



Universidad Internacional de La Rioja
Facultad de Educación

Trabajo fin de máster

**Integrating CLIL and
Service Learning
approaches: design of an
intervention proposal for
Primary 6.**

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Tipo de TFM: Intervention Proposal
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Ciudad: Barcelona
Fecha: April 2018

Abstract

Living in a world that is constantly subject to change and technological innovation requires that Education embraces new paradigms of teaching and learning in order to offer the students the possibility to develop the skills that are becoming exponentially on demand.

This is what we aim to do in this Master's Dissertation, in which CLIL and Service Learning approaches came up to be suitable and highly compatible methodologies to give proper response to the future generations in this demanding context. Hence, some literature on both approaches has been reviewed, focusing on their main features and characteristics that will set the stage for our intervention proposal.

Therefore, according to the findings in the theoretical framework, we have designed an intervention proposal based on the development of a CLIL unit for Primary 6 level, in which students aim to enrol in a meaningful project that combines the best of CLIL, such as the 4Cs Framework (Content, Cognition, Communication and Culture), and Service Learning, following its main steps when designing the sessions (investigation, preparation and planning, action and reflection). The unit is developed around the goal the students should work upon: leading and carrying out a blood drive campaign at their school.

Thus, the main objective of this MD is to prove the benefits of combining those approaches in the educational context for the students, for the teachers and even for the community in which they are being applied.

Finally, we consider highly recommendable the possibility to extend the intervention proposal presented in this paper to other levels of the different educational stages, around other causes and integrating other subjects in a cross-curricular manner.

Key words

Content and Language Integrated Learning (CLIL), Service Learning (SL), Primary Education, meaningful learning, social and civil competences, citizenship.

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1. Introduction

Rethinking Education is a must in our uncertain world. We live in a constantly changing context due to the unstoppable increase of new technologies and globalisation during the past few decades. Hence, the skills that complement digital technologies and boost collaborative values are increasingly in demand. These skills, such as communication, teamwork, critical thinking, and flexibility, have been always important for work and life, but the current context makes them even more crucial for future generations. A new approach to Education is needed in order to lead us educators to foster good global citizens who actively care about their communities and the world, work together to solve problems, and contribute to more inclusive and peaceful societies.

To do so, teachers need to bring the world into the classroom, meaning they have to offer the students the possibility to take action in what is happening around them. And so that is the main objective of this Master's Dissertation. Therefore, the present paper aims to design an intervention proposal in which two educational approaches, such as CLIL and Service Learning, are combined to offer 6th Grade Primary students the opportunity to lead and carry out a meaningful project: a blood drive campaign at their school. As a result, students will be able to relate in a significant way to the content learned in the Science subject through a foreign language, whilst they learn about commitment to the well-being of their community and about planning and coordinating a community event, besides obviously raising their awareness of the cause.

Consequently, to accomplish this matter and after the introduction and a more detailed justification of the paper at hand, a literature review is being held in the upcoming sections, basically focused on the two main educational approaches the intervention is based on. This will lead us to a detailed description of the pedagogical proposal (aims, context, timing, methodology, assessment). Finally, to sum up, some discussion and conclusions will be drawn, as well as a reflection on the limitations encountered throughout the process of the intervention's development and the possible lines of action and future research on the matter.

1.1. Justification of the research question and problem

For years we have experienced, and still experience, how the education held at schools is aimed at raising competitive and individualist citizens whose goal is to become as successful as possible, especially in academic and professional terms.

However, our current world and the changes we predict for the future call for Education to prepare every young person with the appropriate set of skills to adapt to a constantly changing and demanding society. Thus, academic skills are crucial but not sufficient. Young people increasingly need to be able to do such things as develop ideas, empathize with others and collaboratively problem-solve; they also need to show willingness to continue learning and mastering new things. Indeed, these skills will definitely prepare children to thrive in a changing world.

Some schools and teachers are already taking a step forward, changing the Education approach by introducing in their classroom alternative educational approaches that attend students in a holistic way, and consider the process of learning more important than the result. Therefore, the priority relies on respecting the students' timing and their interests, making them the centre of their own learning, and awaking their critical spirit, among others.

However, it becomes obvious that is not easy to implement these paradigm changing approaches in the unit planning when we live in a society where the pressure of the tests and the quantitative assessment plays such a relevant role. It does pay to mention that some of the highest scoring countries when it comes to PISA, are countries that foster critical and creative thinking in their programs. According to the last PISA study (2015), Spanish pupils are lacking in these critical and creative thinking skills and in collaborative problem solving. Therefore, the emphasis must be put not on the retention of information, but on the applications of it.

On the other hand, and quoting Marsh & Frigols (2012), "profound change is now affecting the significance and position of the teaching of English as a foreign language." According to the authors, the ways and means by which English is taught and learnt are called into question mainly because of three factors. First, there is an increasing need to develop English language competence than ever before. Second, the effectiveness and efficiency of how the language is taught is also being questioned and revised. Third, the position of English is changing in certain societies, as it goes from a foreign to a second language because of its established international presence.

Therefore, we can no longer look at English language learning as something a pupil might use "one day". As Halliday (1973) stated, "language has to be seen as a resource to make meaning, rather than a set of grammar rules and lexicon combinations." We need to provide our students with life skills that are adaptable and that could be useful in real life, for instance, guiding them to become critical and creative thinkers and linguistically competent. That is why we have to rethink how we teach.

So, if we need to boost these skills and we need pupils to learn a foreign language, why not combine them? This idea becomes especially remarkable when living in a country where practicing a foreign language outside the school and in a real context is rarely possible. We need a system that allows pupils to learn content and life skills through language. It is here where CLIL approach enters the scene as “an effective solution that also covers social perspectives” (Coyle, Hood & Marsh, 2010). CLIL, which stands for Content and Language Integrated Learning, is the main content-based method being used in many areas of Europe nowadays.

Coyle *et al.*'s (2010) state that CLIL approach includes the so-called 4Cs, which will be explained broadly in the upcoming sections. Briefly, they combine elements of Content, Communication, Cognition and Culture. It is precisely in this latter C for Culture, Community or Citizenship where the social skills can be fostered. Culture is the “invisible” thread that connects the three other Cs with the real context of the students and the concepts of learning to learn and lifelong learning. As a matter of fact, that is what is reflected in the “Key competences in lifelong learning” recommended by the European Parliament in 2006 (Eurydice, 2006).

In addition, the current legislation in relation to Education in Spain, LOMCE (*Ley Orgánica para la Mejora de la Calidad en la Educación* – Organic Law to Improve the Quality in Education), also takes into consideration those European Recommendations in terms of life-skill competences that can be achieved within the CLIL approach. For instance, we would like to mention two of them. First, the Social and Civic competence, which is related to CLIL through the fourth C for Culture, as students are aimed to develop the sense of empathy and respect for others as well as in the Service-Learning Approach. On the other hand, it is also worth mentioning that the Learning to learn competence states that pupils need to be involved in their learning process, by relying on metacognition in order to learn about their strengths and how to develop them.

Therefore, this leads us to write the paper at hand. Its main objective is to design an intervention which aims to combine the educational approaches mentioned, CLIL and Service Learning, in order to offer a proposal that properly responds to these current educational and social demands that have just been exposed.

1.2. Brief analysis of the state-of-the-art

The research carried out in the present paper is developed around the existent studies and articles about the two main educational approaches that occupy our intervention proposal: CLIL and Service Learning.

Concerning CLIL, and after revising the current European and Spanish legislations towards this approach, it has become obvious that its principles definitely meet our educational demands, as the PISA report (2015) verifies.

It is important to highlight that the work of Coyle et al. (2010) has been key to get a proper and accurate picture of what CLIL is about, together with Richards and Rodgers (2014). Thanks to them, we have set the basis for our intervention proposal by outlining the 4Cs Framework that will be properly explained in upcoming sections.

Moreover, it seems relevant to us that the teacher's role in the implementation of this approach is of paramount importance. Hence, we have deepened into Meyer's work (2010), who identifies some significant and useful strategies for teachers to consider when planning and developing a unit of this kind.

Finally, a CLIL unit development cannot be understood without assessment, as it is a key part of the unit. Our research relied on the recent work of a few authors expert in the matter: Jaggaritar (2009), Järvinen (2009), Wewer (2014) and Lofft (2016).

On the other hand, it is worth mentioning that it was not an easy task to find relevant literature regarding the Service Learning approach from the educational scope that we were interested in. Research on the applications of Service Learning in the Primary Education stage turned out to be barely inexistent, not to mention the integration of it with another approach such as CLIL.

However, we have appreciated so much Kaye's work (2014), which has been essential to set the basis of Service Learning approach in this intervention proposal or to identify its benefits for the teachers, for the students and for the community involved.

Furthermore, other important and documented academic papers, such as Pritchard & WhiteHead III (2004), have helped validate Service Learning as a valuable, respected, and widely recognized teaching approach.

1.3. Objectives of the study

The main objective of the present paper is to prove the benefits of combining two well-known educational approaches, such as CLIL and Service Learning, in order to offer the students a real learning experience, which boosts the students' growth both academically and personally.

Therefore, this paper includes the design of an intervention proposal in which CLIL and Service Learning approaches are combined to offer 6th Grade Primary students the opportunity to lead and carry out a meaningful Project-based learning experience, such as a blood drive campaign at their school, within the Science subject and through a foreign language, English.

When writing the MD, the emphasis will be put on designing the project's sessions taking into account the 4Cs and making sure they work synergistically. Moreover, considering the Service Learning approach has a clear connection with the C for Culture, it will definitely become the driving force in the project planning, helping to make the content come to real life but also boosting the learning of life skills and social competences.

2. Literature review

In this section of the paper, the main educational approaches that will constitute the theoretical base for the intervention proposal will be deeply studied, explained and properly referenced.

2.1. What is CLIL?

As mentioned in the Introduction, nowadays, one of the most popular terms in the European educational context is CLIL, which stands for Content and Language Integrated Learning. According to Coyle *et al.* (2010), it refers to a dual-focused educational approach in which the use of a second or foreign language is the vehicle to learn the content of a school subject, more specifically, a non-linguistic subject.

Although the term CLIL was not adopted until 1994, according to Richards & Rodgers (2014), this approach was designed by a group of experts of the European Commission around 1976, as a methodology that would help students to fluently communicate in English. In addition, content would also foster the development of cognitive abilities and not just the linguistic or communicative ones, as it just requires a teacher who is able to teach a given subject not in English, but through English.

