MÁSTER UNIVERSITARIO EN APRENDIZAJE INTEGRADO DE CONTENIDOS EN LENGUAS EXTRANJERAS (INGLÉS / INTERUNIVERSITARIO)

TITLE:

CLIL and digitalization: A didactic proposal for 6th grade.

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"Education is the most powerful weapon which you can use to change the world." - Nelson Mandela

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Abstract

This work is based in CLIL methodology: Content and Language Integrated Learning, an innovative educative methodology for teaching a second language, in this case English. A significant proposal has been created through a didactic unit integrating Canary folklore contents, whose final task includes digitalization through the Canva application. For the theoretical framework, bibliographic sources and related references will be used to chart the state of the issue. On the other hand, the empirical framework will analyse the creation of an original proposal related to the Social Science syllabus for 6th grade students.

Keywords

Education, Learning, Canary folklore, CLIL, Digitalization, Canva.

Resumen

Este trabajo se basa en la metodología AICLE: una metodología educativa innovadora para la enseñanza de una segunda lengua, en este caso el inglés. Se ha creado una propuesta significativa a través de una unidad didáctica que integra contenidos canarios, cuya tarea final incluye la digitalización a través de la aplicación Canva. Para el marco teórico, se utilizarán fuentes bibliográficas y referencias relacionadas. Por otro lado, en el marco práctico se analizará la creación de una propuesta original relacionada con el temario de Ciencias Sociales para alumnos de 6º de Primaria.

Palabras clave

Educación, Aprendizaje, Folclore canario, AICLE, Digitalización, Canva.

1. Introduction

The aim of this document is to provide the final project of the Master's degree in Content and Language Integrated Learning (CLIL). Teaching any subject through an additional language may lead to misunderstandings, stress in students and sometimes a lack of motivation. Bearing in mind that the CLIL methodology is new for our students, we use the benefits it brings on a cognitive and motivational level. This work will be focused on digitalization and the creation of a creative proposal to apply in a CLIL scenario.

2. Justification

CLIL invites a re-conceptualization of how we consider language use and learning. It enables development of an integrated educational approach which actively involves the learner in using and developing the language of learning; the language for learning; and the language through learning. CLIL has been referred to as education through **construction,** rather than instruction.

About digitalization, COVID-19 pandemic reflected an increase on inequality of opportunities regarding the access and utilization of digital devices. (García- Fernández, Rivero-Moreno & Ricis-Guerra, 2020). In a globalized society, due to the role of English as lingua franca, the lack of knowledge of English can also provoke an acculturation phenomenon in the utilization of digital devices, thus, the digital competence can be limited (Díaz- Luis, 2022).

To show the effectiveness of this methodology, we have proposed a learning situation through a didactic unit for 6th grade students. Throughout the lessons, students will learn and integrate the content taught using new digital tools and English as a second language in Social Science. This work aims to highlight the benefits of teamwork for our pupils, such as giving them responsibility and a feeling of belonging to the group, the involvement, the fun they experience and the achievement of completing the final task.

3. Theoretical framework

3.1. What is CLIL?

  ''CLIL is a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Marsh 2001).

Theoretically, CLIL is defined as a dual-focused instructional approach that supports the development of a foreign or second language and content concurrently (Bruton, 2013; Coyle, Hood, & Marsh, 2010; Dalton-Puffer, 2007). The CLIL approach also corresponds to the principles of Krashen's natural approach concerning the benefit of providing a considerable amount of input to develop students' second language teaching (Pinner, 2013). Coyle et al. (2010) claimed that the CLIL classroom offers "authenticity of purpose," unlike the traditional EFL methodologies. Dalton-Puffer (2007) similarly explained that CLIL gives rise to "real communication" by tapping into a great reservoir of ideas, concepts, and meanings, allowing for natural use of the target language. CLIL is also based on sociocultural theory in Vygotsky's (1978) terms; language is being used as a "tool" through which other aims and objectives are achieved and knowledge is socially constructed (Pinner, 2013, p. 51).

Unlike conventional foreign language teaching methodologies, CLIL promotes a more complex process of teaching because of its heterogeneous and multifaceted nature, involving the integration of some basic principles that can make teaching practice more effective (Cenoz et al., 2014).

