Master's Dissertation/
Trabajo Fin de Máster

CLIL AS AN INCLUSIVE APPROACH. A DIDACTIC PROPOSAL TO ATTEND TO DIVERSITY.

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Abstract

All schools have the obligation to guarantee a quality education for all people, taking into account an inclusive education. Due to the significant increase in bilingual schools, the objective of this master's dissertation is to show CLIL as an inclusive approach that adapts to the needs and interests of all students. For this reason, this work initially presents a theoretical review of the CLIL methodology as well as attention to diversity. Secondly, the inclusive potential of the methodology mentioned above is analyzed. Finally, a CLIL didactic proposal is presented to address the diversity of students in Primary Education.

Key words: CLIL, language, learning, attention to diversity, inclusion, inclusive education, diversity, methodology, cooperative learning, scaffolding, content.

Resumen

Todos los centros educativos tienen la obligación de garantizar una educación de calidad para sus alumnos, facilitando una educación inclusiva. Debido al aumento significativo de centros bilingües, el objetivo de este trabajo fin de máster es mostrar el AICLE como un enfoque inclusivo que se adapta a las necesidades e intereses de todos los estudiantes. Para ello, este trabajo presenta inicialmente una revisión teórica sobre el AICLE, así como de la atención a la diversidad. En segundo lugar se analiza el potencial inclusivo de dicha metodología; y por último se presenta una propuesta didáctica teniendo en cuenta el AICLE para atender la diversidad de estudiantes en Educación Primaria.

Palabras clave: AICLE, lenguaje, aprendizaje, atención a la diversidad, inclusión, educación inclusiva, diversidad, metodología, aprendizaje cooperativo, andamiaje, contenido.

1. INTRODUCTION.

Nowadays, the evolution of our society demands a greater command of languages, in order to be able to communicate in a completely globalized world in which there are no borders or limits. This evolution has caused a profound change in the concept of education and, therefore, we are obliged to evolve our objectives, our methodology and our assessment. Thereby, we have to prepare students to live in a progressively more multicultural and multilingual world.

CLIL (Content and Language Integrated Learning), has been accepted as an innovative approach to change and success in language learning, "combines a number of pedagogies that have proven to work well and, as a result, it has become a well-established part of education systems across Europe" (Surmont, Struys, Van Den Noort & Van De Craen, 2016: 320). CLIL improves the quality of language teaching and one of the essential variables that intervenes in the quality of CLIL is attention to diversity, which is an essential pillar to achieve the objectives of bilingual teaching.

Focusing on Spain and particularly Andalusia, we can see the increase in bilingual schools every year and, therefore, the increase in diverse students in bilingual education. Regardless of their personal characteristics, motivations, interests, attitudes and learning experiences, students must receive enough attention to make the most of their learning.

CLIL is a methodology that promotes a high-quality bilingual education, also allowing attention to diversity, since its own characteristics comply with personalization in education and, therefore, with inclusion.

2. JUSTIFICATION.

Many authors (Marsh, 2002; Coyle, Hood & Marsh, 2010) argue that CLIL promotes egalitarianism, "the introduction of this approach in mainstream education provides a greater range of students with opportunities for linguistic development, which they were previously denied" (Madrid & Pérez Cañado, 2018: 2). Due to this, this work is carried out, since among the main training needs of CLIL teachers, the methodological guidelines to attend to diversity are highlighted as gaps to be addressed (Pérez Cañado, 2016a; 2016b).

In addition, it is carried out because, as it can be seen in the case of Andalusia, the number of bilingual schools increases, as the Strategic Plan for the Development of Languages (Junta, 2017) established a target number of 1,500 fully bilingual schools for 2020. Therefore, more students receive content and language integrated teaching, and it is up to teachers to attend to diversity to guarantee the success of CLIL in all students.

3. OBJECTIVES.

The main objectives of this Master's Dissertation are:

✓ Analyse the possibilities of CLIL as an inclusive approach to attend to the diversity of students in the classroom.

✓ Design a CLIL didactic proposal that incorporates attention to diversity.

4. THEORETICAL FRAMEWORK.

4.1 What is CLIL?

4.1.1 Origin and evolution of the term in Europe.

Throughout history, various teaching-learning methodologies have been promoted in the field of language teaching. At the end of the 1990s, in Europe, the impact of globalization "highlighted the need for better language and communication educational outcomes" (Coyle et al., 2010: 4), thus changing the way of teaching languages. This idea was expressed in the Lingua program, approved by the Council on July 28, 1989 "which declared the importance of promoting innovation in methods of foreign language training" (Eurydice, 2006: 8).

Since then, the European Commission and the Council of Europe have undertaken many initiatives to develop content and language integrated learning, building on immersion and bilingual movements in the United States and Canada (Coyle, 2007: 544). The effects of these programs have been investigated thoroughly, obtaining results that "are highly revealing for the design and implementation of programs in Europe" (Pérez-Vidal, 2007: 44).

Subsequently, the European Commission in 1995 published the White Paper on Education and Training "Teaching and Learning: Towards the Learning Society", it outlines the importance of ensuring that every European citizen is able to use two foreign languages in addition to his own one (Marsh, 2002: 53).

In 2001 the Common European Framework of Reference for Languages was enacted, based on common criteria for the development of language programs, manuals and curricular guidelines throughout Europe (Council of Europe, 2001). In the same year the European Year of Languages was celebrated, which promoted the learning of languages in all Europe (European Commission, 2003). This further supported the idea that language learning and linguistic diversity can be achieved through a wide variety of methods, including CLIL (Marsh, 2002: 53).

In 2003, the European Commission established the Action Plan about language learning and linguistic diversity 2004-2006, which mentions that CLIL has to make a fundamental contribution to the Union's objectives about learning languages (Eurydice, 2006: 9). This plan

aims to unify actions between states to promote content and language integrated learning, among which is the Eurydice 2006 study (European Commission, 2003: 16).

Consequently, the Education Council in 2005 established in its recommendations that CLIL should be adopted throughout the European Union and one of the main conclusions reached was the need to involve students and teachers in CLIL programs to achieve multilingualism and multiculturalism in European society. Later, between 2007 and 2013, new initiatives were launched to promote this methodological approach, among which we highlight the dissemination of information on best practices in the CLIL field (Eurydice, 2006: 9).

After all these proposals carried out by the European Union since the 1990s, content and language integrated learning is currently considered as a successful bilingual approach to improve communicative competence in students.

4.1.2 Concept.

The term CLIL (Content and Language Integrated Learning) was coined in the European context by David Marsh (1994). There are many definitions about CLIL, but it seems that everyone agrees that CLIL is a general term that encompasses the use of a foreign language such as a tool to teach both linguistic and non-linguistic content (Marsh & Langé, 2000; Marsh, 2005; Eurydice, 2006). However, the most cited definition is "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, 1994). In short, content and language integrated learning involves studying subjects such as natural sciences or social sciences in a second language, and has two objectives: one related to the subject and the other one related to language. To achieve this double objective, it is necessary to develop "a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language" (Eurydice, 2006: 7) since it is not simply a matter of changing the language of instruction but it is much more than teaching a non-linguistic subject in an additional language in the same way as the mother tongue (Marsh, Ennser & Sygmund, 1999: 17).

Nevertheless, there is no single CLIL model, many variants can be identified, since it is a flexible educational concept and a single model cannot be applied in all contexts (Coyle et al., 2010). According to Coyle et al. (2010: 14), before developing any particular model, a series of operational factors must be considered, such as the availability of teachers, the levels of language fluency of teachers and students, the amount of time available, the ways of integrating content and language, after-school opportunities and networking with other countries,

assessment processes, focused on language, content or content and language, and the scale of the CLIL program in which the language can be used extensively or partially. According to Wolff (2005), CLIL variants are also determined by environmental parameters, among which we highlight the choice of subjects, the exposure time, the age of the students, the linguistic situation, among others. Therefore, the flexible combination of these factors leads to a remarkably wide range of CLIL programs.

Despite the multitude of CLIL models that can be carried out considering different factors, there are clear characteristics that make it a distinctive approach to language teaching. These central features that differentiate it have been explained by many authors and have made CLIL now considered a "useful and well-recognized construct to promote the teaching of foreign languages" (Cenoz, Genesee & Gorter 2013: 16).

4.1.3   The four great pillars of CLIL.

CLIL is distinguished from other bilingual education programs by its planned pedagogic integration of contextualized content, cognition, communication and culture in the practice of teaching and learning (Coyle, 2002: 45). This is what Coyle (2007) and Coyle et al. (2010) refer to as the 4Cs framework: content (topic), communication (language learning and use), cognition (learning and thinking processes), and culture (development of intercultural understanding and global citizenship).

- Content: it is the axis through which CLIL revolves, and can be thematic, transversal, interdisciplinary or a current topic. The content to be treated must contribute to the content established in the national and regional regulations. Taking this into account, as well as the general lines of the School Bilingual Project, the teaching units are elaborated to attend to the special characteristics of each bilingual group.

- Cognition: for CLIL teaching to support effective learning, not only the knowledge and basic skills must be taken into account, but also the cognitive engagement of students (Coyle et al., 2010: 29). According to Mehisto, Marsh & Frigols (2008) a good CLIL practice should be directed by cognitive development.

In this sense, one of the most influential documents in the history of education to develop cognitive processes is Bloom's taxonomy (1956) in which the cognitive dimension can be classified into Lower Order Thinking Skills or LOTS (remember, understand and apply) and Higher Order Thinking Skills or HOTS (analyze, evaluate and create). Following this line, Anderson and Krathwohl (2001) subsequently published an update of Bloom's Taxonomy, including some modifications.

Thus, what we want through language is to stimulate the minds of students to accommodate the new knowledge about the world to those they already have. Dalton-Puffer (2013) talks about transforming thought processes into analogous but observable elements and, in this aspect, it is achieved through cognitive discourse functions (CDF). In other words, the CDF (such as describing, defining, explaining or evaluating) are verbal routines that reflect the cognitive processes that teachers and students use to transmit abstract knowledge.

This necessarily implies a practice-oriented learning context, in which interaction and autonomous learning promote the development of cognitive skills. The interaction that occurs between students and teachers is of special interest, since it is where knowledge is allegedly developed (Ruiz de Zarobe & Jiménez, 2009: 198), in the "dialogic process between experts and learners, and between equals".

- Communication: the use of the language is favored to learn the proposed content, while learning to use the language. In fact, communication in this sense goes beyond the grammatical system, language must be used in authentic interactive environments to develop communication skills (Savignon, 2004).

On this matter, it is essential to highlight the two dimensions of language that must be promoted to successfully develop the academic and cognitive competence of students. Cummins (1999) called them Basic Interpersonal Communication Skills (BICS) and Cognitive Language Proficiency (CALP). BICS refers to the informal language used in everyday communication and CALP refers to abstract and academic language that requires the use of higher order thinking skills and consequently takes much longer for students to acquire it.

