

Master's Dissertation/
Trabajo Fin de Máster

**Approaching dyslexia through ICT
in the Art CLIL classroom**

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ABSTRACT

Educators are equipped with a variety of tools and technologies which allow them to differentiate classroom materials that will better accommodate the learning process. In addition to this, they can teach a foreign language through the approach known as: Content Language and Integrated Learning (CLIL). This proposal aims to create five Art lessons that will facilitate the learning needs of twenty-five children in the sixth year of primary education, including one student diagnosed with dyslexia and for this reason, it presents research documented by specialists in the field of CLIL, information and communications technology (ICT), and research published for working with children diagnosed with additional learning requirements. In preparation for the didactic proposal, a questionnaire was conducted to collect information from teachers who work with children that require additional learning support, while implementing a CLIL approach. This information was used to create a series of task and project-based activities that would ensure an ongoing support and inclusion of the dyslexic student in addition to the use of materials which support the learning weaknesses associated with dyslexia. The methodology focuses on enquiry-based learning with a series of team building activities to create a student to student support network and allow both teacher and language assistant to foster the strengths of each student within the same group. To complete the process, an opportunity to reflect on the language acquisition and their development of ICT skills through self-evaluation would allow each student to recognise what they have learned from the process.

Keywords: CLIL, ICT, dyslexia, Art.

RESUMEN

El profesorado de hoy en día está equipado con una variedad de herramientas y tecnologías que le permite analizar y seleccionar los materiales del aula que se adapten mejor al proceso de aprendizaje. Además, este profesorado es capaz de incluir una lengua extranjera en sus clases a través del enfoque conocido como “Aprendizaje Integrado de Contenidos y Lenguas Extranjeras” (AICLE). La presente propuesta tiene como objetivo la creación de cinco sesiones de educación artística que favorezcan las necesidades de aprendizaje de veinticinco niños y niñas del sexto año de educación primaria, incluido un estudiante diagnosticado con dislexia y, por esta razón, se presentan investigaciones documentadas por especialistas en el campo de AICLE, las tecnologías de la comunicación y la información (TIC) e investigaciones publicadas sobre el trabajo con niños diagnosticados con dislexia. Para preparar la propuesta didáctica, en primer lugar, se realizó un cuestionario para recopilar información del profesorado que trabaja AICLE con niños que requieren apoyo adicional para el aprendizaje. Esta información sirvió de base para crear una serie de actividades centradas en tareas y proyectos que garantizarían el apoyo y la inclusión del estudiante disléxico, además de ayudar a la creación de materiales que apoyan las debilidades de aprendizaje asociadas con la dislexia diagnosticada. La metodología del aprendizaje se centra en una serie de actividades de trabajo en equipo para crear una red de apoyo al estudiante, lo que permite tanto al profesorado como a los asistentes de conversación fomentar las fortalezas de cada estudiante dentro del mismo grupo. Para completar el proceso, se ofrece al alumnado una oportunidad de reflexionar y autoevaluarse en relación a la adquisición de los idiomas y el desarrollo de habilidades TIC.

Palabras claves: AICLE; TIC; dislexia; Educación Artística.

1. INTRODUCTION

As a lingua franca, English is one of the most spoken languages around the world. It allows the speaker to communicate with people of other nationalities both in the classroom and later in business. Originally, the method of teaching a foreign language was practiced solely in the foreign language lesson. However, this did not prove to be the most effective approach as it did not meet the needs of each learner within the classroom. Modern educators now realise that there is a much larger spectrum of intelligences, unique to all learners and that each will display their own strengths and weaknesses through various styles and approaches implemented within the learning environment.

The ability to differentiate content within a textbook so that it resonates with every learner in the classroom can be a challenging task. If one must also consider any children who present a learning disorder, this can add to the already mounting pressure and responsibility of the teacher. Nevertheless, procedures are in place to ensure methods of support are available for teachers so that they can be sufficiently prepared to foster a more positive learning environment for each student. Furthermore, current teaching practice is supported by technology provided within the modern classroom. Specialists continue to work alongside students with the intention of improving the classroom facilities which can mitigate the challenges faced by students, including those diagnosed with a learning difficulty.

This dissertation proposes a didactic unit to support learners with dyslexia allowing them to practice and improve their skills in a foreign language. It is intended that by introducing students to online software using the technology available to them, it will enhance their learning of a foreign language. The present work starts with a revision of literature on CLIL in addition to research focusing on the strengths and weaknesses of the Dyslexic learner before highlighting the use of ICT in the classroom. It continues with the justification for content and materials to be used within the didactic proposal and concludes by explaining the benefits of approaching the language learning process through creating an environment which fosters the learner's autonomy.

2. CHAPTER 1: THEORETICAL FRAMEWORK CLIL

2.1. What is CLIL?

The ability to speak another language has been the desire of many students throughout the years. However, many factors must be considered so that the implementation of the foreign language provides a lasting effect on the student. Through CLIL, attention can be given equally to both the subject content and the foreign language (Coyle, Hood & Marsh, 2010: 1). Originally practiced and available only to those within higher society, learning a foreign language through a dual process was embraced early on in education (Mehisto, Frigols & Marsh, 2012: 9). It was in fact in the early 1990s that the approach to teaching through CLIL was originally pioneered by Professor David Marsh and his associates, promoted as accessible to everyone (Coyle, Hood, Marsh, 2010: 3).

Implementing CLIL can take one of two forms depending on the requirements of the group. Language can be integrated into a content lesson where the focus of the lesson is originally non-linguistic. To achieve this, the teacher must incorporate the use of visual aids, in-class experimentation and focus on the concepts of the topic using the non-native language. A second option allows the foreign language to become the main learning objective. This method requires that both the language and content teachers plan and collaborate in order to successfully structure the necessary language for the learner so that they use it correctly within the context of the content (Mehisto, Marsh & Frigols, 2012: 11).

With the integration of bilingual education into the curriculum of the Spanish education system, CLIL has proven to be of great interest due to the possibility of incorporating the foreign language into other subjects within the school syllabus (Ruiz de Zarobe, Jiménez Catalán, 2009: 3). Additionally, CLIL encourages the use of authentic materials for subjects through cross-curricular themes or projects creating a learning environment which will enable language awareness as well as build on the knowledge of each student involved. For this purpose, the teacher must first ensure that learning materials present an appropriate level of language in order to foster the learning of multiple styles, as

well as challenge students to think both creatively and critically (Mehisto et al., 2012: 29). This can be achieved through what is known as either strong or weak CLIL. If the focus is placed on the content and the teacher approaches the lesson with emphasis on the subject material using language only as a medium of communication, the intention will be to practice strong CLIL. Alternatively, if more attention is focused on the acquisition of the language using the subject content, it will be deemed as a softer approach and considered to be weak CLIL (Muller et al., 2015: 28).

A decision regarding how the duality of teaching both the language and content will be delivered within the lessons will depend on the students' level and the classroom environment. The teacher must consider the textbook material, which should not become lost in translation. Alternatively, some teachers may prefer to approach the content of the subject with an aim focused towards language acquisition through the content of the subject which will place more importance on the learning of the foreign language rather than concentrating on only the subject content (Šulistová, J., 2013: 47).

2.2. The components of CLIL

The 4Cs of CLIL are crucial to the implementation (Coyle et al., 2010) and each refers to one of the specific components that comprise the parameters within the CLIL structure (Figure 1):

- Figure 1:

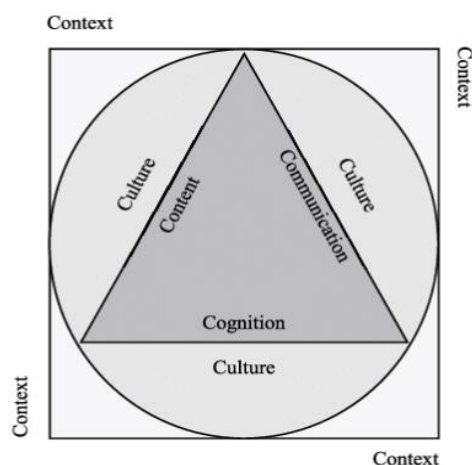


Figure 1 The 4Cs framework (Coyle et al., 2010, p41)

Each principle facilitates a varying factor in relation to the development of the learner’s skills, fostering language acquisition through an understanding of society and social responsibility (see Figure 2).

- Figure 2:

Content	Developing knowledge and understanding both language and content through the non-linguistic subject, while acquiring further skills as part of the process.
Cognition	The procedure of learning, using higher order thinking skills to complete both written and spoken tasks. Solving problems and reflecting on one’s own understanding of the process.
Culture	Understanding and respecting cultural differences. Promoting inter-cultural awareness and global citizenship. Inter-connecting with different cultures all over the world both in and outside of the classroom.
Communication	Producing and developing the necessary linguistic skills to interact and communicate through a foreign language with meaning and compassion.

Figure 2 The 4C’s of CLIL (own creation)

By combining the 4Cs through various approaches, the teacher should be able to create a more enriching environment, allowing the learner to solve problems through critical thinking, creatively communicating through collaboration and sharing ideas through innovating techniques, using the variety of tools found within the classroom environment (Goldberg, 2012: 61).

Implementing CLIL successfully requires that the student understands the content within each lesson while they continue developing their skills and knowledge, remaining cognitively engaged throughout the process. They should be able to communicate effectively and interact accordingly whilst acquiring the language in which they need to communicate. This also includes becoming aware of cultural differences and an ability to relate, understand and reflect them to one’s own culture (Divljan, 2012: 39). As Cummins (1999) mentions, the input of language includes syntax both for academic use, known as CALP (Cognitive Academic Language Proficiency), as well as what is required for everyday

classroom use or real-life settings, called BICS (Basic Interpersonal Communicative Skills). BICS allows the learner to express themselves and encourages them to articulate personal thoughts and opinions within a controlled situation (Divljan, 2012: 12). This skill can easily take place at home if either parent holds even a basic level in the foreign language. CALP requires higher order thinking skills from the learner as they must be capable of interpreting the language found in articles and other academic texts (Divljan, 2012: 12). It is essential that the teacher facilitates the learning of both BICS and CALP guiding the learner adequately from one to the other as the time required to foster both skills will vary considerably while learners are developing these aptitudes.

2.3. Developing language

To scaffold the language appropriately, the teacher must categorise the method in which the language will be used, as well as implement how it will work in accordance with *The Language Triptych* (Coyle et al., 2010) found below (Figure 3).

- Figure 3:

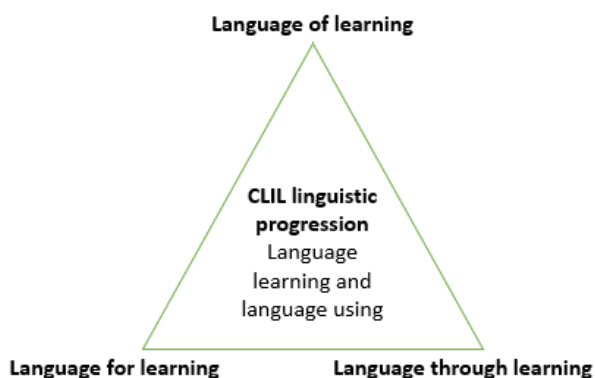


Figure 3 *The language Triptych* (Coyle, 2010: p36)

The learner's ideas are supported through sourcing the necessary language in relation to the content. This is made achievable when the teacher approaches the subject using the *language of learning* which allows the development of the language necessary for the theme. In the context of teaching CLIL within a Spanish classroom, the teacher may require additional support with the content in a foreign language. *Language for learning* refers to the facilitation

of the various skills that are required for communicating. In this case, the learner uses the language necessary to participate in activities and pair work, using a foreign language to express themselves, questioning or explaining necessary components related to the topic. *Language through learning* distinguishes the language required to participate actively within the learning environment. In this case, the teacher must use the opportunity to encourage any new language that arises throughout the learning process and assist the students to retain it as they continue to use it. Students can utilise and further extend their language by using it with peers and within groups. This will promote a deeper level of thinking, allowing students to both obtain and retain this new knowledge of grammar and vocabulary as part of the process (Coyle et al., 2010: 37).

According to Bloom’s taxonomy (1956, 2001) (Figure 4), there are six levels of comprehension which allow the student to become an active part of the learning process. These abilities are categorised into three domains; cognitive, affective, and psychomotor, which refer to the knowledge and understanding of the context and the skills required to learn.

- Figure 4:

Remembering	To recall on previously learned knowledge of facts, data, and information.
Understanding	The ability to appreciate and display an understanding of different ideas and information.
Applying	To experiment using alternative methods to deal with situations and resolve problems.
Analysing	To search through information or evidence by examining sources, reasons, or causes of the situation.
Evaluating	To make judgement on information using evidence to present one’s thoughts and opinions.
Creating	To create new information through the combination of gathered knowledge and information.

Source: *Bloom’s Taxonomy Revised*. (Wilson. 2016)

Figure 4 The six categories found within Bloom’s taxonomy (revised version 2001)

The learner's cognitive abilities can be categorised into both lower order thinking skills (LOTS) and higher order thinking skills (HOTS). LOTS refer to ordering and remembering information, checking for understanding, defining content, and reviewing learning while HOTS encourages learners to discuss and enquire, reason with peers, think creatively, hypothesise, and evaluate work (Bentley, 2010: 22). Appropriate techniques will support the learning process through tasks that encourage deeper thinking, allowing students to question and associate what they are learning so that they may correlate the content and skills of various subjects.

Collaborative and cooperative learning allows the student to be active by placing them at the forefront and tasking them with the responsibility of their own learning which can be carried out through task or project-based activities. Students can complete assignments using new and existing language as a medium to communicate as they complete tasks and overcome obstacles (Sawyer, 2017: 3). These approaches will focus on building skills in addition to language acquisition.

2.4. Teacher training and classroom assessment

The training that teachers receive as part of their professional development is of great importance, and the concept of teaching in a foreign language may not appeal to all unless they have received the appropriate preparation. This responsibility relies on the support of the bilingual coordinator and school management team to ensure that the needs of teachers are met in preparation for the task. The progression of the teacher must also be monitored which should be assessed regularly by the bilingual coordinator. In addition to this, if the family is unfamiliar with the CLIL approach, it is the teacher who will ensure that they understand the benefits when setting goals and objectives for the child. This can then be reinforced with evidence of the child's progression through ongoing assessment and evaluation.

Assessment must factor what input genres the student has been introduced to in order to ensure that the output genre reflects that which they have already practiced (Lin, 2016: 59). One issue faced by teachers is the

requirement to simplify the assessment material so as to ensure that the learner is not discouraged when required to review the content they have been learning. However, this can pose a challenge when the student is required to deal with a more complex exercise as part of a higher-skilled exam they might face in their future education (Lin, 2016: 111).

There are procedures to ensure that a balance is maintained throughout the assessment process, so that each evaluation correctly reflects what the student has learned from beginning to end. Initial assessment can take place to see how much the student already knows before starting a topic, and ongoing assessment will determine what has been learned by a certain checkpoint within the academic year. The learning style and the needs of the student should also be factored into consideration when deciding which method of evaluation will accommodate the learner most. The information gathered can, then, be documented accordingly and used to foster learning goals. Students should also be given the opportunity of both self and peer-assess each other to promote autonomy and self-responsibility for their own learning throughout their education. This will encourage and provide an opportunity for them to create strategies for their own styles and preferences (Regier, 2012: 6).

3. Chapter two: Dyslexia

3.1. Dyslexia

Understanding and identifying the characteristics of a disorder is important in order to recognise it and, as the group for whom the didactic proposal will be created includes one student diagnosed with dyslexia, an explanation as to what the disorder entails is necessary. This will aid in providing a better understanding of what is required in order to meet the learning needs of this student in addition to providing learning through teacher to student and student to student scaffolding of the language and content material.