The principles behind Content and Language Integrated Learning include global statements such as '*all teachers are teachers of language*' (The Bullock Report - A Language for Life, 1975) to the wide-ranging advantages of cross-curricular bilingual teaching in statements from the Content and Language Integrated Project (CLIP). The benefits of CLIL may be seen in terms of cultural awareness, internationalisation, language competence, preparation for both study and working life, and increased motivation.

While CLIL may be the best-fit methodology for language teaching and learning in a multilingual Europe, the literature suggests that there remains a dearth of CLIL-type materials, and a lack of teacher training programmes to prepare both language and subject

teachers for CLIL teaching. The theory may be solid, but questions remain about how theory translates into classroom practice.

3.2. What includes CLIL?

It is an **approach** where these subjects are taught in a language different from the mother tongue: Science, geography, history, physical education, arts, etc.

Some of the basic principles of CLIL are that in the CLIL classroom:

- Language is used to learn as well as to communicate.
- It is the subject matter which determines the language needed to learn.

To integrate CLIL into the classroom effectively, four fundamental elements of the 4C framework need to be considered. According to Coyle et al. (2010), the 4C framework involves four elements: content, communication, cognition, and culture.

The 4C's framework integrated with CLIL is shown is figure 1.

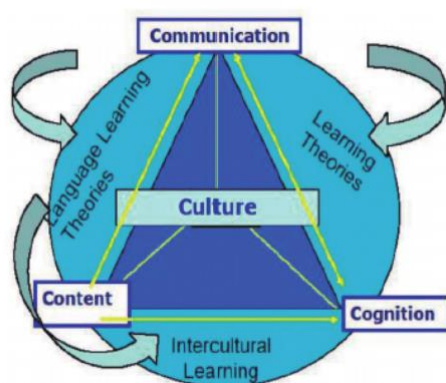### 3.2.1. 4Cs Framework of CLIL (Coyle et al. 2010)

Figure 1. The 4Cs Framework of CLIL (Coyle et al., 2010; Coyle, 2011)

1. Content (the subject matter)

It refers to the curricular subjects apart from languages which can be taught through the target language.

These include Art, Citizenship, Classics, Design Technology, Economics, Environmental Studies, Geography, History, Information Computer Technology (ICT), Literacy, Maths, Music, Physical Education (P.E.) Philosophy, Politics, Religious Education (R.E.) Science, Social Science.

2. **Cognition (learning and thinking process)**

It deals with thinking skills. In addition to thinking skills such as remembering, identifying and defining, examples of those needed for academic study are: reasoning, creative thinking and evaluating.

3. **Communication (language learning and using)**

Learners are encouraged to produce subject language orally as well as in writing and to participate in meaningful interaction. Peer feedback is valued. One of the main CLIL aims is to increase student talking time (STT) and reduce teacher talking time (TTT).

4. **Culture (developing cultural understanding & global citizenship)**

Learners in CLIL are encouraged to think of themselves as part of a larger group in society and to respect how others live and learn about life. It promotes the understanding of other cultures.

We find a Spanish 5th C: Competence.

5. **Competence (competential learning)**

Key competences, cooperative work, ICT.

3.2.2. Language in CLIL.

In a CLIL lesson, all four language skills should be combined. The skills are seen thus:

- Listening is a normal input activity, vital for language learning.

- Reading, using meaningful material, is the major source of input.

- Speaking focuses on fluency. Accuracy is seen as subordinate.

- Writing is a series of lexical activities through which grammar is recycled.

- *Language of learning:* It is the language the learners need to access basic concepts and skills relating to the subject matter they are working with.

It deals with the vocabulary and structures which are useful to use the language in a meaningful learning.

- *Language for learning:* It deals with the kind of language learners need to operate in a foreign language environment.

Planning is important and permits scaffolding which is a support to the learners from the teacher who can simplify tasks … this support is temporary.

Learners need strategies to carry out communicative functions such as describing, evaluating, drawing conclusions, discussing, debating, getting into groups …

> ➢ *Language through learning:* It is based on the principle that effective learning takes place with active involvement of language and thinking

It involves using feedback, dictionary skills, presenting evidences…

3.3 Digitalization and CLIL.

"Digitalization is the integration of digital technologies into everyday life by the digitization of everything that can be digitized."