For this purpose, three different types of language learning within CLIL should be considered, according to Coyle et al. (2010: 37):

   o Language of learning: which consists of the language necessary for students to access the basic concepts related to the topic. It refers to the essential lexicon and the grammar associated with the topic.

   o Language for learning: it is the most crucial language for the success of CLIL. It is the language students need to operate in a foreign language environment. It refers to the development of strategies such as describing, asking, arguing, evaluating, and drawing conclusions, among others.

   o Language through learning: it is the language that arises through learning. At the same time that knowledge and skills are developing, the language is ameliorating too. In this case, the difficulty for teacher is to predict what students may need as they progress through the teaching-learning process.

- Culture: knowledge and integration of different perspectives and tolerance should be promoted in a way that favors the development of awareness of oneself and another. In addition, the development of the cultural elements of the target language should be promoted through the content.

Although the 4Cs are defined separately, they do not exist as separate elements. Learning to integrate these components is one of the great challenges that current teachers face. The 4Cs framework is a valuable tool to develop CLIL teaching units and these must be integrated according to each contextual reality, being essential the collaboration between language specialists and specialists in the different subjects, both at the time from designing materials to designing classroom work.

4.1.4 CLIL methodological characteristics.

In addition to everything described above, the characteristics of CLIL described by Mehisto, Marsh & Frigols (2008: 29-30) are highlighted below.

a) It fosters a multiple focus: supporting language learning through content and content learning through language. Likewise, it promotes an interdisciplinary approach integrating various subjects, thus contributing to the development of key competences, and favoring the globalization of learning. In this way, learning is organized through interdisciplinary topics and projects, also promoting reflection on the learning process.

b) It ensures a safe and enriching learning environment: carrying out routine activities and speeches, showing the language and the content in the classroom, thus building an atmosphere of trust in the students to experiment with the language and the content. In addition, authentic learning materials should be used, creating an enriching environment. The development of CLIL materials is subject to a specific selection process (Mehisto, 2012: 17), along with criteria for language learning (Tomlinson, 2008; 2012).

c) It guarantees the authenticity of learning: allowing to connect the activities with the interests of the students and their real and individual needs. Likewise, relationship with other speakers of CLIL should be established on a regular basis using current materials from the media and other sources.

d) It promotes active learning: making students the protagonists of their learning, in this way the teacher is a facilitator and mediator of their learning. It also allows students to assess their learning progress. Wolff (2002) and Marsh (2006) call it education through construction rather than instruction.

e) It also promotes cooperative learning among students, favoring the fundamental communicative approach in CLIL and thus contributing to the development of communicative competences.

f) It uses scaffolding strategies: scaffolding has been defined as a "process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts" (Wood et al., 1976: 90). In other words, scaffolding is the support that is offered to the students during the learning process, in order to help them complete a certain task. That support can come from teachers, classmates, or the material that is provided (Coyle et al., 2010: 29).

g) This methodology is developed in cooperation: so that the entire educational community collaborates. We emphasize collaboration on a large scale (with regards to the school management team) as well as on a small scale (bilingual coordinator, teachers, and language assistants). Regarding collaboration, Pavón Vázquez (2014) points out the collaboration between teachers at three levels: between language and content teachers, between language teachers and between content teachers.

It is highlighted that these characteristics of CLIL allow us to attend the diversity of students and this will be specified in its corresponding section.

4.1.5   Advantages and disadvantages of CLIL.

CLIL has had an exponential acceptance throughout Europe over the past two decades, gradually becoming an established a teaching approach (Järvinen, 2006). Numerous authors declare this rapid and widespread adoption of CLIL in Europe (Coonan, 2005; Coyle et al., 2010; Dalton Puffer & Nikula, 2006; Marsh, 2002; Lorenzo et al., 2007). Notwithstanding, like most educational programs, CLIL has some advantages and disadvantages.

One of the most obvious benefits of CLIL is the increase in communicative competence and general linguistic competence in the target language, since CLIL offers students a natural situation for language development through high exposure in the language, cooperative work and interaction with colleagues (Pérez Cañado, 2013: 16). As Marsh (2000: 5, cited in Coyle et al., 2010: 12) states, "it is this naturalness which appears to be one of the mayor platforms for CLIL's importance and success in relation to both language and other subject learning". Furthermore, it is emphasized that this happens without impairing the development of L1 (Pérez Cañado, 2013: 16).

Regarding content knowledge, as Hughes & Madrid (2011: 363) expound, bilingual programs are useful to improve the development of L2 without harming other subject areas.

Hence, students acquire specific terminology in the target language and this allows them to improve their academic competence. Lamsfuß-Schenk (2002) stated that students develop more precise academic concepts when dealing with concepts in another language.

Another relevant advantage is that CLIL allows the teacher to combine different approaches and methods, facilitating innovative teaching. This approach aims to overcome direct instruction controlled by the teacher, carrying out a cooperative, socio-constructivist (Vygotsky, 1978) methodology that improves student learning (Slavin, 1995; Crandall, 1994; Troncale, 2002). Likewise, this methodology integrates language learning across the curriculum, allowing the acquisition of competences, as it provides a context for naturalistic and meaningful language learning. This type of teaching allows the student, on the one hand, to acquire knowledge of the specific contents of the subjects and, on the other hand, to develop their competence in a language other than the one usually used for teaching. In addition, the teacher has the possibility of introducing the real world to the class, which transforms it into the natural environment for learning thematic and linguistic content.

Also, CLIL promotes the cognitive development of students, expanding their conceptual mapping resources and developing a wide range of skills, not only communicative, but also interpersonal and social among others (Pérez Cañado, 2013: 17). Additionally, as Méndez (2014: 37) states, "CLIL learners think more critically and to undergo a constant process which invites them to restructure their mind schemes".

Likewise, among other advantages, it is highlighted that the natural use of the language can increase the motivation to learn languages (Coyle et al., 2010: 11). This makes students feel comfortable, which minimizes anxiety, reduces the affective filter of students and fosters positive attitudes such as an attitude of well-being (Lasagabaster & Sierra, 2009).

Regarding the social dimension, CLIL offers all students, regardless of their personal or contextual characteristics, the opportunity to learn languages in a meaningful way. In this sense, Marsh (2002: 10) stated that "egalitarianism has been one success factor because this approach is seen to open doors on languages for a broader range of learners".

Moreover, CLIL also offers advantages in terms of the intercultural dimension, develops intercultural knowledge and understanding, as well as promotes intercultural communicative competence (Pérez Cañado, 2013: 18). Additionally, CLIL prepares students for internationalization and integration in the EU, to be successful in a multilingual and globalized society (Marsh, 2002: 67).

On the other hand, it is emphasized that CLIL has certain drawbacks and these are mainly faced by teachers. Among them, the novelty of the project can be highlighted, since

CLIL is based on innovative pedagogical practices which teachers may not be familiar with, having not experienced them first. Just as their previous personal experience comes from a compartmentalized learning and, therefore, can generate distrust and fears about CLIL (Pérez Cañado, 2013: 18). Furthermore, according to Meyer (2013: 295) "there are limited methodological resources and practical guidance to enable teachers to plan and teach with a multiple focus", therefore teachers could have certain misperceptions or false myths about this methodology.

Moreover, considering that this work requires that teachers of non-linguistic areas have, in addition to knowledge of the subject itself, sufficient linguistic competence to be able to transmit certain academic content in a foreign language (Pavón & Rubio, 2010: 49), another disadvantage is the qualification of teachers due to their insufficient command of the target language together with the lack of support they receive from educational administrations and the scarcity of teacher training programs (Pérez Cañado, 2013: 18).

However, there are also certain disadvantages for the student, among them it is emphasized that this approach, by requiring a greater cognitive challenge, could lead to stressful situations and frustration due to the lack of vocabulary and knowledge of the language. Authors such as Smith (2005) and Darn (2006) think that content can be affected and even harm their mother tongue (Brown, 2004).

Lastly, another obstacle that is frequently highlighted is the poor development of teaching materials and resources, and teachers can easily become discouraged by the heavy workload that comes with preparing their own materials (Pérez Cañado, 2013: 19). But it also has an advantage, since it allows the materials to be adapted to the specific needs of each group.

4.2 Attention to diversity.

Education is a fundamental human right, as established in article 27 of the Spanish Constitution and article 26 of the Universal Declaration of Human Rights. Therefore, one of the most important challenges that bilingual education schools and education in general have to face is the inclusion of all students in the teaching-learning process.

4.2.1 Inclusive education and diversity in schools.

Our society has a huge variety of people and this is because diversity is an inherent condition of the human being. All people are different for many reasons: our own heritage makes each one unique, but also each of us has different abilities, interests, motivations, learning styles, cultural conditions, experiences, etc. Therefore, since diversity is present in

society as a whole, it is inevitable that it is reflected to a greater or lesser extent in our classrooms.

Regarding educational field, diversity is understood as the expression of the differences of each student in the form of different educational needs. Likewise, diversity is understood to be all those exceptional characteristics of students, caused by various factors that require specialized attention so that all students reach the same level of learning (Salinas, 2007: 3).

Tomlinson and Imbeau (2010: 14) state that students differ as learners in terms of their previous experience, culture, language, gender, interests, learning aptitudes, learning times, learning support systems, self-awareness as a student, confidence as a learner, independence as a learner, and many other ways.

All these differences enrich human life and benefit the whole society. Therefore, attention to each of these factors requires knowledge and understanding from education. And facing diversity is everyone's responsibility: teachers, families, the social environment and educational administration in general.

The Order of January 15, 2021, which develops the curriculum corresponding to the Primary Education stage in the Autonomous Community of Andalusia, regulates certain aspects of attention to diversity, establishes the ordering of the assessment of the process of student learning and determines the transition process between different educational stages, defines attention to diversity as the set of educational actions and measures that guarantee the best response to the needs and differences of each and every one of the students in an inclusive environment, offering real learning opportunities in ordinary educational contexts.

It is highlighted that the most appropriate option to attend to diversity in today's educational systems is inclusive education, since it defends human rights and endorses the principles of equality, equity and social justice (Ainscow et al., 2016; Booth & Ainscow, 2011).

A possible definition of inclusive education that is assumed by authors committed to educational inclusion is: the inclusive school is the one that guarantees that all students have access to education, not to just any education but to a quality education with equal opportunities, fair and equitable for everyone (Ainscow, Booth & Dyson, 2006; Echeita & Duk, 2008).

Ainscow, Booth & Dyson (2006) define it as the process of systematic change to try to eliminate barriers of different kinds that limit the presence, learning and participation of all students in school life, with particular attention to the most vulnerable. This definition points out three key principles to determine inclusive education practices (Muntaner, 2014: 67-68):
- Presence: all students are always present in each of the learning situations that take place at school.

- Participation: all students participate in each and every situation, which arise in the classroom and in the school.

- Progress: all students progress and learn with their participation in all the situations that are created and raised in the classroom and in the school.

With these definitions it can be stated that the differences of students in educational processes are considered, but beyond the needs of specific support in education (Gómez, 2012: 18-19), in order to achieve comprehensive development and acquisition of the key competences of all students. Attention to diversity does not imply resorting to exceptional measures for people with special needs, but rather designing a curricular model that allows all students to have the same learning opportunities (Torres González, 2010: 63).