It is understood that all children have an internal picture of how they view themselves with regard to their natural abilities and limitations, and this image is

both reinforced and developed in relation to how they are viewed by the people who surround them in their daily lives. According to Mussen et al. (1984), mentioned in Sako's paper on the emotional and social effects of dyslexia, the personality can be separated into two facets, the 'me' and the 'I'. The 'me' makes reference to the collective traits, abilities and qualities that one has being part of society (one's cultural identity), while the 'I' refers to the subjective viewpoint one has of oneself as an individual being, knowing and understanding that one is unique (Sako, 2016: 231). From this ability, the personality is built and is used to display the qualities and behaviours one deems acceptable in order to integrate as an individual into society. As children discover who they are, there are various factors that can influence the process such as family input, choice of friends, and the media they are exposed to (Sako, 2016: 232).

Dyslexia is a neurological learning disorder in which the individual struggles with reading, writing, pronunciation, and spelling. There is no known cause but, in some cases, it is known to be hereditary and can change over time. It does not stop the learner from succeeding either at school or in life, nor prevent them from gaining or displaying a higher level of intelligence (International Dyslexia Association, 2017: 4) but it does prove to be a great hindrance if gone unnoticed.

3.2. Diagnosing dyslexia

There are early signs that can be identified if one suspects a child may be at risk. Dyslexic children tend to begin speaking later than their peers, have a difficulty with letter and word order, struggle to identify rhyming words, and display an inability in breaking down words to separate the single letter sounds within them (International Dyslexia Association, 2017: 4-5). Early detection is crucial in order to take advantage of the neuroplasticity, an attribute present at an early age. This allows the brain to facilitate alternative methods of learning in a manner that will support the weaknesses that the disorder inheres (Cimermanova, 2015: 40). The individual can experience a wide range of emotions, anxiety and frustration being the most prevalent ones which will derive from a feeling of continuous confusion in their attempt to acquire the information presented to

them. This can create a relentless conflict within the learner's self-identity and create an unwillingness to participate (Sako, 2016: 233). Unsupported, the student can develop a negative self-notion towards themselves due to the challenges they face and after the age of ten, they can find it extremely challenging to create a positive representation of themselves (International Dyslexia Association, 2017: 6).

3.3. Learning with dyslexia

Learning with dyslexia requires not only grasping the academic content of what is found within the classroom textbook but requires that the learner is able to communicate and collaborate effectively, solve problems and think critically for themselves within the learning environment (Vaughn et al., 2015: 1). A hesitancy to take part in learning can quickly grow as the student begins to develop a low self-esteem. Therefore, an environment that provides ongoing stability and encouragement is essential. As the child struggles to learn, they may feel anger or anxiety in their frustration to keep pace with their peers, which can result in feelings of depression (International Dyslexia Association, 2017: 6). The teacher will also require support as they modify their approach to teaching in order to accommodate the learner's needs. This will consist of all measures within the daily routine, including how the material is presented and how the child's work is evaluated (International Dyslexia Association, 2017: 7). It may prove challenging to differentiate every exercise, but consideration to the approach of content for the dyslexic student is crucial as the child may have already suffered a negative learning experience if their condition has gone undetected with little or no support (Vaughn et al., 2015: 11).

The International Dyslexia Association (2017: 7-8) recommends the following approaches in order to create effective classroom practice with dyslexic learners:

- Rewrite or simplify important information in accordance with the task.
- Present text materials for tasks in small quantities.

- Censor unnecessary material that may distract away from key material.
- Ensure that essential information is highlighted.
- Include a placeholder for reading word order and sentence structure.
- Provide individual practice to help master learning skills and reading content.
- Include a glossary explaining the content.
- Create reading guides to foster content acquisition and monitor progress.
- Include a recording device to make notes that can be replayed later.
- Include technology as a tool to aid in the teaching of various areas.

Adapting the typography will considerably help and fonts that assist dyslexic readers can be found online or within software such as Microsoft Office or iReadWrite for Mac OS. It is understood that the learner faces difficulty when trying to view letters within a word, and an artist named Daniel Britton has attempted to recreate the experience of how it feels when attempting to read (Appendix A, figure 5) by creating a special typograph (Appendix A, figure 6). It is designed to slow down the reading process by 40% in order to simulate the experience of reading with dyslexia (Britton, 2020). There is also a recommendation that the background in which the content is presented on be softer in colour as a bright contrast can further hinder the reading process (Dyslexia style guide, 2018). The cognitive processes can be supported in various manners and some suggestions to foster learner's autonomy recommend that the student keeps a graphic organiser or creates mnemonic devices. Objectives for their learning can be set and recording the progression of successes and failures will allow the students to evaluate and assess the ongoing process with the guidance of the teacher (Vaughn et al., 2015: 9).

3.4. Dyslexia and foreign languages

If sounding out vocabulary and recognising letter formation proves to be challenging in the learner's native language, the prospect of learning a foreign language might seem rather daunting for the student unless the approach is tailored to meet their specific needs. This will require preparation from both the language and content teachers in collaboration with a learning needs specialist.

They must ensure that the material is taught at a suitable pace and it is advised to give emphasis on the structure of language patterns. Learning must be conducted within a secure environment, comfortable for the student and one that includes information taught through a medium of multi-sensory techniques. This structure will aid the learner's skills, inspire stronger learning through practice and foster better cognition as the learner continues to build on their strengths (Marsh, 2012: 275).

By allowing students to lead their own learning process, they become responsible for sharing and exploring new knowledge with their peers. Promoting learner autonomy can lead to greater collaboration between students to complete tasks, whilst fostering new language acquisition (Pavón, 2014: 118). The implications associated with teaching a foreign language to learners diagnosed (or undiagnosed) with an additional learning need requires significant consideration when developing the necessary structures for each part of the learning process. The dual focus of CLIL allows teachers to collaborate and ensures that the needs of all learners are provided for in the planning, teaching and learning process (Pavón, 2014: 124).

4. Chapter three: ICT

4.1. Accessing technology

One of the advantages for teachers using technology is that students have access to it outside the classroom (Green, 2005. In Scott & Beadle, 2014: 21). It is not uncommon for the average household to own a computer, laptop, or other forms of portable devices, all of which hold the capacity to provide multiple sources of information. Children are introduced to technology at an early age and modern entertainment provides an array of educational programmes which allow the child to interact with what they are observing.

The use of social media also has the ability to engage learners and allows them to build upon an understanding of both a language and cultural awareness as they autonomously develop literacy (Reinhardt, 2020: 236). Similarly, new

technology has become widely available within the classroom and teachers are able to employ this to enhance the potential of each student as these technical resources create a medium through which information can be acquired in a manner that the teacher would not have been able to do before, relying on only the student's effort (Armstrong, 2009: 27). The learner can now search for and explore materials to complement the content found within their textbook by using a virtual world full of new information. These sources can be adapted into a manner that suits both their style and needs while catering to a wider range of intelligences evident within the diverse classroom of today, something which in the past would not have been that possible (Marsh, 2012: 245).

4.2. Technology and learning

ICT can offer additional support with language learning (Marsh, 2012: 249) particularly applications that provide a read aloud option or allow the reader to alter the materials of a text (Vaughn et al., 2015: 12). Educational games, demonstrations and presentations are also uploaded online through publishers such as Pearson English, Macmillan English, or the British Council that can further assist with the learning of coursework material at home, reinforcing what is being taught in the classroom while providing additional advice in how to better support the learner's needs. Originally perceived as an alternative to the role of the teacher, language learning applications and various other means of technology still, to a certain extent, reflect this role today. However, there is a better understanding as to what is recognised as the role of the teacher and what is identified only as a tool for practice. Technology can act as a source of accessing information through a device, which in contrast to the learner-centred approach, provides the opportunity to authentically practice a foreign language with others. What was originally used to memorize, translate, and practice word formation has now advanced to become an approach of using all of these techniques to meaningfully communicate in real time (Reinhardt, 2020: 235).

Golonka et al., (2014) make reference to some of the tools which can benefit the learning process, such as keeping a digital archive of the student's work in an ePortfolio, compiling materials to create a digital library that holds

authentic foreign language content, electronic dictionaries and glossaries with images. These can include pronunciation programmes, instant grammar checkers, and speech recognition programmes that support the learning process. Those which sounded most appealing were online gaming, social media, blogs, forums and Wikipedia. Gamification for learning allows the teacher to also present material in a manner that is engaging to students which can introduce content and assess the material that has been learned. This form of presentation provides a platform that aims to engage learners through various activities with the intention of motivating them to learn something which otherwise, might not appeal to them. Various goals can motivate students to participate, for example by providing them with an opportunity to gain digital badges as a recognition of their achievements (Gooch et al., 2016: 3,4,10). This approach can present the dyslexic learner with an opportunity to set their own objectives which, once accomplished, can provide a real sense of achievement.

4.3. Supporting dyslexic reading and writing online

In addition to applications that can aid with learning, sites such as *Naturalreaders.com*, provide free online and downloadable software that will assist the learner with their reading and writing comprehension. Here, students can create and upload documents which are read aloud in a variety of accents at an adjustable speed. The style of font can be adjusted to aid the dyslexic learner and amended documents can be saved and shared for future use. One concern that requires consideration is that when opting to use the dyslexic font, it is mentioned at the top of the page which may have a negative effect on the learner's confidence if working with others. Therefore, it is advised that it is used for individual tasks or as a tool used at home. The student must never feel demotivated to learn or work in relation to a sense of embarrassment because of the additional support they may require, which applies to both group work as well as independent learning (Gooch et al., 2016: 1).

'Opendyslexic' is an additional extension that can be added to existing software. The application is downloadable and programmed to work with both Microsoft, MacOS and Google chrome. It provides an adjustable typography

(Appendix A, figure 7) that helps the dyslexic student read any document and amend every online font that the learner is exposed to (Gonzalez, n.d).

There are various techniques which allow the learner to contribute accordingly to activities alongside their peers without too much attention being placed on the cognitive differences. Simple approaches can be implemented using standard software, such as Microsoft office and this particular software is mentioned because it is free for teachers and students, it is used at school, at home, and at the workplace, therefore it is a software that the learner will be required to use at many points throughout their life. If teachers are trained in order to adapt it to meet the needs of the dyslexic learner, they will be able to enhance the learner's skills and accommodate their weaknesses, which will make a significant difference to the learning process both in and outside of the classroom environment.

Digital competence has always been necessary. However, developing these skills in a foreign language can be a demanding task. The use of WebQuests and scavenger hunts, or analysing the digital content found on the web can be adapted to the language level of the student. However, these digital literacies have become more varied over time, and demand further participation as they become a regular means of entertainment and communication for the young learner. To ensure that they are adequately prepared for such interaction in a foreign language, they must be encouraged to familiarise themselves using age appropriate search engines such as Wikipedia, word reference and online dictionaries. They should be encouraged to share any resources they find or create that may be useful to their peers (Reinhardt, 2020: 239). This environment will allow the teacher to introduce an authentic learning experience using foreign language materials, and create a platform in which students can communicate in the foreign language, using apps and software to encourage better interaction (Scott & Beadle, 2014: 19).

5. Didactic Unit: Street Art - Graffiti at home and away

5.1. Justification

In preparation for the didactic proposal, a questionnaire was created in relation to CLIL, ICT, English, and working with students of varying abilities. It was first presented to five professors within the University of Córdoba and Jaén in order to be validated, and on their approval was then sent out to the primary school teaching staff. Each category consisted of four to five questions related directly to the teacher's opinion of approaching CLIL in the classroom in addition to using English to deliver the content. They were also asked about the benefits of ICT to teach and motivate students and finally required to give an opinion on how to support a variety of learners within the same classroom (Appendix H, table 4). Unfortunately, due to the global pandemic that ensued, only seven of the seventeen teachers returned their questionnaires rendering the collection of the data incomplete. This resulted in the proposal being created using limited feedback. Nevertheless, the findings that were produced (Appendix H, table 5) indicated that staff found ICT crucial for motivating students however, only 57% incorporated technology into their lesson (42% integrating it to support weaker students or those diagnosed with a disability). 42% also felt confident in their approach to CLIL and 26% believed that they could provide students with additional support. A low 14% felt supported when collaborating with peers (even those working with learners that require additional support). Interestingly, 57% felt confident in their ability to teach in English and agreed that, by placing students with varying abilities together, worked in favour of the learning process.

This information allowed for a proposal to be created that would accommodate the needs of all students learning a foreign language and offer a clear and concise structure that supports the teaching staff (including the language assistants) using the strengths that they already possess and assisting with their weaknesses.

Using the topic of street art and graffiti as a theme within the children's art lesson, it will be explored by introducing various graffiti artists. One of the artists is from Spain, one from the United Kingdom and a third one from America. The

origins of their artwork stem from graffiti (or street art) which is also recognised as a form of art. As part of the lesson criteria, students should be provided with an opportunity to express themselves, speculate, give ideas, share opinions and state preferences, as to what they consider to be art. Exploring art in the form of graffiti and street art will generate an interest among this age group in particular, encouraging their curiosity while exploring and developing their knowledge of this subject.

Introducing ICT as a tool for the learning process allows the students to explain, share and document information using various means of technology throughout each step of the process. Students should be able to relate what they have learnt within ICT lessons and further advance these skills in the Art lesson, allowing them to continue to develop ICT cognition.

Using various technologies to present and document the content material also provides additional support for the dyslexic learner in the classroom, without openly addressing their need for assistance, which can encourage them to integrate and work with confidence using their ability to contribute to group tasks in controlled exercises while the teacher offers the group support throughout.

5.2. Background information and contextualization

The present didactic unit has been designed for a catholic charter school, Colegio Esclavas Sagrado Corazón de Jesús, located in Córdoba.

The school has been operating a bilingual curriculum since 2002 with a total of 46 teachers, of which three of them are also qualified as professors of therapeutic pedagogy who assist students diagnosed with a learning difficulty and require additional support.

Regarding the English level, two teachers are qualified with a degree in English Philology, one teacher holds the Cambridge English C1 qualification, and the remaining staff hold a B2 certificate. It must be noted that some teachers acquired their English certificate over twenty years ago and, therefore, display a decline in their ability to communicate at this B2 level.

Within the school timetable, pupils in Childhood Education are taught English four days a week for 30 minutes a day as part of the syllabus. Two lessons are taught by the language assistant and two by the six full-time teachers. At the primary school level, children are offered English lessons four times a week. Children in the first year of Primary Education receive a forty five-minute lesson and from the second year onwards, English lessons last one hour. This is coordinated between four language assistants and seventeen full-time teachers.

Regarding the implementation of CLIL within the bilingual curriculum, pupils in Primary Education receive a total of four subjects, aside from their English lesson, in a foreign language, which are Natural Science, Social Sciences, Physical Education and Art. As part of their Secondary Education (Educación Secundaria Obligatoria), children receive at least 30% of their timetable in a foreign language. In this case, the management team is responsible for deciding which subjects are taught in the foreign language. This is distributed between the twenty secondary level teachers and the four same language assistants.

At present, the school works alongside an established English academy which provides language assistants for the bilingual programme. In addition to this, a great majority of students also attend an on-site after school English academy. Here, children work with the same language assistants who support the content teachers.

Of the twenty-five children chosen as the focus for this proposal, seventeen attend English lessons at the academy outside of school hours and the general level of English ranges from A1 to A2. The student with dyslexia has been diagnosed since the age of ten and receives an ongoing support with his learning both in class and at home. To gain a stronger understanding of their ability in English at this stage, a sample of the content page taken from the Macmillan English book, called High Five level 6, which the children use in their regular English lessons has been included (Appendix B, figure 8) to provide a better knowledge of the grammar aspects that they will practice over the course of the academic year.

