Universidad Internacional de La Rioja
Facultad de Educación

Trabajo fin de máster

CLIL Teacher-Training Course for Pre-service Teachers of Primary Education

Presentado por: Diego Alejandro Henao Guarin
Tipo de TFM: Intervention proposal
Directora: Mercedes Querol-Julián
Ciudad: Pereira, Colombia
Fecha: February 28th, 2019
Abstract

Primary education is a vital moment for kids to start second language learning. This means that teachers have a great responsibility to guide students through the process of helping them to become language users of that language. However, this is a process that is constantly affected by either the lack of teacher training on language teaching or the lack of skills of teachers in the second language. Therefore, there is an increasing necessity of creating training programs that help future primary teachers to improve their skills in language teaching at the same time that they improve their level in the L2.

In this sense, the aim of this intervention proposal is to provide pre-service teachers of Primary Education program at tertiary education with a teacher training course in Content and Language Integrated Learning (CLIL) through English. This course has been designed to promote knowledge about the CLIL approach and development in communicative competence in L2 with special focus on oral communication.

For the design of the didactic units suggested in this intervention proposal the 4 Cs model (content, cognition, communication and culture), provided by Coyle (2010), was followed. In addition to this, this proposal is designed on the ground of a theoretical framework based on oral communication where the positive correlation between CLIL and communicative competence has been proved in different studies. Furthermore, the differences between CLIL and EMI (English as a Medium of Instruction), which is a common approach used to teach content in English at tertiary education, are also described, being the amount of language support that CLIL provides learners with the most significant distinction.

Finally, this proposal hopes to open more similar initiatives at tertiary education implementing the CLIL approach throughout many other teaching programs so as to promote professional profiles of teachers who are experts in their fields with high language commands in L2 that ultimately will impact the development of future primary students.

Key words

CLIL, oral communication, English as a foreign language, 4 Cs model, tertiary education, teacher training.
# TABLE OF CONTENTS

1. INTRODUCTION .................................................................................................................. 4  
   1.1. JUSTIFICATION OF THE RESEARCH QUESTION AND PROBLEM ............................. 4  
   1.2. BRIEF ANALYSIS OF THE STATE-OF-THE-ART ......................................................... 6  
   1.3. OBJECTIVES OF THE STUDY ....................................................................................... 7  
2. LITERATURE REVIEW ........................................................................................................... 8  
   2.1. CLIL AND EMI ............................................................................................................. 8  
   2.2. LIMITATIONS AND CHALLENGES OF CLIL .............................................................. 11  
   2.3. ORAL COMMUNICATION IN CLIL ............................................................................... 14  
3. INTERVENTION PROPOSAL ................................................................................................. 17  
   3.1. AIMS OF THE PROPOSAL ......................................................................................... 17  
   3.2. EDUCATIONAL CONTEXT AND TARGET GROUP ....................................................... 18  
   3.3. TIMING ....................................................................................................................... 18  
   3.4. METHODOLOGY OF THE PROPOSAL ......................................................................... 18  
   3.5. SESSIONS AND ACTIVITIES ..................................................................................... 20  
      3.5.1. Presentation of the course and diagnostic test ......................................................... 20  
      3.5.2. Unit 1: History of English language teaching ......................................................... 21  
      3.5.3. Unit 2: Content .................................................................................................... 29  
      3.5.4. Unit 3: Cognition .................................................................................................. 33  
      3.5.5. Unit 4: Communication ....................................................................................... 37  
      3.5.6. Unit 5: Culture ..................................................................................................... 41  
      3.5.7. Unit 6: Assessment in CLIL .................................................................................. 43  
      3.5.8. Final assessment of the course ............................................................................. 45  
   3.6. ASSESSMENT ............................................................................................................... 46  
      3.6.1. Learning assessment ............................................................................................ 46  
      3.6.2. Assessment of the proposal ................................................................................. 48  
4. DISCUSSION ....................................................................................................................... 50  
5. CONCLUSIONS .................................................................................................................. 51  
6. LIMITATIONS AND FURTHER RESEARCH .................................................................... 53  
7. REFERENCES ....................................................................................................................... 55  
ANNEXES .................................................................................................................................. 59
List of Tables

Table 2. 4Cs framework of the proposal................................................................. 19
Table 3. Planning framework - Unit 1................................................................. 27
Table 4. Planning framework - Unit 2.................................................................. 32
Table 5. Planning framework - Unit 3................................................................. 36
Table 6. Planning framework - Unit 4................................................................. 40
Table 7. Planning framework - Unit 5................................................................. 42
Table 8. Planning framework - Unit 6................................................................. 44
Table 9. Assessment tools.................................................................................. 47
Table 10. Checklist to evaluate the proposal...................................................... 49
1. INTRODUCTION
As follows, the general structure of the study is explained. The present section is divided in 3 main subsections. In the justification of the research, the relevance and reasons for proposing this study is introduced. Then, a brief analysis of state of the art with the examination of the most relevant theoretical aspects is exposed. Lastly, the general and specific objectives of the study are presented.

The literature review, the second section of the study, presents the theoretical foundations for the intervention proposal. These foundations are related to the differentiation between CLIL and EMI along with the limitations implied in applying the CLIL approach. Also, a theoretical support is given to the general design of the proposal through the use of 4 Cs Framework for planning. Finally, the correlation between CLIL and oral communication is presented through the presentation of different studies.

The third section presents the intervention proposal. First, it is contextualized through the introduction of the educational setting, target group and aims of the proposal. Then, specific details are given explaining the timing, methodology and the sessions and activities. Finally, the section presents the assessment tools designed to measure learning and to evaluate the design of the proposal.

Finally, discussion on the design of the intervention proposal is presented as well as the conclusions of the study, which are drawn on the objectives presented at the beginning of the work. The last section presents an analysis of the limitations that have been found and possible lines of action and future research.

1.1. JUSTIFICATION OF THE RESEARCH QUESTION AND PROBLEM
There is an increasing necessity for learning languages so as to interact with other communities and expand our cultural awareness and social interaction. That is why international organizations such as UNESCO foster linguistic diversity and multilingualism for the attainment of a better development in terms of education, social integration and communication. It is thus urgent to take action to encourage broad and international commitment to promoting multilingualism and linguistic diversity (UNESCO, 2005).

Likewise, Colombia has been adopting different policies and measures in order to embrace the challenge of promoting bilingualism in the country. Through the program Colombia Bilingue, Colombia wants to become the most well-educated country of the region by 2025 (Ministerio Nacional de Educación, 2016). In this endeavor, the Ministry of Education has
created several curricular documents such as Guide 22: Basic Standards of Competence (Ministerio de Educación Nacional, 2006), Suggested Curriculum (Ministerio de Educación Nacional, 2016a) and Basic Learning Rights (Ministerio de Educación Nacional, 2016b), which help schools to have clear and common goals in order to achieve the aim of having learners finishing their high-school with a CEFR B1 level in English language competence.

The national report of results of the national exam at the end of high-school, Pruebas Saber 11 (ICFES, 2018), showed that although more than 70% of students are still below a B1 level, the number of students with B1 and B1+ has increased and the number of students with A- has been decreasing year after year.

These results are really significant due to the fact that they show that the country has been improving in terms of second language competence. However, we can also identify that private high-schools still have much better results compared to public high-schools. This difference can be caused by many several factors such as socio-economic status, high-schools’ resources, methodologies and teachers’ profiles.

Likewise, in the public sector, we can correlate the efforts that the Ministry of Education and public institutions have been doing to increase the English levels to the continuous improvement in the results. One of these efforts has been the change of paradigm in English language teaching through the creation of the Suggested Curriculum (Ministerio de Educación Nacional, 2016a) previously mentioned where more up-to-date methodologies are proposed. Methodologies such as Task-based Instruction for grades 6th and 7th, Project-based Learning for grades 8th and 9th and Problem-based learning for grades 10th and 11th with a focus on 4 themes: Sustainability and Environment, Health and Sexual education, Globalization and culture, and Democracy and Peace.

On the other hand, we have the results of Pruebas Saber Pro 2016/2017 (ICFES, 2018), which is the exam taken by university students before they graduate. This exam is divided in 2 parts, one of general competences such as written communication, quantitative reasoning, critical reading, citizenship skills and English, and a second part which is for specific competences of each university program. Based on these results, we can analyze that 19% of our university students do not reach a minimum level of English and the programs related to education are the worst performers both in English and general competences.

Therefore, it exists a real necessity by the Ministry of Education, universities and university teaching programs to foster not only language development, but also general competences and specific contents of the Education-related programs. This is especially important if we consider that today’s undergraduate pre-service teachers will be the ones in charge of fostering second language competence in primary education in a couple of years. This means
that if current students of education-related programs do not have a good command of the L2 and proper language teaching knowledge through the implementation of a bilingual education approach, future primary students will be condemned to perpetuate the same poor results in English as a foreign language.

Additionally, this intervention proposal seeks to provide pre-service primary teachers with enough teaching tools to activate their future pupils' second language development through an experiential and immersive course in which they will experience at first hand the CLIL approach, at the same time that they learn about English language teaching. This is highly important as currently the program of Primary Education in Colombia does not provide any subject related to English teaching despite the fact that its future graduates will need to teach English at primary school as part of the national curriculum.

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

CLIL is the acronym for Content and Language Integrated Learning, a term which was coined more than 20 years ago and that describes a dual-focused approach where both content and language are learning objectives. Eurodice (2006, p.7) defines CLIL as an “innovative methodological approach of far broader scope than language teaching” where both language and content receive the same importance. Among its benefits are the improvement in the foreign language without affecting L1 development or subject knowledge (Coleman, 2006); and that fosters learners to be more cognitively active during the teaching-learning process (Van de Craen, Mondt, Allain, & Gao, 2008).

Nonetheless, CLIL also offers a list of concerns regarding its implementation. In the literature it is common to see that there are still many questions concerning the assessment process of content and language simultaneously. Additionally, the lack of proper teacher training and lack of materials have promoted a general misunderstanding of what CLIL really means. This has led to a general belief that teaching content in L2 immediately can be referred to as CLIL.

This might be in part due to the fact that CLIL is still a relatively new approach that needs to have more definite procedures that help it to stand out. For example, although CLIL intends to differentiate itself from other content-based approaches, the terms Content-based Instruction, English as a Medium of Instruction and CLIL are usually taken as umbrella terms for bilingual education without any consideration. Nevertheless, as Brown & Bradford (2017) explain, EMI’s focus will be on content mastery and language development will be only incidental. On the other hand, CBI’s focus will be on promoting language development
without too much care for content learning. However, CLIL will have both content and language objectives without giving more relevance to any of them.

Finally, a big limitation that CLIL currently has is the lack of research on higher education. Very little research has been conducted on the impact of CLIL at the university level and that little research seems to be primarily focused on receptive skills or written production (Chostelidoua & Grivab, 2014; Chansri & Wasanasomsithi, 2016). Therefore, it is constant the necessity for borrowing benefits and studies from primary and secondary education.

One of the most well-known experts on CLIL, Coyle (2005) explains that CLIL is a very flexible approach and therefore many different models can be applied depending on contextual factors. Nonetheless, Coyle’s 4 Cs model is widely accepted and significantly useful for planning. It consists of 4 guiding principles: content, communication, cognition and culture. Each principle will be explained in the literature review section.

In addition to the concepts of CLIL and the 4 Cs model, it is also necessary to explore the concept of oral communication as this will be one of the main objectives of this intervention proposal. In this regard, although most of the studies conducted regarding the impact on language development have been done on literacy skills, such as reading and writing, the studies conducted on the connection between oral communication and CLIL has demonstrated a positive one. One of the most obvious reasons as stated by Dalton-Puffer (2008) is that CLIL offers learners the opportunity to have more hours of exposure to the language; therefore, it is fair to expect better results regarding command of L2. However, the discussion related to content mastery versus language accuracy is indefinite as results are not conclusive yet. Although CLIL has proved to promote better improvement in both content mastery and language accuracy compared to non-content-based approaches, the gap between CLIL learners and non-CLIL learners in terms of number of grammar errors is usually not significant. This opens the question to if CLIL implementation requires more attention to form of language or if grammar errors will be always part of the process not matter what approached is used.

### 1.3. OBJECTIVES OF THE STUDY

The main objective of the present study is to design an intervention proposal to train pre-service primary education teachers in CLIL through the English language. To meet this aim, the following specific objectives have been designed:

- To study the benefits and challenges of implementing CLIL as a teaching tool in a non-bilingual context.
➢ To explore the differences between CLIL and other content-based approaches.
➢ To revise how the 4 cs framework can be used as a planning tool for CLIL lessons.
➢ To examine the connection between CLIL and oral communication in L2.

2. LITERATURE REVIEW

This section is devoted to present the literature review of this study which focuses on the examination of previous research on differences between CLIL and other content-based approaches such as EMI, CLIL’s possible challenges and how to overcome them, the 4 Cs planning framework in CLIL following Coyle’s proposal, and the relation between CLIL and oral communication.

2.1. CLIL AND EMI

CLIL can be defined as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.” (Coyle, Hood & Marsh, 2010, p.1). It is to say that the language used will be an additional language and attention will be on both content and language development. Furthermore, Marsh (2000) also highlights the fact that one of the biggest strengths of CLIL is that it offers learners the opportunity to not only learn the language but to use it in a natural way, therefore, pupils can rapidly focus on learning the topic and not the form of the language. Thus, as Mehisto et al., (2008) explain, language teachers become a team with teachers of geography, science and math, where the language class is the support of content terminology, types of texts, structures and patterns that learners need to understand and use the content; learning becomes the center of everything.

In addition to this, many other benefits are also associated with CLIL. Coyle (2007) links CLIL to many potential benefits such as raising learner linguistic competence and confidence; developing risk-taking and problem-solving skills in the learner; increasing vocabulary learning skills and grammatical awareness; encouraging student interdependence; taking students beyond ‘reductive’ foreign language topics; improving L1 literacy; promoting linguistic spontaneity (talk) if students are enabled to learn through the language rather than in the language; developing study skills, concentration (learning how to learn); and put cultural awareness back on the agenda.

Although approaches such as English as a Medium of Instruction (EMI) and CLIL share the same core theoretical principles based on Krashen’s (1982) model, which states that real learning (acquisition) will happen when the process is done through a subconscious process,
contrary to the conscious process of “learning” which requires much more mental effort. Additionally, as Ibrahim (2001, p. 123) states “the goal of EMI is the content of instruction (meaning) rather than the English language (form) which suggests that a second language can be acquired simultaneously or unintentionally”. This definition is aligned to Marsh (2000) who already explained that learners in CLIL get to focus on learning and using the content, and not the form of the language. This means, that both CLIL and EMI has some similarities, nonetheless, the perception of the language and how it is supported and assessed will make a huge difference.

As Brown & Bradford (2017) explain, EMI’s focus will be on learning content and language learning is neither planned nor assessed. On the other hand, CLIL will be a 2-passenger vehicle for both content and language where both will be planned and assessed explicitly. And although the terms are commonly used interchangeably (see for example Dearden & Macaro, 2016; Marsh, 2008; Stoller, 2008, among others), the reality is that EMI is an approach intended for subject-content mastery where the improvement of the language is not a priority and language learning will be something incidental and unintentional. In some cases, EMI programs may include bridge phases with explicit language learning and assessment components for students before they begin taking EMI content classes (Brown, 2014), but this is something which is not mandatory and it is not always the case. Therefore, as it is summarized in Dearden & Macaro (2016, p. 456), EMI is “an umbrella term for academic subjects taught through English, one making no direct reference to the aim of improving students’ English”.