4.2.2 Some strategies to develop inclusive processes in schools.

To face the diversity that exists in schools, there are many inclusive education strategies and most of them emphasize the need for students to be the protagonists of their teaching-learning process, adjusting it to their needs, interests and abilities. Among them, we highlight:

Strategies recommended by several research studies and applied experience (Morningstar, Shogren, Lee, & Born, 2015; Alquraini & Gut, 2012).

- Use a variety of instructional formats: whole group and flexible groupings that could be small groups, stations /centers, and pair learning. Cooperative work is one of the ways that best guarantee inclusive education, Pujolàs, P., Lago, J.R. & Naranjo, M (2013) state that it develops learning for all students.

- Apply universal design for learning: multiple ways to represent content to students and for students to represent learning, such as models, pictures, graphic organizers, oral and written responses, and technology. These can also be adapted for students with special needs: large letters, wearing headphones, using calculators, just having extra time or they can have a partner write their dictated answer or draw a picture.

Furthermore, El Homrani, Peñafiel & Hernández (2017) advocate the organization of subjects by thematic areas to achieve greater accessibility, building a student-centered curriculum and adapting the contents to the students' abilities to promote understanding.

According to León et al. (2016) emphasis should also be placed on the organization of free time activities, offering elective subjects that students can choose according to their interests and needs. Also, as Madrid (2002; 2004) indicates, it is essential to demonstrate personal traits and qualities in the classroom that are attractive to students (being cheerful, optimistic, tolerant, friendly, and attentive). Additionally, Madrid & Julius (2017) suggest the

use of a variety of audiovisual material and realia adapted to the abilities of the students and the use of ICT to facilitate learning. Also constant feedback to check content compression and to detect misunderstandings, confusion and mental blocks among students.

On the other hand, some suggestions for each of the elements of the syllabus are highlighted in a general way according to Arnáiz (2009: 217). The objectives and contents expressed for the cycle must be specified to the diversity of students in the classroom, their sequence can be modified in order to achieve the highest degree of teaching significance and goals can be prioritized. Regarding the activities, it is emphasized that different ones can be designed to work on the same content or to have application in daily life, and with different types of groupings. Also, in relation with the methodology, different techniques and strategies useful for all students can be selected (cooperative learning, peer tutoring, flexible groupings, etc.), as well as favoring the globalized and interdisciplinary treatment of the learning content. Finally, in terms of assessment, various procedures and instruments can be used, an initial assessment can be carried out, self-assessment and peer evaluation can be introduced, and different teaching-learning situations can be assessed inside and outside the classroom.

4.2.3   *Attention to diversity in the national and regional legislation of Spain.*

The Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education, establishes in its article 1 as principles of education: the quality of education for all the students without any discrimination and equity that guarantees equal opportunities for the full development of the personality, with the aim of providing all students with an education appropriate to their characteristics and needs.

On the other hand, the Royal Decree 126/2014 of February 28, which establishes the basic curriculum of Primary Education, determines in its article 9 that in the primary education stage, special emphasis will be placed on attention to the diversity of students, in individualized attention, in the prevention of learning difficulties and in the implementation of reinforcement mechanisms as soon as these difficulties are detected. Likewise, article 14 is dedicated to students with specific educational support needs, establishing the bases for their schooling.

Regarding the regional legislation of Andalusia, the Order of January 15, 2021, establishes in its article 11 that schools will develop measures of attention to diversity, both organizational and curricular that allow them, a flexible organization of teaching and personalized attention for students.

Also, the Order of July 25, 2008, which regulates attention to the diversity of students who study basic education in the public schools of Andalusia, establishes in its article 2 that

attention to the diversity of students it will be the ordinary guideline for the educational action in the compulsory education, for which a flexible, varied and individualized organization of the contents and their teaching will be favored. Likewise, in this same Order, it is indicated that it is necessary to pay special attention to students with specific educational support needs, understanding as such students with special educational needs, those who join the educational system late, those who need to compensate actions and those with high intellectual abilities.

Moreover, it explains in its article 4 that attention to students with specific educational support needs will be carried out within their own group and that when such attention requires a different time or space, it will be performed without implying exclusion of said student.

On the other hand, as part of the Instruction 7/2020 of June 8, of the general direction of educational planning and assessment, on the organization and operation of bilingual education in Andalusian schools for the academic year 2020/2021, the seventh establishes that bilingual education is a program aimed at all students, and therefore must include attention to those students who have specific educational support needs.

Subsequently, a set of general and specific measures are described to facilitate inclusion and attention to diversity, based on current legislation (Order January 15, 2021; Order July 25, 2008; Instructions March 8, 2015).

- General measures to attend to diversity: these are different ordinary actions that are aimed at promoting learning and school success for all students, and among them are highlighted: flexible groupings, group splittings, grouping of different subjects in areas of knowledge, the scheduling of free time activities, flexible organization of both spaces and times as well as personal and material resources, use of methodologies based on cooperative learning (in heterogeneous groups), carrying out educational reinforcement or deepening activities and organizing support in ordinary groups through a second teacher to reinforce the basic instrumental learning of students, both individually and as a group. As well as the diversification of assessment procedures and instruments.

- Specific measures to attend to diversity: these are actions to respond to the needs of students with specific educational support needs, who have not obtained an effective response through general measures, and among them are highlighted: significant curricular adaptations for students with special educational needs; the flexibility of schooling, for students with high intellectual abilities; for students with late incorporation into the education system, schooling in a lower grade with reinforcement measures, among others.

4.3 CLIL as an inclusive approach.

Taking into consideration the statements mentioned throughout the work confirming that CLIL opens the doors to languages to a wider range of students (Marsh, 2002: 10; Coyle et al., 2010: 2) and that the methodological guidelines to attend to the diversity of students are highlighted as gaps to be addressed (Pérez Cañado, 2016a; 2016b), a general description of CLIL as an inclusive approach will be carried out, taking into account that the main characteristics that Mehisto et al. (2008) attribute to the CLIL methodology, allow paying attention to diversity.

4.3.1 Students as protagonists of their learning.

In the first place, it is highlighted that CLIL is considered an inclusive approach because it focuses on the student. Therefore, it allows teachers to know well the learning possibilities of all students and their more specific educational needs. Moreover, CLIL allows us to attend to different learning styles and profiles since it permits the teacher to consider the starting point of each student and apply teaching strategies that take into account the particular situation of each one. In this sense, Krathwohl's taxonomy (2002) is a very useful tool to facilitate the adaptation of the cognitive demand of activities to the level of cognitive development of each student.

Similarly, this student-centered approach allows us to pay attention to the different motivations and interests of students. This can be done through attention to the different multiple intelligences established by Gardner (1998), who assumes that "not everyone has the same interests and abilities" (p.27).

Moreover, CLIL allows us to adapt content to students' needs and relate it to their immediate reality so that learning is meaningful. This type of learning is experiential, where students build their own knowledge, acquiring skills and abilities, directly from experience. It is about awakening the interest of students by generating situations in their daily lives in which they apply language. It is emphasized that by being in contact with authentic real world content, students become more involved, their motivation increases, and they acquire learning.

In relation to this, this approach is inclusive since it advocates the organization of subjects by thematic areas, achieving greater accessibility for all students (El Homrani, Peñafiel & Hernández, 2017). Also, this approach is considered inclusive as it offers the opportunity to do free time activities (León et al., 2016), which students can choose according to their interests and needs.

4.3.2   *Scaffolding strategies.*

Secondly, CLIL is considered an inclusive approach because of the use of scaffolding strategies, which allow attention to be paid to the diversity of students. The concept of scaffolding is closely linked to that of the Zone of Proximal Development (ZPD), defined by Vygotsky (1978) as the distance between what a person can do by himself at the present time, and what he can do with help. Therefore, for the student to advance in his learning process, teaching must always be designed within that ZPD. This makes it possible for students to work at a higher-level during group collaboration or while receiving help from their teacher. Support is phased out as students develop autonomous learning strategies (Coyle et al., 2010). Among the scaffolding strategies we can highlight: repeating, paraphrasing, exemplifying, making analogies, using visual support, offering models, using sentence structures, starting from previous knowledge, skills, interests and experiences of students, fragmenting the information to facilitate understanding, responding to different learning styles and encouraging critical and creative thinking.

In relation to this, it is highlighted that conversation assistants are one of the most valuable and motivating resources that CLIL students have (Buckingham, 2018). These assistants offer students a real language model, a different culture of reference during learning, and allow personalized and immediate attention to the communicative needs that arise in the classroom, both for students and teachers.

4.3.3   *Creation of language and content specific materials.*

Another characteristic that makes CLIL an inclusive approach is the creation of language and content specific materials, since it allows us to adapt the teaching-learning process to the diversity of students that we have in the classroom. CLIL lessons include a significant cognitive and affective challenge, which requires conscious planning and careful design of materials. For this reason, Mehisto (2012: 17) establishes a set of ten criteria for the development of quality CLIL materials, among which we highlight the criterion 9: promoting cognitive fluency through scaffolding of content, language and learning skills development; helping students to reach well beyond what they could do on their own, since it allows us to attend to the diversity of students in the classroom.

As common examples of materials can be highlighted: practical materials, images and all kinds of visual elements, multimedia, demonstrations or readings of related literature. Some of these materials are used especially in written formats with the aim of adapting the content to the level of understanding of the students. Some of the most important are (Echevarria, Vogt &

Short, 2007): graphic organizers, edited texts with highlighted areas (certain keywords or ideas are highlighted by using bold, italics, underlining, a different type of font, using a different color, etc.), adapted texts, texts edited with marginal notes and texts in mother tongue for support, among others.

4.3.4   Use of ICT.

The development of digital competence is another of the demands that CLIL places on students. ICT play an important role in the development of L2 learning and content in bilingual teaching contexts (Pérez Torres, 2005; Wojtowicz et al., 2011; Fernández Fontecha, 2012). Moreover, ICT contribute enormously to attending to diversity in a direct, rapid and effective way, favoring an individual learning process adapted to the needs of each student (Custodio & Fernandez, 2011). The existence of multiple materials and resources in ICT, facilitates the individualization of teaching and learning (Madrid & Julius, 2017), each student can use the materials that best suit his learning style and personal circumstances. In addition, ICT are a tool that allows the integration of students with special educational needs, being used as an access adaptation in which students with difficulties can access information in different ways (BOJA 8/3/2017). It is emphasized that in the area of people with special needs, the use of the computer, in general, provides multiple advantages. Many forms of physical and mental disabilities limit communication and access to information; and in many cases the computer can offer learning opportunities with special peripherals that overcome these limitations. Therefore, ICT favor personalized attention and help to overcome the limitations that derive from the cognitive, sensory and motor disabilities of the students (Cabero, Córdoba & Fernández, 2007: 16).

