



Universidad de Valladolid

On the use of CLIL at Inclusive Education

Trabajo de Fin de Grado

Autor: Isabel Benito Jiménez

Tutor Académico: Mar Sánchez Bayón

Julio 2014

Grado en Educación Primaria. Mención Lengua Extranjera
(2013-1014)

Topic CLIL Methodology

Title On the use of CLIL at Inclusive Education

Academic Tutor Mar Sánchez

Abstract

Decades ago, the European Council started talking about the exclusion danger that people who are not competent in a foreign language could suffer. This danger could be even worse if real integration of all of the population in bilingual centers is no effective. The aim of this paper is to elaborate a methodological proposal for the use of CLIL methodology attending to inclusive education in Castilla y León. Not only in acquiring a foreign language, also as a tool for learning in a second language (L2).

Keywords CLIL, English, inclusive education, L1, L2 inclusion, diversity, Castilla y León, methodology, motivation, content.

Index

| | |
|---|----|
| 1. INTRODUCTION..... | 3 |
| 2. OBJECTIVES | 7 |
| 3. JUSTIFICATION..... | 9 |
| 4. THEORETICAL FRAMEWORK | 12 |
| 4.1 INCLUSIVE EDUCATION..... | 12 |
| 4.2 DEFINING CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) 22 | |
| 4.3 WHY CLIL?..... | 27 |
| TIME | 27 |
| LINGUISTIC AND COMMUNICATIVE COMPETENCE..... | 28 |
| MOTIVATION | 29 |
| 5. DESIGN OF THE PROPOSAL..... | 31 |
| 5.1 TREATMENT OF DIVERSITY IN CLIL CLASSROOMS..... | 31 |
| 6. METHODOLOGICAL PROPOSAL | 36 |
| 6.1 EDUCATIONAL CENTER..... | 37 |
| 6.2 SPECIFIC OBJECTIVES | 37 |
| 6.3 PRIOR ORGANIZATION TO THE DEVELOPMENT OF THE PROGRAM IN THE CLASSROOM..... | 38 |
| 6.4 TEACHER IN THE GUIDANCE DEPARTMENT..... | 39 |
| 6.5 DEVELOPMENT PROGRAM IN THE CLASSROOM | 39 |
| 6.6 HUMAN RESOURCES..... | 40 |
| 6.7 SUPPORT INSIDE THE CLASSROOM | 41 |
| 6.8 EVALUATION CRITERIA..... | 42 |
| 6.9 SUPPORT RESOURCES | 44 |
| 7. FINAL CONSIDERATIONS | 46 |
| 8. REFERENCES..... | 48 |
| 9. ANNEX..... | 52 |

CLIL is a European solution to a European need (Marsh 2002)

1. INTRODUCTION

Today, different countries and cultures have become more integrated and as a mean of communication, English is used universally in every area of professional life, science and education. Especially in modern higher education, due to student mobility and student exchange programs, in order to increase the effectiveness and quality of education well planned instructional strategies should be taken into account.

The time of adaptation of educational systems towards changes can be a matter of discussion, but avoiding the specific time for it, the educational system has to adapt. Coyle, Hood and Marsh, (2010) point out the speed of changes “Socio-economic change is happening now at a faster pace overall than may have been experienced in the past”, as an example they compare different technological changes and show that the time to reach them decreases successively: “It took 40 years for the radio to reach an audience of 50 million, 20 years for the fax machine to reach some ten million customers, under ten years for the mobile phone, and some five years for the Internet”.

Traditionally languages were taught with the Grammar Translation Method, in which learners finish up knowing about the language rather than knowing the language itself. The Direct method was also used, in which the use of the target language was the only one admitted, learning was seen as the four skills listening, speaking, reading and writing, translation should be avoided, teachers should speak slowly and clearly to learners and grammar rules were given only after practicing them. And finally through the Audio lingual method, was developed for military purposes by the USA during the Second World War, it is based on the mechanic behaviorist psychology, where everything is based on the repetitive behavior of grammatical structures.

During the seventies and eighties the language immersion programs start, the autonomy while learning, the communicative competence and the communicative approaches find

a way in the Task Based Learning. The role of language starts to change and it becomes more than the object of study, it becomes an instrument for learning and communicate, when talking about school, for learning curricular contents of other subjects. The most important thing in this approach is to use the language to learn and learn how to use the language.

Language diversity and the need of communication are keys on the expansion of the European Union. Languages are now seen as central issues in the European's curricula, because of that, new methods to improve language quality are developed.

Since the 1990s the European Commission wants a multilingual Europe in which two or three languages can be spoken.

In 2002 the European Council in Barcelona called for “further action...to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age”. There are two main ideas, it is not learning formal things, is about developing skills and one European language is not enough.

In 2003: Promoting language learning and linguistic Diversity, European Commission Action Plan 2004-2006. CLIL is listed as one of the innovative methods to improve the quality of language teaching.

In 2008: Council Resolution on a European strategy for multilingualism:

Strengthen lifelong language learning. Devote particular attention to further training of language teachers and enhancing the language competences on teachers in general, in order to promote the teaching of non-linguistic subjects in foreign languages (CLIL-Content and Language Integrated Learning)

Content and Language Integrated Learning (CLIL from now on) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle *et al*, 2010).

Another definition can help us to understand the meaning of Content and Language Integrated Learning. “CLIL involves teaching a curricular subject through the medium

of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Spain” (Janulienè, A. 2010).

Being aware about the situation we are living in Europe with languages, especially with English, makes us think about the importance of new generations (also including those who are studying) acquiring mastery language.

Focusing in Spain and particularly in Castilla y León we can see that bilingual centers are increasing in number every year and the diversity of pupils at any level that are learning in the same classroom. That is why adaptation (the space, what the teacher does, for the child, curricular) needs to be made. This paper will try to engage CLIL methodology and inclusive education, to make a real vision of the variety of classes we can find.

To understand the term inclusive education we will use the definition that the UNESCO (2003) provides:

Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. (p. 4)

In conclusion for the UNESCO every children, even though their characteristics, must have a place at school.

In Castilla y León autonomous community, the EDU ORDER/6/2006, 4th January, modified by EDU ORDER/392/2012, 30th May and EDU ORDER/1847/2007, 19th November, regulated the creation of the Bilingual Sections (Secciones Bilingües) and declare the following:

Los procesos de globalización y la plena integración en el marco de la Unión Europea demandan una competencia lingüística plurilingüe como un componente básico de la formación de los ciudadanos. Además, el aprendizaje de otras lenguas aporta un valor añadido a los sistemas educativos, fomentando el desarrollo de diferentes capacidades e integrando valores como el respeto y la tolerancia. Por otra parte la educación bilingüe se manifiesta como un movimiento emergente en la Unión Europea que, en el marco de la cooperación internacional, trabaja en favor del plurilingüismo y la integración cultural.

This order says that globalization processes and full integration within the framework of the European Union demanding multilingual linguistic competence as a core component of the training of citizen.

In addition, learning other languages adds value to educational systems encouraging the development of different capacities and integrating values such as respect and tolerance. Moreover bilingual education manifests itself as an emerging movement in the European Union in the framework of international cooperation, working in favor of multilingualism and cultural integration.

2. OBJECTIVES

This paper pretends to guide on the coalescence between CLIL and inclusive education, because nowadays any methodology, document or protocol is used or given to professionals in Castilla y León to deal with this challenge (minorities, gifted students, etc.) In our autonomous community diversity inside the classrooms is a fact.

In order to achieve the aim of this paper the following objectives have been set:

- To understand the use of CLIL for learning a foreign language and contents taught through L2
- To learn how to implement CLIL as a tool for inclusive education
- To elaborate a methodological proposal

For this, the terms CLIL and inclusive education had been explained in broad ways. We can find definitions and points of view from different authors. We will review different laws of inclusive education and see the evolution of this term in the European Union, since the Universal Declaration of Human Rights (1948) until the European Disability Forum: Inclusive Education. Move from words to deeds (2009). We will specify a little more in the Spanish Laws, since LOE in 1970 (General Education Law) to LOMCE the last organic law in 2013, for the improvement of educational quality. We will finish this point talking focusing more in depth in Castilla y León talking about the Care Plans for Diversity in Castilla y León (Planes de Atención a la Diversidad en Castilla y León).

After this CLIL will be explained also from different perspectives and we will see that even though is a “new methodology”, it has been used since a longtime. We will also account for the reasons why CLIL is a good methodology nowadays; these reasons are more exposure to the language allocated for language teaching, within the curriculum were often insufficient. In a traditional English class we do not have enough time as necessary to make our students competent in a second language (L2). More relevant

methodologies are needed. There is a need for better linguistic and communicative competence. Higher levels of authenticity are important to increase motivation. We will explain each of these concepts (time, motivation, linguistic and communicative competence) in a broad way.