The adoption of digital technologies commenced decades ago, and has varied widely among (and within) education systems. When digital technologies were adopted, their use was often limited. For example, instructors made modest use of learning management systems (LMS), most often employing them to post syllabi, distribute course materials and assignments, and keep gradebooks, while students used them principally to retrieve course materials, announcements, or grades. But the COVID-19 pandemic has had a wide and immediate impact on digitalisation, forcing an urgent transition to emergency online teaching. LMS providers experienced a dramatic change in the instructor and learner demands. The use of virtual classrooms (e.g. Blackboard Collaborate, Google Classroom…) increased by 3600% in March 2020, and by 9000% by the end of September 2020. Much of this was driven by universities moving their courses online, but there was also an unprecedented growth in the use of LMS and students' use of alterative content formats. It is widely expected that all education systems will experience a sustained intensification of digitalisation in course design, instruction, assessment, learning analytics and credentialing, among other aspects teaching and learning.

Nowadays, every student has access to different digital devices (tablets and laptops), which facilitates digitalization when doing activities in the CLIL classroom.

4. Objetives.

4.1. Main objective: To design a didactic proposal for pupils in the 6th year of primary education using CLIL methodology and digitalisation to teach Canary folklore contents.

4.2. Secondary objectives:

- To study the scientific evidence on the literature about CLIL methodology and digitization today.
- To conclude the effectiveness of the CLIL teaching methodology.
- To analyse the motivational and educational impact of the digitalisation on students.

5. Methodology: How was it carried out?

5.1. Sources consulted.

In order to carry out the methodology of the bibliographical review of the literature for this work, the following sources of information were reviewed:

a. Primary source: PuntoQ: University of La Laguna Library.

b. Secondary source: Google Scholar.

5.2. Search methodology.

An exhaustive search of the literature dealing with the main topic: CLIL methodology and digitization between 2010 and 2023 was carried out in the aforementioned bibliography, although priority was given to those articles published between 2015 and 2023.

The exclusion criteria were:

1. Obsolete articles (older than 15 years or more).

2. Title or abstract of the article with a different focus to that of this work.

3. Articles which did not allow access to the full text.

4. Language other than English or Spanish.

6. Practical framework.

6.1. The CLIL Social Task Plan.

CLIL SOCIAL TASK PLAN		*PRIMARY EDUCATION*

Trainee: Natalia Fernández Medina   **Academic year: 6º**

Education School: CEIPS Cervantes

Level : 6º	**Title:** MY FAVORITE CANARY LEGEND
Area: Social Science	**Timetable:**

CLIL SOCIAL TASK	EVALUATION CRITERIA
The aim of this learning situation is for students to learn about the history, traditions, and practices of their predecessors. To this goal, **legends** are used as the principal research tool. The main objective for our students is to be able to produce a poster using Canva App about the content of the legend of their choice.	**ENGLISH CRITERION:** Criterion 2.1 (from the specific competence 2): To produce, progressively autonomously, short oral, written and multimodal texts and simple, using analogic and digital supports, to carry out interventions in situations of communication, of personal relevance and close to the student's experience.
The Digital Competence is developed since the final task is a creation through an app and the learning about how to use it in a properly way. Pupils will make an oral presentation of the comic they have created.	**CLIL SUBJECT CRITERION:** Criterion 7.1. (from the Specific Competence 7): To analyze, adopting a critical stance, causal relationships, simultaneity and succession between different elements of the social and cultural environment, from the Middle Ages to the present, situating chronologically the facts to communicate them, adopting a creative point of view. **DIGITAL COMPETENCE DIMENSION:** Area 3 "Digital content creation" (descriptor 2 from Digital Competence LOMLOE) **KEY KNOWLEDGES:** CCL3, CC1, CC3, CCEC1

NEW UNIT CONTENT	REVISION – CONTENT
1. **Language -Functional content** **Linguistic content (Functions):** To be able to express events in the past. **Vocabulary:** *Time adverbs***:** Once upon a time, A long time ago, many years ago, in the 18th century, in 1898. *Past form of verbs:* lived, ate, was/were. **Structures:** There were / weren't witches in the Anaga's forest. There was / wasn't a princess in La Gomera called Gara. 2. **CLIL Subject**	1. **Language -Functional content** **Linguistic content (Functions): To do descriptions about places and people.** **Vocabulary:** beautiful, graceful, romantic, preserved, crowded, aesthetic, deserted, rural. **Structures:** Tenerife is *the most beautiful* island in the world. Tenerife is *more crowded* than El Hierro. 2. **CLIL Subject** **Content:** Basic knowledge: III Civic literacy.