5.3. Key competences

In accordance with the criteria required for a better quality of education as stated within the Organic Laws found in both the LOMCE and LOE for the development of language and digital skills, the following competencies must be taken into consideration as part of the development of this proposal:

- Linguistic competence in one's native and a foreign language.¹
- Digital competences using ICT tools.²
- Social and civic competences.³
- Cultural awareness.⁴
- Artistic Awareness⁵
- Learning to learn⁶
- Autonomy and personal initiative.⁷
- Competence and interaction with the physical world.⁸

5.4. Cross-cultural elements

By exploring what is accepted as art within different cultures, learners will be provided with examples that display the diversity within their own society and that found in others. This will be done by exploring the work created by each of the three artists and by introducing the topic of graffiti, students will be able to develop a better knowledge and understanding of this art form throughout each of the lessons. Primarily by learning about the variations before discovering how this art is viewed by society today.

¹ LOMCE currículo primaria Decreto 97/2015 de 3 marzo

² LOMCE currículo primaria Decreto 97/2015 de 3 marzo Artículo 6. Competencias clave. De acuerdo en lo recogido en el artículo 2.2 del Real Decreto 126/2014, de 28 de febrero

³ LOMCE currículo primaria Decreto 97/2015 de 3 marzo Artículo 3. Fines. De conformidad con lo establecido en el artículo 6 del Real Decreto 126/2014, de 28 de febrero

⁴ LOMCE currículo primaria Decreto 97/2015 de 3 marzo. Artículo 6. Competencias clave. De acuerdo en lo recogido en el artículo 2.2 del Real Decreto 126/2014, de 28 de febrero

⁵ LOMCE currículo primaria Decreto 97/2015 de 3 marzo Artículo 6. Competencias clave. De acuerdo en lo recogido en el artículo 2.2 del Real Decreto 126/2014, de 28 de febrero

⁶ LOMCE currículo primaria Decreto 97/2015 de 3 marzo Artículo 7.2. Programaciones didácticas.

⁷ LOMCE currículo primaria Decreto 97/2015 de 3 marzo. Artículo 4^a. Objetivos

⁸ LOMCE currículo primaria Decreto 97/2015 de 3 marzo

In addition to this, students will explore the origins behind some of the artist's work so that they may form a better understanding of each artist's style. This will allow them to discover that although each create work of the same genre, their inspiration and opinion of the world differs, which is reflected in the various pieces of art they have created. As students discover this information, they will develop a better understanding of each artist's vision in relation to their surroundings and culture they grew up in.

5.5. Interdisciplinary

By using the methods and practices of what is learned within the ICT classroom and combining them to further develop these technological skills exploring the world of art will provide students with the opportunity to use one skill in order to develop the knowledge of another. Each lesson will require that students use a laptop to access information from the Internet to complete various activities presented in the form of digital games and puzzles. Websites designed for young learners will provide access to information necessary to accomplish each of the worksheet tasks and the use of digital media will provide a more engaging experience and encourage learners to further discover the history of an artist and art. Creating a short recording as part of the concluding activities will allow students to document the knowledge that they have gained and express their preferences regarding the various images they have been working with.

In addition to this, each session includes an extension activity related to another subject in order to further develop language acquisition and to provide students with an opportunity to connect and build on the material they are learning through each of their subjects in a more in a holistic manner.

5.6. Methodology and learning standards

Lessons will be presented using a student-centred approach with activities that support inquiry based learning and cooperative learning. The use of total physical response will also be incorporated within some of the lessons as part of activities that involve the entire class. Direct instruction will be used minimally to introduce the topic and facilitate transitions between activities. The teaching style

also includes a series of accommodations geared towards learning with dyslexia that can be integrated into the general classroom setting in order to support inclusive learning. These include step-by-step instructions, highlighting essential information, providing copies of notes, graphic information, peer mediated learning, encouragement of note sharing, and use of specific fonts and colours to support the processing of information.

Considering diversity, each group will consist of four students who differ in ability so that they may help each other in the acquisition of both the content and the development of language skills. With the exception of one activity, a direct translation approach will not be used. Instead, a communicative approach of language acquisition will be implemented using the content materials to develop the children's foreign language. Task-based learning activities will be performed within each lesson and a project-based activity will be carried out over the five proposed sessions. Using total physical response to recap on previous learning will also be incorporated into two exercises to allow the mixed abilities within the entire class to work together. Students will also be expected to take responsibility for their own learning through careful guidance from both the language assistant and the teacher which will provide students with an opportunity to express their thoughts, opinions, and knowledge in relation to the materials that they will develop in tasks.

Learning standards will ensure that each student:

- Can identify different genres of art.
- Can compare various styles of art.
- Can justify and defend their preference of a specific art form.
- Can discuss art and the work of artists in both pairs and groups.
- Can read information online in relation to the topic.
- Can write down answers and information to defend their opinion.

- Can interact with peers for social and academic purposes, expressing thoughts and feelings in relation to the learning environment and the outside world.
- Can express standards and ideals efficiently.
- Can listen to others with respect and consideration regarding their thoughts, ideas, and principles.
- Can interact accordingly and participate appropriately in group activities displaying patience and support through interaction.

5.7. Didactic objectives

Giving consideration to the educational standards in place as part of the organic law for the quality of education (LOMCE) and the organic law of education (LOE), in addition to the information gathered as part of the research for this didactic proposal, the following objectives will be adhered to:

Conceptual objectives:

- to collect and revise information using various approaches in a controlled environment.
- To display a clear understanding of the materials provided that can be shared with peers.

Procedural objectives:

- to apply vocabulary related to the topic and use it in group activities
- to provide an explanation for group actions and decisions.

Attitudinal objectives:

- to reflect on one's own knowledge using the learning environment as an opportunity to understand the views of peers.
- to show appreciation of one's own contribution to a group project.

Information and Communication Technological Objectives:

- To learn and build confidence in the efficient use of ICT.
- To adapt to the uses of ICT as a skill required for their future.
- To think critically and reflect on the use of ICT for everyday tasks.
- To be able to cooperate and collaborate with peers using ICT.
- To appreciate cultural heritage as modern learners using digital materials.

ICT objectives to accommodate dyslexia:

- To successfully use software that aids learning and understanding.
- To identify methods which will support future learning processes.
- To foster techniques which accommodate weaknesses in learning.
- To promote independent learning while developing abilities and interests.

Art objectives in relation to learning:

- To learn about a specific culture in relation to a form of art using various artists.
- To create a piece of art individually and as part of a group work.
- To identify various pieces of art and understand their concepts.
- To express preferences in relation to various artworks.

5.8. Evaluation process

Different procedures for assessment will be carried out during the five sessions of my didactic proposal:

- Initial assessment

In order to understand how much knowledge children already possess about the topic they will be designated a large poster that they must decorate in style of a graffitied wall. This will be done in groups of four and the poster will be updated with new language and information at the end of each lesson.

- On-going assessment materials:

At the beginning of the second and fourth sessions, the entire class will be asked a selection of questions in order to monitor what knowledge they have learned within the previous lessons regarding both language and knowledge of the topic. Throughout each activity in all five lessons, either the teacher or the language assistant will take notes using a pre-prepared assessment sheet (Appendix B, table 1) to monitor the following criteria:

- Progression of language and vocabulary.
- Offering support to peers with new language and vocabulary.
- Effort towards task and project-based activities.
- Executing task accordingly and in due time.
- Assisting peers in completing tasks.
- Participation in activities that involve the entire class.
- Supporting the learning of others.

Students will also be required to take notes of new language and vocabulary in individual notebooks that will be left in the classroom for both the teacher and language assistant to look through at the end of each lesson.

- Summative assessment: in class

In the final session, an online quiz (Kahoot) will be used to allow the students to test their knowledge of the language and vocabulary in a friendly competitive manner. This will provide motivation using a more dynamic method of assessment for the students involved and allow them to demonstrate teamwork in addition to what knowledge they will have obtained. They will also be given a worksheet handout to individually identify the necessary vocabulary they will have learned in relation to the digital technology used in group activities. Each group will also be required to create an audio recording in relation to the information they will have gathered throughout each of the lessons. This will provide the teacher and language assistant with an additional opportunity to listen to pronunciation and correct usage of the language.

- Assessment with consideration of dyslexia:

The dyslexic learner will be observed on both performance and contribution to group tasks. They will be paired with a student (and group of students) able to display the appropriate support and patience. With exception of one final activity, the student will complete tasks and worksheets with a peer or as part of their group. The last activity which they will be required to complete alone will adequately be amended so that they will be able to perform the task with suitable support and within the given timeframe.

5.9. Step-by-step planning

With careful consideration to the research conducted within this paper and taking into account what information was provided by the teachers in the initial questionnaire, the following five sessions have been developed to foster the learner autonomy for each student involved in the process and intended to be taught in the first term of the academic year. Attention has been given to both the supplement materials and digital media used to present content and guide students through activities within each of the lessons. The overall aim is to provide an environment that will engage each of them and provide the correct support for the learner diagnosed with dyslexia. Each session includes accommodation activities to further support learning and check for understanding while further accommodating the strengths and weaknesses of each learner within the classroom. Extension activities have been included to provide both the children and teachers a further opportunity to extend the learning process of the topic and new language within other lessons and to provide students with a better and more natural opportunity of foreign language acquisition.

Lesson 1	Title: What do you know about graffiti?
<p>Learning objectives</p> <ul style="list-style-type: none"> - to be introduced to and recognize vocabulary in relation to street art. - to compare and express preferences related to street artists. - to use technology as a strategy for learning new information. <p>Learning competences</p> <ul style="list-style-type: none"> - Communication in a foreign language. - Awareness of cultural expression. - Social and civic skills. - Learning to learn. - Digital competence. <p>Learning outcomes</p> <ul style="list-style-type: none"> - to identify and classify the different variations of street art. - to formulate ideas and assert opinions in pairs or group activities. - to save and amend a slide using power point tools. - to access information from the Internet to answer set questions. 	
<p>Resources</p> <p>Digital whiteboard, regular whiteboard, laptop, Microsoft office, Internet, handouts, and student's notebooks.</p>	
<p>Methodology</p> <ul style="list-style-type: none"> - Student-centered approach. - Cooperative learning. - Direct instruction to introduce the topic and facilitate transitions between activities. - Inclusive learning for dyslexic students: Step-by-step instructions, highlighting essential information, providing copy of notes, graphic information, peer mediated learning, encouragement of note sharing, and use of specific fonts/colours to support processing of information. 	

Communication language

Describing what materials make a piece of art a specific type of art.

New language will be displayed on the whiteboard, recorded in student notebooks, written on the graffiti walls and the teacher will keep a record through an ongoing evaluation.

Content

- Vocabulary: Art installations, video projection art, poster art, stencil art and graffiti.
- Grammar: I prefer this/that one because I like this/that.
- I would rather create this type of art because I like...

Cognition

- Create a poster, complete a WebQuest.
- Higher order thinking skills practiced in the lesson: Analysis
- Lower order thinking skills practiced in the lesson: Knowledge, comprehension, application.

Culture

Students will compare the work of a street artist from the past and one from the present from two different countries: Keith Haring (American), 1980s, 1990s and Banksy (British), 2000s.

Lead in – 5 minutes (teacher to students) entire class.

To introduce the topic and model key grammar through visual imagery. The students will be pre-assigned to groups of four in to balance the ratio of weaker to stronger students. Students will then be tasked with setting up group workstations. Directions will be given step-by-step to accommodate all learning styles with key words written on the white board next to the following symbols:



- Two graffiti images will be displayed on whiteboard (Appendix C, figure 9).
- Students will be asked to express preferences with reasoning using key grammar phrases. (Accommodation: Teacher will model grammar phrases by

reflecting back student answers with key words/symbols written on the whiteboard).

- Students will be asked to imagine themselves as artists and decide which image they would rather create.

Activity 1: Graffiti walls - 10 minutes (students to students) groups of four.

To illicit prior vocabulary knowledge and encourage peer to peer learning.

- Using large paper, each group will write or draw any vocabulary they associate with street art and graffiti.
- Students will hang paper on the back wall of the classroom for each group to review.
- Students will then collect (write or draw) new language and vocabulary in their notebooks. (Accommodation: T-diagram can be drawn in student notebooks to help organize new vocabulary).
- An opportunity to ask peers (and teacher) the meaning of any new vocabulary to be discussed, shared on whiteboard, and added to their own graffiti walls. (Accommodation: Photocopy of complete vocabulary lists can be given to students at end of the class to paste into their notebooks if needed).

*New vocabulary will be added to the walls throughout each lesson to reinforce language acquisition.

Activity 2: How to create a PowerPoint - 15 minutes (teacher-students) pair work.

PowerPoint Task:

To allow the students to create a digital record of work that can be saved and amended throughout each lesson.

- Students will be prompted to follow instructions using visual images on white board (Appendix C, figure 10) in addition to the step-by-step instructions given to each group (Appendix C, figure 11).
- Students (in pairs) will go to the following website:

<https://www.freeimages.com/es/search/graffiti>.

- Each partner will search for an image of graffiti, screen-capture it, and save the image that they like the most using the directions.
- On side two of the handout, a selection of questions will be used as prompt to talk about the image they have chosen (Appendix C, figure 11). This will reinforce the key grammar points as students express their preferences to each other.

Activity 3: WebQuest worksheet - 15 minutes (students – students) pair work.

- Students will be given a worksheet (Appendix C, figure 12) and be instructed to work in pairs using the following websites to answer each of the set questions. (Accommodation: Websites will also be listed on the white board).

1. Use this website to label the images on the worksheet.

<https://kids.kiddle.co/Graffiti>

2. Use this website to answer questions one and two.

<https://www.bbc.co.uk/bitesize/articles/z9sq4xs>

3. Use this website to answer question three.

<https://artprojectsforkids.org/keith-haring-drawing-project/>

4. Use the following website dictionary to translate any new word.

<https://kids.wordsmyth.net/we/?ent=graffiti>

- The entire class will go over the answers with the teacher and self-correct their work.

Update graffiti walls - 5 minutes (Teacher-student) groups of four.

- Students will add new vocabulary to their graffiti walls.
- Homework: Colour the Keith Haring activity sheet and write down five facts (Appendix, figure 13).

<https://artprojectsforkids.org/wp-content/uploads/2020/05/Draw-Like-Haring.pdf>

This worksheet will be used as part of a group activity in lesson two.

Exit cards - 10 minutes (Teacher – students / students - teacher) entire class.

To allow the teacher to monitor and make a record of what students have learned and track their progress.

- Students will be asked what the translation of *diseño* and *inicio* are in English as these questions will be part of a final assessment activity in lesson four.
- Four questions will be displayed on the board that children will be required to write an answer for and give it to the teacher at the end of lesson. (Accommodation: visual timeline will also be drawn on the white board to indicate before and after the lesson).

Question 1- Can you tell me one thing that you knew about graffiti before the lesson?

Question 2- Can you tell me one thing you know about graffiti after the lesson?

Question 3- Can you tell me something that you didn't understand and need more practice with?

Question 4- Ask one question about today.

Extension: Physical Education Activity

- Students work in teams to come up with preference questions.
- Students create two large chalk circles on opposite sides of outdoor space to represent each choice.
- Two students ask a question and students must run to the appropriate spot to express their preference.
- The teacher can, then, ask the students to create sentences based on groupings. For example, Juan and Ana prefer... Ronaldo prefers... (Accommodation: Key words or phrases can also be given on index cards for reference if needed).

