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Trabajo fin de máster

**The CLIL unit as an
Emotional Educational
Approach. An Intervention
proposal for Science Subject
(Primary 4).**

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ABSTRACT

In this master's dissertation we study the main characteristics of CLIL, not only as a good approach to teach content through a foreign language in an integrated way, but also as a respectful and holistic way to enhance global citizenship spirit and provide the appropriate tools to function effectively in today's World.

We also review some literature to find out what Emotional Education is, the importance to introduce it in the mainstream education implicitly, and the relevance of teacher's training to participate in this matter. Then, we research slightly about some forms of Emotional Education implementation with some examples and two real cases: United Kingdom and Canarias (Spain). And finally, we found evidences about the positive influence that affect has in foreign language acquisition.

According to the findings in the theoretical framework, the implementation of Emotional Education schools supposes, not only the enhancement of emotions in order to improve students' wellbeing and learning, but also, and more importantly, a crucial tool to construct citizenship identity among them.

In order to link both fields, we finish this study with the design of an intervention proposal based on the development of a CLIL unit for Primary 4, about plants. For this object, we integrate the main aspects of CLIL approach from the 4Cs point of view (content, cognition, communication and culture) applying some aspects of Emotional Education. In order to evaluate the proposal we incorporate a rubric to assess both, the student's outcomes and the teacher work.

As we could not implement the intervention in a real context, we are not able to measure its effectiveness. Nevertheless, our belief is that we have taken a step forward by doing this attempt of integrating emotions with CLIL

Key words

CLIL, Emotional Education, integrated learning, citizenship, bilingual learning, primary education.

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1. INTRODUCTION

The current reality of our society in terms of globalization, emergence of new technologies and global connection, forces us to adapt to this paradigm shift where some old rules in some fields are not valid anymore. This is the case of Education, where we insist in using the same methodologies that were made for a society that does not have yet anything to do with the present one. We cannot keep on asking our students for contents they already have in a mouse-click touch. Now it is time to use all this information at their hands to teach them to think, discriminate, create and share new things taking it as a base. In this sharing, communication with the rest of the world is a must and foreign languages acquisition gets now an important role in our schools.

In this attempt of unity, inherited competitiveness and individuality are already useless, but we find it difficult to left them aside. It is time to start a path of connection with others, and for this matter we need to know ourselves first. This is where the emotions take the lead and help us to love ourselves the way we are and to empathize with others.

In this master's dissertation we would like to link these important roles, because both bilingual and emotional education could be integrated taking into consideration their synergy. To accomplish this matter we make a literature review about the two topics to know more about CLIL, from our point of view the best approach to acquire a second language, and emotional education, studying here some forms of implementation. Then, we look into the importance of the emotional factor in foreign language acquisition to finally make an intervention proposal that puts everything together in an attempt to transform the theory into reality. Finally as we could not implement the CLIL unit, we encourage to put it into practice and to make the adequate evaluation.

1.1. JUSTIFICATION OF THE RESEARCH QUESTION AND PROBLEM

The human being is going back home. History repeats itself and after the economic earthquake that we have recently lived, we are enduring its consequences, and now it is time to rethink the foundations of our society in each and every single aspect. A

recapitulation is needed: What happened? What did we wrong? What do we need to change? What do we want to achieve?

Crisis is good, the tallest towers fall, especially the oldest and those made fast with poor materials and shaky grounds. That leaves space to start all over again, to start new but taking into account the old: what was good, to use it as basis and to improve it; and what did not work properly, to discard it, to learn from it and to redo it differently, so many times, until success is achieved.

Without any question, education is the most important pillar in the construction, reconstruction or improvement of a fair and peaceful society. For years we have experienced and witnessed how a behaviorist pedagogy was implemented in our schools obtaining as a result automatons citizens well trained to be the best in their jobs, competitive, individualist and rationalists. It is true that, in this way, we have reached many crests in fields like economy, science, medicine, etc., but we have also paid a high price in poorer and poorer relationships, broken families and kids emotionally abandoned. If families are the cells of the society, we can already see in our present what might happen in the future. We are actually living in what Bauman (2002, in Vásquez, 2008) called the liquid society, where we have been submitted by success forgetting about the sense of belonging to something and the tendency to compartmentalized and rationalized many aspects of our lives, abandoning commitments and fidelities. Not only physical things or experiences have a price, relationships, agreements, love, businesses, etc. are measured in terms of “liquidity”, that is to say that nowadays everything has a price.

On the other hand, we are currently noticing some consequences of this lack of love and affect, like the visibility that bullying and cyber-bullying is acquiring in the media as an usual practice in our schools and classrooms.

On this way back home some light can be seen at the end of the tunnel and some brave schools and teachers are taking a step forward, changing the educational approach by introducing in their classrooms alternative and respectful pedagogies that attend students in a holistic way. The result is not as important as the process to achieve it. It is time to leave behind the transmission of dates, learning names and rules by rote, marks, certificates, competition, diplomas. Any of it has sense anymore in the world that we are living today, the era of communications and globalization, the time where we can have any information in just one mouse-click. The challenge

now is respect students' times and their interests, make them protagonists of their own learning, teach them how to think about all the data around them, how to sort the good from the bad, awakening their critical spirit and letting them know the African proverb 'If you want to go fast, go alone; if you want to go far, go together' (Unknown), enhancing collaborative work.

We are witnessing, in the present-day society, the resurgence of "old" alternative pedagogies like Montessori, Waldorf, Reggio Emilia, among others, which implementation has remained asleep in favor of the use of behaviorism. These alternative pedagogies are based on treating the student as a whole, even with their feelings, their personal status and their living environments (family and community). As we can see in the documentary "Enséñame pero bonito" (2015), this is a silent revolution that is taking place in small family and community projects, as little private schools or associations slowly but firmly, because sometimes it requires staying out of the law to follow these approaches due to the current lack of regulation.

On the other hand, sometimes, a pretty good group of teachers, willing to work differently, coincide in a current school and they are able to elaborate an Educational Project for their center that allows teachers to reinterpret the official curriculum and organize objectives, contents, methodology and assessment in an appropriate way for a XXI century pupil. However, this is so rare nowadays, and these kinds of teachers normally work alone with their students, in a respectful and holistic way, when their classrooms' doors close at first hour in the morning, facing their challenge as best they can, being faithful to their principles, being the change they wish to see in the world, as Ghandi said.

One of the aspects that has supposed a boost in the utilization of differentiated educational approaches in ordinary schools is the introduction of bilingualism. In 1996, the Ministry of Education (Spain) and the British Council (Spain) signed an agreement to introduce an integrated curriculum in 43 Spain state schools. Since then, Autonomous Communities have followed the lead and they have established a protocol to introduce in their Primary and Secondary schools Bilingual Projects, so this number is growing and growing each year.

The main challenge that a bilingual teacher has to deal with is that the official curriculum does not contemplate this integration of language and content, but the

State suggests the use of “significant learning based on a participatory active-communicative, dynamic and open approach focused on the needs of students” (Ministerio de Educación, Cultura y Deporte, 2013, p.136), and this is why administrations, schools and teachers have to look further to find and use an adequate methodology to teach content through a foreign language. It is here where CLIL approach enters the scene as an effective solution that covers social perspectives (Coyle, Hood, & Marsh, 2010).

Coyle et al.’s (2010) CLIL approach includes the so-called 4Cs, which we will explain broadly in next sections, combining elements of ‘Content’ (the subject it self), ‘Communication’ (language objectives), ‘Cognition’ (thinking development objectives) and ‘Culture’ (intercultural understanding and global citizenship objectives). It is precisely in this latter C for Culture, Community or Citizenship where affect, relationships, love and emotions live. Culture is the “invisible” thread that connects the three other Cs with the real class, school and world environment, with the new technologies, with the personal situations of the students, with motivation, learning to learn and lifelong learning. As a matter of fact, that is what is reflected in the “Key competences for lifelong learning” as the European Parliament recommended (2006).

In this C for Culture we –teachers and students— need then some tools so as to be willing to be part of a community, no matter if we are participating in a class or we just belong to the World, and this is where Emotional Education is needed.

Emotional Education is a fashionable topic today. The importance of emotions in learning is becoming more and more visible thanks to the advances in neuroscience and to Disney Pixar’s movie “Inside Out” (2015), which has made emotions a democratic topic. In this sense, the number of administrations, schools and teachers interested in the implementation of Emotional Education is getting bigger. On the other hand, most of these attempts are just aisled work units that are carried out in the classroom as little and rare drops, as watertight compartments, as if they had nothing to do with each other.

The aim of this Masters Dissertation is to put in relation CLIL approach with Emotional Education as a path to develop students’ emotional intelligence in a cross-curricular way, not only valid for language acquisition, but also for the rest of the subjects and lifelong learning in general. We would like to prove that CLIL is not

only the perfect solution to learn content and a foreign language in an integrated way –as we already know-, but also the perfect gear to foster Emotional Education so as to learn better and to prevent major problems like bullying, school dropouts, bad habits and delinquency. It is said that you receive what you give, so if we give some love, respect and affect to our students we will receive better citizens that would create a better World.

1.2. BRIEF ANALYSIS OF THE STATE-OF-THE-ART

When we started the research for this very work we could not avoid to think first of all in Goleman (1996). Someone who never has navigated too deep the emotions' waters before, always has had "Emotional Intelligence" –Goleman's (1996) book- as a reference: publishers have committed themselves to make this title a best seller and Goleman (1996) –who was not even an erudite of the matter, just a journalist and good researcher- just had to spread the knowledge about this kind of intelligence that all of us have and this man take out from the shadows, making an approach of this subject for many aspects of our daily lives, like business and of course Education. We can say thank you to him.

Thanks to Goleman (1996) other's psychologists previous works could see the light among the large masses, that is the case of Salovey and Meyer (1990). More recently in time, we can enjoy the work of Bisquerra (2000), who has enhanced enormously Emotional Education in Spain.

Despite Emotional Education is a relatively new concept, we can find many researches about the many advantages its implementation have, works, materials, webpages, books and applications. We can say that, among the huge information, the hardest part has been making a summary without leaving important aspects behind.

On the other hand, contemplate the work of Coyle et al. (2010) has been paramount to outline what CLIL is about. We have found also Cano's (2013) CLIL manual so accessible and clear, essential for those who have their first contact with this approach.

We have tried to expose some examples of how Emotional Education is being implemented. We could see many applications for this matter but very few of them

contribute to educate the student in a holistic way. We have appreciate so much López & Valls (2013) performance of the coaching for Emotional Education because it takes in almost all the aspects that we were looking for around the topic. In this section we have also included two cases to illustrate how the theory is being applied in real schools with the support of the authorities' laws.

Finally, we wanted to collect some evidence about the importance of the affect and the Emotional Education implementation, not only for the normal subjects, but even further in the acquisition of a second language.

1.3. AIMS

The main objective of this work is to design an intervention proposal in which we can integrate aspects of Emotional Education in a CLIL unit in a cross-curricular way, and in terms of added value to the already CLIL respectful approach.

We would like this to be an excellent example of an implicit treatment of Emotional Education in our schools and classrooms daily work, and not only as an explicit subject or workshop as a matter that has nothing to do with the rest of the curriculum.

To accomplish this objective we will have:

- to recognize the main aspects of the CLIL approach.
- to know what Emotional Education is.
- to understand how the application of Emotional Education and affect impacts positively in both mainstream education and foreign language learning.
- to design a CLIL unit following Coyle et al.'s (2010) premises and joining and highlighting as many Emotional Education aspects as we can.

1.4. METHODOLOGY

To achieve the principal aim of this work we will have to make a literature review to know the main aspects of the CLIL approach, what is exactly Emotional Education, how can we apply Emotional Education in the classroom and why is it important.

Finally, we will plan a CLIL unit as an example, trying to compile as many aspects of Emotional Education as we can.

2. LITERATURE REVIEW

2.1. AN APPROACH TO CLIL

According to Coyle et al. (2010), Content and Language Integrated Learning (henceforth, CLIL) is a dual-focused educational approach in which a foreign language is used as a vehicle to teach and learn content and language. The intention is to teach and learn a content subject through a foreign language in order to acquire this second language in a natural way.

