

# **CLIL through Project Based Learning (PBL)**

Final Master's degree work

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## 1. Abstract and keywords

Through the completion of this Master's Degree work, an attempt has been made to put into vogue the importance of putting into practice innovative methodologies in the teaching of CLIL content, where students learn in an experiential way and are the protagonists of a real learning that allows you to be a competent student in any real communicative situation. To carry out certain activities, certain thinking routines have been taken as a reference, which provide us with support to locate the development of certain items or concepts through small graphic organizers, and which also serve as support for pupils to organise their ideas and thoughts . On the other hand, they are an ideal instrument for teachers when selecting the different activities.

By means of the survey carried out with 6<sup>th</sup> grade students in Social Science project *Exploring Europe otherwise*, we have been able to measure the degree of satisfaction of the students regarding the relationship between the degree of acquisition of the content and the language. The importance of carrying out innovative and motivating activities in CLIL has been observed, providing these the perfect environment for the development of different language skills.

## Resumen

A través de la realización de este Trabajo Fin de Máster se ha tratado de poner en boga la importancia de la puesta en práctica de metodologías innovadoras en la enseñanza de contenidos CLIL, donde el alumnado aprenda de forma de forma experiencial y sea el protagonista de un aprendizaje real que le permita ser un alumno competente en cualquier situación comunicativa real. Para la realización de ciertas actividades se han tomado como referencia determinadas rutinas de pensamiento, que nos proporcionan apoyo para situar el desarrollo de ítems o conceptos a través de pequeños organizadores gráficos, y que además sirven de soporte al alumnado para organizar sus ideas y pensamientos. Por otro lado, son un instrumento idóneo para el profesorado a la hora de seleccionar las diferentes actividades.

Mediante la encuesta realizada al alumnado de 6º de Primaria sobre la realización del proyecto de Ciencias Sociales Explorando Europa de otra forma hemos podido medir el grado de satisfacción de los alumnos en cuanto a la relación del grado de adquisición de los contenidos y la lengua. Se ha

observado la importancia de realizar actividades innovadoras y motivadoras en CLIL, proporcionando estas el entorno perfecto para el desarrollo de las diferentes destrezas idiomáticas.

## Keywords

PBL (Project Based Learning)

CLIL

Thinking strategies

Thinking routines

Innovative methodologies

## Palabras clave

ABP (Aprendizaje Basado en Proyectos)

AICLE

Estrategias de pensamiento

Rutinas de pensamiento

Metodologías innovadoras

## 2. Introduction

Why is necessary to carry out an innovative type of learning such as PBL? Needless to say we live in a globalised world. Many companies are expanding their borders and establishing themselves in the Canary Islands. In the same way, many Canary Islander work in foreign companies from here. Our economic and socio-cultural context has changed incredibly; from a post-war society we have advanced to be citizens fully integrated within the framework of a European and international context of the 21<sup>st</sup> century. Accordingly just as the world changes, so must education, we cannot pretend to teach our students in the same way as before, since our way of socialising has changed and the digital competence has gained importance, so it has spread to education.

In consequence as educators we have the duty to educate competent citizens, having the students as a centre of interest and avoiding superfluous content, a fact that becomes more tangible in CLIL and that results in the loss of the sense of bilingual learning. That is why, among other things, Spanish students fare so badly in reporting and placing us at a very low level of comprehension. We cannot consider a good reader only the one who has read the universal classics. In other European societies it is read for pleasure, being the average number of books read by a Finn four times the Spanish. And this lack of linguistic competence in both production and linguistic comprehension means that people do not understand a letter or they do not even know how to summarise the plot of a film they

watched in the cinema, dedicating themselves merely to explaining it to you as a trailer in a rote manner.

In that regard when CLIL is given many times the curriculum is literally translated from Spanish to English; it is therefore necessary to create a curriculum for CLIL learning, where innovative methodologies and competency learning become very relevant. In view of this there is currently a misinterpretation of the curriculum, since it is not necessary to work an evaluation criterion we have to teach all the contents related to that criterion. We need to avoid fill students up with a range of content that is not relevant and useful to their future, and instead teach them how to be competent citizens in a context at the macro and micro level.

Within this framework through the fulfilment of this research we make an analysis Project Based Learning (PBL) methodology, which is carrying out at the Decroly school in San Cristóbal de La Laguna. This analysis has a practical aspect, in that regard the implementation of different activities implemented during my practice period and a CLIL project in Science in 6<sup>th</sup> grade related to Exploring Europe Otherwise is analysed and evaluated by different graphs. As a result, we can measure the level of acceptance of this project by the students, how CLIL influences the level of development of English, among other aspects.

### **3. Theoretical framework**

#### **3.1 Project Based Learning (PBL)**

Project Based Learning covers a compendium of thinking strategies, cooperative learning strategies and different assessment tools.

We bring the focus on the analysis of thinking strategies, observing different routines that are then put into practise in the classroom and that are *panis quotidianus* in the Decroly school classrooms with the purpose of creating good learners and thinkers.

## 3.2 Thinking strategies

Thinking strategies act as support when we develop CLIL classes because they are a tool that let teachers to verify if the students have generally understood the content of videos, texts, songs and so on easily by small graphic organisers. It also helps teachers to select different materials or resources that we can use to teach the CLIL area and to know what the real understanding has been, what difficulties the students are in, what words they do not understand because it is an area in which a part of vocabulary must be addressed first in order to continue developing grammatical structures. When we start with the vocabulary it is important to have a series of routines that help us to fix that vocabulary.

### 3.2.1 Routines

If we wish to understand what routines are, we must consider their main characteristics: they are simple structures that can be used over and over again, both in a group and individually. Furthermore, we can use them in different areas, moments and contexts generating a high level of thought.

Considering the skills that thinking routines develop, we can name the following:

- The capacity to observe carefully
- Elaborate explanations
- Summarise information
- Solve problems
- Evaluate
- Visualise
- Clarify
- Generate ideas
- Reasoning with evidence
- Make connections
- Interpret and made conclusions
- Ask yourself questions
- Identify and explore multiple perspectives.