From 1990 onwards, CLIL became increasingly prioritized within the European Union as a major educational initiative. However, it was not until 2006 that the first statistical study on where and how CLIL was implemented in Europe was published (Eurydice, 2006), when the European Council recommended it to be adopted throughout the entire European Union (European Commission, 2005).

CLIL in Europe is featured by a great diversity in its implementation among countries, regions and even schools. One of the reasons why it is being so diversely implemented is because of the non-existent official guidelines to set its instructional steps and principles, as in any other methodology. For instance, it is needed more information about students and teachers linguistic competence, the teachers' training needed, or the amount of hours that should devoted to work on this approach.

There is a number of reasons behind CLIL's success. First of all, the global society we live in forces us to speak different languages in order to communicate with other citizens. Secondly, the current economic world situation is a determining factor as well, because people is being pushed out of their countries looking for professional opportunities. These demographical movements are a linguistic benefit because immigrants also bring their own languages and cultures, creating richer linguistic communities.

In the third place, the latest results from different tests such as PISA (2015) to measure the quality of Spanish educational system prove that our country ranks in low positions compared to the rest of the most important European countries and CLIL is seen as a possible solution to this situation. It increases students' exposition to the foreign language and it helps them to improve their communicative skills.

2.1.1. The 4Cs Framework

CLIL differs from other models of bilingual education by integrating and contextualizing content, cognition, communication and culture into the teaching-learning practice (Coyle *et al.*, 2010). In order to explain in more detail what the main CLIL framework stands for, this sub-section will we devoted to describe each of the 4Cs, which have to work synergistically among them (see Figure 1).

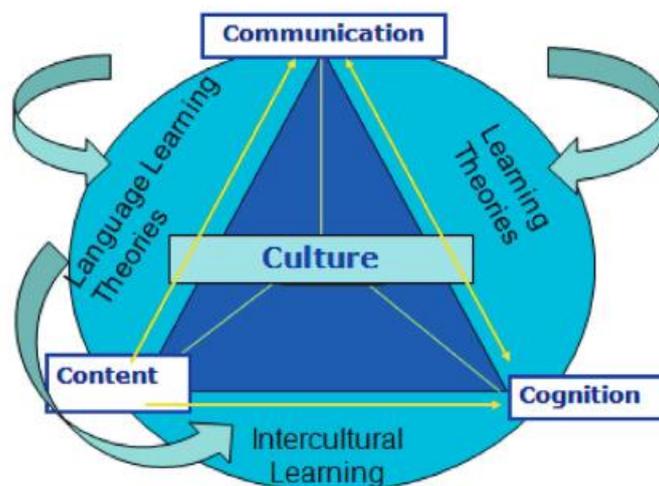


Figure 1. 4Cs Conceptual Framework (Coyle, 2015).

1. Content

Content in CLIL refers to the subject area that will be taught in a foreign language. In this approach, the content matter is more important than the language. Hence, the latter has to be adapted to each specific situation and students. Moreover, it is highly advisable to use as many resources as possible to aid the pupils in acquiring and applying the content. It has to be born in mind that for students it is a complex and demanding task, so it needs to be turned into something engaging and challenging for them, by creating a secure learning environment.

Therefore, teachers have to scaffold the process for the students, supporting both the learning of content and language. To do so, first of all, the content has to be analysed, in order to create a language corpus that students will learn throughout the project and also to measure the difficulty of these linguistic terms, due to make the proper decisions on how to teach them.

According to Meyer (2010), content is not only about acquiring knowledge and skills, it is about the learners creating their own knowledge and understanding and developing skills.

2. Communication

In CLIL, the knowledge of the language becomes the means of teaching the content. Hence, this approach is based on language acquisition rather than on language learning, since language is used in real-life situations in which students can acquire it. That is why fluency is more important than accuracy.

In terms of language learning, CLIL is about going from BICS (Basic Interpersonal Communication Skills) to CALP (Cognitive Academic Language Proficiency). These two terms come from the early work of Cummins (1984) in which he described BICS as the development of conversational fluency in the second language, whereas CALP is referred to as the use of language in academic situations.

C for Communication in the four Cs framework is a real challenge, because language in CLIL is not the aim but the medium, as mentioned above. This is why language learning requires a reconceptualization in CLIL. Therefore, when we speak about communication in CLIL, we have to divide it in three: communication related to the content, interpersonal communication, and spiral communication. The three intertwine and rely on each other to produce meaningful communication.

Coyle, Hood and Marsh (2010) took these three linguistic perspectives and determined their role in CLIL by presenting the Language Triptych as shown in Figure 2.

- Language *of* learning or CALP: basic knowledge to acquire the content and the basic abilities related to it.
- Language *for* learning or BICS: general linguistic mastery needed to understand the L2 usage in the classroom and communicate with it.
- Language *through* learning: language with which students are capable of making connections to, for the acquisition of content, for providing and understanding feedback, skills for content presentation, discourse abilities for presenting evidence and for defending arguments, and also for dictionary use. It is the language that spirals and grows throughout the learning process, as students build language out of new learning strategies.



Figure 2. The Language Triptych within the C for Communication
(Coyle, Hood & Marsh, 2010)

Activation of prior knowledge when dealing with the language is also fundamental. New terms and concepts must be introduced engaging the students in such a way that they will remember them. Hence, pupils must be guided to the terms they already know, by using the scaffolding provided by the teacher, in order to make long-lasting connections with the new terms.

3. Cognition

According to Coyle (2005), for CLIL to be effective, it must challenge learners to think and engage in higher order thinking skills. CLIL is not about the transfer of knowledge, but about challenging the students whatever their age or ability is, and guide them in the construction of their own understanding. A useful taxonomy used as a guide for thinking skills is the one defined by Bloom.

The original Bloom's Taxonomy was created in 1956 and it contained six cognitive categories, divided into lower order and higher order thinking skills. However, in 2001, one of Bloom's students, Anderson, together with his peer Krathwohl, revised it, changing the names of the major cognitive process categories to verbs so as to indicate action, because thinking involves active engagements (Anderson & Krathwohl, 2001). Thus, in this Taxonomy there is a cognitive progression from the lower order thinking skills (L.O.T.S.), such as remember, understand and apply, to the higher order thinking skills (H.O.T.S.), which include analyse, evaluate and eventually create.

In this way, the Taxonomy states that, in any learning process, students need first to remember and understand content to later apply their knowledge. Only then they will be able to analyse and evaluate it, so as to finally be able to create. This cognitive progression has to be taken into consideration for the sake of planning and designing.

In 2009, Andrew Churches updated Bloom's revised Taxonomy in the so-called Bloom's Digital Taxonomy. The latter is about using technologies to facilitate learning and boosting unit-planning and design in an integrated way, bearing in mind cognition, language and technology, as it is pictured in the concept map of the Digital Taxonomy hereafter.

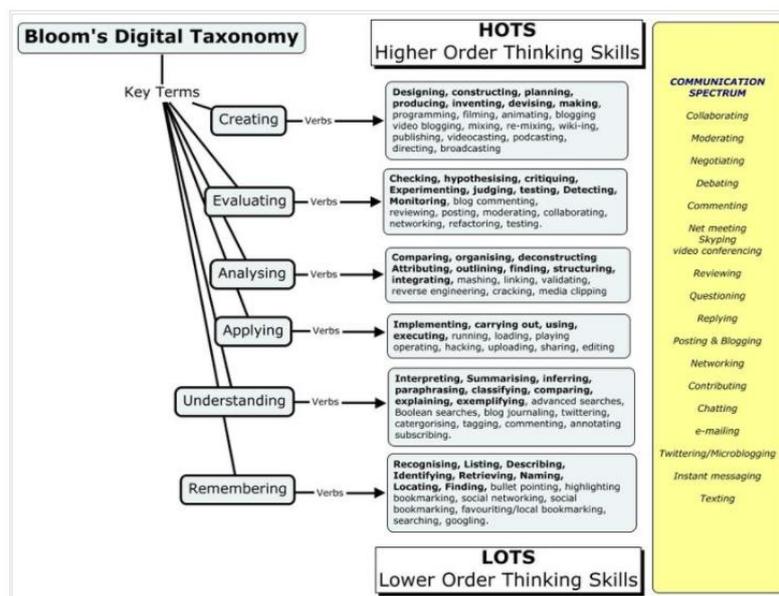


Figure 3. Bloom's Digital Taxonomy concept map (Churches, 2009)

This Digital Taxonomy will be the theoretical base for the intervention proposal that occupies the present paper, in terms of defining objectives and designing activities. We believe it is the most complete one, as it contemplates both the cognitive progression and the 21st century skills we are willing to boost in our students.

4. Culture

In the last years, the consideration of C for Culture in CLIL has changed due to the changing perspectives in our gradually more digitalised and globalised present-day world. In fact, the term has been interpreted in terms of culture, community, citizenship, collaboration or connection according to its relation to technology and how this has changed cultural perspectives.

Therefore, Culture in CLIL is about awareness of one's self and of the other; for instance, it is about identity and citizenship. Nonetheless, when dealing with the four Cs of the Framework, some contents seem to offer more opportunities to explore culture than others. However, culture in CLIL is not about food, festivals and holidays, but about preparing learners to participate effectively in the multilingual and multicultural globalised knowledge society we are living in.

Hence, the C we are dealing with here is really the C for connecting learning to the world and also the C for connecting personal actions to global processes. As previously mentioned, intercultural awareness and competence is directly connected to collaboration, to connection to the world and, ultimately, to technology. We cannot deal with culture without paying attention to the digital component in education, because it has led us to reinterpret the learning scenarios, to go beyond the classroom physical space, to interact globally and to understand the world under the light of different perspectives.

One of the key competences in LOMCE is the social and civil competences, which aims at teaching pupils to develop critical and creative thinking through entrepreneurial activities. This approach can clearly relate to the forth C for Culture, for instance under the umbrella of a Project-Based Learning process, in which the students have to develop a product or a service in need for a part of their community, to finally present it and promote it.

Therefore, considering the Service Learning approach has a clear connection with this idea of the C for Culture, it will definitely become the driving force in the intervention planning of the paper at hand, helping to make the content come to real life but also boosting the learning of life skills and social competences.