Lesson 2	Title: Creating a mural
<p>Learning objectives</p> <ul style="list-style-type: none"> - to review and recall vocabulary and information from lesson 1. - to create a collaborative piece of street art using both words and images. - to review simple past tense structure and differentiate between ending sounds. - to learn step-by-step instructions to create audio file using PowerPoint tools. <p>Learning competences</p> <ul style="list-style-type: none"> - Communication in a foreign language. - Awareness of cultural expression. - Social and civic skills. - Learning to learn. - Sense of initiative and entrepreneurial spirit. - Digital competence. <p>Learning outcomes</p> <ul style="list-style-type: none"> - to demonstrate independent thinking in relation to previous knowledge on street art. - to show appreciation of the work produced as part of a collaborative project. - to identify and pronounce three different past tense endings. - to express thoughts and ideas in relation to life of an artist using past simple tense. - to become familiar with use of ICT to create audio files. 	
<p>Resources</p> <p>Digital whiteboard, regular whiteboard, laptop, Microsoft office, Internet, A3 paper, felt tip pens, scissors glue, handouts and students' notebooks.</p>	
<p>Communication language</p> <p>Describing the life of a street artist and their work.</p> <p>New language will be displayed on the whiteboard, recorded in student notebooks, written on the graffiti walls and the teacher will keep a record through ongoing evaluation.</p>	

Content

- Vocabulary: insert, record, accept, save, desktop.
- Grammar: past simple verbs.
- Pronunciation: /t/, /d/, /ɪd/.

Cognition

Create a piece of art in groups that will contribute to a class mural.

Higher order thinking skills practiced in the lesson: synthesis, Analysis.

Lower order thinking skills practiced in the lesson: Knowledge, comprehension, application.

Culture

To discover further information about the life of an American street artist from the past.

Lead in 5- minutes (teacher to students) entire class.

To review vocabulary from the previous lesson and homework topic using Total Physical Response Method.

- Students will join in the same groups and set-up their learning stations.
- Ten questions will be displayed consecutively on the digital whiteboard (Appendix D, figure 14).
- The classroom will be divided into sections based on responses (yes, no, etc.).
- Students will move to one side of the room to answer yes, to the opposite side to answer no, or to the back wall to represent that there's not enough information.

Activity 1 Recognising sounds - 10 minutes (teacher to students) groups of four.

To introduce past tense sounds and check homework comprehension

- A completed sample homework task from lesson one will be displayed with five facts about Keith Haring (reported using the past simple).
- The teacher reads each sentence out, modeling the sound of each word in the past simple.

- Students repeat each of the /t/ /d/ /ɪd/ sounds. (Accommodation: These will also be presented with colour so that students can visually connect the sounds to the words. The teacher will also create movements or gestures to match each sound for multi-sensory learning).
- Students raise hands if they have the same information that the teacher has sourced. If they don't, they must write the new information in their notebooks. (Accommodation: Photocopy of teacher facts can also be provided to glue into their notebooks).
- Each student will then share their own information about the artist while the others write any new information in their notebooks. (Accommodation: T-diagram can be drawn into student notebooks to help organize information).

Activity 2: A group poster - 15 minutes (students- students) group work.

To expand the homework activity and create an art piece using both language and visual images:

- Each group will be given an A3 sheet of paper with a large shape in the centre of the page (Appendix D, figure 15).
- The group must delegate one student to trace the shape.
- The group will then select ten facts about Keith Haring that they sourced or discovered from the previous activity. (Accommodation: The teacher will create a completed sample to show students the end goal of the activity).
- Students will work together to copy facts on outside of the frame.
- Each student will choose a quadrant and cut images from their homework activity to glue into their quadrant.
- The students will place their group graffiti poster next to their graffiti word wall from lesson one.
- The teacher will allow time for students to acknowledge each collective graffiti art piece.

Activity 3: Teacher podcast - 15 minutes (Teacher – students) individual work.

To introduce the use of technology for listening comprehension. Microsoft PowerPoint.

- The teacher will play a recording (twice) and the students will be required to answer questions in relation to what they hear about graffiti and street art (Appendix D, figure 16). (Accommodation: Key words from the recording will also be written on the board in timeline and the teacher can point to words during the recording).
- The worksheet will also contain a set of instructions with some of the information missing.
- These instructions will provide a written step-by-step process of how to create their own audio recording using Microsoft PowerPoint.
- The teacher will project a live demonstration of the process through the digital whiteboard and the students will use this opportunity to complete the missing information.
- The students will not be required to create one in this lesson but will use this opportunity to become familiar with the process as they will be required to record their own version in lesson four and in order to ensure that enough time has been given to practice the process.
- Students will be instructed to practice this process at home in the lead up to lesson four. (Accommodation: Photocopy of completed instructions also available for students to glue into their notebooks).

Activity 4: /t/ /d/ /ɪd/ - 10 minutes (Teacher-student) groups of four

To reinforce past simple sounds using total body response method:

- Students will make a list of past simple regular verbs.
- These verbs will be written on the board randomly under the symbols /t/ /d/ /ɪd/ and any irregular verbs will be placed into a separate list.
- Using the same three areas for the introduction task (right wall, left wall, and back wall), the teacher will elicit the pronunciation of each verb and the

children must stand in the space which they believe correctly represents the sound for that word

i.e. talk-/t/, lived-/d/ and painted-/ɪd/ (Appendix D, figure 17) (Accommodation: The teacher will also use gestures with sounds for multi-sensory learning).

- Students write the past simple verbs into their notebooks and colour the <ed> endings to accordingly match the sound. (Accommodation: T-chart can be drawn in students' notebooks to organize vocabulary lists or photocopy of verbs can be provided to glue into their notebooks).

Update graffiti wall – 5 minutes (students - students)

Students will be required to update their graffiti walls with any new language or vocabulary and return the tables back to normal and go back to their original seats.

Extension Activity

Drama

- Groups are given 3 words from the past tense list and create a mini-play (2 - 3 mins) incorporating words (and sounds into action).
- When groups perform, other students have to listen to the words in the play and sound a gong when they hear them.

Art

- Students can create graffiti signs for each verb in past simple tense.

Lesson 3	Title: Who is Sake Ineka?
<p>Learning objectives</p> <ul style="list-style-type: none"> - to use ICT to expand knowledge of street artists. - to use ICT to learn the basic structure of present perfect tense. - to use ICT to create and save their own piece of digital art. <p>Learning competences</p> <ul style="list-style-type: none"> - Communication in a foreign language. - Awareness of cultural expression. - Social and civic skills. - Learning to learn. - Digital competence. <p>Learning outcomes</p> <ul style="list-style-type: none"> - to express thoughts and ideas in relation to street art using new vocabulary phrases. - to understand basic structure of present perfect tense. - to answer simple questions in relation to street art using present perfect. - to demonstrate how to save images using ICT tools. 	
<p>Resources</p> <p>Digital whiteboard, regular whiteboard, laptop, Microsoft office, Internet, PowerPoint slides (teacher created material) and students' notebooks.</p>	
<p>Communication language</p> <p>Describing an image of art.</p> <p>New language will be displayed on the whiteboard, recorded in student notebooks, written on the graffiti walls and the teacher will keep a record through an ongoing evaluation.</p>	
<p>Content</p> <ul style="list-style-type: none"> - Vocabulary: background, foreground, inspire, use. - Grammar: present perfect (subject + have/has + past participle). 	

Cognition

Higher order thinking skills practiced in the lesson: Analysis, Evaluation, synthesis.

Lower order thinking skills practiced in the lesson: Understand, Remember.

Culture

Students will learn about a Spanish street artist from Andalusia.

Lead in 5- minutes (students to teacher) entire class

To introduce and familiarize students with a secret code activity:

- Children will regroup into their fours and set up learning stations.
- A secret code will be displayed on the digital whiteboard.
- Groups will work together to decipher the code with the help of the teacher.
- Deciphered sentence will read 'work in groups and each person can change one line' (Appendix E, figure 18). (Accommodation: Photocopy of Alphabet/Code key can also be provided for each group).

Activity 1: Secret code - 10 minutes (students to students) groups of four.

To introduce new vocabulary and language phrases:

- Each group will then be shown four sentence codes on the board.
- Each group member will be responsible for one sentence to decode using the alphabet key (Accommodation: Photocopy of sentence codes can be provided to glue into their notebooks).
- Group members will share translated sentences, write them in their notebooks and feedback this information to the teacher. (Accommodation: Photocopy of translated sentences can also be provided to glue into their notebooks to check their written work).
- Each line will consist of language used to describe an image or photograph and will read as follows:

In the image I can see...

In the background, foreground...

To the left, on the right...

There is, there are... (Appendix, Figure 18).

Activity 2: Digital jigsaw - 10 minutes (teacher-students) pair work.

To expand expressive language skills in relation to street art and introduce the present perfect tense:

- Students will be provided with a link <https://www.jigsawplanet.com/?rc=play&pid=25bb2b30ec02> (The link will open an online jigsaw puzzle that contains an image of street art created by Andalusian street artist Sake Ineka).
- Students will complete the puzzle in pairs and discuss the image using language from the secret code activity (Accommodation: The teacher can model a sample conversation with a student to demonstrate the activity goal).
- The teacher will then follow this up with three questions to the entire class in order to introduce the grammar structure of the present perfect:

What has been drawn on the wall?

Where has the photograph been taken?

Who has drawn this image?

The students' answers will be written on the whiteboard.

Likely answers may be, *the face of a girl, in Granada* and *we don't know*.

Activity 3: Microsoft PowerPoint - 15 minutes (students – students) pair work.

To use technology and practice the present perfect tense:

All students will be emailed a PowerPoint file containing seven slides of teacher created materials and will be required to pair up. They must open the file in full screen on slide number one. Although the students will receive a Microsoft version of the PowerPoint, an online version without audio can be found using the following link: <https://prezi.com/i/3tqwxtk-wniz/>

A tape script of the audio will be included in both versions.

Activity 1: Connect the verb to its meaning and observe how the verb is conjugated into the past participle.

Activity 2: Read the task and work out which past participle verb correctly completes the gap in each of the sentences.

Slide 4 - Listen and check if the answers are correct. Look at the example of digital image. All students will be expected to create their own in the following task.

Activity 3: Discuss one of the six images using the language provided in the first activity at the beginning of the class.

Activity 4: Ask and answer the set questions with your partner.

Activity 5: Copy the short paragraph into your notebook and complete the activity as a homework task.

Activity 4: Tate Kids digital graffiti – 10 minutes (student-student) individual work

To create digital art and review how to save images (lesson 2).

- Students will be provided with a link that will take them to an online Tate Gallery kids activities page.

<https://www.tate.org.uk/kids/games-quizzes/street-art>

- They will be instructed to click on the start button and then on the button that has the word 'next' written on it.
- They will be given ten minutes to create their own graffiti image using the tools provided on the left side of the page.
- On completion, they will be instructed to take a screen capture with Microsoft PowerPoint using the same method that they learned in lesson two and must save the slide in their desktop. (Accommodation: the teacher can provide coloured tabs for students' notebooks to help organize their notes and help where to find information about lessons 1 and 2).

Activity 5: Right hand yes / Left hand no - 10 minutes (Teacher – students) entire class.

To review and practice present perfect in conversation:

- Students will add any new vocabulary to their graffiti walls and return the tables back to normal. They will then go back to their original seats.

The teacher will ask the students to answer yes or no questions using the hands.

The following questions will be written on the regular whiteboard:

Have you ever seen any of Sake's art in Córdoba?

Have you ever seen any of Sake's art in Granada?

Have you ever seen graffiti in the city that you thought was cool?

If yes, tell your partner what it looked like.

If no, tell your partner what graffiti you have seen in the city.

Homework: Students will be asked what the English translation of *insertar* and *aceptar* are.

Extension Activity

Math/Art:

- Students will be asked to create a piece of digital art using geometric shapes.
- Students will then be asked to consider how to measure the area of graffiti shapes and create math problems for their graffiti shapes.

Lesson 4	Title: Graffiti Culture
<p>Learning objectives</p> <ul style="list-style-type: none"> - to be introduced to and use vocabulary specifically related to the graffiti community. - to create a mind map for expression of ideas. - to use PowerPoint to create and save audio file. <p>Learning competences</p> <ul style="list-style-type: none"> - Communication in a foreign language. - Awareness of cultural expression. - Social and civic skills. - Learning to learn. - Digital competence. <p>Learning outcomes</p> <ul style="list-style-type: none"> - to express a complete idea related to street art or a street artist. - to demonstrate correct use of past simple and present perfect structures into expression of ideas. - to demonstrate knowledge of recording and saving audio files using ICT tools. 	
<p>Resources</p> <p>Digital whiteboard, regular whiteboard, laptop, Microsoft office, Internet, handout s and students' notebooks.</p>	
<p>Communication language</p> <p>Describing what materials make a piece of art a specific type of art.</p> <p>New language will be displayed on the whiteboard, recorded in students' notebooks, written on the graffiti walls and the teacher will keep a record through an ongoing evaluation.</p>	
<p>Content</p> <ul style="list-style-type: none"> - Vocabulary: Graphein, tag, writer, toy, sketch, crew. - Expressions: adverbs - firstly... secondly... also... and finally... 	

Cognition

- Create a mind map and an audio recording

Higher order thinking skills practiced in the lesson: Synthesis

Lower order thinking skills practiced in the lesson: Knowledge, comprehension, application.

Culture

Students will learn about the vocabulary that graffiti artists use to communicate within their community.

Lead in 5- minutes (teacher to students) entire class.

To review and recall information on street artists from previous lessons.

Truth or a lie:

- The following sentences will be written onto the regular whiteboard. Six will be true and three will be false (Appendix F, figure 19).

Students will be instructed to lift their right hand to answer yes and left hand to answer no. (Accommodation: Photographs of each artist will be posted, and the teacher can point to a photograph when asking a question. Coloured post-it notes can also be used to help students organise their notebooks and refer-back to previous lessons for information. Photocopy of sentences to glue into their notebooks can also be provided once the activity is completed).

Activity 1: Information hunt - 10 minutes (teacher - students) entire class.

To introduce mind maps as a tool for expressing language and expand vocabulary in relation to street art:

- Seven small cards with information about the culture of graffiti will be placed around the classroom (Appendix F, figure 20). (Accommodation: Images will also be used to represent ideas).

Each student will receive seven set questions to answer (Appendix F, figure 21).

Source: http://news.bbc.co.uk/cbbcnews/hi/uk/newsid_1973000/1973430.stm

- Students will then be instructed to write this new information into their notebooks as well as onto their group graffiti walls.

(Accommodation: Photocopy of sentences can also be given at end of the activity to check for accuracy).

Activity 2: Mind Maps - 20 minutes (students-students) group work.

To develop a mind map in relation to street artists:

- Students will be instructed to bring their graffiti walls, Haring Posters and notebooks to their group learning stations.
- A mind map will be displayed on the digital whiteboard and the teacher will use it to talk about the graffiti artist Banksy (Appendix F, figure 22). This will provide students with an opportunity to see how the structure of a mind map will help them to speak about a topic of their choice.

Instructions will be written onto the regular white board as the digital board will display the teacher's version of a mind map. (Appendix F, figure 23) (Accommodation: photocopy of instructions and a sample mind map can also be provided).

- The teacher listens to each group as they develop their maps and, on completion, he/she will create a running order of when each student talks. This will be done by numbering each of their boxes from 1 to 16. By doing this, each student would know when it is their turn to contribute one of their boxes during the recording activity). (Accommodation: Key words from mind maps can be written on the white board to help students track as they speak).

Activity 3: Creating an audio using Microsoft PowerPoint

15 minutes (students – students) groups of four.

To create an audio file for digital artwork:

- A digital step-by-step visual guide to create an audio file using Microsoft PowerPoint will be displayed on the digital whiteboard (Appendix F, figure 24).
- Students will also be instructed to retrieve the instructions that they were given in lesson two explaining how to record an audio file using Microsoft PowerPoint from their notebooks. (Accommodation: Coloured post-it notes

can be used to help students organize their notebooks and find information from previous lessons).

- Students will be instructed to open the PowerPoint file that they created during lesson 3 and select the saved slide that contains their digital graffiti.
- Students will work together to record each group members audio file.
- The teacher will use a USB pen drive to copy and share the audio file from one laptop to the next within each group as well as keep a copy that will be played to the class during the next lesson.