### 3.2.2 More strategies

#### a) A step inside

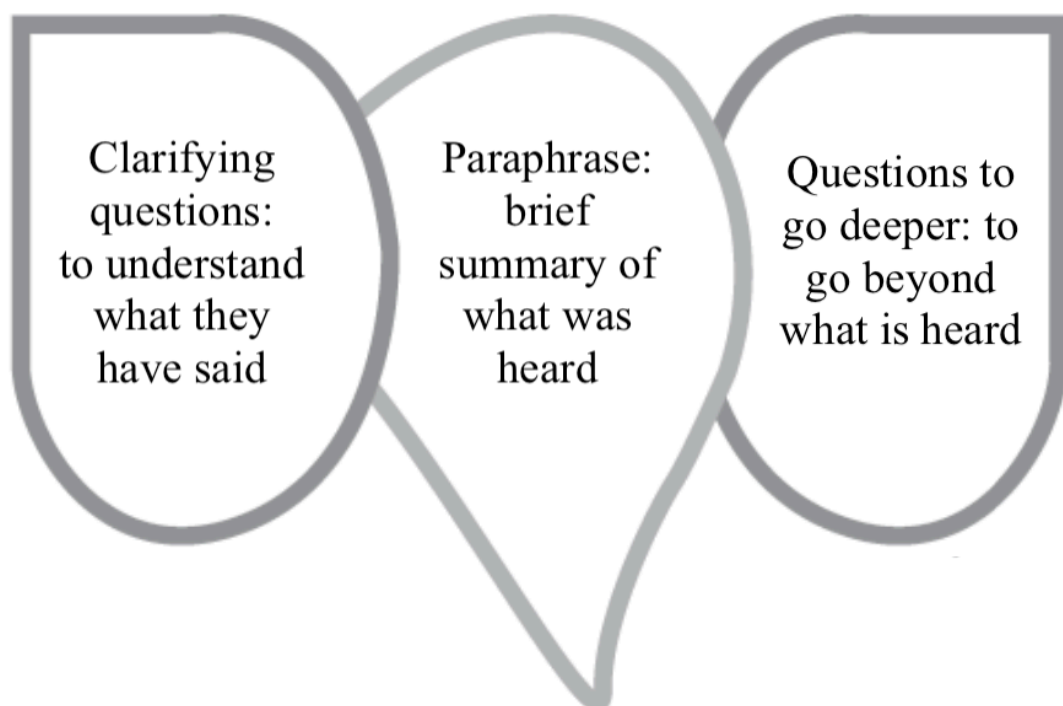
It encourages students or pupils to identify with people, objects or events. It finishes with something written or expressed as a reflection (letter, poem...).

What kind of thinking does it encourage? It helps students to explore different perspectives and points of view while imagining things, events, problems. It can also open new perspectives from creativity.

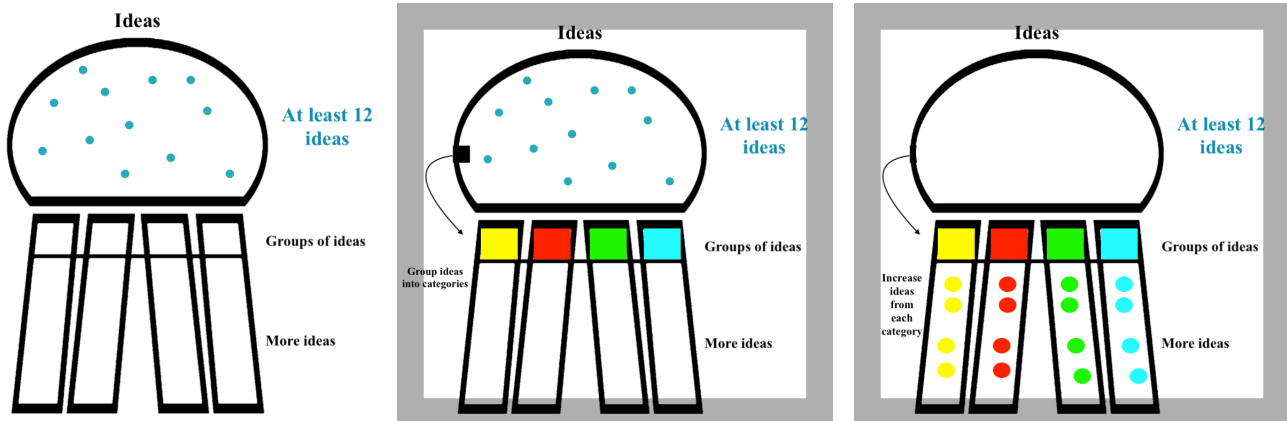
Where and when can be used? To ask students to position themselves in different roles of characters or objects, to open their minds to new perspectives of a situation, object, problem, event to study; and to make certain concepts or events not see them so abstract.

#### b) The elephant

This strategy is related to active listening.



### c) The octopus



### e) Others

- Traffic light
- KWL
- Compare and contrast
- 3 - 2 - 1 bridge
- I see I think I wonder
- CSI
- Word - Idea - Phrase
- Mind map
- Before I thought — now I think Parts and everything
- Celebrate - problematise — recreate What do you see? - What makes you say that? Point of View Circles
- Headlines
- Decision making.



## 4. Intervention

### 4.1 Description of the centre

The Decroly School was created in 1968 and is located on the Camino de las Mercedes between rural and urban environments due to its proximity to the centre of La Laguna and its surroundings among the orchards of the area.

Due to their location, they mainly serve students with a wide socio-economic diversity that live in Las Mercedes along with the area towards the northeast of it.

The school is composed of professionals with points of view towards education that contribute to enrich the debates on pedagogical matters and other aspects that arise in the different meetings. They work and collaborate in a way that makes possible the coordination between different stances taking always into account that the main priority is the formation of the students, and for that reason for them is important to have in common the principles of how to understand and work with the teaching and learning process.

The main objectives pursued by the school are:

- Achieve the full development of the child personally and socially
- Promote the values of coeducation
- To train people capable of being autonomous in the European environment
- Guarantee education that facilitate their insertion into the active life.

Their educational model is based on constructivist pedagogy and their main intention is to be open to technological, social and cultural changes. Taking into account the globalisation of society, the Decroly School considers, as the first strategy of its Educational Project, to prioritise the abilities of expression, understanding and the development of attitudes related to the acquisition of habits like reading and studying, as well as stimulating a commitment to the environment and the use we make of its resources. They believe it is necessary to encourage our students to be curious, critical and to have an investigative attitude that will become the basis of their education.

Regarding the study of foreign languages, their aim is for students to be able to express themselves fluently and correctly in English and French, so that they can use these languages to share and express ideas, feelings and opinions, both orally and in writing. To achieve this, they start teaching English from Preschool Education. In Primary Education, the CC of Natural and Social Science areas are taught in English, along with conversation practices with natives. Apart from the ordinary language sessions, complementary activities are organised, such as the summer campus, where English will be the main instrument of communication during the activities, or the theatre and press workshops, which are used as a way of expression. In Secondary, at least one hour a day of foreign language is taught, and the students participate in exchange programs with other countries of Europe. Moreover, French is studied as a second language from Primary Education. In both English and French, the preparation to pass the official level B2 exams is offered in a complementary way.

The school has a language teaching plan committed to reinforcing the English language at all stages with the development of projects that encourage the use of the language in the classroom through the content of the subject or the area.

These projects are developed based on an active Bilingual Education methodology where English is the vehicle that enables the achievement of the objectives proposed for each project. The school has, among its staff, several experts in Bilingual Education and a native English language teacher. They act as professionals who can complement and expand the learning.