4.3.5   Cooperative learning.

On the other hand, it is also highlighted that the cooperative learning that characterizes CLIL, in addition to favoring the development of key competences, is a methodology that favors the inclusion (BOJA 08/03/2017). The configuration of heterogeneous groups (including students of different levels of curricular competence, different capacities, needs, interests...) allows the work to be carried out in a diverse environment that is enriching for everyone (Pujolàs, P., Lago, J.R. & Naranjo, M, 2013).

In addition, cooperative learning is of great help for the teacher, because it facilitates the autonomous work of students and the teacher can devote more attention to those who need it most. Also, students improve their self-esteem and self-confidence, and this allows them to advance in their learning.

4.3.6   *Safe and enriching learning environment.*

Taking all of the above into account, a safe and enriching learning environment is created, which is fundamental in CLIL, and therefore the motivation of students is increased. Maintaining a high level of motivation is the best way to make the whole process more beneficial for students. Each person is motivated in different ways and that is why it is important to determine the interests and abilities of students, to create the best environment that stimulates and motivates their learning. Calero (2008: 114) comments that the positive atmosphere of trust considerably facilitates the establishment of friendly relations between students and the teacher. In relation to this, investigations conducted by Stainback, Stainback and Moravec (1991) in classrooms where students with special needs are enrolled, have shown that these students obtain more success when they feel safe, accepted and establish bonds of friendship with their teachers and classmates.

5.   DIDACTIC PROPOSAL.

5.1   Justification.

Our main objective in this didactic proposal is to show how CLIL can contribute to inclusive education taking into account the characteristics described by Mehisto, Marsh & Frigols (2008: 29-30). This proposal aims to minimize barriers so that all students participate regardless of their differences.

Animals were selected as the main topic because nowadays, they are present in the daily lives of children in different ways, at home, in their environment, through television, cinema, stories, etc. For this reason, it is a reality that the animal world is very attractive to children, it arouses curiosity and they feel very motivated to learn many things about them.

Likewise, this work is carried out since schools play an essential role in the development of responsible attitudes towards living beings. In addition, this topic is developed due to the fact that it is established in Royal Decree 126/2014 and in the legislation of our autonomous community. Therefore, our teaching unit contributes to what the regulations establish, and we take the Order of January 15, 2021, described in the theoretical framework, as a reference.

5.2   Contextualization.
5.2.1   *The school.*

The didactic proposal is designed to be implemented in practice in a public school in Malaga, which is located in the region "Costa del Sol Occidental" in a coastal residential area.

The families are mostly native to the area, and many of them, the young ones, are very concerned about the education of their children and their relation with the school. In this sense, the school encourages school-family collaboration, proposing activities in which families can participate, taking into account the characteristics of each specific case. They have a medium-low social and cultural level, whose main source of income comes from the construction sector and the services sector (hospitality).

We emphasize that it is a school where Infant Education and Primary Education are taught, line two. The school is equipped with ICT equipment.

Finally, we highlight that the school is enrolled in a series of programs of the Ministry of Education of the "Junta de Andalucía" to give coherence to all educational actions in an integrated and global way:

- Environmental Education Program, within the "Pleamar" Project, in which it is intended that the educational community value and become aware of the valuable coastal heritage that our autonomous community has.
- Equality between men and women, to incorporate the value and wealth that the diversity of ways of being a man and of being a woman supposes.

In addition, the school develops a Service Learning Project, through which experiences are carried out that combine learning processes and service to the community, in which students are trained by being involved in real needs of the environment in order to improve it.

5.2.2   The classroom.

In the classroom we have a group from the Second Cycle of Primary Education that belongs to the fourth year. There are a total of twenty-five students, twelve are girls and thirteen are boys, and most of them have known each other from Infant Education and the classroom atmosphere is excellent. These students have been working with the bilingual program from preschool which explains that this methodology is not new for them.

Students can easily interact as long as the teacher speaks slowly and clearly. They are able to understand and use everyday expressions and elementary vocabulary, as well as simple phrases designed to satisfy immediate needs. In addition, they are capable of writing simple texts. However, there are some students who need support from the teacher to follow the development of the class.

Moreover, two children have special educational needs: a boy is visually impaired with mild vision loss, and a girl is hearing impaired with mild hearing loss. The academic level of both is similar to the one of their peers, although it is necessary to adapt certain activities to

promote inclusion and attend to their educational needs. Both have a non-significant curricular adaptation, which implies modifications in the didactic proposal, in the presentation of the contents, in the methodological aspects as well as in the evaluation procedures and instruments.

5.3 Objectives.

Content objectives	Language objectives
-Differentiate vertebrate and invertebrate animals. -Identify and classify vertebrate and invertebrate animals. -Obtain and contrast information from different sources about vertebrate animals. -Describe the characteristics of groups of vertebrate animals. -Classify vertebrate animals according to their characteristics. -Identify and recognize characteristic specimens of the different groups of vertebrates. -Understand appropriate behaviors for the care of animals. -Understand and value the importance of not polluting the water for the care of fish and the environment. -Create a digital book about vertebrate animals. -Communicate orally the digital book.	-Understand and use vocabulary related to the topic. -Use the structures: - The__is a/an__. I think a/an__is a/an__. - Is the__a/an__? Yes, it is / No, it isn´t. I think it is a/an__. - It is/ it has/ it breathes/ it eats/ it lives. - They are/ they breathe/ they move/ they live/ they eat. - Do you have?/ Do you eat?/ Can you?/ Where do you live?/ Are you? -Listening skills: understand essential information in oral texts. -Oral skills: making an oral presentation, participate in a small discussion and express and interact in simple and habitual situations. -Reading skills: understand the most important information from small and simple texts. -Writing skills: write short and simple texts on paper or electronic support.

With the development of these abilities, we contribute to the general objectives of the subjects established in the Order January 15, 2021, to the key competences and to the last end of the stage, to the integral development of students.

5.4 Competences.

o Competence in Linguistic Communication: it is contributed substantially because information appears as an essential element of a good part of learning and, therefore, different procedures are required for its understanding. Likewise, it is contributed through the significant increase in vocabulary related to animals. It is also contributed significantly by promoting and improving communication and dialogue, and through the development of the four basic language skills.

o Competence in Mathematics, Science and Technology: a substantial contribution is made through the knowledge of animals, their characteristics and their classification, as well as through the approach to certain features of the scientific method. Likewise, fostering a responsible and respectful attitude towards biodiversity contributes to this competence.

o Learning to Learn: it is contributed to the extent that the development of techniques to learn, to organize, memorize and retrieve information is favored, which are especially useful in learning processes. On the other hand, the reflection on what has been learned also contribute towards this competence. Likewise, learning in heterogeneous groups and autonomy in learning contribute significantly to their development.

o Social and Civic Competences: it is contributed through teamwork, through which the student acquires skills to relate to people and participate actively in society. Similarly, we contribute to this competence through knowledge of the foreign language and cultural traits other than one's own. We also contribute to the extent that students learn to value all languages as equally apt and enriching to perform the functions of communication and representation. As well as it is developed through the development of respectful behaviors with animals.

o Digital Competence: the use of ICT for learning and knowledge contributes to this competence. They are used as a resource to obtain information, select and use it in order to develop planning, management and works development skills.

o Sense of Initiative and Entrepreneurship: it is contributed through the realization of work projects individually and as a team, since they involve transforming ideas into actions, facing problems, being responsible, being creative and entrepreneurial, being critical and maintaining self-esteem and also require having social skills for relationship and project leadership.

o Cultural Awareness and Expression: we contribute directly to the development of this competence through the use of L2. As well as when appreciating the cultural values of the natural heritage.

5.5 Contents.

5.5.1 Area contents.

The reference contents of the subjects of the Second Cycle of Primary Education established in the Order January 15, 2021 are:

Natural Sciences
Block 1: Initiation to scientific activity.
- Development of skills in the management of different sources to search and contrast information.
- Curiosity to use the right terms to express the results orally and in writing of experiments or experiences.
Block 3: Living beings.
- Classification of animals according to their basic characteristics. Vertebrates and invertebrates.
- Development of habits of respect and care towards living beings.
- Use of technological means for the study of living beings.

Social Sciences
Block 2: The world we live in.
- Analysis and assessment of the consequences of human activities on climate and climate change: environmental behavior.

English
Block 1: Understanding of oral texts.
- Identification and understanding of essential information in very short and simple oral texts on common and specific topics.
- Identification and recognition of habitual vocabulary related to animals.
Block 2: Production of oral texts: expression and interaction.
- Making presentations and simple descriptions on a familiar and everyday topic.
- Participation in simple and short conversations using correct vocabulary and pronunciation.
- Use of syntactic structures and basic connectors for exchanging information, questions, answers; affirmation, denial; expression of possession; expression of location of things.
Block 3: Comprehension of written texts.
- Reading, understanding and practice of a lexicon and written messages referring to animals.
Block 4: Production of written texts: expression and interaction.
- Preparation of short and simple texts on paper or electronic support.

- Use of vocabulary related to animals.

- Use of basic syntactic structures in the elaboration of everyday texts.

5.5.2   Specific contents of the teaching unit.

Area contents	Language contents

- Characteristics of vertebrate and invertebrate animals.
- Characteristics of the five groups of vertebrate animals.
- Care and respect for animals.
- Water pollution.
- Search for information on vertebrate animals.
- Oral communication of a digital book on vertebrate animals.
	- Identification and understanding of essential information in short and simple oral and written texts.
	- Understanding and use of habitual vocabulary related to animals.
	- Making an oral presentation on animals.
	- Participation in a simple discussion.
	- Expression and interaction in simple and habitual situations.
	- Elaboration of short and simple texts on paper or electronic support.
	- Use the structures:
	
	  - The__is a/an__. I think a/an__is a/an__.
	  - Is the__a/an__? Yes, it is / No, it isn´t. I think it is a/an__.
	  - It is/ it has/ it breathes/ it eats/ it lives.
	  - They are/ they breathe/ they move/ they live/ they eat.
	  - Do you have?/ Can you?/ Do you eat?/ Where do you live?/ Are you?

5.6 Timing.

The teaching unit is carried out in the second assessment and is developed in 11 sessions. The sessions last 60 minutes, the first 5 minutes of each session are used to remember what was seen in previous sessions and to answer questions related to the topic. The last 5 minutes of each session are used to synthesize what they have learned.

	Moment	Time	Contents	Activities and tasks
	Introduction and motivation.	10 minutes.	Previous knowledge.	Brainstorming with questions and KWL chart.

Session 1	Development.	20 minutes.	Vertebrate and invertebrate animals.	Video with questions.
	Development.	20 minutes.	Vertebrate and invertebrate animals.	Reading a text and writing sentences. Audio and classification of animals.
Session 2	Development.	50 minutes.	Search for information and groups of vertebrates.	Individual search for information. Group of experts and word document.
Session 3	Development.	20 minutes.	Groups of vertebrates.	Complete a graphic organizer.
	Development.	10 minutes.	Groups of vertebrates.	Complete a worksheet and discussion.
	Development.	20 minutes.	Groups of vertebrates.	Questionnaire and guess animal.
Session 4	Development.	50 minutes.	Respect and care for animals.	Visit, debate and mural.
Session 5	Development.	50 minutes.	Water pollution.	Analyze an image, experiment, audio, text and news.
Session 6 and 7	Final task.	50 minutes each.	Groups of vertebrates.	Creation of a digital book.
Session 8	Final task.	50 minutes.	Oral communication of the digital book.	Oral presentation of the digital book.
Session 9	Consolidation.	50 minutes.	Consolidation of the contents developed.	Pet token. Graphic organizer and KWL.