Content: Basic Knowledge: II. Society through the time.	
2.5.: Valuation of the cultural and natural heritage of the Canary Islands, as a good and resource; its use, care and conservation. Appreciation for the local cultural heritage, national and European.	3.1. Recognition of the cultural and linguistic diversity of Spain, valuing especially the Spanish from the Canary Islands as a prestigious variety suitable for all communicative situations. Respect and appreciation of the history and culture of ethnic minorities present in our country, particularly those belonging to the Gypsy people.

KEY COMPETENCES

(Related to the evaluation criteria)

- **Digital competence.** In 6th grade, our students feel attracted to the new technologies: Pupils will work the 3rd area that is related to the digital content creation but also to the 2nd descriptor from the Output profile of the students. In this final task students will create a poster presentation about a canary legend using Canva app. Moreover, we will always take advantage of internet tools and programs, having in mind the interest of our pupils.
- **Civic competence.** This learning situation will provide the knowledge to understand the history of the Canary islands, its cultural and social heritage and the relationship it remains with the present.
- **Linguistic competence.** Spanish is allowed and used by the students when expressing their ideas about the topic, especially for the Canarian students. This competence will be developed during all the sessions through oral activities, debates, the final exposition, etc.
- **Plurilingual competence.** As it is a CLIL approach, the foreign language will be used as a vehicular tool in terms of communication. English is used as a way of communicating the content. The linguistic functions will be applied and reinforced in order to achieve an active role from the students in terms of communicating in the foreign language.

- **Personal, social and learning to learn competence.** The time management, resolving problems and the selected methodology enhances this competence. As in these ages pupils like the peer-work but they are about to enter the preadolescence stage, collaborative and also individual work will be an important part to the acquisition of this competence.
- **Cultural awareness and expression.** Students will use their social heritage to develop this competence. Since cultural and artistic activities often involve collective work, there is a need for cooperation skills and awareness of the importance of supporting and appreciating others' contributions.
- **Entrepreneurship competence.** This lesson gets our students to be creative in their tasks as it involves the use of skills to manage risk and uncertainty. This lesson plan sets them in tasks where they will have to take the reins themselves, thus favouring their autonomy.
- **Mathematical competence and competence in science, technology and engineering.** In order to know the world which surrounds our students it is important to develop this competence: our learners will be initiated in the learning of timeline.

COGNITION

- To analyse the importance of making an effective presentation.

- To assess the uses of different tools in a poster to make it more readable.

- To assess the amount of information in the poster.

- To be aware of the audience's point of view and attention when creating a poster.

CULTURE
- The history of the different Canary Islands through legends. - The fiction in all the legends. - The Guanches political structure and rituals. - Guanches in Tenerife. - The relevance of all the myths and legends in the present.

ASSUMPTIONS (What we think learners already know or can already do related to the content)	ANTICIPATED PROBLEMS (Things learners may find difficult)
- Who were Guanches. - A variety of legends and myths of their interests. - Different facts about the history of the Canary Islands. - How to use Canva program.	- How to select the correct information. - The temporalization in a history. - Understand the content and related it to a context of the legends.

EVALUATION CRITERIA - CONTENT UNITS	
ENGLISH	**CLIL SUBJECT**
CRITERION: 2.1.: To produce, progressively autonomously, short oral, written and multimodal texts and simple, using analogic and digital supports, to carry out interventions in situations of communication, of personal relevance and close to the student's experience. **SPECIFIC CRITERION:** 2: To produce simple texts in an understandable and structured way, through the use of strategies such as planning or compensation, to express short messages related to with immediate needs and respond to daily communicative purposes. **OPERATIVE DESCRIPTORS:** CCL1, CD2. **BASIC KNOWLEDGE:** Block I: COMMUNICATION: 1. Implementation of adequate strategies for the understanding, planning, production and interaction of short, simple and contextualized oral, written and multimodal texts.	**CRITERION:** 7.1.: To analyse, adopting a critical stance, causal relationships, simultaneity and succession between different elements of the social and cultural environment, from the Middle Ages to the present, situating chronologically the facts to communicate them, adopting a creative point of view. **SPECIFIC CRITERION:** 7: To observe, understand and interpret continuities and changes in the social and cultural environment, analyzing relationships of causality, simultaneity and succession, to explain and assess the relationships between different elements and events. **OPERATIVE DESCRIPTORS:** CCL3, CC1, CC3, CCEC1. **BASIC KNOWLEDGE:** Block II. SOCIETY THROUGH THE TIME 2.5.: Valuation of the cultural and natural heritage of the Canary Islands, as a good and resource; its use, care and conservation. Appreciation for the local cultural heritage, national and European.