### 4.3 Contextualisation of the interdisciplinary project

<b>Title of the project: Exploring Europe Otherwise</b> 6 <sup>th</sup> grade of Primary Education	Timing: 21/05 AL 19/06 Number of hours/weeks: 8 weekly sessions
Common threads: 1. What are the benefits of cooperative work? 2. How does pollution affect the landscape? 3. What interpretation and use can be given to maps? 4. How is natural diversity in Europe?	
<b>DIDACTIC OBJECTIVES Breakdown by areas</b>	<b>WHAT DO WE WANT THEM TO UNDERSTAND?</b> <b>Contents: breakdown by areas</b>
<p><b>Social Science</b></p> <ul style="list-style-type: none"> <li>-Locate the main relief units in Europe on maps</li> <li>-Place the different types of European landscapes on the maps in relation to their climate</li> <li>-Analyse the human actions that deteriorate the landscape and provide solutions.</li> </ul> <p><b>Natural Science</b></p> <ul style="list-style-type: none"> <li>-Collect information of interest on human actions on the landscape, communicating their results with rigour and creativity.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Use oral language appropriately in planned communicative situations, taking into account the verbal and non-verbal elements, managing time and creating assertive communicative exchange situations.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>-Interpret the information in a bar diagram, making conjectures and drawing conclusions.</li> </ul>	<p><b>Social Science</b></p> <ol style="list-style-type: none"> <li>2. Explanation and appreciation of the natural diversity of the landscapes of Europe and its elements: relief, climate and hydrography.</li> <li>3. Analysis and valuation of the diversity and richness of the landscapes of the European, continental Spanish and insular territory. Importance of its conservation as a natural heritage.</li> </ol> <p><b>Natural Science</b></p> <ol style="list-style-type: none"> <li>2. Identification of the poles, the axis and the hemispheres on globes and world maps. The Cardinal points.</li> <li>3. Location of points and areas on the planet by latitude and longitude.</li> </ol> <p><b>Language</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the relationship between human intervention in the environment and its deterioration, conservation and regeneration factors, especially in the Canary Islands.</li> <li>2. Establishment of the causes and consequences of climate change. Pollution problems, especially in the Canary Islands.</li> </ol> <p><b>Natural Science</b></p> <ol style="list-style-type: none"> <li>2. Use of different sources of information (direct, books, ...) and of various materials, taking into account safety regulations.</li> <li>4. Use of information and communication technologies to search and select information, simulate processes and present conclusions.</li> <li>6. Development of work habits and study techniques.</li> <li>7. Promotion of effort and responsibility.</li> </ol> <p><b>Language</b></p> <ol style="list-style-type: none"> <li>3. Organisation and planning of the oral interventions themselves through the preparation of scripts prior to these in which the information to be transmitted is organised.</li> <li>4. Production of oral texts of different types and with different purposes.</li> <li>7. Assessment of oral language as a learning and communication instrument, and of the importance of an assertive communicative exchange.</li> </ol> <p><b>Mathematics</b></p> <ol style="list-style-type: none"> <li>3. Organisation and clear and orderly representation of the same data set: frequency tables and bar diagrams, and obtaining information from them.</li> <li>6. Errors in the construction of graphic representations and</li> </ol>

	<p>in their interpretation</p> <p>7. Critical analysis of statistical information.</p>	
<p><b>WHAT DO WE WANT THEM TO TRAIN?</b> Competitive performances</p>	<p><b>Tasks/Methodological Strategies</b></p>	
<p><b>1. Mathematics and basic competences in science and technology:</b> Interpret bar graphs (weather charts).</p> <p><b>2. Linguistics:</b> Structure an oral presentation.</p> <p><b>3. Digital:</b> Choose the right source of information for each task.</p> <p><b>4. Social and civic:</b> Identify the positives and negatives of a given situation.</p> <p><b>5. Awareness and cultural expressions:</b> <b>Look for elements of expression in your environment.</b></p> <p><b>6. Learn to Learn:</b> Finish your assignments on time.</p> <p><b>7. Sense of initiative and entrepreneurial spirit:</b> Confidently display your opinions.</p>	<p>0. WE WATCH OUR SURROUNDINGS</p> <p>1. WE CROSS MOUNTAINS AND PLAINS</p> <p>2. WE NAVIGATE RIVERS</p> <p>3. WE ANALYSE CLIMATES</p> <p>4. EXPLORE LANDSCAPES</p> <p>FINAL PRODUCT → PASAPALABRA</p>	
<p><b>EVALUATION CRITERIA</b> Breakdown by areas</p>	<p><b>LEARNING STANDARDS</b></p>	<p><b>Evaluation tools and evidences to the portfolio of the project</b></p>
<p><b>Social Science</b></p> <p>C4. Identify, describe and locate on maps the main relief units of Spain and Europe, their climates and hydrographic slopes, analysing their impact on the different types of landscape in order to assess the diversity and richness of the territory and the importance of promoting its conservation .</p> <p>C5. Make, interpret and use plans and maps, taking into account conventional signs and the graphic scale to explain the different ways to represent the Earth's surface and locate different points or areas of the planet.</p> <p>C6 Analyse the human actions that cause environmental imbalances and adopt guidelines and behaviours that promote the proper use of resources, responsible consumption and the sustainable development of humanity.</p> <p><b>Natural Science</b></p> <p>C1 Carry out and propose research projects as a team, by collecting information on previously delimited events or phenomena of community or social interest, making predictions and establishing conjectures —both about events that occur naturally and about those that are provoked— with the purpose of communicating the results orally, written or audiovisual, valuing the importance of rigour, persistence and creativity in scientific activity.</p> <p><b>Language</b></p> <p>C2.</p>	<p><b>Social Science</b></p> <p>25. Identify and classify the different types of maps, including planispheres, define what scale is on a map, and use and interpret the most common conventional signs that may appear on it.</p> <p>35. Describe and point out on a map the types of climates in Europe and the areas affected by each, interpreting and analysing climates of different territories in Europe, relating them to the climate to which they belong.</p> <p>42. Define landscape, identify its elements and explain the characteristics of the main landscapes of Spain and Europe, assessing their diversity.</p> <p>45. Locate on a map the relief of Europe, its watersheds and its climates.</p>	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Ruin: Step inside Metacognition I K</li> <li>• WL</li> <li>• Team plan</li> <li>• Observation of physical map of Europe</li> <li>• Tables of European landforms</li> <li>• Observation of the use of Google maps</li> <li>• Map to be completed with the main accidents of European relief</li> <li>• Data sheet of a European river Metacognition 2</li> <li>• Table with data dump from climatic analysis</li> <li>• Reflection on team tasks</li> <li>• Conceptual diagram with types of European climates</li> <li>• Observación de fotografía y vídeos de paisajes europeos</li> <li>• Colouring a map with an European landscape</li> <li>• Cooperative scheme of European landscapes</li> <li>• Questions for pasapalabra</li> </ul>