Activity 4: Questions - 10 minutes (Teacher – students / students - teacher) entire class.

To practice self- evaluation techniques:

- Children will return their graffiti walls and posters to the back of the room and arrange the classroom back to its normal setting.
- They will be asked six questions (Appendix F, figure 25) and must answer them using their right hand for yes and left hand for no. (Accommodation: Students can also write 'y' or 'n' on each hand).

Children will be asked what the English translation for *vista* is. Answer: *view*

Extension Activity:

Social Science:

- Students can take a survey about art or monuments around their own neighborhoods and develop mini presentations using the learnt skills to create a mind map and an audio file.
- Students can offer audio tours of their city for 'volunteer tourists'.

Lesson 5	Title: Evaluating the process
<p>Learning objectives</p> <ul style="list-style-type: none"> - To review and recall information from previous lessons - To review expression of preferences through fellow student artwork - To assess vocabulary progress - To self-evaluate performance <p>Learning competences</p> <ul style="list-style-type: none"> - Communication in a foreign language - Awareness of cultural expression - Social and civic skills. - Learning to learn <p>Learning outcomes</p> <ul style="list-style-type: none"> - To demonstrate the ability to self-reflect - To demonstrate appreciation for the work of others - To consolidate knowledge and produce appropriate responses to questions related to street art and graffiti. 	
<p>Resources</p> <p>Digital whiteboard, regular whiteboard, laptop, Microsoft office, Internet, handouts, evaluation sheets and students' notebooks.</p> <p>Felt tip pens, colour pencils, crayons.</p>	
<p>Communication language</p> <p>New language will be displayed on the whiteboard, recorded in student notebooks, written on the graffiti walls and the teacher will keep a record through an ongoing evaluation.</p>	
<p>Content</p> <ul style="list-style-type: none"> - Vocabulary: Review of lesson 1-4 - Grammar: Review of lesson 1-4 	

Cognition

Complete a digital quiz, complete an art themed worksheet

Higher order thinking skills practiced in the lesson

Lower order thinking skills practiced in the lesson

Remember, apply, understand.

Culture

To summarize the language and vocabulary in relation to street art and street artists.

Activity 1: Create a piece of art - 20 minutes (teacher-students) pair work.

To review and recall information from previous lessons:

Students will be given a worksheet of step-by-step instructions that they will individually complete. (Accommodation: The teacher sample can be presented so that students understand the end goal of the activity).

Instructions will be as follows:

- Step 1: Review notes from previous lessons on different styles of street art/graffiti (Accommodation: Colour post-it-notes can be used to help students organize notebooks and information from previous lessons).
- Step 2: Draw, write, or sketch using any of the information you have learned from the previous lessons that has inspired you. For example: You can recreate a stamp, imitate a piece of stencilled art, or create a tag. (Accommodation: The teacher can show sample images).
- Step 3: Once you have drawn your art, you can use as many colours as you like to complete the image.
- Step 4: Include your name on the paper, written in the style of graffiti.
- Step 5: Work in silence while you listen to the audio recordings of your classmates (Accommodation: Visual images can be displayed on the white board to remind students of this instruction).
- Step 6: When the audio has finished, show the others in your group what you have drawn and explain why you chose that particular style.

Voting for the best artwork – 10 minutes (students – students).

Individual / groups of four

To review expression of preferences in relation to art and practice self-evaluation skills:

- Students will be given a small slip of paper containing a number between 1 and 25 to copy onto the corner of their artwork (Accommodation: The teacher will provide a sample demonstration).
- Students will then place their artwork somewhere in the classroom and students will be instructed to walk around reviewing their partners' artwork.
- Students will vote by writing the number of artworks they like the most and place it in a jar on the teacher's desk.
- Students will return to their groups and required to answer the questions written on the whiteboard regarding the recording process (Appendix G, figure 26).
- The class will then discover which students' artwork has been given the most votes and the winner will receive a round of applause and a sticker for their notebook.

Activity 2: One-word translations - 5 minutes (individual work).

To assess student vocabulary progress:

- Each student will be then be provided with a worksheet containing nine questions (Appendix G, figure 27).
- An amended version will display some of the letters for each answer which will be provided for the student with dyslexia and any other students that the teacher deems may benefit more by using this modified version) (Appendix G, figure 28). (Accommodation: Providing some of the letters within the answers will assist weaker students to better recall which word they should be looking for by reading the additional letters that are provided).

Answer key (Appendix G, figure 29)

Activity 3: Digital Quiz - 15 minutes (students – students) pair work.

To consolidate information from lessons 1-4 in relation to street art and graffiti Students will work in pairs to create a digital quiz:

Kahoot Quiz here:

<https://create.kahoot.it/share/street-art-and-graffiti/63595ef2-630c-400c-a45a-36b8a8a0e537>

Evaluation sheet - 10 minutes (individual work)

To practice self-reflection and self-assessment:

- Students will be given an evaluation sheet containing a selection of short questions (Appendix G, table 2).
- Students will be required to tick one of three boxes as part of a self-reflecting assessment to complete the learning process.

This information will be given to the teacher and the language assistant at the end of the lesson. It will be used to compare and reflect on the evidence of work that the student has produced in their notebooks as well as the information collected through the ongoing observation of each student both individually and working as part of a group.

The teacher and language assistant will also be required to complete a student evaluation form (Appendix G, table 3). to further evaluate the learning process of each student involved.

Extension Activity:

Music:

- Students can use different instruments to review grammar structures of past simple and present perfect. For example, each instrument will represent the noun, verb, adjective, etc., and students will create sounds depending on what word the teacher (or partner) is pointing to.

6. Conclusion

As a means of creating the diverse setting required within today's classroom, CLIL not only allows the teacher to create an environment by placing the student at the centre but allows them to become the source of collecting and sharing new information. This encourages them to support the learning and development of their peers by assisting with scaffolding and aiding the understanding of diversity. The use of ICT enables better support through a variety of approaches and provides students with an opportunity in which the outside world can take place at the forefront of the learning process. The use of technology also engages them while catering to their various learning needs which is what this present proposal has aimed to achieve. By assigning groups to include students with different strengths and abilities, an ongoing support network is promoted for learner development through the interaction, and communication of each task and activity. Students must be provided with an opportunity to take responsibility for and encouraged to develop their own language skills so that they can express themselves within the activities.

Preparing each of the lessons with consideration to the needs of the dyslexic learner creates not only a safe environment for them but one that is engaging and can support their areas of difficulty. Furthermore, weaker students will feel supported by working in pairs and groups, promoting a feeling of inclusion, and reducing their anxiety when required to present new information to peers. The inclusion of digital activities, such as quizzes, encourages them to display what information they have learned within each lesson and to evaluate their knowledge as part of a group.

However, it is important to mention that during the creation of the present work, a limitation appeared regarding the number of teachers participating in the initial questionnaire due to the situation regarding the global pandemic. Nevertheless, being that the staff who did respond were those who particularly work with students that require additional support with learning and already implement CLIL as part of their teaching practice, it was possible to complement the ideas and create a didactic proposal appropriate for the chosen sample of students. It is anticipated that teachers will be able to encourage the autonomy

of all learners within the classroom regardless of their learning ability and provide each student with an opportunity to foster the diversity of their strengths as a collective. It is hoped that the school will include these ideas in order to further support students within all of their subjects, creating an interdisciplinary connection that will allow staff to relate ideas and share materials that encourage a deeper level of thinking from each student.

One aspect that does require ongoing consideration is that as materials continue to change with advancing technology, teachers will also require support and training to ensure that they can harness the full potential of the tools at their disposal. If they do not feel confident operating digital media they may avoid incorporating it into their teaching practice (Karunamoorthy et al., 2020: 1069). Young learners may adapt quickly to digital tools, especially if they display a great interest in the device or application, however, the learning development of all involved is necessary if the process is to be truly successful.

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9. APPENDICES

9.1. APPENDIX A

- Figure 5:



Figure 5 Dyslexic typograph reading example

Source: <https://danielbritton.info/dyslexia/>

- Figure 6:

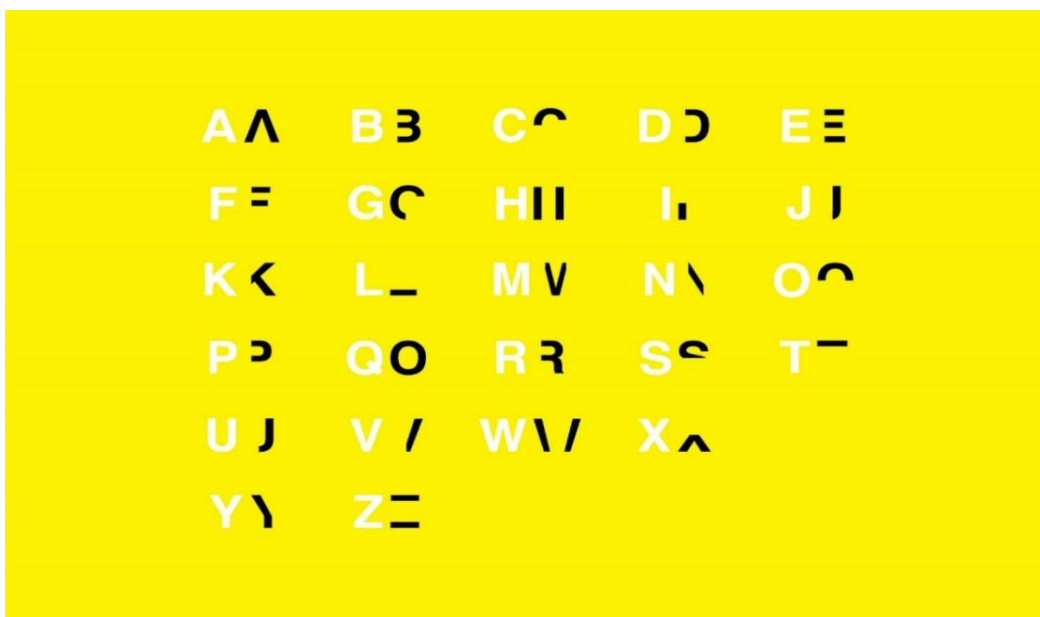


Figure 6 Typograph

Source: <https://danielbritton.info/dyslexia/>

- Figure 7:

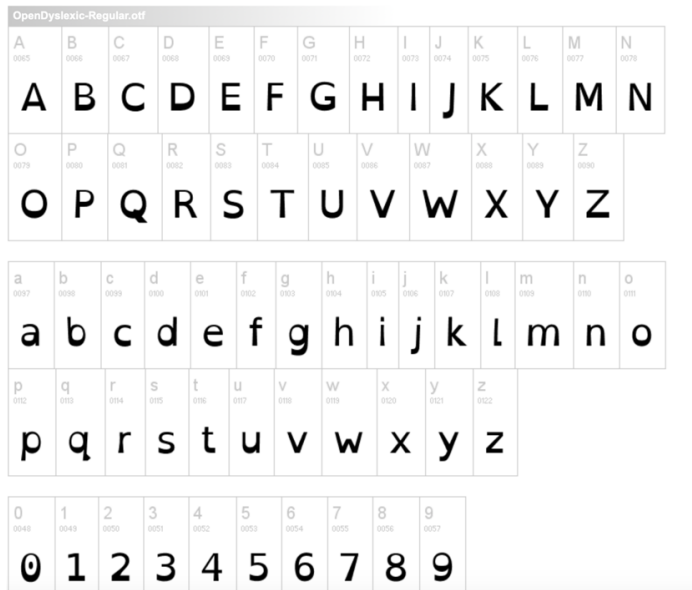


Figure 7 Open Dyslexic typograph

Source: <https://www.dafont.com/es/open-dyslexic.font>

9.2. APPENDIX B

- Figure 8:


 <h1>Contents</h1>		
S A new project	Things I see in a town or city Countries and languages	Are there any (statues in our town)? Yes, there are (a few statues in our town).
Vocabulary		Grammar
1 Travel trouble	Air travel Travel and tourism	While I was (taking photos), he (agreed to sign a football). I (saw a hot-air balloon) while (I was walking to school). I enjoyed (reading about Bertrand Piccard). He promised to (make his plane faster).
2 Sports and hobbies	Sports and equipment Hobbies	Have you ever (played tennis)? Has she ever (done athletics)? When did they (go sailing)? They (went sailing a month ago). How long has he (studied French)? He's (studied French) since (last year).
3 Healthy habits	Food Keeping fit and healthy	There are too many (tomatoes). There aren't enough (volunteers). There's too much (rain at this time of year). There isn't enough (sunlight). We should / must / need to (make a cake). You shouldn't / mustn't / needn't (stop eating sugar completely).
 Project 1: An energy report	Different sources of renewable energy	Which renewable energy is the most suitable for our community? I think we should choose (hydroelectric) power because (there are a lot of rivers in our area). Let's propose (solar power) for the community.
4 Creative kids	Creative activities Artistic professions	The (puppet) was / wasn't (made last week). The (boys) were / weren't (painted) by (the children). When was (the picture painted)? Who were (the songs sung) by?
5 Write it down!	Messages and communication News features	He said he (was happy with the results). She told me they (weren't very good at tennis). He told me it would (rain tomorrow). She said they could (read Arabic).
6 Our future	Jobs Life events	I will definitely be (an archaeologist). I probably won't be (a politician). Do you think you'll be (famous in ten years' time)?
 Project 2: Living on Mars	Conditions for life on Earth and Mars	Where would we (find water)? We could (bring water from Earth). We need (oxygen to breathe) so let's (take plants).
7 Buying and selling	Money and shopping Describing damaged objects	I'm too (old) to (play with teddies). He isn't (old) enough to (buy a mobile phone). (My sister) isn't as (tall) as (her friends). If I (finish my homework early), I'll (play computer games). If you don't (buy a ticket), you won't (win a prize). What will you do if you (miss the bus this afternoon)?
8 Let's dream	Activities on a tropical island Unreal or unlikely experiences	If I (lived in the Galapagos Islands), I would / wouldn't (climb a volcano). Would you (take water) if you (abandoned a boat)? What would you do if you (were lost at sea)?
9 School: past and future	School equipment Secondary school	I used to / didn't use to (play computer games). Did we use to (have the Internet)? I'm going to (have lunch at two o'clock). I'll (answer the telephone). I think he'll (pass the exam).
 Project 3: Life in the past	Different aspects of life in the past	I've got a question about (games in the past). What / How about this? That question is similar to (my question on means of transport).
Festivals	Merry Christmas!	Endangered Species Day

Figure 8 Macmillan English textbook (Andalusian edition)- High Five 6 (primary 6)

Source: <https://highfive.macmillan.es/level-6-0>

- Table 1:

Social emotional skills	Name
1. Able to focus attention to task.	
2. Able to get along with peers.	
3. Able to respect the ideas of others.	
4. Able to take turns.	
5. Able to demonstrate leadership skills.	
Expressive Language skills	
1. Able to use target language when sharing ideas.	
2. Able to use 3-4 word phrases in key language to express ideas.	
3. Able to use full sentences in key language to express ideas in single grammar tense.	
4. Able to integrate 1-2 target vocabulary words into phrases or sentences.	
5. Able to integrate 3+ target vocabulary words into phrases or sentences.	
6. Able to complete the written task with some assistance or code switching.	
7. Able to complete written task based on ideas shared in key language.	
Receptive language skills	
1. Able to follow directions with with some assistance or code switching.	
2. Able to follow directions using key language only.	
3. Able to use learning strategies to decode information.	
4. Able to listen to peers and maintain appropriate eye contact.	
5. Able understand the ideas of peers and formulate an opinión.	

Table 1 Ongoing Teacher assessment sheet used within leach lesson

Source: own source

9.3. APPENDIX C

Lesson One

- Figure 9:

Which one do you prefer? Why?



Which one would you rather create if you were a street artist?