LESSON:	1 All about legends		DATE:

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS
50'	- Brainstorming to activate the previous knowledge. - Introduction to the Learning Situation through a game. - Initial evaluation Kahoot.	To help learners to remember and to be able to deal with the new topic, a "brainstorming session" will be held at the beginning of the session. For the initial assessment, a set of quick questions will also be included, which will serve to activate students' knowledge.	- A poster of the new unit with images. - Digital screen and projector. - Kahoot game.

LESSON:	2 Gara and Jonay		DATE:

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS
10'	- Pre-reading activity: Discussion about famous legends and myths.	In this session we will introduce the vocabulary of this learning situation by reading one of the most important myths known by the students.	- The reading text and comprehension activities.

TIMING			
25'	- Reading activity: "Gara and Jonay". Comprehension activities.		
15'	- Rereading activity: Change the end of the legend.		

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LESSON: **3 The Princess Tenesoya**   **DATE:**

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TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS
10' 15' 25'	- Pre-listening activity: Where is Bañaderos? Locate this place in Gran Canaria. - Listening activity: The Princess Tenesoya. - Post listening activity: make a mindmap.	In this session we continue learning how to locate places in the islands and learning about customs, this time through a video about the legend: The Princess Tenesoya.	- Listening record - Digital projector

LESSON:	4 The Amarca legend		DATE:

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS
10' 20' 20'	- Pre reading activity (students will practice with a puzzle of unit vocabulary). - Reading activity: "The Amarca legend" - Post reading activity: illustrate the ending in a drawing.	Children are learning more about the menceyato of Ycoden and its contextualisation through this legend.	- Puzzle - Digital screen. - Text for the reading activity

LESSON:	5 Guaiota, the Teide's Devil.		DATE:

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS

TIMING	PROCEDURE	I DO IT BECAUSE ...	AIDS AND MATERIALS
10' 15' 25'	- Pre reading activity: How is the Teide's volcan. - Reading activity: the legend of Guaiota. - Post reading activity: change the end of the legend thinking about a magic spell.	With these activities we are going to start working with the cardinal points in order to describe the situation of each region. It is an introduction to what they are going to be asked at the final task.	- A map of the Teide. - Digital screen. - Text for the reading activity

LESSON:	6 Anaga's forest legends	DATE:

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS
15' 15' 20'	Use of English: How to describe events in the past following a sequence. - How to describe a historical event (review previous knowledge) - Reading a comic "Anaga's Forest Legends" - Post reading activity: giving instructions and describing different places.	In this session, the communicative function is introduced.	- The comic.

LESSON:	7 Canva		DATE:

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS
10' 15' 15'	CANVA: - How to use Canva in a properly way. - How to make an effective Canva poster or infographic. Keys to consider when creating. - Create an example.	Students will use this session to learn how to produce a comic using Canva. Pupils are introduced into the Digital competence.	- Canva presentation - Digital screen and digital projector - Tablets or computers

LESSON:	8 Introduction of the social task		DATE:

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS
30'	- Introduction of the social task (elaboration of a Poster describing a popular canary legend).	This social task will help learners to trust the process and obtaining the needed results.	- Digital aids.

20'	- Create cooperative groups and assignment of the legends per pairs.		

LESSON:	9 Creation process		DATE:

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS
50'	- Autonomous work in the social task: search and selection of information about the selected legend: a. Gara and Jonay. b. The princess Tenesoya. c. The Amarea legend. d. Guaiota, the devil. e. Anaga's forest legends.	Students will work in cooperative teams to decide what legend are they choosing and what kind of information do they need in order to develop a poster.	-Poster examples. -Digital aids.

LESSON:	10 Creation process II		DATE:

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skill	I DO IT BECAUSE ...	AIDS AND MATERIALS
50'	- Continuing searching information and starting to produce the Canva poster presentation.	Students are finishing the research of information and now they are looking for what they will include in their presentation and the poster that is the final product.	- Poster examples. - Digital aids.

LESSON:	11 The poster		DATE:

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS
50'	Continuing making the Poster and practising the oral speech.	Pupils are finishing the poster in this lesson and establishing an adequate order into the presentation.	- Digital aids.