After that we will see the design how everything has been set to elaborate the methodological proposal.

3. JUSTIFICATION

The absence of any protocol for using CLIL methodology at inclusive education in our autonomous community, these guidelines will provide us an effective response to the needs of teachers, the demands of the educational system, social changes and needs, thereby contributing to the development and professional satisfaction.

It is an innovative study because in Castilla y León is not available any protocol. Working with this tool provides a unified criterion framework for schools and teachers.

Royal Decree 126/2014, 28th February establishing the basic primary education curriculum provides; (Article 13, part three) states the following:

Aprendizaje de lenguas extranjeras.

3. La lengua castellana o la lengua cooficial sólo se utilizarán como apoyo en el proceso de aprendizaje de la lengua extranjera. Se priorizarán la comprensión y la expresión oral.

Se establecerán medidas de flexibilización y alternativas metodológicas en la enseñanza y evaluación de la lengua extranjera para el alumnado con discapacidad, en especial para aquél que presenta dificultades en su expresión oral. Estas adaptaciones en ningún caso se tendrán en cuenta para minorar las calificaciones obtenidas.

This recent Royal Decree published in BOE shows the importance of the use of L2 in the classroom and the limited exposition to L1, just in case the student needs some help. Applying CLIL methodology doesn't mean that the student is forced to use L2, but the teacher will use L2 mostly all the time; in this way oral expression and communication will be a priority.

Also as we have referred to it before, the EDU ORDER/6/2006, 4th January, modified by EDU ORDER/392/2012, 30th May and EDU ORDER/1847/2007, 19th November, regulated the creation of the Bilingual Sections (Secciones Bilingües) declares that:

Processes of globalization and full integration within the EU require a multilingual linguistic competence as a core component of the training of citizens. Learning other languages adds value to educational systems, encouraging the development of different capabilities and integrating the values of respect and tolerance. Moreover bilingual education manifests itself as an emerging movement within the European Union, in the framework of international cooperation, working in favor of multilingualism and cultural integration.

The essay links the language learning with inclusive education and states that the school must provide alternative teaching and evaluating methodologies, especially the ones with oral difficulties.

In relation to the competences, the most connected is competence number two. Which states that students can apply their knowledge to their work or vocation in a professional manner and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study-Education. As we can observe throughout the composition will be implemented in the development of skills that form the person to: Being able to recognize, plan, carry out implement and evaluate teaching-learning practices. Be able to critically analyze and argue the decisions justifying decisions in educational contexts. Being able to integrate information and knowledge needed to solve educational problems, mainly through collaborative processes. Being able to coordinate and cooperate with other people from different areas of study, in order to create a culture based on interdisciplinary work focusing on learning objectives

This paper also demonstrates knowledge and understanding in an area of study- Education-includes some aspects which require knowledge of the forefront of their field of study. This competence will be implemented in the knowledge and understanding to practical application of key aspects of educational terminology. The main point of the paper is to elaborate a methodological proposal to be used at any classroom or school Castilla y León that implements CLIL and inclusive education. For this psychological, sociological and pedagogical features of a fundamental nature, are used at different levels and the education system. Also, principles and methods in the educational practice, main teaching and learning techniques are used for the creation of the methodological proposal.

As we can observe competence number five is highly developed during the whole process of the essay, the learning skills needed to undertake further study with a high degree of autonomy. It is a clear example of ability to update the knowledge in the socio-educational field, acquisition strategies and independent learning techniques as well as training in readiness for continuous learning throughout life, knowledge, understanding and mastery of self-learning methods and strategies, the ability to get started in research. It also promotes the spirit of initiative and an attitude of innovation and creativity when trying to join to concepts as CLIL and inclusive education in a proposal for a practical approach.

Also this essay means diversity and is linked with competence number six, develop an ethical commitment to its configuration as professional commitment that enhances the idea of integral education, critical and responsible attitudes; ensuring effective equality of women and men, equal opportunity, universal accessibility for people with disabilities and the values of a culture of peace and democratic values. The most important thing of the paper is to use the same methodology (CLIL) with every single student at the same classroom, even though there are differences between them; that is why the methodological proposal is created.

4. THEORETICAL FRAMEWORK

In this section we will describe inclusive education and see the evolution that has achieved, also we will appreciate this evolution reflected in different Spanish laws.

CLIL and the use of CLIL practice, since many years ago, are described as well. Also there is a reflection point, where is explained why to apply CLIL methodology in our Educational System and the main points of why introducing CLIL into our classrooms (time, linguistic and communicative competence and motivation).

4.1 INCLUSIVE EDUCATION

Tyne (2003) says that vigorous and healthy communities and societies are those which:

Welcome and include all members depending on people with and without disabilities working together in relationships of equality, using their unique and individual talents for the benefit of all. The growing interest in the inclusion has helped people perceive and appreciate that exclusion is a problem and not a natural state.

Martínez, R., de Haro, R., Escarbajal, A., (2010) explain the start of the fight against disabled people:

Since the mid-eighties and early nineties the international context a movement embodied by professionals began parents and people with disabilities themselves, fighting against the idea of Special Education, despite the implementation of school integration, It was encapsulated in a separate world, dedicated to the care of a small proportion of students qualified as disabled or special educational needs According to this movement, all students, without

exception, should be educated in regular classrooms, and receive effective education in them.

The right of education is a right for everyone, as the article 26th of the Universal Declaration on Human Rights States:

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Education is an ongoing concern of all governments and different International organizations, also including education of disabled persons. The UN Convention on Rights of Persons with Disabilities ratified by Spain in 2008, specifically Article 24 which includes the right to inclusive education at all levels, as well as teaching throughout life.

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
 - a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

- b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- c. Enabling persons with disabilities to participate effectively in a free society.

There are several international organizations, forums, Statements, which collect the importance of education and recognize the Right to Education for Everyone and inclusive education and then provide:

1948 Universal Declaration of Human Rights (Art. 26)

1952 European Convention on Human Rights

1966 International Covenant on Economic, Social and Cultural Rights

1982 The World Action Program for Persons with Disabilities.

1989 Convention on the Rights of the Child

1990 Jomtien World Conference on Education for Everyone

1993 Standard Rules on the Equalization of Opportunities for Persons with Disabilities.

1994 Salamanca Statement and Framework for Action

2000 World Education Forum in Dakar

2006 UN Convention on the Rights of Persons with Disabilities

2007 Lisbon Declaration

2008 International Conference on Education in Geneva

2009 European Disability Forum: Inclusive Education.

THE EVOLUTION OF INCLUSIVE EDUCATION

Also in Spain, there have been significant advances in inclusive education in recent decades; we will try to synthesize the most outstanding in this table:

The first mention to Special Education in the General Education System was made in the 1970 where it is conceived as a regular parallel system and the last one is the last educational law LOMCE.

| LAW | Brief description of the law |
|---|---|
| 1970 LEY GENERAL DE EDUCACIÓN Y FINANCIACIÓN DE LA REFORMA EDUCATIVA (GENERAL EDUCATION LAW AND FINANCING OF EDUCATION REFORM). | Special Education is conceived as a regular parallel system. |
| 1975 INSTITUTO NACIONAL DE EDUCACIÓN ESPECIAL (CREATION THE NATIONAL INSTITUTE OF SPECIAL EDUCATION) | National Institute was created to defend the rights of the Special Education. |
| 1978 CONSTITUCIÓN ESPAÑOLA (SPANISH CONSTITUTION) | The right of all citizens to education (Art. 27) is recognized. Public authorities are required to promote a policy of integration of citizens in all social areas (Art. 49). |

| | |
|---|---|
| <p>1978 PLAN NACIONAL DE EDUCACIÓN ESPECIAL (NATIONAL PLAN FOR SPECIAL EDUCATION)</p> | <p>Principle of Normalization Principle of School Integration Principle of sectorization of the Educational Support Principle of individualization Teaching</p> |
|---|---|

| | |
|--|---|
| <p>1982 LEY 13/1982 DE INTEGRACIÓN SOCIAL DE LOS MINUSVÁLIDOS. (13/1982 LAW SOCIAL INTEGRATION OF THE DISABLED).</p> | <p>It gives legal form to the principles contained in the National Plan for Special Education</p> |
|--|---|

| | |
|--|---|
| <p>1985 REAL DECRETO 334/1985 DE ORDENACIÓN DE LA EDUCACIÓN ESPECIAL (1985 Royal Decree 334/1985 MANAGEMENT EDUCATION SPECIAL)</p> | <p>Integration of disabled pupils in mainstream schools</p> |
|--|---|