Session 10	Reinforcement.	25 minutes.	Reinforce contents.	Classify animals.
	Extension.	25 minutes.	Aquatic mammals and fish.	Search for information.
Session 11	Assessment.	50 minutes.	All the contents worked.	Written test.

5.7 Methodology.

The methodology that we are going to develop as presented in the theoretical framework is the content and language integrated learning. For this reason, we show the 4Cs framework described by Coyle (2007) and Coyle et al. (2010) in which we develop how we are going to integrate content, communication, cognition and culture.

Content	**Cognition**	**Culture**
- Characteristics of vertebrate and invertebrate animals. - Characteristics of the five groups of vertebrate animals. - Search for information on vertebrate animals. - Care and respect for animals. - Water pollution. - Oral communication of a digital book on vertebrate animals.	- Know and describe the characteristics of vertebrate and invertebrate animals and vertebrates groups. - Identify and classify animals according to their characteristics. - Identify and recognize examples of vertebrate animals. - Analyse and understand appropriate behaviors towards animals. - Analyse and understand the consequences of polluting water. - Apply the knowledge acquired to create a digital book.	- Develop a sense of responsibility in the care of animals and the environment in which they live. - Use of ICT. - Foster a positive attitude towards L2.
Communication		
Language of learning (CALP)	**Language for learning (BICS)**	**Language through learning**
Key vocabulary: animals, backbone, limbs, skeleton, vertebrate, invertebrate,	- Use expressions for turn taking such as: I start, it's your turn, etc.	- Retain language revised by both

mammals, birds, fish, reptiles, insects, carnivores, herbivores, omnivores, not pollute, pollution, feathers, scales, fur, gills, to walk, to run, to swim, to fly… Structures: - The__is a/an__. I think a/an__is a/an__. - Is the__a/an__? Yes, it is/ No, it isn´t. I think it is a/an__. - It is/ it has/ it breathes/ it eats/ it lives. - They are/ they breathe/ they move/ they live/ they eat. - Do you have?/ Can you?/ Do you eat?/ Where do you live?/ Are you?	- Use expressions for asking questions such as: what do you think about? Could you repeat that please? Can you tell me something about? How do you spell? - Language to give an order: Say… Repeat… - Language to ask for attention: Look at this! Look! ... - Language to show surprise: Wow! That is fantastic! ... - Use phrases for identifying and explaining information: I think that the lion is a vertebrate animal…..The elephant is a mammal because... - Ask and offer opinions and ideas.	the teacher and learners. - Make use of peer explanations. - Record, predict and learn new vocabulary and expressions which arise from activities.

Additionally, we will carry out the following methodology:

An active methodology will be carried out by the students (Mehisto, Marsh & Frigols, 2008: 29-30). Therefore, we start from the perspective of teacher as a guide, promoter and facilitator of the development of competences in students. This characteristic allows us to attend to the diversity of students, since we start from their previous knowledge and their level of competence, in order to integrate the new concepts through a constructivist approach (Wolff, 2002; Marsh, 2006). Following this line, in which the student is the protagonist, we will carry out learning by competences, contextualizing it through the consideration of daily life and the resources of the nearby environment, therefore highlighting an interdisciplinary learning that allows us to adapt the contents to students (El Homrani, Peñafiel & Hernández, 2017). In this way, we will achieve meaningful and functional learning.

We will also conduct different activities to work on the same content (Arnáiz, 2009: 217), attending to the multiple intelligences of Gardner (1998), to attend to the interests and motivations of the students. Also, taking into account that the teaching unit is flexible, we will prepare free time activities (León et al., 2016) to pay attention to the interests of students at the

end of the session activities. As well as, we will develop at the end of the teaching unit reinforcement and extension activities for the students who need them.

In addition, as we can see in the 4Cs framework (Coyle, 2007; Coyle et al., 2010), we will also develop a variety of cognitive processes (Coyle et al., 2010: 29; Mehisto et al., 2008), avoiding that learning situations focus only on the development of some of them. In this way, following Dalton Puffer (2013), students will build their knowledge through the different cognitive discourse functions. Likewise, taking into account the taxonomy of Anderson & Krathwohl (2001) the sessions of the teaching unit have been developed, so that first the HOTS and then the LOTS are developed. Furthermore, taking into consideration that taxonomy, we will develop multilevel activities to adapt us to each student.

Moreover, we will put into practice the cooperative learning as a methodology that favors a communicative and interactive approach (Mehisto, Marsh & Frigols, 2008: 29-30), promoting the participation of students in authentic communicative practices (Savignon, 2004), favoring dialogue, debates, etc. Therefore, we emphasize that language is developed from a lexical rather than a grammatical point of view, with more emphasis on learning vocabulary than on the use of grammatical structures. Likewise, throughout the didactic proposal, we can see activities in which the different language skills are put into practice even though they do not have the same importance as the content itself. Additionally, the cooperative learning is used as a measure of attention to diversity (BOJA 08/03/2017), so that students with greater learning facilities or with greater abilities can help students with learning difficulties and thus develop the learning of all students (Pujolàs, P., Lago, J.R. & Naranjo, M., 2013). Furthermore, the cooperative learning allows teachers a personalized attention.

For the development of the unit we will also use a multimodal input (videos, graphic organizers, audios, experiments, images, and body, oral and written language) since according to Morningstar, Shogren, Lee, & Born (2015) and Alquraini & Gut (2012) favors inclusion. Thereby, we will pay attention to the variety of multiple intelligences proposed by Gardner (1998).

In addition, we will use scaffolding strategies (Mehisto, Marsh & Frigols, 2008: 29-30) that allow us to help students build their learning, designing teaching within their zone of proximal development (Vygotsky, 1978). We will use visual support, written and oral language, activate their previous knowledge, and provide vocabulary and syntactic structures, verbal suggestions, clear instructions, paraphrases, exemplifications, repetitions, among others. Also it is emphasized that we will develop teaching materials, taking into account the criteria of Mehisto (2012:17), highlighting that some of these materials are used especially in written

formats with the aim of adapting the content to students' level of understanding (Echevarria, Vogt & Short, 2007).

Moreover, we have a language assistant who allows personalized and immediate attention to the communication needs that arise in the classroom (Buckingham, 2018).

With all this, a climate of trust and security will be built (Mehisto, Marsh & Frigols, 2008: 29-30), which facilitates learning and attention to diversity, as Stainback, Stainback and Moravec (1991) affirm.

ICT will be used as a means to facilitate learning (Madrid & Julius, 2017), offering students the opportunity to carry out personal and autonomous work, favoring attention to diversity (Custodio & Fernandez, 2011). The mother tongue will only be used in strictly necessary cases where communication has been interrupted due to misunderstanding of the foreign language.

It is emphasized that this methodology allow us to pay attention to the needs of all students in the class, including the two students with disabilities. Nevertheless, these students need some specific measures, which are:

- Student with mild hearing impairment: use of subtitles in videos, location near the teacher to hear her better, use of the figure of the student-tutor and written transmission of oral information.

- Student with mild visual impairment: changing the size of the text, the letter or the font type, location near the teacher for a better view, correctly lit spaces and he has some materials on his table for a better view.

Regarding the grouping of the class group, the students are distributed in dynamic cooperative groups of 5, which allows us to work cooperatively. Finally, in relation to the groupings for the development of the teaching unit, individual activities and tasks will be carried out, in pairs, in small groups and in large group.

5.8 Materials and resources.

For the development of the teaching unit, as we have said in the methodology, we will develop different types of resources and materials such as videos, texts, graphic organizers, power point presentations and worksheets, to personalize the learning construction process and attend to the diversity in the classroom. Moreover, in this teaching unit we will use:

- Human resources: students, teachers, conversation assistant and families.

- Material resources: blackboard and digital whiteboard, projector, web pages, computers, images, flashcards, KWL chart, student notebook, texts, audios, dictionaries, library books,

pencils, crayons, markers, brochures and magazines, glue, scissors, cardboard and materials of the experiment (2 cups, two spoons, oil and small plastic).

5.9 Transversality.

As we have described in the methodology, we carry out learning by competences, contextualizing the learning with the daily life of the students, and therefore taking into account the development of the transversal elements defined in the Royal Decree 126/2014 and the Order 15 January, 2021. In the development of the teaching unit, the following elements will be promoted in a transversal way:

- Comprehension and oral and written expression: through reading texts, listening to videos and audios or the explanation of the teacher or classmates, the explanation of the answers to the activities orally or in writing, group work, the realization of worksheets, the oral presentation of the digital book, among others.

- Civic and constitutional education by promoting tolerance and respect for others in their daily work, promoting activities that encourage values such as cooperation, solidarity or tolerance and in general through cooperative learning.

- Effective equality between men and women, since sexist behavior and content and stereotypes that imply discrimination will be avoided. The language will be corrected so that there is no sexist language among students.

- The proper use of ICT through the search, selection and organization of information as well as through its presentation, creating a digital book about animals.

- Environmental education and Andalusian culture through awareness about the care of animals and the valuable coastal heritage that our autonomous community has and the attitudes and behaviors that can contribute to its conservation.

5.10 Interdisciplinarity.

In this teaching unit an interdisciplinary learning is carried out, developing contents of the area of Natural Sciences, Social Sciences and English, favoring a meaningful, global and more complete learning.

o English: through the implementation of the CLIL approach, we are already developing an interdisciplinary learning in which the simultaneous learning of contents and foreign language is carried out (Marsh, 1994).

- Natural Sciences and Social Sciences are two closely related areas of knowledge. In this teaching unit, vertebrate and invertebrate animals are studied from the Natural Sciences area as well as their respect and care. And considering that the school is located in a coastal residential area, the non-pollution of the water is worked to take care of the fish that are in their immediate environment and is a fundamental issue for the care of the environment.
- We also highlight that the mother tongue is used as a reference language in the construction of students' knowledge and is also used on occasion to respond to the communication needs that arise in the classroom.

5.11 Sequence of activities.

SESSION 1

Introduction and motivation.
Objectives.
Arouse the curiosity of the students. Activate students' prior knowledge.
Development of the activities.
Brainstorming. They are shown an imagen (Appendix I) and asked questions: what animals do you see? How can you classify the animals? What are vertebrate animals? How many groups are there? Explain what to do to take care of them. Subsequently, they are given a KWL chart (Appendix II) in which they have to fill in the first and second column.
Attention to diversity.
Use of the image as a visual support to answer the questions. Use of gestures, movements, visual contact, thus offering contextual support and variation in the quality of the voice when asking the questions. We ask the questions taking into account the different learning levels. We present the questions on the digital whiteboard to facilitate understanding. Repeat, paraphrase and use synonyms in the questions to support students in need. Verbal scaffolding for students with communication difficulties. Hearing impairment: the answers shared aloud will also be reflected in writing. Visual impairment: the image and the questions will be on his table to have the information closer, with an increase in the size of the letters.

