

**FINAL PROJECT MASTER'S DEGREE IN INTEGRATED LEARNING OF
CONTENTS IN FOREIGN LANGUAGES**

TITLE

**The cultural and multicultural dimension in CLIL teaching contexts.
Intervention project.**

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ACADEMIC COURSE 2020/2021 CALL: JULY

The cultural and multicultural dimension in CLIL teaching contexts. Intervention project.

Abstract:

The main objective of this Master's project is the introduction to the teaching context of CLIL of the cultural and intercultural dimension.

I will look at the relationship between CLIL and multicultural learning, examining the application of this technique. The objective of the proposed intervention is to help develop original and meaningful resources to promote multicultural education in the CLIL classrooms. In order to demonstrate efficacy and the benefits to education from an intercultural point of view, a learning situation has also been exposed using the multicultural methodology.

Key words:

CLIL, cultural and intercultural dimension, multicultural learning, intervention.

Resumen:

El objetivo principal de este trabajo de fin de máster es la introducción de la dimensión cultural e intercultural dentro del contexto CLIL.

Examinaré la relación entre CLIL y el aprendizaje multicultural. Examinando la aplicación de esta técnica. El objetivo de la intervención propuesta es ayudar a desarrollar recursos originales y significativos para promover la educación multicultural en las aulas CLIL. Con el fin de demostrar la eficacia y los beneficios para la educación desde un punto de vista intercultural, también se ha expuesto una situación de aprendizaje utilizando el método multicultural.

Palabras clave:

CLIL, dimensión cultural e intercultural, aprendizaje multicultural, intervención.

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Chapter 1: Introduction

Nowadays, there is a growing need to learn languages because of the urgent trends of globalisation. This has led to the English language gaining the status of current vehicular language since the mid-20th century, not only in the European Union, but also around the world. There are 1.5 billion people in the world who speak English, of whom only 375 million are native speakers.

Spain, in general, has much to learn and improve when we talk about teaching and learning a foreign language. Taking into account this Master's degree in Content and Language Integrated Learning (CLIL), I am taking advantage of this Master's thesis to create an intervention project that fuses the English language with the cultural dimension taught in CLIL contexts in Primary Education.

CLIL has sparked a surge of interest in Europe and beyond over the last decade, as many teachers, students, scholars, and policymakers have realised its potential.

CLIL teaching makes teachers question and reflect on their own practice, since being a CLIL teacher does not mean giving content in a different language from students' mother tongue (in this case English), but knowing how to adapt the content to the language used in the classroom in the best way to transmit to the students not only content but also their improvement in the language used. This makes teachers experiment and take "risks" to improve their teaching, achieving significant results in their students. As we have discussed in this Master's degree, it is useless for children to learn the parts of a flower (pistils, crown, petals) if they do not know how to describe a flower or communicate in a day-to-day language, things that will surely be more necessary than knowing the parts of a flower.

With this intervention project, I hope to demonstrate the benefits of incorporating the cultural dimension into CLIL classrooms in primary schools, as it can be a powerful tool for language learning, social inclusion, respect, and tolerance.

Chapter 2: Justification

According to the CLIL Program of the Ministry of Education, Universities and Sustainability of the Canary Islands et al., (2014) in 2003 the European Commission introduced a course of action to facilitate language acquisition and linguistic diversity. It recommends at the European level, the implementation of a set of initiatives to help local, state, and national authorities facilitate a definitive shift in the promotion of language learning and linguistic diversity.

Currently, over 500 primary and secondary schools in public education are involved in the program in the Canary Islands. Around 19,700 students and 1,200 teachers are included.

I have decided to focus this thesis on the cultural dimension as I see no value in teaching English or any language, without taking into account the culture, not only of the language being studied, but of world culture, since we live in a globalised world.

In the Oxford' dictionary, the word globalisation is characterised as a mechanism in which foreign organisations are closely connected and capacity building to work globally. We may assume, thus, that it is a fact of great importance.

The growing relevance of intercultural interactions has led to the development of bilingual programs such as CLIL, or Content and Language Integrated Learning, in which learning a language is less important than being able to communicate in it, resulting in the development of specific communicative and social competences.

While teaching a second language in schools has been practiced for decades, CLIL introduces a novel approach to language learning in which a person is introduced to a second language (in this case, English) and learns to communicate in it through studying subject matter.

Mastering a foreign language aids people's holistic growth by facilitating openness to new experiences and interpersonal relationships, as well as allowing them to interact with people from other cultures, create bridges, and engage in a more globalised and

multilingual society. Furthermore, it promotes mobility, which is becoming increasingly important in today's Europe. (August 1, 2014, Decree 89/2014)

Due to the growing relevance of bilingual education in Spanish education, it is important to research and examine suitable methodologies to achieve that are attempted according to the Primary Education curriculum, where its elements included obtaining a speaker of a social, intercultural, autonomous learner, artistic, and emotional topic.

Cruz, X. G., President of the Bilingual Teaching Association in one of his essays, says that Spain is one of the European Union countries where studying a foreign language in the school system starts at the earliest ages, while still being one of the few countries where a second foreign language is not learned in a compulsory manner. As a result of this strategy, when any student studies a foreign language during their compulsory education, the number of students who select a second foreign language does not exceed 45 percent.

Foreign language teaching should allow for the development of high levels of linguistic competence within the context of an ordered scheme that guarantees an adequate advancement of learning. In a monolingual background, such as that of most of our country's regions, the educational system should assist in ensuring mastery of the official language and consolidating its proper growth, while preventing intervention during the years preceding compulsory schooling.

The foreign language is undoubtedly an open door to a new reality, to another culture and other customs, the knowledge of which allows students to participate in a globalised, multicultural and multilingual society in which migratory flows are significantly greater. This growth, and that demands from its citizens the exercise of dialogue and tolerance between cultures to build a more democratic society, free of stereotypes and prejudices. In this area, students can reinforce Social and Civic Competencies (CSC) through the use of the most basic social conventions and courtesy rules, an appropriate verbal and non-verbal language and by observing the «etiquette», as well as through knowledge and respect for cultural and sociocultural aspects of the language in question. (Decree 89/2014, of August 1)

Nowadays, is essential to know how to speak English, since globalisation and the change in our society make us require this language to allow us to communicate with people, cultures and languages of other countries within our world. It is therefore necessary to install this second language in our country from an early age, achieving an adequate level of communicative competence at the end of the school stage.

With the coming increase of globalisation, English has undoubtedly settled down as the lingua franca worldwide with the historical events of last century. Consequently, there is a growing number of bilingual speakers each year. Bilingual services in Spanish public schools are also quickly implemented.

CLIL try to combine any specific topic or content with learning a language. "CLIL refers to situations in which the subjects or part of the subjects are taught through a foreign language with a dual objective, learning content and simultaneous learning of a foreign language." (Marsh, 1994). And this is precisely what we want to achieve in our intervention project; combine practice and content achieving the language used, in this case, English.

The main advantage of the CLIL approach over traditional EFL lessons is that CLIL students "learn to use language and use language to learn" (Mehisto, Marsh, & Frigols, 2008), focusing on language and communication, since integrated learning necessitates a two-fold focus: comprehension and structure.

From my humble point of view, what better scenario than a school to work with the cultural dimension? Besides, I find it very interesting that it is in a CLIL context that this aspect is given pre-eminence, since we are creating in the classroom, a small immersion in a second language that is not Spanish. This makes it easier to combine cultural topics from other countries of the world with the teaching of English, which is not the mother tongue of the students.

According to Coyle, D., Hood, P., and Marsh, D. (2010), there are two main factors that underpin the interest in CLIL within a particular country or area. Reactive (responding to situations) and constructive (creating situations) solutions to challenges or issues which are involved.