| | |
|--|--|
| <p>1990 LEY ORGÁNICA 1/1990 DE ORDENACIÓN GENERAL DEL SISTEMA EDUCATIVO (LOGSE) (1990 Organic Law 1/1990 GENERAL MANAGEMENT SYSTEM EDUCATION (GLSES)</p> | <p>Committed to the principles of normalization and integration. The concept of Special Needs (SEN) is introduced.</p> |
|--|--|

| | |
|--|--|
| 1990 LEY ORGÁNICA DE LA PARTICIPACIÓN, LA EVALUACIÓN Y EL GOBIERNO DE LOS CENTROS DOCENTES 1990 (ORGANIC LAW OF PARTICIPATION, AND THE GOVERNMENT ASSESSMENT OF EDUCATIONAL CENTERS) | Is distinguished within the population with special educational needs, those that compensatory education special education |
|--|--|

| | |
|---|---|
| 1995 REAL DECRETO 696/1995 DE ORDENACIÓN DE LA EDUCACIÓN ESPECIAL DE LOS ALUMNOS CON NECESIDADES EDUCATIVAS ESPECIALES (1995 Royal Decree 696/1995 MANAGEMENT OF SPECIAL EDUCATION STUDENTS WITH SPECIAL NEEDS) | Stresses the management and planning of resources is emphasized in the organization of educational services |
|---|---|

| | |
|---|---------------------------|
| 1996 REAL DECRETO 299/1996 DE ORDENACIÓN DE LAS ACCIONES DIRIGIDAS A LA COMPENSACIÓN DE LAS DESIGUALDADES EN EDUCACIÓN (1996 Royal Decree 299/1996 MANAGEMENT ACTIONS AIMED AT THE COMPENSATION OF INEQUALITY IN EDUCATION) | Fights against inequality |
|---|---------------------------|

| | |
|--|---|
| 2002 LEY ORGÁNICA 10/2002 DE CALIDAD DE LA EDUCACIÓN (LOCE) (2002 Organic Law 10/2002 QUALITY EDUCATION) | Understands the diversity of cultures and societies |
|--|---|

2003 LEY 51/2003 DE IGUALDAD DE OPORTUNIDADES, NO DISCRIMINACIÓN Y ACCESIBILIDAD UNIVERSAL DE LAS PERSONAS CON DISCAPACIDAD (2003 LAW 51/2003 EQUAL OPPORTUNITY, NOT DISCRIMINATION AND UNIVERSAL ACCESSIBILITY FOR DISABLED PEOPLE)

| | |
|---|---|
| <p>2006 LEY ORGÁNICA DE EDUCACIÓN 2/ 2006 (2006 ORGANIC EDUCATION LAW 2/2006)</p> | <p>Individualized educational attention in the classroom / school</p> <p>Flexibility, diversity and cooperation</p> <p>Common competencies and individual development</p> |
|---|---|

2013 LEY ORGÁNICA 8/2013, DE 9 DE DICIEMBRE (ORGANIC LAW 8/2013, DECEMBER 9TH)

Figure 1: Table of the Spanish Laws

The different education laws establish different thing when talking about diversity:

While LOGSE states that diversification is increasing, which will better accommodate the different interests of the students, while adapting to the diversity of their needs and abilities, in order to enable them to reach the common goals of this stage. LOCE understands the diversity of cultures and societies, in order to critically appraise and

develop attitudes of respect for the culture and otherness. LOE says that it is necessary to address the diversity of students and students and contribute equitably to the new challenges and difficulties that diversity generates way. It is, ultimately, that all schools, both public and subsidized private ownership, assume their social commitment to education and inclusive schooling made.

PLANES DE ATENCION A LA DIVERSIDAD EN CASTILLA Y LEÓN

CARE PLANS FOR DIVERSITY IN CASTILLA Y LEÓN

There are five specific plans in Castilla y León which refer to diversity (Plan de Atención al alumnado Extranjero y de Minorías, Plan de Atención al Alumnado con Superdotación Intelectual, Plan de Orientación Educativa, Plan de Prevención y Control el Absentismo Escolar and Plan de Atención al Alumnado con Necesidades Educativas Especiales) these plans concern different types of situations and objectives. One is about minorities and foreign students another is about intellectual giftedness, etc. There is also a global plan for them, Plan Marco de Atención a la Diversidad en Castilla y León. We will explain them broadly:

- Plan Marco de Atención Educativa a la Diversidad para Castilla y León
(Framework Plan for Diversity Education for Castilla y León,).

Is a global, systemic, open and flexible plan of regional scope, with general implications and gradual implementation. There are four principles in this plan specificity normalization integration and globalization. This states that the objective of attention to diversity is “To ensure and enforce the principle of equal opportunities at every level, both in the differences by different circumstances: environmental, geographical or social, even personal differences, due to the different aptitudes, interests, beliefs or value” (Plan Marco de Atención a la Diversidad en Castilla y León

- Plan de Atención al alumnado Extranjero y de Minorías (Care Plan Foreign Students and Minorities).

This plan was approved by order December 29th, 2004. There are many objectives in this plan. Achieve adequate levels of intercultural aptitude and attitudinal competence; to promote an adequate response to culturally diverse students from a balanced education; to achieve rapid and effective adaptation of foreign students to the center and the environment; to ensure learning Spanish. Also, develop basic social skills (consideration of their culture of origin and an integrating context). Mastering the instrumental curriculum through specific support measures and educational support, to get regular attendance of students with cultural diversity, to provide an autonomous response adapted to the needs and characteristics of our community in providing education to cultural diversity.

- Plan de Atención al Alumnado con Superdotación Intelectual (Attention Plan to Students with Intellectual Giftedness).

Plan approved by the order April 7th, 2005. The objectives of this plan are to provide students with intellectual giftedness achieve the full and harmonious development in terms of its ability. To provide personalized attention of students with special educational needs associated with intellectual giftedness. To ensure early detection of students who present strong indications intellectual giftedness. Promote the means and resources necessary for the proper education of students with intellectual giftedness. Facilitate the development of programs, initiatives and research on educational services to pupils with high abilities. To achieve widespread implementation of educational responses tailored to gifted students. To enable scientific and educational update teachers on the educational dimension of gifted students. To facilitate the sharing of experiences of special significance on educational responses to gifted students.

- Plan de Orientación Educativa (Educational Guidance Plan).

The plan approved by the order February 13th, 2006. This plan has different objectives to reach the best orientation as possible. Achieve quality guidance for all students that attends school education. Encourage students through the guiding action and tutorial, the full development of their potential as individuals. Contribute to the student receives personalized attention in according to their educational needs. April. Facilitate early identification of students who present differential educational characteristics. Promote the development of initiatives and intervention programs appropriate to the needs guidance centers educational. Ensure training offer, which enables the update scientific and didactic faculty regarding their guiding responsibility. Facilitate the sharing of experiences of special significance on orienting responses developed in centers educational. Appropriate means Plan specific resources based detected needs guidance.

- Plan de Prevención y Control el Absentismo Escolar (Plan for Prevention and Control of Truancy).

This plan was approved by the order September 21st, 2005. The objectives are to encourage the continued attendance of all students, as a way of preserving the individual right to education. Favor retention in the education system through the different educational levels. Contribute to an effective control attendance throughout the students. Achieve early detection of truancy in the period compulsory schooling in order to prevent possible neglect and school failure. To advice risk schooling of students in step Childhood Education preventively. Undertake close monitoring of students at risk absenteeism due to personal, family problems and / or social. Influence particularly in monitoring risk students in step E. E. Primary and Secondary level Secondary Education. Organize provincial programs that truancy coordinate the activities of the

various institutions and instances related to truancy. Involve families in achieving an attendance continuing class of students.

- Plan de Atención al Alumnado con Necesidades Educativas Especiales
(Care Plan for Students with Special Education Needs)

The plan was approved by order March 23rd, 2007. The objectives are to get quality educational services regarding specific and differential needs presented by the students in Castilla y León. Achieve an autonomous response adapted to the needs and our own community features on this topic. Attend a personalized way to pupils with special educational needs because of their disability or giftedness disadvantaged circumstances intellectual. Ensure prompt and effective adaptation of students foreign to the center and to the environment. Compensate for possible curricular student lags abroad and students in social and cultural disadvantage. Acquire adequate levels of intercultural competence by all students. Achieve full attendance of students to class. Provide a curriculum adapted to the level and characteristics of the intellectual giftedness of students. Improve levels of behavioral integration of students with abnormal behavior in schools. To ensure access to the curriculum for students with special needs special education in accordance with the principle of equal opportunities. Ensure personalized guidance according to characteristics and needs of students. Develop guidance interventions.