2.1.2. The teacher's role in CLIL

CLIL is about highly organised planning where the teacher acts as a guide. It is also about working in teams or tandem teaching (Language and Content teachers). A CLIL teacher must know how to link the local and national standards to CLIL, to use the target

language L2 for transmitting the content and providing clear directions, and to develop unit material that incorporates the 4Cs Framework and the current legislation (LOMCE).

According to Meyer (2010), to truly realize the added value of CLIL, it becomes obvious that teachers need to embrace a new paradigm of teaching and learning, in order to develop flexible tools and quality materials based on the 4Cs Framework that have just been described. Hence, the author states some successful teaching strategies to achieve so. Hereafter some of them will be commented.

First of all, Meyer refers to the importance of offering the students rich input together with a proper scaffolding. Thus, it is crucial that teachers make sure that students successfully deal with authentic, challenging and meaningful materials, which focus on global problems that also connect with the daily lives of their students and their areas of interest. Students' motivation towards the matter at hand is key, as it has a positive effect on learning. Moreover, in order to facilitate skill learning, the suitable contexts to do so should be offered to the students, due to have the opportunity to work on them and receive the appropriate feedback to shape their acquisition.

On the other hand, Meyer also mentions how language acquisition is strongly boosted by the use of the target language in a real context. That is why learners need to be pushed to make use of their resources and teachers have to offer authentic communication situations in which students have to reason or give opinions for example, so as to make real use of the language.

2.1.3. CLIL assessment

Assessment is understood as the process of gathering evidence of the students' learning, in order to provide feedback on knowledge, skills, attitudes and outcomes to improve the students' performance in a near future and adjust learning to individual growth. It is considered an ongoing and integral part of the teaching-learning process; that is why it requires planning in order to be effective (Jaggarifar, 2009).

However, the scope of evaluation should expand beyond testing, in which the teacher is the only figure able to judge a student's progress based on evidence. According to Järvinen (2009), effective CLIL assessment should be planned and designed in integrated forms of authentic assessment. This happens when the assessment process related to outcomes is connected with real life situations, rather than just looking for answers that require simple responses as in traditional education.

Lofft (2016) states that there are several types of assessment. We are going to highlight three of them.

On the one hand, summative assessment or assessment of learning refers to those provided at the end of the learning process to make a quantitative measurement of the students' knowledge of the content or mastery of a skill, usually in the form of an exam.

On the other hand, formative assessment or assessment for learning is designed in various means specifically to help the students improve their learning. It aims at identifying the students' strengths and needs by providing with quality and descriptive feedback that leads them to reflect upon their work and learning. The definition of formative assessment matches with the concept of alternative assessment from Wewer (2014), who argues that this type of assessment generates less anxiety it turns out to be more equal. Hence, it requires new learning environments and a new role for the teacher. Some examples of alternative assessment pointed out by the author are: oral presentations, debates, experiments, portfolios, conferences, self-assessments, teacher observation and peer assessments, among others.

Finally, assessment as learning refers to the empowerment of the students to monitor their own learning and progress through reflection, mainly in self and peer evaluation of the work or performance.

2.2. Service Learning Approach

As it has been previously stated, one of the main goals that should occupy education nowadays is the fact of improving students' problem solving abilities and providing them the opportunity to acquire knowledge and skills in real contexts situations (Kalyuga, Renkl, & Pass, 2010). However, there are still a lot of students that learn mainly by listening to lectures given by teachers. This clearly interferes in the students' ability to transfer what they have learned in class to authentic situations as well as to solve problems and develop skills that are potentially useful in future real life contexts.

Indeed, the increasing need to find and try alternative educational approaches to tackle this issue might be one of the reasons why the desire to incorporate Service Learning into education is growing exponentially. According to Kaye (2014), in a school context and in other learning situations, Service Learning, henceforth referred to as SL, can be defined as an educational approach based on research, where learning is applied by taking action in an authentic community need.

It is worth mentioning, though, that it is not a recent idea. In the 1980s, the United States combined the concept of traditional community service with learning theories and developed the concept of Service Learning (Brigle & Hatcher, 1996).

Therefore, Service Learning should not be confused with community service of volunteer work, as in the former the education of students is always at its core. Kaye (2014) writes that when students get engaged in SL, they will not find the need to ask why they are developing a certain skill or studying a particular book, because they will be able to see how that skill better enables them to take action or how the content they are dealing with improves their understating of the need for action.

According to Pritchard & WhiteHead III (2004), SL's main purpose is to enrich learning, but also to foster civic responsibility and strengthen community life. Therefore, it is an approach that encourages students to speak their own voice and to research authentic social needs by serving their communities (Freese, 1998). Besides, the implementation of SL programs has proved to foster a sense of civic responsibility not only among participants but also between the agents and communities implicated (Bowen, 2011). Hence, it becomes obvious how our acts of service can shape the society we live in and that an entire community can benefit from this kind of projects by encouraging and supporting all the members involved in it, thereby providing a truly win-win situation for everybody (Kayle, 2014).

Service Learning approach also provides a countless number of benefits for the teaching and learning process. It aims to connect the school-based curriculum with the innate willingness young people show to care for their world. This means indeed a boost in their level of engagement and motivation towards the project.

That is why teachers need to rethink and incorporate new strategies to deliver new knowledge and skills to the students, in order to keep up their expectations and involvement in the project. Moreover, this change of perspective from the traditional teacher's position should guarantee that students get involved in a meaningful and relevant experience for them that fosters their academic but also their personal growth. In other words, SL means caring about offering the students an authentic learning environment, as stated in Akujobi & Simmons (1997), in which students see themselves as useful agents of change, who can benefit the community they live in with their creativity, energy and enthusiasm, at the same time they acquire or master knowledge and skills.

Hereafter, Kaye's work (2014) is quoted when listing the main benefits for the students this approach has to offer when both classroom content and skills meet community needs. Therefore, students "will apply academic, social and personal skills to improve the community; they will make decisions that have real, not hypothetical, results; they will grow as individuals, gain respect for peers, and increase civic

participation; they will also experience success no matter their ability level; they will gain a deeper understanding of themselves, their community and society too; and finally they will develop as leaders who take initiative, solve problems, work as a team, and demonstrate their abilities while and through helping others.”

Consequently, the findings of Guo, Yao, Wang, Yan & Zong’s study (2015) revealed that students participating in SL engaged more in classroom behaviourally. Thus, SL not only provided students with a real social experience but also motivated them to put more effort in classroom and improved their critical thinking. These results reflect the value of authentic learning activities and supports the implementation of such approaches.

On the other hand, and in terms of emotional education, some studies concerning SL have indicated that the behaviour of helping others can indeed call on emotions such as happiness, warmth, and fulfilment. This type of emotions will encourage students to engage in their classroom learning and to complete their assignments productively (Hart & King, 2007). Simons & Cleary (2006) confirm after their study that SL contributes to students’ academic learning and personal and social development through social-emotional processes.

2.2.1. Classification of Service Learning types

This section is devoted to list the four main categories in which the approach at hand can be classified, according to a relevant author on the matter. In her work “The Complete Guide to Service Learning” (2014), Kaye states that Service Learning can take many forms. Thus, the concept “service” can be classified as:

- a) *Direct service*: students’ service directly affects the agents involved. The interactions are person-to-person and face-to-face, such as tutoring younger children.
- b) *Indirect service*: students do not reach directly the agents involved that benefit from their actions, but they are still very useful for the community as a whole. For instance, collecting clothes for families in need.
- c) *Advocacy*: students give voice to a community issue, by raising awareness on it and encouraging the agents to take action. This can happen when members of the issue of concern may not be able to speak for themselves. Therefore, this type of service learning requires another level of civic engagement and probably collaborating with adults.

d) *Research*: students gather and report on information in the public interest. For example, students may develop surveys or get involved in formal studies, evaluations, experiments or interviews.

2.2.2. The process of Service Learning

An important aspect of Service Learning is student participation in the entire process, beginning with identifying the need, researching the underlying issue, and plan their action to contribute to it. When students have a voice in choosing and designing a service experience, they are intrinsically more involved emotionally and intellectually.

Hereafter, a description of each step in the process of designing and implementing a SL experience is being presented, based on the guidelines stated by Kaye (2014).

1) Investigation

All service learning experiences begin with research of the community need and the resources available to tackle the issue. Therefore, the main goal of this step is to analyse the context and agree on the outline of what is going to be the SL program and what will be needed to carry it out. For instance, community partners are often identified in this stage.

2) Preparation and Planning

Once the need is identified, students now learn about the topic. As this occurs, teachers and students begin to note what skills need to be acquired or improved to be as effective as possible in their community action. Students explore, research and discuss the topic by using books and the Internet, by interviewing experts or by going on field trips. In this process of active learning and critical thinking, students understand the underlying problem as well as they learn about the subject matter. Besides, students should rely on their personal skills, talents and interest to shape the service to come.

3) Action

It is the direct result of preparation and planning. Solid preparation enables students to confidently carry out their plan of action, applying what they have learned to benefit the community. Indeed, this action is intended to have value, purpose, and meaning, and also offer a safe environment to learn, make mistakes, and succeed. Transforming plans into action enables them to feel useful and resourceful, bringing out the best of their own to contribute to the common good.

4) Reflection

Reflection is the core element in SL (Vespia, Wilson-Doenges, Martin, & Radonsevich, 2012), so it should be conceived as an ongoing process that integrates learning and experience with personal growth and awareness. Therefore, reflection is a pause button that gives students the time to explore impact of what they are learning and its effect on their thoughts and future actions. This helps them assess their skills, develop empathy for others, and understand the impact of their actions on others and on themselves. Although it can be structured with the times and activities established by the teacher, reflection also occurs spontaneously.

Even though each stage is described separately, they are linked together and often experienced simultaneously. During the SL process, students may face a variety of situations that could enable them to constantly notice the connections between the knowledge learned in the classroom and the experience gained during the service activity (Eyler & Giles, 2002).

2.2.3. Service Learning and Primary Education

Despite the fact that literature on SL outcomes in pre-adolescent children is relatively sparse (Scott & Graham, 2015), it is worth mentioning that SL projects should not be reserved for high school or college-level students. The success of Service Learning projects relies on the fact of serving the community as an extension of learning. Hence, students of all ages and most ability level can participate successfully. Quoting Aguas (2013), “service learning in the elementary classroom is also about more than just collecting cans for a food drive; it’s about making learning meaningful and empowering students to question the status quo”.