Cano (2013) explains that this integrated approach arose in the 90s thanks to EuroCLIC (researches and educators from the European net of administrators in the educational field). But it has been in recent times when the interest in CLIL has grown as a magnificent educational practice to cover today's world reality (Coyle et al., 2010). Coyle et al. (2010) justify this fact with the growth of globalization and the forces of economic and social convergence as an important impact in the need and enthusiasm to communicate with the rest of the world, and therefore to learn foreign languages.

On the other hand, the results of the Programme for International Student Assessment (PISA), carried out by Organization for Economic Cooperation and Development (OECD), in their last global comparative rankings, especially in some countries like Spain, do not yield the best results among our students outcomes – and therefore, among authorities, schools and teachers' work-. In this regard, Coyle et al. (2010) advocate for CLIL approach as the answer to increase the levels of proficiency in foreign language acquisition.

However, foreign language learning is not the only reason, CLIL has also been designed to attend the demands and expectations of the present time in terms of innovation, introducing aspects of constructive and progressive pedagogies, new technologies and globalization (Coyle et al., 2010). Naturally, these expectations go hand in hand with the emergence and exponential growth of new technologies that have moved us into a new era, the Knowledge Age. In this new age arise change,

movement and unlimited resources, calling for a change in educational systems in terms of integration, confluence and cooperative learning (Coyle, et al., 2010).

Moreover, CLIL development also takes into consideration LOMCE¹'s life-skills proposed in Orden ECD/65/2015, reflected in the Recommendation of the European Parliament and of the Council (2006):

- Linguistic communication.
- Mathematical competence and basic competences in science and technology.
- Digital competence.
- Learning to learn.
- Social and civic competences.
- Sense of initiative and entrepreneurship.
- Cultural awareness and expression.

Coyle, et al. (2010) clarify that CLIL approach transcends language acquisition when its practice implicates students in the teaching-learning process, making them the center and the protagonists of their own learning. As a result, students become more autonomous, learn to think, and learn to learn using the tools they have at their disposal. This is about developing knowledge and cognitive skills, challenging students to investigate and innovate.

CLIL differs from other models of bilingual education, like content-based language learning, by integrating and contextualizing content, cognition, communication and culture into the teaching-learning practice (Coyle, et al., 2010).

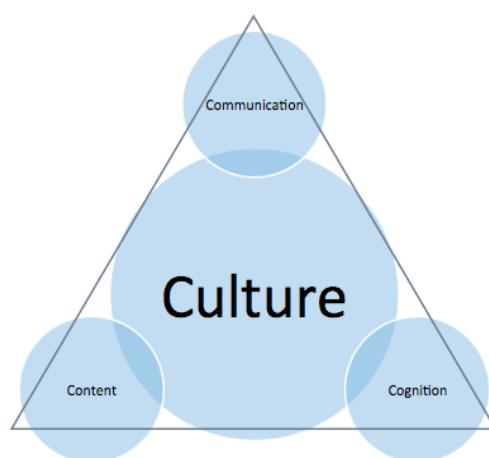


Figure 1. Coyle's 4Cs (Coyle, et al., 2010)

¹ Ley Orgánica para la Mejora de la Calidad en la Educación (Organic Law to Improve Quality in Education).

The 4Cs must be present in each CLIL unit generating a synergy among them (Coyle, et al., 2010):

- Content: specific to the subject.
- Cognition: demanding holistic thinking in search of quality learning.
- Communication: the language of, for and through learning.
- Culture: understood as citizen behavior, global awareness and values.

CLIL is a content-driven approach but it is about the use of the language. Attending to Coyle et al. (2010), the content teacher will need to adjust the subject to the additional language promoting, not only the language, but also stimulating cognitive through this language in an authentic and relevant environment as a key to achieve successful learning.

It is for this reason that students need a sequence in order to attain the three different types of language used in class: from the familiar to de abstract through the subject content itself (Coyle, et al., 2010):

- Language **OF** learning: The language learners need to access the basic concepts and strategies related to the contents.
- Language **FOR** learning: The language learners need in a general way to understand a second language in the classroom.
- Language **THROUGH** learning: The necessary secondary language within the mental processes leading to the acquisition of contents.

Conforming to Cummins (1984), CLIL is about going from B.I.C.S. (Basic Interpersonal Communication Skills) to C.A.L.P. (Cognitive Academic Language Proficiency). The subject matter determines the language needed to learn and this brings about language academic specialization (science-related, math-related, art-related, etc.).

In all this sequence, students must be provided of constant scaffolding as needed. Scaffolding are temporary support structures teachers use to assist students in accomplishing new tasks and concepts they could not achieve on their own (Gibbons, 2002). When teachers use scaffolding allow students to take the lead in their own learning and they become facilitators by helping students understand the content and the language in the classroom, supporting students' work, assignments and language production.

If we take cognition into account, CLIL becomes a journey from L.O.T.S. (Low Order Thinking Skills) to H.O.T.S. (Higher Order Thinking Skills) following the revised version of Bloom's Taxonomy proposed by Anderson & Krathwohl (2001). In this version it is stated that students cannot analyze, evaluate and create if they do not set the contents first by making an exercise of remembering, understanding and applying the new ideas. Only when they are able to relate the new ideas with their previous knowledge they can establish a good foundation from which it is possible to go beyond the mere content, where thinking is challenged and is able to enrich the ideas that they already have, to discard them in behalf of others or to segment them to construct new ones. This cognitive development has to be present in order to plan and design the CLIL unit and the progression of the proposed activities. The activation of previous knowledge is paramount so as to set a cognitive foundation in the student. Each Taxonomy category is associated with cognitive verbs to introduce educational goals guiding what students are expected to achieve in each activity.

Table 1. Bloom's Revised Taxonomy (Churches, 2009)

Categories		Verbs to introduce goals
L.O.T.S.	Remembering	Recognizing, listing, describing, identifying, retrieving, naming, locating, finding.
	Understanding	Interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying.
	Applying	Implementing, carrying out, using, executing.
H.O.T.S.	Analyzing	Comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating.
	Evaluating	Checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring.
	Creating	Designing, constructing, planning, producing, inventing, devising, making.

According to Anderson & Krathwohl (2001) the tasks in the CLIL classroom should lead the following progression based on Bloom's Revised Taxonomy (Cano, 2013):

1. The student uses the language over familiar aspects becoming a reference for the following tasks.
2. Then, the student uses and upgrades previous language with the introduction of contents visually.
3. After that, the student continues developing new knowledge and linguistic structures when they increase.

4. Finally, new knowledge is created when collaboratively students can make use of it with hands on activities, use of new technologies and scaffolding.

The goal is to achieve both challenges: cognitive and linguistic. So as to succeed, collaboration between language teacher and content teacher is so important (Davison, 2006).

The language teacher should identify competences and goals, decide contents and materials, identify language aspects and needs for the CLIL subject, analyze students' needs, select topics and interests, identify key competences and procedures, cross-curricular links, objectives and contents, key words, grammatical structures and lexicon, look for suitable texts and materials, and adapt language to the students' needs. One of his or her most important role is to help the content teacher to plan curriculum.

In CLIL environments, where cognition is integrated with learning and communication, the use of questions is one of the teacher's most important resources. Projects are organized around a driving question, an inquiry-based real context or a topic related, and students engage carrying out several tasks in order to find the answer to the main question or topic. That is why project-based learning is the most adequate strategy to connect with CLIL principles.

According to Mehisto, Marsh & Frigols (2008), there are some core features always present in CLIL:

- Multiple focus: On content and language, cross-curricular integration of several themes, projects and subjects, and encouraging reflection on the learning process.
- Safe and enriching learning environment: By providing students with routines, exposing content and language support in the classroom walls, putting in their reach authentic materials to build their confidence and increase language awareness while they are experimenting with it.
- Authenticity: Make connections with students' interests, lives, other speakers of CLIL language and real materials from media and other sources, letting them ask for the language help they need.
- Active learning: Students become the centre of the teaching-learning process by giving them the lead of their own learning in terms of content-language-

skills outcomes setting, self and peer assessment, co-operative work and meaning negotiating, while the teacher acts as a facilitator.

- Scaffolding: Based on the students' previous knowledge fostering different learning styles, creative and critical thinking, by presenting them the content easy to understand. It challenges students to go beyond their comfort zones.
- Co-operation: Among teachers, specially content and language teachers, families and carers, local community, authorities and employers.

Finally, CLIL approach cycle would not be complete if we do not take into account assessment as one of its principal cornerstones. Assessment in CLIL should be integrated and it has to be present in every step of the way in order to reach CLIL-related competences or skills (Järvinen, 2009).

According to Järvinen (2009), assessment in CLIL is always dual focused in terms of:

- Assess both meaningful content and language.
- Assess both the product and the process.
- Assess prioritizing fluency (meaning) over accuracy.

CLIL assessment will focus both linguistic and academic competences in integrated forms of authentic assessment (Järvinen, 2009). Authentic assessment happens when the checking process is associated to types of work that real people do, rather than merely soliciting answers which only require simple, easy-to-assess responses as in traditional teacher-centered education (Wiggins, 1998; in Järvinen, 2009).

Alternative assessment from Wewer's (2014) point of view, generates less anxiety, is more equal and is multiculturally conscious. It also provides information to students about their strengths and weaknesses, giving them the base to improve their learning. On the other hand, it requires new learning environments and a new role for the teacher.

Wewer's (2014) also points out several examples by which alternative assessment can be carried out: oral presentations, debates, exhibitions, collections of written products, constructions and models, experiments and inventories of student work and behavior, composition tests, cloze and cloze elide tests, c-tests, simulated oral proficiency interviews, portfolios, role play tests, group tests, performance assessments, task-based tests, diaries, conferences, self- assessments, video and

audiotapes, learning logs, checklists, journals, teacher observation and peer assessments, simulations, diaries and inquiry-based learning projects.

2.2. AN APPROACH TO EMOTIONAL EDUCATION

According to Bisquerra (2000), the concept of Emotional Education is not easy to describe but it can be resumed like an ongoing and permanent process which major aim is to increase personal and social welfare by developing emotions and cognition, essential elements of the personality. To achieve this objective it is necessary to get to know each emotion, putting it a name, recognizing when it flares and finally giving it a way out in a conscious and healthy manner. This awareness of emotions helps people to get to know themselves better, to take control of their lives and to connect better with others.

The words “ongoing” and “permanent” are the most important in this definition because this process has to be present in students’ lifelong learning. In words of Darder & Bach (2006), emotions have to be more than present all along the path of the individual education, which is his or her whole life. Human potential cannot be fully developed if we insist in separating this important issue from the rest of disciplines. Educate emotions and contents in an integrated way forms the perfect synergy to educate children holistically. In other words, if we left emotions aside we are not giving students a fully training.

In this regard Hinton, Miyamoto & Della-Chiesa (2008) believe that schools are intrinsically involved in emotional development since scientific evidence that emotion is fundamental to learning.

As we can see in Gallardo & Gallardo (2015), Emotional Educational is a pretty new concept and it has its origin in the use and development of the Emotional Intelligence when Salovey & Mayer (1990) used this term to describe the emotional qualities that are important to achieve success, not only based in the academic accomplishment, as others demonstrated before. Both psychologists formulate their theory based in their predecessors’ work: Leuner (1966) and Payne (1986). They also took into account the contributions of Sternberg’s (1985) “Triarchic Theory of Intelligence” and Gardner’s (1987) “Theory of Multiple Intelligences”.

But it was Goleman (1996), researcher and journalist, who spread the concept in his best seller “Emotional Intelligence”. Since then, these two words has been disseminated massively in hundreds of books and texts devoted to academic, psychological and self-help fields.

For Goleman (1996), Emotional Intelligence is a new concept of broad significance, that includes the ability to motivate oneself and persist facing frustrations, control impulses and delay gratifications, regulate moods, prevent misfortunes to block the ability to think, develop empathy and hope, etc.

Goleman (1996) distinguished two different dimensions in the Emotional Intelligence:

- Intrapersonal dimension: It is related to one self's knowledge and the management of the own life, the self-motivation, responsibility for our own acts and self-esteem.
- Interpersonal dimension: It gives to the person knowledge and understanding of emotions, feelings and expectations of others, the recognition and respect for others uniqueness through the use of empathy.