4.2 DEFINING CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING)

The term “Content and Language Integrated Learning” (CLIL) was coined by David Marsh, University of Jyväskylä, Finland (1994). “CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching content and language with the objective of promoting both content and language mastery to

predefined levels” (Maljers, Marsh, Wolff, Genesee, Frigols-Martin, 2010). CLIL is methodology.

It is an approach or method which integrates the teaching of content from the curriculum with the teaching of non-native language. It helps students to develop skills to communicate ideas about science, arts and technology to people around the world.

"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language." (Marsh, Maljers and Hartiala, 2001)

CLIL is not about translating –first language teaching into another language in the hope that the students will be inversed and learn in another language. Not teaching Science in English, teaching Science through English. Careful analyses of what can be achieved by integrating learning through a second or additional language is needed, based on a conceptual theoretical framework.

CLIL is listed as one of the innovative methods to improve the quality of language teaching. Language teaching is promoted by innovative methods that are required. Using CLIL means incrementing the number of hours to the exposition of students to the foreign language. So they will be able to develop in skills

However, it is known that CLIL teaching has been practiced for many years, from the Babylonian era to the early sixties when bilingual education was introduced in many schools around the world. Even if you are unaware of the term CLIL, you may already have been using CLIL methodology for many years.

Integration of content and language is closely related to the contexts in which the learning and teaching take place (Baetens Beardsmore, 1993: 39):

The social situation in each country in general and decisions in educational policy in particular always have an effect, so there is no single blueprint of content and language integration that could be applied in the same way in different countries-no model is for export.

Coyle, D., Hood, p. and Marsh, D. (2010) defined content in CLIL as:

The concept of what constitutes content in a CLIL context is much more flexible than selecting a discipline from a traditional school curriculum, such as geography, music, physics and drawing. What exactly is meant by “content” in CLIL will depend on the context of the learning institution (age of learners, language support, social demands, etc.)

Content can range from the delivery of elements taken directly from a statutory national curriculum to a project based on topical issues drawing together different aspects of the curriculum. It could be thematic, cross-curricular, interdisciplinary or have a focus on citizenship for example. Content is seen as something flexible, wide range of subjects, CLIL is not limited to the bilingual section.

The learning of content: scaffolding and social learning

Socio-constructivism approaches to learn emphasize “the centrality of student experience and the importance of encouraging active student learning rather than a passive reception of knowledge” (Cummis, 2005: 108). Social-constructivist learning focusses on interactive, mediated and student led-learning. It requires social between learners and teachers and scaffolded learning by someone or something more “expert” (ZPD- Vygotsky, 1978)

“Teacher’s role involves facilitating cognitive challenge within an individual’s ZPD. This involves the teacher in maintaining a balance between cognitive challenge for learners and appropriate and decreasing supports as learners in progress.” (Coyle, D., Hood, p. and Marsh, D., 2010)

The 4C’s framework of CLIL starts with content (such as subject matter, themes, cross-curricular approaches) and focusses on the interrelationship between content (subject matter) communication (language), cognition and culture to build on the synergies of integrating learning and language learning (communication and cultures). It unites learning theories, language learning theories and intercultural understanding.

The 4C's framework holds is a tool for mapping out CLIL activities and for maximizing potential in any modal, at any level and any age. The 4C's is CLIL mayor and significant contributor to the realization of the European Commission's Language Policy.

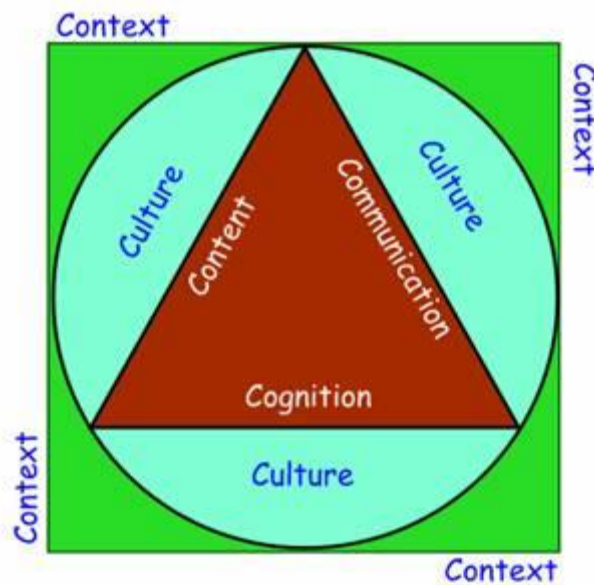
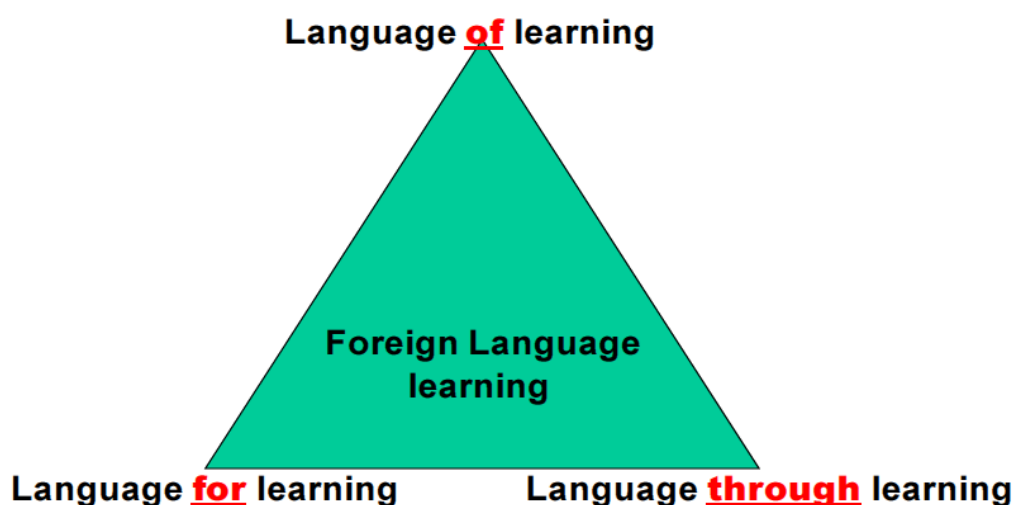


Figure 2: 4C's Image

Coyle Hood, Marsh, 2010.

The 4C's framework holds that it is through progression in knowledge, skills and understanding of the subject matter. Engagement in cognitive progression interaction in a communicative context, developing appropriate language knowledge and skills as well as acquiring a depending intercultural awareness through the positioning of self and "otherness" that effective CLIL takes place whatever the model.

Reconceptualising Language Learning



The Language Triptych

Coyle, Hood, Marsh, 2010

Figure 3: The Language Triptych Image

Things to highlight about CLIL, CLIL consist on teaching content and language in an integrated way. Students learn both things at the same time. Using an additional language-not student's mother tongue and maybe not teacher's mother tongue-for the learning process and teaching, influences the way of teaching. Changing the medium of instruction implies changing the method of instruction. The integration of curricula (both language and content), needs to be done previously, before starting teaching. To clarify CLIL consists on the teaching of a subject through a foreign language.

4.3 WHY CLIL?

One of the first questions we should ask ourselves is: why to apply CLIL methodology?

The answer is simple:

The European Union believes that there is a gap between what is provided as a foreign language education and the outcomes in terms of learner performance. There is a need to convert what is it viewed as a language problem, into language potential. Globalization is a fact and CLIL contributes to plurilingual education.

More exposure to the language allocated for language teaching within the curriculum were often insufficient. In a traditional English class we do not have enough time as necessary to make our students competent in a second language (L2). More relevant methodologies are needed. There is a need for better linguistic and communicative competence. Higher levels of authenticity are important to increase motivation

TIME

Carroll (1963), states that time is the most important variable to school learning. He created a model, named Carroll's Model: $\text{School Learning} = f(\text{time spent/time needed})$. Carroll explains that time spent is the result of opportunity and perseverance. Opportunity in Carroll's model is determined by the classroom teacher; the specific measure is called allotted or allocated time (i.e., time allocated for learning by classroom teachers). Allocated time multiplied by engagement rate produced the variable Carroll proposed as a measure of time spent, which came to be called engaged time or time-on-task. Carroll (1963) proposed that the time needed by students to learn academic content is contingent upon aptitude, ability to understand the instruction presented (the extent to which they possessed prerequisite knowledge), and the quality of instruction students receive in the process of learning.

The principles of this model can be seen in Bloom's (1976) Mastery Learning model, he observed that in traditional schooling a student's aptitude for learning academic material (IQ) is one of the best predictor's of school achievement. His research demonstrated that if time is not held constant for all learners (as it is in traditional schooling) then a student's mastery of the prerequisite skills, rather than aptitude, is a better predictor of school learning. Mastery Learning's basic principle is that almost all students can earn A's if are given enough time to learn normal information taught in school and are provided with quality instruction.