<p>Participate in oral communication situations respecting the rules of this form of communication and applying strategies to speak in public in planned and unplanned situations; and produce oral texts of the most common genres, related to the different areas of social interaction, that respond to the intended purpose.</p> <p><b>Mathematics</b> C9</p> <p>Interpret and construct tables and graphs, and analyse them using statistical parameters if appropriate; confirm or refute initial conjectures, draw conclusions, and communicate information with the help of computer means, make decisions and implement them.</p>	<p>46. Recognise the main features of the relief, rivers and climate of Europe.</p> <p>47. Explains the sustainable use of natural resources proposing and adopting a series of measures and actions that lead to the improvement of the environmental conditions of our planet.</p> <p>48. Explain the causes and consequences of climate change and responsible actions to stop it.</p> <p><b>Natural Science</b></p> <p>1. Searches for, selects and organises specific and relevant information, analyses it, draws conclusions, communicates his experience, reflects on the process followed and communicates it orally and in writing.</p> <p>4. Develops appropriate strategies to access information from scientific texts.</p> <p>5. Shows autonomy in the planning and execution of actions and tasks and has initiative in decision-making.</p> <p>7. Orally exposes content related to the area in a clear and orderly manner, expressing the understanding of oral and / or written texts.</p> <p>12. Uses strategies to carry out individual and team work, showing skills for peaceful conflict resolution.</p> <p><b>Language</b></p> <p>2. Conveys ideas with clarity, consistency, and correctness.</p>	<ul style="list-style-type: none"> <li>• Final metacognition</li> <li>• Rating teamwork</li> <li>• Dossier Santillana</li> </ul>
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	<p>4. Applies the socio-communicative norms: active listening, waiting for turns, respectful participation, adaptation to the interlocutor's intervention and certain rules of courtesy.</p> <p>9. Participate actively and constructively in classroom tasks.</p> <p>24. Recalls some basic ideas from a heard text and expresses them orally in response to direct questions.</p> <p>25. Organise and plan the speech adapting to the communication situation and the different communication needs (narrating, describing, informing, talking) using the relevant linguistic resources.</p> <p>26. Effectively uses oral language to communicate and learn by listening actively, collecting data relevant to the objectives of communication.</p> <p><b>Mathematics</b></p> <p>114. Makes and interprets very simple graphs: bar, polygonal and sector diagrams, with data obtained from very close situations.</p> <p>115. Carries out critical analysis based on the information presented through statistical graphics.</p> <p>118. Solves problems that imply mastery of the contents of statistics and probability, using heuristic strategies, reasoning, creating conjectures, constructing, arguing, making decisions and evaluating the consequences of the same and the convenience of their use.</p>	
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Resources	Adaptation to diversity	Feedback
<p>Support sheets with content adaptation.</p> <ul style="list-style-type: none"> <li>- Support: Santillana Dossier</li> <li>- Graphic organisers of routines</li> <li>- Connection with the environment: direct observation of the landscape of our around .</li> <li>- Tablets, computers, internet.</li> <li>- Virtual classroom</li> <li>- Physical map of Europe and Spain</li> <li>- Consumable material</li> </ul>	<ul style="list-style-type: none"> <li>• What difficulties and potentialities do I foresee in the group during the development of the project?</li> </ul> <p>Difficulties: the content of this project is not within the curricular competence of students with nee. Large amount of information in a short time (names of reliefs, rivers, types of climates, landscapes, ...)</p> <p>Potentials: group work capacity in general.</p> <ul style="list-style-type: none"> <li>• How am I going to minimise difficulties?</li> </ul> <p>Content and routine adaptations . Reinforcement with material from the virtual classroom.</p> <ul style="list-style-type: none"> <li>• What individual needs do I foresee in the development of the project?</li> </ul> <p>Visual and map aids to help understand landform concepts.</p> <ul style="list-style-type: none"> <li>• What resources and strategies will I use to meet individual needs?</li> </ul> <p>ICT support, hanging maps in the classroom.</p>	<ul style="list-style-type: none"> <li>- What percentage of students have reached the learning objectives of the project?</li> </ul> <p>97%</p> <ul style="list-style-type: none"> <li>- What has worked best in this project?</li> </ul> <p>The cooperative scheme with individual work previous.</p> <ul style="list-style-type: none"> <li>- What would change in the development of the project next course? Why?</li> </ul> <p>The timing. It could not develop well due to lack of time.</p>

### 4.3.1 Curricular elements of this project in CLIL

Learning standards	Evaluation criteria	Contents	Objectives
<p><b>English</b></p> <p>12. Understands instructions, directions, and basic information in notes, signs and posters in the street, shops, means of transportation, cinemas, museums, schools, and other services and public places.</p> <p>13. Understands essential information and locates specific information in simple computer material such as menus, schedules, catalogs, price lists, advertisements, telephone directories, advertising, tourist brochures, cultural or event programs, etc.</p> <p>14. Understands short and simple correspondence (SMS, emails, postcards and cards) that deals with familiar topics such as oneself, family, school, free time, description of an object or place, indication of the time and place of an appointment, etc.</p> <p>15. Understands the essentials and main points of news briefs and magazine articles for young people that cover topics that are familiar to them or are of interest to them (sports, music groups, computer games).</p> <p>16. Understands the essentials of short, well-structured stories and identifies the main characters, as long as the image and the action drive much of the plot (adapted readings, comics, etc.).</p> <p>17. Completes a short form or a file with your personal data (for example, to register on social networks, to open an email account, etc.).</p> <p>18. Writes short and simple personal correspondence (messages, notes, postcards, emails, chats or SMS) in which you thank, congratulate someone, make an invitation, give instructions, or talk about yourself and your immediate environment ( family, friends, hobbies, everyday activities, objects, places) and asks questions about these topics.</p>	<p><b>Social Science</b></p> <p>4. Identify, describe and locate on maps the main relief units of Spain and Europe, their climates and hydrographic slopes, analysing their impact on the different types of landscape in order to assess the diversity and richness of the territory and the importance of promoting its conservation.</p> <p>5. Make, interpret and use plans and maps, taking into account conventional signs and the graphic scale to explain the different ways to represent the earth's surface and locate different points or areas of the planet, managing the concepts of parallels, meridians and geographic coordinates.</p> <p>6. Describe and analyse the human actions that cause environmental imbalances and adopt guidelines and behaviours that promote the proper use of resources, responsible consumption and the sustainable development of humanity, avoiding those that lead to a deterioration of the natural environment and those that contribute to climate change.</p>	<p><b>English</b></p> <p>1. Review what the pupil knows, what can or can be said, etc.). Locate and use linguistic or subject resources appropriately (use of a grammar dictionary, obtain help, etc.).</p> <p>2. Readjust the task (undertake a more modest version of the task) or the message (make concessions on what you would really like to express), after assessing the difficulties and the available resources.</p> <p>3. Use of the appropriate vocabulary according to the topic to be worked on.</p>	<p><b>English</b></p> <p>The pupil selects and applies the appropriate basic strategies to understand and produce monological written texts through traditional and digital media in order to guarantee an autonomous development and an entrepreneurial attitude towards learning itself.</p>