On the one hand, the reactive reasons are for countries where the majority of students in schools and colleges do not speak the language of instruction. An official language, which serves as a language of national unity, may be introduced as the medium of instruction for some portion of schooling, usually at the secondary level. This is common in some Sub-Saharan African countries. Mozambique, which has 20 distinct first languages, and Angola, for example, have also adopted Portuguese.

Proactive reasons, on the other hand, find solutions to improve language learning or any other part of educational, social, or personal growth, which is another big explanation as to why focus is paid to modes of CLIL. French immersion, for example, was created in Canada to improve the country's bilingualism.

CLIL adoption necessitates curriculum adaptations, methodological changes, new techniques of designing content, new methods of assessing the findings gathered, and a new way of approaching what quality teaching is, which is a far more systematic, democratic, and reflective approach. This will result in reforms to European educational frameworks and school organization. All of this comes down to the fact that we need well-prepared CLIL teachers with enough tools and skills in order to provide quality CLIL to students. That is why, in its first academic year, I would like to thank this Master's degree program for establishing the mission of training qualified CLIL teachers.

Another reason why I am carrying out this intervention project, is because there is a significant increase in the foreign population in our country that has manifested itself in the schools, where the classrooms are made up of students with different cultural backgrounds, customs and languages. We must be able to offer an educational response, best suited to the characteristics of students, based on respect and appreciation of all cultures. Education has had to adapt to this multicultural reality to avoid situations of discrimination or educational disadvantage.

Multiculturalism, as we see in the Oxford Dictionary, is understood as the appearance, reverence and urge to preserve cultural variability in one territory. It should also be remembered that the meanings are much broader and more comprehensive. It is also known as the proper way of addressing human differences and not as an external force in society.

The tool to learn a number of critical skills is an intercultural curriculum. This includes understanding how to appreciate, communicate with and build connections on diverse backgrounds, something we deem different from our own society. It also enables us to influence our thoughts towards others, move for empathy and away from bigotry and harm. It fosters coexistence and avoids confrontation.

In addition, CLIL methods improve empathy in multicultural classrooms. Positive attitudes toward inclusivity, openness, tolerance, and acceptance of "otherness" develop in children.

Byram, M. & C. Morgan. (1994) convey in their book that both the informal and the scholarly combine in language and cultural education. In personal interaction with people from other backgrounds, a sympathetic appreciation of others' emotions and experiences is essential. To appreciate the applicable cultural context, critical perceptiveness and a neutral, empathetic construction of cultural norms are needed.

I completely agree with these points, since teaching multiculturalism in classrooms allows students to not only think about other cultures, but also to develop empathy in future generations, resulting in a society free of hatred, enmity, and prejudice.

2.1 Objectives

- Reflect on instructional experience in order to identify potential changes that would lead to optimum CLIL instruction.
- Analyse the CLIL program by teaching through cultural and multicultural materials.
- Examine how CLIL teachers in Primary Education could incorporate the intercultural axis of this methodological approach into the preparation of their subject's contents.
- Encourage the participation of individuals with multiple differences in the classroom, while working on tolerance and positive relationships.
- Bringing students closer to the foreign language and increasing their understanding of it.

Chapter 3: Theory framework

3.1 CLIL

What is CLIL? CLIL is a broad term that refers to any learning framework in which content and language are combined to meet particular instructional goals. It is an instructional approach in which many methods can be used, both of which teach both the foreign language and the non-linguistic subject to the same level.

CLIL is an approach that does not focus on second language learning or learning the other subject, but both are unified and related. In the context of the curriculum, CLIL includes the fusion of components previously fragmented. It is important to emphasise that a CLIL lesson is not the same as a popular language lesson or a subject lesson taught in another language.

With this CLIL programme, students will be encouraged, due to the constant use of the CLIL, to develop their general knowledge in the target language. The number of language hours, the development of oral communication skills and the increase in student motivation would ensure that students are fluent.

David Marsh proposed the CLIL (Content and Language Integrated Learning) methodology in 1994 in order to prepare young students for a multilingual world in which many languages are used in each context, a collaborative world in which people must work in teams to achieve their goals, and a technical world in which the use of new technologies is critical to search, verify, and contrast.

The first apparition of this methodology took place in the ancient Roman higher middle classes, since they preferred to educate their children, including their lives in educational communities of Greek, in order to make sure that they had not only the language, but also the social and professional opportunities that they might have in their future lives (Coyle, Hood & Marsh, 2010).

The concept 'Integrated Language Learning Material' (CLIL) was introduced, according to Do Coyles Hood and Marsh (2010), to explain the European context of the teaching

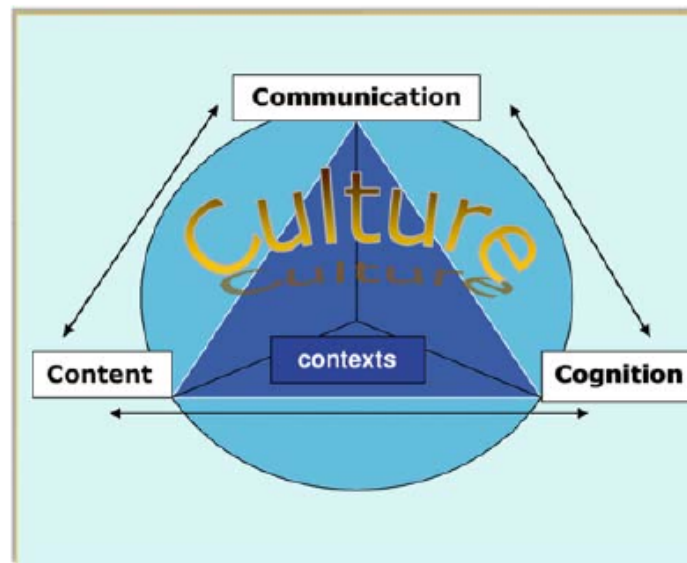
and learning practice in many schools, both in a foreign language and in a second official language, in 1994 (Marsh, Maljers and Hartiala, 2001). This technique is also available under the CLIL acronym (Content and Language Integrated Learning)

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3.2.. The 4Cs in CLIL Framework

CLIL requires the incorporation of the following elements: content, communication, cognition, and culture. These are the 4Cs, a structure suggested by Coyle (1999) . Under this context, it is important to understand what each of the 4Cs stands for:

- Content: development of information, skills, and comprehension in relation to basic elements of a program. It is important to consider the knowledge, skills, and understanding we want our students to gain while preparing the material of our lessons, rather than just the knowledge they can achieve.
- Communication: The use of language and learning to use language. It is not the aim for students to memorise grammar rules, but rather to create authentic language.
- Cognition: the development of reasoning skills that connect concept formation (abstract and concrete), comprehension, and language.
- Culture: openness to many points of view and shared understandings that deepen sense of otherness and self. The end purpose is to improve international awareness and appreciation.



The 4Cs framework for CLIL (Coyle, 2005).

The key aspects of the CLIL methodology, as we can see, are linked with arrows which clearly show the co-fertilisation between the various CLIL components.

The CLIL method is built on these four concepts. They should serve as the foundation for developing and delivering effective lessons.

3.3. CLIL in Spain

Tsuchiya and Murillo (2019) comments that it was not until the end of the nineteenth century that Spanish educational legislation started to incorporate the instruction of foreign languages as a curricular subject in public school curricula.

The Law of Public Instruction, promoted by Claudio Moyano as Minister of Development in 1857, was the first legislation that defined the compulsory nature of languages in the school curriculum. This legislation mandated that general studies in education require the learning of living languages from the ages of ten to eleven.

According to Zarobe and Lasagabaster (2010), CLIL has undergone a quick evolution in the Spanish scenario over the last decade. This is the product of an effort to promote multilingualism and to promote understanding of the need to learn foreign languages in European policies. Spain quickly became a pioneer in CLIL practice and science in

Europe. The rich cultural and linguistic diversity of CLIL has led to a wide range of policies and practices that give us many examples of CLIL in various stages of growth, relevant in and beyond the country.