As Darder & Bach (2006) point out, both dimensions are interdependent. Self-esteem is related to empathy since this latter increases when our self-concept is more positive. It happens the other way around, we need to know the concept that others have from us to build up our identity. This means that we need to have a good knowledge of ourselves to be able to connect with other people in a spiral of constant feedback to survive.

Bisquerra (2000) extracts this five different dimensions from the ideas of Goleman (1996) and Salovey & Mayer (1990) to describe an emotionally intelligent person:

- Knows one's emotions and acknowledge feelings as they arise.
- Has the ability to control emotions and manage them.
- Has the ability to motivate oneself and enjoy the performance.
- Recognize emotions in others and empathize with them understanding their perspective.
- Has the ability to manage relationships with others in an appropriate and satisfactory way.

These dimensions are quite related to Delors' (1996) report for UNESCO. In this International Commission about Education for 21st Century, four pillars are proposed towards lifelong learning: learn to know, learn to do, learn to coexist and learn to be. Learn to be one self and to coexist is easier if emotional intelligence's competences are developed from the school.

The appearance of the concept of Emotional Intelligence supposed a revolution in the educational field, because it changed the idea of the IQ based just in linguistic and logical-mathematical intelligence parameters (Bisquerra, 2000). Emotional Intelligence development implies then much more than a mere acquisition of knowledge, it means that it allows people to behave better as they empathize with their fellow human beings, preventing bad habits, manners and bearing (Bisquerra, 2000) and the good news is that these capacities can be taught and learned: that is where Emotional Education takes place.

Darder & Bach (2006) conducted an extensive review of the abundant literature that combine emotional intelligence and education, rescuing this group of relevant contributions:

- The person emotional dimension is educable. The individual emotional life is not conditioned by irreversible innate factors.
- Cognition and emotion are intimate related processes. The isolated contemplation of one of these factors means a bias of the reality that recent researches describe. An integral education has to consider the profound interrelationship between the two dimensions.
- An educational action only makes sense if it has structure, continuity and experience. Regarding this last point, research shows that mere exposure to information is sterile if it is not attached with an experience.
- The involvement of the students in their own process is critical to make sense of educational work. A student detached motivationally of learning may not fully perform it.
- A consistent education system or the conception of Emotional Intelligence respects the uniqueness of individuals and the diversity as a group, which means the implementation of alternatives to avoid the standardization of learning processes.
- Emotional maturity is composed of three dimensions: cognitive, emotional and behavioral. The educational activity must act integrated on this triad (thought-emotion-action).

- Personal satisfaction and social efficiency are related. It means that both of them interfere with each other and if one of them gets damaged, the other decreases also.

Following the same authors (Darder & Bach, 2006), it should be stressed that this is not about to transform Emotional Intelligence in a subject in our schools, but a transformation of the whole process. Sometimes, emotional training is not always presented with this inclusive orientation. Normally this kind of education is offered apart from the rest of the curriculum like a discipline that has not anything to do among them. Nevertheless, if we have to decide between any kind of Emotional Education implementation and anything, obviously it is better the first option, but by no means it never has to be carried out as a form of instruction or training with the aim to tame children in order to behave in class in terms of fear and punishments.

In this context Darder & Bach (2006) highlights that emotions cannot be educated – or trained in this case- as they were taught in former times. The new paradigm requires methods of listening, understanding and being an example, because just with their behavior and actions, teachers are educating their pupils in a respectful and emotional style. Only this way, giving students this kind of feedback, can become adults with integrity.

To sum up, what Darder & Bach (2006) want to express is that the aim of the Emotional Education it is not just another isolated subject or a prevention of some specific behaviors and/or psychological problems of the current population like an emergency remedy: It has to be a full, integral and integrated education of emotions. This is about discovering and accepting our own humanity in its broadest sense.

As far as we people tend to repeat our ancestors patterns, especially in education (teaching and learning), in the family or at school, a paradigm shift like this, in order to undertake the task of educate others emotions, requires what Darder & Bach (2006) named “des-education”: we have to revise our own emotional baggage, analyze our life decisions and habits and see how everything has set us as persons. When a teacher faces his or her classroom, some “ghosts” of their pasts as children usually arise: weak self-esteem, victimhood, guilt, judgments, competitiveness, comparisons, lack of space to encounter with oneself and the others, lack of moments for silence and contemplation, invisible and/or inaudible violence,

criticism, and so on and so forth. Unload this backpack is a hard and introspective work that anyone can do for anyone. It is a matter of taking conscious and recognizing what is actually necessary to live and coexist better.

Darder & Bach (2006) stand out that one of the biggest obstacles to carry out this kind of educational theory and practice, from an emotional point of view, is the poor training of teachers in personal dimensions. This type of preparation has three main objectives to achieve (Darder & Bach, 2006): to improve their personal lives; to improve their outcomes to be better teachers; and to ameliorate the relationships in the school ecosystem. Step by step, teachers are being introduced in a permanent training about topics like personal and social development, conflict resolution, mediation, decision making, self-esteem, socio-affective skills and own emotional education.,

According with the teacher's training topic above, they also highlight the importance of receiving this formation at center's level because, although the changes produced in the center's culture are usually slow and need to be fed back, the effectiveness is guaranteed. From my point of view, this is a method to enhance cooperative work among teachers and to be a suitable example to the students.

Bisquerra (2000) summarizes the Emotional Education general objectives in the following terms:

- Improve a better understanding of one's own emotions.
- Identify the emotions of others.
- Develop the ability to control one's own emotions.
- Prevent adverse effects of negative emotions.
- Develop the ability to generate positive emotions.
- Develop a greater emotional competence.
- Develop the ability to motivate oneself.
- Adopt a positive attitude towards life.
- Learn to flow.

So as to develop and implement these objectives López & Valls (2013) recommends that it is necessary professorate foster enough abilities to facilitate their students to grow and get prepared integrally. They bet for change of the teachers' role: they have to learn to work on emotions with limits and contention; they have to include

approaches of experiential learning, which means a methodological transformation; and they have to integrate coaching abilities and capacities in their role as teachers.

To summarize, Emotional Education is an approach that has to be integrated with the rest of syllabus if our aim is to foster a holistic education for our students. This emotional skills will give them the base to dominate and embrace their feelings, to have a better self-concept and consequently, to develop empathy for others. This is going to be translated in better behaviors and habits, improving the relationships among the community. In Emotional Education, teacher training is paramount because they will lead their students' emotional development and they cannot do it if they are not emotionally intelligent themselves. In the next chapter we will explain how Emotional Education is putting into practice.

2.3. EMOTIONAL EDUCATION: EDUCATIONAL APPLICATIONS

As we have seen before, when we talk about the introduction of Emotional Education in our schools, what we normally find is a more or less structured program with some objectives and contents about emotions to cover. These kinds of programs are normally developed in sessions to be performed separately from the normal subjects as if it does not have anything to do with the rest of the curriculum.

It is easy to find books, materials, sources, techniques, webpages, blogs about Emotional Education but almost all of them are more focused on the recognition of the emotion than any other thing, which is important, but it is not everything. This is the case of "Emotionary" (Núñez & Valcárcel, 2016), an illustrated dictionary that explains up to forty-two emotions and its project developed in the blog "Aula de Elena" (Pintado, 2014). Or the compendia of Educational Applications like Vallés & Vallés (2000) work with lots of theory and worksheets that are not sufficiently explained to be carried out.

Maybe, one of best tools that we could find, to cover almost the whole educative process, and to set excellent principles for the student's lifelong learning, is the Educative Coaching. When someone is coached, he or she receives accompaniment and, that helps for learning, personal development and individual growing (López & Valls, 2013). As López & Valls (2013, p.664) affirm, "coaching is thinking with them and not for them", the teacher helps to discover, he or she does not teach: Teachers

are learning facilitators and need to connect with students' contexts and real situations.

López & Valls (2013) assert that coaching is settled in four pillars: raise awareness, responsibility, creativity and transformation.

Sometimes schools tackle coaching from the point of view of mentorship programs, and that could really help, specially for individual cases and/or problems. But if we want to approach the class as a whole it would be better to proceed with the model that López & Valls (2013) propose named "eCED" (emotional, cooperative, experiential and dynamic). This didactic proposal:

- generates energy because there is movement.
- dilutes the role of the teacher as a benchmark of knowledge, generating ability to think and create in students.
- connects with the learning of the real-life needs.
- puts emotions at learning service.
- develops the capacity to understand the dynamics that are generated in the groups from a relational and emotionally point of view, helping students to think of themselves.

We have tried to find any relevant real case of Emotional Education application approached in a holistic way, which implementation in the public educational system was approved, established and promoted by authorities and recognize in their laws and their official curriculums. That has supposed a very difficult task and the model that most closely resembles is the Finnish, of which we have heard a lot lately and everything good.

We have preferred to choose something closer and that is why we have opted for the two following cases. The first one is the British case (SEAL): we have elect this case because, despite it is explicit –not integrated-, it is backed up for the good results that some researches throw. The other one, the Spanish case, has been elected for obvious reasons: although we know it is not holistic and it is not the only one in Spain –Extremadura is also on the run-, it is new, it has been recently spread on the news and offers a big hope and example for the rest of the country. We will explain its most important characteristics in order to have two valid –but not enough- real examples of Emotional Education.

2.3.1. United Kingdom case: SEAL

The implementation of measures for the Emotional Education is still rare in general all over the World. Maybe we could find some schools, normally private, that plan some actions to approach this matter in their own environment. However, there is still much work to do in the official curricula of the vast majority of the countries. It would be important that Governments could promote Emotional Education in their schools and raise the importance of this field at the level that Mathematics or Language have today.

On the other hand, we can find some good examples of places that have made the first move and they are already in the path. This is the case of the United Kingdom with the implementation of SEAL (Social and Emotional Aspects of Learning) program in their public schools.

According to Gross & Casey (2012), SEAL was an initiative of the DfES² of England. It started being piloted in 25 of their schools from September 2004 and in June 2005 the materials were spread to all primary schools (from 3-11 yrs). Nowadays, every school have the appropriate material at its disposal and funding to provide them training and support so as to implement and embed SEAL. From our point of view, this kind of back up is paramount to carry out a program like this.

The SEAL initiative contemplates the following social and emotional aspects of learning (DfES, 2005): Self-awareness, managing their feelings, motivation, empathy and social skills. All of them are interpersonal and intrapersonal intelligences' aspects which teachers enhance in order to achieve better outcomes. Those also lead students to accomplish emotional health, comfort and other benefits for students, families and schools (Gross & Casey, 2012).

The aim of SEAL is to offer an official whole-curriculum framework to develop social and emotional skills of all pupils. For this purpose, the DfES created a guidance booklet that describes the form to implement SEAL in English schools. In general lines, this is about foster the learning of the skills mentioned before through an explicit curriculum that has to be reinforced through the rest of the curricular areas and throughout the school day (Gross & Casey, 2012).

² Department for Education and Skills.

The guidance offer backing for each topic and grade including materials to cover the school assembly, small group practice, teacher training and family stuff to keep on working at home (Gross & Casey, 2012).

It has been demonstrated that the explicit curriculum in SEAL is not enough to develop children's personal and social skills and frequent reinforcement has been needed to embed this kind of learning and to ensure that students are able to apply the skills in real life situations. It is also needed to train the whole school personnel to be part of this project being an example for the students and be able to teach in a more integrated way (Gross & Casey, 2012).

The research on the benefits of developing children's SEAL has found (DfES, 2005): teaching accomplishment, good behavior, more inclusion and cohesion, better outcomes and less mental health issues.

Gagen (2015) explains that the implementation of SEAL in England schools has supposed, not only the enhancement of emotions in order to improve their students wellbeing and learning, but also, and more importantly, a crucial tool to construct citizenship identity among them.

2.3.2. Spanish case: Canarias

In Spain, today, we cannot find any sort of Emotional Education development in the official curriculum spread by the Central Government in LOMCE (2013). We could hear the voice of Bisquerra (2013), explaining that this new law has erased the slight hope that the previous one (LOE³, 2006) sketched out in its article 71: "The education authorities will have the means needed for all students to reach the highest personal, intellectual, social and emotional development". Nevertheless, as Education Competences are transferred to the Autonomous Communities, we can find some examples in which the Autonomous Government has regulated this area in order to take Emotional Education in.