## 4.4 Activities

### 4.4.1 Series of activities carried out in different levels related to projects

Date	Level	Pupils worked on	Teacher	My reflection
14/04/2021	1. 2 <sup>nd</sup> grade. Emotions.	1. Subject: Emotions. In 2 <sup>nd</sup> The teacher worked on thinking routines:  - See: they watched a Pixar's video called <i>Uno por uno</i> . - Think: Share idea in small groups. Share your idea with your partner and find an agreement. •Share idea to the big group. - Ask	1. 2 <sup>nd</sup> grade counselor.	The aim showing this non-CLIL activity is to look at the importance of thinking routines in this school and how it can help us to structure our thoughts and learn to argue.

Date	Level	Pupils worked on	Teacher	My reflection
27/04/2021	<p>5<sup>th</sup> grade Science (CLIL subject).</p> <p>It is an activity related to a project.</p>	<p>1.Describing objects. The teacher shows them and image with different objects, in which they have to choose one of these.</p> <p><b>Annex 1.</b></p>	<p>1. CLIL teacher.</p>	<p>1. Pupils have to describe an object according to the sheet.</p> <p><b>Annex 1.</b></p> <p>Apart to work on grammatical structures, pupils learn to express themselves in public, organising their ideas and develop the oral production.</p>

Date	Level	Pupils worked on	Teacher	My reflection
4/05/2021	5 <sup>th</sup> grade. Science.  It is an activity related to a project.	Reduce, reuse and recycle.	I designed and implemented the activity.	<p>We reviewed the concepts of the 3 Rs and I designed some bins (yellow, blue, green ...) and the pupils have to deposit each waste in the corresponding bin.</p> <p>We also go over the names of certain products or foods. <b>Annex 2.</b></p> <p>It is important to carry out useful activities in which pupils can develop their knowledge in the closest context to real life.</p>

Date	Level	Pupils worked on	Teacher	My reflection
18/05/2021	5 <sup>th</sup> grade  It is an activity related to a project.	1. What can I do to make a better world? <b>Annex 3.</b>	I designed and implemented the sessions.	Through the development of this activity students reflect on their own behaviour and make conscious of the responsible attitudes we have to carry out in order to respect environment and be good citizens in the 21st century society. We have to educate for life.

Date	Level	Pupils worked on	Teacher	My reflection
20/05/2021	3 <sup>rd</sup> grade. Social Science.	2. Solar System (begging of the project). (Criteria Social Science: 4, 5, 6). <b>Annexes 3 and 4.</b>	I designed and implemented the activity.	The Solar System is a concept that calls a lot of attention to them. They have been very motivated in the development of the activity. In the annexes we can see different activities that they have carried out.

#### 4.4.2 Activities related to the project *Exploring Europe Otherwise*

Date	Level	Pupils worked on	Teacher	My reflection
20/05/2021	6 <sup>th</sup> grade. Social Science.	Behaviours to avoid climate change. (Criteria Social Science: 4, 5, 6). <b>Annex 5.</b>	I designed and implemented the activity.	After having explained the basic concepts to create an advertisement, the students will have to create their own educational advertisement through an image that will serve as inspiration.

Level	Pupils worked on	Teacher
6 <sup>th</sup> grade. Social Science.	KWL routine.  1. What do I do to take care of environment? 2. What would I like to do? (Future actions, but I should do) 3. What have I learned through this project related to how can I continue taking care of the planet?  <b>Annex 6</b>	Activity designed and implemented by the CLIL teacher.

Level	Pupils worked on	Teacher
6 <sup>th</sup> grade. Social Science.	More theoretical sheets with vocabulary and differences between an urban and natural landscape.  <b>Annex 7</b>	Activity designed and implemented by the CLIL teacher.

## 4.5 Assessment

In general, the evaluation is carried out through participation, *knowing how to do* (that they are able to function, to solve the problems that are proposed), some exposition, learning products are also used such as triptychs, small murals, where they can capture the information they have learned and add the creative part, with drawings. We evaluate above all that, the learning products.

*\*In the **annex 8** we can see a small mural created by them related to a photography contest.*

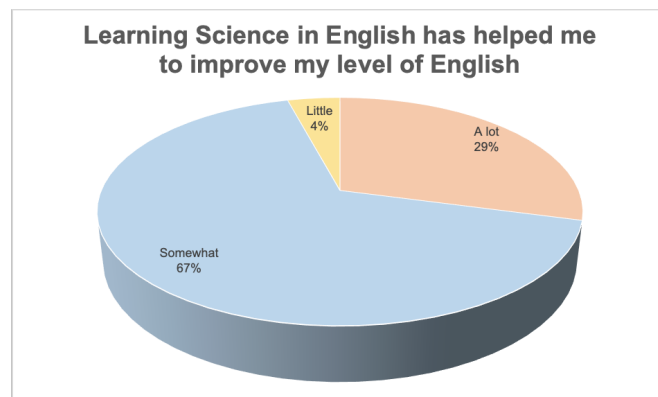
## 4.6 Evaluation of the project by the pupils

We have conducted a survey to 24 pupils of 6<sup>th</sup>, in which we can analyse in detail the level of satisfaction into different aspects related to the development of the project.

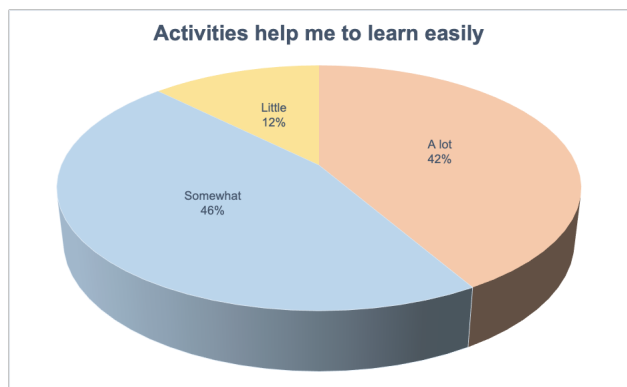
*\*Survey in annex 9.*



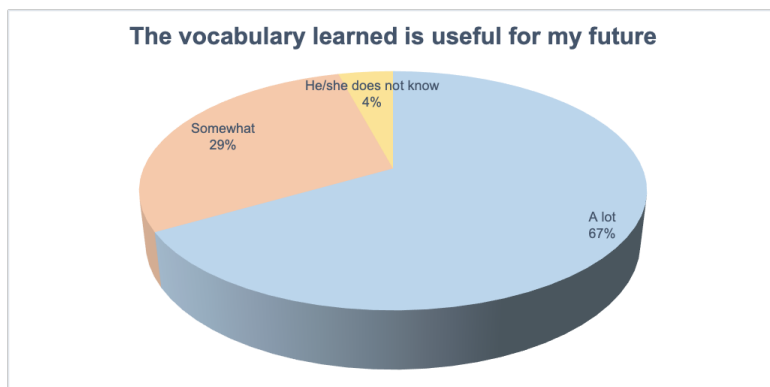
In general, the development of the project has had a good reception by pupils.