Besides, Service Learning can be applied to almost every subject area. This naturally encourages cross-curricular integration, which can help students grow, retain what they have learned, and improve in several areas simultaneously.

On the other hand, regarding second language acquisition, research has rarely focused on the impacts of SL on this type of language learners (Grassi, Hanley & Liston, 2004). However, the authors of the article found that second language learners who were involved in SL programs tended to increase their participation in class and earn better grades, they became more excited about and involved in school, and they also experienced increased self-confidence.

3. Intervention proposal

In this part of the paper, the intervention proposal designed is being threshed and described: its objectives, methodology applied, the sessions and activities planned, the materials and resources created, and eventually the evaluation. Therefore, the creation process of the proposal has been done taking into consideration the theoretical framework reviewed in the second section of the present paper and the educational context it is directed to.

3.1. Aims of the proposal

The main objective of this intervention proposal is to offer 6th grade primary students in a CLIL context the opportunity to get involved in a Service Learning project. To do so, and according to the Catalan Educational Curriculum for Primary Education (Education Department, *Generalitat de Catalunya*, 2017) based on the LOMCE (Organic Law for the Improvement of the Educational Quality, 8/2013), the content that will be developed and the objectives that are aimed at being achieved will be set.

Therefore, the syllabus within the content section “People and health” for the key area of Natural Science for the third cycle of Primary Education as set out by the Catalan curriculum will be used as the basis for setting the objectives of the CLIL unit.

Consequently, the general objective of this CLL unit is for the students to consolidate and broaden their knowledge of the circulatory system, to develop a solid criteria in terms of healthy habits and to learn about the blood donation and its requirements. Furthermore, students should apply the knowledge learned in designing an outreach campaign for the blood donation that will be held in the school and involve the community in it.

On the other hand, and in order to develop the general objective, the latter has been threshed into some specific objectives that at the same time have been associated to the key competences set in the Catalan curriculum. Both are presented in the following table.

Specific Objectives	Key Competences
<ul style="list-style-type: none"> - Use English to communicate opinions, to discuss ideas, to express agreement and disagreement, and to give reasoning. - Use English as the language of communication with the peers and the teacher in interactions and oral presentations. - Acquire new vocabulary in English. 	<p style="text-align: center;">Linguistic and communicative competence</p>

<ul style="list-style-type: none"> - Develop responsible and healthy habits in relation with the body, and especially with the circulatory system. 	<p>Competence for knowledge and interaction with the natural and physical world</p>
<ul style="list-style-type: none"> - Design attractive material for the outreach campaign of the blood donation. 	<p>Cultural and artistic competence</p>
<ul style="list-style-type: none"> - Research the information provided in the Padlet site with a selection of links. - Create a Power Point presentation. - Use critical thinking and reasoning processes to select and summarise the information. 	<p>Digital competence and treatment of information</p>
<ul style="list-style-type: none"> - Actively participate in the activities, expressing own ideas and respecting others, adopting a responsible and supportive attitude. - Actively participate in the blood drive campaign in order to address an authentic community need. 	<p>Social and civic competence</p>
<ul style="list-style-type: none"> - Self-evaluate, recognise own abilities and limitations, and accept own mistakes. Learn from others. - Identify and keep track of own learning process. 	<p>Learning to learn competence</p>
<ul style="list-style-type: none"> - Develop the skills to work in groups, including empathy, valuing the ideas of others, negotiation, assertiveness and cooperation. 	<p>Competence for autonomy, personal initiative and entrepreneurship</p>

Table 1. Specific objectives and key competences of the intervention proposal.

Every goal is related to a specific content or skill the students are aimed at achieving or developing. The students will carry out learning experiences which will be assessed through criteria referring to the goal formulated beforehand. According to Lunenburg (2011), the teacher's task is to select learning experiences that will foster active involvement in the learning process, in order to accomplish the expected learning outcomes. Those learning experiences will be described in section 3.5. *Sessions and materials*.

3.2. Educational context

The intervention proposal has been designed in order to be implemented in a particular educational context. In the following section, a general outline of the school and its programme is depicted, eventually focusing on the Primary Education stage. Moreover, the structure of the English and CLIL Department in the abovementioned stage is also described, in order to have a greater idea of the school's organisation and the context that the students are involved in, especially in terms of how CLIL is being developed. Finally, the proper target group of the intervention proposal is being defined.

3.2.1. The school and the Primary Education stage

Jesuïtes Casp – Sagrat Cor de Jesús is a Catalan school located in Barcelona. It was founded in 1881 by the Society of Jesus. Thus, it is part of the Jesuit Education Foundation. It offers all the educational stages from Pre-school to Secondary Education as a state-subsidised school, and Bacallaureate as a private school. Therefore, the families basically come from a high socioeconomic status, meaning they are more likely to have the financial resources or time availability to provide their children with academic support, for instance, English extra school lessons.

In the current school year (2017-18), there are a total of 1.693 students: 772 in Primary Education, 593 in Secondary Education, and 328 in Bacallaureate. Moreover, the school's staff consists of 149 educators, 45 of them in Primary Education, 75 in Secondary Education and Bacallaureate, and the 29 remaining hold administrative and management positions. Hence, the great dimensions of the school are pretty obvious.

Each educational stage is complemented with a Department for Educational Guidance, both for the teachers and the families, with the aim of attending to diversity and educational needs.

The school basically underpins its personality through three main principles:

- Foster the students' integral development, and guide them in their intellectual but also emotional growth as human beings, capable of reaching their own happiness.
- Lead the students' development as civilised citizens, putting emphasis on social values, such as respect, empathy and responsibility.
- As a Catholic school, it aims at developing the students' faith and commitment to others.

The school has always been involved in voluntary service projects and solidarity campaigns. For instance, during the last course (2016-17), students, families and staff

from *Jesuites Casp* participated in 17 voluntary service projects and various solidarity campaigns, such as the *Refugees Welcome* campaign, or collaborating with associations for the homeless. Hence, the school's implication with the community becomes obvious, putting the spotlight on the importance of taking action to address prejudice and foster empathy and community implication values among the students.

Regarding the Primary Education stage, it is the largest in the school, as it embraces the highest number of students and staff working in it. For each level, there are 5 lines.

The Primary Education programme is undoubtedly put into practise underpinning the school's principles above-mentioned. Thus, putting great emphasis on the student as a key active agent in his/her own learning process and fostering cooperative work whilst developing social skills.

The classrooms are set in a cooperative organisation, meaning the tables are organised in groups of 4 or 5, making it easier for the students to work collaboratively. Regarding the use of ICTs, each classroom is equipped with an Interactive Whiteboard or a projector. Moreover, in the lower levels there are also ten iPads, while in the upper levels, there are 30 laptops available for each cycle.

3.2.2. The English and CLIL Department in the Primary Education stage

Due to the dimensions of the school and the number of students, the English and CLIL Department in the Primary Education stage is comprised by seven teachers. They are organized into small teams, each of them responsible for one of the cycles. However, one of the teachers is in charge of coordinating the whole Department.

English as a subject is taught at all levels from two to three hours a week, mainly through a textbook in the second and third cycles, although some worksheets created by the teachers are also provided, aiming at dealing with more meaningful and interesting topics for the students than the ones in the book.

Regarding CLIL, its implementation is still in a very initial phase and the way it is approached differs from one cycle to another. Thus, in the first cycle, it can be found what is referred to as Pre-CLIL, called *Sing with me*. It is essentially based on songs and games, through which the students reinforce their vocabulary and structures in English. However, it has nothing to do with Hard CLIL, meaning teaching content in a foreign language.

Therefore, it is not until the second cycle when CLIL is carried out under a closer perspective to what it is meant to be, in subjects such as Science and Road education. In third cycle, CLIL is implemented in Music, Science and Mathematics. Notwithstanding,

in neither cycle the students have a textbook through which they work on the content. Instead, they receive a dossier with worksheets designed by the teachers, basically with exercises concerning the content they are dealing with.

3.2.3. The target group

The intervention proposal at hand is primarily aimed at a group of 25 students (10 girls and 15 boys who are 11-12 years old), currently studying sixth grade of the Primary Education stage. Even though it has previously been mentioned that the school has 5 lines per course, the present didactic unit has been developed only taking into consideration the target group being described. Nevertheless, this does not mean it cannot be easily extrapolated to the rest of the groups, as they would eventually meet during the blood donation day with the same learning experience and degree of involvement in the project as the target group.

The students in this target group have been involved in hard CLIL lessons since the third year of Primary Education and they are currently exposed to the English language for 6 hours per week, two of them devoted to Science. All the students have a native proficiency in Catalan and Spanish as their mother tongues, but they present different levels of language acquisition when it comes to English. However, they are considered able to work in an independent and autonomous way with the Foreign Language with the proper scaffolding from the teacher. Plus, most of them attend to English extracurricular classes or have parents that boost the integration of the language at home; for instance, watching TV or movies in English, reading books in English or a few of them having an English native speaker au-pair as a nanny. All these extra activities clearly improve the performance in the language of some of the students.

None of the students have physical disabilities or special educational needs.

3.3. Timing

The present intervention proposal has been designed to last 11 sessions, 9 of them with a duration of 60 minutes, as they are conceived to be implemented in the classroom setting, within the Science subject scheduled lessons. However, sessions 9 and 10 are planned to be developed outside the classroom, as the former is devoted to distribute the material created for the outreach campaign for the blood donation around the school and the neighbourhood, and the latter corresponds to the big day in which the blood donation is held at the school's facilities during all the day.

In the following table, a brief summary of each session is presented, with the activities designed for each of them and their duration. They are also classified into the different stages of the service learning process. Notwithstanding, they will be further detailed in the next section of the paper.