Time: 10 minutes.	**Grouping:** individual and large group.
Resources: digital whiteboard, image and written questions.	

Development.
Objectives.
Differentiate vertebrate and invertebrate animals. Understand the essential information of a video. Use vocabulary related to the topic. Express and interact in a simple and habitual situation.
Development of the activities.
Viewing of a video created by the teacher (https://www.youtube.com/watch?v=2oj31CxC5vI) about the main characteristics of vertebrate and invertebrate animals. Later, they have to answer the following questions in the notebook: How can we classify animals? Why do we say that an animal is vertebrate and invertebrate? Write the names of three vertebrate and invertebrate animals.
Attention to diversity.
They watch the video twice, to facilitate their understanding. Then, the teacher asks questions to check their understanding. Thus, each student is benefited from the contributions of others. In this way, those students who have not understood the video will have an explanation from their classmates, who, by using expressions and vocabulary more close to them, the understanding of the contents will be easier. Combination of oral and written text and images on the video to facilitate understanding. After the video they are shown a table in which the characteristics of the two groups of animals are compared, to facilitate answers to questions (Appendix III). The questions are presented on the digital whiteboard to facilitate the understanding of students with difficulties in oral comprehension. Verbal scaffolding for students with communication difficulties. Hearing impairment: video with subtitles. Visual impairment: watch the video on his table. The questions will be on his table with an increase in the size of the letters.

Time: 20 minutes.	**Grouping:** individual and large group.
Resources: digital whiteboard, video, questions and student notebook.	

Development.
Objectives.
Identify and classify vertebrate and invertebrate animals.
Understand the most important information of a text and an audio.
Use the structures: the__ is a/an __. I think a/an __ is a/an __.
Use vocabulary related to the topic.
Express and interact in a simple and habitual situation.
Development of the activities.
Reading of a text with the characteristics of vertebrate and invertebrate animals (Appendix IV). Then, students have to classify vertebrate and invertebrate animals on a worksheet and write sentences. Later, they listen to an audio about different vertebrate and invertebrate animals and they have to classify animals that appear in the audio into vertebrates and invertebrates. In pairs, they correct the activity using the structures: the__is a/an ___. I think a/an__ is a/an__.
Attention to diversity.
Use of gestures, movements and visual contact, thus offering contextual support, and variation of the quality of the voice in the explanation of the activities.
First, they read the text individually, to facilitate their understanding and later they read it in large group.
Next to the text, there is a bank of words in which the most important words appear, in the text they are also highlighted in bold, making it easier for students to discriminate the most important information.
Ask questions after reading to check the understanding of students, taking into account the different learning levels.
The structure they have to use is written on the worksheet for students with difficulties (Appendix V).
Use of images in the worksheet to make it easier for students with difficulties to understand the vocabulary.
More advanced students add animals to the classification.
Flashcards are taught while listening to the audio to support the understanding of student with difficulties.
The couple is formed according to learning levels.

The structures they have to use in pairs will be written on the blackboard for students with difficulties.

The content is worked in various ways to attend to different interests and learning styles.

Hearing impairment: increase the tone of voice when reading. She has the text of the audio present.

Visual impairment: increase the size of the text letters and flashcards. He has the structures that they have to use on his table with an increase in the size of the letters.

Time: 20 minutes.	**Grouping:** individual, couple and large group.
Resources: text, worksheet, flashcards, audio and blackboard.	

SESSION 2

Development.
Objectives.
Obtain and contrast information from different sources about groups of vertebrate animals. Describe the characteristics of groups of vertebrate animals. Express and interact in a simple and habitual situation. Use vocabulary related to the topic. Use the structures: they are/ they breathe/ they move/ they live/ they eat. Write a short and simple text on paper and electronic support.
Development of the activities.
Each group of 5 students is assigned the topic of vertebrate animals and each member works a group of vertebrates individually. They have to search for information on the characteristics of the group and write the following information: vertebrate group, body cover, displacement, reproduction, feeding, respiration and habitat. Then, the students with the same group of vertebrates meet in a group of experts where they share and exchange the information obtained. These students then return to their original group, and among all members of the group will have to describe the characteristics of each group of vertebrates and write them in a word document.
Attention to diversity.
Use of gestures, movements, visual contact and variation of the quality of the voice in the explanation of the activity. Cooperative learning to help each other even if they have a different group of vertebrates.

The formation of the groups will not be carried out randomly, the components of each group will be chosen in order to facilitate the learning of all students.

Each member is assigned a group of vertebrates according to his interests.

They are also provided with web pages and material from the classroom library where they can obtain the information.

Use of text and images by students to demonstrate their understanding of the information in an alternative way.

Use of the dictionary for those who need it.

More advanced students are encouraged to increase the information.

The formation of the group of experts is carried out in order to enrich and deepen the information of all students.

Individualized attention by the teacher and the conversation assistant.

The structures they have to use will be written on the blackboard.

Hearing impairment: classmates of her group raise the tone of voice. Student tutor to help her complete the task.

Visual impairment: the size of the information on the digital whiteboard is increased. Student tutor to help him complete the information.

Time: 50 minutes.	**Grouping:** individual and groups of 5.
Resources: student notebook, computers, classroom library materials and dictionary.	

SESSION 3

Development.
Objectives.
Describe the characteristics of groups of vertebrate animals. Use vocabulary related to the topic. Express and interact in a simple and habitual situation.
Development of the activity.
Students have to complete a graphic organizer (Appendix VI). First they fill individually and then we correct it in large group.
Attention to diversity.
Use of gestures, movements, visual contact and variation of the quality of the voice in the explanation of the activity. Individualized attention by the teacher and the conversation assistant.

Students are asked about gaps taking into account learning levels.

During the correction, it is repeated, paraphrased and images are shown.

The students with difficulties are asked to give examples of animals, to check their understanding.

More advanced students are encouraged to add more information.

Visual impairment: increase the size of the graphic organizer.

Hearing impairment: classmates raise their voices.

Time: 20 minutes.	**Grouping:** individual and large group.
Resources: digital whiteboard and graphic organizer.	

Development.

Objectives.

Classify vertebrate animals according to their characteristics.

Use the structures: Is the__a/an ___? Yes, it is / No, it isn´t. I think it is a/an___.

Use vocabulary related to the topic.

Express and interact in a simple and habitual situation.

Development of the activities.

Students complete a worksheet in which they have to classify some animals into the different groups. Then, they have to correct the activity in pairs, using the following structures: Is the__a/an __? Yes, it is / No, it isn´t. I think it is a/an__.

Attention to diversity.

Use of gestures, movements, visual contact and variation of the quality of the voice in the explanation of the activity.

Use in the worksheet of the names and images of the animals to facilitate the understanding of students with difficulties.

Students will intentionally pair up with a partner who can complement the possible difficulties.

The worksheet has the structure to be used in pairs, to facilitate the communication of students with difficulties (Appendix VII).

Individualized attention by the teacher and the conversation assistant.

Hearing impairment: classmates raise their voices.

Visual impairment: increase of the letters in the worksheet.

Time: 10 minutes.	**Grouping:** individual and couple.

Resources: worksheet.

Development.
Objectives.
Identify and recognize characteristic specimens of the different groups of vertebrates.
Use the structures: do you have? Can you? Do you eat? Where do you live? Are you?
Use vocabulary related to the topic.
Express and interact in a simple and habitual situation.
Development of the activities.
First, they have to prepare a questionnaire in pairs. Afterwards, each student will be randomly assigned an animal and the partner will have to guess their animal using the questionnaire.
Attention to diversity.
The couple is formed according to learning levels.
The questionnaire is prepared to get the students feel more confident in communication.
As support, the teacher performs an example with a partner.
Teacher writes some sample structures and vocabulary on the blackboard.
More advanced students can pose new questions.
Use of images to facilitate the answer to the partner's questions.
Individualized attention by the teacher and conversation assistant to ask questions.
Hearing impairment: classmates raise the tone of voice.
Visual impairment: he has the structures and vocabulary to use on his table with the size of the letters increased.

Time: 20 minutes.	**Grouping:** couple.
Resources: student notebook, images and the blackboard.	

SESSION 4

Development.
Objectives.
Understand appropriate behaviors for the care of animals.
Participate in a simple and short discussion.
Use vocabulary related to the topic.
Write a short and simple text on paper.

Development of the activities.
Visit of a father who is a member of an animal shelter. He explains the importance of caring for animals and ways to care for them with a power point presentation (Appendix VIII). The students participate by asking a multitude of questions. Subsequently, there is a debate about the care that the animals should receive and in groups they make a mural to hang it outside the school on appropriate behaviors (service learning).

Attention to diversity.
Combination of oral and written text and images to facilitate understanding. Repeat, paraphrase, and exemplify the most important ideas during the explanation. They are shown the power point during the debate to facilitate the communication of students with difficulties. For the students who are shy or have language difficulties, the teacher will support them by encouraging them to talk and participate in the debate. Verbal scaffolding for those who need it. Phrases will be shown on the blackboard to support the debate: In mi opinion, I don´t agree, for example, I´d like to conclude by saying… Students must try to talk in English, but they can use their mother tongue when necessary. Cooperative learning to help each other. The formation of groups will not be carried out randomly, the components of each group will be chosen in order to facilitate the learning of all students. Hearing impairment: the students in her group increase the tone of voice. We point out the ideas discussed in the power point. Student-tutor to repeat the ideas. Visual impairment: the power point is on his table to follow the explanation.

Time: 50 minutes.	**Grouping:** large group and groups of 5.
Resources: father, power point, pencils, colors, brochures, magazines, scissors, glue, and cardboard.	

SESSION 5

Development.
Objectives.
Understand and value the importance of not polluting the water for the care of fish and the environment. Express and interact in a simple and habitual situation. Use vocabulary related to the topic.

Understand the most important information of an audio and a text.
Write a short and simple text on paper.
Development of the activities.
Analysis of an image (Appendix IX) with questions: how do the fish feel? Are they happy? Why? How can we improve the situation? What are the consequences of water pollution?

In pairs, we perform an experiment to check and raise awareness about water pollution with two glasses of water, oil and small plastics. Then, questions are asked about what is observed: would it be advisable to consume this water? Why? Is it good for the animals of the sea?

Then, the students listen to an audio about water pollution and they have to fill in gaps in a text.

After, they read a text about water pollution and they have to answer questions (Appendix X).

Finally, they make individually a news for the school newspaper about the water pollution (service learning). |
| **Attention to diversity.** |
| Ask questions according to learning levels.

Use of gestures, movements, visual contact and variation in voice quality when asking questions.

Repeat, paraphrase and use synonyms in the questions to support students in need.

Discussion so that each student benefits from the contributions of others.

Verbal scaffolding for those who need it. The students can answer questions in their own language.

Reading the text before listening to the audio to facilitate understanding.

The audio is repeated twice to facilitate understanding.

Ask questions about the audio to check the understanding of students with difficulties.

