

MULTILEVEL ACTIVITIES ON CLIL LESSONS

Final Degree Project

FONT PRAT, Mireia

Tutor: Núria Medina

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Abstract

Teaching a classroom is synonym of teaching a large number of individuals, each one with its different capacities, abilities, motivations, weaknesses and strengths. Inclusive education, private language schools and migration can make the classrooms' different knowledge levels get even more distanced, which dealing with may be especially difficult when CLIL programs are applied. This dual-focused approach may join together the difficulties towards both, a given subject and towards the second language, besides the individual learning characteristics of each student. Dealing with all this differences together in the regular classroom is not an easy task for the English teacher. Focusing on the CLIL multilevel classroom characteristics, this project proposes some approaches and techniques that may contribute to the suitable manage of the different students' levels that take part in CLIL lessons. Considering these approaches and techniques, the project includes an analysis on whether CLIL books take multilevel approaches into account and, considering its' strengths and weaknesses, it finally proposes a CLIL multilevel didactic unit.

Key Words: English, foreign language, CLIL, multilevel classroom, multilevel approaches.

Resum

Ensenyar a un grup classe és sinònim d'ensenyar a diferents individuals, cadascun amb les seves pròpies i diferents capacitats, habilitats, motivacions, punts forts i punts febles. L'educació inclusiva, les acadèmies d'ensenyament de llengua privades i la migració fan que les diferències entre els alumnes d'educació primària s'estiguin distanciant cada vegada més. Tractar amb aquests diferents nivells dins una classe pot ser especialment difícil en un context d'instrucció AICLE. Aquest mètode basat en un focus d'aprenentatge dual pot ajuntar en una sola classe dificultats no sols entorn a una matèria en concret sinó també entorn la segona llengua d'instrucció o llengua estrangera, a més de les característiques d'aprenentatge especials de cada alumne. Lidiar amb aquestes diferències, dotant d'un aprenentatge ideal per a cada alumne no és una tasca fàcil per a un mestre. Centrant-se en les característiques de les AICLE multinivell, aquest treball es centrarà en estudiar diferents tècniques de diferenciació, personalització i individualització que podrien contribuir en la correcta gestió de les diferències entre els alumnes que prenen part en sessions AICLE.

Considerant aquestes tècniques, el treball inclou un anàlisi sobre si els llibres AICLE dirigits a primària presenten tècniques per a atendre a tots els alumnes i, considerant les mancances i punts forts d'aquests llibres entorn al tema, el treball finalment presenta una proposta d'unitat didàctica CLIL multinivell.

Paraules clau: Anglès, llengua estrangera, AICLE, classe multinivell, estratègies multinivell.

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1. Introduction

Recent progress in technology, communication, policy and economy has turned ours into a small world. Ease access to knowledge information, facility of communication and mobility (physical and virtual), world economy and mixture of cultures characterize the interconnected global age. In an integrated world, integrated education needs to emerge so provide the best learning practice faced into releasing such new world standards (Mehisto, P., Marsh, D., Frigols MJ, 2008). Focusing on the dual-focus teaching of content in a foreign language, CLIL (Content and Language Integrated Learning) is an innovative educational methodology emerged to fulfill the new educational challenges in such globalized world. Even though, CLIL recent application into a European educational context is so green that much more research is still needed in the field to set conclusions and to establish a clear CLIL policy (Navés and Victori, 2010).

Personal interest on CLIL methodology, which finds its origins on the English didactics done along the university subjects, has led me to organize the final degree project towards this new educational paradigm. At the same time, doing individual after-school English reinforcement has made me realize of the huge different levels that form a primary classroom. Finding learning difficulties rise on very different sources, CLIL may suppose an extra degree of difficulty to those students with language difficulties on L2, with difficulties on the matter content or with difficulties on both. These young learners can see themselves damaged more than benefit from this dual-focus educational approach if the required multilevel approaches are not applied.

During the third placement I had the chance to observe CLIL lessons and to develop and carry out a CLIL project. It was in this point in which I confirmed the hard task that supposes for a single teacher to attend all the individual learners' needs, abilities and interests that coexist together in a classroom, since not only low achievers take part in the classroom: advanced and medium achievers, and lots of individual characteristics, tastes, skills and abilities take part in a regular classroom.