SL process	SESSION	ACTIVITIES	DURATION
Investigation: What do we know about the circulatory system and the blood donation?	1	Introduction of the project to the students and to its main objective	10'
		Activation of students' prior knowledge through KWL chart, in pairs	15'
		Pairs of students share with the rest of the class one of their questions	35'
Preparation and planning: Let's learn more about the circulatory system and the blood donation	2	Students make groups and choose the topic they will become experts in	15'
		Students check out the links given in the Padlet site about their topic and answer the questions provided, in small groups	45'
Preparation and planning: What have we learned about the circulatory system and the blood donation?	3	Creation of a Power point presentation about the group's topic, in small groups	60'
	4	Students orally present their topics to the rest of classmates	45'
		Students complete the mind-map provided with the information from their peers' presentations	15'
Preparation and planning: Ask an expert about the blood donation	5	Students attend a conference with an expert from the Catalan Blood and Tissue Bank.	60'

Action: Let's share what we have learned with our community	6	Brainstorm on what material we need for the outreach campaign	15'
		Students in small groups design their proposals for the logo and the slogan	30'
		Vote for the final logo and slogan	15'
	7	Creation of material for the outreach campaign in small groups	60'
	8		60'
Action: We are ready to save lives!	9	Distribution of the material, in small groups	All day
	10	Blood donation day	All day
Reflection: What can we say about the experience?	11	Discussion about what the students have learned, what they think about the experience and how they feel after it, completing the KWL chart.	60'

Table 2. Timing of the sessions.

3.4. Methodology of the proposal

As previously mentioned in the paper at hand, the aim of this Master's Dissertation, and therefore of this intervention proposal, is to combine two approaches such as CLIL and Service Learning within the context of organising a blood drive campaign at a school in the Primary stage. The students will be encouraged to work in groups, as they have an active role that allows the teacher to become a facilitator and supporter of learning while students take on more responsibility for their own learning.

When designing the intervention proposal, the emphasis will be put on designing the project's sessions underpinning the 4Cs Framework (Coyle, 2016) and making sure it works synergistically.

The 4Cs will be approached as follows. Regarding Content, the current legislation is taken into consideration, by identifying the subject area and the content and skills aimed to be developed within the Catalan Primary Education Curriculum (see section 3.1. Aims of the proposal).

Considering Cognition, the specific objectives for each session have been set following the updated version of Bloom's Digital Taxonomy proposed by Churches (2009) as a journey from L.O.T.S. to H.O.T.S., using the cognitive-verbs' categorical scale under the digital scope (remembering, understanding, applying, analysing, evaluating and creating). CLIL also means an undeniable increase of ICT in the classroom context. Hence, new technologies and multimedia materials can have a positive impact on students' motivation and outcomes. Therefore, the use of ICT is considered to have a really positive impact whilst working on the 4Cs but also the 21st Century Competences in CLIL lessons.

As we are teaching language and content in an integrated way, the Communication objectives embrace the three types of language settled by Coyle et al. (2010) compiled in the Language Triptych: language of learning (essential vocabulary and grammar related to the content), language for learning (needed to communicate in the learning environment) and language through learning (linguistic strategies to build, organise and formulate students' own comprehension).

Finally, and considering the Service Learning approach has a clear connection with the C for Culture, it will definitely become the driving force in the project planning, helping to make the content come to real life but also boosting the learning of life skills and social competences. Therefore, when engaging students in Service Learning, they will not need to ask why they are studying a particular content, because they will see how that knowledge and skills acquired enable them to understand the need for action and eventually take action.

On the other hand, it is important to mention that the design of this intervention has been done categorising the Service Learning proposal presented under the Advocacy type (see section 2.2.1.), in which students will be addressed to give voice to a community issue, such as the need to raise the awareness of donating blood to help the ones that need it.

The sessions have been designed and classified respecting the progress of the four stages that integrate a Service Learning project, as it is described in the following section.

3.5. Sessions and activities

In this section, the sessions of the intervention proposal will be discussed, together with their specific objectives, activities, materials, and the organisation according to the 4Cs Framework. At the end of each session, a summary table is included.

3.5.1. Investigation. Session 1: What do we know about the circulatory system and the blood donation?

The first session is devoted to warm up, motivate and engage the students in what is going to be their prime objective throughout the unit: the organisation of a blood drive campaign at the school. It is key that the students understand the importance of their paper in this project. Its success is at their hands, as their implication will mainly determine the participation of the community and the increase of consciousness towards the blood donation among its members.

Therefore, first of all, the teacher will present the project as a collaboration with the Catalan Blood and Tissue Bank, which is a public agency of the Catalan Department of Health. Its mission is to guarantee the supply and proper use of human blood and tissue in Catalunya. It is also the leading centre in the field of immunodiagnostics and advanced therapy development.

In order to enrol in the project, the students should review and broaden their knowledge regarding the circulatory system, as they already studied it in previous courses, and learn about the blood donation and its requirements.

To set a starting point, the session will continue with an activity to activate the students' prior knowledge. Each student will be given a dossier that will be used as a support during the unit. In the first page, students will find a Know-Want-Learn (KWL) chart (see Annex I). It is a graphic organiser created by Donna Ogle in 1986. The chart is divided in three columns. The first one, "K", is for what the students already know about the topic. The next column, "W", is for students to list what they want to learn about the topic. The third column, "L", is for what the students have learned about the topic during the project, so it should be completed at the end of it. Hence, the students will be asked to complete the first and second columns by writing what they remember about the circulatory system and what they might know about the blood donation in the former, and the questions they come up with considering their interest for the topic in the latter.

Afterwards, the students will be asked to discuss about their charts in pairs or groups of three and also to choose a question from the second column and share with the rest of the class, while writing it on the poster the teacher will have already prepared, justifying why they want to find its answer.

At the end of the session, the poster will be filled with questions that students will try to answer throughout the project. It will also work as a great tool for the teacher to evaluate the knowledge of the students at that point and their interests regarding the topic.

Session 1: What do we know about the circulatory system and the blood donation?		
Contents	Cognition objectives	
<ul style="list-style-type: none"> - The circulatory system. - The blood donation. 	<ul style="list-style-type: none"> - List the concepts and processes they remember about the circulatory system. (LOTS) - Identify any previous knowledge regarding the blood donation. (LOTS) - Hypothesize on the aspects they want to broad their knowledge concerning the content at hand by writing questions. (HOTS) 	
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 related to the circulatory system: heart, blood vessels, veins, arteries, oxygen, and carbon dioxide. - Use present, future and conditional tenses to express what the students know about the topic. - Write questions of their interest related to the topic. 	<ul style="list-style-type: none"> - Discuss ideas. - Use language for discussion, explanation, and argumentation. 	<ul style="list-style-type: none"> - Use a dictionary. - Present orally the question of interest of their group.
Culture objectives		
<ul style="list-style-type: none"> - Raise awareness about the importance of leading a blood drive campaign at the school. 		
Activities	Materials and resources	
<ul style="list-style-type: none"> - Introduction of the project - Warm-up activity with the KWL chart - Discussion in pairs or groups of three - Choose a question and write it on the “I want to learn” poster while justifying it. 	<ul style="list-style-type: none"> - Dossier - KWL chart - “I want to learn” poster 	

Table 3. Summary of session 1 from the CLIL unit.

3.5.2. Preparation and planning. Session 2: Let's learn more about the circulatory system and the blood donation.

In session 2, the teacher is going to present the five sub-topics related to the main content, and those are: the heart, the blood and its composition, the blood vessels, the blood circulation and the heartbeat, and the blood types and blood donation. These are the matters in hand the students will be asked to do some research about.

To do so, each student will be asked to choose two of the five sub-topics according to his/her interests. At the end, the students should be grouped in five heterogeneous teams of five members each. Hence, if there is too many people interested in one of the sub-topics, some students should move to their second option. It would be great to respect as much as possible the students' curiosity towards one specific topic, so they can make the most of the learning experience. However, each group should have the teacher's approval, who is going to make sure the groups are balanced and peer scaffolding can emerge. In this way, more capable students can assist other lower-level students by offering advice, guidance and modelling, and both have opportunities to learn. Moreover, being only 5 students in each group will help them reach agreements faster and get coordinated in an easier way.

Besides, in the small groups each student will be assigned a role and a responsibility (two technicians, a speaker, a responsible for the material and a team manager), so it will become easier to detect and solve problems both for the group members and the teacher. Hence, the first task the students must do is to discuss the roles of each member and write it down on the proper worksheet on the dossier.

Once the groups are done and the roles are assigned, each team will get two laptops that the technicians are going to manage. All the students should become experts on their sub-topic by doing some research on it using the website provided by the teacher. In this Padlet website (see Annex II), a selection of links can be found about the content the students must deal with. Hence, the resources provided by the teacher have been previously analysed and selected, making sure they include the content in a level-appropriate language for the students.

Students have to use the questions provided in the dossier (see Annex III) to guide their research by trying to find the answers to them. It would be great to encourage the groups to include the questions they came up with in the previous session when speculating what they want to learn. Students should share the answers in a Google Drive Document with the teacher, so s/he can keep track of the work and redirect it if necessary. The questions that will guide the students' research upon their subtopic can be found in the Annexes section of the paper.

As it can be noticed, the main activity of this session aims at fostering the students' autonomy and digital competences. Hence, the students will improve their skills on the research and treatment of information, while collaborating in a small group environment.

At the end of the session, students should evaluate their group work following the table on the dossier.

Session 2: Let's learn more about the circulatory system and the blood donation!		
Contents	Cognition objectives	
<ul style="list-style-type: none"> - The heart and its parts. - The blood and its composition. - The blood vessels. - The blood circulation and the heartbeat. - The blood types and the blood donation. 	<ul style="list-style-type: none"> - Identify the parts of the heart. (LOTS) - Understand how the heart works. (LOTS) - Explain the composition of the blood. (LOTS) - Classify the types of blood vessels. (LOTS) - Exemplify strategies that we can carry out to have a healthy blood circulation. (LOTS) - Compare the heartbeat when resting or when doing exercise. (HOTS) - Classify the blood types. (LOTS) - Hypothesize why the blood types are important in a blood donation. (HOTS) 	
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 the circulatory system and the blood donation: heart, blood vessels, veins, arteries, capillaries, oxygen, carbon dioxide, atriiums, ventricles, blood types, heartbeat, donors, blood drive. 	<ul style="list-style-type: none"> - Use language for discussion, explanation, and argumentation. - Express hypothesis. - Express sequences. 	<ul style="list-style-type: none"> - Use a dictionary. - Google the meaning of vocabulary they don't understand. - Read the links provided in which the sub-topics' content is being explained. - Watch and listen to the videos in which the sub-

<ul style="list-style-type: none"> - Use present, future and conditional tenses to express statements, cause-effect, processes, suggestions, etc., regarding the topic at hand. - Write the answers to the questions provided using the information from the links. 		<p>topics' content is being explained.</p>
Culture objectives		
<ul style="list-style-type: none"> - Raise awareness about the importance of increasing their knowledge about the topic in order to convince people to join in the blood drive. - Take responsibility of having healthy habits to take care of our circulatory system. 		
Activities	Materials and resources	
<ul style="list-style-type: none"> - Presentation of the sub-topics - Make groups according to interests - Roles' assignment - In groups, do some research on their sub-topic using the Padlet site and become experts on it by answering the questions provided - Include the questions from the first session - Self- evaluation of group work 	<ul style="list-style-type: none"> - Dossier: roles, questions and self-evaluation chart - Two laptops per group - Padlet site: http://padlet.com/jecasp/bloodproject - "I want to learn" poster 	

Table 4. Summary of session 2 from the CLIL unit.