LINGUISTIC AND COMMUNICATIVE COMPETENCE

“Communicative competence also involves knowing what to say to whom in what circumstances and how to say it” (Hymes, 1972), is the ability to use language correctly in every situation, be able to adapt the way of expressing something according to the situation. “There are rules of language use without which the rules of grammar are useless” (Widdowson, 1978), sometimes is more important to be aware about the use of language than to know grammar rules.

For Canale & Swain (1980), there are four different components in communicative competence. The first one linguistic competence, the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.). The second sociolinguistic competence, the mastery of the socio-cultural code of language use (appropriate application of vocabulary, register, politeness, and style in a given situation). The third one, discourse competence, the ability to combine language structures into different types of cohesive and coherent texts (e.g. letter, political speech, poetry, academic essay, cooking recipe). The fourth, strategic competence is the knowledge of verbal and non-verbal communication strategies which can enable us to overcome difficulties when communication breakdowns occur and enhance the efficiency of communication.

MOTIVATION

To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated (Ryan & Deci, 2000). Motivation we should start by saying that is very hard to define. Gardner (2006) refers to it as “a very complex phenomenon with many facets. Thus, it is not possible to give a simple definition”. The main reason is that this term has been a subject of study of different schools of thought. From the behavioristic perspective, motivation is “quite simply the anticipation of reward” (Brown, 2000). However, according to cognitive view the choices people make regarding experiences or goals they will approach or avoid, and the degree of effort they exert in that respect (Keller, 1983). As we can see in the literature, almost every author refers to motivation when talking about learning in a second language (L2). Lifrieri (2005) points out that “when asked about the factors which influence individual levels of success in any activity – such as language learning –, most people would certainly mention motivation among them”. Moreover Brown (2000) affirms that “it is easy in second language learning to claim that a learner will be successful with the proper motivation”. At the same time, Gardner (2006) points that “students with higher levels of motivation will do better than students with lower levels”. One important question is how to measure motivation? As Heckhausen (1991) asserts motivation refers to goal-directed behavior and it is not possible to perceive it or have any motivation data without focusing on the attention of the learners.

One of the biggest contributions in the study of language learning motivation has been done by Gardner, with the relation between ‘integrative motivation’ and achievement. Several studies have followed up Gardner’s original distinction in the Attitude/Motivation Test Battery (AMTB; Gardner, 1985) between integrative and instrumental orientations, with the primary interest of looking into language learning orientations. As a result, an array of other types of orientations has been identified in factor analytical studies.

People are moved to act by very different types of factors; for instance, they value an activity or not because of his strong external coercion. Ryan & Deci (2000) grouped motivation into three categories: amotivation, extrinsic motivation, intrinsic motivation.

Amotivation, the state of lacking the intention to act, can result from not valuing an activity, not feeling competent to do it, or not expecting it to yield a desired outcome. Intrinsic motivation is the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn. Extrinsic motivation, refers to the performance of an activity in order to attain some separable outcome. First type of extrinsic motivation is external regulation which is performed to satisfy an external demand or reward contingency. Second type is introjected regulation in which behaviors are performed to avoid guilt or anxiety or to attain ego enhancements such as pride. Third type of motivation is identified regulation, Identification reflects a conscious valuing of a behavioral goal or regulation, such that the action is accepted or owned as personally important.

5. DESIGN OF THE PROPOSAL

During this last year at the university I had a course about CLIL, this methodology was new for me and I was really attracted by CLIL. I started searching for different videos on the internet to really get the CLIL concept. After that, I knew I wanted my final project to be related with this methodology. It took me a while to decide a new approach for CLIL and finally surfing on the internet and getting in touch with different professionals (a specialist in CLIL and a member of my family which works with disabled students), I came to the decision of mixing CLIL and diversity. Because in addition, there is no way of procedure in Castilla y León.

To create the action plan of how to work with I have focus my attention in getting in touch with the professionals I mentioned above and retrieving different websites of different bilingual centers, but particularly focused on IES Sierra Morena, where I took some ideas of the main points of the plan and elaborated a practical approach for Primary Education.

5.1 TREATMENT OF DIVERSITY IN CLIL CLASSROOMS

Diversity exists everywhere, also in a CLIL classroom where there are different needs, diversity of cognitive styles, diversity of learning rhythms, pupils with special educational needs.

First of all we need to approach from a generic point of view (see diagram 1); there are three steps that define diversity in a CLIL classroom: implementing CLIL schools, creating specific materials for diversity, focusing on students with specific educational support needs and applying some necessary measures.

5.1.1 DIVERSITY IN CLIL CLASSROOMS

Working with diversity in a CLIL classroom implies some steps to follow, concretely three, as we can see on diagram 1; we will explain them above.

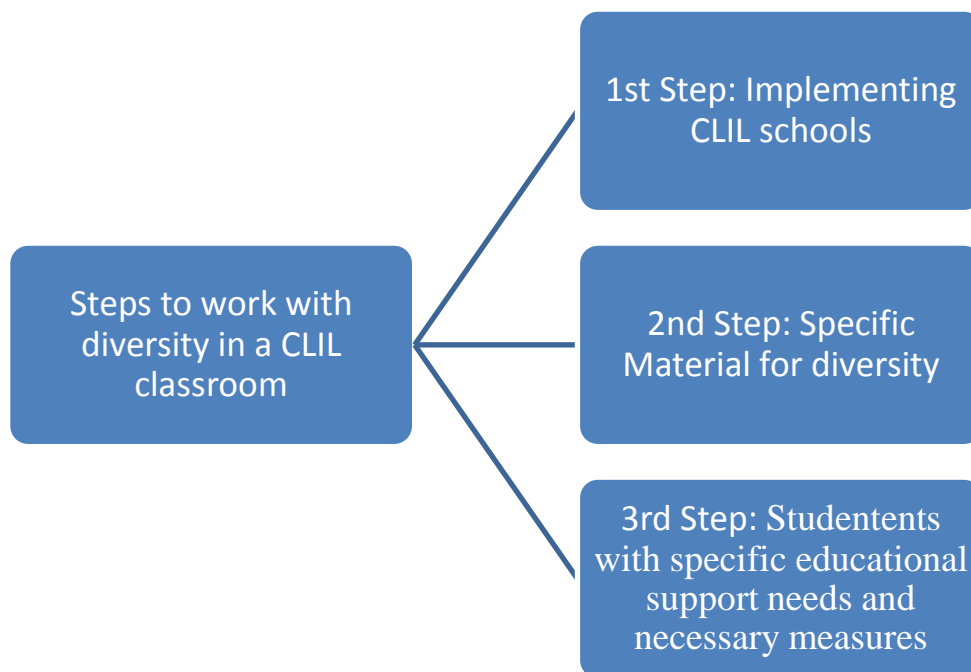


Figure 4: Steps to work with diversity in a CLIL Classroom Diagram

Implementing CLIL schools, is the first thing to do, means to create generic materials, that will be more or less integrated depending on our needs, very general concepts of attention to diversity and heterogeneous classes poorly adapted for appropriate treatment for diversity. These are the things we first have to deal with.

The second step is to create specific materials for diversity, more realistic student adaptation, start correcting inequalities, using specific materials, need for methodological training, bank of activities (both reinforcement and enlargement).
Coordination by tutor

The third step is referred to students with specific educational support needs, at this point is time to introduce directly all the steps done previously. For this it is necessary a phase to develop, full integration of students and essential for reasons of efficiency.

Also we have to include some necessary measures: sufficient, competent and motivated staff. This part is really important because it will be the center of the whole work. There has to be enough staff to be able to create a new methodological model, which integrates every single pupil and guides them into our final objective, the model has to be innovative and has to implicate the students so that they feel motivated to participate within the classroom and continue learning at their level. All of this implies to create specific curricular adaptations. Teachers will have to work coordinately between different grades, this is important to see the evolution of every single student, give some advice, think of different solutions to the problems from different points of view.

5.1.2 STUDENTS WITH SPECIFIC SUPPORT NEEDS

As we have seen before with the different plans (Planes de Atención a la diversidad) the students we will focus on are diverse. The methodological proposal is for various kinds of students: foreign students and minorities, students with intellectual giftedness, prevention and control of truancy and special education needs.

Furthermore we need to talk about specific support needs; we approach them from two distinct points of view: the teaching staff and the methodology, in addition and to conclude this paragraph we will talk about linguistic considerations.

a) Teaching Staff

For the teaching staff, there has to be an involvement of the management team and the teaching staff, they need to work cooperatively and support each other. It is necessary an active participation of the Orientation Department to guide and contribute with their

ideas and opinions. It is important to assure that the teaching staff is methodologically trained Interdisciplinary.