This is the recent case of Canarias Government introducing in its curriculum a new subject covering the space that their schools' class-schedules have as "Área (asignatura) de libre configuración autonómica" ("Area/subject of free regional

³ Ley Orgánica de Educación (Organic Law on Education)

configuration”). This subject named “Educación Emocional y para la Creatividad” (“Emotional Education and Creativity”) is being progressively implemented in the four first grades of Primary in this present academic course 2015-2016, devoting two sessions of 45’ per week each grade.

“Emotional Education and Creativity” is regulated in Decreto 89/2014, August 4, in which the Primary Education curriculum of the Canary Islands is established, and in a more specific way, in its third annex.

The subject is divided in three blocks of contents:

- Emotional awareness.
- Emotional regulation.
- Creativity.

This is the methodology used, as we can see in Decreto 89/2014 (p.22540-22541):

Implementation of learning based on life experiences, interaction, and body language. This entails the need to start from the students emotional experiences in their different contexts —escolar, family, social—, and to design integrated and cross-learning situations among the different areas where children are actively and emotionally involved from an experiential and body perspective like symbolic and dramatic games, role-playing techniques, experiential metaphors, etc. It would also be convenient to use pictures, music, dances, stories, games and mime gestures...

The methodology also implies bodywork —posture, breathing, relaxation, expression—; enhancement of creative thinking; the affective component; and the role of the teacher to support students every step of the way.

The Government offers teachers a voluntary training in the implementation and developing of this subject through a moodle platform.

2.4. AFFECT IN SECOND LANGUAGE ACQUISITION

If we have been studying how important are the emotions and the affective side in the educational mainstream, almost every single second language teacher could affirm that his or her field in teaching needs an extra implementation of Emotional Education inputs.

As said by Maftoon & Sabah (2012) the relationship between affect and language learning is notorious and has been experienced by most language learners. Du (2009) explains easily Krashen's (1985) "Affective filter Hypothesis" arguing that a foreign language is better acquired when students receive comprehensive input and their affective filters are low. Affect at this point encompasses motivation, attitude, anxiety and self-confidence

Second language acquirers will prevent from profiting comprehensible input if the affective filter acts as a wall to learning. In Du (2009) points out that:

- The filter is up when the student lacks in motivation and confidence and is anxious about failure.
- The filter is down when the student is relaxed and enjoys the process.

In order to make use of the "Affective filter Hypothesis" in second language teaching, Du (2009) proposes:

- Attend to students motivations, encourage them, and comfort them to keep a positive attitude by capturing their interest, giving them confidence, reviewing teaching method, enhancing emotions in favor of the target language and giving students reasons to learn this second language.
- Help students to impulse their confidence and reduce the anxiety about the new language by helping them to cultivate self-confidence, encouraging and praising them.

Du (2009) remarks the importance of some factors that can improve communication like the classroom atmosphere, to animate students to know each other, to promote teamwork, to comfort shy students and to work more on oral and social activities rather than on the pen and paper ones.

As Maftoon & Sabah (2012) point, second language acquisition cannot be separated from the learners' social context, what goes on in their minds or how social and affective factors are distressing them. They also consider that cognitive and affective factors have to interact each other, sharing their synergies. This is exactly what normally happens with Vygotsky's (1978, in Maftoon & Sabah, 2012) "perezhivanie" —lived or emotional experience— by which the emotional aspect of language and the importance of the human connections in social interactions in the Zone of Proximal Development —ZPD— are integrated. The emotional experience plays an important role in understanding when the social interaction occurs. Vygotsky here shows how

language is the vehicle to acquire knowledge and meaning while the student is experimenting in a real context (Maftoon & Sabah, 2012).

Maftoon & Sabah (2012) adds some relevant issues to take into consideration to facilitate the cooperative construction of understanding such as active listening, much dialog and emotional support among student's closest social circle (family, carers, teachers and peers).

3. INTERVENTION PROPOSAL

In this part of the Masters Dissertation, we will try to put into practice the theoretical framework reviewed, designing a CLIL unit about plants for Science subject. We have entitled the unit: "Let's make some green friends". We have planned this unit following Coyle's (2006) 4Cs CLIL Curriculum Framework, developing the lessons through her CLIL Lesson Plan. We have taken into account along the process all the points recovered about Emotional Education for its implementation.

3.1. TARGET GROUP AND CONTEXT

This CLIL unit is designed for a group of eighteen boys and girls of 4th grade of Primary (10 years old). They belong to a little Public School in Puente Castro, a modest neighborhood of León (Spain) with a medium-low socioeconomic level. This school has just one class per grade –one line- from kindergarten (3 years old) to 6th grade (12 years old). The school started its bilingual project in 09/10' course with 1st grade. Most of its students come from León with just a 5% of immigrants, but with a significant amount of kids belonging to the ethnic gypsy minority.

The school facilities are quite old, but the building inside has a lot of charm, well cared and so bright. From a technological point of view the school it is not completely equipped, only a few classrooms have digital boards and sound equipment. In our reference group classroom they do not have any digital board or overhead projector, when they need to do an audiovisual activity they have to leave their classrooms and go to ICT classroom in which we can find a smart-board, one computer for the teacher to control de board and a quality sound equipment.

The school environment is very familiar among students, teachers and parents. The faculty enjoys a good working atmosphere but there is not a fluent communication between them, especially in programming terms. They work almost individually and they are quite protective about their own methodologies.

One relevant aspect that we have to highlight is that the tutor of our targeted group is at the same time their English teacher and their Science –through English-teacher, apart from other core subjects. That means that the importance of both teachers communication rests over the same person. He or she is free to program the contents in a cross-curricular way.

Although the group is not so big, it is pretty heterogeneous: we can find quite different capacities among students. There is one Moroccan girl with a grade 2 curricular adaptation, there are two boys with ADHD –treated-, and three gypsy boys –relatives-, one of them with a grade 3 curricular adaptation. This heterogeneity does not promote a cohesive group, since we can find three or four sides of children in class. If it is true that there are a couple of disruptive kids and a couple of leaders, all of them, without exception, are good children and it is possible to reason with them. This is why we think that a class like this could enjoy of another form of being taught, like CLIL approach, as a way to educate their emotions and to find what is best in them to offer it to the rest of their colleagues. Everybody could benefit from everybody, giving students the chance of being the protagonists of their own learning and teaching them how to work cooperatively. It is time to leave behind competitiveness and start creating together.

3.2. OBJECTIVES

First of all, we have to take into account that the current official curriculum, developed by both central and autonomous governments, does not gather contents, assessment criteria and learning standards (assessable learning results) for content and learning integrated subjects. It is in the second level of curriculum development where the school bilingual project sets its first goals for its bilingual subjects. But it is finally in the third level, where CLIL teachers develop the didactic programming and its didactic units. School and bilingual teachers make use of the contents, assessment criteria and learning standards set for the subjects taught in students' first language, and they adapted them to their matters. In this specific case we have taken into account Real Decreto 126/2014, February 28, where the basic curriculum

for Primary is established. We will use the syllabus' third block “Los Seres Vivos” of the key areas of the “Conocimiento del Medio” for second cycle as set out by LOMCE.

The general objective of this CLIL unit about plants is for students to learn about the importance of plants. Students should know that plants belong to a very important shackle of the cycle of life, that everything is interconnected: humans, animals, plants, climates and ecosystems depend on each other. The cultural/community/citizenship factor is very strong in this topic and we need to take advantage of it in order to reinforce some aspects of the Emotional Education.

For this unit, in order to develop the general objective, we have threshed it into the next specific objectives with their own key competences associated (See Table 2):

- To remember previous knowledge about how to classify plants, the parts of plants, how they make food and how the flower is the reproductive part of most plants (1, 4, 5, 6, 7).
- To understand how plants reproduce (1, 4, 5).
- To identify the parts of the flower (1, 4, 5).
- To identify the male and female reproductive organs in a flower (1, 4, 5).
- To understand how pollination occurs in flowering plants (1, 4, 5).
- To understand that different seeds are dispersed in different ways (1, 5).
- To understand animal pollination and wind pollination (1, 5).
- To understand plant fertilization (1, 5).
- To understand how plants make their own food and the process of photosynthesis (1, 4, 5, 6).
- To carry out a (1, 4, 5, 6).
- To read and understand the importance of bees (1, 4, 5).
- To listen to videos and songs about plants (1, 4, 5)
- To do a piece of guided writing about bees (1, 5).
- To summarize unit content (6).
- To undertake a simple self-assessment on the unit content (6).

Table 2. Basic competences key

BASIC COMPETENCES KEY
1. Competence in linguistic communication.
2. Mathematical competence.
3. Digital competence.
4. Learning to learn.
5. Competence in social skills and citizenship.
6. Autonomy and personal initiative.
7. Artistic and cultural competence.

3.3. METHODOLOGY

As we have said before, the aim of this Masters Dissertation, and therefore this intervention proposal, is to find an approach that fulfills a holistic way to educate both cognitively and emotionally. We need a progressive methodology to reunite all the requisites to develop thinking in students and at the same time find the path to support and accompany them, to let them know where they are and help them to achieve the place they want to arrive.

Succeed in Emotional Education does not mean that certain situations are going to change from one day to another. Working with emotional states means consciousness, to break old patterns of action and harmful routines. Every subject implicated needs to be aware of the paradigm change and this has to happen smoothly, throughout a warm up process: teachers, families and students have to become a part of this “revolution”.

The most important aspect of the implementation of Emotional Education in the school is the teacher. He or she needs a minimal training, and they, more than anyone, have to perceive their own emotions, to know how to control them, to recognize where their reactions come from, to appraise what they feel and learn to take them out on time and constructively. The attitude of the teacher is paramount to foster Emotional Education. On the other hand, the tool they most have to practice, to implement and to foment is active listening. This is essential to get to know their students, their needs, their concerns, their likes and dislikes throughout the entire process. When listening is encouraged we give space for people to speak and that is how the use of language is stimulated. All this quality information can be used in the lessons performance: the students become the center of the teaching-learning practice, and the teachers become a guide, a coach, a facilitator.

The whole faculty would have to be in the same side about this position. Work along in the same boat defending, implementing and spreading the same ideas, it is about making coherent their School Educative Project. If we want our students to open their minds and hearts, communicating and working cooperatively, we need to be a referent for them. Anyway, we know that is not always possible to reach an agreement with everyone. In this latter case, the work in this sense of only one teacher is better than anything.

Warming up families and caregivers in this topic is paramount. They need to know how we work in the school and how to continue this labor at home. This will give credibility to the relationship between teachers and families and this will be appreciated by the student, who notices everything, takes example from everywhere and imitates the actions around him or her. Regular persona tutoring with parents would be advisable to collect as much information as possible for the best children's education interests.

Students will be the most benefit of this new situation. They will learn better themselves giving them self-confidence and resources to communicate, to relate and to connect with others and its proximal environment, learning and being part from them. Consequently, ties will be strengthened in the group, and relationships and behavior will be improved. By enhancing the narrowing of their closer circles we give them the chance of becoming better citizens with enough tools to be part of this more and more globalized and connected World.

Likewise, we also are going to foment Emotional Education by recreating the physical space for our students. We have to take care of the place in which the group of pupils spend daily a large part of their time, and where we want them to put their 'learning machinery' to work. The classroom itself has to promote learning, surrounding them with art, books, learning material, scaffolding, etc. Wisdom has to be able to enter into the five senses, and for that we need order –one place for everything and everything in its place-, cleaning, visual harmony, right temperature, and so forth and so on. We cannot forget to stimulate their sense of smell by taking care of the ambience and incorporating natural scents, and we can delight their ears with good pieces of music, from time to time, in specific moments. Finally, the normally disposition of their desks will be in groups of four or five, fostering teamwork and multilevel groups for students help each other in a collaborative way.

To carry out Emotional Education in our classroom, a part from these attitudinal objectives that teachers have to apply to themselves to be ready for their students, to receive their emotions during the learning process and teach them how to deal with them, we also introduce three procedural objectives. These latter objectives will consist, as we will explain later in section 3.5., the assembly or the time for appraisement, an emotional objective to work during the session with regard and integrated into the topic, and finally the emotional reflection that students could make –or not- in the exit slips and portfolios.