<https://www.freeimages.com/es/photo/graffiti-atx-1464393> https://www.pinterest.co.uk/pin/187462403213905818/?nic_v2=1a6NtmFyM

The image contains two side-by-side photographs. The left photograph shows a vibrant, multi-colored graffiti piece on a wall, featuring abstract shapes in shades of green, yellow, red, and purple. The right photograph shows a sculpture made of crumpled, multi-colored paper, resembling a large, abstract figure or structure, set against a building and a clear blue sky. To the right of the images are two smiley face icons: a happy face with heart eyes at the top and a neutral face below it.

Figure 9 Whiteboard introduction

- Figure 10:

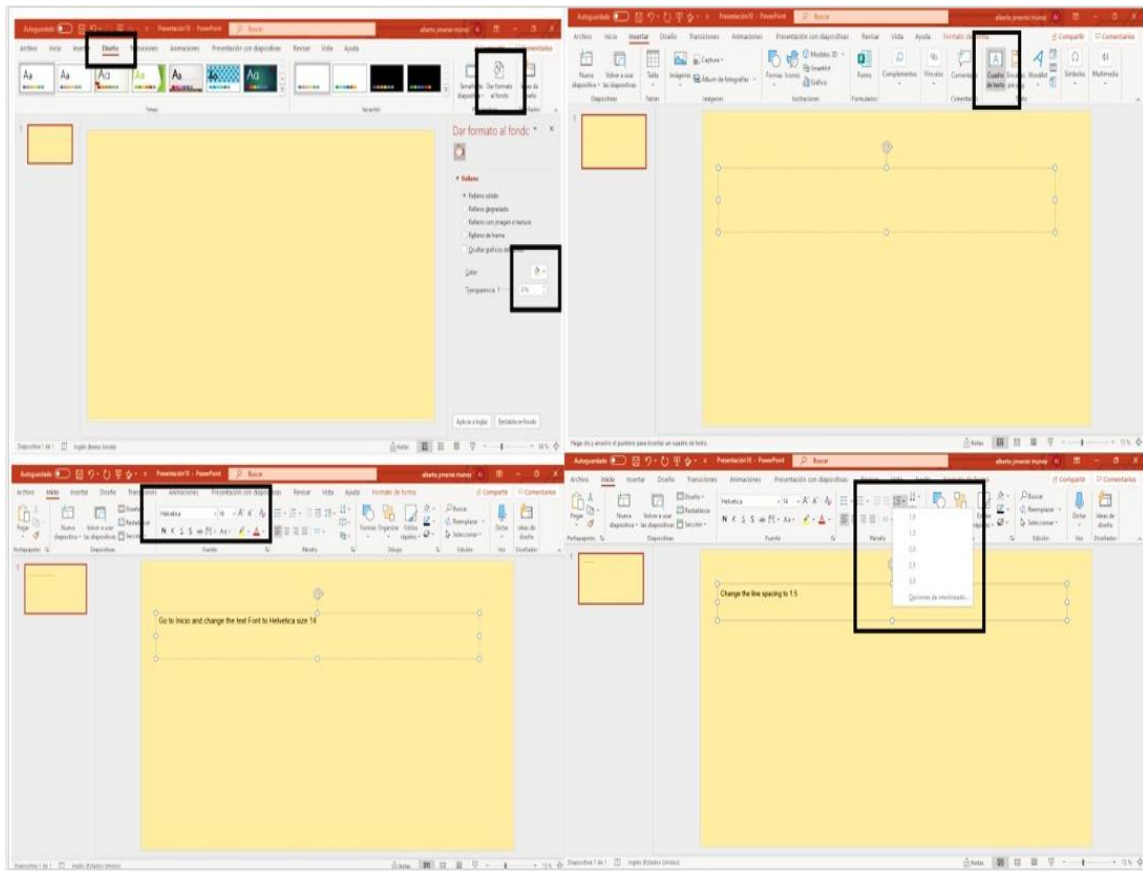


Figure 10 Digital presentation to accompany handout sheet side one

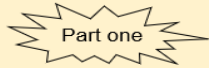
- Figure 11:

Handout sheet side one	Handout sheet side two
Click on diseño and select dar formato al fondo.	Why did you choose the image?
Select the paint-can and change the page to a soft yellow colour.	What shapes or colours can you use to describe it?
Click on aplicar a todos	Do you prefer art that is painted of created using different materials?
Click on the page to write	I prefer art that is...because...
At the top of the screen, click inicio then	Which type of street art would you rather create?
click to change the font to Helvetica, size 17	I would rather create this type of art because I like.
Click the button under vista and select 1.5 spacing between lines.	

Figure 11 Microsoft power point instructions – student handout. Side one and two

Source: Own source

- Figure 12:



1. Write down a new word you learned about graffiti in activity 1? _____
2. Go to www.bbc.co.uk/bitesize/articles/z9sq4xs and use the page to connect the following pieces of art and connect them to their meaning. Then right the name above each image.

- | | |
|---------------------|--|
| 1 Art installation | <u>3</u> a- similar to graffiti but stencils are used. |
| 2 Video projection | _ b- often writing or images. |
| 3 Stencil art | _ c- can include local artwork. |
| 4 Street poster art | _ d- displaying videos or images. |
| 5 Graffiti | _ e- posters which are displayed in a public place. |

Stencil art



Part two

Question 1

Do you prefer fun art or serious art? _____

Which art would you rather see in Córdoba? _____

Question 2

Street art is art that is a _____ in a c _____ place and may only be t _____.

Question 3

What are the names of the two street artists that are mentioned? B _____ and

K _____ H _____.

Part three

True or false

Now go to the website below and discover if the questions are true (T) or false (F).

<https://artprojectsforkids.org/keith-haring-drawing-project/>

Keith Haring was interested in formal art. F

He really liked Disney cartoons. _____

His hobby was drawing. _____

He spent hours drawing pictures with his mum. _____

Keith was a well known pop artist in the 1960s. _____

Figure 12 WebQuest worksheet – dyslexic version (original version will not include supplement letters)

- Figure 13:

Complete the activity and using the website link below, write down five things you discover about Keith Haring.

<https://www.tate.org.uk/kids/explore/who-is/who-keith-haring>

Draw like Keith Haring

1. Draw a head and attached arm.

2. Continue the body and legs below.

3. Draw the other head and attached arm.

4. Add the body below.

5. Draw the remaining arms around each other.

6. Add a ground line and radiating lines above.

7. Trace with a thick black marker.

8. Trace again to thicken, and add spots.

9. Color with solid bright colors.

1. _____

2. _____

3. _____

4. _____

5. _____

Homework sheet lesson one

Figure 13 Homework assignment

9.4. APPENDIX D

Lesson two

- Figure 14:

Our classroom

	Digital whiteboard	whiteboard
Door one	<p>1- Keith Haring was born in 1958? No</p> <p>2- Keith Haring liked to use bold colours in his art? YES</p> <p>3- Banksy's first name is Paul? Not enough information.</p> <p>4- Banksy lives in America? Not enough information</p> <p>5- Both artists use politics as inspiration for some of their work? YES</p> <p>6- Banksy doesn't use stencils to create some of his art? NO</p> <p>7- Keith Haring created street art and sculptures? YES</p> <p>8- Keith Haring used characters like barking dogs and spaceships? YES</p> <p>9- Both artists used public places to display their art? YES</p> <p>10- Banksy is famous but anonymous? YES</p>	
Door two	YES /t/	NO /d/
	Not enough information / id /	

Figure 14 Answers will not be displayed to students

Source: Own source

- Figure 15:

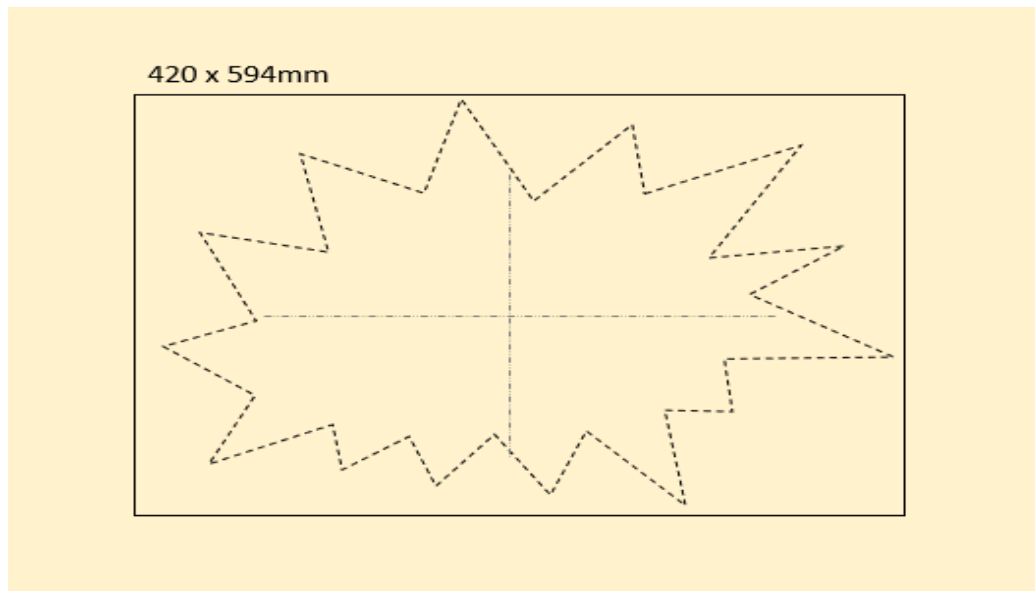


Figure 15 Create a poster using the homework activity sheet

Source: Own source

- Figure 16:

Listen to the podcast and answer the following questions.

Circle the types of street art that the teachers talks about.

Art installations Video projections Stencilled art Street poster art Graffiti art

Which street artists did the teacher speak about?

Which artists did he prefer most?

Which words did the teacher use to describe the street art that he liked?

How to create an audio recording using PowerPoint.

Open the PowerPoint file you created in lesson one.



Once you have opened it, create a new page on the left and follow these instruction.

Step 1: Click on the INSERTAR button and select the audio



Step 2: Click on GRABAR AUDIO.

Step 3: A rectangle shaped BOX will appear.

Step 4: Give your audio a NAME and click the red circle when you are ready to record.

Step 5: To stop recording temporarily, click on the small SQUARE and it will stop until you are ready again.

Step 6: Once you and your partner are ready, click on the RED circle again and speak into the microphone.

Step 8: Once you have finished, click on ACEPTAR and a small volume speaker will appear on you screen.

Step 9: Right click on the speaker with the mouse pad and choose GUARDAR MULTIMEDIA COMO

Step 10: Give your audio recording a name and save to your ESCRITORIO.

insertar = insert / grabar = record / aceptar = accept / guardar = save / escritorio = desktop

Tape Script – worksheet activity

There are many different types of street art. The original version was **graffiti**, but now we have **video projections, street poster art and art installations**. Art installation are cool because they are 3D, and you can walk around them but you shouldn't touch them.

Banksy is probably the most popular but there is also a Spanish street artist called **Sake** who I really like. However, I prefer **Keith Haring** the most because his work is **bright, fun, vibrant, cartoon** and still feels **modern** today, even though he created it many years ago.

I think he would like the street artists of today because they all produce very interesting pieces of art.

Figure 16 Worksheet activity and PowerPoint instructions

Source: Own source

- Figure 17:

Copy these verbs into your notebook.

/t/ /d/ /ɪd/	/t/ /d/ /ɪd/
liked	liked
lived	lived
created	created
walked	walked
travelled	travelled
copied	copied
talked	talked
died	died
painting	painting

Figure 17 Digital slide for classroom activity

Source: Own source

9.5. APPENDIX E

Lesson three

. Figure 18:

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th><th>G</th><th>H</th><th>I</th><th>J</th></tr> <tr><td>i</td><td>%</td><td>@</td><td>#</td><td>8</td><td>\$</td><td>&</td><td>/</td><td>=</td><td>?</td></tr> <tr><td>K</td><td>L</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>S</td><td>T</td></tr> <tr><td>1</td><td><</td><td>*</td><td>4</td><td>+</td><td>^</td><td>3</td><td>--</td><td>7</td><td>0</td></tr> <tr><td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td><td></td><td></td><td></td><td></td></tr> <tr><td>...</td><td>2</td><td>></td><td>5</td><td>\$\$</td><td>!</td><td></td><td></td><td></td><td></td></tr> </table> <p style="text-align: center;">>+--1 = 4 &-- + ... ^ 7 i 4# 8 i @ / ^ 8 -- 7 + 4 @ i 4 @ / i 4 & 8 + 4 8 < = 4 8</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th><th>G</th><th>H</th><th>I</th><th>J</th></tr> <tr><td>i</td><td>%</td><td>@</td><td>#</td><td>8</td><td>\$</td><td>&</td><td>/</td><td>=</td><td>?</td></tr> <tr><td>K</td><td>L</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>S</td><td>T</td></tr> <tr><td>1</td><td><</td><td>*</td><td>4</td><td>+</td><td>^</td><td>3</td><td>--</td><td>7</td><td>0</td></tr> <tr><td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td><td></td><td></td><td></td><td></td></tr> <tr><td>...</td><td>2</td><td>></td><td>5</td><td>\$\$</td><td>!</td><td></td><td></td><td></td><td></td></tr> </table> <p>= 4 0 / = 7 = * i & 8 = @ i 4 7 8 8 = 4 0 / 8 % i @ 1 & -- + ... 4 # = @ i 4 7 8 8 + 4 0 / 8 < 8 \$ 0 0 + 0 / 8 -- = & / 0 0 / 8 -- 8 = 7 0 / 8 -- 8 i -- 8</p>	A	B	C	D	E	F	G	H	I	J	i	%	@	#	8	\$	&	/	=	?	K	L	M	N	O	P	Q	R	S	T	1	<	*	4	+	^	3	--	7	0	U	V	W	X	Y	Z					...	2	>	5	\$\$!					A	B	C	D	E	F	G	H	I	J	i	%	@	#	8	\$	&	/	=	?	K	L	M	N	O	P	Q	R	S	T	1	<	*	4	+	^	3	--	7	0	U	V	W	X	Y	Z					...	2	>	5	\$\$!					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th><th>G</th><th>H</th><th>I</th><th>J</th></tr> <tr><td>i</td><td>%</td><td>@</td><td>#</td><td>8</td><td>\$</td><td>&</td><td>/</td><td>=</td><td>?</td></tr> <tr><td>K</td><td>L</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>S</td><td>T</td></tr> <tr><td>1</td><td><</td><td>*</td><td>4</td><td>+</td><td>^</td><td>3</td><td>--</td><td>7</td><td>0</td></tr> <tr><td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td><td></td><td></td><td></td><td></td></tr> <tr><td>...</td><td>2</td><td>></td><td>5</td><td>\$\$</td><td>!</td><td></td><td></td><td></td><td></td></tr> </table> <p style="text-align: center;">Work in groups and each person can change one line.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th><th>G</th><th>H</th><th>I</th><th>J</th></tr> <tr><td>i</td><td>%</td><td>@</td><td>#</td><td>8</td><td>\$</td><td>&</td><td>/</td><td>=</td><td>?</td></tr> <tr><td>K</td><td>L</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>S</td><td>T</td></tr> <tr><td>1</td><td><</td><td>*</td><td>4</td><td>+</td><td>^</td><td>3</td><td>--</td><td>7</td><td>0</td></tr> <tr><td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td><td></td><td></td><td></td><td></td></tr> <tr><td>...</td><td>2</td><td>></td><td>5</td><td>\$\$</td><td>!</td><td></td><td></td><td></td><td></td></tr> </table> <p>In this image I can see. In the background, foreground. To the left, on the right. There is, there are</p>	A	B	C	D	E	F	G	H	I	J	i	%	@	#	8	\$	&	/	=	?	K	L	M	N	O	P	Q	R	S	T	1	<	*	4	+	^	3	--	7	0	U	V	W	X	Y	Z					...	2	>	5	\$\$!					A	B	C	D	E	F	G	H	I	J	i	%	@	#	8	\$	&	/	=	?	K	L	M	N	O	P	Q	R	S	T	1	<	*	4	+	^	3	--	7	0	U	V	W	X	Y	Z					...	2	>	5	\$\$!				
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Figure 18 Secret code - Lead in and group task

Source: own source

9.6. APPENDIX F

Lesson four

- Figure 19:

Sake was born in Baena, Córdoba. Answer: True

Sake has painted in Holland, Italy, Morocco, America, and the UK. Answer: True

Sake was first inspired to paint by a movie that he watched as a child.
Answer: False (it was some song lyrics).