3.5.3. Preparation and planning. Sessions 3 and 4: What have we learned about the circulatory system and the blood donation?

In sessions 3 and 4, the students' objective will be to share the new knowledge acquired concerning the sub-topic they have been working upon with the rest of the class and the teacher. Therefore, each team of experts is going to prepare an oral presentation using the Power Point Presentation software.

Consequently, in session 3, the students will create the presentation's visual support. The guide for the presentation must be the answers to the questions they responded in the previous session, that they can find in the Google Drive Document shared with the teacher. Hence, the students should talk about the information gathered during their

research, even though they can also include extra information they might have found interesting or curious about their topic.

All the members should get involved in the design of the presentation. Besides, each of them has to prepare a part of the oral presentation for the next session, meaning everybody has to orally take part in the presentation. The students can be shown the evaluation rubric the teacher will use in the next session, in order to guide them through the most important aspects they should focus on when preparing the presentation.

Session 3: What have we learned about the circulatory system and the blood donation?		
Contents	Cognition objectives	
<ul style="list-style-type: none"> - The heart and its parts. - The blood and its composition. - The blood vessels. - The blood circulation and the heartbeat. - The blood types and the blood donation. 	<ul style="list-style-type: none"> - Identify the parts of the heart. (LOTS) - Understand how the heart works. (LOTS) - Explain the composition of the blood. (LOTS) - Classify the types of blood vessels. (LOTS) - Exemplify strategies that we can carry out to have a healthy blood circulation. (LOTS) - Compare the heartbeat when resting or when doing exercise. (HOTS) - Classify the blood types. (LOTS) - Hypothesize why the blood types are important in a blood donation. (HOTS) - Designing a Power Point Presentation about their topic. (HOTS) 	
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 the circulatory system and the blood donation: heart, blood vessels, veins, arteries, capillaries, oxygen, carbon 	<ul style="list-style-type: none"> - Use language for discussion, explanation, and argumentation. - Express hypothesis. 	<ul style="list-style-type: none"> - Present the information gathered about their topic, either in written form or orally, using digital tools.

<p>dioxide, atriums, ventricles, blood types, heartbeat, donors, blood drive.</p> <ul style="list-style-type: none"> - Use present, future and conditional tenses to express statements, cause-effect, processes, suggestions, etc., regarding the topic at hand. - Write the answers to the questions provided using the information from the links. 	<ul style="list-style-type: none"> - Express sequences. 	
Culture objectives		
<ul style="list-style-type: none"> - Raise awareness about the importance of increasing their knowledge about the topic in order to convince people to join in the blood drive. - Take responsibility of having healthy habits to take care of our circulatory system. 		
Activities	Materials and resources	
<ul style="list-style-type: none"> - Show the rubric for the presentation's evaluation - In small groups, create a Power point presentation using the information gathered about their topic. - Self-evaluation of the group work. 	<ul style="list-style-type: none"> - Dossier: roles, questions and self-evaluation chart - Two laptops per group - Padlet site: http://padlet.com/jecasp/bloodproject - Google Drive Document with the answers to the questions. - Power Point software 	

Table 5. Summary of session 3 from the CLIL unit.

In session 4, at the beginning of it, students will be asked to take the dossier and look for the worksheet with the outline of a mind-map. During the session, while the oral presentations of group of experts, the rest of students in the audience have to complete the part of the mind-map concerning the sub-topic that is being presented using the information given by their classmates. Thus, all the students will end up having a graphic organiser that includes all the content they have been working upon regarding the topic at hand.

Therefore, the students will proceed with the oral presentations in front of the teacher and their classmates, with the visual support they created in the previous session. They will be assessed through an evaluation rubric designed by the teacher and they will also be asked to self-assess their work as an individual and as a group. The assessment will be further detailed in section 6 of this paper.

Session 4: What have we learned about the circulatory system and the blood donation?		
Contents	Cognition objectives	
<ul style="list-style-type: none"> - The heart and its parts. - The blood and its composition. - The blood vessels. - The blood circulation and the heartbeat. - The blood types and the blood donation. 	<ul style="list-style-type: none"> - Identify the parts of the heart. (LOTS) - Understand how the heart works. (LOTS) - Explain the composition of the blood. (LOTS) - Classify the types of blood vessels. (LOTS) - Exemplify strategies that we can carry out to have a healthy blood circulation. (LOTS) - Compare the heartbeat when resting or when doing exercise. (HOTS) - Classify the blood types. (LOTS) - Hypothesize why the blood types are important in a blood donation. (HOTS) - Do an oral presentation about their topic. (LOTS) - Analyse the information given in the peers' presentations to create a mind-map. (HOTS) 	
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 the circulatory system and the blood donation: heart, blood vessels, veins, arteries, capillaries, oxygen, carbon dioxide, atriums, ventricles, 	<ul style="list-style-type: none"> - Use language for discussion, explanation, and argumentation. - Express hypothesis. - Express sequences. 	<ul style="list-style-type: none"> - Present the information gathered about their topic, either in written form or orally, using digital tools.

<p>blood types, heartbeat, donors, blood drive.</p> <ul style="list-style-type: none"> - Use present, future and conditional tenses to express statements, cause-effect, processes, suggestions, etc., regarding the topic at hand. - Explain the information gathered about their topic. - Write the information given in the peers' presentation as in a mind-map. 		<ul style="list-style-type: none"> - Understand the feedback given by the teacher and classmates.
Culture objectives		
<ul style="list-style-type: none"> - Raise awareness about the importance of increasing their knowledge about the topic in order to convince people to join in the blood drive. - Take responsibility of having healthy habits to take care of our circulatory system. 		
Activities	Materials and resources	
<ul style="list-style-type: none"> - Ask the students to look for the worksheet with the mind-map in the dossier. - Presentation of the five sub-topics by each group of experts. - Teacher's evaluation of each presentation through a rubric. - Self-evaluation of the individual and the group work. 	<ul style="list-style-type: none"> - Dossier: mind-map, self-evaluation rubric - Computer and projector - Power Point presentations - Teacher's evaluation rubric 	

Table 6. Summary of session 4 from the CLIL unit.

3.5.4. Preparation and planning.

Session 5: Ask an expert about the blood donation

In session 5 of the unit, the students will attend a conference run by an expert from the Catalan Blood and Tissues Bank. The trainer will present the students what the task of the agency is, the steps in a blood donation and the special requirements to become a donor. Besides, s/he will give some advice to the students on how to approach the outreach campaign for the blood donation at their school.

This learning experience will definitely approach the students in a very unique way, as they will have the opportunity to listen and ask questions to a real expert on the topic. Moreover, they will be able to bolster the idea of responsibility towards the project.

Session 5: Ask an expert about the blood donation		
Contents	Cognition objectives	
<ul style="list-style-type: none"> - The Catalan Blood and Tissues Bank task - The blood types and their compatibilities - The blood donation process - Requirements to become a donor 	<ul style="list-style-type: none"> - Understand the Catalan Blood and Tissues Bank task. (LOTS) - Classify the blood types. (LOTS) - Identify the steps on a blood donation (LOTS) - Classify the requirements to become a donor (LOTS) - Detect the compatibilities between the different blood types. (HOTS) 	
Communication objectives		
Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> - Understand, know and use, orally, lexicon and expressions related to the circulatory system and the blood donation: heart, blood vessels, veins, arteries, capillaries, oxygen, carbon dioxide, atriums, ventricles, blood types, heartbeat, donors, blood drive. - Use present, future and conditional tenses to express statements, cause-effect, processes, suggestions, etc., regarding the topic at hand. - Ask questions about the blood donation. 	<ul style="list-style-type: none"> - Use language for discussion, explanation, and argumentation. - Express hypothesis. 	<ul style="list-style-type: none"> - Watch and listen to the conference given about the topic at hand.
Culture objectives		

<ul style="list-style-type: none"> - Raise awareness about the importance of increasing their knowledge about the topic in order to convince people to join in the blood drive. - Raise awareness about the important task of the Catalan Blood and Tissues Bank. 	
Activities	Materials and resources
<ul style="list-style-type: none"> - Conference run by an expert from the Catalan Blood and Tissues Bank. - Question time. 	<ul style="list-style-type: none"> - Computer and projector

Table 7. Summary of session 5 from the CLIL unit.

3.5.5. Action. Sessions 6, 7 and 8: Let's share what we have learned with our community!

In sessions 6, 7 and 8 the students are aimed at designing the material for the outreach campaign. Therefore, the main objective for the students is to use and apply the information learned in the previous sessions, due to create and manage the best resources aimed at reaching their main goal.

To do so, in session 6, at first, all the class will discuss and brainstorm about what type of actions would work best for their school and community's context, in order to encourage people's participation in the blood drive. The teacher should guide the students through the creation progress, helping them to be realistic about their ideas, according to the possibilities of time and material the school can offer to carry them out. All the proposals will be written down in a Word document and projected in the Interactive WhiteBoard (IWB).

For instance, students may come up with different resources that could be used in the outreach campaign to achieve their main goal, such as: a triptych, a poster to put up at entrance of the school, posts for the school's blog or Twitter account, thank you gifts for the donors or a video to promote the blood drive in the social networks.

Once they have agreed on the five proposals they want to carry out, the students will be asked to pair up or makes groups of three. Before they start the creation and development process of each idea, a logo and a slogan should be designed, due to help the community to quickly identify them as symbols from their campaign. Thus, the students in small groups will be given some time to elaborate a draft of their proposal for the logo and the slogan.

At the end of the session, each group will be asked to present their proposal in front of their classmates and the teacher, and through a voting dynamic, the students will choose their favourite logo and their favourite slogan, which do not have to be designed by the same group. It is worth mentioning that obviously the teacher’s approval is key to confirm the final result.