In Spain, there is a lot of expectation and interest in CLIL. This methodology has received attention from the government, teachers, and researchers alike. This advances in the field as it is researched, resulting in its remarkable improvement in classrooms.

3.4. CLIL in the Canary Islands

Decree 89/2014, of August 1, stands out in the context of the Autonomous Community of the Canary Islands, by which the following is affirmed in the article relating to the study of foreign languages:

“In the course of studying foreign languages, they will be used in the classroom in a communicative and action-oriented manner, with oral understanding and vocabulary in social contact contexts being prioritised. The Spanish language can only be used as a supplement to the method of acquiring a foreign language.”

In the academic year 2004/2005, the CLIL was launched in the autonomous communities of the Canary Islands. From its introduction up until today, there have been great improvements in Canaries' education centres in the learning of second-language English, as can be confirmed in the "CLIL Programme" published by Frigols and Marsh in the Department of Education, Universities and Sustainability in the Canary Islands(2014).

The language qualifications (Level B2 of the MECR is required) of the CLIL teachers at Canarian bilingual centres, who teach subjects in English other than the foreign language field, are supplemented.

3.5. Culture and multiculturalism

According to the Oxford Dictionary, culture is the customs and beliefs, the art, the way of life and the social organisation of a particular country or group. The word multicultural refers to or includes people of different races, religions, languages, and

traditions and multiculturalism is the practice of giving importance to all cultures in a society.

Each child brings culture to school from their own family, as each contributes their values and lifestyle based on their backgrounds, and this is where multiculturalism emerges.

We live in a fully globalised world with an infinite number of cultures, which is why multiculturalism is prevalent in the classroom. We can see the reality of our society on a smaller scale in classrooms.

What better place than school to focus on multiculturalism? As I previously said, there is a diverse range of cultures represented in schools, which makes school a microcosm of the world around us. This is where education comes in, teaching children to be inclusive, compassionate, and conscious of the difference that exists. We begin this approach with multiculturalism, learning about different ethnic groups, delving into cultural distinctions, and emphasising cultural similarities. Multiculturalism begins by establishing the coexistence of diverse civilisations in time and space.

As Marsh, Maljers and Hartiala, (2001) mention in their book, the notion of intercultural education has recently become prominent due to demands of international migration and integration into Europe. "Intercultural experience and comprehension" can be learned in classrooms in several respects. One concern was the effect of this style of schooling, since information could also be transformed into comprehension by experience approaches. In this regard, CLIL has been established as one means of achieving positives outcomes.

Intercultural Education is being consolidated as a reaction to cultural diversity in this world characterised by globalisation and the inclusion of immigrants in a high proportion of our classrooms. The LOMCE argues that intercultural education is important for societal evolution; it also ensures the right of any student to equal opportunities; that is, it helps not only people from minority communities, but also the majority of the students so that they can develop their ability.

Eventually, equal opportunity and responsibilities among humans will go hand in hand with intercultural education, since it includes structures that lead to the promotion of

fundamental values such as tolerance, solidarity, peace, and democracy among the various ethnic and cultural communities that will coexist in the nations of the future.

3.6. Culture and multiculturalism in CLIL

“We have to assume that we are in an intercultural environment constantly and to ignore this reality is to miss a joyful experience. Being aware of the singularity and uniqueness of other cultures enriches us and makes us conscious of the plural interpretations of reality.”

(Carrió Pastor, 2009)

It is very necessary to understand various ways to view a same reality, since we live in a globalised and interconnected world, because this not only font students, but also society, because people are created from a more real and inclusive viewpoint.

The crucial issue of communication skills is intimately related to the growth of intercultural awareness and understanding, and it is also one of CLIL’s core areas. Marsh, Maljers and Hartiala, (2001) express that these abilities pertain to how we use words in cross-cultural settings. Individual learning patterns and techniques are one reason why this is a common subject in CLIL. Simply put, if offered more chances to ‘gain by doing,’ certain people can learn easily or grow an enthusiasm for language learning.

Language, content, and culture must all be learned together since each is present in the student's everyday life. Language is used to communicate our emotions, ideas, and so on, which explains why language and culture are so intertwined. CLIL allows students to strengthen their language skills in a foreign language, allowing them to form relationships and interact easily with people from other cultures.

“... the role of ‘culture’ in CLIL is fundamental if we are to achieve intercultural learning and understanding. CLIL integrates both content learning and language learning. However, for this integration to be effective it cannot be left to chance by some process of osmosis but should be planned systematically through the development of ‘intercultural learning’.” (Coyle, 2009)

Chapter 4: Intervention project.

As we have seen so far, the cultural and multicultural climate enables us to develop many abilities and skills in our students while also taking them closer to the realities of the society in which we live. That is why, in CLIL contexts, it would be extremely beneficial to develop the cultural aspect, both for language improvement, cultural approach, respect, and empathy.

4.1. Contextualisation

The Mayco School of English, a private school where English is learned for the same amount of hours as Spanish beginning in kindergarten, is where this intervention project is planned to be created. The centre currently has four offices, all of which are located in San Cristóbal de La Laguna. Students are divided into three groups based on their educational stage: Mayco Nursery (Nursery), Mayco I and II (Infant and Primary), and Mayco III (High School) (Secondary).

The Mayco School is more than just a centre authorised by the Government of the Canary Islands' Ministry of Education, Culture, and Sports. Mayco School of English has held the title of “Cambridge International School” since April 2005, thanks to the University of Cambridge, International Examinations (CIE). This means that a Mayco school student would be able to graduate with a double qualification (English and Spanish).

Taking all of this into account, it is not shocking that children as young as the first grade can speak nearly perfectly in English, and by the third grade, they have advanced vocabulary in the language. When they leave school, in the fourth year of ESO, they are presented at the C1 level of Cambridge, despite being just 16 years old.

Therefore, this intervention project could not be applied to a common 3rd grade, but rather at a higher level than the one suggested, since these children are fluent in writing, listening, and reading English.

4.2. Methodology

From the standpoint of the curriculum, methodology is the way in which it is implemented and produced in the classroom. It is a global initiative that demonstrates how to coordinate and evolve through tasks and activities. It is the curricular aspect that refers to how to teach.

The Content Integrated Learning and Foreign Language methodologies will be presented in this intervention proposal (CLIL). It is not only intended through this approach to attain the language, but also to learn the language while cultivating a critical spirit that enables them to be mindful of their own message output. It is characterised by successful student learning, gaining value in the teaching-learning process, and the creation of learning and evaluation routines to assist students in establishing useful learning bases for all disciplines.

The function of the teacher is an extremely important factor to remember. It can change depending on the moment of the session or the proposed role in which we find ourselves. In general, their location would be outside of the community to allow students more control, as that is the easiest way to monitor the group and detect relevant facets of it. At times, their location will be internal, and they will also participate in events with the pupils. It will play one of two roles depending on the evaluation instrument used. As a result, the arrangement can change based on the needs of the moment. Throughout the teaching-learning process, you must behave continuously. It can serve as a reference in the teaching-learning process and a facilitator of effective learning.

4.3. Timing

This project will take place over the course of seven sessions in the third year of primary school, so the project would run about 3-4 weeks. The children have three sessions of social and natural sciences each week, which are combined as required by the teacher, so the scheduling in weeks was determined by the organization they had with these subjects at that moment.

I chose this course because it intrigued my interest to learn about their own criteria, particularly because they are old enough to express themselves objectively about whether they like anything or not. Furthermore, we want to achieve during this project an improvement in their approach to multiculturalism in addition to the vocabulary used in the classroom, ensuring that in addition to increasing awareness of respect, diversity, and empathy, there is also progress in communication and the ability to express themselves in English.

4.4. Contents

The contents, as specified by Royal Decree 126/2014 of February 28, which establishes the basic curriculum of Primary Education, are the collection of knowledge, abilities, skills, and attitudes that contribute to the achievement of the objectives of each teaching and educational level, as well as the acquisition of skills. The contents of Primary Education are organised into learning areas.