Tutoring coordination between pre-school and Primary Education is fundamental, if there exists any problem whenever it is known earlier the better, this way measures can be taken faster and easily.

b) Methodology

When talking about methodology we need to know that the more methodological models the better, students are very unequal, because of that, diversity in methodology should be something mandatory. Another thing to take into account is the reference classroom, of course it has to be used, but is not the only option. Working in and outside the reference classroom will increase student motivation. The real integration of the student is one of the main objects to take into account, the development of basic competences will prime previous the linguistic, it is important for the student to achieve other competences before acquiring the linguistic. On the one hand verbal materials are useful; on the other hand non-verbal materials have to be used in case the student has any difficulties to achieve the objectives. Widespread non-verbal and verbal materials are useful for the comprehension of the L2. In the same way, having a bank of diversified activities, a website with customizable activities and the use of generic texts with multiple possibilities of exploitation allows the student to learn in many different ways. At this point and as it is just said before the use of new technologies is a requisite, pupils use them often in their lives and it should be a mistake to remove them during their school time, although their use has to be controlled and only for specific activities. Just because using new technologies doesn't mean the things we are doing are correct, working with new technologies also implies a huge responsibility while selecting and working at class.

There are some proper procedures as well, like good work anticipation, efficient grade of contextualization, work by integration projects and greater permissiveness with the error: corrective action, not coercive

Additionally there are some linguistic considerations, students with specific support needs, have to go step by step. Learning words before phrases can sound obvious, but it is important to follow a similar acquisition of the language as in the mother tongue. It is significant to link the vocabulary to the student in this way, the student will not memorize and it will be more difficult to forget the learned words. Using formulas and routines is effective for the student to get immersed in the classroom, broad an effective communication skills to reach every single student. Preventing unit fragmentation will help the student in a continuous learning process and will be useful to remember previous knowledge. As it has been said before adaptations of authentic material are important. To finalize, the use of L1 is not forbidden, classes will be taught in L2 using L1 whenever it is necessary and competence in L2 is seen as an added value.

To conclude this part of Students with specific support needs and make a brief introduction to the practical approach, we have to focus in three main points: follow a catalog of good teaching practices, work with techniques for primary education and work in two different areas, the language field and the mathematical field.

6. METHODOLOGICAL PROPOSAL

This CLIL project for inclusive education is designed to be materialized in part by the Orientation Department, it is obvious that there must be a cloister consensus for the project, so that it can rally work and not be just a piece of paper or formal thing that it is supposed to be followed but is not, like many projects that there exist in our Autonomous Community.

One of the most important things for this project to be developed in a correct way is to have an experimented Therapist Pedagogy (known as a PT in Spanish), this is an specialist in Special Education. This therapist works in the Orientation Department helping children with specific support needs, that is the reason that makes him or her so important in our way of achieving the project.

Also, additional training is essential; the PT teacher must have knowledge in some of these aspects new technologies, immersion programs, activities promoting multilingualism.

It is also important to have in the Guidance Department an AL (Audición y Lenguaje) teacher, Specialist on Hearing and Language.

This proposal is divided into ten different parts; we will talk about the educational center, we will explain the objectives of the proposal, we will also talk about the prior organization before the class. After that about all the professionals that form the Guidance Department, development program in the classroom, human resources, support inside the classroom, we will also state some evaluation criteria and work observation. To conclude we will suggest some support measures that could be useful for each school, classrooms or teachers.

6.1 EDUCATIONAL CENTER

We can find many educational centers of various types, differences between the number of pupils and with various kinds of needs. It is important to work at the same classroom, even though the students are working on different things; they need to feel that they belong to their classroom. Sometimes, maybe with special education pupils it is important to work outside their classroom, but it is better not to during their normal lessons.

The important thing is the Solidarity Law, which consists on an equal treatment for all the students. As we have been saying above, it is also important to form a group and create a feeling of belonging to this group to the student. In this way, he or she will be more focus on the teaching-learning process.

Inside the classroom the curriculum developed will be the same, but adapted to the needs of every student. In this way it will be easier to work with CLIL in the classroom if we can make cooperative groups in which all the students of the class can participate, with different roles depending on their situation. Also, if we need to work with the students outside the classroom, remember not during school timetable, it could be reinforcement after class or in the weekends; we will also use the same curriculum with the adaptations needed.

6.2 SPECIFIC OBJECTIVES

The specific objectives of the methodological proposal of this paper are four:

- familiarize the student with CLIL lessons
- encourage the use of ICTs to the students
- the integration of the student in the bilingual group
- qualify and train teachers

The first one is to familiarize the student with CLIL lessons; they have to get used with the way of CLIL teaching, with the method and way of learning in a CLIL classroom.

The next objective is to encourage the use of ICTs to the students; nowadays ICTs are part of every life and no one should ignore them. They are also a perfect tool for implementing CLIL, creating CLIL activities and make comprehension easily for every single student.

The third specific objective of the plan is the integration of the student in the bilingual group; the students have to feel they are part of it. They are one more student no matter what their differences are.

And the last one is to qualify and train teachers; this is the most important objective, because it is the first step for the good realization of the methodological proposal. Not only qualified and trained teachers are important, also those who want to innovate and learn every day.

6.3 PRIOR ORGANIZATION TO THE DEVELOPMENT OF THE PROGRAM IN THE CLASSROOM

There has to be coordination of teacher with the rest of the working group for three different reasons. One is to determine working modules and character guide, another is to determine objectives and content common to all areas and the last one is to choose methods of teacher training. It is important to establish a way of working that is the same for everyone and a guide so that every professional knows what to do and they all work jointly; also determining contents and objectives is essential for the same reason as said before, working jointly and knowing what to do. The last but not the least choose the method of teacher training, trying to implement CLIL with every single student requires a lot of formation and work from teachers. The school should provide this formation, so that every professional feels comfortable while teaching their pupil, also self-formation and research is an assignment for good professionals.

6.4 TEACHER IN THE GUIDANCE DEPARTMENT

The teacher in the guidance department has to determine the special needs of the students involved. Also needs to make curricular adaptations of objectives, content, methodology and activities with these students. Depending on the school this function can be represented by one or more teachers, but it is essential to have a PT and an AL; specialist on Therapist Pedagogy and a specialist on Hearing and Language.

These specialists will work together and in conjunction with the tutor and all of them will be in charge of talking with the families. At first, when any problem is observed the professionals on the areas will be the ones to give information to the families. After, meetings to inform the families about the situation of their child will be periodically.

6.5 DEVELOPMENT PROGRAM IN THE CLASSROOM

Previous measures of the Guidance Department, between the coordination of the PT-specialist, AL- specialist and the teachers.

As it has been said before the students will work in the classroom the same curriculum, but adapted, of the rest of the peers in the classroom. When they need reinforcement they will also work with the same curriculum, also adapted.

It is important to work with computers and internet whenever as possible, in this way everything can be uploaded to the platform and teachers and specialists will have access to any level activities. For students who need any type of adaptation we will reinforce the specific needs and the common content that the rest of the classroom is working on.

- Development of specific materials : two areas or modules
 - a) LANGUAGE : Spanish Language + CCSS (Common Core State Standards) + Techniques of Intellectual Work

b) MATH : Mathematics + English (if the school has language assistant, we will give it be an specific use for this area)

• **METHODOLOGY IN BOTH MODULES**

- Linguistic: at this point we will work study habits and techniques of reading comprehension, writing comprehension and grammatical aspects. Depending on the range of age of the students.
- Math: Specific deficits, numbering, calculation, mathematical aspects, idioms and basic constructions in English.
- Teacher: the role of the teacher will be to make significant repetitions, give messages of support and encouragement.
- Conversation Assistant: will work in the reference classroom and provide individual support in the reinforcement classroom.
- Classroom: at the classroom we will work with reinforcement materials, adapted curricula and whenever it is possible with L2.

6.6 HUMAN RESOURCES

There are five things to talk about in epigraph the guidance department, the educational team the tutor, the family and a possibility of school parents. We will give a brief description of what their commitment is.

- Guidance Department: the guidance department is in charge of any additional demand
- Educational Team: the function of the educational team is the adaptation and monitoring of the whole process

- Tutor: the work of the tutor is vital because is the one who coordinates the work
- Family: the purpose of the family is the greatest involvement they can be able to offer for the social and educational process
- Possibility of School Parents: also talking about the family, it is interesting this idea, which will be helpful and useful for parents and their children. There are many options, but we can simply clarify it with periodical meetings between all of the parents and the school staff all together were they will learn more about their children and the other's children.