Session 6: Let’s share what we have learned with our community!		
Contents	Cognition objectives	
<ul style="list-style-type: none"> - Healthy habits. - The Catalan Blood and Tissues Bank task - The blood types and their compatibilities - The blood donation process - Requirements to become a donor. 	<ul style="list-style-type: none"> - Remember the information learned in the previous sessions. (LOTS) - Create a logo and a slogan for the outreach campaign for the blood donation. (HOTS) - Compare the proposals presented by the peers and choose the best one according to the criteria previously set. (HOTS) 	
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 the circulatory system and the blood donation: heart, blood vessels, veins, arteries, capillaries, oxygen, carbon dioxide, atriums, ventricles, blood types, heartbeat, donors, blood drive. - Use present, future and conditional tenses to express statements, cause-effect, processes, suggestions, etc., regarding the topic at hand. 	<ul style="list-style-type: none"> - Use language for discussion, explanation, and argumentation. - Use language for making comparisons. 	<ul style="list-style-type: none"> - Use a dictionary. - Present orally the logo and slogan’s proposal.

- Understand, know and use language related to the publicity area: slogan, logo.		
Culture objectives		
<ul style="list-style-type: none"> - Raise awareness about the importance of increasing their knowledge about the topic in order to convince people to join in the blood drive. - Take action in the blood drive campaign, by designing the material for the target audience (families, teachers and neighbours). 		
Activities	Materials and resources	
<ul style="list-style-type: none"> - Brainstorm about what the students can do to share what they have learned with the community, in order to encourage people to join in the blood drive. - Vote for the best five actions they will carry out in the outreach campaign. - Make small groups and outline a logo and a slogan for the campaign. - Students present their logo and slogan proposals. - Vote for the logo and slogan that suit best the campaign's goal. 	<ul style="list-style-type: none"> - Computer and IWB - Papers to outline the logo and the slogan 	

Table 8. Summary of session 6 from the CLIL unit.

Sessions 7 and 8 will be devoted to the creation of material. In order to carry out those action proposals, students will be asked to make five small groups, each of them responsible for the development of each material. Students would follow the same dynamic to create the groups as in session 2, in which they were asked to choose a group according to their interests and skills or abilities that could benefit the development of the task. However, the groups should eventually be integrated by 4-6 people maximum, in order to enable the organisation and efficiency of each team.

At the end of session 8, students will present their creations to the class and the teacher, who both the students and the teacher will orally give constructive feedback considering if the outputs developed by their classmates meet the conditions for the outreach campaign.

Session 7 and 8: Let's share what we have learned with our community!		
Contents	Cognition objectives	
<ul style="list-style-type: none"> - Healthy habits. - The Catalan Blood and Tissues Bank task - The blood types and their compatibilities - The blood donation process - Requirements to become a donor. 	<ul style="list-style-type: none"> - Create the material to take action in the blood drive outreach campaign. (HOTS) - Compare the proposals presented by the peers and choose the best one according to the criteria previously set. (HOTS) 	
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 the circulatory system and the blood donation: heart, blood vessels, veins, arteries, capillaries, oxygen, carbon dioxide, atriums, ventricles, blood types, heartbeat, donors, blood drive. - Use present, future and conditional tenses to express statements, cause-effect, processes, suggestions, etc., regarding the topic at hand. - Understand, know and use language related to the publicity area. 	<ul style="list-style-type: none"> - Use language for discussion, explanation, and argumentation. - Use language for giving constructive feedback. 	<ul style="list-style-type: none"> - Use a dictionary. - Present the outcome for the outreach campaign. - Understand feedback given by classmates and the teacher.
Culture objectives		
<ul style="list-style-type: none"> - Raise awareness about the importance of increasing their knowledge about the topic in order to convince people to join in the blood drive. 		

- Take action in the blood drive campaign, by designing the material for the target audience (families, teachers and neighbours).	
Activities	Materials and resources
<ul style="list-style-type: none"> - Make groups according to interests and abilities (s. 7) - Each team works on the design and creation of a proposal actions agreed in session 6. (s. 7-8) - Present the outcomes to the rest of students and the teacher. (s. 8) - Oral constructive feedback on the outcomes presented by the classmates and the teacher. (s.8) 	<ul style="list-style-type: none"> - Material for the proposed actions: coloured papers, paint, paint brushes, stickers... - Laptops, video camera, microphones...

Table 9. Summary of sessions 7 and 8 from the CLIL unit.

3.5.6. Action. Sessions 9 and 10: We are ready to save lives!

Both sessions 9 and 10 will happen in a different schedule that is not included within the CLIL Science lessons, as the activities in those sessions are conceived to be carried out at specific times of the day and for specific purposes. However, in order to follow with the language and structure of the present unit, these moments will likewise be referred to as sessions.

In session 9, the students will be asked to distribute the material produced around the school and neighbourhood, among the teachers and families, and post whichever online material they have created.

On the other hand, session 10 corresponds to the big moment: the blood drive day at the school, in collaboration with the Catalan Blood and Tissue Bank. The school facilities will be opened throughout the school day to welcome and attend the donors. Students will be organised in small groups, each of them with a specific responsibility. For instance, some students can welcome the donors and make sure they complete the questionnaire before they take the medical check-up; another group of students can offer the snacks to the ones that have finished donating; or another group can ask the donors about their experience and give them a thank you gift for their contribution. These are just some ideas that can obviously be adapted to the students' ideas, and the needs and requirements of the situation when the day comes.

A summary table of these sessions is not included, because their structure is completely different from the previous ones. Hence, it is worth mentioning that the aim of these sessions is basically related to the C for Culture and the main goal of the Service

Learning project. That is why the Content, Communication and Cognition objectives may stand back at this stage. Therefore, students should put into practise everything they have learned and prepared throughout the project and, above all, live the experience of taking action to contribute in a real community need while raising awareness of the cause.

3.5.7. Reflection. Session 11: What can we say about the experience?

Session 11 is devoted to draw some conclusions about the project, concerning the learning progress and experience of the students throughout the unit. Hence, the students will be asked to complete the last column of the KWL chart used in session 1, considering what they have learned and according to the knowledge and interests they showed at the beginning of the project.

Moreover, students will be asked to identify the activities or steps of the project they have enjoyed the most and the ones they think that need some kind of improvement. Finally, they will be asked to share their perspectives and opinions with the rest of classmates and the teacher, in order to discuss the final conclusions all together, guided by the teacher's questions that can be found in the section 3.6.2 of the paper, concerning the assessment of the proposal.

Session 11: What can we say about the experience?		
Contents	Cognition objectives	
- Evaluation of the project and their experience	<ul style="list-style-type: none"> - Identify the best and worst moments of the project (L.O.T.S). - Evaluate their experience in the project and build an opinion. (H.O.T.S) 	
Communication objectives		
Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> - Understand, know and use, orally, lexicon and expressions related to the circulatory system and the blood donation. - Use present, future and conditional tenses to express statements, cause-effect, 	<ul style="list-style-type: none"> - Use language for discussion, explanation, and argumentation. - Use language for express opinion. 	<ul style="list-style-type: none"> - Listen to others' contributions and reflect on them.

processes, suggestions, etc., regarding the topic at hand.		
Culture objectives		
<ul style="list-style-type: none"> - Consolidate the importance of having a healthy life, specifically in terms of the circulatory system. - Consolidate the importance of taking action and commitment to a community need. 		
Activities	Materials and resources	
<ul style="list-style-type: none"> - Complete the third column of the KWL chart. - Identify activities they enjoyed the most and some others they would improve. - Share perspectives and opinions about the project all together with the rest of classmates and the teacher. 	<ul style="list-style-type: none"> - KWL chart. 	

Table 10. Summary of session 11 from the CLIL unit.

3.6. Assessment

The following section of the paper at hand is devoted to a key component in this intervention proposal: the assessment. Therefore, it includes how the students' learning process has been assessed throughout the unit, but also the strategies that would be used to assess the proposal itself.

3.6.1. Learning assessment

As indicated in the second part of the paper, assessment needs to be considered as integral to learning and teaching. To do so, it needs to be taken into consideration what the purpose of the assessment is, which of its forms fits better for the purpose and whether it is useful or not, as it should ultimately aim at improving learning.

Therefore, in the intervention proposal at hand, assessment of learning has not been the main focus, as it is more related to a traditional instruction that only aims at checking and quantifying what the students have learned. However, it is worth mentioning that it is included in some of the outcomes' assessments.

Nevertheless, the assessment that is leading the way in this proposal is basically the assessment for learning, or formative assessment, because it aims at offering a descriptive and qualitative feedback to the students, in order to identify their strengths and weaknesses that will help them to improve. Plus, the teacher will be able to have a better picture of each student's learning process, so it will increase the possibilities to

offer them better guidance throughout the project. Moreover, to guarantee the effectiveness of the assessment, it must be transparent to the students, as they should be informed beforehand of the criteria and standards being used.

Hereafter, some of the different assessment tools planned to be used throughout the unit are being presented (see tables 11 and 12).

In session 4, the following rubric is being used to assess the students' oral presentation about their sub-topic. The categories being assessed are the 4Cs and the digital skills, carefully leveled into different indicators, to give a proper feedback to the students about each of them.

Categories	Great!	Ok!	Needs improvement
COGNITION	Students have created and displayed an oral presentation, showing complete ability to understand, summarize, apply and create concerning their sub-topic.	Students have created and displayed an oral presentation, showing sufficient ability to understand, summarize, apply and create concerning their sub-topic.	Students have created and displayed an oral presentation, showing deficient ability to understand, summarize, apply and create concerning their sub-topic.
CONTENT	Students have included all the information required in the presentation and show great knowledge of it.	Students have included most of the information required in the presentation and show basic knowledge of it.	Students are missing important information required in the presentation and show poor knowledge of it.
COMMUNICATION	Students show a very good use of the language, with elaborated sentences and no grammar mistakes.	Students show a good use of the language, with simple sentences and a few grammar mistakes.	Students show a poor use of the language, with unconnected sentences and important grammar mistakes.
	Students give a great speech, facing the audience and easy to understand.	Students give a clear and nice speech, but missing some connection with the audience.	Students give a poor speech, reading from a paper and difficult to understand.
	Students give their speech in	Students give their speech in a	Students give their speech in a too

	the correct amount of time.	too long amount of time.	short amount of time.
CULTURE	Students show great awareness of the importance of learning more about the circulatory system and the blood donation.	Students show basic awareness of the importance of learning more about the circulatory system and the blood donation.	Students show little awareness of the importance of learning more about the circulatory system and the blood donation.
DIGITAL SKILLS	Students display a high quality presentation, which complements the speech, and it is neat, attractive and easy to follow.	Students display a good presentation, which somehow connects to the speech and it is mostly neat and easy to follow. It is missing some catchy items.	Students display a poor presentation, which barely connects to the speech, it is messy and lacks colour and creativity.