Thus, one of the main differences between EMI and CLIL will be the support that language development will have in each approach. Being approaches where both content and language are reinforced, the ones with much more sensible results. In this regard, Pérez-Cañado (2012) stated that studies have demonstrated that a dual-focus approach where language support is integrated with content learning will have much better outcomes and learners will benefit by learning content effectively. She even suggests that teachers should evaluate the benefits of implementing CLIL characteristics, such as working with language specialists so as to identify language needed for comprehending content and linguistic features that could affect learning.

Thus, this study focuses on CLIL due to the fact that besides all the non-linguistic benefits such as the promotion of problem-solving skills, encouragement of student interdependence, development of study skills, fostering of intercultural awareness and cognitive competence, CLIL offers learners and teachers tools for promoting explicit language competence. This is especially important for a Colombian context where the exposure to English is scarce out of the language classroom and where teachers need to teach learners how to become
autonomous language learners providing them learning tools, study strategies and language support for them to continue practicing out of the classroom and even after the end of the course.

However, although the use of CLIL in primary and secondary education seems to be highly documented, the implementation of CLIL at tertiary level or ICLHE (Integrating Content and Language in Higher Education) still has a big research-gap. Very little research has been conducted on the impact of CLIL at the university level and that little research seems to be primarily focused on receptive skills or written production (Chostelidoua & Grivab, 2014; Chansri & Wasanasomsithi, 2016). It seems that there is not even consensus on what CLIL represents in higher education; nonetheless, McDougald (2007) proposes a series of five key areas in which content and language educators must be knowledgeable for having successful content lessons with university students. These areas would provide all practitioners with a starting point to reflect on when considering how to approach language and content in the classroom.

1. **Content area**: educators must have the proper knowledge of the particular content subject area that they teach.

2. **Pedagogy**: educators must promote learning strategies that provide students with opportunities to access content in pedagogically valuable ways and employ a range of evaluation options to evaluate both content learning and language learning.

3. **Second Language Acquisition (SLA)**: educators must have knowledge regarding language acquisition development in order to facilitate the learning process.

4. **Language Teaching**: teachers need to know how to scaffold and support the use and development of the “four skills” (reading, writing, listening, and speaking) of language in their classes.

5. **Materials selection and adaptation**: educators must be able to select appropriate materials based on their learners’ language level, needs and interests.

However, Räsänen and Klaassen (2004) express that one of the main and most common problems of CLIL in higher education is that learners “do not have access to the kind of language in which the knowledge (academic and professional) is constructed, evaluated and discussed and they do not have ample opportunities to use the language for communicating about the content” (p.566). This means that learners are not having enough opportunities for discussing their knowledge and the types of tasks which are carried out in the classroom are not meeting the real-world academic and professional demands. Therefore, Dafouz and Nuñez (2009) propose combining CLIL with a genre-based approach in which based on real
professional tasks that learners might encounter with. This would increase learners opportunities for using language in the academic and professional sense.

Nonetheless, the implementation of a CLIL approach will not be easy and will have many challenges for both learners and teachers.

2.2. LIMITATIONS AND CHALLENGES OF CLIL

Undoubtedly, CLIL is becoming a reference in English language learning, not just in Europe but in the rest of the world, too. However, CLIL also states many new challenges and questions for the education community. Ravelo (2014) presents a list of myths about drawbacks in CLIL, that then, she tries to demystify. She starts with a rather ideological dilemma called CLIL as a tool for promoting cultural imperialism as some people might consider that CLIL could be a tool for “politico-linguistic purposes disguised as a pedagogic philosophy” (p.74). However, she clarifies that even if linguistic and cultural imperialism existed, it is the job of teachers to find ways of presenting content avoiding “imperialistic associations” and most importantly, teaching pupils about the importance of celebrating our pluricultural and plurilingual world in order to foster values such as tolerance, respect, joy for coexistence and love for their own culture and language.

Ravelo (2014) also lists a much more common problem which is the lack of appropriate teacher training and preparation; she starts explaining that commonly, teacher training in CLIL focuses on concepts and details about the methodology without any consideration towards how to adapt it into each teacher’s context. Therefore, her invitation is to promote a much more active role in teachers training taking into account the teacher’s context such as syllabus design, population, learner’s background and even national policies. Finally, she also considers that new ELT practitioners have the opportunity to regenerate their profession because as Ravelo (2014, p. 77) states, “the role of the language teacher has evolved, not deteriorated”; therefore, it is only a matter of learning from others’ mistakes and show the positive results of bilingual education.

Finally, Revelo (2014) assertedly states the challenges in CLIL assessment as another huge possible barrier for the adoption and implementation of such methodology. One of the major concerns for teachers is what to evaluate: content, language or skills? Nonetheless, once teachers understand what should be evaluated and what the evaluation process should look like, this becomes much less of a problem. It is also very important that the whole institution has common grounds on the assessment process and let learners and parents become familiar with the process, too.
However, there are many other possible limitations besides the ones above mentioned— that although with some effort and time will be less traumatic — are factors which need a lot of consideration. Dafouz and Guerrini (2009) explain several challenges for bilingual education in general. One of those challenges is the lack of appropriate teaching materials for globalized curricula and for bilingual teaching adapted to specific contexts. And although this problem may be reduced through the use of materials from internet, this process needs training and requires too much time to adapt or it ends up in mere translations of already existing books without any contextualization for the methodology or language support.

Likewise, Richards (2006) claims the lack of qualified teachers as a possible drawback. Bearing in mind that CLIL is a dual-focused approach on both content and language, it will require a very high type of profile for teachers trained in both the content subject and language. This means that language teachers will require training on the content or content teachers will require training in language. Richards (2006) expresses that this usually ends up with language teachers lacking the necessary subject-matter expertise to teach specialized content in areas such as mathematics, chemistry or physics which affects quality of learning or, content subject teachers lacking the expertise for scaffolding and supporting language development.

This previous problem can be solved through the case of a Jordanian study about difficulties when integrating CLIL and math conducted by Miqdadi and Al Jamal (2013). The study showed that learners in undergraduate mathematics courses could not solve mathematical problems due to the fact that they often had difficulty finding out the relationship between the words and the symbols in mathematical problems, lacked reading comprehension strategies that made them misunderstand the problem and also suffered interference of L1. Nonetheless, it was found that many of these problems were caused by lack of teacher training in language support and general teaching strategies. For example, it was noticed that the learning environments were teacher-centered through lectures with very little participation by learners; besides, new words were given in isolation with no connection to what was being learned, few chances to practice them and once the topic was over, these words were never practiced again. Thus, this exemplifies the problem of lack of CLIL teacher training and the necessity for promoting true CLIL environments. This means that although it is a problem commonly associated directly with the approach, it might actually be the consequence of bad teaching practices rooted in the education system and which reflect the need for a change of paradigm.

In addition to this, Richards (2006) also points out a crucial topic which is the dilemma of content mastery vs language accuracy. According to the author when using an L2 for teaching school subjects, learners tend to prioritize learning the content rather than
developing accurate language use. This can be easily understood bearing in mind that CLIL focuses on meaning rather than form of the language. Nonetheless, several studies have proved that this might not be the case. For example, Pérez & Basse (2015) conducted a study in Madrid with 4 groups of 6th graders, 2 of the groups of a CLIL project and 2 groups who did not belong to any bilingual program. The groups took the Cambridge Key English Test (KET) for schools to determine their proficiency levels. The results showed that not only CLIL learners had a higher proficiency level than non-CLIL learners in written and oral production, they also showed that when it comes to develop an error analysis, similar results are obtained. This means that content mastery does not imply a lower performance in accuracy when compared to a non-content approach, although the author suggests that more focus on form would be necessary, this also might suggest that students are in a learning process and errors are part of it. This is particularly interesting because although it shows evidence on the fact that Richard's (2006) concern regarding lack of language accuracy at the cost of content mastery is not totally real, it does call for more attention to explicit grammar instruction, something that, based on the particular context of this study and based on the language level of the possible participants, might be useful.

Jexenflicker and Dalton-Puffer (2010) carried out another investigation in Austria with even better results. This study focused on the effects of CLIL on English language skills in upper-secondary engineering schools. The results showed that CLIL learners had better results than EFL students on writing and general language skills, especially in vocabulary, spelling, accuracy and task fulfilment. Similarly, Navés & Victory (2010) carried out a study with 837 learners from 5th to 12th grade. The results showed that CLIL learners always surpassed the control groups of non-CLIL learners on syntactic and lexical complexity, accuracy and fluency. And CLIL learners constantly showed similar results to those of foreign language students one or two grades ahead.

Therefore, the concern of content mastery vs accuracy might be valid, and it is something that needs attention in many cases as Sanz and Morgan-Short (2004, p. 54) explain, “occasional use of form-focused instruction in the form of grammatical explanations or corrective feedback has been found to be beneficial for students”. Nevertheless, studies constantly prove that when comparing CLIL learners to non-CLIL learners, those CLIL learners do not show a lower performance nor in accuracy, nor in fluency or lexical competence, and very often non-CLIL learners, even those with more grammar-focused approaches, have lower results than students in CLIL programs.

Then, to summarize, there are still many valid questions regarding CLIL implementation. It is still possible to find concerns about imperialism, lack of expertise by content teachers in supporting language development, doubts about assessment procedures in a dual-focused
approach, absence of available CLIL materials, concerns about the impact on language accuracy, and the need for a deeper reflection on the appropriateness on the selection of tasks depending on learners’ academic and professional needs; this reflects that the teaching bilingual community does not seem to have clear common guidelines yet. Nevertheless, all these concerns seem to share the same origin, lack of appropriate teaching training in CLIL implementation. Therefore, this conclusion might give theoretical support to this proposal as it shows that it is necessary to continue fostering appropriate CLIL teacher training in order to create more consensus and homogeneity within the bilingual community.

Thus, for this endeavor of promoting common guidelines for the community, the next section will explore the use of the 4 Cs Framework as a starting point for planning and designing CLIL lessons. At that point, we will focus on the third C, Communication, to examine the connection between CLIL and oral communication in L2, one of the specific objectives of this study.

2.3. ORAL COMMUNICATION IN CLIL

CLIL relies on a very well established and recognized model founded in 4 pillars that summarizes how CLIL is not only about content and language, but it is an integral approach that seeks for the development of knowledge, the ability of learning to learn, communication and cultural awareness.

Coyle and Marsh (2010) call these 4 pillars, the 4 Cs Framework and it is constituted by content, cognition, communication and culture, the “building blocks for effective CLIL practice” (p.9). They also state that although there might exist differences between some CLIL models, these are the ones that can be found across most of them.

Coyle and Marsh define the first C of the 4 Cs Framework as the content, subject, theme or core knowledge that will set the context for learning, commonly subject matters such as history, math, etc, but not exclusively, and usually involving cross-curricular concepts and skills. The second C stands for Communication which means using and learning a language to learn content and skills for academic and communicative purposes. Then, the third C stands for cognition and refers to the cognitive demand that CLIL requires. It is linked to higher-order thinking skills and abilities for critical thinking and problem solving. Finally, the last C stands for culture which is also known as global citizenship, community or connectivity and it involves developing intercultural skills, self and others awareness to become a global citizen.
For the purpose of this study, we will focus now on the third C, communication. Previously, in the section about challenges related to CLIL implementation, we had already talked about the relation between CLIL and accuracy. This relation proved to be positive as CLIL learners constantly displayed high results in terms of grammar accuracy and lexical competence. However, in this part of the section, it is important that we analyze some studies focused on oral communication due to the fact this will be the focus of the intervention proposal.

Many different studies have been conducted seeking to find the correlation between CLIL implementation and the enhancing of oral communication, and constantly, these studies have demonstrated a positive correlation. For examples, studies conducted on immersion programs in Canada have concluded that intensive use of the second language (L2) as the language of instruction is very effective for the development of communicative competence (Johnson & Swain, 1997; Lightbown & Spada, 1997). According to Nikula (2007), this positive correlation might be explained due to the increase in the number of opportunities that learners have for using the L2 for actual communicative purposes instead of traditional language courses where learning about the language is the ultimate goal.

Juan-Garau (2010) carried out a research with secondary Spanish students where the impact of CLIL on oral communication was analyzed. The research focused on fluency and had into account elements such as speech rate (number of words per minute) and pause duration (pauses longer than 0.4 seconds). 2 tests were applied, one at the beginning of the year and one at the end. The final result of this research was that the CLIL group had a more noticeable progress than the control group. Since the application of the first test, the CLIL group already showed a higher number of words per minute and shorter pauses, and in the final test, the 2 groups had already significantly grown apart with a much better performance by the CLIL learners.

In a different study conducted by Czura and Kolodynska (2015), the researchers attempted to find whether the hypothesis about the positive correlation between CLIL and oral communicative competence was legitimate or false. For this experimental study, the model of communicative competence proposed by the Council of Europe (2001) was adopted. This model includes 3 categories that define communicative competence: linguistic competence which is the use of language resources; sociolinguistic competence, the ability to adjust your own language to a given social context; and pragmatic competence which is the ability to use language functionally.

The participants of this study were primary school pupils at a state school in Wroclaw during 2012-2013. They were 2 groups of six graders between 12-13 years old. A pre- and a post-test were designed to evaluate learners’ communicative competence. The elements considered in
the rubric were: Vocabulary, interactive communication, grammar, fluency of speech and pronunciation. After the 5 months of experiment, both groups took the test again. The results showed that the CLIL group had better scores than the control group in each of the elements evaluated. Therefore, the conclusion of this study was that the hypothesis of the positive correlation between CLIL and enhancement in oral communicative competence is correct. The researchers assigned this success to the active role that learners had during the process of discovery and construction of meaning in the CLIL lessons. Besides, the cooperative and collaborative strategies used also played a significant role. Likewise, the researchers also stated that the increased exposure to L2 by the experimental group had a great impact on the final results. However, they also found that both grammar and interactive communication skills did not improve during the study in any of the groups. Researchers grant the lack of improvement in interactive communication to the fact that learners during cooperative tasks used L1 instead of L2 as this was easier for them, and the lack of grammar knowledge progress was granted due to the focus on meaning rather than on form that the lessons had during the experiment.

Similarly, Delliou & Zafiri (2016) conducted a study in Greece where positive results were found. They study was carried out with 6th graders on the impact of CLIL over their speaking skills. Observations, questionnaires and speaking tests were applied to measure the impact. The results showed that additionally to a positive attitude of learners towards the approach, learners showed an improvement of their speaking skills compared to non-CLIL learners. Areas of vocabulary and fluency also showed a significant improvement.