We work the emotional objective taking advantage of one situation of the current topic in this session, introducing certain emotion –in the objective- in this situation, making open questions about that, reading its meaning in the “Emotionary” (Núñez & Valcárcel, 2016), creating a space to talk about it and turning to it as many times as we can. In this moment, of course, more than one emotion can arise. In this case we accept all of them but always with the one in the objective as a protagonist. As a matter of fact, not every day in school is the same, and eventually some event could provoke the need to work another emotion in order to give explanation to such incident. In that case we will change the objective for the sake of the students. A detailed description of emotional framework is presented in Table 3.

Table 3. Emotional Education framework integrate in the CLIL unit

Teacher as a Coach	<ul style="list-style-type: none"> · Let students know where they are. · Help students know where they want to arrive. · Help students to achieve the objectives.
Teacher attitudinal actions	<ul style="list-style-type: none"> · Accompaniment. · Consciousness. · Broke old patterns of action and harmful routines. · Training. · Perceive own emotions. · Recognize own feelings and reactions, and take them out on time and constructively. · Positive attitude –all the time-. · Practice active listening –all the time-. · Use quality information from students to pursue their interest, joys and worries to help them personally and academically. · Get to know the student. · Work in collaboration with the whole faculty in this matter.

	<ul style="list-style-type: none"> · Warm up families. · Take care of the physical space (materials, order, cleaning, visual harmony, temperature, smell, music). · Love the student.
Procedural actions	<ul style="list-style-type: none"> · Appraisement/Assembly. · Emotional objective. · Exit slips and portfolios—if need—
Already fostered by CLIL	<ul style="list-style-type: none"> · Core features. · C for culture. · Ongoing assessment to reduce anxiety.

As we have already advanced, we think that CLIL approach is the best manner to face emotional care since its main objective is to enhance language, and the use of language is the vehicle to expand cognition, even more if a second language is being used. This is related to the fact that the real learning only happens when someone is able to explain -or teach-, with his or her own words, what has been learned to other person. This is why the present intervention proposal is going to be fostered by CLIL approach theoretical framework –a detailed description of this framework is presented for each session in section 3.5.–, following the terms explained in the previous theoretical framework, integrating Coyle's (2006) 4Cs:

- Regarding content (subject object), we take into consideration the structure of the textbook⁴ the school has assigned to this particular subject for this grade. We only use the textbook as a guide and a reference for our students, relegated as a mere tool –or scaffolding- instead of letting it be the leader of our methodology.
- Considering cognition (thinking and knowledge buildup) we set the objectives following the revised version of Bloom's Taxonomy proposed by Anderson & Krathwohl (2001) as a journey from L.O.T.S. to H.O.T.S. using their cognitive-verbs' categorical scale (remembering, understanding, applying, analyzing, evaluating, creating).
- As we are teaching language and content in an integrated way we will set communication objectives embracing Cummins' (1979) theory from B.I.C.S. to C.A.L.P. and the three types of language settled by Coyle et al. (2010): Language of learning (essential vocabulary and grammar related to the topic content), language for learning (needed to produce language in the lesson

⁴ Sanderson, H. (2011). *Macmillan Natural and Social Science. Primary 4. Pupil's book*. Oxford: Macmillan Education.

and learning environment), and language through learning (scaffolding or crutches needed for real communication).

- Connected with the emotional part of the lesson and with the aim to connect students globally and promote citizenship, community and intercultural understanding we will also set some objectives for culture.

Related to this CLIL implementation, in our proposal, its core methodology features (Mehisto, et al., 2008) will be also considered: Multiple focus, safe and enriching learning environment, authenticity, active learning, scaffolding and co-operation. All them are key to our case, but from our point of view, scaffolding is the most important aspect to look at. Scaffolding allows us to reach to every pupil, no matter her or his cognitive or language level: we can help those who are behind and we can boost the ones that can go beyond. Scaffolding in our group particular scenario, with some kids with special needs, is absolutely essential. One way of scaffolding would be letting them use Spanish when needed for the sake of communication.

All the sessions planned for this intervention have the same structure based on the same routine –it would be explained in section 3.5.–. By establishing routines we want to help students to know what is next and what to expect, and to self-regulate their own times enhancing their autonomous learning. Moreover, it will be an excellent way to lose less class quality-time and to control behavior.

We cannot finish this section without talking about the relevance that assessment has in the implementation of our suggestion, not only because this is a major factor in CLIL and education in general, but also in behalf of Emotional Education. We think that assessment in general is itself a stressful factor in every teaching-learning case, especially if it is not student-center focused. However, if it is a foreign language what we have to assess, the anxious factor soars exponentially and with this potential emotions that could interfere in knowledge acquisition.

As we will see in the assessment section, we use an integrated, multi-focused, authentic and ongoing assessment, regarding content and language, the process and the results. Students' self-assessment is going to be encouraged based on their own work reflection by the use of portfolios and exit slips. This way of assessment will foster the fact that we are programming for a multi-leveled classroom and it would be also useful to give feedback to our students with special needs, attending to diversity. We will use as tools the rubric, the portfolio and the exit slips.

3.4. TIMING

Our target group has programmed in its weekly schedule three sessions, of one hour each, devoted to Science subject classes. Our Unit “Let’s make some green friends” is the fourth one in the Didactic Programming and it is developed to be accomplished in two weeks, what give us six sessions:

1. Introduction: “Let’s make some green friends”.
2. How plants reproduce: “Hello corolla!”
3. Pollination and fertilization: “What about bees?”
4. How plants make their own food: “There is a plant in my kitchen”.
5. Task preparation: “We are green I”
6. Task performance: “We are green II”

3.5. SESSIONS

Down below we proceed to expose in detail the six sessions that this intervention proposal consists of. All the sessions have the same structure:

- We start with a 5-10' assembly in which they can relax and where the voice of everyone can be listened: concerns, celebrations, relevant anecdotes, etc. As a measure to enhance students’ self-esteem we encourage the appraisement practice, not only from the teacher to the students, also from students to other students. Opening this space we want to foster closer ties among students and create a more cohesive group, giving them –and the teacher- - a moment to get to know each other, promote links and friendship, in other words, make a community.
- We introduce the emotional objective in whatever part of the lesson where the emotion is related and we speak out about it by making questions, open debate, reading the meaning in “Emotionary” (Núñez & Valcárcel, 2016) and turning into it as many times as we can. This action does not have to take so long, just a few minutes to give them presence and understanding and not to break the work on the main topic.
- Then, we start warming up the session recovering students’ previous knowledge and passive vocabulary by making open questions about the topic.
- We proceed to introduce content by doing activities, as diverse as possible, covering as much multiple intelligences as we can, trying this way to get everyone’s understanding.

- We finish the lesson with a closing activity, normally more complex than the previous ones.
- The last five minutes of every session are devoted to fill in the “Exit slip”. In these “slips”, students have always to answer the same three questions: “*What I learned today; Something I found interesting; Questions I still have*”. With this procedure we want to promote authentic assessment for the students and for the teacher. This is a moment for students to reflect about their learning that will give the teacher much information, not only the knowledge they are acquiring, but also their preferences and doubts that will help the teacher to detect possible problems and to improve his or her teaching.

3.5.1. Session 1. Introduction: “Let’s make some green friends”

This first session is devoted to warm up, motivate and engage students about learning more about plants’ topic, that is why we have chosen an attractive title for the unit: “Let’s make some green friends”. They have already studied this theme in previous courses so they know yet a lot of things about plants, and now it is time to activate their passive vocabulary.

We start the session trying to activate student’s previous knowledge by asking questions to let them remember and outline in the board their answers in a brainstorming way:

- *What do you know about plants?*
- *Why are they important?*
- *Do you remember what they need to grow and survive?*
- *Can you remember the different types of plants?*
- *Would you indicate the parts of the plants?*

After their answers we’ll try to recapitulate the information step by step. We will listen to “Little Plant Song With Ernie”. With this song we introduce the topic along with Ernie, from Sesame Street, who appears taking care of his little plant, explaining its needs and how happy it makes him feel, because the little plant is his friend. We comment the song with the student to see if they have understood some of the plants’ needs. With regard to the song, and the friendship between Ernie and his plant, we will introduce the emotional objective –“Understand and recognize Love”, in this case- by asking questions:

- *Why Ernie sing a song and take care so well of his plant?*
- *Do you do the same thing for someone or something?*
- *Why do you do it? What do you feel?*
- *Etc.*

Next, we read the meaning of Love in the “Emotionary” (Núñez & Valcárcel, 2016) and we talk about it.

Then, we watch a video-song, “The Needs of a Plant”, that explains the plant’s needs. A volunteer copy the needs in the board and everybody does the same thing in their notebooks.

Hereafter, we introduce the types of plants that exist, making an outline in the board with its main characteristics and then they have to copy it, and in pairs, they have to explain them to their partners.

Now we read a real text, “Plants and life on Earth”, which outlines why plants are so important for humans and animals (Annex I). Then, we open a debate to discuss about the importance of plants in our daily-lives. The whole group make hypothesis by turns about how can we live without plants. We need to use here verbal forms in present, future and conditional. A volunteer copy the ideas that emerge in the board.

Finally, we finish the session making a closure activity in which they need to draw in their notebooks a picture indicating the parts of the plant. We scaffold them showing them an example in the board (Annex I). Some students have to present orally their pictures to the rest of the class indicating the characteristics of each part. Table 4 summarizes the most relevant aspects of session 1 and also follows the 4Cs framework.

Table 4. Session 1 CLIL Lesson Plan

Introduction: “Let’s make some green friends”	
Contents	Cognition objectives
<ul style="list-style-type: none"> · Needs of the plants · Types of plants. 	<p>L.O.T.S:</p> <ul style="list-style-type: none"> · Explain what the plants needs are. · Recognize different types of the plants.

<ul style="list-style-type: none"> Importance of the plants. Parts of the plant. Love. 	H.O.T.S.	<ul style="list-style-type: none"> Hypothesize about how we can live without plants. Represent the parts of the plant, drawing a picture and showing them orally.
Communication objectives		
Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> Understand, know and use –orally and written- lexicon and expressions related to plants: bushes, grasses, herbaceous plants, interaction, nutrition, plants, reproduction, trees. Use present, future and conditional tenses to express cause-effect, solutions, suggestions, etc. regarding the topic “plants”. Listen and understand video-songs related to the topic to remember plant’s needs and carry out the plant parts representation. Interpret a text related to the importance of the plants for human and animal life. 	<ul style="list-style-type: none"> Ask and answer questions using evidence. Express agreement or disagreement. Express hypothesis. Label a picture. Write an outline. 	<ul style="list-style-type: none"> Use textbooks or dictionaries to make a glossary. Present –orally- the picture with the parts of the plants.
Culture/Community/Citizenship objectives		
<ul style="list-style-type: none"> Understand authentic images. Raise awareness about the importance of the plants in our lives and for the rest of the Planet. 		
Emotional objective		
<ul style="list-style-type: none"> Understand and recognize Love, 		
Activities	Materials	
<ul style="list-style-type: none"> Assembly/appraisement. Warm-up/questions about the topic. Watch, listen and comment the video-song “Little Plant Song With Ernie”. Talk about Love. Watch, listen and comment the video-song “The Needs of a Plant”. Extract the main ideas and make and outline. Outline: Types of plants. Read the text “Plants and Life on Earth” and discuss about the importance of plants 	<ul style="list-style-type: none"> Textbook and dictionaries. Smart-board and audio. Video-song “Little Plant Song With Ernie”: https://www.youtube.com/watch?v=erqrqtEv3QM Video-song “The Needs of a Plant”: https://www.youtube.com/watch?v=dUBIQ1fTRzI Text “Plants and Life on Earth” http://www.mbgnet.net/bioplants/earth.html (Annex I). 	

in our daily-lives. · Closing activity: Outline the parts of the plant. · Exit slips.	· Picture “Parts of a Plant” (Annex I). · “Emotionaly” (Núñez & Valcárcel, 2016).
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3.5.2. Session 2. How plants reproduce: “Hello corolla!”