The criteria that we are going to work on in the Social Sciences subject, which will be:

- Criterion 3. Participate, propose and approve consensus proposals, and assume responsibility for peaceful coexistence in an oriented manner.

We will use this criteria to ensure that the student opposes any form of aggression and discrimination, whether based on ethnicity, gender identity, sexuality, nationality, or other factors, and that they act as part of a team, sharing their opinions, following the rules of communicative communication, and demonstrating an interest in and appreciation for the participation of third parties.

The criteria that we are going to use in the first Foreign Language (English) are:

- Criterion 2: Read and recognise brief, clear, and common written texts, as well as compose very concise, short, and simple terms and phrases, in order to improve both formal and imaginative writing skills while understanding and valuing the work of others.

This criteria is intended to verify that students, as social agents, are capable of reading brief, common, and daily texts with commonly used vocabulary, transmitted through conventional or technological means. Simultaneously, it is intended to assess whether students are capable of creating short and clear texts with a realistic, communicative, and artistic functionality, utilising commonly used terminology.

- Criterion 7. Apply basic, concrete, and significant sociocultural and sociolinguistic knowledge of the countries where the foreign language is spoken to the comprehension and production of the text, adapting them to the context in which they are developed, respecting the most basic communicative conventions, and developing an intercultural approach and an attitude of empathy towards people.

This criterion seeks to assess students' ability to identify, understand, and apply social conventions, identifying aspects and specific to the culture, language, and countries under study, and being able to apply such knowledge to an adequate understanding and production of texts, both oral and written (monological or dialogical), related to topics close to their interests, effectively adapting to the environment.

4.5. Sessions

Session 1: Pyjama reading

Activities:

The aim of this first session is to introduce the subject on which we will be focusing during this project, culture and multiculturalism. As a result, the key goal of this session is for them to learn and approach diverse cultures, to be interested in reading about them, and to value them.
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Taking advantage of the fact that this session is on Book Day, we have organised a "Pyjamas Reading " event to add excitement to the activity. The children must bring their pyjamas, sheets, and pillows in order to recreate the reading before going to bed. I distributed various stories and stories dealing with cultural and multicultural topics
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We will spend this 45-minute session reading these books individually, in pairs, or in groups, with the aim of simply introducing the multicultural topic.

Some of these books were:

- Every child has a story
- Where are you from?
- All are welcome
- I am human
- Remarkably you
- If kids ran the world

Grouping between students: individual, in pairs or in groups.

Resources: multiculturalism and culture books.

Final product: No final product

Session 2: Around the world!

Activities:

We'll start this activity by asking students questions like:

- Have you ever visited another country?
- Do you know someone from another country?
- Have you heard of another language that you did not know?
- Do you like to learn about other countries' customs?

We will form pairs after the round of questions is completed. They must put into pairs and pick a plane ticket that I will give them. Each plane ticket would have a different destination written on it; in this case, the countries selected were Japan, Australia, Brazil, China, Russia, India, the United States, and the United Kingdom.

Once the groups have been organised and the different countries distributed, the students will take their tablets. I will provide them with the link to the website created for this activity, which is <https://daniellagarcia.wixsite.com/aroundtheworld> . And finally, we will give them their corresponding poster of their country, which they will

have to complete by doing a search for information about their country on the web-quest. (Appendice 1)

Grouping between students: In pairs

Resources: Web-quest created by me and some DINA3 posters to complete about their country and tablets.

Final product: Posters about their country research.

Session 3: What did I learn from...?

Activities:

With the countries research and the posters created, the objective of this session is to "share what we have learned ". Each pair has specialised in a country, its customs and culture, so they can perfectly explain it to their peers with the support of their poster, which facilitated them to find the relevant information that was requested.

The main objective of this exercise is for each student to compare their country with the ones of their peers, noticing and caring about the differences, as well as accepting and recognising them.

After the presentations are completed, we will play a Kahoot prepared by the teacher based on the knowledge collected in the students' posters. As a result of correctly answering the questions, the students will be able to see if they have learnt about the different countries, and the teacher will be able to see if the students were motivated during these sessions and enjoyed the subject.

Grouping between students: In pairs

Resources: Created posters, tablets and Kahoot app.

Final product: A presentation about their country research.

Session 4: Great Japanese People

Activities:

I wanted to talk about Japanese celebrities because at school they are studying the Olympics in Japan 2021 and all their culture, so to continue with the same plot I chose Japanese celebrities, because it does not matter which country to pick during this project but to place different cultures and awareness of other countries closer to our students.

To begin the class, I asked the students several questions about the subject, which have been as follows:

- Have you ever met a well-known person? To whom?
- Do you know any celebrities from other countries?
- Do you want to meet famous people from other countries?

After the topic of "celebrities" was raised with these questions, I asked groups of three people and gave them the name of a Japanese celebrity, which included Naomi Osaka, Akira Toriyama, Jiro Ono, Mine Kawakami, and Yayoi Kusama. First, we asked the whole group whether they knew all of these celebrities or if they could guess who they were and why they were famous.

After the debate, I divided the students into groups, gave them their tablets, and directed them to a web page (web-quest) that I had created so that they could research their celebrity. The web-quest can be found at <https://daniellagarciap.wixsite.com/greatjapanesepeople>.

Throughout the rest of the session, students must read and pick the most valuable facts about their celebrity in a summary.

Grouping between students: Groups of three

Resources: Tablets and web-quest.

Final product: Make a summary about their celebrity.

Session 5 and 6: Celebrity comic

Activities:

This exercise will be divided into two 45-minute sessions. During these sessions, students will be required to create a comic in DINA3 using the knowledge gathered and read in the previous session to present and explain to their peers who their celebrity is, why they are popular, and whether they want to include other facts in their lives.

They must first prepare a draft with the organisation of their comic, and then pass it on to the template. Draw it, fill in the comic bubbles, and colour it.

Grouping between students: In groups of three

Resources: Tablets, web-quest, comic template, pencil, crayons and eraser

Final product: A comic about their Japanese celebrity (Appendice 2)

Session 7: What do we learn?

Activities:

This final session will consist of introducing colleagues to the different celebrity comics and asking us questions about them in order to determine if we have produced a decent insightful and amusing comic.

Furthermore, as part of the final session, the students were given a questionnaire about the whole project, from which I was able to access the results of the workshops, as well as their opinions and ideas about culture and multiculturalism. The questionnaire was performed using Google Forms, and the link is:
<https://docs.google.com/forms/d/e/1FAIpQLScSJtpcpOYT1s0XlcSQg8IFe9r5uy2U9bSjk1RDxvMPSNvJow/viewform>

Grouping between students: In the same three groups.

Resources: Tablets and comics done.

Final product: The comic presentation and the questionnaire.

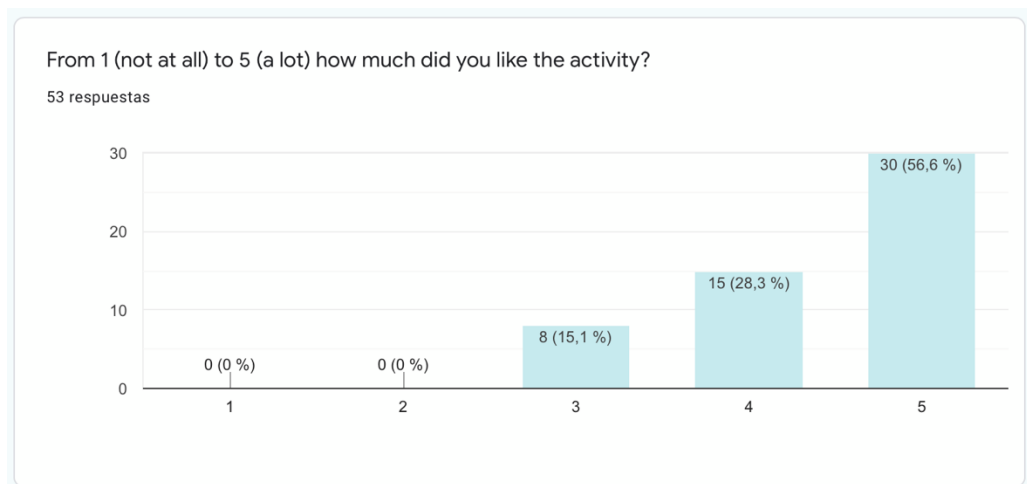
Chapter 5: Conclusion and results.