Banksy is an artist who gives many public demonstrations how to create street art.
Answer: False (he is famous but anonymous).

Banksy uses stencils to create his famous artwork. Answer: True

Some of Banksy's work is inspired by politics. Answer: True

Keith Haring liked to use bright and bold colours to create his art. Answer: true

Keith Haring included art installations like sculptures in some of his artwork.
Answer: True

Keith Haring was famous for drawing barking dogs, spaceships, and crazy cats?
Answer: False (the third was crying babies).

Figure 19 True or False whiteboard questions

Source: own source

- Figure 20:

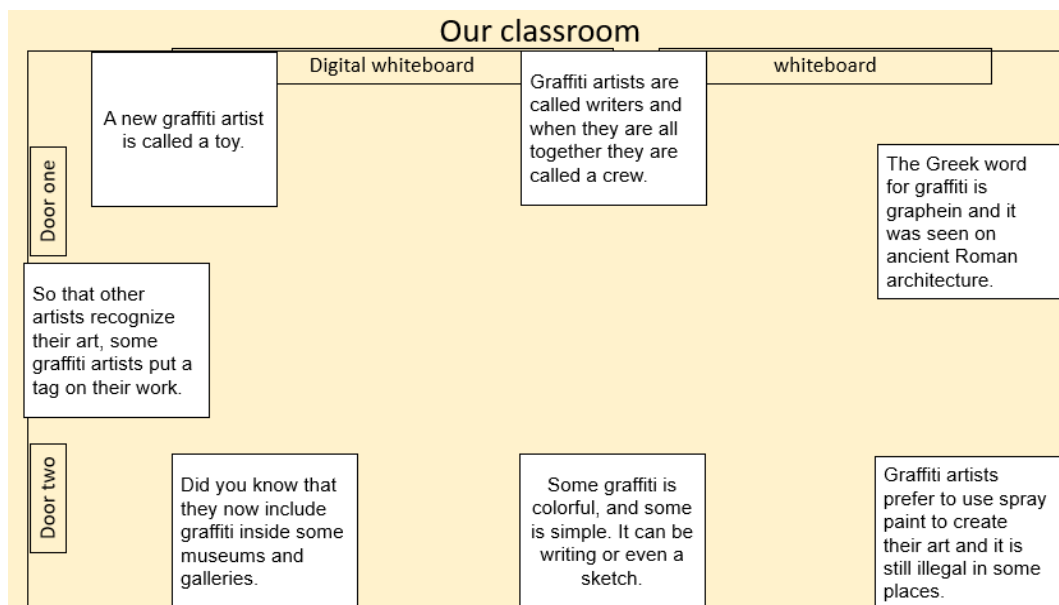


Figure 20 Information cards to be placed around the classroom

Source: own source

Activity 1

- Figure 21:

1. New graffiti artists are known as TOYS.
2. Today, graffiti is displayed in some MUSEUMS and GALLERIES.
3. GRAPHEIN which means graffiti in Greek was first found on Ancient ROMAN architecture.
4. Graffiti artists mark their art with a TAG so that other artists can recognize that it is their work.
5. They prefer to use SPRAY PAINT to create their art. Graffiti is still ILLEGAL in a lot of places.
6. Graffiti can be COLOURFUL or simple. It can be a sketch or some WRITING.
7. Graffiti artists call themselves WRITERS and groups of writers are known as CREWS.

Figure 21 Seven questions gap fill

Source: own source

- Figure 22:

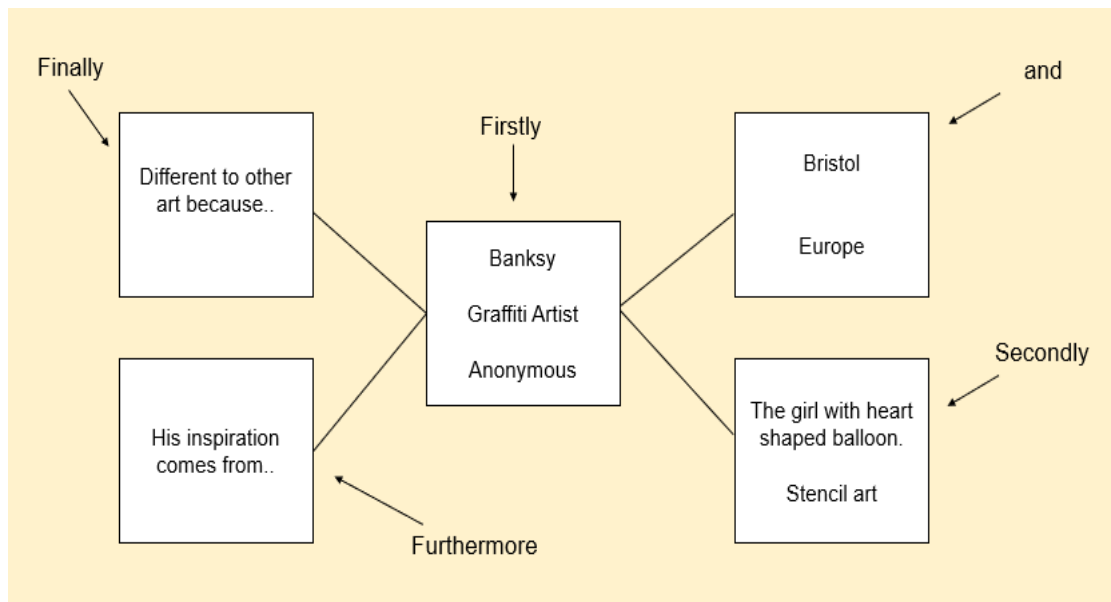


Figure 22 Digital whiteboard – mind map example

Source: own source

Activity 2 instructions

- Figure 23:

Step 1: Choose one of the following four topics to talk about - Street art, Sake, Banksy, or Keith Haring.

Step 2: Write down some ideas into the first box of your mind map. (Students can help each other with ideas about what to include in their maps).

Step 3: Underline vocabulary in the first box of your mind map.

Step 4: Talk to your group members using words/ideas from the first box.
(Do not read directly from your mind map. Try to talk without looking at the paper).

Step 5: Help your fellow group members with any difficult language and vocabulary.

Step 6: Repeat steps 1-5 for Box 2

Step 7: Repeat steps 1-5 for Box 3

Step 8: Repeat steps 1-4 for Box 4

Step 9: Practice speaking in preparation for recording

Figure 23 Mind map instructions

Source: own source

- Figure 24:

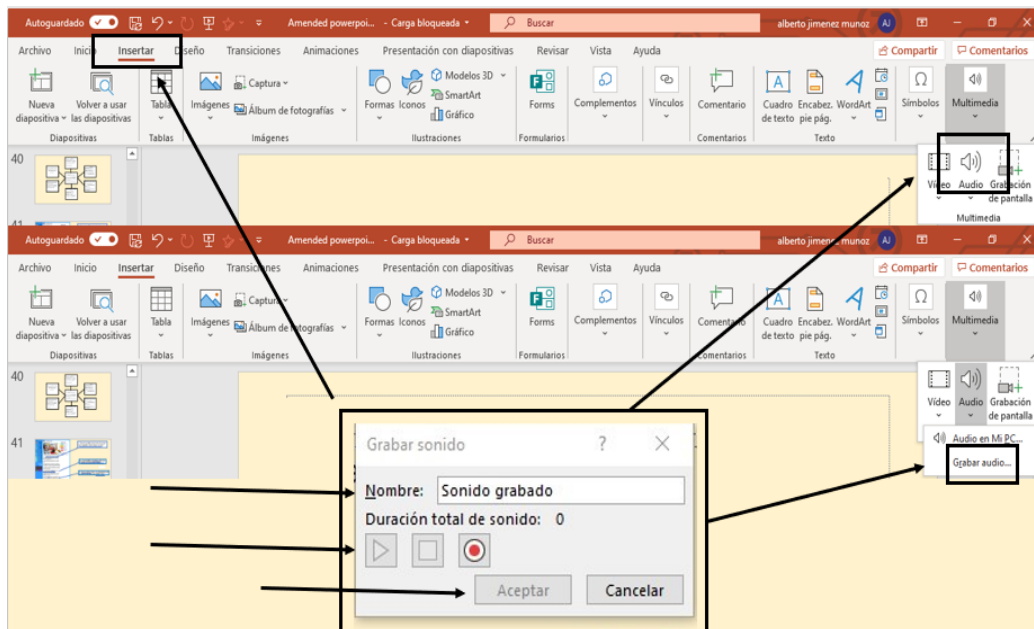


Figure 24 How to record an audio with PowerPoint – digital whiteboard image

Source: own source

Activity 4: six questions

- Figure 25:

Question 1: I helped one – two people in my group.
Question 2: I help three – four people in my group.
Question 3: I found it difficult to create a mind map.
Question 4: I enjoyed creating a mind map with my group.
Question 5: I found it difficult to record a short audio.
Question 6: I enjoyed creating a short audio.

Figure 25 Activity 4 six questions

Source: own source

9.7. APPENDIX G

Lesson five

- Figure 26:

Students will be asked to put their hand up if:
-they enjoyed creating an audio recording.
-they found the process of recording easy.
-they found the process of recording difficult.
-they think recording an audio helped them remember information better.

Figure 26 The recording process

Source: own source

- Figure 27:

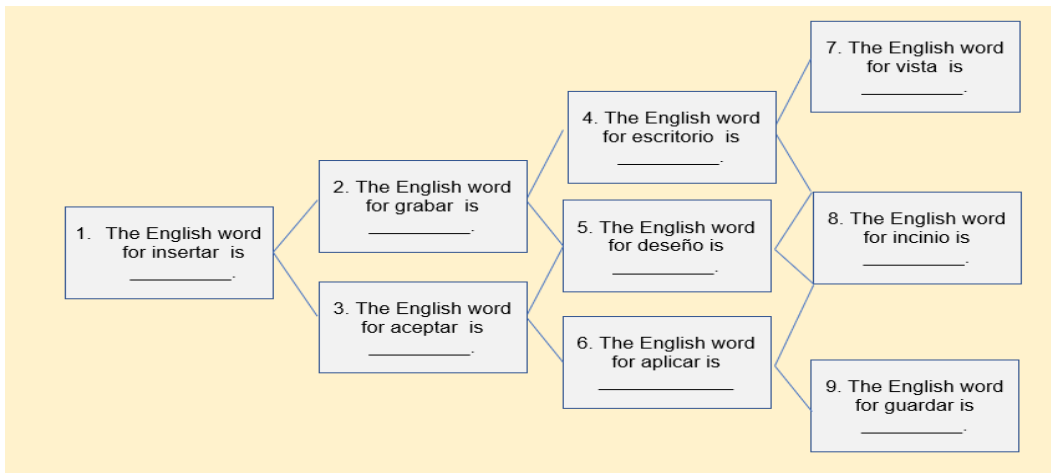


Figure 27 Translate the words

Source: own source

- Figure 28:

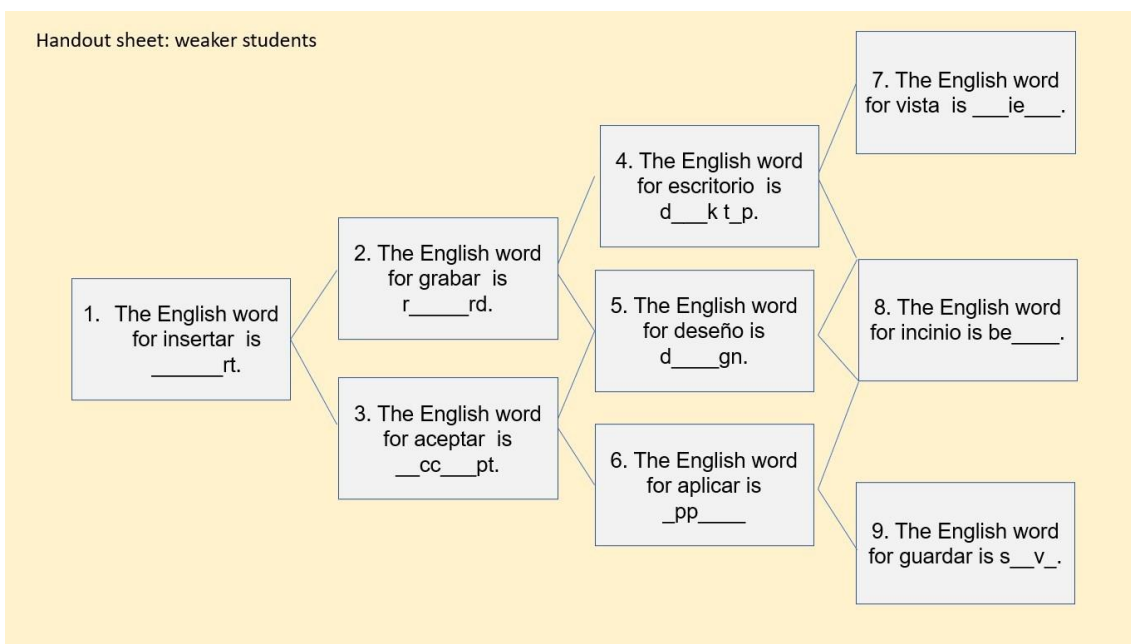


Figure 28 Edited version for weaker learners

Source: own source

Activity 2

- Figure 29:

Answer Key 1. Insert 2. record 3. accept 4. desktop 5. design 6. apply 7. view 8. begin
9. Save

Figure 29 Answer key

Source: own source

- Table 2:

My Progress			
I can recognize vocabulary and expressions related to street art and graffiti.			
excellent		good	need more practice
I can understand important details I read about in texts			
excellent		good	need more practice
I can use the internet to find information in a foreign language.			
excellent		good	need more practice
I can write a short text using the information about street art and graffiti.			
excellent		good	need more practice
I can save my work using Microsoft Power Point.			
excellent		good	need more practice
I can create a voice recording using the Microsoft Power Point.			
excellent		good	need more practice
I can contribute to a project working as part of a group			
excellent		good	need more practice
The work I produced for this topic was			
excellent		good	need more practice

I can help others in my group with new language and vocabulary in English.			
excellent		good	need more practice
I can help others in my group to use Microsoft Power Point			
excellent		good	need more practice
Speaking			
excellent		good	need more practice
I can use new vocabulary and expressions related to art and artists.			
excellent		good	need more practice
I can use new grammar to express myself better.			
excellent		good	need more practice
I can speak confidently in group activities.			
excellent		good	needs more practice
I speak clearly when I pronounce words and phrases.			
excellent		good	need more practice
This topic was			
excellent		good	boring

Table 2 Student Evaluation sheet

Source: Own source

- Table 3:

Knowledge of subject – writing ability				
5- excellent	4-good	3-satisfactory	2-Almost satisfactory	1-below satisfactory
The student can display a thorough understanding of the topic.	The student can understand majority of the topic.	The student can express some ideas and give an opinion about the topic.	The student does not demonstrate enough knowledge of the topic.	The student does not display knowledge of the topic.
Score:				
Knowledge of subject – speaking ability				
5- excellent	4-good	3-satisfactory	2-Almost satisfactory	1-below satisfactory
The student can summarize thoughts and ideas using key vocabulary and expressions and include additional information in relation to the content.	The student can summarize thoughts and ideas using vocabulary and expressions in relation to the content with confidence.	The student can summarize content using adequate vocabulary and expressions in relation to the content.	The student can generalize but lacks background information relating to key vocabulary and expressions in relation to the content.	The student cannot express themselves using vocabulary or expressions and displays very little knowledge of content.
Score:				
Comprehension of the foreign language – writing ability				
5- excellent	4-good	3-satisfactory	2-Almost satisfactory	1-below satisfactory
The student displays strong command of syntax and lexis with very	The student displays a wide range of grammar and vocabulary	The student displays enough level to communicate but makes	The student displays an understanding but makes various errors in their texts.	The student displays no understanding and makes repetitive errors.

minor errors in their texts.	with few errors in their texts.	some errors in their texts.		
Score:				
Comprehension of the foreign language – Speaking ability				
5- excellent	4-good	3-satisfactory	2-Almost satisfactory	1-below satisfactory
Pronunciation is clear. Sentence structure is cohesive and speaks making no errors using a wide range of grammar and vocabulary.	Pronunciation is clear. Sentence structure is cohesive and speaks making little errors using a good range of grammar and vocabulary.	Student can be understood but makes general errors and uses adequate language to express thoughts and ideas.	Mispronounces more than six words and displays errors in sentence structure.	Mispronounces more than eight words and cannot be understood when speaking.
Score:				

Table 3 Teacher Evaluation sheet

Source: own source

9.8. APPENDIX H

Table 4:

CLIL, ICT & LEARNING DIFFICULTIES	Not applicable	Not at all	A little	Enough	A lot
CLIL	N/A	1	2	3	4
Do you feel confident in your practice of CLIL?					
Do you feel you can provide additional support for weaker students or those diagnosed with a learning difficulty when you teach using CLIL?					
Do you think that parents display a good understanding of what CLIL is as an approach to learning?					