Based on this personal interest for approaching CLIL lessons to all learners, this project's main objective is to study how CLIL programmes can be multi-leveled so to attend all

students' skills, abilities, educational needs and interests. According to this objective, the study will be based on the study and analysis of the following hypotheses:

- Do multilevel activities take part in CLIL lessons?
- How multilevel activities could be organized to contribute on attending the learners' diversity?

The study is divided on the following parts. First of all, the theoretical framework explains what does the term CLIL stand for, explaining its origins and main objectives, as well as core features that successful CLIL programmes must include. This part of the project also describes what makes from a classroom a multilevel classroom and focuses on different approaches that applied to CLIL programmes can contribute on the support and attendance of all the students' suitable learning. Secondly, a study contributing on answering the proposed hypotheses: An analysis of how current CLIL books support the classroom diversity and multilevel CLIL program proposal based on the features and approaches analyzed on the theoretical framework. Finally, the conclusions summarize the project's results; making a general reflection on all the analyzed items, its possible contribution to education and its challenges, and finally comments possible further research that could derivate from this project.

I think that this study can be really useful to my future practice. Diversity is part of our society, and knowing how to accommodate such diverse learners it is not just necessary but taking benefit and potentiating the different learners' characteristics may be really enriching for the classroom's learning, progress and the students' personal development.

2. Theoretical framework

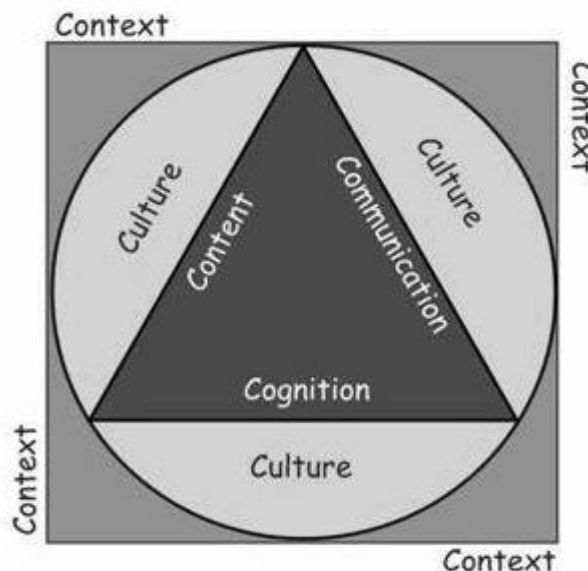
2.1. What does CLIL stand for?

It is important to know what exactly CLIL is, its origin, main goals and its approach to education.

The acronym CLIL corresponds to the term “Content and Language Integrated Learning”, and it is an educational approach that consists on teaching a curricular subject such as science, history or ICTs through a foreign/second language. Coyle, D., Hood, P., Marsh, D. (2010: 1) authors specialized on bilingual education research, defined CLIL as a “Dual-focused educational approach in which an additional language is used for learning and teaching of both, content and language”. According to this definition, CLIL’s main objective is to help students “acquiring more subject knowledge and improving one’s skills and competences in the foreign language” (Kiley, R. 2011: 5), hence language and the subject have the same importance.

Even though the term CLIL was first used in 1994 in Europe (Martínez, M. 2011: 93), which may look as a really recent contemporary practice, “education in a language which is not the first language of the learner is as old as education itself” (Coyle, D., Hood, P., Marsh, D. 2010: 2), since people have moved into other cultures and children have been educated in a new language. Coming back to current times, interest in CLIL has hugely grown around the 90s, during the construction of Europe, as it is a response to a better language practice that, through multilingualism, enables people to understand each other, a required capacity in a globalized world. Thus, CLIL “Can be called the new educational paradigm in Europe” (Pérez-Vidal, C. in Dafouz, E., C. Guerrini, M. 2009: 3). Richard Kiley, in *Guidelines for CLIL Implementation in Primary and Pre-Primary Education* (2011), explains that CLIL is a method explicitly supported by the European Union Education Policy since it contributes to individual and collective prosperity and can strengthen social cohesion, and it is suitable for those schools with positive attitudes towards comprehension and understanding between nations and cultures.