As previously stated, the purpose of this Master's degree thesis is to determine the validity of working on the cultural and multicultural dimensions in CLIL teaching contexts through the implementation of an educational intervention project, as we have done.

Following the proposal, I offer my support based on the results of a Google Forms-created questionnaire. We had previously informed the students that it would be done completely anonymously, so that they could openly respond to their own opinions of the activities, what they learned, and their attitudes toward multiculturalism.

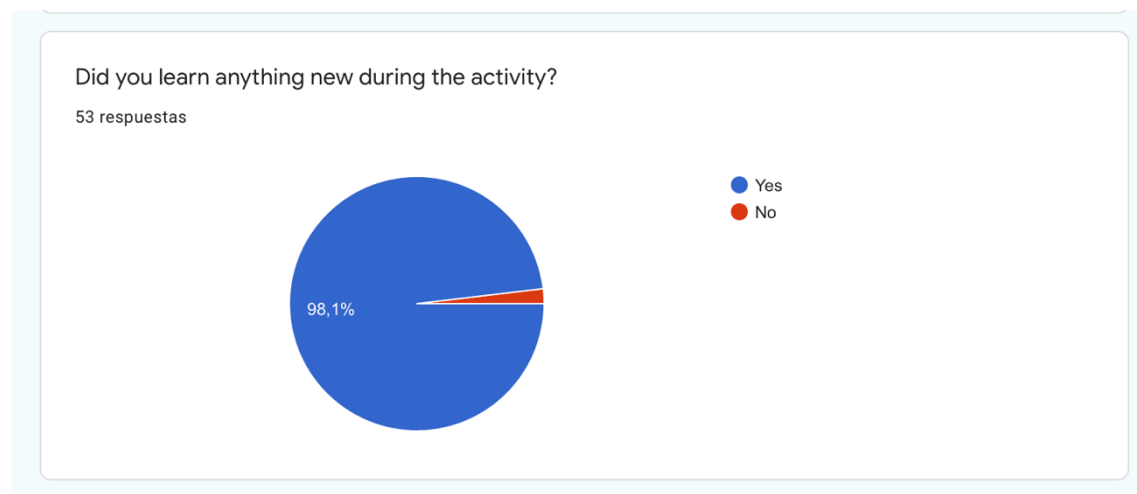
The following conclusions have been reached as a result of the development of this intervention proposal:

First and foremost, based on the data obtained in the form, we can conclude that the intervention project was well received by the students, which, in my opinion, is crucial to ensuring that students enjoy and are motivated to learn meaningfully in a CLIL class or any class.



Secondly, the students almost entirely stated that they learned something new, something that they did not know previously, and that answer is sufficient to determine that the sessions were beneficial to their educational development, especially after working on multiculturalism. The majority of the students mentioned specific aspects of the activities as things learned, such as things about the celebrities they worked with and general culture

of a country (such as food, sports, or where it is located), and some of them answered skills such as learning to work in a group, improving creativity, or drawing.



What did you learn?

53 respuestas

To work in team.

I learned some things about yayoi kusama.

Now I know who created Dragon Ball

I learn dad they do all artisanal

I learn that Japan is a wonderful city and that some people can do terrific food.

To work in teams

I learned to draw new arts

I learned that he is the best sushi chef in the world

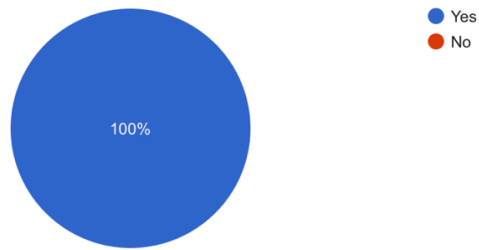
I learned that Japanese eat snails

To work in group.

Third, I focused on questions about multiculturalism, their feelings and opinions about meeting new people, or being all the same. The answers were overwhelmingly positive, with no unclear or unusual answers about meeting people from other countries; on the contrary, they would enjoy it. Following that, I leave the questions with their answers.

Would you like to meet people from other countries?

53 respuestas



Why?

53 respuestas

Because is so interesting to learn other languages and meet other people

Because I like to meet new people

To learn more.

Because I want to learn a lot more of people and because the world is fascinating .

Because I learn lots of things about other people

Because I will know more about their lives

Because I would learn more things about others countries

Because we can learn more things

Because I like to learn the life of other people

What would the world be like if all people were the same?

53 respuestas

A disaster because we don't know who is who

Horrendous

I wouldn't like because if all were the same the world can be a disaster

A little boring

Very different because I don't like everybody the same

It would be very boring

Boring because all are the same

I think that if that happens the world will be boring

Very boring and horrible

With these answers, I can only reaffirm how essential it is to work with data, contexts, and content on multiculturalism, culture, and the rest of the world in the classroom. These children have internalised the concepts of equality, respect, multiculturalism, and globalisation, and it is our responsibility as teachers to continue bringing the real world into the classroom and opening their eyes.

There is no doubt, when analysing the CLIL subjects, that the cultural component and multiculturalism can be treated in a very enjoyable way, and in any subject, why not make the most of it? I believe it is important to use a second foreign language to get closer to reality because learning a foreign language is learning to understand a people and their culture, and stereotypes can be a strong positive motive for students in the classroom, as demonstrated by this intervention project.

It is just as important to expand our cultural knowledge as it is to learn a new language. Cultural diversity can be found everywhere on the planet. When we learn a new language, we gain knowledge of a different culture, broaden our worldview, and gain an understanding of different ways of thinking.

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<https://sede.educacion.gob.es/publivena/descarga.action>

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7. Appendices

Appendice 1: Country poster templates with some student results.

Draw and colour the flag.

United Kingdom

How they say "Hello" and "Good bye"

Draw and write a traditional sport

Draw and write an animal that lives in the country

Draw and write a traditional meal

Find and colour Japan in the map

fact
Explain a tradition of the country

The sport of United Kingdom is football

Yǔ guǒ
雨果
Hugo

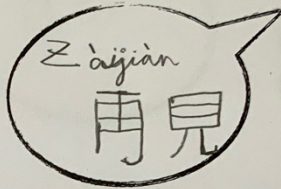
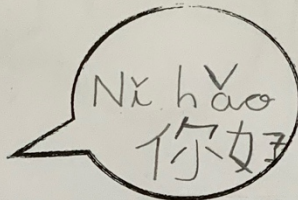
Xī lì yà
西莉亞

Draw and colour the flag.

China



How they say "Hello" and "Good bye"



Draw and write a traditional sport



Draw and write an animal that lives in the country



Draw and write a traditional meal
Spring Rolls



Find and colour Japan in the map



Explain a ~~tradition~~ ^{fact} of the country

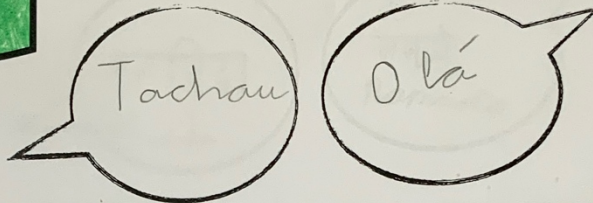
That China inventet a lot of things
that we have now.

Draw and colour the flag.