Once we have collected and put some order in the information we already knew about plants –needs, types, parts and importance-, it is time to go further and explain how they reproduce. To start with the session we ask a volunteer to come and draw a flower on the board. We ask the students if they remember the parts of the flower –they have seen some of them in previous courses-. Among all the students they have to label the parts they know and explain their functions. After that we show them another flower’s picture (see Annex II) and we look at other plants of the flower they did not know. They have to draw the flower picture and label the parts adding the information about each one of them and recognizing both male and female reproductive organs of the flower. We use real flowers and apples split in two parts to see for real and identify the parts we are studying.

With regard to the real flowers, we will introduce the emotional objective – “Understand and recognize Astonishment”, in this case- by asking questions:

- *Where the flowers are normally born?*
- *Have you ever been in the countryside?*
- *What do you see there? What does provoke you? What do you feel?*
- *Etc.*

Next, we read the meaning of Astonishment in the “Emotionaly” (Núñez & Valcárcel, 2016) and we talk about it.

Now they have to work in pairs with pictures and realia (flowers and apples) to identify the parts and its functions –orally and written-. We have to bring them scaffolding with the expressions they have to use: we can write them in the board or noted in cards.

- *Which parts of a flower are the male and female reproductive organs?*
- *What do stamens reproduce?*
- *What does the ovary produce?*
- *Guess what animals do you think can pollinate a plant* (this question is to advance the next session, just to make them think).

So as to finish this session we divide the class into work groups. They have to organize themselves to make a sowing with materials that we provide or students have brought from home: recycled pots of different sizes and materials –glass, plastic, etc.-; different kind of seeds; soil, cotton, water. They have to choose how many seeds they want to sow, in which environment, how are they going to take care of them. Finally they have to create a template to journal the whole process. We will only provide help or scaffolding here if they needed. They also have to expose to the rest of the groups their findings but obviously, they will have to make it one or two months later, when the plants have grown. Table 5 summarizes the most relevant aspects of session 2 and also follows the 4Cs framework.

Table 5. Session 2 CLIL Lesson Plan

How plants reproduce: “Hello corolla!”		
Contents	Cognition objectives	
<ul style="list-style-type: none"> · Plants reproduction. · Parts of the flower. · Male and female reproductive organs of the flower. · Astonishment. 	L.O.T.S.	<ul style="list-style-type: none"> · Understand how plants reproduce. · Explain the parts of the flower.
	H.O.T.S.	<ul style="list-style-type: none"> · Analyze the process of plant reproduction. · Organize a place to plant some seeds and design a template to record the process.
Communication objectives		
Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> · Understand, know and use – orally and written- lexicon and expressions related to plants reproduction: carpel, flower, ovary, ovule, pollen, stamens, stigma, pollination, seed. · Use present, future and conditional tenses to express cause-effect, solutions, suggestions, etc. regarding the topic “plants”. 	<ul style="list-style-type: none"> · Ask and answer questions using evidence. · Express agreement or disagreement. · Express hypothesis. · Express sequences. · Label a picture. · Write a journal with a plant growing process. 	<ul style="list-style-type: none"> · Use textbooks or dictionaries to make a glossary. · Use realia to understand theoretical explanations. · Present –orally- the facts collected about the plant growing process.
Culture/Community/Citizenship objectives		

<ul style="list-style-type: none"> · Experiment how a plant grows for real. · Take responsibility of a living being. · Use of realia to understand theoretical explanations. · Raise awareness about the importance of the relationship among all living beings and how the existence of all of them is essential for each other. 	
Emotional objective	
<ul style="list-style-type: none"> · Understand and recognize Astonishment. 	
Activities	Materials
<ul style="list-style-type: none"> · Assembly/appraisement. · Warm-up/questions about the topic. · Talk about Astonishment. · Draw, label and identify the parts of the flower. · Closing activity: Sow seeds. · Exit slips. 	<ul style="list-style-type: none"> · Textbook and dictionaries. · Smart-board. · Picture (parts of the flower): http://blog.vignanschools.org/wp-content/uploads/2014/04/flower.png (Annex II). · Real flowers. · Apples. · Pots, seeds, soil, water. · “Emotionary” (Núñez & Valcárcel, 2016).

3.5.3. Session 3. Pollination and fertilization: “What about bees?”

In this third session we will see how the fertilization takes place through the pollination and the important role of the insects for this to occur. We start with the labeled flower picture reviewing its parts and the functions of each one. We ask some volunteers to do that.

Now we see in a video, “Flower reproduction”, about how pollination happens among flowers. We recapitulate the information that we have acquired in the video over the flower schema. We ask for volunteers to take the role of some flowers and the bees, and imitate what they have seen in the video to enhance understanding.

After that, students have to be aware of what happens when the plant does not have flowers to attract animals and be pollinized. They have to know that seeds are dispersed in different ways. We repeat the role-play adding two characters, the plant without flowers and the wind, to the flower and the bee.

In order to highlight the importance of the protection of other living beings lives to keep ours, we open a debate with some questions:

- *What would happen if we kill all the insects in order to not get bite by them?*

- *Do you think that they labor is important for us humans? What does provoke you? What do you feel?*
- *Could we survive in a World without insects or birds?*
- *What can we do to protect animals?*

With regard to these questions, we will also introduce the emotional objective – “Understand and recognize Admiration”, in this case-. Next, we read the meaning of Admiration in the “Emotionary” (Núñez & Valcárcel, 2016) and we talk about it.

Each student at home has to carry out an investigation to determine why bees are so important for our lives and they have to write a simple research report, and some of them will have to present their findings orally in class. Table 6 summarizes the most relevant aspects of session 3 and also follows the 4Cs framework.

Table 6. Session 3 CLIL Lesson Plan

Pollination and fertilization: “What about bees?”		
Contents	Cognition objectives	
<ul style="list-style-type: none"> · Pollination process. · Dispersion of the seeds. · Animal and wind influence in pollination. · Fertilization process. · Research on the importance of bees. · Gratitude. 	L.O.T.S.	<ul style="list-style-type: none"> · Understand how pollination occurs in flowering plants. · Explain that different seeds are dispersed in different ways.
		<ul style="list-style-type: none"> · Analyze the importance of the animals and wind for the plants to reproduce. · Carry out an investigation to determine why bees are so important for our lives.
Communication objectives		
Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> · Understand, know and use –orally and written- lexicon and expressions related to plants reproduction: bee, fertilization, fruit, germinate, nectar, pollen, pollination, seed, colorful, petal, soil, sweet liquid, transfer. · Use present, future and conditional tenses to express cause-effect, solutions, suggestions, etc. regarding the topic “plants”. 	<ul style="list-style-type: none"> · Ask and answer questions using evidence. · Express agreement or disagreement. · Express hypothesis. · Express sequences. · Write a simple research report 	<ul style="list-style-type: none"> · Use textbooks or dictionaries to make a glossary. · Use of our bodies to internalize what are we learning. · Homework research. · Present –orally- the facts collected about the importance of

<ul style="list-style-type: none"> · Listen and understand a video related to the topic to understand the plants reproduction. · Interpret different kind of texts related to the topic for the sake of research. 		bees.
Culture/Community/Citizenship objectives		
<ul style="list-style-type: none"> · Raise awareness about the importance of the relationship among all living beings and how the existence of all of them is essential for each other. · Use of our bodies to take the role of what we are learning. 		
Emotional objective		
<ul style="list-style-type: none"> · Understand and recognize Admiration. 		
Activities	Materials	
<ul style="list-style-type: none"> · Assembly/appraisement. · Warm-up/questions about the topic. · Talk about Admiration. · Watch, listen and comment a video about pollination. · Role-play: Pollination. · Closing activity: Carry out an investigation about the importance of the bees (at home and then presented in class). · Exit slips. 	<ul style="list-style-type: none"> · Textbook and dictionaries. · Smart-board and audio. · Video “Pollination”: https://www.youtube.com/watch?v=YqM6rgB_1_o · “Emotionary” (Núñez & Valcárcel, 2016). 	

3.5.4. Session 4. How plants make their own food: “There is a plant in my kitchen”

To finish the theoretical part of the unit, we will see the capacity of plants to support themselves and the rest of the living beings. To become aware of that, we start asking pupils some questions:

- *Have you ever seen a plant in the kitchen cooking its food?*
- *And in the living room, eating?*
- *But if they are alive and become bigger and bigger how can they do it?*

We have also to relate this thinking with the fact that they are in this moment taking care of their seeds becoming plants: *What do they need to grow?* (we have seen that in the first session but we make a reminder).

Then, we see a video, “Photosynthesis”, that explains how plants make their own food. We analyze the video stopping in each step of the photosynthesis to understand the whole process. So as to fix better the ideas, students have to make a picture of a plant labeling the photosynthesis process (they can reuse the pictures they made when we were reviewing the plant parts). They can use as scaffolding the photosynthesis diagram that we provide (see Annex III). After that they have to work in pairs to present their figures each other.

To end this session we open a debate to evaluate how contamination and deforestation affects the living beings, since the plants make the oxygen we need to breath. We have to scaffold them with language when they try to give their opinions.

With regard to the contamination and the labor of plants to produce oxygen for us, we will introduce the emotional objective –“Understand and recognize Gratitude”, in this case- by asking questions:

- *Have you ever thought where does the air you breath come from?*
- *Do you know that the air you expire is contaminated? Why can you still breathing?*
- *Who is in charge of cleaning the air? What does provoke you? What do you feel?*
- *Etc.*

Next, we read the meaning of Gratitude in the “Emotionary” (Núñez & Valcárcel, 2016) and we talk about it. Table74 summarizes the most relevant aspects of session 1 and also follows the 4Cs framework.

Table 7. Session 4 CLIL Lesson Plan

How plants make their own food: “There is a plant in my kitchen”.		
Contents	Cognition objectives	
<ul style="list-style-type: none"> · Plants nutrition. · Photosynthesis process. · Gratitude. 	L.O.T.S.	<ul style="list-style-type: none"> · Understand how plants make their own food. · Explain how plants make their own food.
	H.O.T.S.	<ul style="list-style-type: none"> · Analyze the photosynthesis process. · Evaluate how contamination affects the living beings. · Represent the photosynthesis process, drawing a picture and showing them orally.
Communication objectives		

Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> Understand, know and use –orally and written- lexicon and expressions related to plants reproduction: carbon dioxide, energy, light, minerals, oxygen, photosynthesis, the Sun, water, absorb, combined, hole, release, roots, soil, stem, sunlight. Use present, future and conditional tenses to express cause-effect, solutions, suggestions, etc. regarding the topic “plants”. Listen and understand a video related to the topic to understand the photosynthesis. 	<ul style="list-style-type: none"> Ask and answer questions using evidence. Express agreement or disagreement. Express hypothesis. Express sequences. Label a picture. 	<ul style="list-style-type: none"> Use textbooks or dictionaries to make a glossary. Present –orally- the picture with the photosynthesis process.
Culture/Community/Citizenship objectives		
<ul style="list-style-type: none"> Raise awareness about the importance of the relationship among all living beings and how the existence of all of them is essential for each other. 		
Emotional objective		
<ul style="list-style-type: none"> Understand and recognize Gratitude. 		
Activities	Materials	
<ul style="list-style-type: none"> Assembly/appraisement. Warm-up/questions about the topic. Watch, listen and comment a video about photosynthesis. Closing activity: Carry out an investigation about the importance of the bees (at home). Talk about Gratitude. Exit slips. 	<ul style="list-style-type: none"> Textbook and dictionaries. Smart-board and audio. Video “Photosynthesis”: https://www.youtube.com/watch?v=D1Ymc311XS8M6rgB_1_o Picture (Photosynthesis): http://www.wisegeek.com/what-is-photosynthesis.htm (Annex III). “Emotionary” (Núñez & Valcárcel, 2016). 	

3.5.5. Session 5. Task Preparation: “We are green I”

This is the first part of a double session: the first part will be devoted to the preparation and the second one will be to carry out the performance. The aim of this task is to internalize and summarize all the contents seen in the unit making a play

in groups of one of both plant's processes studied: Reproduction and Photosynthesis.