Do you feel supported when you collaborate with another teacher in your lessons that you teach using CLIL?					
Do you feel supported when you collaborate with another teacher, teaching students with learning difficulties, using CLIL?					
ENGLISH					
Do you feel confident when you speak in English in class?					
Do you find that parents have an adequate level of English as a second language (more than B1 level)?					
Do you feel confident teaching students with a learning disorder, using English?					
Do you feel you are supported by the language teacher(s) in order to help you further help students with activities or projects in English?					
ICT					
How important is the use of ICT in your didactic unit?					
Do you incorporate the use of ICT into the learning process in order to support weaker students or those diagnosed with a learning difficulty?					
How often do you incorporate the use of ICT when teaching your lesson content?					
Do you think that parents display a good understanding of using ICT in order to complement learning outside the classroom?					
Do you believe students feel more motivated to learn when using ICT?					
Student Ability (including learning difficulties)					
Do you find it beneficial to place weaker students or those with learning difficulties with stronger peers?					

Do you find it more beneficial to place weaker students or those with learning difficulties together and have them next to the teacher's desk?					
Do students with learning difficulties receive enough additional support from one of the school specialists each week?					
Do you think that students receive enough practice using digital technology in the classroom?					

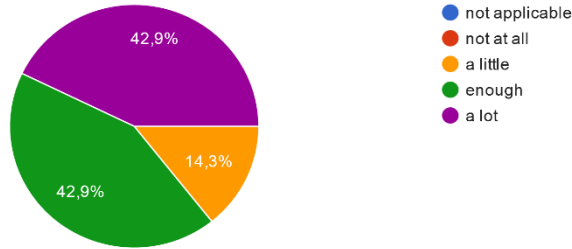
Table 4 Survey

Source: Own source

- Table 5:

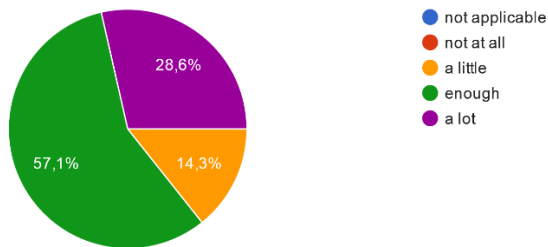
Do you feel confident in your practice of CLIL?

7 respuestas



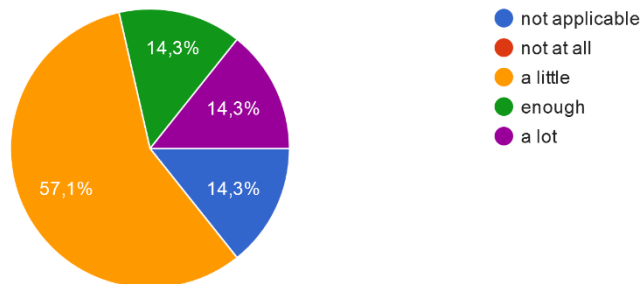
Do you feel you can provide additional support for weaker students or those diagnosed with a learning difficulty when you teach using CLIL?

7 respuestas



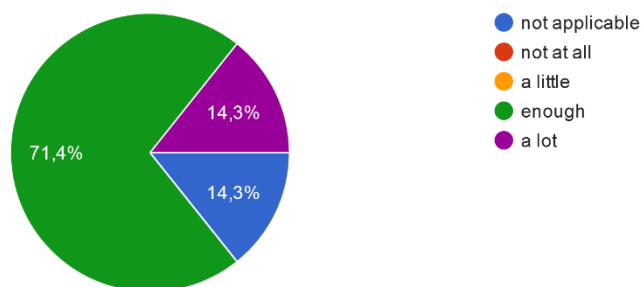
Do you think that parents display a good understanding of what CLIL is as an approach to learning?

7 respuestas



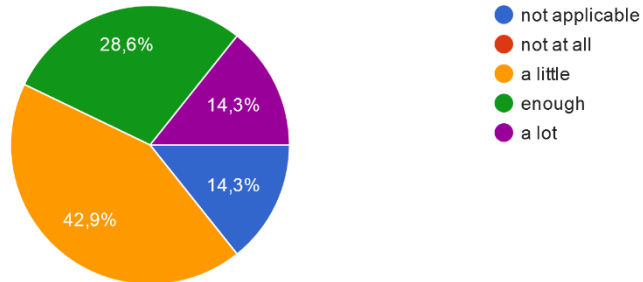
Do you feel supported when you collaborate with another teacher in your lessons that you teach using CLIL?

7 respuestas



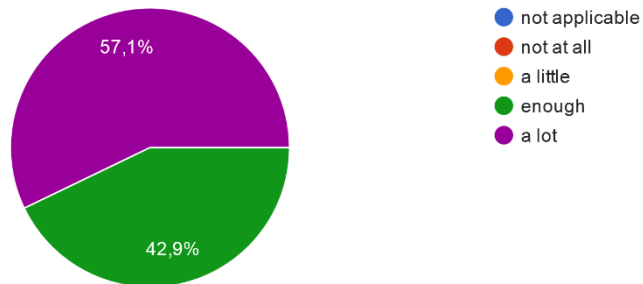
Do you feel supported when you collaborate with another teacher, teaching students with learning difficulties, using CLIL?

7 respuestas



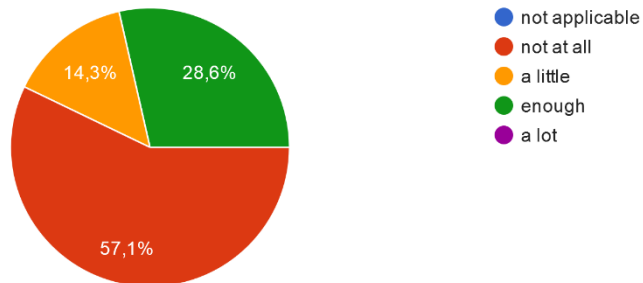
Do you feel confident when you speak in English in class?

7 respuestas



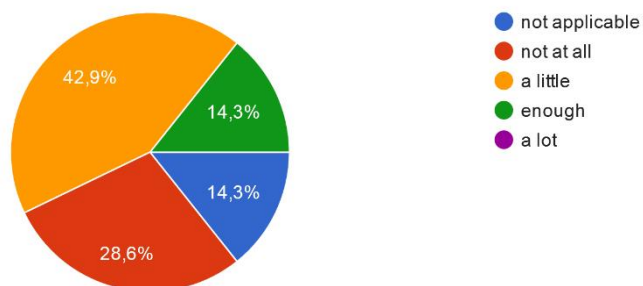
Do you find that parents have an adequate level of English as a second language (more than B1 level)?

7 respuestas



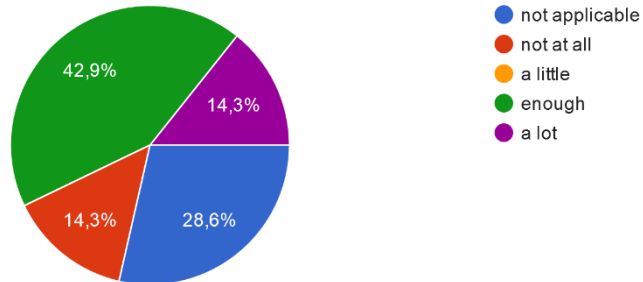
Do you feel confident teaching students with a learning disorder, using English?

7 respuestas



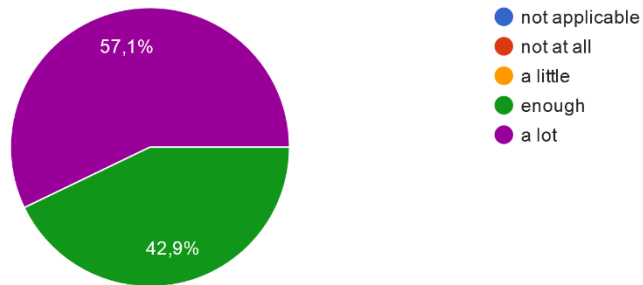
Do you feel you are supported by the language teacher(s) in order to help you further help students with activities or projects in English?

7 respuestas



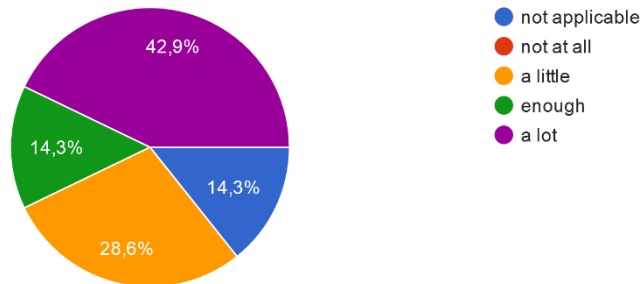
How important is the use of ICT in your didactic unit?

7 respuestas



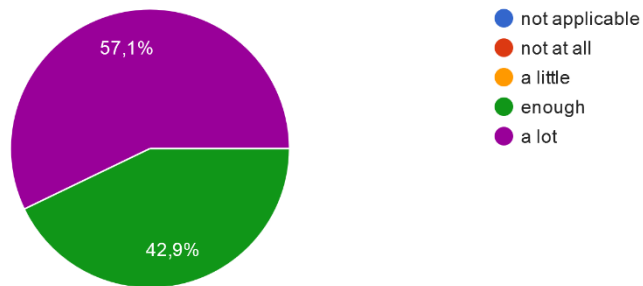
Do you incorporate the use of ICT into the learning process in order to support weaker students or those diagnosed with a learning difficulty?

7 respuestas



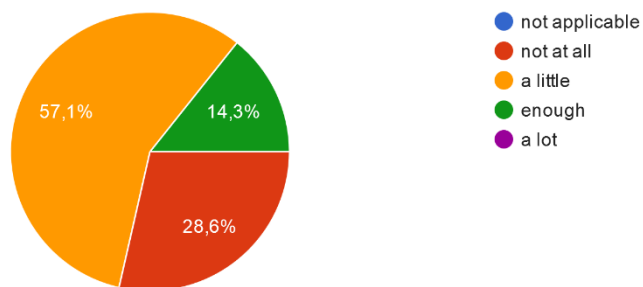
How often do you incorporate the use of ICT when teaching your lesson content?

7 respuestas



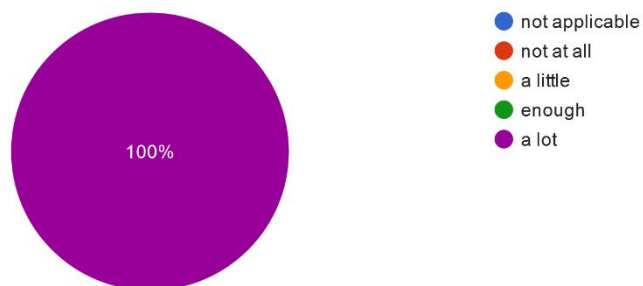
Do you think that parents display a good understanding of using ICT in order to complement learning outside the classroom?

7 respuestas



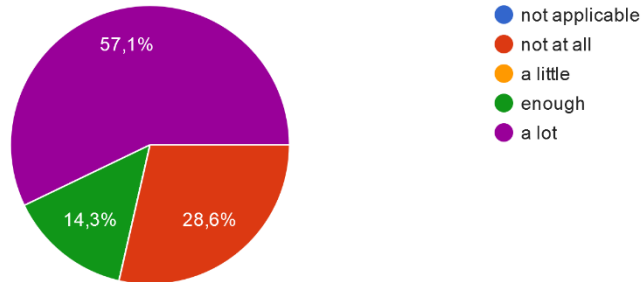
Do you believe students feel more motivated to learn when using ICT?

7 respuestas



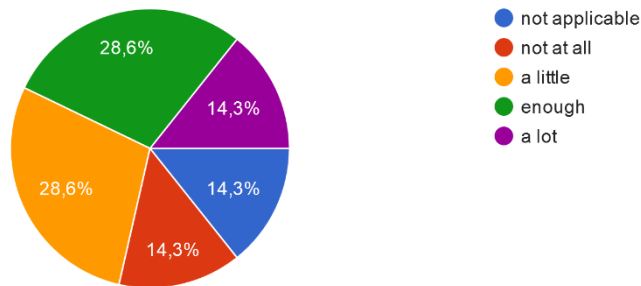
Do you find it beneficial to place weaker students or those with learning difficulties with stronger peers?

7 respuestas



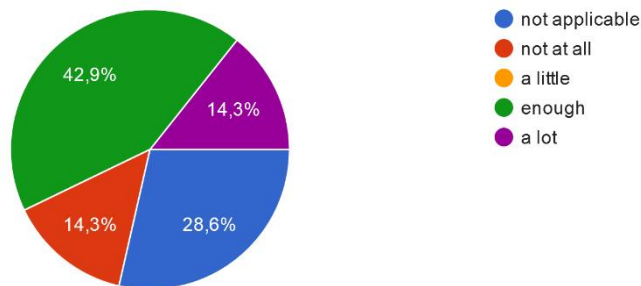
Do you find it more beneficial to place weaker students or those with learning difficulties together and have them next to the teacher's desk?

7 respuestas



Do students with learning difficulties receive enough additional support from one of the school specialists each week?

7 respuestas



Do you think that students receive enough practice using digital technology in the classroom?

7 respuestas

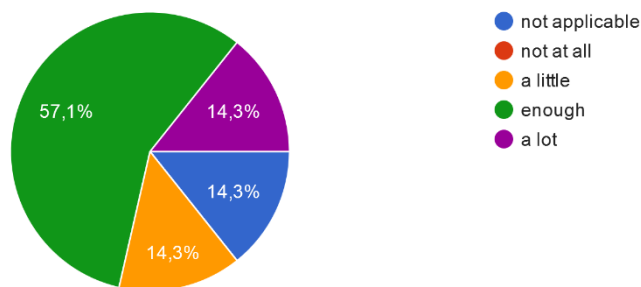


Table 5 Pie Charts

Source: <https://docs.google.com/form>