Table 11. Teacher's assessment rubric for the oral presentation (session 4).

Besides, assessment as learning also takes great importance in the proposal, fostering the involvement of the students in monitoring their learning and progress through reflection. It is structured in self and peer evaluation of their work, basically referring to the group work activities. Hence, the rubric hereafter presented is aimed at being used in all the sessions that require some kind of collaborative work (sessions 2, 3, 7 and 8).

How did you and your group work today?			
Questions	Yes	No	Comments and improvements
Did everybody respect the planning?			
Did everybody respect the roles?			
Did you make the most of your time?			
Are you happy with your work?			
Have you helped each other?			
Have you made decisions collaboratively?			

Table 12. Self and peer-assessment rubric about group work.

3.6.2. Assessment of the proposal

Assessment of the intervention proposal becomes of paramount importance in order to identify its strengths and weaknesses and keep improving for a further new implementation. Besides, it also turns out as a great tool for the teacher, because assessing our own work is essential to keep learning and improving, having a positive impact on our students, on our schools and eventually on our community.

On the one hand, the collaboration of the students can be of great importance when it comes to drawing conclusions concerning the development of the unit. As the main active agents of the intervention proposal, their opinion is key to evaluate the proposal, as it may give us another perspective different from ours. Hence, in session 11, which is devoted to the reflection upon the project, they can be asked some questions, such as:

- What activity did you enjoy the most? And the least?
- What activity has been the easiest? And the most challenging?
- What would you change?

On the other hand, hereafter is presented a self-assessment rubric for teachers that has been designed as a tool to evaluate their performance and the aspects to be highlighted and improved of the CLIL unit designed.

Categories	Yes	No	Comments
The objectives proposed are achievable.			
The timing of the unit is appropriate.			
The 4Cs Framework has been properly developed and integrated.			
The activities are motivating for the students.			
The resources and materials used are appropriate.			
The assessment tools and criteria are adequate and useful.			
The students have benefited from the Service Learning approach.			
The progression in the SL process is appropriate.			

Table 13. Intervention proposal assessment rubric for teachers.

4. Discussion

The present Master's Dissertation was conceived to be an intervention proposal in which two well-known pedagogical approaches, such as CLIL and Service Learning, would be implemented together in an integrated way.

Hence, this integrated design and development of the unit under these two approaches aimed at offering the students the possibility to improve their learning experience taking part in a real-based issue and to grow their awareness on taking action in the community they are living in, while learning content and language in an integrated way.

On the one hand, the CLIL principles and especially the 4Cs Framework (Content, Communication, Cognition and Culture) have been the basis for the design of the sessions, leading the way to a proper integration of content and language learning. Besides, using the Bloom's Digital Taxonomy (Churches, 2009) has been key to adjust the progression of the learning process in terms of Cognition, understood as a journey from L.O.T.S. to H.O.T.S (see summary tables of each session).

On the other hand, Service Learning approach principles and stages have also contributed to set an adequate progression in the unit, so the students would not miss any of the steps considered in this methodology (investigation, preparation and planning, action, and reflection).

Plus, it is in the C for Culture within the CLIL's Framework where many aspects of Service Learning can also be found, as they both aim at boosting global awareness and citizenship.

In conclusion, we can say that the integration of both approaches has been successfully done, as it was the main goal of the Dissertation. However, as this intervention has never been implemented, we cannot provide real results about its effectiveness. Nevertheless, we can guess and hope that the students would make the most of the experience, being able to acquire content and foreign language, while boosting cognition, social and civil competences and meaningful lifelong learning.

5. Conclusions

In order to put an end to this Master's Dissertation, we would like to draw some conclusions concerning the process of designing, planning and writing it in relation with the initial objectives of the study.

First of all, we reviewed the most relevant literature regarding the approaches that have led our proposal's development. On the one hand, CLIL has proved to be an excellent and complete approach to foster not only content and foreign language acquisition, but also a great way to build our students' social and civic competences, together with essential and increasingly needed life skills.

On the other hand, Service Learning's related literature has proved that this approach provides meaningful ways for students, teachers and community agents to contribute in a positive way to society, as it has reciprocal benefits. Raising students' awareness of what is happening around them becomes key to encourage them to care about the community and take proper action when needed. Moreover, SL also benefits students academically, socially, and emotionally.

Therefore, this research has provided us with sufficient evidence to integrate both approaches which turned out to be highly compatible, from our humble point of view. This has led us to design a project-based unit, intertwining as many CLIL and SL features as possible. It is important to mention that it has been a stimulating task, which has been carried out by always considering the educational context and the target group it has been designed for.

Concerning the intervention proposal, and as it has been previously mentioned, it has to be born in mind that it has not been implemented yet at the moment of writing the paper, although it is scheduled in the near future. Thus, it has not been possible to assess its effectivity and the achievement of the objectives set for it. Nevertheless, we are looking forward to implementing it and observe the real impact it has on the students and the rest of the community involved.

All in all, it can be assumed that the present paper offers a great opportunity to present another idea of learning in the CLIL context, and which pretends to be motivating and useful for the students in the long run, guiding them in the acquisition of content, foreign language, and values to grow up as critical and concerned citizens.

6. Limitations and further research

The following section is devoted to list the limitations that have come up during the development and writing of the paper at hand and provide possible lines of action and future research.

First of all, it is worth mentioning that during the research phase of the proposal, it became obvious that very few literature about combining CLIL and Service Learning was available. Hence, there exist plenty of studies concerning CLIL, its implementation, and

its integration with other educational approaches, but none combining the ones of our interest.

Moreover, Service Learning published research cases applied in the Primary Education stage are barely inexistent. It is mainly conceived as an approach that suits best older students in the Secondary or Post-obligatory stages. However, as it has been stated throughout the MD, it is a great methodology that enhances great values and skills within the students' development and growth, so we suggest that it could be applied as soon as possible, with the proper adaptations to the age and cognitive stage of the target group.

Therefore, it would be interesting to inspire and guide further research on extending this kind of experiences in lower educational stages, but also with different purposes, to keep contributing, together with our students, to our community and tackling its needs.

We would like to think that in the near future this kind of intervention will be become more and more common, leading the Education to a new era in which the teachers leave behind the traditional teaching strategies and empower themselves and the students to make a difference in the world we live in through this type of projects.

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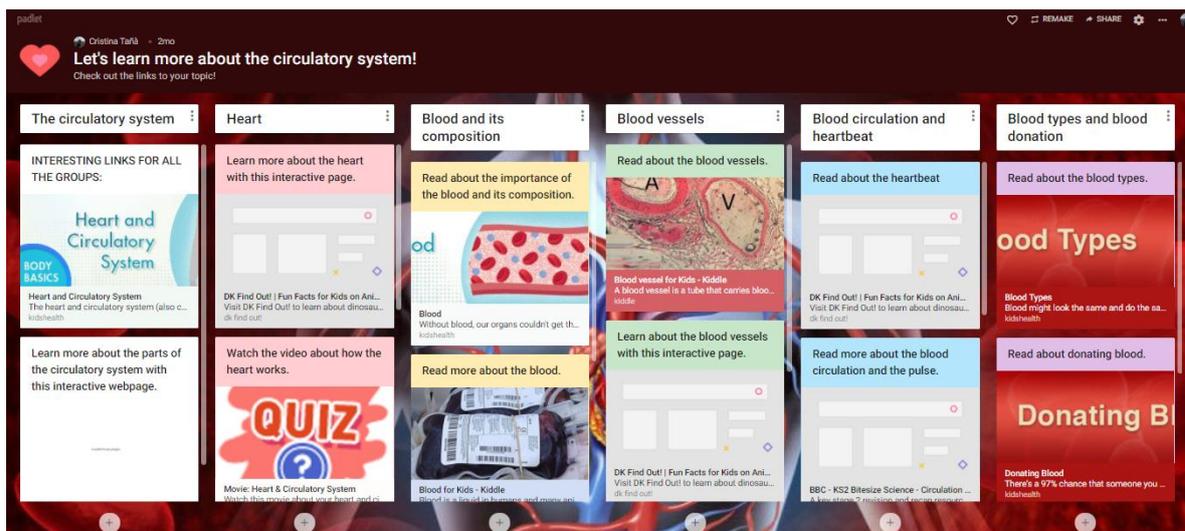
Annexes

Annex I. KWL chart (sessions 1, 2 and 11)

Topic: _____		Name: _____	
K	What I Know	W	What I Wonder
L	What I Learned		

Retrieved from: <https://ecdn.teacherspayteachers.com/thumbitem/Student-KWL-Chart-1373930006/original-595724-1.jpg>

Annex II. Padlet site (sessions 2 and 3).



Screen capture from: <https://padlet.com/jecasp/bloodproject>

Annex III. Worksheet with sub-topic research questions (sessions 2 and 3).



Let's start the research!

Check out the Padlet site and learn more about the circulatory system. Explore the links about your topic and answer these questions:

1. Heart

- What is the heart?
- What is its function?
- What are the parts of the heart?
- How can the doctors know that our heart is working correctly?

2. Blood and its composition

- What is the blood?
- What is its function?
- What are the main components of the blood?
- What are the three types of blood cells? Explain their characteristics and their function.

3. Blood Vessels

- What is a blood vessel?
- What three types of blood vessels are there? Explain them.
- Do the blood vessels connect the circulatory system with another one?
- How many litres of blood circulate through the blood vessels?

4. Blood circulation and heartbeat

- What is the itinerary of the blood in a heartbeat?
- What is the pulse? Is it always the same?
- What can we do to improve the blood circulation?



5. Blood types and blood donation

- How many blood types are there? Name them.
- Why are blood types important?
- What is a blood donation?
- Can you transfer any type of blood to everybody? Do the blood types matter here?

! IMPORTANT!

The answers to these questions have to be the basis for your oral presentation. Plus, you can also add extra information that you might find interesting about the topic.