In the text they have to complete, the words appear above to help students with difficulties (Appendix XI).

The words in the text are highlighted in bold to focus students' attention on the most important words.

First, individual reading and then group reading. In individual reading they can look up unknown words in the dictionary.

Ask questions about the text to check understanding.

The content is worked in various ways to attend to different learning styles. |

The news is done individually for each student to demonstrate their understanding of alternative ways.
Individualized attention by the teacher and the conversation assistant to write the news.
Hearing impairment: student-tutor to repeat the words of the audio.
Visual impairment: the image is on his table. We increase the size of the text letters.

Time: 50 minutes.	**Grouping:** large group, couple and individual.
Resources: image, dictionary, experiment materials: two transparent glasses with water, two spoons, oil and pieces of plastic, audio, and text.	

SESSION 6

Final task
Objectives.
Create a digital book about vertebrate animals.
Use vocabulary related to the topic.
Use the structures: it is/ it has/ it breathes/ it eats/ it lives.
Express and interact in a simple and habitual situation.
Write a short and simple text on electronic support.
Development of the activity.
Creation of a digital book on vertebrate animals. Each group must include one animal from each group of vertebrates, explaining: name of the animal, picture of the animal, group, feeding, habitat, reproduction, respiration, characteristics of the body and other characteristics.
Attention to diversity.
Use of gestures, movements, visual contact and variation of the quality of the voice in the explanation of the activity.
Cooperative learning, to help each other: the students choose an animal according to their interests to write its characteristics in the notebook. Then, two students are in charge of structuring the digital book. Finally, two students with a good language level correct the digital book.
Use ICT, library materials and what they have previously worked to obtain information.
An example is presented to follow it (Appendix XII).
The students can personalize their work and add more information that reflects a deeper understanding.

They will receive clear instructions on how to make the book (taking into account the two disabilities present in the classroom: using images and texts and large letters).
Hearing impairment: classmates raise the tone of voice.
Visual impairment: the example is on his table to see it while the teacher explains.

Time: 50 minutes.	Grouping: individual and groups of 5.
Resources: ICT, classroom library, portfolio, student notebook and example card.	

SESSION 7

In this session the students continue to create the digital book and finally, they will practice what they are going to say in their oral presentation. The students with difficulties in oral expression will develop a script (50 minutes).

SESSION 8

Final task
Objectives.
Communicate orally the digital book about vertebrate animals.
Use vocabulary related to the topic.
Use the structures: it is/ it has/ it breathes/ it eats/ it lives.
Make an oral presentation.
Development of the activity.
Oral presentation of the digital book.
Attention to diversity.
They will receive clear instructions on how to communicate the oral information to attend to different needs (clear pronunciation, increase the tone of voice).
Each student has 1 or 2 minutes to speak (depending on the level of communication).
The students explain an animal according to their interests.
They will use the digital book that they have produced as support.
Verbal scaffolding for those who need it.
For students who are shy or have language difficulties, the teacher will support them by encouraging them to talk and participate.
The introduction and conclusion will be made by students with good oral expression.

Time: 50 minutes.	Grouping: individual, groups of 5 and large group.
Resources: computers, digital whiteboard and digital book.	

SESSION 9

Consolidation.
Objectives.
Consolidate the contents developed.
Development of the activities.
They individually make a worksheet about their pet or about the pet they would like to have. Then, they make a graphic organizer that represents what they have seen in the unit. Finally, students will fill in the last column of the KWL chart.
Attention to diversity.
Use of gestures, movements, visual contact and variation of the quality of the voice in the explanation of the activities.   Use of the dictionary for those who need it.   They can use internet to search for information or all the work developed to complete the activity.   They choose the animal according to their interests.   The teacher gives a copy with an example (Appendix XIII).   Individualized attention by the teacher and language assistant.   More advanced students can add extra information.   They can use text and pictures to demonstrate their understanding in the graphic organizer.   <u>Visual impairment:</u> increase the size of the letters in the example.

Time: 50 minutes.	**Grouping:** individual.
Resources: computer and example about the pet.	

SESSION 10

Reinforcement.
Objective.
Reinforce the contents developed.
Development of the activity.
They are given flashcards of animals (a dog, a frog, a crocodile, a sardine, a bird) and they have to write the vertebrate group and why it belongs to that group.
Attention to diversity.
For students with more difficulty.   They can use all work developed to write the sentences.

Time: 25 minutes.	Grouping: individual.
Resources: worksheet.	

Extension.	
Objective.	
Expand the knowledge of the unit.	
Development of the activity.	
Search for information on the internet to compare the differences between aquatic mammals and fish. To demonstrate what they have learned, they make an online questionnaire.	
Attention to diversity.	
For students who are more advanced.	
Time: 25 minutes.	**Grouping:** individual.
Resources: computer and student notebook.	

SESSION 11

Assessment.	
Objective.	
Demonstrate all the knowledge acquired.	
Development of the activity.	
Written test with 10 questions.	
Attention to diversity.	
More time for those who need it. Reading of the questions by the teacher to emphasize what is expected of them. Individual supervision of the exam during its performance. Use of images and written scaffolding in some questions to help students with difficulties. Some questions can be answered with written language or pictures to make it easier for them to demonstrate their understanding. Visual impairment: increase the size of the letters.	
Time: 50 minutes.	**Grouping:** individual.
Resources: written test.	

5.12 Assessment.

Taking into account that the assessment will be continuous, we carry out three types of evaluation:

➕ Initial assessment: at the beginning of the teaching unit to know the previous knowledge of the students.

➕ Formative assessment: throughout the teaching unit assessment activities are carried out that help us to know if the students are reaching the proposed objectives.

➕ Summative assessment: it is carried out at the end of the teaching unit and the overall progress of each student is evaluated, to determine if the proposed objectives were achieved and the key competences were developed.

5.12.1 Assessment techniques and instruments.

On the other hand, considering the inclusive nature of our didactic proposal, we use different assessment techniques and instruments that are complementary to the written test, as established by Arnáiz (2009: 217) and the legislation (BOJA 08/03/2017).

• Technique of systematic observation, to evaluate learning processes as they occur. As instruments we use:

- Observation scale to assess the oral interventions of students, through it we evaluate, oral expression, vocabulary, syntactic structures, fluency and pronunciation.

- Checklist to assess the debate (Appendix XIV).

- Rubric to assess the oral presentation of the digital book (Appendix XV).

• Analysis technique, to evaluate the productions of the students. As instruments we use:

- The student notebook to analyze: presentation, cleanliness, legible and clear handwriting, spelling, grammar and content.

- Portfolio, in which the students file their class productions, but with a particularity, it is periodically reviewed and the students have the opportunity to change the productions they made, promoting self-evaluation.

- Rubric to assess the mural (Appendix XVI).

- Rubric to assess the digital book (Appendix XVII).

• Testing technique, to assess the understanding, appropriation, interpretation, explanation and formulation of arguments of different contents and the language. As instrument we use:

- Written test with 10 questions, such as true or false questions, questions to relate, to define concepts, to fill in gaps, to answer open questions and to describe images, among others.

5.12.2 *Achievement indicators and assessment instruments.*

Regarding the activities, for them to contribute to the key competences, this proposal is based on the evaluation criteria and assessable learning standards established in the Order January 15, 2021 for the second cycle of primary education.

Achievement indicators	Assessment instruments	Weigh
Natural Sciences		
Obtain and contrast information from different sources about vertebrate animals.	Student notebook.	10%
Differentiate vertebrate and invertebrate animals.	Student notebook, observation scale and test.	5%
Identify and classify vertebrate and invertebrate animals.	Portfolio, student notebook, observation scale and test.	5%
Describe the characteristics of groups of vertebrate animals.	Portfolio, observation scale and test.	10%
Classify vertebrate animals according to their characteristics.	Portfolio, observation scale and test.	10%
Identify and recognize characteristic specimens of the different groups of vertebrates.	Student notebook, observation scale and test.	10%
Understand appropriate behaviors for the care of animals.	Checklist, rubric of the mural and test.	10%
Create a digital book about vertebrate animals.	Rubric of the digital book.	20%
Communicate orally the digital book.	Rubric of the oral presentation.	10%
Social Sciences		
Understand and value the importance of not polluting the water for the care of fish and the environment.	Observation scale, portfolio and test.	10%

We also highlight that we carry out self-assessment techniques through the portfolio review and an assessment target at the end of the teaching unit (Appendix XVIII). As well as we carry out the peer assessment through the rubric to assess the mural.

6. CONCLUSIONS.

To conclude, it is emphasized that as teachers, we face a great challenge: to offer a quality education, adjusting our intervention to the diversity of students, making each student develop to the maximum their capacities Thereby, CLIL due to its characteristics is undoubtedly the approach that education seeks since it can fulfill a personalized education that is the one that requires the inclusion. As well as promoting the development of foreign languages that are fundamental in today's society.

The didactic proposal presented shows that CLIL encourages not only the acquisition of languages and contents, but also personalized attention and inclusion, in a way that addresses those who consider that CLIL is a waste of time, particularly for students with learning difficulties. Each activity can be adapted to the interests, motivations and capacities of each student, and this is what we have tried to show in this didactic proposal. CLIL teaching provides an approach that can be described as flexible and inclusive since "involves a range of models which can be applied in a variety of ways with diverse types of learner" (Coyle et al., 2010:1).

Nevertheless, one of the conclusions reached in the preparation of this work is the lack of joint bibliography about CLIL and attention to diversity. This lack of references makes planning difficult for teachers. For this reason, the continuous training of teachers is necessary so that they acquire the necessary skills to attend to diversity in the CLIL approach.

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8. APPENDICES.

Appendix I. Introduction and motivation.

http://aulavirtual.spatricio.com.ar/2020/07/24/semana-del-27-al-31-de-julio/

Appendix II. Introduction and motivation.

https://es.liveworksheets.com/uu1619404qd

Appendix III. Development.

Vertebrate animals	Invertebrate animals
Have internal skeleton and backbone.	Do not have an internal skeleton or a backbone.
Are big in size.	Are small in size.
Move using limbs.	Move thanks to muscles.
Have a complex body.	Have a simple body.
Examples: human beings, horses, lions, frogs, etc.	Examples: bees, worms, butterflies, snails, etc.
Less than 10% of animals on Earth.	Over 90% of animals on Earth.

Own elaboration.

Appendix IV. Development.

Vertebrate and invertebrate animals

Planet Earth has great biological diversity, which translates into a large number of living beings. In order to better study and understand animals, humans have developed different forms of **classification**, for example based on food, forms of reproduction or structure. According to their **structure**, animals are classified into **invertebrate** and **vertebrate** animals.

Invertebrate animals do not have a **backbone** and do not have an articulated **internal skeleton**. Most **invertebrates** have **external protection**, like armor, like **beetles**, but there are **invertebrates** that don't have any protection, like octopuses. **Invertebrates** are classified into six **groups**: arthropods, shellfish, worms, echinoderms, jellyfish, and sponges.