LESSON:	12 My favourite canary legend		DATE:

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS
50'	- Presentation time: each group will present their Poster. The rest of the class will assess through a peer-evaluation worksheet. - When they finish the oral presentations, they are going to make a self-assessment of the Unit, called: 2 stars and a wish. - And then, they will use an 'Exit ticket' in order to control all the finally doubts about this topic.	It is important that there is a triple evaluation of the unit, on the one hand: peer evaluation, to appreciate the work of peers. Secondly, a self-evaluation to assess the work we have done, and thirdly, an evaluation of the activity carried out, to assess whether it has been interesting, useful, etc.	- White board and a digital projector.

Rubrics

Evaluative aspects: Contents	Insuficient (1-4)	Adequate (5-6)	Remarkable (7-8)	Outstanding (9-10)
Understand the history behind each legend.	The student cannot understand the legends and the history behind each one. S/he shows understanding and reading comprehension problems.	The student can recognize most of the content of the legends and the historical background. S/he shows an adequate use of the contents.	The student understand the legends and S/he does a good use of the contents. Knows all about the historical background of the stories.	The pupil fully understands the legend and its historical context. In addition, they show interest in the details and curiosity about the stories.
Description of the legends and the places where they occurred (Menceyatos).	The pupil cannot do a description of the legend and has relevant problems to talk about the places (Mencey, location, social organization, etc.)	The learner can give simple and short descriptions of legends and is able to mention some places where legends took place.	The student can describe the main characteristics of each Menceyato in the legends in detail, but s/he can show some irrelevant mistake.	The student can describe the main characteristics of each Menceyato in a highly detailed way that appears in the legends, adding extra information relevant for the topic.
Set up a coherent relationship between the legends and the present.	The student cannot make an accurate comparison of the past and present through the legends.	The student can make an accurate comparison of the past and present from the history of the legends but shows problems of understanding.	The student can make a detailed comparison of the past and present history of the island using the information given in the legends. S/he shows little or no problems with the	The student can make a highly detailed comparison of the past and present history of the island using the information given in the legends. S/he shows an accurate knowledge and give

			understanding and make good comparisons.	information details.

Evaluative aspects: Language	Insuficient (1-4)	Adequate (5-6)	Remarkable (7-8)	Outstanding (9-10)
Linguistic function: to be able to express events in the past.	The student cannot express events in the simple past and makes grammatical errors between the present and the past.	The student is able to construct sentences expressing events that occurred in the past with some grammatical errors.	The student constructs grammatical sentences in the past correctly and relates events.	The student is able to construct grammatical sentences narrating events in the past in a remarkably structured and detailed way.
Vocabulary	The student does not use the vocabulary introduced in this LS properly, misunderstands the meanings and tends to use words that are not appropriate for the context.	The student uses a small amount of the new vocabulary, sometimes confusing their meanings and with misspelling.	The student uses a big amount of the new vocabulary, although some irrelevant misspelling can be detected. The meaning of the vocabulary is mainly correct.	The student uses a big amount of the new vocabulary, no mistakes are observed. The meaning of the vocabulary is mainly correct and s/he is able to use new vocabulary related to de topic showing an autonomous learning.

| *Reading comprehension* | The student cannot understand the whole meaning of the text and presents difficulties to detect the relevant information. | The student can understand the whole meaning of the text, although s/he presents irrelevant difficulties to detect the relevant information, needing some help to achieve it in some cases. | The student can understand the whole meaning of the text and is able to detect the relevant information, implementing strategies to organize them. | The student can highly understand the whole meaning of the text and is able to detect the relevant information, implementing strategies to organize them. S/he is also able to infer some reflections. |

Evaluative aspects: Digital competence	Insuficient (1-4)	Adequate (5-6)	Remarkable (7-8)	Outstanding (9-10)
The content used in the poster.	The content shown on the poster is sparse or poorly structured. There is also no clear order of events which makes it difficult to understand.	The content included in the poster is adequate and its structure is simple but understandable with some small errors.	The content included is adequate and well structured. The poster is written without errors and the order followed is correct.	The content included is brilliantly arranged, the poster is clean and easy to read and the content is displayed in a very interesting way.
The use of Canva.	The learner makes inefficient use of this work tool, making design errors or being unable to use all its components.	The use of the tool is adequate but simple. Not all the features and possibilities offered by Canva are used.	The use of Canva is adequate. The learner is able to use most of the possibilities offered by Canva.	Excellent use is made of the working tool, making an original selection of its properties.