6.7 SUPPORT INSIDE THE CLASSROOM

We are going to talk about the material resources for the adaptations. As we know there are many types of schools, budgets and materials; so we will give an approach to some basic materials resources that are important. The first important thing, and it is not material, is the reinforcement in the classroom. The pupils need to feel the support of the teacher, they have to be self-confident. IT's are very important and that is the reason we need to focus on the computer equipment of the Educational Center, it is a good investment for CLIL classrooms; but even better for inclusive education; because they can be used to reinforced the need of each student. Also the school agenda, the timetable is something essential for the organization of teachers and students. Level tests for the students, to see their progression and take any necessary measures; curricular competence is vital too, so levels can be compared. Bibliography on integrated curriculum is helpful when making Departments Programming and reading about it should be mandatory. To have a register of the interviews with the family is another important step, so whenever you need information you can look into the notes. As we have seen most of the material resources are responsibility of the teachers, PT, AL or the educational center; mostly all of them are work and responsibility of the staff at the center and not budget reasons.

6.8 EVALUATION CRITERIA

The assessment has to be considered with training purposes, which means to be carried out with the firm intention to use it to improve performance, to optimize the execution process, and if necessary, to reconsider the proposed objectives.

First of all, we need to see the student's grade satisfaction. There are several ways of doing this, but it has to be done periodically to see if there are important things that are not working and need to be changed. We can do it by an informal chat; it can be in private or with the whole class. It is better if the group is all together if we want to do it orally, because they will express their ideas and they will not feel pressed, probably more pupils will think the same and comfort them with their opinions too. Also shy students will be more participative if the whole class is sharing their opinions.

Another measuring instrument is the improvement they make in the subjects, the ones they have reinforcement (outside the classroom and not during school timetable) and the ones they do not (inside the classroom with the rest of the students).

Also we need to focus on L2 (second language), the minimum overcoming in English targets, it is very important because all the information we will give to our students it will be through L2 (even though we can use L1 whenever it is needed).

We are working with diversity, so it is vital to see the integration of the pupils with the rest of the classroom or reference group. It is possible to evaluate this with some questionnaires for the students; one for the reference group and a different one for the pupils we want know the grade of integration. Also the teachers and staff will contrast and give more information with their daily observation.

Another important value is the increase of the self-esteem of the student. Being at a classroom with different kinds of students can increase or decrease the self-esteem of

the students; in our situation it is indispensable to look after it and realize about the position of the students at the classroom. To measure this there are many questionnaires on the web or books, we can choose the more appropriate for our students.

EVALUATION TOOLS: WORK OBSERVATION

There are other aspects to take into account when evaluating that can be observed; they are focused on three different aspects: the teachers, the students and the families. For the students just focus on the results in the evaluation sessions, as we have said before with the evaluation criteria. The next one based on the teachers and the staff, is the satisfaction of the Educational Team, if everybody feels comfortable with the work they are doing they will continue in the same way and if something is not working as it should it is important to share it and work all together to fix it. The last one is focused on the families and the students, the level of satisfaction by students and families, as the teaching staff, they are another pillar to work with, they have to feel free to contribute with their opinions and experiences.

Those are the things to take into account when evaluating, this can be done orally or with questionnaires just as we have said in the evaluation criteria.

The type of evaluation is qualitative and continuous, qualitative because there are several question where the participants can express their opinion of the proposal and the way it is working and continuous because the questionnaires will be passed three times, after each trimester to see the improvements or make necessary changes.

The evaluation proposed is using three questionnaires, one for the students another for the families and the last one for the teachers. You can find the questionnaires annexed for 3rd Cycle (5th and 6th Grade).

6.9 SUPPORT RESOURCES

Some schools will work with many support measures while others will only have small resources to deal with, just one or two of the whole list if they have one. Twinning with another school it is easy, there are two ways of doing it: the traditional one with a real exchange or if our school does not have any scholarship or our children cannot afford it there are always e-pal that we can use. It is very simple; just surf the net for websites like the one of epals. On this website it is easy to match a classroom, that is why I choose it as example; you just need to introduce the age of the learners and the language, with a click you will have the information of all the classes at that range age and the years. This is an awesome tool to maintain our classroom interested on learning a second language; they will feel the importance of knowing a L2. Real exchanges offer the students a wider approach to the culture and it will be an immersion of the language, in which the student should squeeze everything they know and make them use their learning outcome.

There are also programs that the school could be part of, but this decision will not imply just one teacher. The program “Language and Youth” or the Week of the World’s Languages are good examples, but it should be a decision of the whole team and the Educational Center.

Working through new technologies, as we have referred to it many times through the whole document is important and will help us with any difficulty or reinforcement we need to make.

Also the teacher training is a support measure, it is true that we have introduced teacher training in many epigraphs, but it is to notice the importance and the rewarding that training is. The better training we will provide our teachers the better results they will obtain.

As we have talked in the evaluation criteria, we need to know the level of satisfaction by students and families, it will help to evaluate; but it will also work as a support measure we will see the things we are doing good and the ones that need any

modification. It is a real approach of what we are doing, and it is also very useful because while working on a project there can be some aspects that you do not give as much importance or maybe you forgot about something and with some questionnaires or chats it can be solved.

7. FINAL CONSIDERATIONS

On the basis of the Common European Framework of Reference for Languages that reflects the position of the Council of Europe in education and language learning, language learning is a not only linguistic but cultural and social enrichment. Students must have the ability to use a second language for communication purposes, and to participate in intercultural relations. Thus, not only getting multilingualism (linguistic knowledge) if multiculturalism (ratio significantly from different cultures).

Learning, teaching and assessment are the key to achieve common goals in European language policy: promoting bilingualism and multilingualism scale, facilitating mobility between European countries and the exchange of ideas and, ultimately, contribute to Europe's open, integrated and tolerant to other languages and cultures.

The purpose of this paper is to guide on the coalescence between CLIL and inclusive education, because there is a gap between the objective of including everyone at the same classroom acquiring a second language and the documents, protocol or methodology to reach it. In Castilla y León we cannot find any guide to help us with the integration of these students (minorities, gifted students, etc.) in our CLIL classroom.

In our autonomous community diversity inside the classrooms is a fact and we have chosen CLIL as a good methodology to learn a second language (L2) that is why these objectives have been set:

- To understand the use of CLIL for learning a foreign language and contents taught through L2
- To learn how to implement CLIL as a tool for inclusive education
- To elaborate a methodological proposal

In order to achieve these objectives this paper tries to explain CLIL and Inclusive Education first in a broad way and after in a more specific centered in Spain and Castilla y León. Also explain three different steps to work with diversity in CLIL classrooms

and gives us a methodological proposal where teacher and educational center can focus on.

The aim of this paper is to serve as a guide for those new teachers, staff and educational centers which want to be involved with CLIL adventures and want to offer, with no exception, the possibility of acquiring content and a second language at the same time in a creative and innovative way.

There is a sentence that can describe the well understanding and the purpose of the paper: “Function and form, action and knowledge are mutually dependent. Action without knowledge is blind, vacuous. Knowledge without action is sterile. Finding the correct balance is the key to successful learning and teaching” Trim, J., (2001). We can apply this definition to the whole paper, there are two important aspects: CLIL and diversity which have to work together, according to the sentence there can't be one without the other. For a good learning and teaching there has to be a correct balance and the aim of the paper is to create the most perfect balance between CLIL and diversity so it can be applied to different types of situations, students, teacher and centers.

8. REFERENCES

- Aráez, I., Bouza, M., Mateo, J. M., Moreno, M^a D. Citing Websites. Programación Didáctica de ESPA. Retrieved March, 12, 2014, from <http://www.mecd.gob.es/dctm/ministerio/educacion/que-estudiar/aprendizaje-largo-vida/recursos-educativos/2012-prog-ingles-i-i-cd.pdf?documentId=0901e72b81278552>
- Baetens Beardsmore, H. (ed.) (1993) *European Models of Bilingual Education*, Clevedon: Multilingual Matters.
- Bases of Communicative Approaches to Second Language Teaching and Testing
- Bloom, B.S. (1968) : «Learning for Mastery», in *Evaluation Comment*, 1, 2, pp. 1-12.
- Bloom, B.S. (1976): *Human characteristics and school learning*. New York, McGraw-Hill
- Brown, H. (2000). *Principles of language learning and teaching*. New Jersey: Prentice Hall.
- Canale, M & Swain, M. (1980). *Theoretical b*
- Carroll, J.B. (1963): «A model of school learning», in *Teachers College Record*, 64 pp. 723-733
- Coyle, D., Hood, p. and Marsh, D. (2010): *CLIL: Content and Language Integrated Learning*.
- Cummis, J. (2005) “Using information technology to create a zone of proximal development for academic language learning: A critical perspective on trends and possibilities”, in Davison, C. (ed.) (2005) *Information Technology and Innovation in Language Education*. Hong Kong: Hong Kong University Press, pp105-26.
- Gardner, R. (2006). The socio-educational model of second language acquisition: a research paradigm. *EUROSLA Yearbook*, 6, 237–260.
- Hattie, J. (2009). *Visible Learning*. London/New York: Routledge
- <http://www.juntadeandalucia.es/averroes/centros-tic/23000131/helvia/sitio/>