Pérez-Vidal, in *CLIL Across Educational Levels* (2009) describes the three CLIL approaches to education: On the one hand, the **European socio-cultural dimension** is referred to the need to share common values and to develop cultural communication in all Europe, a multilingual and multicultural construction. On the other hand, the **educational curricular dimensions**, the general parameters in which CLIL instruction is based so that learners construct their knowledge. These dimensions were defined by professor Do Coyle (2006) who, after reading Mohan's work, developed the four Cs Framework: Content, Communication, Cognition and Culture. According to Coyle (2006), these dimensions work together in the CLIL classroom since the curricular content is related to the development of different cognitive skills, and it is only when students communicate and interact that real learning takes place. All these dimensions have no sense without



The 4Cs Framweork for CLIL – Coyle, D., Hood, P., Marsh, D. (2010: 41)

intercultural awareness, the understanding of oneself and others. The third approach in which Pérez-Vidal (2009) stands for is the **psycholinguistic and language acquisition dimension**: The requisites for a successful language acquisition are massive input to the language in a comprehensible and meaningful speech and vocabulary and the huge importance of students' language production (output). What is more, Coyle (2006) labels the three types of language learners should use and develop on CLIL lessons: Language of learning, the specific language related to a curricular content; language for learning, which "focuses on the kind of language that all learners need in order to operate in a foreign language environment" (Coyle, 2006: 17); and language through learning, the language students use to assist their thinking while talking, interacting and dialoguing. Furthermore, Pérez-Vidal points out that CLIL methodology wouldn't have been possible with the development and the introduction of the ICT's in language pedagogy, which have allowed students to create and produce autonomously.

2.2. Successful CLIL Programmes: How do CLIL Programmes get to achieve successful learning and progression for all learner's styles, capacities and abilities?

CLIL has the potential to lead to better understanding of content and to raise achievement for all, but this will only happen if CLIL is put in the context of optimal teaching practice that scaffolds language development as much as content development. CLIL can be seen as an entitlement for all, with different outcomes for different learners, but stakeholders must accept that even the best delivered CLIL programme, because of its intrinsic difficulty, may limit the extent to which learners can overachieve (Harrop, E, 2012: 65).

CLIL methodology, core features and language in CLIL is accurately defined by different authors. Vallbona (2014), in his doctoral dissertation, stands that despite the lack of a solid CLIL policy in Europe, some common distinguishing features can be identified in successful CLIL programmes. In this section I am going to focus on those basic features CLIL programs should introduce in order to provide successful achievement to all learners.

Navés (2009) groups and describes the characteristics of effective CLIL Programmes on the following ones:

- Support and respect the learners' first language, home and culture, allowing them to use their L1 language on the Early Years so as to get them to communicate and not to make the change from one to another language so drastic.
- Use code switching during the first years, which consists on alternating both L1 and L2 languages on the classroom. This implies bilingual teachers that, imparting the content in the target language, understand the students' L1, making them able to respond and rephrase students' contributions and questions.
- Integrated dual language optional programmes: CLIL is never imposed but always optional, and it aims to make students competent in two languages, the first language and the target language. In addition CLIL does not divide the classroom towards the students' linguistic proficiency.

- Long-term stable teaching staff. Being proficient and able to communicate in a language is not a matter of a year-course. It requires at least a seven years period and teachers and methods continuity.
- Join effort of all parties involved: Parents, teachers, educational authorities and the community are crucial institutions required to get students to succeed on bilingualism. Navés quotes Montemayor to support that “when schools and families work together, students succeed and communities are stronger” (Navés, T. 2009: 31). When all these axes work together students are motivated, encouraged and are able to achieve appropriate knowledge.
- Teacher requirements: continuous training, experience in bilingual education, enthusiasm, commitment and innovation are some of the criterions an efficient CLIL teacher must have.
- High expectations and assessment: Successful CLIL programmes coincide with those who set their goals, raise their expectations and defined the achievement levels of all students.
- Carefully selected materials or materials designed by teachers themselves have proved to be the suitable ones to achieve best outcomes.