The presentation of the final task.	The student shows no interest in the presentation of the final assignment, making mistakes and showing a lack of creativity.	The student presents the final assignment with some initiative although he/she does not use many resources in the presentation and limits him/herself to simplicity.	The student has initiative and personalises the presentation using his/her favourite resources.	Student shows great initiative and is enthusiastic about the task, in which he/she has included the resources in a creative and fine way.

6.2. The assessment.

For the assessment it will be considered that, in the first place, this will always be formative, qualitative and summative.

We will divide the assessment into different parts:

a) <u>The teacher</u> will evaluate the students through direct observation and will take notes on an individual basis for each student. Regarding the collaborative working groups, the teacher will comment at the end of each presentation by the students on its strengths and weaknesses, using the **sandwich technique:** a positive aspect will be commented on, then something that can be improved, and finally another good thing that the group has worked on will be mentioned. Students will have the rubric that the teacher will use for evaluation too.

b) <u>Peer-assessment:</u> in each group-work presentation, the rest of the groups will have to be aware to note down what they liked most about their classmates' work.

c) A <u>self-evaluation</u> will be made, through a using the technique: **two stars and a wish**; in which two positive aspects of the presentation and one aspect that could be improved will be pointed out.

d) Once the peer and self-evaluation has been completed, it is proposed that the <u>students evaluate the teacher and the activity,</u> establishing a moment to discuss those aspects they have enjoyed the most or have found difficult through an oral debate and giving to them an **EXIT TICKET** before the end of the lesson.

7. Results and discussion.

Once the satisfaction survey about the task had been carried out, we analysed the results of our students for each item, obtaining the following results:

The pupils enjoyed the activity, understanding the proposed objectives. Despite having a great deal of knowledge related to the content of the unit (legends and content related to Canarian folklore), they have worked satisfactorily on the task, enjoying the process and using ICT and Canva.
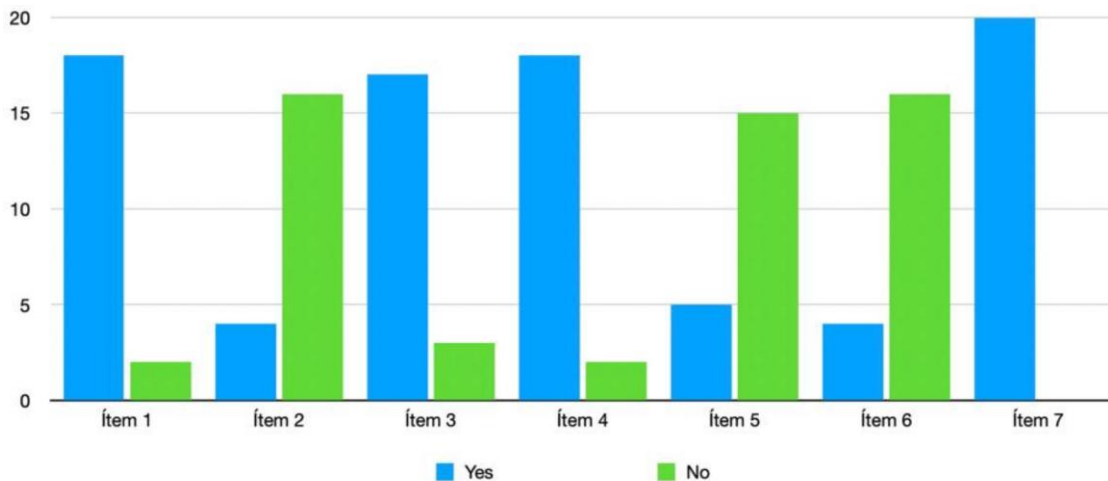
Figure 2: Satisfaction survey about the CLIL Social Task.

8. Conclusions.

Digitalization has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. Neither do we want something so priceless to turn into dust. The best part about the digitization of education in the 21st century is that it is combined with the aspects of both; classroom learning and online learning methods. Walking hand in hand both act as a support system to each other, which gives a stronghold to our modern students. This way the digitization of education industry in the 21st century proves to be a boon to our society.