Vertebrate animals have an **articulated internal skeleton**, which acts as a support for the body and allows its movement. They have a **backbone**, made up of a series of **articulated** pieces or **vertebrae**, which allow some movement and give them some **flexibility**. Their bodies are divided into **head, trunk**, and **limbs**.

Some are **aquatic** like fish, others are **terrestrial** like bears, and others are **flying** like the eagle. **Vertebrates move** in many ways, walking, jumping, crawling, climbing, flying, running... **Vertebrates** are classified into five large **groups**: mammals, birds, fish, amphibians, and reptiles.

Word Bank			
Classification	Internal skeleton	Flexibility	Terrestrial
Structure	External protection	Head	Flying
Invertebrate	Beetles	Trunk	Move
Vertebrate	Articulated	Limbs	Groups
Backbone	Vertebrae	Aquatic	

Own elaboration.

Appendix V. Development.

Classify these animals and write sentences. You must use the structure:
The_____is a/an_____.

Elephant	Tiger	Butterfly	Snail	Dog
Worm	Lion	Gorilla	Bee	Jellyfish
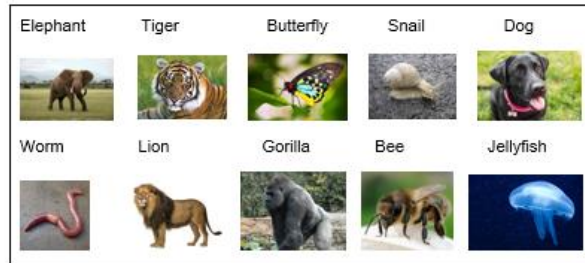
Vertebrate animals	Invertebrate animals

Own elaboration

Appendix VI. Development.

VERTEBRATE ANIMALS	Mammals	Amphibians	Reptiles	Birds	Fish
Body covering	_____.	Skin_____.	_____.	_____.	_____.
Displacement	Aquatic and ____: through the lower or upper extremities.	____and____: swimmer in the initial phase and by extremities in adulthood.	Aquatic and terrestrial:_____.	____: through the_____.	Aquatic: through the____.
Reproduction	Sexual. _____:gestation inside the mother.	Sexual.___: by external fertilization.	Sexual._____: by internal fertilization.	Sexual._____by internal fertilization.	Sexual. Oviparous: by____.
Feeding	Herbivore,_____, omnivore.	____, carnivore,___.	Herbivore, carnivore,_____.	_____.	_____.
Breathing	_____.	Gills during the larval phase and _____in adulthood.	_____.	_____.	_____.
Habitat	Aquatic, _____ or aerial.	____ at the beginning and____/ aquatic in adulthood.	_____.	_____.	_____.

Own elaboration

Appendix VII. Development.

Classify the following animals and correct in pairs using the structure: Is the____a/an ____? And the other partner answers: Yes, it is/ No, it isn´t. I think it is a/an_____.

| LION | CHAMELEON | TUNA | EAGLE | SALAMANDER |
| SARDINE | FROG | DUCK | PANDA BEAR | SNAKE |
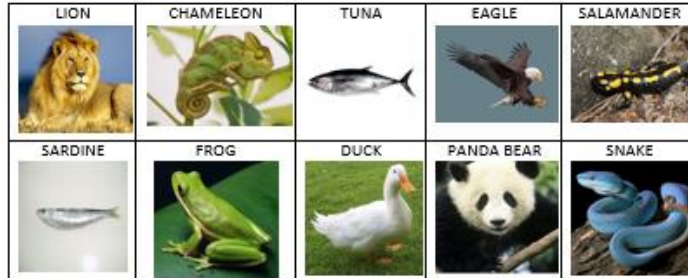
MAMMALS		
REPTILES		
AMPHIBIANS		
BIRDS		
FISH		

Own elaboration

Appendix VIII. Development.

CARING FOR ANIMALS
- Animals are man's best friends.
- We have to know that they need a lot of affection, love and respect.

1

How do we take care of animals?

We can take care of animals in various ways.

Taking into account the following classification: domestic and wild.

What is the difference between them?

2

Domestic animals
We have to feed them daily.
We have to know their correct diet.
We must keep in a clean place.
We must take them to the vet.
We must not hit them.
We have to take them out for a walk.

Wild animals
We have to avoid the contamination of natural resources.
We have to avoid deforestation of forests.
We must contribute to the reduction of tree felling with recycling.
We must respect protected areas and nature reserves.
We have to buy responsibly.
We must not mistreat them.

Own elaboration

Appendix IX. Development.

www.shutterstock.com · 1129323878

https://www.shutterstock.com/es/image-vector/ocean-water-pollution-garbage-waste-fish-1129323878

Appendix X. Development.

Ocean pollution

We are treating the oceans like **trash bins**: about 80 percent of marine **litter** originates on land, and most of it is **plastic**. Plastic **pollutes** our oceans and has serious **impacts** on our environment. Seabirds, whales, and other marine life eat plastic pollution and die. Scientists are investigating the impacts of **pollutants** absorbed, transported, and consumed by fish and other marine life, including **deadly** effects on human health.

Negative impacts.

Plastic pollution **affects** every **waterway**, sea and ocean in the world. When we **damage** our water systems, we are putting our own **well-being** at risk. This pollution also has huge costs for **taxpayers** and local governments because they must clean this trash off of beaches and streets to protect public health, prevent **flooding** from trash-blocked **drains**, and avoid lost tourism revenue from **filthy** beaches.

Solutions.

The most effective way to stop plastic pollution in our oceans is to make sure it never **reaches** the water. We all need to **recycle** and not **dump** garbage into the sea and oceans.

1. What does the author mean by "We are treating the oceans like trash bins"?

a) We don't understand the ocean.

b) We don't respect the ocean.

c) The ocean will destroy us.

2. What is NOT mentioned as an effect of sea pollution?

a) The overpopulation of the sea.

b) The poisoning of human beings.

c) The waste eaten by sea creatures.

3. How does trash cause flooding?

a) By plugging up drains.

b) By blocking beaches.

c) Discouraging tourism.

Adapted text from: https://www.ihvalladolid.com/wp-content/uploads/2018/03/C1-Vocabulary-Reading-Pollution.pdf (p.3).

Appendix XI. Development.

Pollute, pollution, encourage, garbage, beach, sea, living beings, rubbish bin, essential, polluting, action, care, respect.

We all know that water is____for life and that plants, animals and humans depend on it.

Despite this, we continue to____it and there are many people who continue to throw____bags, plastic bottles and cans into the seas and rivers as if they were a___.

But I don't want to make you sad, what I want is for all of us to end___.

When we go to the___ we cannot throw any kind of garbage into the___ or leave it lying on the sand. Nor can we pour oil or paint down the drain, or any liquid that is ___.

We can also___our family and friends to take___ too and start thinking about the importance of ending water pollution.

You already know that taking___of water is taking care of life, it is helping whales, dolphins, turtles and many wonderful animals that live in our seas to live happily.

If we take care of and___ the rivers and seas, if we take care of the forests and everything that surrounds us, we will make our land and all___much happier, don't you think?

Appendix XII. Final task.

Name of the animal: Horse.
Picture of the animal:
Group of vertebrate animals: It is a mammal.
Feeding: It eats plants.
Habitat: It lives on earth.
Reproduction: It is viviparous.
Breathing: It breathes through lungs.
Body covering: It has the body covered in hair.
Other characteristics: The females are called mares, while the male calf is called foal and the female calf is called filly.

Appendix XIII. Consolidation.

Name of the animal:	Ares.
Picture of the animal:	
Vertebrate (and group) or invertebrate:	It is a dog. It is a vertebrate animal. It is a mammal.
Characteristics:	It has hair. It breathes through lungs. It has 4 legs. It eats meat. It lives on earth.
Cares:	Daily food. Keep the habitat where it lives clean. Take a walk and clean up excrements.
Some curiosity:	Dogs are capable of missing us.

Appendix XIV. Checklist to assess the debate.

Criteria	Yes	No
Demonstrates knowledge of the topic.		
Actively participates in the debate.		
Contributes to maintaining order and discipline.		
Respects the opinions of others.		
Defends and justifies the arguments.		
Uses the right vocabulary.		
His/her pronunciation and fluency is appropriate.		

Own elaboration.

Appendix XV. Rubric to assess the oral presentation.

Criteria	Excellent	Good	Sufficient	Insufficient
Content (50%)				
The student shows knowledge of the contents.				
Posture and visual contact (10%)				
The student has a good posture and body language.				
The student is selfconfident.				
The student keep visual contact with the whole class.				
Voice (10%)				
Proper use of tone and volumen.				
The student communicates fluently.				
Language (30%)				
Proper use of grammar.				
Proper use of pronunciation.				
Appropriate use of vocabulary.				

Own elaboration.

Appendix XVI. Rubric to assess the mural.

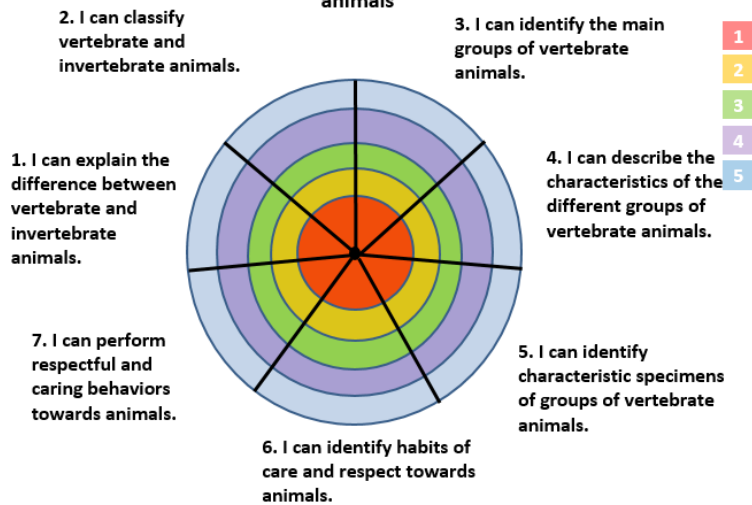| Category	Weak	Ok	Good	Excellent
Content	The information have little or nothing to do with the topic.	The information is incomplete.	The information is important although more details could be added for the audience to understand better.	The information is relevant with all the details.
Design	The mural needs more organization.	The mural is attractive but requires a better organization.	The mural is good in terms of layout, design and neatness.	The mural is exceptionally good in terms of layout, design and neatness.
Language	There are more than 2 errors in spelling or punctuation.	There are 2 errors in spelling or punctuation.	There are 1 error in spelling or punctuation.	Spelling and punctuation are correct throughout the text.

Own elaboration.

Appendix XVII. Rubric to assess the digital book.

Criteria	Excellent	Good	Ok	Weak
Content (50%)				
They demonstrate a complete understanding of the topic.				
Sequencing (10%)				
The information has been well structured.				
Written language (30%)				
Appropriate use of the specific vocabulary.				
Proper use of grammar.				
Proper use of spelling.				
Creativity (10%)				
Originality in the creation of the book.				

Own elaboration.

Appendix XVIII. Self-assessment target.

Own elaboration.