- Hymes, D. H. (1972). On communicative competence. In J. B. Pride and J. Holmes (Eds.),
- Janulienė, A. (2010). On the use of CLIL at Lithuanian Schools. Vilnius University, Lithuania “Promoting language learning and linguistic diversity” An Action Plan 2004-2006. Language teaching and testing. *Applied Linguistics*, 1, 1-47.
- LEY DE INTEGRACIÓN SOCIAL DEL MINUSVÁLIDO. Ley 13/1982 de 7 de abril. BOE 30/04/1982.
- LEY GENERAL DE EDUCACIÓN y Financiación de la Reforma Educativa. Ley 14/1990, de 4 de agosto BOE 6/08/1970.
- LEY ORGÁNICA 10/2002 de Calidad de la Educación de 23 de diciembre. BOE 24/12/2002.
- LEY ORGÁNICA de Ordenación General del Sistema Educativo. Ley Orgánica 1/1990 de 3 de octubre. BOE 4/10/1990.
- Lifrieri, V. (2005). A sociological perspective on motivation to learn EFL: The case of escuelas plurilingües in Argentina. M.A thesis, University of Pittsburgh.
- Maljers, A., Marsh, D., Wolff, D., Genesee, F., Frigols-Martín, M., Mehisto, P. (2010). *Diverse Contexts – Converging Goals: CLIL in Europe*. Peter Lang: Frankfurt
- Marsh, D., Maljers, A. and Hatiala, A-K (2011) *Profiling European CLIL Classrooms*, Jyväskylä: University of Jyväskylä.
- Martínez, R., de Haro, R., Escarbajal, A. (2010). “Una aproximación a la educación inclusiva en España”. *Revista de Educación Inclusiva*, 3, 1, pp. 149-164
- Motivation in Learning Biology. *Eurasia Journal of Mathematics, Science & Technology Education*, 5(4), 413-420.
- NECESIDADES EDUCATIVAS ESPECIALES. Real Decreto 696/1995 de 28 de abril. BOE 2/06/1995.
- ORDEN EDU/ 6/2006, de 4 de enero, reguló la creación de Secciones Bilingües en la Comunidad de Castilla y León.
- Puiz, D. Plataforma Virtual del Proyecto Bilingüe Retrieved February, 28, 2014, from REAL DECRETO DE ORDENACIÓN DE LA EDUCACIÓN DE ALUMNOS CON

REAL DECRETO DE ORDENACIÓN DE LAS ACCIONES DIRIGIDAS A LA COMPENSACIÓN DE DESIGUALDADES EN EDUCACIÓN. Real Decreto 299/1996 de 28 de febrero. BOE 12/03/1996.

REAL DECRETO DE ORDENACIÓN DE LA EDUCACIÓN ESPECIAL. REAL DECRETO 334/1985 de 6 de marzo.

Ryan, R.M. & Deci, E.L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development and Well Being, *American Psychologist*, 55(1) , 68-78.

Sociolinguistics: Selected readings. Harmondsworth: Penguin

Trim, J., (2001). Language Teaching: Does a New Century Call for a New Agenda? EYL Dissemination Conference. Rotterdam.

Tyne, J. (2003). Crecimiento y desarrollo en la vida adulta. En C. Tilstone, L. Florian y R. Rose (Eds.) *Promoción y Desarrollo de prácticas inclusivas* (pp. 325-339). Madrid: EOS.

Unknown (2003) Citing Websites. Plan de Atención al Alumnado con Superdotación Intelectual. Retrieved April, 12, 2014, from http://eopezamora.centros.educa.jcyl.es/sitio/upload/Plan_Alumnado_SuperdotacionWeb.pdf

Unknown (2006) Citing Websites. Plan de Orientación Educativa. Retrieved June , 23, 2014, from http://www.escacyl.es/public/legislacion/DOC/orientacion/Plan_de_orientacion.pdf

Unknown (n.d.) Citing Websites. A CLIL to Climb. Retrieved February, 21, 2014, from <http://aclil2climb.blogspot.com.es/>

Unknown (n.d.) Citing Websites. Convention on the Rights of Persons with Disabilities. Retrieved April, 20, 2014, from <http://www.un.org/disabilities/convention/conventionfull.shtml>

Unknown (n.d.) Citing Websites. Epals. Match a Classroom. Retrieved June, 18, 2014, from <http://www.epals.com/#!/global-community/>

Unknown (n.d.) Citing Websites. Plan de Prevención y Control del Absentismo Escolar. Retrieved June, 3, 2014, from

[http://www.fundses.org.ar/archi/programas/proyecto_prevenccion_abandono_escolar/PLAN DE ABSENTISMO.pdf](http://www.fundses.org.ar/archi/programas/proyecto_prevenccion_abandono_escolar/PLAN_DE_ABSENTISMO.pdf)

Unknown (n.d.) Citing Websites. Retrieved March, 3, 2014, from http://www.jcyl.es/web/jcyl/AdministracionPublica/es/Plantilla100/1222670575375/_/_/

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press

Widdowson, H.G. 1978. *Teaching Language as Communication*. London: Oxford University Press.

9. ANNEX

Questionnaire for Students (5th and 6th Grade)

1. Do you like the way of working inside and outside the classroom? Why?

2. Do you like the way of working inside and outside the classroom? Why?

3. Do you like the way of working inside and outside the classroom? Why?

4. Do you like the way of working inside and outside the classroom? Why?

5. Do you understand almost everything in class?

6. Do you feel lost in any subject? If so, in which one?

7. Have you learned new words in English?

8. Can you speak and understand more English than before?

9. Do you have group of friends inside the classroom? If so, who are they?

10. Who is your best friend in your classroom?

11. Do you participate as your classmates in the cooperative groups?

12. Are some of the classmates from your cooperative group your friends?

13.

14. Do you feel important in your classroom? Why?

15. Do you like playing alone or with classmates during the recess? Why?

Questionnaire for the Family
(5th and 6th Grade)

- 1. Do you like the way of working? Why?**
- 2. Do you think your son or daughter understands almost everything in class?**
- 3. Does your son or daughter receive any extra help outside the school? (*Help with the homework, English classes, etc.*). If so, which one?**
- 4. Have you notice any improvement in your son or daughter? If so, in which subjects?**
- 5. Does your son or daughter speak in English at home? (*While doing their homework, singing, reading, etc.*)**
- 6. Does your son or daughter feel comfortable at school?**
- 7. Does your son or daughter have a group of friends in the classroom? If so, who are they? Do they see each other outside the school?**
- 8. Does your son or daughter receive birthday invitations from their classmates? From whom?**
- 9. Who is your son or daughter best friend in their classroom?**
- 10. Does your son or daughter prefer to play alone or with friends? Do you know why?**
- 11. Do you think there is a good coordination between the Orientation Department and the rest of the teachers and tutors?**
- 12. Do you think there is a good coordination between the Orientation Department and the rest of the teachers and tutors?**
- 13. Do you receive trimestral information?**
- 14. How many meetings have you had this trimester with the tutor, teachers or staff? What were the reasons?**
- 15. If you have any doubt, concern or worry about your son do you feel free to contact someone at school? Whom? Why?**

**Questionnaire for Teachers
(5th and 6th Grade)**

- 1. Do you like the way of working with the methodological proposal?**
 - 2. Which improvement or change will you make**
 - 3. Has the student make any improvement? If so, in which subject?**
 - 4. Has the student improved in English? Does he or she have a minimum overcoming in English?**
 - 5. Does the student have group of friends inside the classroom? If so, who are they?**
 - 6. Who is his or her best friend in the classroom?**
 - 7. Does he or she participate as their classmates in the cooperative groups?**
 - 8. Are some of the classmates of the cooperative group his or her friends?**
 - 9. Does he or she feel important in your classroom? Why?**
 - 10. Does he or she like playing alone or with classmates during the recess? Why?**
 - 11. In your opinion do you think there is a good coordination between the Orientation Department and the rest of the teachers and tutors?**
 - 12. Do you give trimestral information to the student's family?**
 - 13. How many meetings have you had this trimester with the family, student or staff? What were the reasons?**
 - 14. If the family has any doubt, concern or worry about their son or daughter do they feel free to contact with you at school? Why?**
-