Finally, a study conducted in Castilla-La Mancha, Spain was conducted by Moreno (2016) on the impact of CLIL on the acquisition of L2 competences and skills in primary education. The study was carried out with 4th graders who were compared and contrasted to a 4th grade of non-CLIL learners. In this case, results showed that learners in the regular EFL lessons and CLIL learners had fairly similar results in general communicative competence, however, CLIL learners had better results in spoken production and interaction. The author states that the difference of the results might be due to the amount of extra exposure to the target language between the 2 groups. Nonetheless, the results of this study and the previous studies mentioned, all have showed a consistent advantage of CLIL versus non-CLIL approaches. Therefore, it might be reasonable to establish that CLIL does prove a positive correlation in improvement of oral communication, at least in primary and secondary education.

This proposal can have some evidential support based on Léon-Henri (2015). The study was conducted with 170 Business English students in their first year of Business Administration and Management course at a French vocational institution. They were given a professional
oral presentation task based on peer collaborative work through the CLIL approach. The results based on the analysis of the students’ responses to a questionnaire showed that 95% of the students claimed that the activity provided them with an opportunity to improve their business English vocabulary since they were obliged to use and communicate in the target language at every stage of this activity. And 89% expressed that they learned a substantial amount of information about the different companies and associations. Finally, after the analysis of all the questions, the author concludes that CLIL did not only improve learner’s language competence, but also promoted creative thinking. This means that the combination between CLIL and professional tasks can have some positive impact on language development.

However, as mentioned previously, studies conducted on ICLHE is little and conducted on the impact of ICLHE on oral communication is even more little. Therefore, there is nothing conclusive yet that can be said related to this topic.

3. INTERVENTION PROPOSAL

This section will explain the aims of the proposal which will guide this intervention proposal along with a description of the educational context and target group, a plan for timing and a series of session and activities with their respective assessment tools.

3.1. AIMS OF THE PROPOSAL

The mission of this intervention proposal is to contribute to the national and regional endeavor of improving its citizens’ competence in English as a foreign language. In order to achieve this, and bearing in mind their critical influence as kids’ first contact with a foreign language, this study aims to promote the development of English as an L2, especially oral competence, of future primary teachers, so they can achieve the B2 level requested by the National Minister of Education of Colombia through the creation of a teacher-training course based on the CLIL approach through English.

Therefore, for the achievement of this study’s main goal, 3 specific objectives are established. First of all, learners at the end of the course should be familiar with the CLIL approach and demonstrate understanding of the most important elements and strategies of a CLIL lesson such as scaffolding strategies, material design, tasks, roles of learners and teachers, etc. Secondly, it is extremely important that learners demonstrate their competence in planning through the 4 Cs framework where content, cognition, culture and communication will be integrated for the accomplishment of cross-curricular learning. Thirdly, and finally, learners
will need to show their improvement in English language development through a comparison between a diagnostic test at the beginning of the course and an achievement test which will be carried out in the final state of the course. This will serve as feedback for the continuous improvement of the course’s design.

3.2. EDUCATIONAL CONTEXT AND TARGET GROUP
The target group for this intervention proposal are Colombian public university students, mostly girls, between 18-22 years old in the program of Early Childhood Education at Universidad Tecnológica de Pereira, who already show minimum an A2 CEFR level. In addition to the language competence, they also must be enrolled at least in 3rd semester, so they can apply knowledge acquired in content subjects such as biology, math or science to create didactic units adding the language component. Nonetheless, this intervention could be easily adapted to any student of a teaching program (communication and technology, mathematics, physical education, etc.) who have the English level (A2) and who already have basic understandings of pedagogy and planning.

3.3. TIMING
This intervention proposal is intended to have the duration of the average English language course at university, which is 64 hours divided in a semester of 16 weeks, which means 4 hours per week, for a total of 16 4-hour sessions, including presentation of the course and final evaluation of language, content and the course. This proposal consists of 6 main units related to: 1. History of language teaching, 2. Content in CLIL, 3. Cognition, 4. Communication, 5. Culture, and 6. CLIL assessment.

A general summary of the suggested activities, topics and timing and final task of each unit is consolidated and presented in Annex I.

3.4. METHODOLOGY OF THE PROPOSAL
This intervention proposal is based on several different teaching and learning strategies which will be part of the whole immersive experience created for the pre-service teachers so as they can experiment from a learner’s point of view what CLIL looks like.

First of all, it is critical for the successful achievement of this intervention proposal to display a learner-centered environment where the teacher becomes a facilitator providing learning opportunities and reducing their Teacher Talking Time as much as possible to generate a
space where learners can work by themselves and their facilitator will only interfere when it is necessary to scaffold the learning. Therefore, scaffolding will be vital in order to support both language development and content mastery. For language scaffolding, some suggested strategies are the implementation of adapted texts with highlights such as different types of sizes or fonts for key words, use of pictures, activation of prior knowledge and pre-reading and pre-listening activities focused on the key vocabulary and learning strategies. Furthermore, the implementation of group and pair work will be highly promoted.

On the other hand, scaffolding for content will be supported through the implementation of games intended to reduce anxiety levels and cooperation; the employment of hands-on work will be also a fundamental strategy to promote learners' involvement and active learning; finally, the constant use of technological tools for revising, applying and consolidating knowledge will play a key role during the implementation of this proposal.

The design of this intervention proposal follows the 4Cs framework, as described in the literature review. Table 2 shows how this intervention proposal is organized around the 4Cs.

Table 1. 4Cs framework of the proposal

<table>
<thead>
<tr>
<th>4 Cs</th>
<th>Contents</th>
</tr>
</thead>
</table>
| **CONTENT** | 1. History of Lg Teaching  
2. Content in CLIL  
3. Cognition  
4. Communication  
5. Culture  
6. CLIL Assessment |
| **COGNITION** | 1) Creating an animated video  
2) Designing a presentation  
3) Making an advance organizer  
4) Filming an explanatory video  
5) Publishing a blog  
6) Making a CLIL rubric |
| **CULTURE** | 1. Discussing pros and cons of adapting international approaches  
2. Sharing with online CLIL teachers' communities  
3. Analyzing our own education system  
4. Learning about our own teaching policies  
5. Promoting intercultural skills through ICTs  
6. Assessing culture |
3.5. SESSIONS AND ACTIVITIES

The following section will introduce the sessions that conform the different units of the proposal with the sequence, materials, CLIL 4 Cs framework, time, content, language and tasks of every unit proposed for this intervention proposal.

3.5.1. Presentation of the course and diagnostic test

The first session will be used to getting to know to each other, establishing ground rules and explaining the methodology of the course. In addition to this, a diagnostic test will be also carried out so as to have information that can be used at the end of the intervention to measure the impact of the process.

Session 1, Unit 0: Introduction of the course and diagnostic test

This session will start with the facilitator introducing himself. This presentation and the rest of the session will be given entirely in English. Then, through the activity of “speaking circle”, learners will make 2 circles, an inner circle and an outer circle. Each member of the inner circle will be facing one person from the outer circle; they will have 1 minute to introduce themselves or to talk about anything they want. After this minute, people in the outer circle will move one space and will talk to a new person, therefore, in each round, everybody has a new partner to talk to. This is done mainly with the purpose of letting learners reduce their levels of anxiety, as there might be learners who have not practiced their English in a long time.
time, so it is important to start with something simple, so they can feel more comfortable speaking in English later.

Then, through an activity that we will call “learning names in chain”, learners will sit down in semi-circle. The first person in one of the extremes of the semi-circle will start introducing himself giving his name, teaching experience and expectations from the course; then, the second person will have to say “Hi, (name of the previous person), my name is ...” and he will give the same information the previous person gave. Then, the third person will say “Hi, (names of the previous 2 people), my name is ...”. The activity continues until the last person says hello to every person in the group and introduces himself. The main objective of this activity will be to learn the names of the participants, as this will create a better rapport between learners and teacher as calling people by their names is a sign of respect and caring.

After this, the facilitator will negotiate with learners some ground rules for the course. The facilitator will first ask the question: “What do we need to have a good atmosphere in the classroom?” Hopefully, learners will mention aspects such as respect, punctuality, responsibility, etc. In case that learners do not mention important rules such as using the target language as much as possible in class and committing to practice outside the classroom, the facilitator will ask learners if they consider they should be in our ground rules. Facilitator and learners can vote or negotiate if needed. Then, the facilitator will explain the objectives of the course, methodology which will be used, contents and the way of assessment.

Afterwards, in the last 2 hours of the session, learners will be given a diagnostic test 1 where they will have multiple-choice and open questions about both content (teaching concepts, teaching methods, CLIL and planning) and language (vocabulary, grammar, reading, listening, speaking). For the speaking part, because of time constraints, learners will be asked to record their answers to 2 questions on their phones (one related to their daily lives and one question related to their academic lives). This recording will be sent to the teacher’s email address. This information will be collected, graded and systematized to be compared with the final test and see if there was any kind of progress.

3.5.2. Unit 1: History of English language teaching
This unit will be devoted to exploring the history that language teaching has had during the last decades. It will be divided in 3 sessions, the first one will be used to learn about the very

---

1 Diagnostic Test: https://1drv.ms/b/s!As6XNh6h6eH7SgrlVQB7tq5E-Ihh7w
first methods for language teaching such as Grammar-translation method and audiolingual method. Then, the second session will be about contemporary approaches and methods such as communication approach and content-based approach. Finally, the third session will introduce CLIL and its 4 Cs framework which will be then explained in more detail along the whole course.

**Session 2, Unit 1: History of language teaching**

This session will start with the activation of prior knowledge of learners. The facilitator will ask the question “How do you remember learning English at school?” In pairs, learners will discuss and then, some couples will share with the whole group. The facilitator will write some of their comments on the board to use them later as part of common activities that were used in different language teaching methodologies. In this moment, the facilitator explains learners what the final task for the unit will be and will also share the assessment rubric that will be used (Annex II), so learners can know what items will be assessed from the very beginning. This is done in order to follow one of the CLIL assessment principles which is transparency letting learners know what will be assessed before even starting with the task.

Then, the facilitator will explain the topic of the day, “History of language teaching”, and tell learners that they will learn about how different methodologies in the past have influenced current methodologies. After this, learners are asked to make small groups and they are given part of a text. Each group has one different part. Learners are asked to complete a chart using the information from the text. They will need information such as: founder, year of creation, characteristics of the method and typical activities. While learners read and complete the chart, the facilitator will be monitoring and helping when needed. This activity is expected to promote high-order thinking skills as learners will need to be able represent the written information in the text through a graphic organizer which will demand organization skills. Also, this type of works intends to foster collaborative work as learners will need to work collaboratively for the design and completion of the task.

Once learners are done completing the chart, they will be asked to make a poster on cardboard about the method that they were reading about to explain it to their partners. Once more, the facilitator will be monitoring group by group and asking questions to check understanding. In this task, learners are required to use their writing skills through good punctuation, use of grammar and spelling. Besides this, once more, the need for team work and organization skills are necessary.

---

*History of language Teaching – Short Texts [https://1drv.ms/b/s!As6XNzh6eHrSgrF_KMh6kvg8t_f5ug](https://1drv.ms/b/s!As6XNzh6eHrSgrF_KMh6kvg8t_f5ug)*
Finally, after the posters are ready, each group will go to the front and, one by one, will explain the most relevant information about the methodology. The rest of the groups will be actively listening, completing the charts about the other methodologies. In this way, each group will be teaching to the others what they learned, and they will be gathering information to complete information about each method. The facilitator will intervene when necessary to correct or add something. After all the presentations are finished, the facilitator will give general feedback on both content and language to all the groups.

Finally, in the last 2 hours, learners in the same groups, will pick a piece of paper with the name of one of the already studied methodologies. They will be asked to make a role-play to demonstrate what an English lesson would be like using that specific method. One of the learners would be acting as the teacher and the others would be acting as learners following the teacher’s instructions. Learners are given some time to prepare their role-play and the facilitator will be going around helping when needed and giving feedback on pronunciation, grammar and content of the role-play. Finally, each group performs for the entire group. This part of the lesson is devoted to promoting speaking skills where learners can demonstrate their knowledge through an alternative way of assessment, it means, not through the use of a paper-based quiz, but through the use of a role-play. In here, learners will require teamwork for creating the script, high-order thinking skills to prepare a creative representation, language skills to write and present the role-play and knowledge about the content.

The facilitator congratulates everyone for the hard work, elicits information learned in the lesson and tells them what the next topic will be so learners can prepare themselves. This is done in order to let the learners who need more time for following the lessons to go ahead and hopefully prepare themselves at home with some knowledge about the topic already. This will decrease the cognitive demand and will help learners to focus on language development.

This lesson has special focus on the work of the 4 skills in an integrating form, so each skill is used around the same topic. Learners start reading, then they write what they learned, they listen and speak to other groups to complete a chart and speak in a role-play to show understanding. Furthermore, the teacher has the role of facilitator helping when needed. In addition to this, learners have a very active role as they are always working on something and not merely listening to the teacher. The promotion of team-work and cognitive skills is also an essential part of the lesson. Finally, it is expected that the tasks are appealing for learners as they require creativity to be completed and working in groups can decrease anxiety levels and promote a safe environment for learning.
Session 3, Unit 1: History of contemporary language teaching

This session will start with a review about the topics from last session through an online Kahoot³ game. In this game, learners, using their smartphones, answer multiple-choice questions; for each correct answer they get points, and the faster they answer, the more points they get. The 5 students with more points at the end of the game will be the winners and an extra point will be given to them. The election of starting the lesson with this game is to be able to connect this lesson to the previous and help learners remember key information from last class. Also, the use of this type of games through my own experience has been successful as it sets a positive atmosphere in the classroom and learners feel more engaged in the lesson.

After this, the facilitator will activate learners’ prior knowledge through the question: “What would the ideal English language class be like?” and “What are the difficulties of adapting foreign approaches into our Colombian context?” Learners, in pairs, will discuss the answers to these questions, then, some couples will share with the whole group. The facilitator will write some of the elements mentioned by the learners on the board. This activity of prior knowledge activation is done in order to help learners build on what they already know since it is very likely that they can connect famous educational contexts such as the one in Finland to ideal educational contexts. Also, it is a moment that can be used for promoting critical thinking and cultural awareness as learners will need to compare international education systems to Colombian education and why it might be difficult sometimes to implement international approaches in our local context without a proper adaptation.

Then, learners will be divided in 3 big groups. Each group will be assigned a video about contemporary teaching approaches⁴. Using the internet, one group will watch a video about theme-based approach, other group about task-based instruction, other group about Communicative approach, and the last group about project-based instruction (These are approaches suggested by the Colombian Ministry of Education). Each group will watch the video on their smartphones (at least one per group) and collect information about the topic assigned. Then, through the jigsaw technique, new groups will be made having one member of each group. Then, they will be asked to complete a 3 circle Venn diagram using the

³ Kahoot game – Language Teaching Approaches -  [https://create.kahoot.it/share/language-teaching-approaches-and-methods/b060984f-57a5-4428-a599-012669d5ae8b](https://create.kahoot.it/share/language-teaching-approaches-and-methods/b060984f-57a5-4428-a599-012669d5ae8b)

⁴ What is the Communicative Approach? [https://www.youtube.com/watch?v=fFKKkLkBcno](https://www.youtube.com/watch?v=fFKKkLkBcno), How to implement Theme-based Learning (21st century education) [https://www.youtube.com/watch?v=BBLJWeVJXwQ](https://www.youtube.com/watch?v=BBLJWeVJXwQ), What is Task-Based Learning (TBL)? - How to make lessons more interesting [https://www.youtube.com/watch?v=mnfY4VTBlA](https://www.youtube.com/watch?v=mnfY4VTBlA), Project Based Learning: Why, How, and Examples [https://www.youtube.com/watch?v=Eu5fIgijrPw](https://www.youtube.com/watch?v=Eu5fIgijrPw)
information previously collected. An example of what a 3 circle Venn diagram will be given to make sure learners know how to make one. Finally, a couple of groups share what they made, and works are collected as formative assessment. This activity is aimed at promoting the use of the language skills in an integrating way based on the fact that learners will need to listen to the video and extract key information from there, write to complete the Venn diagram and speak in order to present their work; also, this activity is done in groups so as to decrease the possible demanding level of extracting information from an authentic video. This will make learners work collaboratively because the contribution of each member will be needed to extract from the videos as much information as needed and then, their contribution will be once more extremely important in order to complete the information in the Venn diagram.