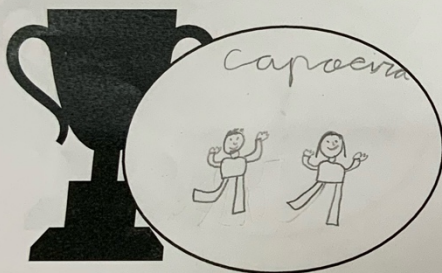


Brazil

How they say "Hello" and "Good bye"



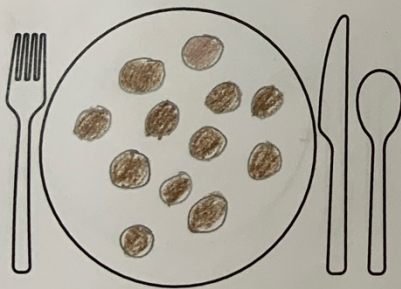
Draw and write a traditional sport



Draw and write an animal that lives in the country



Draw and write a traditional meal



Find and colour Japan in the map



fact

Explain a tradition of the country

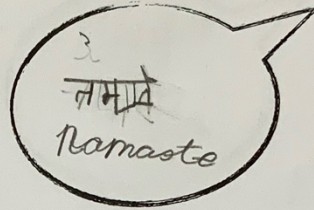
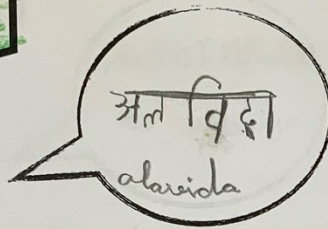
The numbers is one is uma two is dois and The three is três.

Draw and colour the flag.

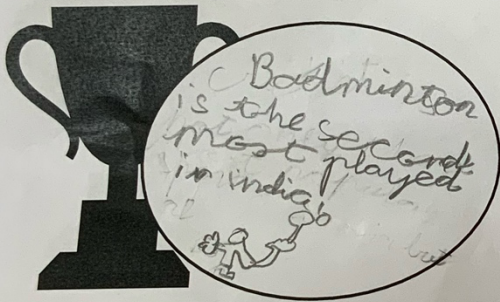


India

How they say "Hello" and "Good bye"



Draw and write a traditional sport



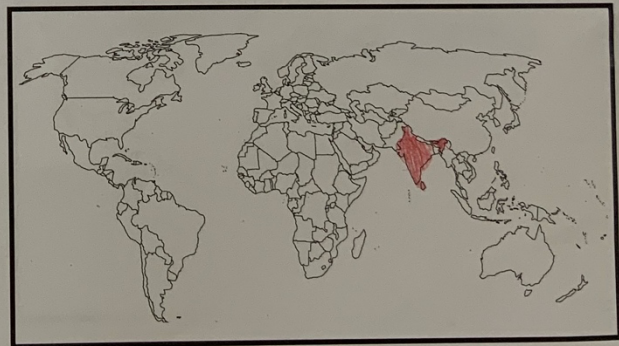
Draw and write an animal that lives in the country



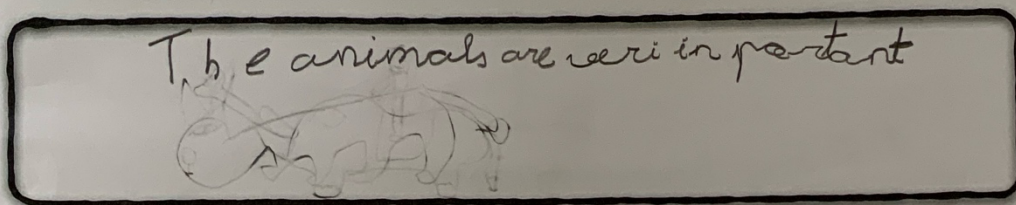
Draw and write a traditional meal



Find and colour Japan in the map



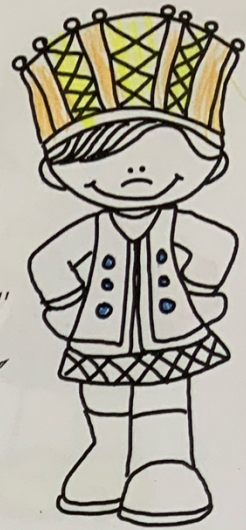
Explain a tradition of the country



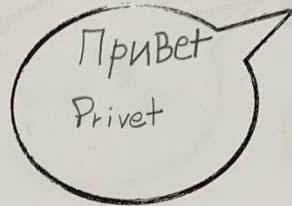
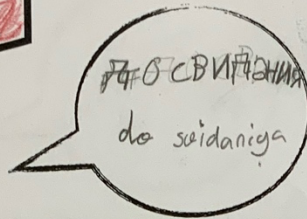
Draw and colour the flag.



Russia



How they say "Hello" and "Good bye"



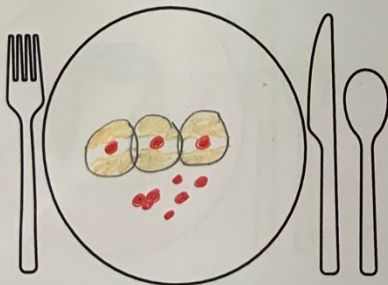
Draw and write a traditional sport



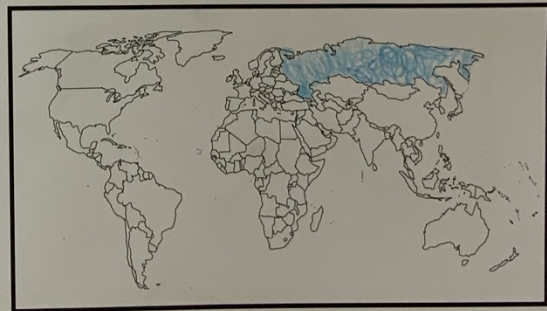
Draw and write an animal that lives in the country



Draw and write a traditional meal



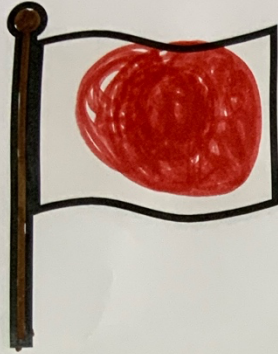
Find and colour Japan in the map



fact
Explain a tradition of the country

Russian is the biggest country in
The world.

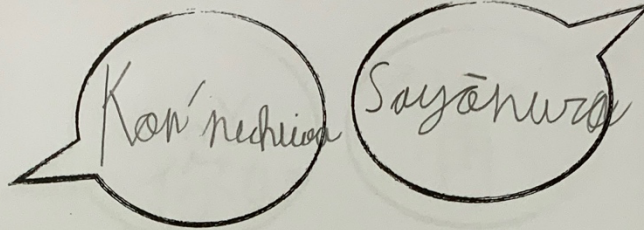
Draw and colour the flag.



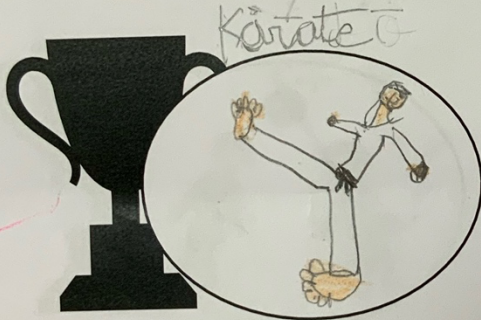
Japan



How they say "Hello" and "Good bye"