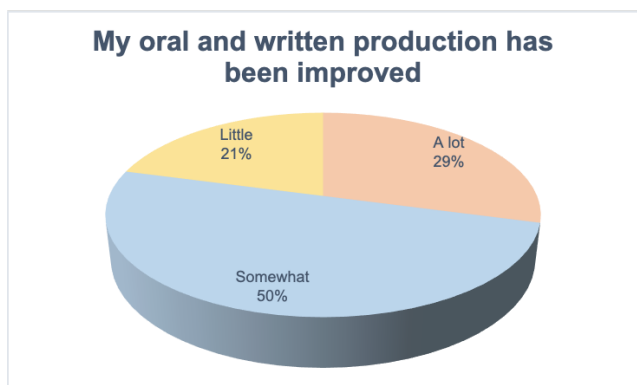
Most of pupils think they have improved to a greater or lesser extent their level of English according to receive the support of a CLIL subject, in this case, Science.



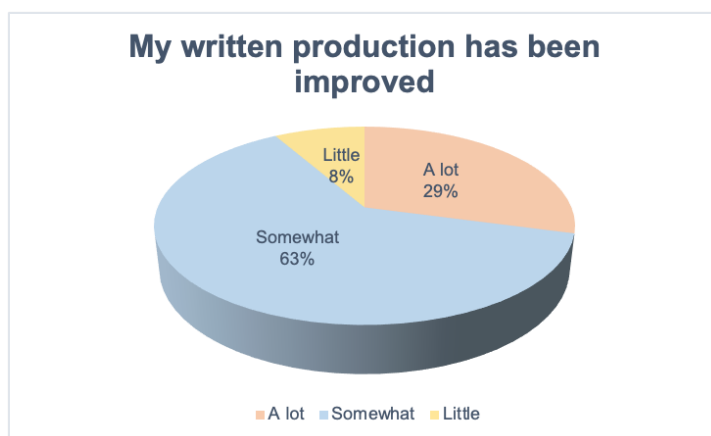
In the same manner the typology of activities has been appropriate, since they help pupils to understand the content in a easier way.



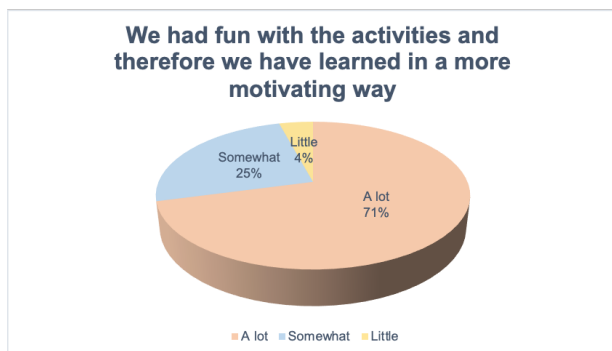
There is unanimity regarding the type of vocabulary through they have worked on.



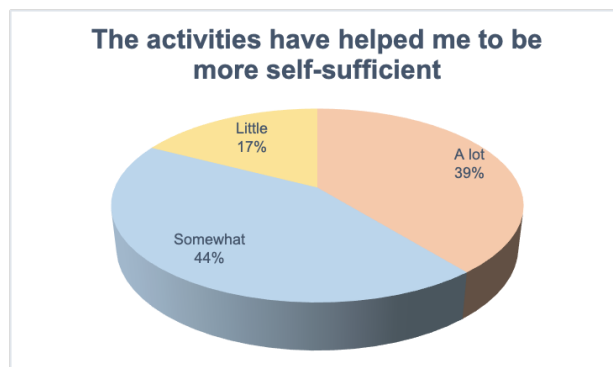
The English production, both oral and written, has been improved. However, we have to work on oral expression just as the next graph shows.



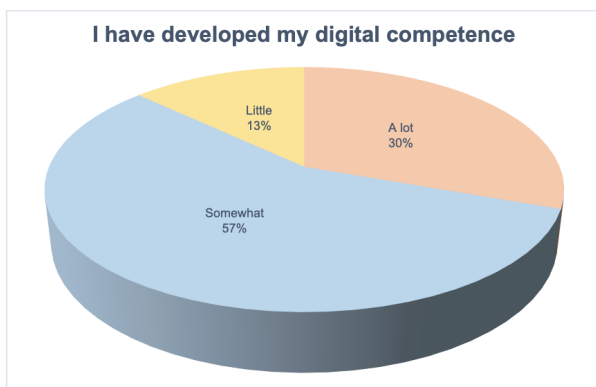
The satisfaction rate is bigger in respect on written production than oral.



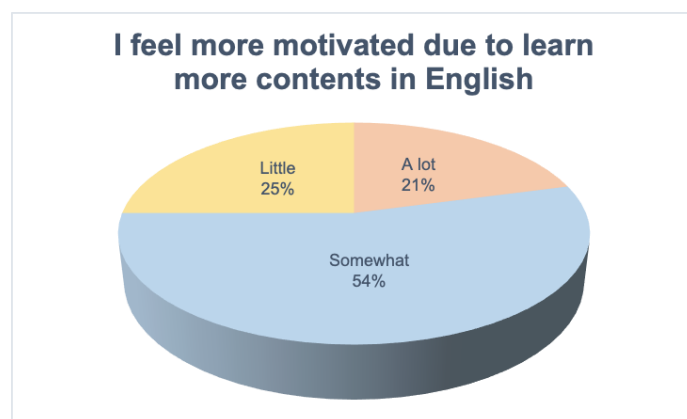
Undoubtedly, activities have a dynamic aspect, which is motivating for pupils.