We divide the class in four work-groups and we give them these directions:

- *Choose one of these topics: "How plants reproduce" or "How plants make their own food".*
- *Create a play about the topic selected. To carry out this you have to:*
- *Review the process in your notes and in your textbook.*
- *Write a script of a story using as many information of the lesson as you can. Try that each of you is going to have a part in the play.*
- *Distribute the roles.*
- *Elaborate the scene a little bit and take into account if you have to characterize the actors. Do it simple! You don't need a big framework or complex costumes, just a few things to help the audience identify the characters. Use recycled material.*

With regard to the task preparation, we will introduce the emotional objective – “Understand and recognize illusion”, in this case- by asking questions:

- *What do you feel about the task preparation?*
- *Are you excited? What do you feel?*
- *Etc.*

Next, we read the meaning of Illusion in the “Emotionary” (Núñez & Valcárcel, 2016) and we talk about it.

Students have to work collaboratively in an autonomous way. We intervene just when necessary, guiding the process, supporting and scaffolding them, facilitating resources, listening and covering their needs in the whole process. Table 8 summarizes the most relevant aspects of session 1 and also follows the 4Cs framework.

Table 8. Session 5 CLIL Lesson Plan

Task Preparation: “We are green I”.	
Contents	Cognition objectives

<ul style="list-style-type: none"> · Needs of the plants · Importance of the plants. · Parts of the plant. · Plants reproduction. · Parts of the flower. · Male and female reproductive organs of the flower. · Pollination process. · Dispersion of the seeds. · Animal and wind influence in pollination. · Fertilization process. · The importance of bees. · Plants nutrition. · Photosynthesis process. · Performance about plants. · Illusion. 	L.O.T.S.	<ul style="list-style-type: none"> · Understand the importance of the plants.
	H.O.T.S.	<ul style="list-style-type: none"> · Organize the performance distributing the roles and the material they need. · Design the scene and the characterization. · Write the script.
Communication objectives		
Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> · Understand, know and use –orally and written- lexicon and expressions related to plants. · Use present, future and conditional tenses to express cause-effect, solutions, suggestions, etc. regarding the topic “plants”. · Read all the content of the unit. 	<ul style="list-style-type: none"> · Ask and answer questions using evidence. · Express agreement or disagreement. · Express hypothesis. · Express sequences. · Write a script. 	<ul style="list-style-type: none"> · Use textbooks, dictionaries or the internet to consult vocabulary and expressions.
Culture/Community/Citizenship objectives		
<ul style="list-style-type: none"> · Raise awareness about the importance of the relationship among all living beings and how the existence of all of them is essential for each other. · Work collaboratively among classmates. 		
Emotional objective		
<ul style="list-style-type: none"> · Understand and recognize illusion. 		
Activities		Materials
<ul style="list-style-type: none"> · Assembly/appraisement. · Warm-up/questions about the topic. · Talk about Illusion. · Task preparation following directions. · Exit slips. 		<ul style="list-style-type: none"> · Textbook and dictionaries. · Recycled material. · “Emotionary” (Núñez & Valcárcel, 2016).

3.5.6. Session 6. Task Performance: “We are green II”

In this last session we will perform the play we have prepared in the previous one. We will have the opportunity to reinforce the knowledge about the unit and we could check if they the contents have been internalize, if the objectives have been reached, and if the students are able to communicate written (script) and orally (play) using the expressions and the vocabulary studied. We could also prove their synthesis and creativity capacities.

For this session we give the groups these directions:

- *Memorize the script by interpreting the roles before the big performance.*
- *Make a “dress rehearsal”: check that every detail is prepared to decorate the stage and that all the costumes are complete.*
- *Put on a play your creation while the rest of the class is watching you and be prepared to listen and follow your classmates’ representations.*
- *Be ready to be recorded on video, so play well your role!*
- *Upload the video of your play in the school’s YouTube channel and wait to be a famous actor in your school!*

With regard to the task performing, we will introduce the emotional objective – “Understand and recognize Pride” in this case- by asking questions:

- *What did you feel about your work on the task preparation?*
- *Are you normally satisfied with your actions?*
- *What does provoke you when you make something well?*
- *Etc.*

Next, we read the meaning of Pride in the “Emotionary” (Núñez & Valcárcel, 2016) and we talk about it.

Students have to work collaboratively in an autonomous way. We intervene just when necessary, guiding the process, supporting and scaffolding them, facilitating resources, listening and covering their needs in the whole process.

After the rehearsal we will encourage students to choose the part of the unit (lesson, activity, topic, etc.) they have enjoy the most, reflect about it and include it in their portfolios as they prefer: writing, drawing, collage, photo, etc. We will take this work into consideration for the continuous assessment. Table 9 summarizes the most relevant aspects of session 1 and also follows the 4Cs framework.

Table 9. Session 6 CLIL Lesson Plan

Task Performance: "We are green II"		
Contents		Cognition objectives
· Needs of the plants · Importance of the plants. · Parts of the plant. · Plants reproduction. · Parts of the flower. · Male and female reproductive organs of the flower. · Pollination process. · Dispersion of the seeds. · Animal and wind influence in pollination. · Fertilization process. · The importance of bees. · Plants nutrition. · Photosynthesis process. · Performance about plants. · Pride	L.O.T.S.	· Memorize the script.
	H.O.T.S.	· Put on a play giving life to everything learned in the unit.
Communication objectives		
Language of learning	Language for learning	Language through learning
· Understand, know and use – orally and written- lexicon and expressions related to plants. · Use present, future and conditional tenses to express cause-effect, solutions, suggestions, etc. regarding the topic “plants”. · Listen and understand the performance of other mates.	· Ask and answer questions using evidence. · Express agreement or disagreement. · Express hypothesis. · Express sequences.	· Present –orally- the performance elaborated about plants.
Culture/Community/Citizenship objectives		
· Raise awareness about the importance of the relationship among all living beings and how the existence of all of them is essential for each other. · Work collaboratively among classmates. · Record the performances and upload them in the YouTube channel of the school.		
Emotional objective.		
· Understand and recognize Pride.		
Activities	Materials	

<ul style="list-style-type: none"> · Assembly/appraisement. · Warm-up/questions about the topic. · Talk about Pride. · Task performance following directions. · Portfolio's reflection (at home). · Exit slips. 	<ul style="list-style-type: none"> · Textbook and dictionaries. · Recycled material. · Portfolio. · “Emotionary” (Núñez & Valcárcel, 2016).
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3.6. ASSESSMENT

This section related to assessment is devoted to explain, on the one hand, how we assess students' learning and outcomes, and on the other hand how can we evaluate our work and intervention proposal. In both parts we will use the rubric as an assessment tool.

3.6.1. LEARNING ASSESSMENT

As we already advanced in the methodology section, assessment in CLIL is integrated in the teaching-learning process. That means that we are not only going to take into consideration the summative grade that students obtain for their outcomes at the end of the unit (assessment of learning); above all, we develop an ongoing assessment by which students receive quality and transparent feedback about their learning throughout the entire path (assessment for learning). This information not only will help the student, who can work harder on their weaknesses and enhance their strengths, but also the teacher who will receive information on time to tackle teaching-learning difficulties before they become a real problem. Likewise, ongoing assessment will detect any kind of interest in the students about the topic that might require changes or adaptations in the programming. On the other hand, we also promote self and peer assessment, involving students in their own learning success and fostering responsibility, learning to learn and lifelong learning (assessment as learning).

It is paramount for us that students know beforehand the criteria that is going to be used for their assessment, which will comfort them and reduce their anxiety, improving their outcomes as a result. As follows, we detail the strategies and assessment instruments.

In the assessment of learning, we take into account the following aspects illustrated in Table 10 to obtain the summative grade required in the evaluation bulletins in this terms.

Table 10. Summative assessment

Daily work	Notebook work	10%
	Exit slips	10%
	Participation in class	10%
	Collaboration work spirit	10%
	Behavior	10%
Task		40%
Portfolio		10%

In the assessment for learning, we use the next rubric (Table 11) to assess the task in order to provide students quality feedback of their work. With this rubric we serve the purpose of attending to diversity in our group. Rubrics also cover assessing as learning because it allows students to reflect about their learning.

Table 11. Rubric for “We are green” Task

Categories	Level 1	Level 2	Level 3	Level 4	Total score
COGNITION Students are able to create and perform a play based on the topic showing their capacity of understanding, summarizing, applying and creating.	Students have created and performed a play showing deficient understanding , summarizing, applying and creativity.	Students have created and performed a play showing sufficient understanding , summarizing, applying and creativity.	Students have created and performed a play showing major understanding , summarizing, applying and creativity.	Students have created and performed a play showing complete understanding , summarizing, applying and creativity.	
CONTENT Students' play show they have acquired plants lesson content.	Students have acquired only a few basic concepts and processes of the topic.	Students have acquired some basic concepts and processes of the topic.	Students have acquired most of the basic concepts and processes of the topic.	Students have acquired all the basic concepts and processes of the topic.	
COMMUNICATION Students' play	Language use is deficient with lack of,	Language use is ok, but poor in elaboration.	Language use is good: use of sentences. Few	Language use is very good: use of	

show language accuracy and their capacity for written communication	elaboration. Use of words. Severe grammar mistakes.	Use of words and phrases. Important grammar mistakes.	grammar mistakes.	elaborated sentences. Grammatical control.	
Students' play show oral language accuracy and their capacity for oral communication	Language use is deficient with lack of, elaboration. Use of words. Severe grammar mistakes.	Language use is ok, but poor in elaboration. Use of words and phrases. Important grammar mistakes.	Language use is good: use of sentences. Few grammar mistakes.	Language use is very good: use of elaborated sentences. Grammatical control.	
COMMUNITY Students' play show awareness about the important relationship among all living beings and how the existence of all of them is essential for each other.	Their play shows little awareness about the important relationship among all living beings and how the existence of all of them is essential for each other.	Their play shows enough awareness about the important relationship among all living beings and how the existence of all of them is essential for each other.	Their play shows quite awareness about the important relationship among all living beings and how the existence of all of them is essential for each other.	Their play shows much awareness about the important relationship among all living beings and how the existence of all of them is essential for each other.	
EMOTIONS Students' play show awareness about any emotion at any point.	Their play shows little awareness about emotions.	Their play shows enough awareness about emotions.	Their play shows quite awareness about emotions.	Their play shows much awareness about emotions.	

3.6.2. ASSESSMENT OF THE PROPOSAL

In this part of the assessment, it is where the spiral of teaching-learning process closes and starts again. Assessing and evaluating our work is essential to check our work as teachers. This is about compile as much information as possible: the quality of our students' work, their outcomes, implementation of the programming, students' opinions and feelings, other teachers' opinions, families' opinions, materials, and so forth and so on. We have to put some order to this information and give quality meaning. If it is negative, we have to use it as a wake-up call to learn from it and change it for the best. If it is positive, we cannot remain the same, we must continue working for excellence. In both cases, the objective is to keep on improving our labor, being the best assets for our students, for our schools and therefore for our community. In order to catch the information and start our

improvement process in the very moment of the unit implementation we will follow the rubric presented in Table 12, to fill with quality feedback.

Table 12. Rubric for the teacher's performance and improvement of the CLIL unit

Aspects to be evaluated	Aspects to be highlighted	Aspects to improve	Self-improvement proposal
Timing of the teaching units			
Development of teaching objectives			
Management of unit content			
Integration of the 4Cs			
Performance of our tasks as teacher			
Methodological strategy selected			
Resources			
Clarity in the assessment criteria			
Use and effectiveness of the whole assessment tools			
Attention to diversity			
Emotional Education aspects			

4. DISCUSSION

The main objective of this master's dissertation has been the design of a CLIL unit integrating the whole main characteristics of its 4Cs framework and its core features, and trying to add and integrate to Emotional Educational aspects and objectives. To achieve this aim we made a research about both CLIL and Emotional Education to get to know both approaches and we could prove that they have many aspects in common that allows us a possibility to implement them together, in an integrated way.

CLIL is so far a discipline per se integrated, joining content, cognition, communication and culture. Is in this last C where many aspects of Emotional Education can be accommodated. CLIL's culture objectives are about enhancing global awareness and citizenship. This kind of purposes foster intrapersonal intelligence and interpersonal intelligence, those necessary to educate emotions: getting to know oneself to get to know others.

CLIL also backs up Emotional Intelligence through its core features (Mehisto, et al. 2008): multiple focus -when supporting reflection-, safe and enriching environment, authenticity, active learning, scaffolding and co-operation.