Draw and write a traditional sport



Draw and write an animal that lives in the country



Draw and write a traditional meal



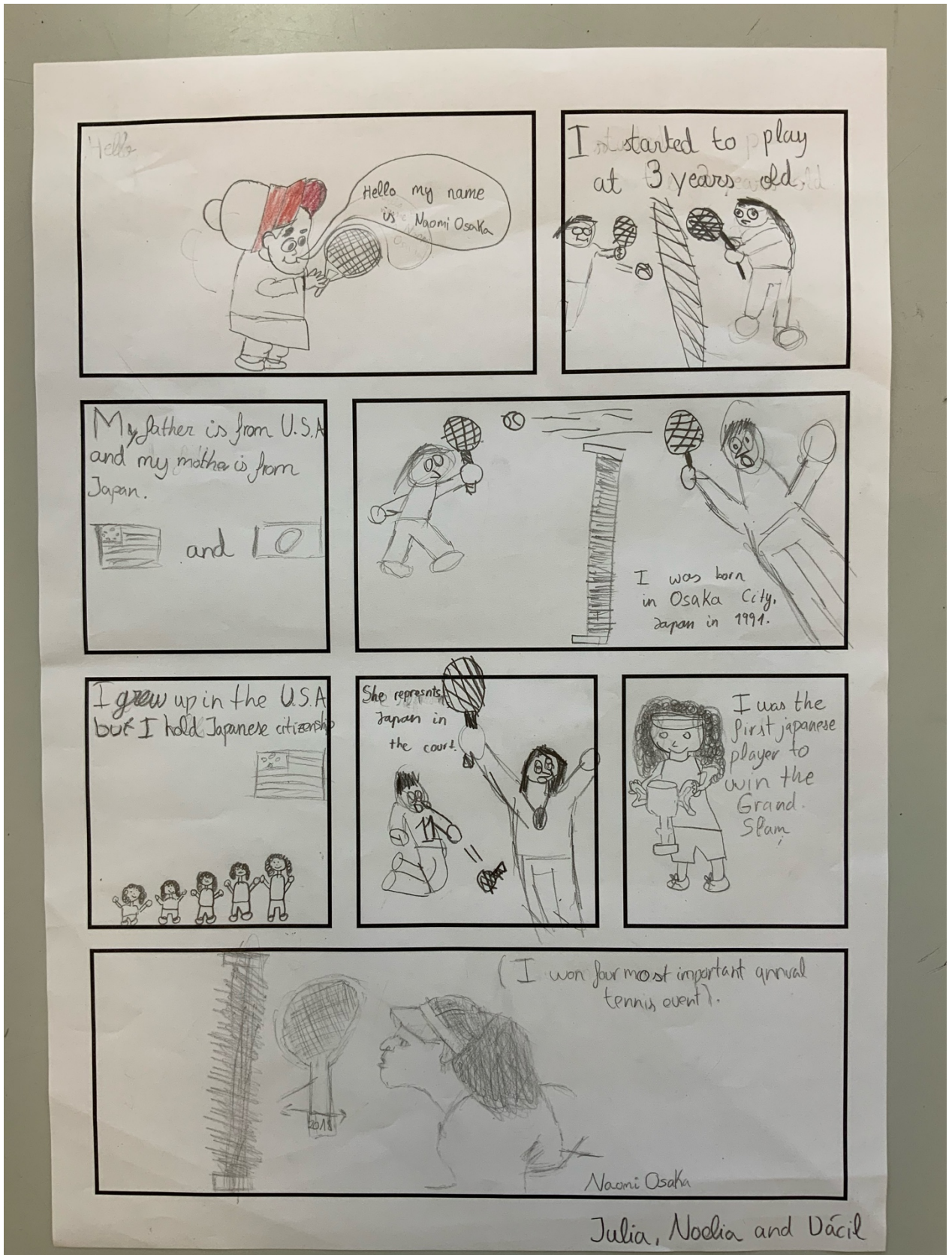
Find and colour Japan in the map

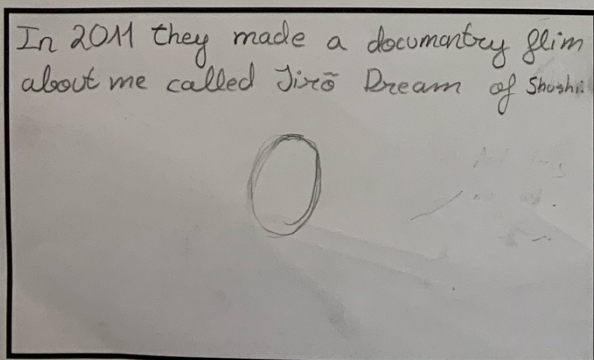
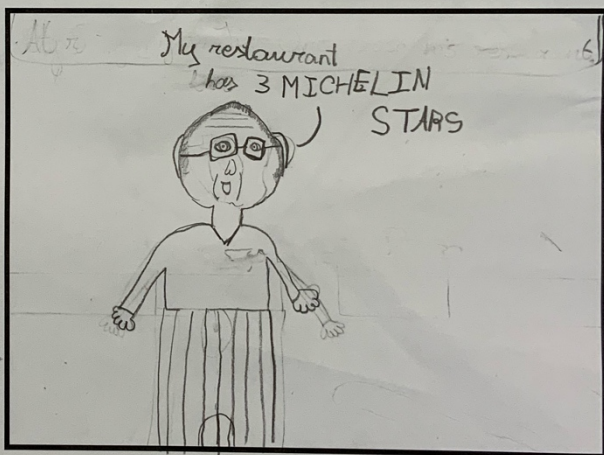
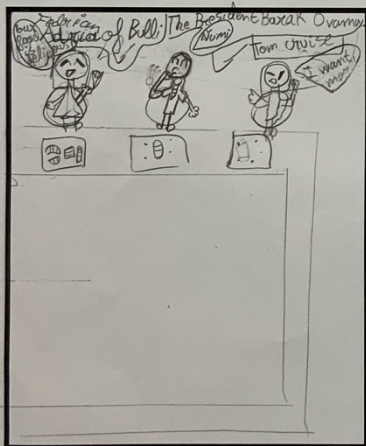
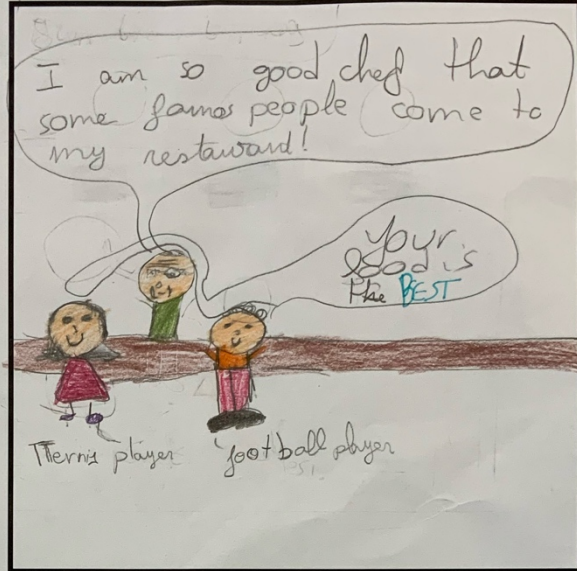
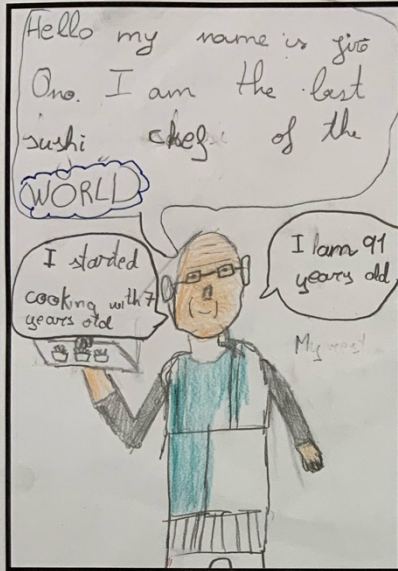