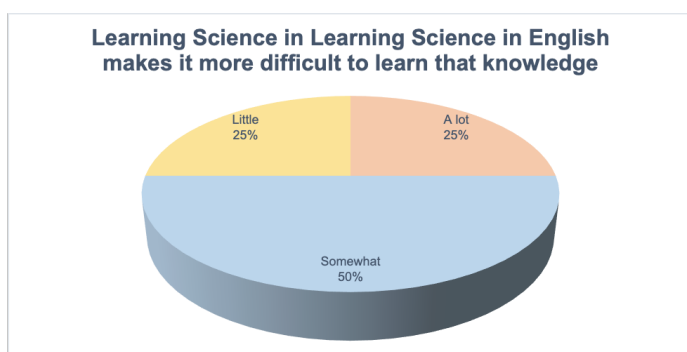
The learning of foreign languages make more self-sufficient students and this graph confirm it.



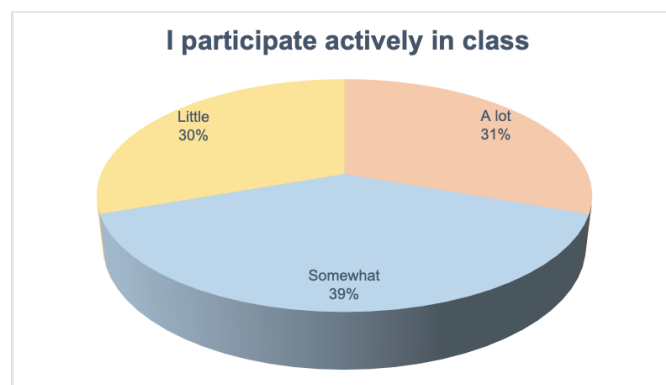
The learning of foreign languages required of personal autonomy and the ability to develop the digital competence is vital.



Despite the difficulty of learning contents perceived by these pupils related to learn contents in English, they feel motivated with these kinds of contents in English.

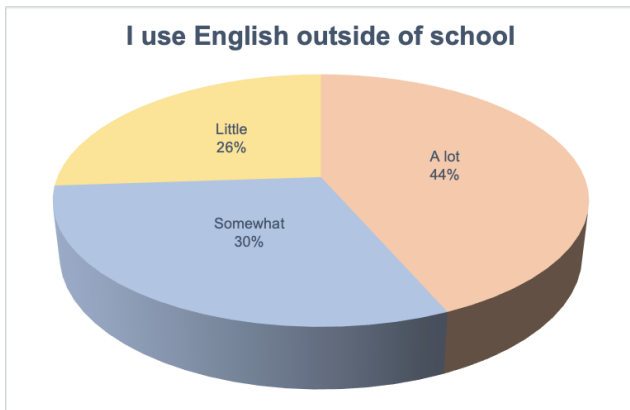


This graphic points out the fact that for them is more difficult learn the same contents in English than Spanish

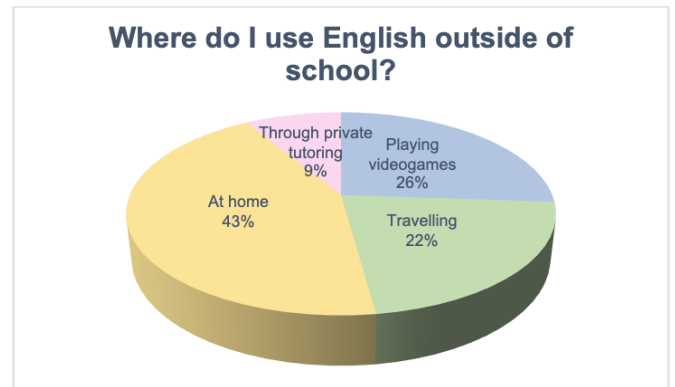


Most of pupils participate in class, however only the 30% do it actively.





Pupils use English outside the school. Hence, they do it in different contexts.

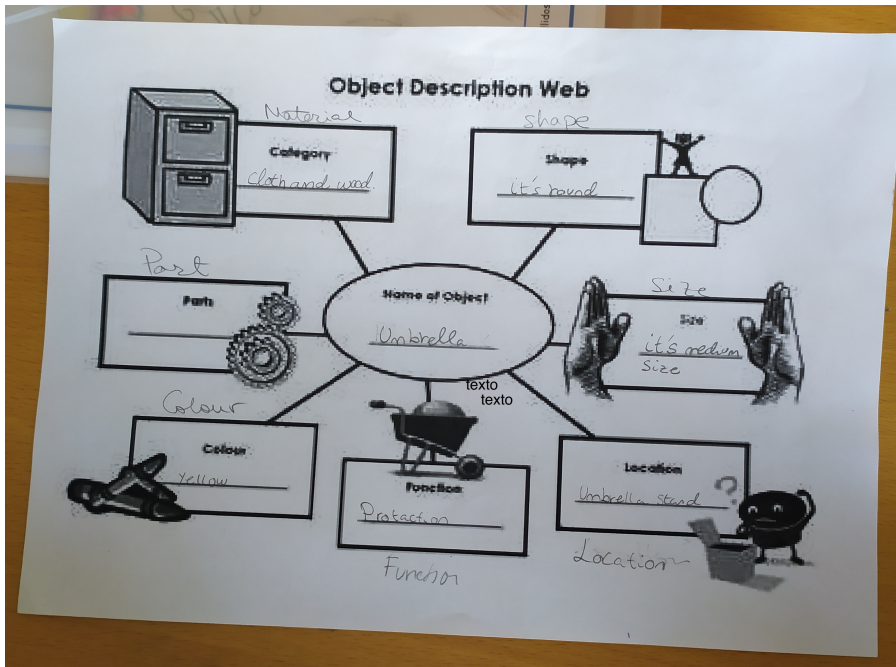


The use of English outside of school is majority at home. In fact, the father of one child is an Englishman. Others practise their English when they travel and some have said they learn English playing video games.

The use of English in formal and informal contexts is essential to language development.