Nevertheless, Emotional Intelligence needs also other aspects that mainly have to be with the teacher, about his or her attitude and training, which we have highlight in the methodology as an important part of the proposal –see Table 3-. We also wanted to reflect the relevance of the process of coaching in terms of helping students to set their objectives from where they are and encourage them to succeed in the accomplishment. Finally, we add some Emotional Education explicit objectives: the use of the assembly to appraise students; emotional objectives to learn one emotion per day; and finally the use of the exit slips and portfolios, when they are needed by students to make personal reflections, not only about their learning, but also about their feelings.

To end, as this intervention has never being implemented, we cannot provide real results about its effectiveness. We only can guess that students will be more cared, listened, embraced, respected and understood in an affective environment. This way they will be able to better acquire content, a foreign language, citizenship and global awareness by learning more about themselves in a CLIL context. In this ecosystem, the use of language is encouraged and respected, being the door to boost cognition, learning to learn, and lifelong learning. It seems to us that this is a win-win.

5. CONCLUSIONS

In order to put an end to this master's dissertation we want to draw some conclusions from the initial objectives described in the study.

We have reviewed the most important theories that conform each point of CLIL. It has been interesting to find out that every piece fits perfectly in a puzzle of multiple approaches from different authors in an integrated way to create the perfect methodology to foster not only foreign language and content acquisition, but also sense of community and preparation to survive in our actual society. From our humble point of view, CLIL is so complete that it would be an excellent way to approach mainstream non-bilingual education.

We have seen that Emotional Education is about to develop emotional intelligence which in turn is divided in interpersonal and intrapersonal intelligences. In this sense, get to know oneself is the best way to connect with others by means of empathy. On the other hand, in order to implement Emotional Education in our schools the role of the teacher is paramount in order to success in it. Teachers need to be well trained in emotions to be able to teach in this matter, starting by making introspection and get to manage their own emotions.

In order to prove that Emotional Education and affect implementation has a positive impact in both mainstream education and foreign language learning, we did some research but we could not find any case in the mainstream regulated education in which Emotional Education was implicitly developed with the rest of the syllabus. Regarding the two cases that we have pointed out as an example of implementations, both are ways to do it explicitly, as a subject itself. We do not have any evidence of the Spanish implementation because it is so new, but if we look at the English case they can affirm that it has supposed, not only the enhancement of emotions in order to improve their students wellbeing and learning, but also, and more importantly, a crucial tool to construct citizenship identity among them. Similarly, we have found data that confirms the need of foreign language students to be provide with affect and emotional care in order to reduce their anxiety during the learning process.

Finally we tried to create a CLIL unit adjoining as much emotional aspects as we could. From our point of view, it has been a stimulating labor of gathering valid pieces for this proposal and to accommodate them in an orderly fashion, always thinking in the reality of the classroom and in their real students. As long as this proposal has not been implemented, we cannot contribute with the real results, nevertheless, our belief is that we have taken a step forward by doing this attempt of integrating emotions with CLIL.

On the whole, we can check that all of which we have been discussing here is about love. Only when we love ourselves, we can love others and live well in community. Only when teachers transmit love in their daily labor, obtain loving students that likes going to school and likes to learn obtaining the best results. Seems to us that this is not new since Aristotle already said that “Educating the mind without educating the heart is not education at all”.

6. LIMITATIONS AND FURTHER RESEARCH

All along the development of the theoretical framework of this master's dissertation, we could see that the both main topics that we have wanted to link here, CLIL approach and Emotional Education, are two fields relatively new with not much research support. On the one hand, we could study some theoretical framework about CLIL benefits for a foreign language acquisition. We could also see that there exist some cases where Emotional Education is implemented but only in an explicit way, that is to say, as another separate subject of the official curriculum, or as an extracurricular workshop. On the other hand, we have found evidence of the important of the affection in foreign language learning. What we have not found is any case of study that could put in relation the benefits of the integration of Emotional Education aspects in the already integrated approach that is CLIL. We think that this gap could be filled with further research in this aspect.

Furthermore, we have had the drawback of not having the opportunity to put into practice our intervention proposal, not knowing the real results of its implementation. This is why we propose to put into practice this CLIL unit and make the correspondent evaluation.

On the other hand, adding more Emotional Education aspects in an integrated way to a CLIL unit or doing it differently, would be interesting to prove which methodology works better.

Finally, and in the same line, it would be advisable to extend the CLIL programming to a whole school year and carry out a comparative study among two groups, about the same characteristics, in which one of them is taught integrating emotional education and the other one remaining as a group of control.

We like to think that one day soon this kind of approaches will be a reality in the mainstream education, in the meantime, those who have come to this level of conscience need to lead this movement, do our work the best way we know, love our students, and be patience waiting until the teachers' collective consciousness wakes up.

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ANNEXES

ANNEX I. Resources Session 1

Plants and Life on Earth

Plants help the environment (and us!) in many different ways:

Plants make food

Plants are the only organisms that can convert light energy from the sun into food. And plants produce ALL of the food that animals, including people, eat. Even meat. The animals that give us meat, such as chickens and cows, eat grass, oats, corn, or some other plants.



Plants make oxygen

One of the materials that plants produce as they make food is oxygen gas. This oxygen gas, which is an important part of the air, is the gas that plants and animals must have in order to stay alive. When people breathe, it is the oxygen that we take out of the air to keep our cells and bodies alive. All of the oxygen available for living organisms comes from plants.

Plants provide habitats for animals



Plants are the primary habitat for thousands of other organisms. Animals live in, on, or under plants. Plants provide shelter and safety for animals. Plants also provide a place for animals to find other food. As a habitat, plants alter the climate. On a small scale, plants provide shade, help moderate the temperature, and protect animals from the wind. On a larger scale, such as in tropical rainforests, plants actually change the rainfall patterns over large areas of the earth's surface.

Plants help make and preserve soil

In the forest and the prairie, the roots of plants help hold the soil together. This reduces erosion and helps conserve the soil. Plants also help make soil. Soil is made up of lots of particles of rocks which are broken down into very small pieces. When plants die, their decomposed remains are added to the soil. This helps to make the soil rich with nutrients.



Plants provide useful products for people

Many plants are important sources of products that people use, including food, fibers (for cloth), and medicines. Plants also help provide some of our energy needs. In some parts of the world, wood is the primary fuel used by people to cook their meals and heat their homes. Many of the other types of fuel we use today, such as coal, natural gas, and gasoline, were made from plants that lived millions of years ago.

Plants beautify

Plants, because of their beauty, are important elements of our human world. When we build houses and other buildings, we never think the job is done until we have planted trees, shrubs, and flowers to make what we have built much nicer.

Source: <http://www.mbgnet.net/bioplants/earth.html>

Parts of a Plant

FLOWERS

attract pollinators and make seeds that will someday grow into new plants



The part of the flower that holds the seed is called the ovary. After pollination, the petals fall away and the ovary develops into a

FRUIT.

The fruit protects the developing seeds.

LEAVES

are food factories. Leaves have little openings that let air and water come and go. Leaves catch energy from sunlight and use it to turn the air and water into food.

STEM

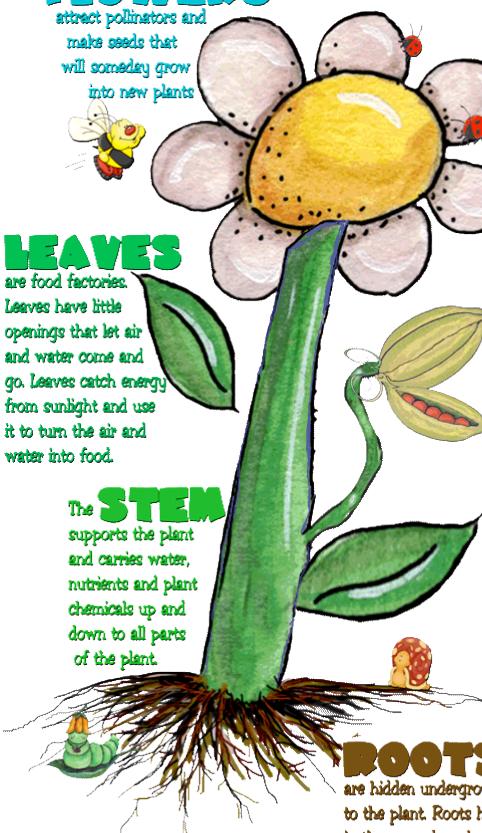
supports the plant and carries water, nutrients and plant chemicals up and down to all parts of the plant.

SEEDS

are little cases with a baby plant inside. The parent plant packs the seed with nutrition, just like a lunch. Seeds end up having much more energy than other parts of the plant.

ROOTS

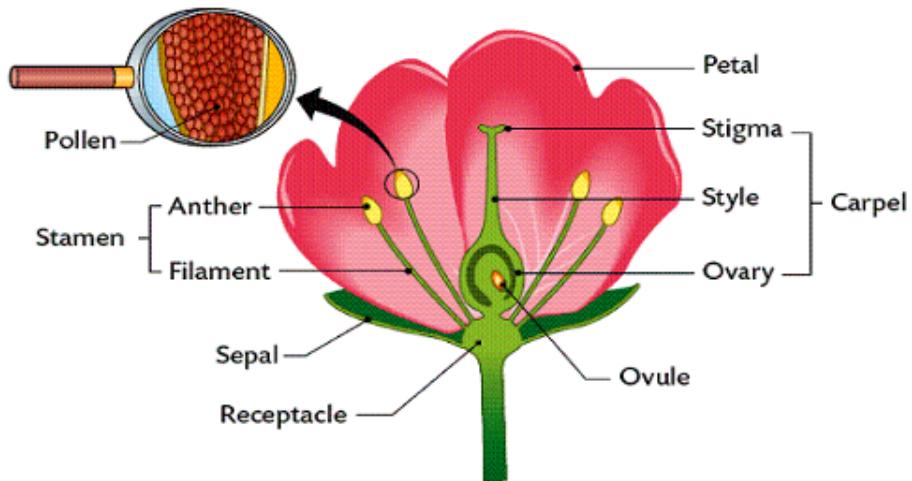
are hidden underground but are very important to the plant. Roots hold the plant steady in the ground, suck up water and nutrients from the soil and even store food for the future.



Source:

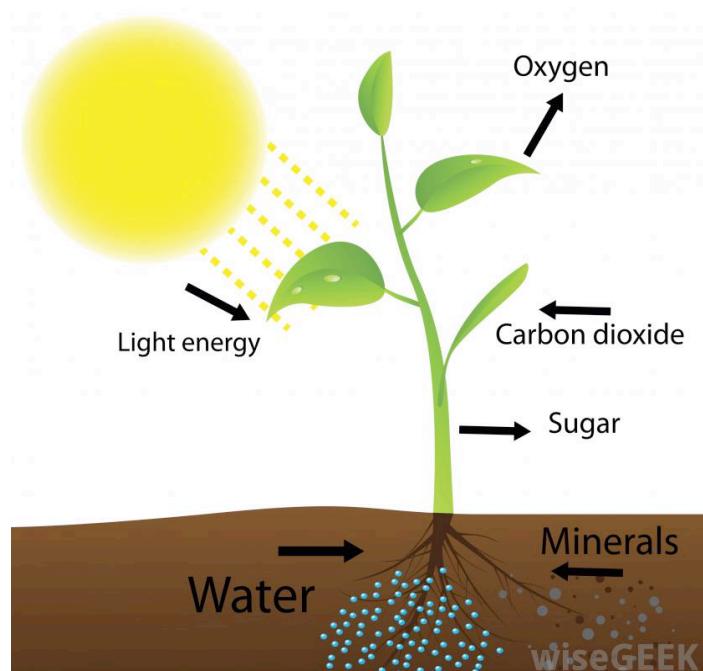
https://www.google.es/search?q=parts+of+a+plant&espv=2&biw=935&bih=966&source=lnms&tbo=isch&sa=X&ved=0ahUKEwiWrKPHqYzLAhUHb5oKHeDzDuwQ_AUIBigB#imgrc=EZcN50JKU2YMXM%3A

ANNEX II. Resources Session 2



Source: <http://blog.vignanschools.org/wp-content/uploads/2014/04/flower.png>

ANNEX III. Resources Session 4



Source: <http://www.wisegeek.com/what-is-photosynthesis.htm>