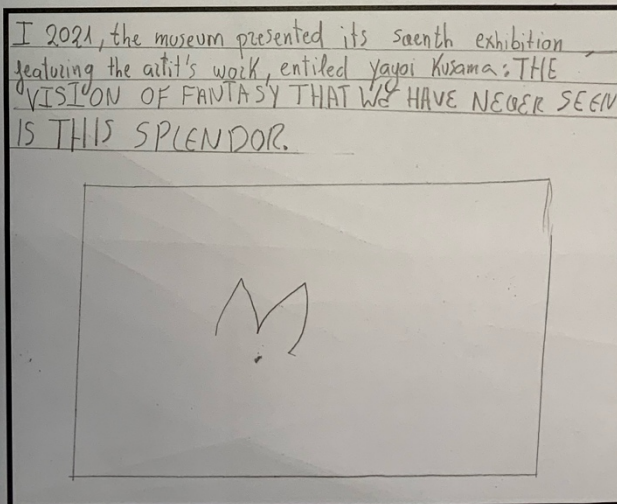
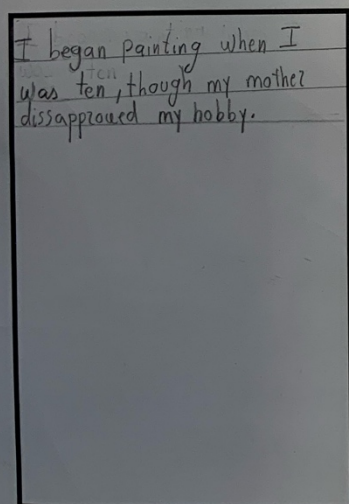
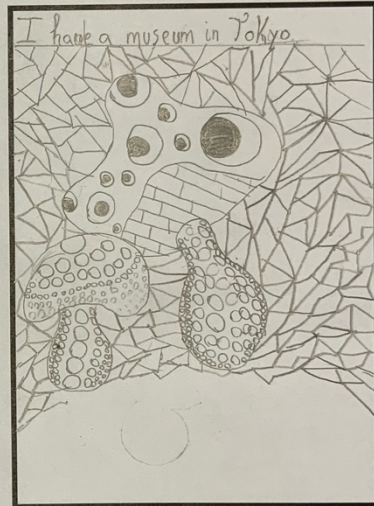
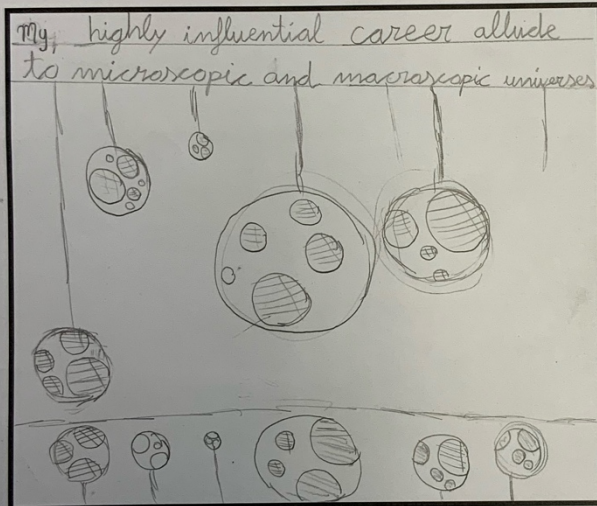
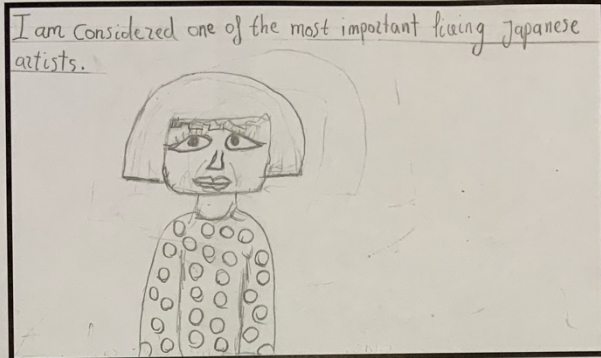
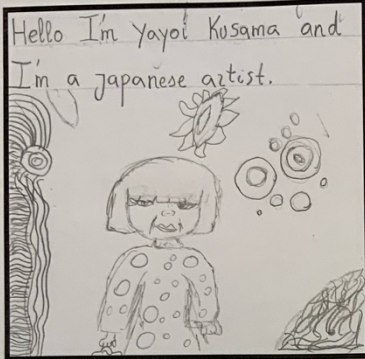
Explain a tradition of the country

Japan look like a dragon

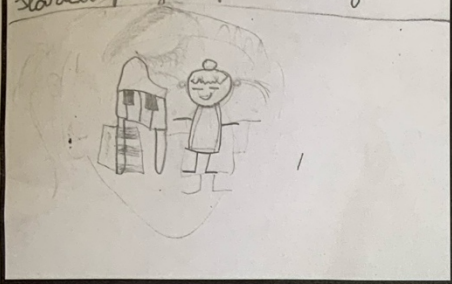
Appendice 2: Japanese celebrities comics



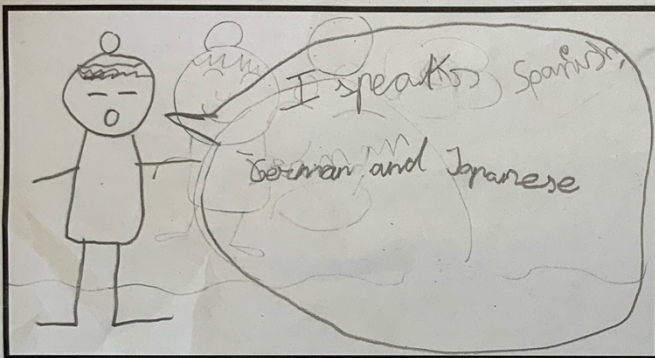




Hello, I'm Mine Kashiwazaki and I started playing piano at 3 years old.



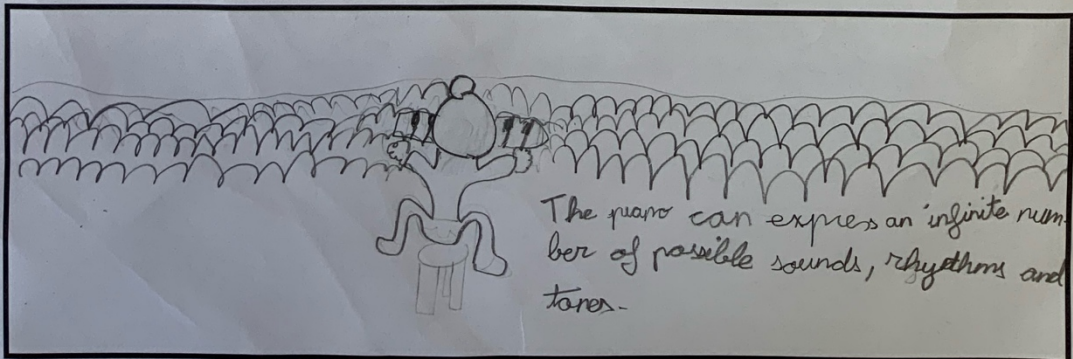
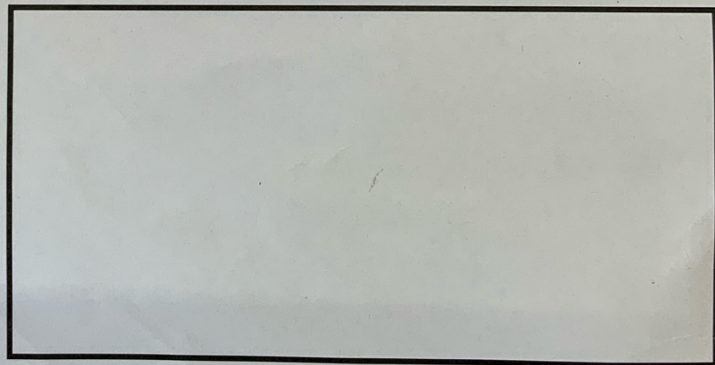
I played the piano in the five continents



I speaks Spanish,
German and Japanese

In 1996 I began
my career as a
composer.

I have won the awards of
Radio Nagoya (1986)
and the



The piano can express an infinite num-
ber of possible sounds, rhythms and
tones.