For students at the end of Primary Education, with a certain degree of independence and disposition for teamwork, the tasks proposed in the CLIL classroom are an irresistible proposition. Bautista (2010) affirms that we cannot turn students into mere reproducers of predetermined activities and actions, without the freedom to change the materials, as this would limit their imaginative, creative and playful abilities. Therefore, the materials, and in this case we refer to all those used to develop a CLIL learning situation where digitalization is used as the main tool, have appropriate characteristics for the assimilation of experiences, while stimulating motivation to perform the planned activities, reducing boredom that can produce the use of a limited equipment or not adapted to the educational interests of the stage. In the same way, it is highly motivating and promotes interpersonal skills such as respect, tolerance and leadership, which is much more difficult to achieve with traditional methods or those whose methodology is incapable of embracing collaboration between pupils.

Following the same idea, digital inclusion makes educational models more flexible, making classrooms less closed and more integrated with society, so that the teaching-learning process is enhanced through participation and collaboration (Fundación Telefónica, 2013).

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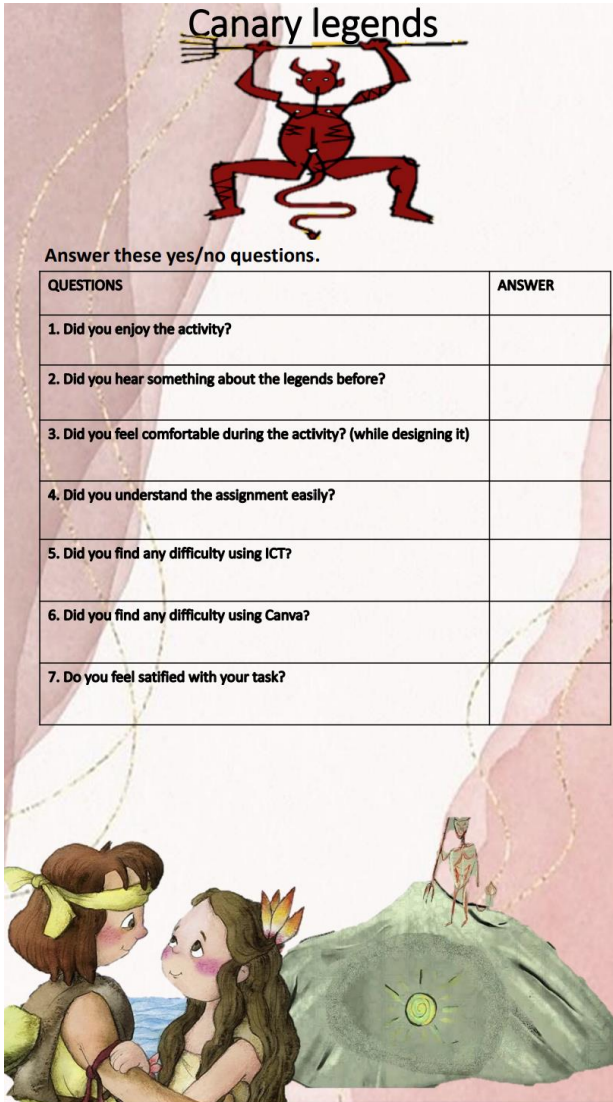
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10. Annexes

a. Satisfaction survey about the task:

Canary legends

Answer these yes/no questions.

QUESTIONS	ANSWER
1. Did you enjoy the activity?	
2. Did you hear something about the legends before?	
3. Did you feel comfortable during the activity? (while designing it)	
4. Did you understand the assignment easily?	
5. Did you find any difficulty using ICT?	
6. Did you find any difficulty using Canva?	
7. Do you feel satified with your task?	

b. Assessment sheets for students:

c. The presentation shown in class:
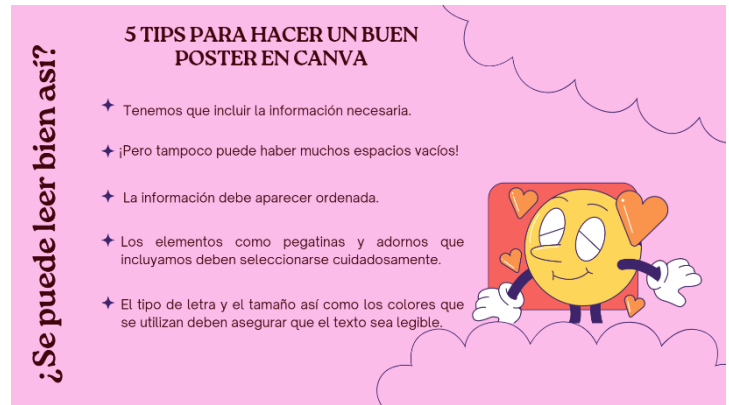
d. An example of the final task: