a lived and shared experience.

5.6 CONSIDERATIONS AND POSSIBLE CHANGES

The unit proposal “Easter Holidays in Palencia” stands out as a unit with a considerable educative potential, offering different opportunities in social, cultural, linguistic and digital development. It consists of a unit where the center of it is the student and he develops language learning, according to the demands in the 21st century.

One of the most valuable aspects of this unit proposal can be flexibility. Although it is a unit proposed for a 6th grade class considering specific characteristics from the school, it can be adapted to every situation in different contexts. Culture is something that every student knows and shares with different people and has different perspectives from their own partners. For this reason, depending on the context, this unit can be adapted to different countries, or even in their own classroom, different cultures, religious or ethnic groups can be presented and their different traditions and customs, so it is not needed to be a international cultural exchange. Depending on the variety of cultures in a classroom they can be explained by fostering motivation in students to share their way of living or traditions to other peers.

This flexibility is also connected to the interdisciplinary way of working. During the unit different areas have been introduced in an English project. Geography is included when

the students look for the places where the tourists from Netherlands can come to the closer airport to their city. Mathematical competences are developed by working with real maps and orienteering themselves with it. For this proposal certain areas are worked, however, considering the flexibility of the unit, if the teacher is interested in including contents from other areas it can be adapted to them, for example if the teacher wants to include distances or geometrical shapes, the teacher can adapt the unit so that the students look for the distance from Netherlands to their city and change the measurements from kilometers to meters, or explaining the shape of different buildings in their city or looking for different characteristic features in the city with certain shape to add them in the brochure. It can be also transformed into a cross-curricular project if teachers from different areas coordinate to complete this unit, providing more coherence and enriching their learning process.

CLIL framework makes English acquisition in this unit more intuitive and relevant. Apart from what it has been mentioned previously, that with this methodology both content and language can be worked together, by integrating cultural awareness and an emotional learning appealing to students' feelings, students can create a good image of English used as a communicative tool and they can develop a better attitude towards its usage future projects. The possibility of having a real purpose for doing the travel agency brochure and the video presentations makes this learning process more motivating and visible in the school.

Technology is another aspect that can be considered for future adaptations. As it provides several different uses depending on the objective or the function of technology itself, if the classroom has the necessary digital tools as a interactive whiteboard and individual laptops for the students, technology gives a lot of opportunities for both students and teachers to adapt the learning process, for example, collaborative platforms like Padlet can be used for this international exchanges, in order to facilitate the communication between peers.

In terms of limitations, the primary challenge remains related to class size and time management. Realizing a unit proposal with more than 50 students, even with co-teaching, need a high level of coordination between teachers and a structured planning that later can be modified, but it should be established clearly since the beginning.

Difficulties in classroom management and individualized attention. However, the co-teaching dynamic and structured group work provided a functional solution. Time constraints occasionally limit the depth of certain activities, particularly in the final sessions. In future implementations, allocating slightly more time for rehearsals, video editing, or exchange preparation could enhance quality and reduce student stress.

Another area for improvement could involve reinforcing differentiation strategies. While group roles and scaffolding were present, further adaptations could be developed for students with specific language needs or learning difficulties. Including optional extension activities for fast finishers or sentence frames for less confident students would support a wider range of learners.

Apart from daily constraints, this unit provides possibilities for growing and having a bigger diversification. The unit can even be expanded into bigger projects that include bigger interaction systems between peers like pen pal exchanges or even school partnerships that foster a better relationship and possibilities to travel and understand peers' culture through experimentation. These international partnerships can develop a deepening interest in intercultural dialogue, enabling students to engage in more critical and reflective dialogue with international peers.

As a final consideration, this unit proposal allows students not only to speak English, but also to use it as a resource to develop interactions with other people or with other environments, to express themselves or to explore the world. It is not a unit only about tradition, but about building relationships between people, places and cultures through a meaningful, shared learning experience.

6. CONCLUSION

The unit proposal called “Easter Holidays in Palencia” is not an academic project created and designed to achieve the curricular objectives and the grammatical and vocabulary aspects, but an educational experience for the students that offers linguistic development, cultural awareness, cooperative learning and digital literacy. In this chapter, the main outcomes from the intervention will be reflected, as well as the pedagogical insights and the implications of implementing this unit proposal will be highlighted.

Throughout the total of the sessions carried out, the students connect with English language in a social and meaningful way, instead of working grammatical and vocabulary exercises, the students get in groups to create their own travel agency, with the main objective of spreading their city and its cultural aspects around the world. This role created an immersive context where the students apply the English language in a natural and motivational way at the same time than developing language acquisition.

One of the main achievements developed in the unit is the successful application of CLIL approach in a cooperative environment. Students learned English to apply in real situations, and while it is true that in some situations there are students who do not find opportunities to practice English in the same way as they do with mathematics or history, these opportunities allow students to broaden their vision of the language and develop a closer relationship with English. In this case their city, their traditions or their way of life. This shift in purpose significantly increased student engagement and motivation and provided evidence of the power of CLIL when applied thoughtfully and grounded in learners’ contexts.

Another strong point developed that should be highlighted as a conclusion is the cultural content present in the unit, that allows the students to develop knowledge in their culture and make them feel proud of their local identity, at the same time as they increase their curiosity for other cultures. This represents the main concept of the unit: the use of English to establish relations among different countries.

From a professional point of view, it can be also considered as a big opportunity to continue learning. Planning each lesson and the tasks to be adapted to each student needs and to achieve the expectations and developing cooperation between teachers, to achieve

successful co-teaching methodologies as well as cooperation with the teachers in the other school to organize a significative experience.

Here it included self- and peer-assessment techniques and their capacity to change the classroom environment. Through these techniques, students develop a higher level of autonomy and self-control while they reflect about their own contributions, establishing their own goals and helping partners by giving them feedback as peer-assessment routines. In these routines have also been included visible thinking routines, to scaffold language and cognition at the same time. It makes students develop their abilities to observe analyze and connect previous ideas with knowledge provided by the teacher through guided learning techniques.

Looking ahead, this unit could serve as a launchpad for broader pedagogical initiatives. It could evolve into a school-wide project, integrate additional content areas like Art, Music, or ICT, and expand its international dimension with additional cultural partners. It could also be adapted for other grade levels or cultural contexts, proving the versatility and transferability of its structure.

In conclusion, *“Holy Week in Palencia”* has demonstrated that when language learning is authentic, emotionally engaging, and culturally rooted, students not only improve their linguistic skills but grow as individuals and global citizens. This unit can be the best example of how English language can be used to foster students’ language skills, create memorable learning experiences. This unit proposal provides teacher with practical working strategies as well as a different vision about what language education should connect knowledge and identity to increase students motivation and give the importance it has.

7. REFERENCES

7.1 THEORETICAL FOUNDATION REFERENCES

A guide to action-oriented, plurilingual and intercultural education. (2023, December). Council of Europe. <https://rm.coe.int/a-guide-to-action-oriented-plurilingual-and-intercultural-education-en/1680b52354> (Retrieved by 05/06/25)

Checkley, K. (1997). The first seven and the eighth: A conversation with Howard Gardner. *Educational Leadership*, 55(1), 8–13.

COUNCIL OF EUROPE. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing. <https://www.coe.int/lang-cefr> (Retrieved by 20/05/25)

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.

DECREE 38/2022, of 29 September, establishing the organization and curriculum of primary education in the Community of Castile and Leon. (2022, September 29). Junta de Castilla y León.

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. Basic Books.

Gillies, R. M. (2007). *Cooperative learning: Integrating theory and practice*. SAGE Publications.

Graham, K. M., Matthews, S. D., & Eslami, Z. R. (2019, November 30). Using children's literature to teach the 4 Cs of CLIL: A systematic review of EFL studies. *Latin American Journal of Content and Language Integrated Learning*. <https://eric.ed.gov/?id=EJ1295190> (Retrieved by 01/06/25)

Johnson, D. W., & Johnson, R. T. (1999, March). *Making cooperative learning work*. https://www.researchgate.net/publication/243775553_Making_cooperative_learning_work (Retrieved by 03/06/25)

Johnson, D. W., Johnson, R. T., & Holubec, E. J. (2008). *El aprendizaje cooperativo en el aula*. Paidós.

Little, D., & Perclová, R. (n.d.). *The european language portfolio: A guide for teachers and ...* Council of Europe. <https://rm.coe.int/1680459fa6>

Morgan, H. (2021). Howard Gardner's multiple intelligences theory and his ideas on promoting creativity. In F. Reisman (Ed.), *Celebrating Giants and Trailblazers: A-Z of Who's Who in Creativity Research and Related Fields* (pp. 124–141). KIE Publications.

Opening up education: Innovative teaching and learning for all through new technologies and open educational resources. (2013, September 25). Eunec. <https://eunec.eu/european-heartbeat-news-eu/opening-education-innovative-teaching-and-learning-all-through-new> (Retrieved by 05/06/25)

Paris, S. G., & Paris, A. H. (2001). Classroom applications of research on self-regulated learning. *The Laboratory of Comparative Human Cognition*. https://lchc.ucsd.edu/MCA/Mail/xmcamail.2013_09.dir/pdf4cg5OwMfev.pdf (Retrieved by 09/06/25)

Ritchhart, R., Church, M., & Morrison, K. (2011). Unpacking thinking. In *Making thinking visible: How to promote engagement, understanding, and independence for all learners* (pp. 5–22). Jossey-Bass.

Ritchhart, R. (2015). The purpose and promise of schools. In *Creating cultures of thinking: The 8 forces we must master to truly transform our schools* (pp. 13–35). Jossey-Bass.

Robin, B. R. (2008, July). Digital storytelling: A powerful technology tool for the 21st century classroom. *ResearchGate*. https://www.researchgate.net/publication/249901075_Digital_Storytelling_A_Powerful_Technology_Tool_for_the_21st_Century_Classroom (Retrieved by 29/05/25)

Sercu, L. (2006, June). Foreign language teachers and intercultural competence teaching. *ResearchGate*.

https://www.researchgate.net/publication/250138553_Foreign_Language_Teachers_and_Intercultural_Competence_Teaching (Retrieved by 03/06/25)

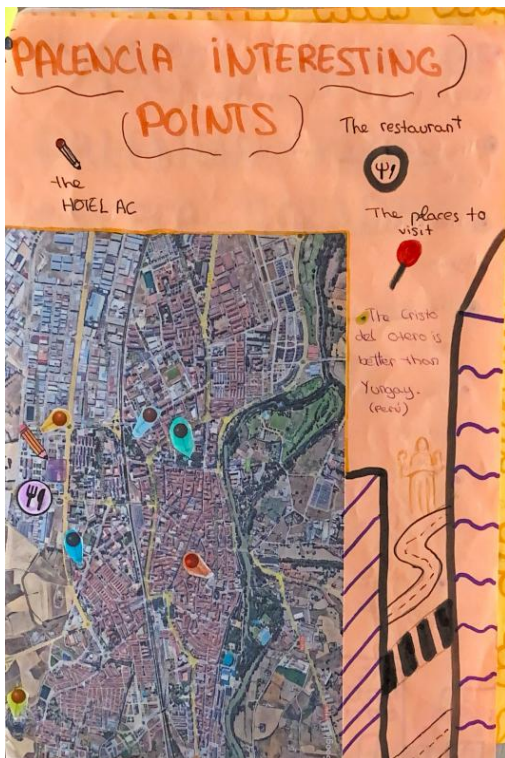
Shabani, K., Khatib, M., & Ebadi, S. (2010, November 30). Vygotsky's Zone of Proximal Development: Instructional implications and teachers' professional development. *English Language Teaching*. <https://eric.ed.gov/?id=EJ1081990> (Retrieved by 29/05/25)

Topping, K. (2017). Peer assessment: Learning by judging and discussing the work of other learners. *Interdisciplinary Education and Psychology*.

Universidad de Valladolid. (2010, March 23). *Graduado/a en educación primaria*. Facultad de Educación de Palencia. <http://educaci7-cp189.wordpressstemporal.com/wp-content/uploads/2015/07/MemoriaPRIMARIA-2.pdf>

Vygotsky, L. S., Cole, M., John-Steiner, V., & Scribner, S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.





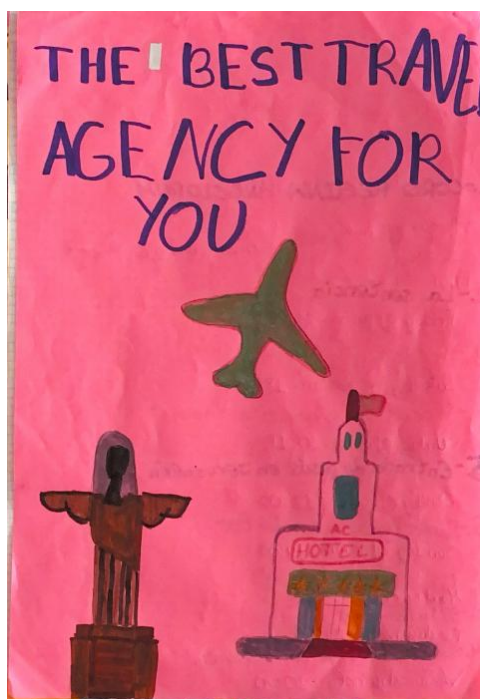
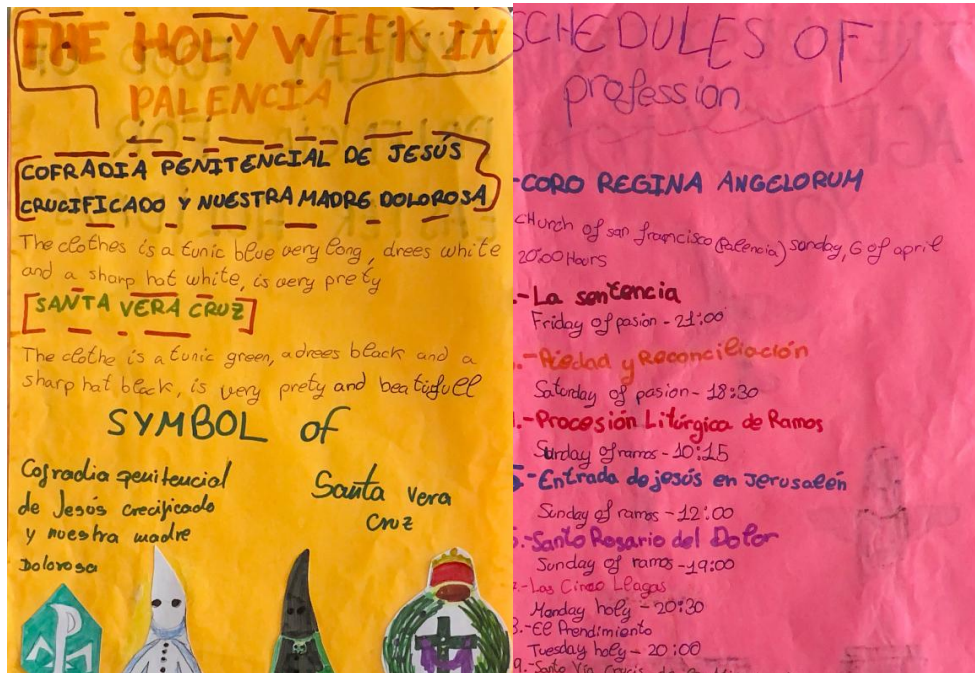
- The cathedral of Palencia is better than that of Burgos (capilla del condestable).
- The Salon park is more beautiful than the Dragon park.
- The Huerta Guadiana is smaller than Isla de las Aguas.
- The Plaza de Toros is bigger than the Plaza Mayor.
- The Nueva Balastera is bigger than the Rebollar Municipal de Palencia.
- The hotel AC Palencia is better than the Hotel Castilla Vieja.
- The Restaurant San Remo is more beautiful than the Cerveceria Flandes.



INGREDIENTS

- A little milk like 250 ml.
- An egg.
- A little ml of sweet anise.
- Pinch salt.
- Wheat flour 200gr.
- Olive oil.
- A lot of sugar.
- A little ground cinnamon.

This recipe is very typical of Holy Week.



Appendix 1: Travel Agency brochure