Afterwards, in the last 2 hours, learners will solve a pre-reading vocabulary worksheet5 with a matching activity and a find-and-correct exercise to practice the words and concepts needed for understanding the text6. This will be about the already studied topic about the contemporary teaching methods; learners will need to complete some gaps using the words previously studied. This is intended to promote reading skills and help to consolidate knowledge related to the topic.

Finally, learners will be divided in small groups for a game of Pictionary using the words and concepts previously studied. One person from the first group will come to the front take a piece of paper with one word on it and he will need to make a drawing on the board for his group without speaking, so they can guess the word. They have 30 seconds to guess, after the 30 seconds, the next group will have the chance to guess the word. The group that gets the words correctly will get a point. The group with the most points will be the winner. This objective of this activity will be to consolidate the new vocabulary due to the fact that this vocabulary will be quite relevant for the development of the final task. Also, the use of the game is intended to engage learners through a fun activity where they can practice without feeling intimidated.

This session will have a special focus on games to motivate learners to participate and as a learning tool to review previous topics and to learn new concepts and vocabulary. This session will also have special interest in collaborative techniques as learners will need to work as a team to complete the 3 circle Venn diagram where each member will need to help to complete the task.

5Worksheet – Contemporary Approaches https://1drv.ms/b/s!As6XNzh6cH7SgrICbZq3PdDe9AtpkJ
6Text – Contemporary Approaches https://1drv.ms/b/s!As6XNzh6cH7SgrICbZq3PdDe9AtpkJ
**Session 4, Unit 1: CLIL**

This session will start with a game called auction which works as an auction in real life. Learners will be given didactic money to buy written sentences whenever they think that the sentence in the piece of paper is correct. In case that one group already has offered money for one sentence, other group has the possibility of offering more money; the group that offers the more money will get the sentence. However, if they buy an incorrect sentence, they will lose their money as the sentence will not have any value. The winners will be the ones with more correct sentences. In case of a tie, the winners will be the ones with more money left. The purpose of this game will be to review the most important concepts from the last 2 sessions through a fun and motivating game.

After this, learners will watch a video about what CLIL is and some of its advantages and possible downsides. Learners will need to complete a list of pros and cons of this approach with at least 3 advantages and 3 possible downsides. Nonetheless, before doing this, learners will have a little game that will work as listening preparation.

Learners will be divided in 3 big groups. Each group will have a list of words in pieces of paper; they will distribute the pieces of paper evenly, so everyone has the same amount of words. Then, the facilitator will explain that they will listen to the audio of the video, and when they hear that in the video, they mention the word that they have in their hands, they should go running to the facilitator and give him the word. Now, because there are 3 groups, and each group has the same words, that means that there are 3 people with the same word. Therefore, they need to be as fast as possible. This game has the purpose of helping learners to prepare for watching the video as there are words that learners might not know, then the game will introduce these words before they have to do the next activity; besides, in this way the facilitator can help with pronunciation.

Once the game is over, learners will watch the video and will complete a worksheet, in pairs, with some listening comprehension questions. The first time they watch the video they will answer some true-false-not given questions; this will help them to focus on specific information. Then, in the second time, they will focus on listening for gist through open questions about CLIL approach. Finally, the facilitator asks some couples to share their answers.

---

7 Video – Content and Language Integrated Learning - [https://www.futurelearn.com/courses/understanding-language/0/steps/4158](https://www.futurelearn.com/courses/understanding-language/0/steps/4158)

8 What is CLIL – Listening Activity: [https://1drv.ms/b/s!As6XNhYeH7SgrlBrRVM2k0M2zrubg](https://1drv.ms/b/s!As6XNhYeH7SgrlBrRVM2k0M2zrubg)
Finally, in the last 2 hours, learners, will be asked to access Quizlet®, an online application. Once everyone has accessed, the application will make random groups. Each group will receive 11 questions, but they need to work collaboratively, as only one person in the group has the correct answer in his phone. The first group to answer the 11 questions in a row will be the winner. Depending on how much time learners take, the game can be played a couple of times more. The purpose of this activity is to review the most important information from the unit before learners start working on the final task.

After this short review, learners will be reminded about the final task and rubrics for assessment. This task consists of creating a short video (less than 3 minutes) in Powtoon about the history of language teaching. For this, learners will need to summarize all the information of the unit about the different methods that have been used during the last decades. The facilitator will be helping with the creation of the scripts and pronunciation. The videos will be shared on a Schoology® group.

This session had a special focus on games. This is intended to promote engagement in the lesson; as it is very likely that learners find the topics too demanding, this a strategy to motivate learners to participate without feeling judged. Also, bearing in mind that the target population of this intervention proposal are primary teachers, the use of games that can be then adapted and replicated with their future pupils to practice content and language is something really relevant and that can be very meaningful for the participants. Also, the use of worksheets with vocabulary and grammar exercises, constant use of feedback on language accuracy after each presentation or during the task preparation is aimed at promoting grammar awareness, something that, as we already saw in the literature review, is a constant suggestion for CLIL programs. Finally, this session also had a special focus on the use of authentic materials in forms of videos and written texts to foster both collaborative learning and language development of the 4 language skills. Table 3 presents a summary of the most important aspects of Unit 1.

Table 2. Planning Framework - Unit 1

<table>
<thead>
<tr>
<th>UNIT 1: History of English Language Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CEFR Level:</strong> A2.2</td>
</tr>
</tbody>
</table>


* Schoology Platform: [https://www.schoology.com/](https://www.schoology.com/)
### Tasks by Skill

<table>
<thead>
<tr>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Complete graphic organizer based on a partner’s presentation</td>
</tr>
<tr>
<td>➢ Complete a Venn Diagram based on a video.</td>
</tr>
<tr>
<td>➢ Completing a chart of advantages and disadvantages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Completing a chart</td>
</tr>
<tr>
<td>➢ Finding incorrect information in a text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Making a poster</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Presentation of a teaching method.</td>
</tr>
<tr>
<td>➢ Role-play of a typical class following one of the teaching methods.</td>
</tr>
</tbody>
</table>

**Final Task:** Creating a Powtoon video narrating the history of language teaching

#### 4 Cs

<table>
<thead>
<tr>
<th>Content</th>
<th>Cognition</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>First teaching methods (Grammar translation, Audiolingual Method, Total physical response, Suggestopedia)</td>
<td>Extracting and sorting information from oral and written texts.</td>
<td>Learn about the contributions of different countries in language teaching.</td>
</tr>
<tr>
<td>Contemporary approaches (Communicative approach, task-based, theme-based learning, project-based learning)</td>
<td>Understand the history of language teaching up to contemporary approaches.</td>
<td>Discuss the difficulties for adapting these approaches in a Colombian Context.</td>
</tr>
<tr>
<td>CLIL</td>
<td>Represent the most characteristic features of some language teaching approaches.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create an animated representation of the history of language teaching.</td>
<td></td>
</tr>
</tbody>
</table>

#### Communication: Language Triptych

<table>
<thead>
<tr>
<th>Language of Learning</th>
<th>Language for Learning</th>
<th>Language Through learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary related to activities in language teaching (Drilling, activation of prior knowledge, role-play, etc.)</td>
<td>Language for expressing opinion.</td>
<td>Recycling presentation skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Narrating an animated video.</td>
</tr>
</tbody>
</table>

#### Scaffolding Strategies

1) Activation of prior knowledge through questions.
2) Games: Kahoot, Pictionary, auction, Quizlet.
3) Pair and group work
4) Vocabulary worksheets.
5) Modified texts. (less complex, highlighted key words)
6) Bank of new words.

#### Resources: Unit 1

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>✤ Rubric for assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✤ Text: History of language teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✤ Cardboard for posters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✤ Kahoot game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✤ Videos about contemporary language teaching approaches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✤ Vocabulary and grammar worksheet: Words from the video and simple past.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✤ Text: Finding the mistakes in contemporary methods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✤ Audio: What’s CLIL?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✤ Powtoon website.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.5.3. Unit 2: Content

This unit will be devoted to exploring the first C of the 4 Cs CLIL framework. During this unit, learners will learn about the national curricular documents where they will find the contents for each subject along with their learning objectives and basic standards of competence. In addition to this, learners will explore websites where they can find materials they can use to teach those contents and will learn about scaffolding strategies to modify materials, adjust to their future learners’ level and support language learning. Finally, as final task of this unit, learners will create a presentation that can be used to teach the contents to their future learners in the classroom.

Session 5, Unit 2: National Curricular Documents

This session will be started with a self-assessment of the previous unit. This self-assessment format\(^\text{11}\) will have a list of "I can do statements" that learners will answer from A to C depending on how well they can do it. After this, a short reflection session will be made where learners will be able to express doubts that they still might have and will mention what their strengths and weaknesses were, and how they think they can do better for this unit about to start. In this moment, the final task of the unit is shared along with the rubric (Annex III).

Then, in order to activate learners' prior knowledge (this is something they should be familiar with from their teaching classes in their program), the facilitator will state a problem; learners in pairs will try to come out with the best solution. The facilitator will write on the board: "You were hired to teach biology at a new school that do not have a curriculum yet. Your class is in 2 days. What would you do? What steps would you make to teach that class?" Then, some couples will share their answers. The facilitator writes some of the steps mentioned by the learners on the board. Hopefully, at least one couple mentions that they need to check on the national curriculum to get the contents and learning objectives. If not, the facilitator will point it out. However, before learners start sharing their ideas, the facilitator will give them a "grammar tip" and since the question is formulated with the second conditional, the facilitator will elicit how to express a hypothetical situation using second conditional. The facilitator will write an example on the board. Finally, learners will

---

\(^{11}\) Self-assessment Unit 1: https://1drv.ms/b/s!As6XZh6cH78gr1Ad8nZ-8iFMRApg
read a short text about what content means in CLIL and will complete some gaps in the text. The whole group discusses the text.

After this, the facilitator will ask learners to work in pairs and go to the website of the Ministerio de Educación Nacional. The facilitator will explain that at the end of the course, learners will need to present a CLIL unit for any subject they want and that in every unit, they will be adding more elements to the unit. Thus, learners need to select what subject they want to work on from now on and based on the subject they want to teach, they will download the national curriculum of that subject. Then, they will need to select a grade.

After learners have already chosen the subject and the grade they want to work with, the facilitator will show them the general structure of the national curriculum for social science, especially, where to find the contents and learning objectives. Then, the facilitator will ask learners to select the contents that they want to work with in their CLIL unit.

Afterwards, the facilitator will share some websites that learners can use to search for CLIL materials, and will ask learners to find materials that they think they can use in their CLIL unit based on their subject, grade and possible age group.

The priority of this unit was the content related to national documents of content subjects. This is of special interest due to the fact that learners will continue working on this subject for the rest of the training. Therefore, it is paramount that learners get very familiar with this documentation.

Session 6, Unit 2: Scaffolding strategies for content

This session will start with a Kahoot game to review important information from the last class.

Then, the facilitator will ask for ways in which we can facilitate learning to our students through changes in the materials (for example: adapting the materials to the learners’ level, highlighting important words, adding images, leaving unnecessary information out, adding a bank of words, reducing length or complexity, etc.). The facilitator will write the options that learners give and will add more if necessary. After this, learners will be asked to include at least 4 scaffolding strategies to the materials that they got from last class. In addition to this, learners will be asked to create a vocabulary list with the most important words from the

12 What is Content in CLIL: https://1drv.ms/b/s!As6XNh6cH7SgrIFL_u3CZVfMei7Gw
13 Website Ministerio de Educación Nacional http://aprende.colombiaaprende.edu.co/es/node/89839
14 Kahoot – CLIL - https://create.kahoot.it/share/clil-and-its-principles/22b5416b-dc38-4a89-8fbc-9b1a293a690
materials and create a worksheet with at least one activity to introduce that vocabulary to the students. It can be a matching exercise, filling-the-gap activity, drawing, etc.).

Finally, in the last 2 hours, learners will be taught how to use Quizlet15 and how to create vocabulary units for their future learners so they can practice in there. Learners will be then asked to create a vocabulary unit with the vocabulary they had used previously for the vocabulary worksheet. Lastly, learners will be asked to share their work on Schoology so everyone can get access to it.

The focus of this session was to learn about how to scaffold language through different scaffolding strategies. This was connected to the previous lesson where they had already searched for materials for their content subject. Also, learners got to learn how to use online applications to find, edit and create materials to support language learning for their pupils.

**Session 7, Unit 2: Creating a presentation**

This session will start with learners watching a video16 about alternatives to PPT to create presentations. In a worksheet17, learners will be asked then to answer some listening multiple-choice comprehension questions and complete a table with the pros and cons of each alternative. Video will be repeated if necessary.

The facilitator then will give a "language tip” teaching learners how to use online dictionaries and will give them some recommendations of some dictionaries that they can use.

Then, learners will be reminded about what the final task of the unit is and the facilitator will give them the rubric one more time. After that, learners will be asked to create a presentation, using one of the alternatives studied in class, to teach the content of their CLIL unit. In this way, learners will already have the materials to teach their CLIL unit.

Then, learners will be asked to present their work to the group in a very short way and learners will provide feedback through an online Google form, so each group can have access to all the comments later. The facilitator will highly encourage learners to give feedback as specific as possible and avoid comments such as "very good" or "good job". Finally, the facilitator will give general feedback on both language and presentations performance. Learners will be asked to include the feedback given by the facilitator and partners and

---

15 Quizlet Platform - [https://quizlet.com/en-gb](https://quizlet.com/en-gb)
16 Alternatives to PowerPoint – Video - [https://www.youtube.com/watch?v=bF5_PeoOq1k](https://www.youtube.com/watch?v=bF5_PeoOq1k)
17 Worksheet – Alternatives to PPT - [https://1drv.ms/b/s!A5t6XNzb6cH7SgrIDK9AkwGWyyZ_Mw](https://1drv.ms/b/s!A5t6XNzb6cH7SgrIDK9AkwGWyyZ_Mw)
upload the final work to a teaching online community and share the link in Schoology so everybody can have access to it.

This session intended to promote listening skills, language awareness, development of lexis and learning skills. The use of the video about alternatives to PowerPoint, listening comprehension worksheet and tips on language and use of online dictionaries will help learners for the development of the final task due to the fact that every element will be required for the creation of the presentation for teaching their content. Table 4 presents a summary of the most important aspects of Unit 2.

Table 3. Planning Framework - Unit 2

<table>
<thead>
<tr>
<th>UNIT # 2: Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CEFR Level:</strong> A2.2</td>
</tr>
</tbody>
</table>

**Tasks by Skill**

<table>
<thead>
<tr>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Completing a chart based on a video about alternatives to PPT.</td>
<td>➢ Answering questions and justifying answers. Text: What does Content mean?</td>
<td>➢ Writing content objectives.</td>
<td>➢ Discussing and solving a problem.</td>
</tr>
</tbody>
</table>

**Final Task:** Creating a presentation to teach content.

**4 CS**

<table>
<thead>
<tr>
<th>Content</th>
<th>Cognition</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ National documents of reference (National standards, national curriculum)</td>
<td>❖ Extracting information from oral and written texts.</td>
<td>❖ Sharing materials in teaching online communities around the world.</td>
</tr>
<tr>
<td>❖ Material design (text adaptations, scaffolding strategies in texts)</td>
<td>❖ Understanding how to use national documents of reference.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Evaluating models of teaching materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Proposing solutions to problems.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Creating teaching objectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Designing teaching materials.</td>
<td></td>
</tr>
</tbody>
</table>

**Communication: Language Triptych**

<table>
<thead>
<tr>
<th>Language of Learning</th>
<th>Language for Learning</th>
<th>Language Through learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>❦ Vocabulary related to types of materials (worksheet, puzzles, etc.)</td>
<td>❦ Language for presenting questions.</td>
<td>❦ Recycling dictionary skills.</td>
</tr>
<tr>
<td>❦ Second conditional.</td>
<td>❦ Language for asking questions.</td>
<td>❦ Recycling presentation skills.</td>
</tr>
<tr>
<td>❦ Infinitives to write objectives.</td>
<td></td>
<td>❦ Designing a presentation.</td>
</tr>
</tbody>
</table>


**Scaffolding Strategies**

1. Activation of prior knowledge
2. Pair and group work
3. Modelling through samples
4. Games: Quizlet, Kahoot
5. Peer-feedback

**Resources: Unit # 2**

<table>
<thead>
<tr>
<th>Session 5</th>
<th>Session 6</th>
<th>Session 7</th>
</tr>
</thead>
</table>

### 3.5.4. Unit 3: Cognition

This unit will be devoted to learning about the second C in CLIL, cognition. Learners will be exploring how to include Bloom’s revised taxonomy into their CLIL units in order to promote higher-order thinking skills. Furthermore, learners will learn about cognition-based methods and ways to promote cognition through advance organizers. Learners, as a final task for this unit, will be required to create their cognition objectives and an advance organizer for their CLIL unit.

**Session 8, Unit 3: Bloom's Taxonomy and inquiry-based methods**

This section will start with the question: "What's critical thinking?"; learners, in pairs, will try to come out with a possible definition using their own words. Some couples will share with the group their ideas.

The facilitator explains what cognition is in CLIL and asks learners to continue working in pairs. Then, learners are given a text about Bloom’s revised taxonomy where they need to match the title to the correct paragraph. Then, the solution is socialized with the whole group and further questions are asked. The facilitator adds any necessary information.

Afterwards, learners will be given a list of goals which need to be classified in one of the levels of Bloom's revised taxonomy. Then, answers will be socialized, and learners will be asked to explain their decision.

---

8 Bloom's Revised Taxonomy - [https://1drv.ms/b/s!As6XNh6eH78grlGJqijiS5egHMCNvqA](https://1drv.ms/b/s!As6XNh6eH78grlGJqijiS5egHMCNvqA)
Then, learners are asked to create their own cognitive goals for their CLIL unit based on Bloom's revised taxonomy going from LOTS to HOTS.

Then, in the last 2 hours of the session, learners will play a board race game in which learners are divided in teams, one member from each group comes to the center of the classroom, the facilitator reads a sentence with a cognitive objective and then learners need to go running to the board and write the correct level. The first learner to write the correct level gets a point for their team. This is done in order to consolidate the learning about Bloom's revised taxonomy through a fun game.

Afterwards, learners will make small groups and each group will be assigned a video about the inquiry-based methodologies (Inquiry-based learning, International bachelorette, discovery learning, project-based instruction, problem-based instruction). Now, learners are asked to create a mind-map to explain the most important aspects of the methodology that they were assigned to. Finally, they present to the whole group.

After the presentations, the facilitator will give general feedback about both content and language and will add any information needed.

This session was created so as to promote the 4 language skills in an integrating way in order to support content mastery. Thus, learners need to read about Bloom’s taxonomy, listen about methodologies that exploit high-order thinking skills, write about important characteristics of such methods and speak to report their finding. On the other hand, content and cognition are fostered through the use of mind-maps where learners need to show their understanding about the topic. Finally, the use of pair and group work and the use of games are intended to scaffold learning as negotiating meaning with others can help learners to learn from others.

Session 9, Unit 3: Critical thinking

This session will start with a listening game which will work as preparation for the next activity and will help learners to listen for specific information. The game is called “Fly Swatter”. The facilitator will write a list of question all over the board; then, learners will make 3 big groups, one member from each group comes to the center of the classroom. The facilitator explains that the answer to those questions are in the video that they will watch;
what they need to do is when they think they listened to the answer to one of the questions on the board, they will go to the board and hit with a fly swatter to corresponding question. The first person to do this correctly gets a point for his team, the team with more points are the winners.

Then, learners will be given a worksheet with some listening comprehension questions (true and false questions where they need to correct the false statements) and a vocabulary exercise with words from the video that they have to watch. They will try to solve this worksheet while watching a Tedtalk about critical thinking. Then, to close this part of the lesson, learners are asked if they agree or disagree with the ideas proposed in the video regarding how schools kill critical thinking and how, we, as teachers, can promote critical thinking in our lessons.

After this short discussion, the facilitator tells learners that along with cognition, there are other key elements in a CLIL unit. Then, learners will go to an online activity with a list of key elements within a CLIL unit and a list of activities; learners need to assign the activity to the correct key element.

Finally, in the last 2 hours of the lesson, learners are given an empty CLIL planning template to be filled out and a CLIL lesson plan. Learners’ task is to complete the CLIL planning template extracting the information from the CLIL lesson plan.

Session 10, Unit 3: Advance organizers

This session will start with an activity called "treasure hunt". In this activity, learners will go around the classrooms in small groups answering different questions which are written in pieces of paper. Each question is related to one of the topics studied in the course so far and will help as a review of the contents studied previously.

After this, learners divided in small groups, will be given a text about one type of advance organizer; each group will have a different type. After they have read it, they will prepare a

---

20 Ted-Talk – Critical Thinking- Worksheet - https://1drv.ms/b/s!As6XNh6eH78grHI6I6UA34xN_YoIA
22 Core Features of CLIL Methodology: http://www.jgyp.hu/mentorhalo/tananyag/Tartalomalapu/34_working_with_texts_the_core_features_of_clil_methodology.html
23 CLIL Lesson Plan Template https://1drv.ms/b/s!As6XNh6eH78grIB5gkX5fYJp6
25 Treasure Hunt: https://1drv.ms/b/s!As6XNh6eH78grLo4gjQvulpPQ
26 Types of Advance Organizers https://1drv.ms/b/s!As6XNh6eH78grtEoCh-NkeWA6fpw
short presentation about the most important characteristics and how advance organizers can be applied in the classroom. After each presentation, the facilitator will give feedback on language mistakes such as grammar, pronunciation, etc.

At this moment of the lesson, the facilitator will share a website\footnote{Websites to create Graphic Organizers - https://www.canva.com/create/graphic-organizers/} that can be used to create advance organizers of different types online or to be printed.

Finally, in the last 2 hours of the session, learners are asked to create an advance organizer of the content they have for their CLIL unit. While they are working, the facilitator will be monitoring and helping when needed. Finally, each group will present their work in front of the class and the other groups will give feedback through a Google form.

Finally, learners complete a self-assessment format with "Can I statement" to check understanding of the most relevant topics of the unit. Then, a short reflection session is made and any doubts that learners might still have can be solved by the facilitator. Table 5 presents a summary of the most important aspects of Unit 3.

Table 4. Planning Framework - Unit 3

<table>
<thead>
<tr>
<th>UNIT #3: Cognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEFR Level: A2.2</td>
</tr>
</tbody>
</table>

**Tasks by Skill**

<table>
<thead>
<tr>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Completing an advance organizer based on a video about one of the cognitive-based methods.</td>
<td>➢ Ordering a text. Text: Bloom’s Taxonomy.</td>
<td>➢ Making an advance organizer.</td>
<td>➢ Reporting information from a video to others.</td>
</tr>
<tr>
<td></td>
<td>➢ Classifying goals in the correct level of the taxonomy.</td>
<td></td>
<td>➢ Debate: How to promote critical thinking.</td>
</tr>
<tr>
<td></td>
<td>➢ Matching title and paragraph. Text: Key elements in CLIL.</td>
<td></td>
<td>➢ Presenting one type of advance organizer.</td>
</tr>
<tr>
<td></td>
<td>➢ Analyzing a CLIL unit. Text: Key elements in CLIL.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Cooperative reading. Text: Types of advance organizers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final Task:** Creating an advance organizer of a CLIL unit.

## 4 CS

<table>
<thead>
<tr>
<th>Content</th>
<th>Cognition</th>
<th>Culture</th>
</tr>
</thead>
</table>
This unit will be focused on the third C of the 4 Cs CLIL framework, communication. In this unit, learners will learn about the components that need to be taken into account at the moment of structuring language objectives into a CLIL unit. It will start with the study of the Common European Framework of Reference so as to learn about communicative functions and communicative competence. Along CEFR, learners will also study national curricular documents with basic standards and competences for English language teaching in primary education. Finally, learners will learn about language triptych and the difference between activities and tasks to support language learning in the 4 skills (reading, listening, writing, speaking).

Session 11, Unit 4: CEFR

The facilitator starts showing a picture of the CEFR levels and asks learners what those levels mean and how you can assign one of those levels to someone. Then, the facilitator introduces
the most relevant components of the CEFR through a presentation. Then, learners are asked to complete a worksheet\textsuperscript{28} with activities to match descriptors to the correct CEFR level and categorize different elements into the correct communicative competence (linguistic, pragmatic, socio-linguistic).

Then, through a game of Jeopardy, the most relevant information from the previous topic will be reinforced. In this game, learners will be divided in small groups, and each group will have to write 5 questions related to the topic in pieces of paper. Then, the facilitator will collect all the questions and will paste them on the board in rows from 1-5 and columns from A-E. The first group will pick a row and a column (for example: D4), the facilitator will read the question aloud and the group that picked the question will have 30 seconds to answer the question. If they do not know or answer incorrectly, the next group will have the opportunity to answer. In the end, the winners will be the group with more correct answers.

Finally, the facilitator asks learners where they think they can get the language objectives for their CLIL unit. In this moment, the facilitator introduces Guide 22: Basic Standards of Competence which is national guide with all the standards for each grade. Learners are then asked to check the competences for their grade and write in a list the standards that might be needed for their CLIL unit. These will be later classified in one of the categories of language triptyc.

**Session 12, Unit 4: Language Tryptic**

This session will start with a game called "Running dictation". In this game, learners work in couples, one of them must go to the front of the classroom and read the definition of language triptyc, then, he goes back where his partners and dictates what he remembers from the text\textsuperscript{29}. After a couple minutes, learners switch roles. The winners are the ones who can complete the text first.

Then, after this simple introduction, the facilitator asks learners what they understand by language triptyc and continues a more in depth explanation. While the facilitator explains, learners will be ticking the topics that are mentioned. When the facilitator has finished the explanation, a checking of the topics mentioned can be done in a form of summarizing the content.

\textsuperscript{28} Common European Framework of Reference Worksheet - https://1drv.ms/b/s!As6XNg6cH7Sgr1LevBFBaRsnbExYw
\textsuperscript{29} Language Triptych https://1drv.ms/b/s!As6XNg6cH7Sgr1MmG8NSj7HLkjoMA
After this, the facilitator gives learners a hypothetical situation where they need to teach a biology class. Learners, in pairs, will think about what the language tryptic for such lesson would be. Then, learners share their opinions and the facilitator writes them on the board no matter if there are mistakes, at the end, the facilitator will ask learners if everything is ok and then, changes can be made if necessary.

Finally, the facilitator introduces the national language curriculum and explains how it is structured and where learners can find the contents and competences in a more specific manner.

Learners are then asked to complete the language tryptic for their CLIL unit. The facilitator will go around monitoring and helping when needed. Lastly, learners will present their language tryptic to their partners and they will give oral feedback.

**Session 13, Unit 4: Tasks**

This session will start with the facilitator asking 2 people to simulate a situation where one of them is buying a cup of coffee at Starbucks while the other one will be the barista. After they are done with the role-play, the facilitator will call other 2 people and will ask them to write the past of 5 irregular verbs. Then, the facilitator will tell learners that one of the couples has performed a task and the other couple has completed an activity and will let learners guess which was the task, which the activity and explain why. Then, the facilitator will elicit differences between an activity and a task.

After this, the learners are asked to read in pairs a text about types of tasks and will also answer some reading comprehension questions.

Then, learners will play a very simple and short game called "take a side". In this game, the facilitator will show a sentence explaining either an activity or a task, learners will need to try to guess which it is. Then, if they think that it is a task, they will move to the right side of the classroom, and if they think that it is an activity they will move to the left side of the classroom. People who do not get it right will need to sit down, while people who got it correctly will continue with the game until there is only one player, or until there are not sentences left. The purpose of this game is to review in a fun way the content previously studied.

---

30 Types of Tasks and worksheet - [https://1drv.ms/b/s!As6XNzb6eHrZGsrIN-3EFyrgT2YUjww](https://1drv.ms/b/s!As6XNzb6eHrZGsrIN-3EFyrgT2YUjww)
After this, learners will watch a video\textsuperscript{31} about the implementation of a class. They need to find if any tasks were implemented, what skills were involved and their opinion about the lesson in general. After the video is over, learners will share their insights.

Finally, the facilitator will tell learners that any activity has the potential to become a task, therefore, learners will receive a couple of activity descriptions which learners need to turn into tasks.

Then, learners are shared with some information about resources where they can get very interesting ideas for tasks and materials created by the Ministry of Education\textsuperscript{32} that they can use in their CLIL unit.

Finally, as final task for the unit, learners will need to record a podcast sharing an idea of a task for their CLIL unit where they integrate the 4 skills and the content. This podcast will be shared in our group in Schoology. Table 6 presents a summary of the most important aspects of Unit 4.

Table 5. Planning Framework - Unit 4

<table>
<thead>
<tr>
<th>UNIT # 4: Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CEFR Level:</strong> A2.2</td>
</tr>
</tbody>
</table>

**Tasks by Skill**

<table>
<thead>
<tr>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Video analysis: (Ordering events, analyzing relevance and sharing opinion): A Task in Action.</td>
<td>➢ Presenting oral analysis of a sample class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final Task:** Making a video explaining the tasks per skill proposed for the achievement of language triptych in a CLIL unit.

**4 CS**

<table>
<thead>
<tr>
<th>Content</th>
<th>Cognition</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Common European Framework of Reference (Communicative functions, communicative)</td>
<td>❖ Matching descriptors to the correct CEFR level.</td>
<td>❖ Learn about the relation between international</td>
</tr>
<tr>
<td>❖ Classifying communicative functions.</td>
<td>❖ Applying knowledge about language.</td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{31} Sample of a Class - [https://www.youtube.com/watch?v=p5dodTlc1sc&list=PLDB2724A0A02323A4](https://www.youtube.com/watch?v=p5dodTlc1sc&list=PLDB2724A0A02323A4)

\textsuperscript{32} [http://aprende.colombiaaprende.edu.co/colombiabilingue/88205](http://aprende.colombiaaprende.edu.co/colombiabilingue/88205)
3.5.6. Unit 5: Culture

This unit will be devoted to exploring what Culture is in CLIL, its importance and how it can be included into a unit. During this unit, culture will also have other meanings commonly associated to it such as community, connectivity and citizenship.

Session 14, Unit 5: Culture

This session will start with the review of previous units through a board race game. In this game, learners will be divided in 3 big groups. Each group will have one space on the board. One member from each group comes to the center of the classroom and when the facilitator asks a question related to any of the topics from the course previously studied, learners will need to go to the board and write the answer. In case that they do not know, they can ask their teams. The first person to write the correct answer on the board get a point for their team. The team with more points is the winner.
After this short review, learners will receive a vocabulary worksheet with words which will be needed for the next activity. Then, learners watch a video about what culture is in CLIL and learners will answer some listening comprehension questions. Finally, answers will be socialized with the group.

Afterwards, the facilitator will give learners a hypothetical situation where they need to find a way of including culture into a math class. Learners will work in pairs; the facilitator will go around monitoring and helping when needed. Then, learners will share their ideas to the group.

After that, learners will be given a text about ways in which culture can be included in CLIL through the use websites and social networking sites giving them some ideas of how to include culture in their own CLIL units. Then, learners need to rank the ideas from favorite to least favorite and share their ranking with the group explaining the reason for such order.

Finally, learners are asked to include at least one culture objective in their CLIL units and explain how to achieve it. Table 7 presents a summary of the most important aspects of Unit 5.

---

Table 6. Planning Framework - Unit 5

<table>
<thead>
<tr>
<th>UNIT # 5: Culture in CLIL.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CEFR Level:</strong> A2.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks by Skill</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>➢ Video: Culture in CLIL.</td>
<td>➢ Sorting ideas by preference. Text: How to include Culture in CLIL.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writing</strong></th>
<th><strong>Speaking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Writing culture objectives.</td>
<td>➢ Sharing solutions to hypothetical situations.</td>
</tr>
</tbody>
</table>

**Final Task:** Creating a blog or social network account about the subject content.

4 CS

<table>
<thead>
<tr>
<th>Content</th>
<th>Cognition</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Culture in CLIL</td>
<td>❖ Understanding what culture means in CLIL.</td>
<td>❖ Learning about the importance of recognizing others’ and your own</td>
</tr>
<tr>
<td>❖ ICT Resources</td>
<td>✦ Categorizing ideas.</td>
<td>✦</td>
</tr>
</tbody>
</table>

---

33 Global Citizenship Education – Video [https://www.youtube.com/watch?v=KuKzqoEQt-o](https://www.youtube.com/watch?v=KuKzqoEQt-o)
34 Culture in CLIL – Worksheet - [https://1drv.ms/b/s!As6XNh6cH77SgrlO96dUy4pI8?o]=A
35 Using the Social Networks in Class - [https://1drv.ms/b/s!As6XNh6cH77SgrlO96dUy4pI8?o]=A
3.5.7. Unit 6: Assessment in CLIL

The focus of this unit will be to analyze the different types of assessment and assessment instruments that can be used to assess learners’ achievement following the CLIL approach.

Session 15, Unit 6: Rubrics

This session will start with the facilitator explaining the different types of assessment (assessment for, assessment of and assessment as) while the learners answer questions through Kahoot\(^{36}\).

After this, learners in small groups, are given a text about different assessment instruments\(^{37}\). Each group will have a different type of assessment instrument. Then, learners need to get ready to present their assessment instrument to their partners. The facilitator will monitor and help when needed. Finally, learners go to the front of the classroom and present their topic.

\(^{36}\) Kahoot – Types of Assessment - [https://create.kahoot.it/share/formative-vs-summative-assessment/426892bo-e207-4d9d-8654-41ef3d6911ef](https://create.kahoot.it/share/formative-vs-summative-assessment/426892bo-e207-4d9d-8654-41ef3d6911ef)

\(^{37}\) Formative Assessment Tools [https://1drv.ms/b/s!As6XNh6cH78gRlRiro46x6h6e1Ag7A](https://1drv.ms/b/s!As6XNh6cH78gRlRiro46x6h6e1Ag7A)
After this, learners are presented with a video\(^{38}\) about types of rubrics. After watching the video, they must solve some listening comprehension questions related to the video\(^{39}\). Then, learners are given an example of a rubric with mistakes\(^{40}\); they must analyze it and find those mistakes. Socialization of the answer is then made.

Finally, learners are asked to apply their knowledge about rubrics to create their own rubrics for the final task proposed in their CLIL unit following a model. Table 8 presents a summary of the most important aspects of Unit 6.

Table 7. Planning Framework - Unit 6

<table>
<thead>
<tr>
<th>UNIT # 6: CLIL Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CEFR Level:</strong> A2.2</td>
</tr>
</tbody>
</table>

**Tasks by Skill**

<table>
<thead>
<tr>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
</tr>
</thead>
</table>

**Final Task:** Creating a rubric for their CLIL unit.

**4 CS**

<table>
<thead>
<tr>
<th>Content</th>
<th>Cognition</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Types of assessment</td>
<td>❖ Understanding what assessment is.</td>
<td>❖ Incorporating culture into the criteria to be evaluated in the CLIL rubric.</td>
</tr>
<tr>
<td>❖ Types of instruments for assessment.</td>
<td>❖ Classifying instruments for assessment.</td>
<td></td>
</tr>
<tr>
<td>❖ CLIL Rubrics</td>
<td>❖ Creating a summative instrument for evaluation.</td>
<td></td>
</tr>
</tbody>
</table>

**Communication: Language Triptych**

<table>
<thead>
<tr>
<th>Language of Learning</th>
<th>Language for Learning</th>
<th>Language Through learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Types of assessment and instruments (formative, summative, rubrics, criterion, etc.)</td>
<td>▪ Language for pair and group work.</td>
<td>▪ Recycling dictionary skills.</td>
</tr>
<tr>
<td>▪ Language for reporting something.</td>
<td>▪ Language for game.</td>
<td>▪ Recycling listening skills.</td>
</tr>
<tr>
<td></td>
<td>▪ Language for questions.</td>
<td>▪ Making a CLIL rubric.</td>
</tr>
</tbody>
</table>

**Scaffolding Strategies**

1. Games: Kahoot

---

\(^{38}\) Types of Rubrics - Video - [https://www.youtube.com/watch?v=kpgrANE8z6s](https://www.youtube.com/watch?v=kpgrANE8z6s)

\(^{39}\) Questions – Types of Rubrics - [https://idrv.ms/b/s!As6XNh6cH7SgrTY7W6DNDFLTqWNmQ](https://idrv.ms/b/s!As6XNh6cH7SgrTY7W6DNDFLTqWNmQ)

\(^{40}\) Rubric with mistakes - [https://idrv.ms/b/s!As6XNh6cH7SgrIS0VimWqF88osRmFg](https://idrv.ms/b/s!As6XNh6cH7SgrIS0VimWqF88osRmFg)
3.5.8. Final assessment of the course

This final unit will be divided in 2 sessions. The purpose of this unit is to get information about learners’ progress during the course, both in content and language.

Session 16. Presentation of CLIL unit

This session will only have 2 parts. The first part will be of preparation; the facilitator will be about 7 minutes with each group. The learners will make their presentation for the facilitator while he takes notes of recommendations to make. While learners are presenting to him, he will not interrupt. He will be only writing some comments. Once the presentation is over, the facilitator will give them a piece of paper with the recommendations that can be either about the content, pronunciation of some words and language in general in the presentation. He will explain the comments and then, he will move to the next group to repeat the process.

In the second part, learners will carry out their micro-teaching in front of the classroom.

Session 17. Achievement test

This will be a shorter session of only 2 hours. The objective of this session will be to have learners retake the diagnostic test that they took at the beginning of the course. This information will be used to measure the impact of the course over learners’ language development and content knowledge regarding CLIL approach. In this way, this information will be later graded, digitalized and compared to the first results. Then, quantitative results will be shared in terms of the number of learners who showed improvement, showed no change and those who showed regression.
3.6. ASSESSMENT

The following section will refer to both assessment of learning and assessment of the proposal. The instruments used for this purpose will be formative assessment through rubrics for self and peer-assessment, and summative assessment through the use of rubrics for each productive task.

3.6.1. Learning assessment

Assessment is key within any kind of process so as participants can identify how the process is going, what modifications are necessary and evaluate the different components have reliable results. In the educational context, assessment is a key component within the learning process where all the stakeholders can be aware of the process.

Therefore, some important principles during this intervention proposal related to assessment will be the concepts of validity, reliability and transparency which refer to quality components for assessment. Validity referring to assess what has been taught and nothing else, reliability is concern about having consistent results avoiding objectivity problems and finally, transparency deals with the fact that learners should know what will be assessed. In this regard, the use of rubrics will be highly important to ensure the quality component.

Each unit will have a series of tasks which will be evaluated by peers, facilitator and the learner himself in an on-going process of formative assessment. During this process, learners are expected to be active participants of the assessment of their own learning in order to identify how their learning is progressing, what their strengths and weaknesses are and what action for improvement is necessary. This will encompass tasks such as: role-plays, online and physical games, presentations, making posters, discussions, creating advance organizers, peer and self-assessment (See Table 8). These tasks have been designed with the purpose of engaging learners in hands-on work, so they really feel that they have the power over the learning process and hopefully this will result in motivation by the learners.

The summative tasks will be evaluated through the use of analytic rubrics due to the fact that although more time-consuming for creating, they will give a much more detailed and objective feedback to learners regarding their performance during the task. Each rubric will evaluate the 4 Cs: Content, Cognition, Communication and Culture. This is especially important in order to have an alignment with the CLIL approach and assure integral learning. Within the content category, emphasis was made in the elements of the task and its structure making sure all elements required were presented in a standard form. This is expected to help learners to be sure of what they need to include in the task and how to
include it. In the cognition category, special attention was put in the importance for showing creativity bearing in mind that this is the highest thinking skill in Bloom’s revised taxonomy; also, in this category, when technological tools need to be used, attention on ICT skill is also considered. Then, in the communication category, depending if the task would be oral or written, elements such as use of grammar, punctuation, spelling, pronunciation and fluency were taken into account. And finally, in the community category, special emphasis was made in the importance for the intercultural competence being able to compare and contrast elements of our own contexts to those of other parts of the worlds, also, very often Culture will be closely link to connection, then, the skill of sharing through the web in specialized communities with other CLIL teachers is an element included in Culture.

The rubrics have a scale of 1 to 4, 4 being the best score. A full description of what the best score looks like is written down, as well as the elements that could affect the score. These descriptions are shared with learners from the very beginning of each unit, so learners can know beforehand what they will need to do at the end of the unit. This is considered key to achieve the transparency principle of assessment. Finally, a space for comments regarding strengths and elements to improve was also included as to specify particular elements that called the facilitator’s attention and for having a more individual, formative assessment.

Table 9 shows a summary of the final task in each unit and the formative assessment tools that will be used during that unit.

Table 8. Assessment Tools

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Summative Assessment: Final Tasks of Each Unit</th>
<th>Formative Assessment Tools for Each unit</th>
</tr>
</thead>
</table>
| 1.   | Creating a Powtoon video narrating the history of language teaching (Annex II) | - Role-play representing a language teaching method.  
- Venn Diagram  
- Poster about historical language teaching.  
- Game: Auction, Pictionary.  
- Self-assessment (Can I do statements). |
| 2.   | Creating a presentation to teach content (Annex III) | - Adapting teaching materials.  
- Making an online vocabulary unit.  
- Completing a Pros and Cons table.  
- Game: Kahoot – Content in CLIL.  
- Self-assessment. |
| 3.   | Creating an advance organizer of a CLIL unit (Annex IV) | - Completing an advance organizer.  
- Analysis a CLIL unit. |
3.6.2. Assessment of the proposal

The following section presents the parameters which will be used for the assessment of this intervention proposal.

As it has already been mentioned, assessment is a key component within any kind of process, and they will be especially important in new activities or in modifications in already existing processes.

For having accurate results, it is suggested to use 3 types of instruments. First, a diagnostic test will be carried out in the first session of the training in order to have a more precise reading of the context and something that can be compared with at the end of the process to show results comparing the entry with the exit point. Therefore, a final achievement test\(^\text{41}\) will be also necessary to have enough data to make an objective and quantitative report. This test will have 5 sections. 4 sections related to language development through the 4 language

\[^{41}\text{Achievement Test: https://tinyurl.com/ze68bsh6cH7SgrIrpeOQHeqiU853Pw}\]
skills: reading, listening, writing and speaking. And one last section which will be related specifically to language teaching based on the Teaching Knowledge Test (TKT).

However, in addition to this quantitative result, it is also necessary to conduct a survey\(^{\text{42}}\) (an online survey is suggested in order to make the tabulation process easier) to the participants eliciting subjective and qualitative information, as this might complement the numerical results and give more perspective to ways in which the process can be improved. This survey will have 3 sections: 1. Facilitator, 2. Methodology 3. Self-assessment.

The first section will have questions related to the facilitator's performance since the facilitator plays a key aspect in the development of the course. This section will have questions such as the following where participants will need to select one option from 1 (really poor) to 5 (excellent) and a space for comments. The second section will have questions related to the methodology of the course. Therefore, learners will be asked about the activities and materials used as well as their effectiveness for promoting learning. Lastly, section 3 will be a self-assessment of the learner where they will answer questions related to their commitment to the development of the course, as well as their perception related to the achievement of their goals.

Finally, it is also pivotal that the facilitator evaluates the effectiveness of the proposal since this will help to contrast the information from the other evaluation instruments. Then, based on the trends found in the results, adjustments can be made. Table 10 presents a checklist of the evaluation criteria that the facilitator may use to evaluate the proposal.

Table 9. Checklist to evaluate the proposal

<table>
<thead>
<tr>
<th>Evaluation Criteria for Facilitator</th>
<th>Yes</th>
<th>No</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The objectives set for the proposal are realistic and appropriate based on participants' level and profile.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The contents suggested are relevant for the target population.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Activities proposed are appropriate for developing learners' communicative competence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Activities proposed are appropriate for</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{42}\) Survey of Satisfaction [https://docs.google.com/forms/d/e/1FAIpQLSdktEZURMakJdojCKdcLxV1oijyAKq6bZAAiPAJJTWHkqDUqYw/viewform?usp=sf_link](https://docs.google.com/forms/d/e/1FAIpQLSdktEZURMakJdojCKdcLxV1oijyAKq6bZAAiPAJJTWHkqDUqYw/viewform?usp=sf_link)
developing learners’ knowledge about Content and Language Integrated Learning.

5. Activities proposed are appropriate for developing cognitive skills.

6. Activities proposed are appropriate for developing cultural awareness and intercultural skills.

7. Proposal offers enough support to language learning.

8. Games are engaging and motivating for the target population.

9. Time assigned for the development of all the contents in the proposal is appropriate.

10. Materials suggested are of good quality for executing the training course.

11. I need to make adaptations to the design of the proposal.

What changes would you make?

4. DISCUSSION

This intervention proposal was created with the purpose of providing future primary teachers a tool to face the local and national academic needs of promoting higher communicative competence from an early age in Colombia. In this regard, current approaches where language can be promoted since the first school years without affecting school’s curriculum are highly needed.

Nonetheless, not any approach where a second language is used to acquire knowledge can be promoted in Colombian national context. Thus, approaches such as EMI (English as a Medium of Instruction) where the primary goal is the acquisition of knowledge without support for language learning cannot be considered as first option.

CLIL, as a dual-focused approach on both language and content providing both the same importance and supporting language and content learning through scaffolding strategies and a cross-curricular perspective is definitely an approach that can be used in our national
context where English is a foreign language. Besides, CLIL is also aligned with the promotion of 21st century skills such as critical thinking, cooperative work and intercultural awareness.

It is precisely the 4 Cs model (Coyle, 2010) in CLIL composed by content, communication, cognition and culture what makes CLIL an integral approach very well suited for global goals such as academic mobility, intercultural competence, creativity and the acquisition of everlasting knowledge. Then, it has the potential to become an excellent teaching-learning guide in primary schools where the foundations for learning to learn, language acquisition and cultural competence are installed in the child’s development.

Consequently, based on the fact that language development in kids start with oral communication (receptive and productive) it is highly necessary that primary teachers stimulate these competences and have a good command of the language in order to promote proper kid’s oral development in L2.

The results expected with the implementation of this intervention proposal are to confirm the results of previous studies conducted in similar contexts where the connection between CLIL and oral communication has proved to be positive (Nikula, 2007; Juan-Garau, 2010). In addition to this, it is expected that at the end of this teacher-training course, participants show a deep understanding of the CLIL approach and demonstrate capacity for CLIL planning considering the 4 Cs model.

Finally, this intervention proposal is intended to be used as a draft by teacher-training course designers who are aware of the importance of the crucial role that primary teachers have in the development of kid’s cognition, communication, cultural and learning skills and who are also aware of the necessity of preparing future in-service teachers to face the demands of modern world. It is relevant to highlight that adaptations depending on the context may be necessary depending on learner’s needs, expertise, CERF level and time provided by the institution.

5. CONCLUSIONS
The following section present the conclusions of the study which are drawn on the objectives stated that the beginning of it.

Designing this intervention proposal has required a deep analysis of the context needs in order to understand why this type of proposal is necessary. This reflection has resulted in comprehending the necessity for contributing to a better development of future professionals in primary education through opportunities of proper instruction in language teaching and language development. Likewise, it has been paramount a deep reflection on participants’
needs, not merely as current pre-service teachers, but as future agents of change. Lastly, it has been essential the need for carrying out an extensive reading of the literature about CLIL in both primary and university education. This, due to the fact that although the participants will be pre-service teachers, the ultimate goal is to have a positive impact on primary learners. These implies a number of different conclusions on each of the specific objectives set for this study.

First of all, it is safe to affirm that CLIL offers bilingual education a set of many new benefits and challenges related to its implementation. The most common benefits attributed to this approach are the increasing in learners’ motivation due to its hands-on work methodology and learner-centered focus, the promotion of problem-solving skills through cognitive challenging tasks, encouragement of student interdependence through the implementation of learning strategies, fostering of intercultural awareness due to its cultural component in the 4 Cs Framework and improvement in general language competence. Nonetheless, it is still not clear if this improvement in language competence is due to CLIL per se or if it is just reasonable due to the increase of number of hours that learners are exposed to the foreign language.

On the other hand, the challenges and questions are not few. From ideological conflicts of imperialism, lack of appropriate teacher training, doubts related to the evaluation to lack of CLIL materials, teachers implementing CLIL have many valid concerns.

However, there is one challenge that does not show one totally consistent result. This is related to how accuracy can be negatively or positively affected by CLIL. Some studies have concluded a positive impact of CLIL over language development features such as grammar accuracy, expansion of lexis and improvement in receptive skills; nevertheless, other studies do not show so positive results about grammar accuracy. Although studies showing worse results of grammar accuracy than non-content methods were not found, it was noticed that it is constantly suggested a higher focus on form in CLIL lessons. However, the debate is still open about if more focused-grammar lessons would really decrease the number of grammar errors or if these types of errors are just part of the process of learning a second language.

Additionally, from the literature review can be concluded that the line between CLIL and other content-based approaches such as EMI sometimes is not so clear and the terms Content-based Instruction, CLIL and EMI are commonly used as synonyms. However, a deeper research about the differences among them can show that although CBI is usually used by language teachers who want to use themes to contextualize their lessons, their main focus is still the improvement of the language. On the other extreme, EMI is usually used by content teachers whose main goal is content mastery. Therefore, CLIL’s biggest difference is
that as a dual-focused approach, its goal is both content and language development. This means, that although CLIL still aims at content mastery, the language support in class is much higher than in EMI.

Finally, it can be concluded that although many studies conducted in primary and secondary education have constantly proved a positive correlation between CLIL and oral communication, studies of ICLHE (Integrating Content and Language in Higher Education) are still very scarce. Therefore, it is still not safe to affirm that the positive correlation of CLIL and oral communication in primary and secondary education can be transferred to tertiary level of education.

Now, although this is only an intervention proposal which has not been implemented yet, there are certainly several other conclusions that can be made so far. Firstly, it is reasonable to conclude that paradigms in education are changing and that teaching approaches are much learner-centered than some decades ago. Also, these new approaches are much more holistic and consider knowledge, not as isolated boxes that change from subject to subject, but truly interconnected fields through cross-curricular connections.

CLIL, as part of this new wave of teaching-learning cross-curricular approaches, has constantly proved its effectiveness across of hundreds of studies that have been conducted on elements such as language development, intercultural skills, content mastery and critical thinking; therefore, it is relevant to start adapting and implementing these types of strategies that train learners not to memorize and repeat, but to be citizens of the 21st century.

All this means that future teachers need to be ready to face new challenges and be prepared to be better professionals open to teach far more than just concepts, but to teach how to be lifelong learners, how to be critical thinkers and how to put knowledge to the service of others.

Nonetheless, nothing of this will be possible if governments and education institutions do not open to the possibilities of investing human and economic resources to promote more research and implement changes necessary for the adoption of state-of-the-art approaches.

6. LIMITATIONS AND FURTHER RESEARCH

This last section is devoted to explaining what the limitations of the study were and to suggest possible future lines of research.

First of all, one of the continuous limitations during the research and design process was the fact that CLIL at university level is a very recent point of interest in the teaching community
which resulted in virtually no studies that defined ICLHE without borrowing its definition from CLIL in lower levels of education. This made this intervention proposal take its core principles from CLIL in secondary and primary education without knowing if the benefits and challenges mentioned in the literature are the same for higher education. Nonetheless, it is expected that due to the increasing interest in CLIL in tertiary education this will not be a problem in a couple of years.

Another great limitation that this intervention proposal has is that, opposite to a regular intervention proposal which can be easily included in an already existing course, this intervention requires a lot of logistics to be able to be implemented. From getting approval from the university and teaching program, getting pre-service teachers interested in participating and committing to the course, to getting economic resources to run the program, every process will take a lot time and human resources to be accomplished successfully. However, based on national and international language policies, we can be sure that there will be universities very willing to invest resources that can help to promote bilingualism and create better professional profiles in their teaching programs, and it could even be a window for extending these practices in non-teaching programs.

Besides external limitations, the execution of the course itself may also have many challenges. Firstly, it is very likely that the original structure of the course might have to change based on the university’s needs. It will be heads of the teaching program who decide the relevance of the suggested topics, the necessity for including new topics or the viability in terms of the duration of the course. Therefore, it will be highly important to be flexible at the moment of implementation so as to adapt the course to the particular context.

Finally, as open suggestions to possible executers of this intervention proposal, it would be highly recommendable to revise the time proposed for the implementation since depending on the experience and expertise of the participants, as well as their English level, this project might take much more time that the one proposed. Also, it is exceptionally important that once the course is over, feedback be collected and analyzed to make appropriate changes so every time the quality of the course is improved.

Now, regarding future possible lines of research, it could be said that because of the fact that CLIL at university level, or ICLHE, is a fairly new topic, there is still a lot of possible further research to make. Out of this intervention in particular, some characteristics could be adapted and expanded to other skills such as reading; skills that could be more easily adapted into an already existing university program to start building up the basis to begin integrating the 4 skills.
Lastly, although it was not the focus of this intervention proposal, games ended up being a scaffolding strategy very used throughout the whole course. Therefore, it would be very appealing to research about the impact that physical and online games can have on the mastery of content and language development through the CLIL approach in university classes.

7. REFERENCES


## ANNEXES

### ANNEX I. Structure of the proposal

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Activities</th>
<th>Time</th>
<th>Task of the Unit</th>
</tr>
</thead>
</table>
| 1     | ❖ Presentation of course  
       | ❖ Diagnostic test. | ❖ Teacher introduces to the course.  
       |       | ❖ Speaking circle.  
       |       | ❖ Learning about learners.  
       |       | ❖ Explaining the course  
       |       | o Ground rules  
       |       | o Objectives of the course  
       |       | o Methodology  
       |       | o Contents  
       |       | o Assessment  
       |       | ❖ Diagnostic test. | 2 hours | Diagnostic Test |
| 2     | ❖ History of Language Teaching  
       | ❖ Grammar translation  
       | ❖ Audiolingual method  
       | ❖ Total physical response  
       | ❖ Suggestopedia | ❖ Activation of prior knowledge: Previous learning experience.  
       |       | o How do you remember learning English at school?  
       |       | ❖ The teacher explains what the final task will be and gives learners the rubrics for the assessment.  
       |       | ❖ Cooperative reading: History of Language teaching.  
       |       | o Each group has one part of the text.  
       |       | o They complete a chart with the information.  
       |       | ❖ They make a poster about one of the methods from the text.  
       |       | ❖ Each group presents. Other groups listen and complete a bigger chart with information from each method.  
       |       | ❖ Learners prepare a role-play using one of the methods.  
       |       | ❖ They present | 2 hours | Powtoon video about the history of English language teaching. |
| 3     | ❖ History of Modern Language Teaching  
       | ❖ Communicative approach  
       | ❖ Task-based  
       | ❖ Content based | ❖ Review from last class using Kahoot with their phones.  
       |       | ❖ Activation of prior knowledge. In pairs, they discuss:  
       |       | o What would the ideal English language class be like?  
       |       | o What are the difficulties at the moment of adapting foreign approaches into our Colombian context?  
       |       | ❖ Video analysis. | 2 hours | |
The group is divided into 3 smaller groups. Each group watches a video. Then, one member from each group sits together and completes a 3-circle Venn Diagram. They share with the whole group.

- Preparation worksheet
  - Matching words and meaning
  - Simple past.
- Reading: Find the mistakes in the text about contemporary methods.
- Vocabulary game: Pictionary with previous studied words.

### Unit 2: Content

**CLIL Roles**

- **History of CLIL**
  - Review – Game: Auction of true-false statements regarding previous topics.
  - Listening. What’s CLIL?
    - Learners answer some listening comprehension questions (True, false, not given).
    - Learners complete a chart with advantages and disadvantages of the approach.
    - They share with the whole group.
  - Game. Learners, in small groups and using their smartphones, play Quizlet to review the most important concepts from the unit.
  - Learners are reminded about the final task and the rubrics.
  - Learners, in pairs, work on creating a video using Powtoon narrating the history of language teaching.

**Documents of reference.**

- National standards.
- National curriculum.

**Self-assessment from unit 1:**
  - Learners complete a self-assessment form.
  - A general reflection is made and learners have the chance to clarify questions they still might have.

**Activation of prior knowledge:** Learners, in pairs, are given the following question:
  - You were hired to teach biology at a new school which does not have a curriculum. What would you do? What would you teach?

**Grammar tip.** Before learners answer the question, the teacher will give them some grammar tips about second conditional.

**Learners answer the previous question.**

- The teacher writes down the steps given by the learner on the board and adds some more if necessary. Then, learners read a short text about what content means in CLIL.

In pairs, learners select a subject which will be used to design a CLIL unit. Learners search in the national curricular documents for learning objectives. The teacher shares websites where learners can get materials. Learners search for appropriate materials for their subject, learning objectives and possible age group.

 Creating a presentation to teach your CLIL unit.
| 6 | **Scaffolding strategies** | • Review of previous class through Kahoot.  
• Learners read a short text about scaffolding strategies. The whole class discusses the pros and cons of each strategy.  
• Learners adapt the materials found in the previous class using scaffolding strategies and prepare vocabulary worksheets as preparation activities.  
• Learners create a vocabulary unit on Quizlet using the content vocabulary.  
• Learners post their work on websites designed to share teaching materials. | 2 hours |
| 7 | **Material design.** | • Game: Quizlet using smartphones.  
• Learners watch some videos about alternatives to PPT to create presentations.  
  o They answer some listening comprehension questions.  
  o They complete a chart with the information.  
• Language tip: How to use online dictionaries.  
• Learners, using one of the options given, create a presentation to teach their content.  
• They present a first draft to the whole group and receive peer-feedback through an online Google form.  
• Learners improve their presentation and upload it to a teaching online community. | 2 hours |

**Unit 3: Cognition**

| 8 | **Bloom’s taxonomy**  
**Cognitive-based Methods:** Inquiry based learning  
**Bachillerato internacional**  
**Discovery learning**  
**Project based**  
**Problem based**  
**Flipped classroom.** | • Activation of prior knowledge: What’s critical thinking?  
• Reading: Bloom’s taxonomy.  
  o Learners order a text which is in disorder.  
• Learners classify a list of goals in one of the levels of the taxonomy.  
• Learners create a list of cognitive goals for their CLIL unit. Going from LOTS to HOTS.  
• Game: Board race. Learners listen a goal and write it in the right category.  
• Listening. In small groups, learners will watch the video of one of the cognitive-based methodologies.  
  o Learners complete an advance organizer.  
  o They report to the group the most relevant information.  
  o The others listen and complete a chart about all the methodologies. | 2 hours | Creating an advance organizer for your CLIL unit. |
| 9 | **Elements of a CLIL unit:**  
**Critical thinking**  
**Activation of prior knowledge**  
**Multiple Intelligences**  
**Theory**  
**Cooperative learning** | • Listening preparation. Game: Fly swatter.  
• Learners watch a TedTalk about critical thinking.  
  o Learners answer some listening comprehension questions.  
• Debate: Do schools promote critical thinking in Colombia? How can we promote critical thinking in our lessons?  
• Reading: Key elements in a CLIL lesson.  
  o Matching title and paragraph.  
• Analyzing a CLIL unit.  
  o Learners read a CLIL unit and find the key elements previously studied. | 2 hours |
<table>
<thead>
<tr>
<th></th>
<th>Advance organizers.</th>
<th>Review of previous class through a Treasure Hunt game.</th>
</tr>
</thead>
</table>
| 10 | Tiktok Timelines Story map Concept maps Spiderweb Venn Diagram. Pictochart | Reading: Advance organizers  
|    | o Each group will read about a different type of advance organizer.  
|    | o They will present the most relevant characteristics.  
|    | Language tip. After the presentations, the teacher will give general feedback about common mistakes in language such as: grammar, pronunciation...etc.  
|    | The teacher will provide some websites that can be used to create advance organizers.  
|    | Learners create an advance organizer of the content they have for their CLIL unit.  
|    | They present their organizer to the group.  
|    | o The other groups will listen and give peer-feedback through a Google form survey.  
|    | Self-assessment: Learners complete a self-assessment format with “Can I statements”. A reflection session is made. Doubts that learners may still have are solved.  |
|    | 2 hours |

**Unit 4: Communication**

|   | CEFR: Types of communicative functions.  
|---|---------------------------------|
|    | Teacher introduces CEFR.  
|    | Learners complete a worksheet.  
|    | o Matching descriptors to the level.  
|    | o Classifying communicative functions.  
|    | o Categorize components of Communicative Competence. (Linguistic, pragmatic and sociolinguistic competences)  
|    | Game: Jeopardy  
|    | Teacher introduces Guía 22: National standards of competence for English Language.  
|    | Learners complete their CLIL unit with national language objectives.  |
|    | 2 hours |

<table>
<thead>
<tr>
<th></th>
<th>Curriculo Sugerido Language trptic for unit.</th>
</tr>
</thead>
</table>
| 12 | Review game: Running dictation.  
|    | Teacher explains Language Tryptic in CLIL.  
|    | o Learners complete a factsheet while listening.  
|    | Teacher, with the whole group, complete the language trptic for a hypothetical topic.  
|    | Teacher introduces the national curriculum through a PPT.  
|    | Learners complete the language trptic for their CLIL unit.  
|    | They present their language objectives to the group.  |
|    | 2 hours |

|   | Tasks.  
|---|---------------------------------|
| 13 | Resources: English please, websites.  
|    | Activation of prior knowledge: What’s the difference between a task and an activity.  
|    | Reading, Types of tasks.  
|    | o Learners answer some reading comprehension questions.  
|    | Guessing game:  
|    | o Learners move to one side of the room if they think that the activity on the slide is or isn’t a task.  
|    | Video analysis. A task in action.  |
|    | 2 hours |
Learners write their opinion about the task highlighting the positive and negative aspects of the implementation.
- They share their opinion.
- Teacher gives them some activities. Learners need to make them tasks.
- Teacher presents resources where learners can get ideas for tasks created by the national Ministry of Education.
- Learners propose a series of tasks for their CLL unit.

**Unit 5: Culture**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review through a board race game.</td>
<td>2</td>
</tr>
<tr>
<td>Listening preparation. Listening worksheet.</td>
<td></td>
</tr>
<tr>
<td>Learners watch a video explaining what Culture is in CLIL.</td>
<td></td>
</tr>
<tr>
<td>Learners answer some listening comprehension questions.</td>
<td></td>
</tr>
<tr>
<td>Learners socialize answers.</td>
<td></td>
</tr>
<tr>
<td>The teacher gives learners a hypothetical teaching scenario. Learners need to find how to include Culture in such teaching scenario.</td>
<td></td>
</tr>
<tr>
<td>Reading. In small groups, learners read a text about ideas about how to include culture in your lessons.</td>
<td></td>
</tr>
<tr>
<td>Socialization. What were your favorite ideas?</td>
<td></td>
</tr>
<tr>
<td>Learners include culture objectives in their CLL unit.</td>
<td></td>
</tr>
</tbody>
</table>

**Unit 6: Assessment in CLIL**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher explains they types of assessment.</td>
<td>2</td>
</tr>
<tr>
<td>While teacher explains, learners answer questions about the topic through Kahoot.</td>
<td></td>
</tr>
<tr>
<td>Learners, in small groups, read about assessment instruments and the types of assessment. Then, each group explains one of those instruments.</td>
<td></td>
</tr>
<tr>
<td>Learners watch a video about rubrics.</td>
<td></td>
</tr>
<tr>
<td>Learners analyze an example of a rubric with mistakes. Learners identify those mistakes.</td>
<td></td>
</tr>
<tr>
<td>Learners create their own rubric for their unit.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment of the Course**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners prepare for the presentation of their CLIL unit.</td>
<td>2</td>
</tr>
<tr>
<td>Learners present their micro-teaching following their CLIL unit.</td>
<td>2</td>
</tr>
<tr>
<td>Learners take an achievement test to be compared with their diagnostic test.</td>
<td>2</td>
</tr>
</tbody>
</table>

2 hour

2 hours

Creating a blog or social network account about the subject content.

2 hours

Creating rubrics for your CLIL unit.

2 hours

Presentation of CLIL unit.

Achievement test.
## ANNEX II. Rubrics - Task unit 1. Powtoon Video

<table>
<thead>
<tr>
<th>4 cs</th>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Video includes at least 4 different methodologies/approaches used during language teaching history. It also includes typical type of activities and some history about each one.</td>
<td>Video includes at least 4 different methodologies/approaches used during language teaching history. But it is missing to mention either the typical activities or to include their history.</td>
<td>Video only includes 3 methodologies / approaches. Some information is not correct.</td>
<td>Video only includes 3 or less methodologies / approaches. Information is either incorrect or insufficient.</td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Video follows a clear structure of opening, development and closing. It also follows an accurate timeline.</td>
<td>Video follows a clear structure of opening, development and closing. But timeline is inaccurate.</td>
<td>The structure of the video is unclear. But timeline is accurate.</td>
<td>Both structure of video and timeline are unclear and inaccurate.</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Video engages the viewers through an interesting narrative, visuals, interesting examples, tones of voice or any other engaging characteristic. (At least 2 elements)</td>
<td>Video engages the viewers through an interesting narrative, visuals, tones of voice or any other engaging characteristic. (only 1 element)</td>
<td>Some intention of engagement is intended, nonetheless, elements are used poorly.</td>
<td>The video has a plain narrative without any engaging element.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of tool</strong></td>
<td>A variety of at least 4 different effects is used in the video.</td>
<td>A variety of only 3 different effects is used in the video.</td>
<td>A variety of only 2 different effects is used in the video.</td>
<td>Video does not show any kind of effects.</td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Hesitation is minimum. When it occurs, use of fillers and formulaic expressions is shown to avoid long pauses. (more than 3 seconds.)</td>
<td>Hesitation is minimum. Some pauses without message being affected.</td>
<td>Long pauses constantly affecting the message.</td>
<td>Long pauses make message impossible to understand.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Grammar mistakes are few and they do not affect communication.</td>
<td>Some constant grammar mistakes, however, they do not affect communication.</td>
<td>Grammar mistakes constantly affect communication.</td>
<td>Grammar mistakes make message impossible to understand.</td>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Message is not affected by problems with pronunciation. Learner shows capacity to autocorrect.</td>
<td>Some key words were mispronounced. Message can be understood, but with some difficulty.</td>
<td>Mispronunciation constantly affects communication.</td>
<td>Mispronunciation make message impossible to understand.</td>
<td></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>Video includes aspects of the sociocultural background of the moment of each method explaining its influence.</td>
<td>Video includes aspects of the sociocultural background of the moment of only 3 methods explaining its influence.</td>
<td>Video includes aspects of the sociocultural background of the moment of only 2 or less methods explaining its influence.</td>
<td>The influence of the sociocultural background of the period is not explained in any method.</td>
<td></td>
</tr>
</tbody>
</table>
**ANNEX III. Rubrics - Task unit 2. Creating a Presentation**

<table>
<thead>
<tr>
<th>4 cs</th>
<th>Criteria</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The presentation includes: - teaching and learning objectives, - a visual organizer, - at least 3 activities that require learners' participation and - Appropriate level content with short texts highlighting key words.</td>
<td>Presentation is missing one of the elements required or the element is incomplete.</td>
<td>Presentation is missing two of the elements required or the element is incomplete.</td>
<td>Presentation is missing three or more of the elements required or the element is incomplete.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Structure</td>
<td>The presentation is missing one of the elements required or the element is incomplete.</td>
<td>The structure of the presentation is disorder making it difficult to follow.</td>
<td>The presentation does not follow any kind of structure.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creativity and Use of tool</td>
<td>Use of at least 3 different multimedia tools (pictures, video, sounds, effects, use of external links...etc) The layout's design is consistent with the theme and appropriate for the age group.</td>
<td>Layout is consistent and age appropriate, but only less than 2 multimedia tools have been used.</td>
<td>Layout is not consistent or age appropriate. Lack of variety in multimedia tools.</td>
<td>Layout is not consistent nor age appropriate. There is not use of multimedia tools</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>Grammar mistakes are few and they do not affect communication.</td>
<td>Some constant grammar mistakes, however, they do not affect communication.</td>
<td>Grammar mistakes constantly affect communication.</td>
<td>Grammar mistakes make message impossible to understand.</td>
</tr>
<tr>
<td></td>
<td>Including culture, Sharing</td>
<td>The presentation includes at least 1 connection between culture and the topic. The presentation was shared in a teacher online community.</td>
<td>The presentation includes at least 1 connection between culture and the topic. The presentation was not shared in a teacher online community.</td>
<td>The presentation does not include any relation between culture and topic. The presentation was shared in a teacher online community.</td>
<td>The presentation does not include any relation between culture and topic. The presentation was not shared in a teacher online community.</td>
</tr>
</tbody>
</table>

**ANNEX IV. Rubrics - Task unit 3. Creating an advance Organizer**

<table>
<thead>
<tr>
<th>4 cs</th>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Organizer illustrates a connection between previous knowledge and the new topic. - It includes appropriate level content with short texts highlighting key words. - It includes symbols to illustrate sequence, result, hierarchy...etc.</td>
<td>Organizer only includes 2 out of 3 requirements.</td>
<td>Organizer only includes 1 out of 3 requirements.</td>
<td>Organizer does not achieve to include any of the required elements.</td>
<td></td>
</tr>
</tbody>
</table>
**ANNEX V. Rubrics - Task unit 4. Making a video explaining the tasks per skill proposed for the achievement of language triptych in a CLIL unit**

<table>
<thead>
<tr>
<th>4 cs</th>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The lesson includes:</td>
<td>The lesson only includes 5 out of the 7 required elements.</td>
<td>The lesson only includes 4 out of the 7 required elements.</td>
<td>The lesson only includes 3 out of the 7 required elements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Clear teaching and learning goals. (content and language) (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- At least one task per language skill (4).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Materials suggested for the lesson. (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>The structure of the lesson has a warm-up activity, presentation of the topic, practice with controlled activities and production with a task</td>
<td>The structure of the lesson does not include a warm-up activity.</td>
<td>The structure of the lesson does not include a practice stage.</td>
<td>The structure of the lesson does not include a task.</td>
<td></td>
</tr>
</tbody>
</table>
## ANNEX VI. Rubrics - Task unit 5. Creating a blog or social network account about the subject content

<table>
<thead>
<tr>
<th>4 cs</th>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
| **Content** | The blog includes:  
- At least 3 posts. (3)  
- Teaching and learning objectives. (1)  
- The visual organizer created in last unit. (1)  
- At least 3 activities that require learners' participation and (3)  
- Appropriate level content with short texts highlighting key words. (1) | Blog is missing one of the elements required or the element is incomplete. | Blog is missing two of the elements required or the element is incomplete. | Presentation is missing three or more of the elements required or the elements are incomplete. |
| **Structure** | Each post has a title (1), at least one picture (1), some text with highlighted key words (1) | Posts include everything required, except for a title. | Posts include everything required, except for an activity / task related to culture. | Posts are missing 2 out of the 4 |
and an activity / questions at the end of the post (1).

<table>
<thead>
<tr>
<th>Cognition</th>
<th>Creativity and Use of tool</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henao Guarin, Diego Alejandro</td>
<td>Use of at least 4 different multimedia tools (pictures, video, sounds, effects, use of external links, widgets...etc) The template’s design is consistent with the theme and appropriate for the age group.</td>
<td>questions at the end of the post.</td>
</tr>
<tr>
<td></td>
<td>Template is consistent and age appropriate, but only less than 3 multimedia tools have been used.</td>
<td>required elements.</td>
</tr>
<tr>
<td></td>
<td>Template is not related to the topic or age appropriate. Only 2 multimedia tools are used.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Template is not related nor age appropriate. There is no use of multimedia tools.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Writing</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar mistakes are few and they do not affect communication.</td>
<td>Spelling is accurate. Good use of punctuation. Paragraphs keep coherence.</td>
<td>The blog includes at least 1 post related to the connection between the CLIL topic and culture. The blog is shared/joined to other teaching communities.</td>
</tr>
<tr>
<td>Some constant grammar mistakes, however, they do not affect communication.</td>
<td>Few (less than 3) spelling mistakes. Few (less than 3) punctuation mistakes. Paragraphs keep coherence.</td>
<td>The presentation includes at least 1 connection between culture and the topic. The presentation was not shared in a teacher online community.</td>
</tr>
<tr>
<td>Grammar mistakes constantly affect communication.</td>
<td>Between 3-5 spelling mistakes. Between 3-5 punctuation mistakes. Paragraphs constantly lack coherence.</td>
<td>The presentation does not include any relation between culture and topic. The presentation was not shared in a teacher online community.</td>
</tr>
<tr>
<td>Grammar mistakes make message impossible to understand.</td>
<td></td>
<td>The presentation does not include any relation between culture and topic. The presentation was not shared in a teacher online community.</td>
</tr>
</tbody>
</table>

**ANNEX VII. Rubrics - Task unit 6. Creating a rubric for their CLIL unit**

<table>
<thead>
<tr>
<th>4 cs</th>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Rubric includes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The 4 Cs (1)</td>
<td>Rubric is missing 2 out of 13 points.</td>
<td>Rubric is missing 3 out of 13 points.</td>
<td>Rubric is missing 4 out of 13 points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Criteria for each C. (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Descriptors for each criterion. (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- At least 1 quantitative qualifier in each descriptor. (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Simple language for learners. (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>Rubric follows the structure of an analytic rubric with complete descriptors for each score with quantitative qualifiers.</td>
<td>Rubric follows the structure of an analytic rubric with complete descriptors for each score without quantitative qualifiers.</td>
<td>Rubric follows the structure of an analytic rubric with incomplete or unclear descriptors for each score.</td>
<td>Rubric does not follow an analytic rubric structure.</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Each criterion shows a deep reflection of the importance for the task.</td>
<td>One of the criteria do not reflect relevance for the task.</td>
<td>Two of the criteria do not reflect relevance for the task.</td>
<td>Three of the criteria do not reflect relevance for the task.</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Grammar mistakes are few and they do not affect communication.</td>
<td>Some constant grammar mistakes, however, they do not affect communication.</td>
<td>Grammar mistakes constantly affect communication.</td>
<td>Grammar mistakes make message impossible to understand.</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>Including culture.</td>
<td>Rubric includes a category for assessing culture with clear descriptors for each score.</td>
<td>Rubric includes a category for assessing culture, but descriptors do not include any quantitative description.</td>
<td>Rubric does not include a culture category.</td>
<td></td>
</tr>
</tbody>
</table>