## 5. Annexes

### Annex 1



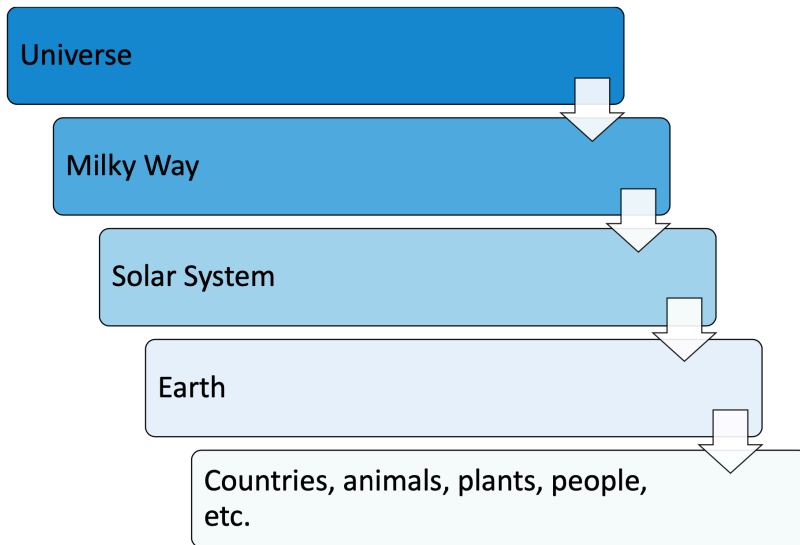
### Annex 2



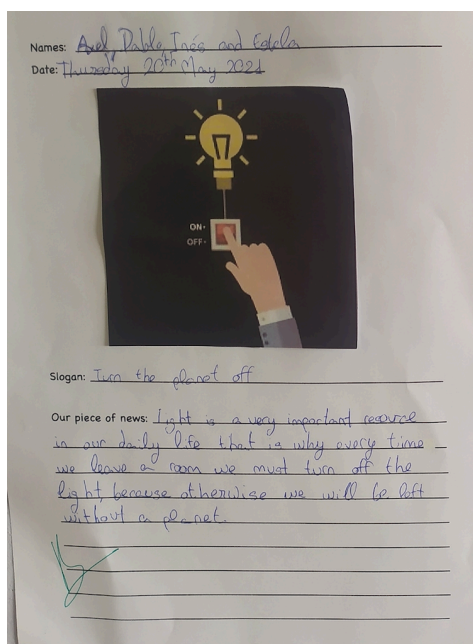
## Annex 3

<https://view.genial.ly/60a59b577da7bf0dbe167d95>

## Annex 4



## Annex 5




Annex 6

**Worksheet 6.1**  
Landscapes  
Word and structure practice

1. Circle the elements that are in the picture.

roots  
a swimming pool  
a bridge  
trees  
a house  
a plain  
factories  
a river  
mountains  
animals  
fields  
a bike



2. Copy the words from activity 1 into the right boxes. Underline the plural words.

NATURAL ELEMENTS <u>a river</u> , <u>a lake</u> , <u>animals</u> , <u>fields</u> , <u>mountains</u>	HUMAN ELEMENTS <u>a house</u> , <u>roads</u> , <u>a swimming pool</u> , <u>factories</u> , <u>a bridge</u>
--	---

3. Write true sentences about the picture.

<b>singular</b> There is a bridge. There isn't a school.	<b>plural</b> There are mountains. There aren't any animals.
--	--

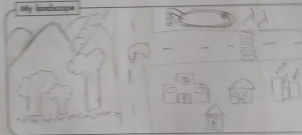
- There are any factories.
- There are trees.
- There isn't a plain.
- There is a lake.
- There are roads.
- There isn't a swimming pool.

**Worksheet 6.2**  
Landscapes  
Pair speaking practice

1. Draw a landscape. Choose 3 natural elements and 3 human elements from the list. Complete the table about your landscape.

Natural elements: mountain range, plain, depression, hill, valley, plateau  
Human elements: a house, a factory, a school, a road, a field, a bridge, a swimming pool, a railway line

My landscape



	my landscape	my friend's landscape
natural elements	hill, river, mountain	valley, mountain
human elements	school, house, factory	school, house, road

2. Work with a friend. Ask questions about their landscape and write the answers in the table above.

Is there a mountain in your landscape?  
No, there isn't.

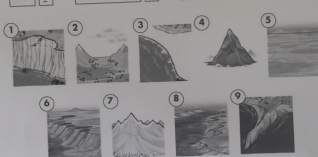
Is there a bridge?  
Yes, there is.

**Worksheet 6.3**  
Landscapes  
The landscape chant

1. Colour the words according to the code. Write the number of the corresponding picture.

For landscapes = green; mountainous landscapes = brown; coastal landscapes = blue

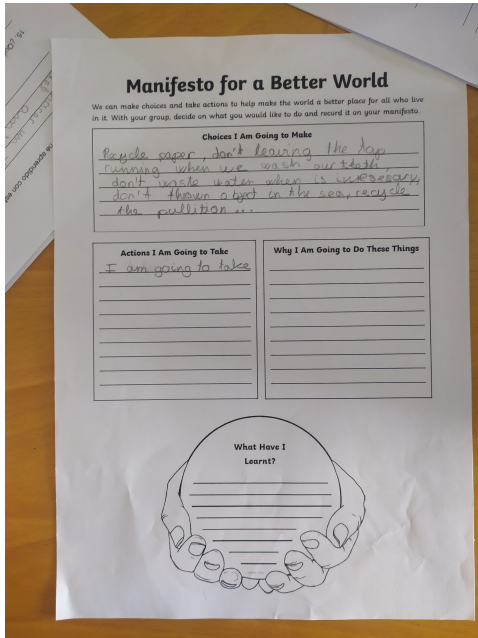
beach (5)   plateau (15)   headland (1)   mountain (11)   plain (1)  
cliff (2)   mountain range (1)   depression (1)   valley (7)



2. Use the words above to complete the chant.

landscapes, landscapes  
Different landscapes.  
High land, high land  
What can you see?  
A mountain range  
A valley  
A mountain range  
Flat land, flat land  
What can you see?  
A plain  
A plain  
A low depression  
Coastal land, coastal land  
What can you see?  
A clif  
A hil  
A round hil

Annex 7



Annex 8



## Annex 9

### Survey

#### Proyecto: explorando Europa de otra forma

1. En general, mi grado de satisfacción con este proyecto ha sido. **Rodea** el emoticono con el que te sientas más identificado/a:



2. ¿Tener Proyectos en lengua inglesa me ha ayudado a mejorar mi nivel de inglés?

- Mucho
- Regular
- Poco

3. ¿Las actividades que hago en Proyectos en inglés hacen que aprenda de forma fácil?

- Mucho
- Regular
- Poco

4. El vocabulario que he aprendido me será útil para el futuro.

- Mucho
- Regular
- Poco

5. Mi expresión oral y escrita en inglés ha mejorado.

Mucho

Regular

Poco

6. Mi expresión escrita en inglés ha mejorado.

Mucho

Regular

Poco

7. Estudiar Science en inglés hace que me sea más difícil aprender esos conocimientos.

Mucho

Regular

Poco

8. Desde que empecé a dar materias en inglés estoy más motivado/a.

Mucho

Regular

Poco

9. Las actividades han sido divertidas y esto ha hecho que el aprendizaje sea más motivador.

- Mucho
- Regular
- Poco

10. Las actividades utilizadas el maestro y la maestra me han ayudado a ser más autónomo/a, es decir, a aprender cosas por mí mismo/a.

- Mucho
- Regular
- Poco

11. Gracias a Science he podido navegar por Internet y entender más fácilmente las páginas en inglés.

- Mucho
- Regular
- Poco

12. Participo en los debates que tenemos en clase en inglés.

- Mucho
- Regular
- Poco



13. ¿Has utilizado el inglés fuera del colegio?

Mucho

Regular

Poco

¿Dónde? \_\_\_\_\_

## 6. Bibliography and webgraphy

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