Mehisto, P., Marsh, D., and Frigols., M^ªJ, in *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education* (2008) define the core features of CLIL methodology required so to provide students with best practice to all students. Some of those features related to assist all learners stand on the followings: On the one hand, giving accurate language support to both, content and language, so as to provide all the students with the language needed to communicate, always combining it with activities requiring cognitive or thinking skills. This support may consist on giving some words in the target language, negotiating the meaning of certain words instead of translating it, using classroom learning centers, displaying language and content through the classroom and using an appropriate level of language are some of the strategies that can be adopted to help students acquiring language. Scaffolding, on the other hand, is one of the key CLIL features students take most profit from: built towards the student's existing knowledge, abilities and capacities, scaffolding is applied in education to access, enhance and add to learners' prior knowledge (Mehisto, P; Marsh, D; Frigols M^ªJ, 2008).

According to Vallbona (2014), teachers should anticipate to language difficulties by analyzing the language and the grammar structures that may be complicated to students and provide the suitable language scaffolding to overcome such difficulties. In Ena Harrop's words, "the extra level of difficulty which CLIL entails can leave the weakest learners very vulnerable if insufficient scaffolding is provided for linguistic development" (Harrop, E, 2012: 67). What is more, following the matrix of contextual support and degree of cognitive involvement proposed by Cummins (1984), vocabulary reinforcement is not just required to progressively make students able to communicate but also to support activities in which high cognitive demanding tasks are required to learners. Moreover, Mehisto, Marsh and Frigols also focus on approach the learning to the individual students' preferences or intelligences. Teachers who provide work through various ranges of activities reach better classroom results and, insofar, learning reaches all learners. Furthermore, students used to work among a wide variety of activities combining different skills, actions and intelligences achieve a more complex, adaptable and multiple-perspective learning.

2.3. CLIL and multilevel classrooms: Adapting activities to all students' skills and abilities.

2.3.1. The multilevel classroom: Definition and characteristics

Melinda Roberts (2007) defines the common characteristics that make a class multilevel. According to the author, this depends on the students' educational background on the L1, their comfort with the Roman alphabet, the students' cultural expectations towards the teacher's methodologies, the student's personality, goals and expectations towards English, their age, learning styles, culture and access to English outside the school. Roberts also stands that students' differentiations amongst all these features distinguish the students among three different proficiency levels: below, low and above level. Similarly, Natalie Hess defines a multilevel classroom as a "classes that have been arranged by age-group with no thought to language ability" (Hess, N, 2001: 2). According to the author, these are classes in which learners have different learning styles, language aptitude and language

proficiency. Hess (2001) also stands that personal attention and high motivation is essential in order to make a multilevel classroom progress.

Inclusion also takes part in English lessons. Learners with Special Educational Needs take part in a mainstream class and, despite it “can make teaching contexts more complex [...] it can also be exploited to introduce advantage if an individualized learning path approach is adopted” (Marsh, D, 2012: 36).

According to all these differentiation features, a multilevel classroom is the one that compromises a wide diversity of students who differs on their language proficiency. This difference towards the language knowledge can find its origins on the students’ linguistic background, individual skills and abilities, learning styles, motivation and expectations towards the language.

2.3.2. Differentiation, individualization and personalization

As stated by Erudyce, in Marsh (2012: 36), “diversity has become a reality in many European Union schools”. Learning must be as diverse as students are so as to attend all of them in a mainstream classroom (Basye, D. 2014). Differentiation, individualization and personalization are some of the huge amount of teaching styles and approaches directed to attend all the learners’ different nuances.

Differentiation: “Differentiation is the process by which teachers provide opportunities for pupils to achieve their potential, working at their own pace through a variety of relevant learning activities” (Convery, A., Coyle, D. 1993: 7). Authors like Dale Basye (2014), Barbara Bray and Kathleen McClaskey (2010) refer to differentiation as a way to tailor the learning contents in order to meet the learning needs, preferences and styles of individual students; selecting the suitable practices, approaches and activities for each student or group of students.

Individualization: As Basye (2014) explains, as differentiation refers to “How” students learn, individualization refers to “when” students learn. Natalie Hess (2001) supports individualized learning as a way to differentiate among the different learners learning paces, as it keeps “everyone challenged, interested, and occupied

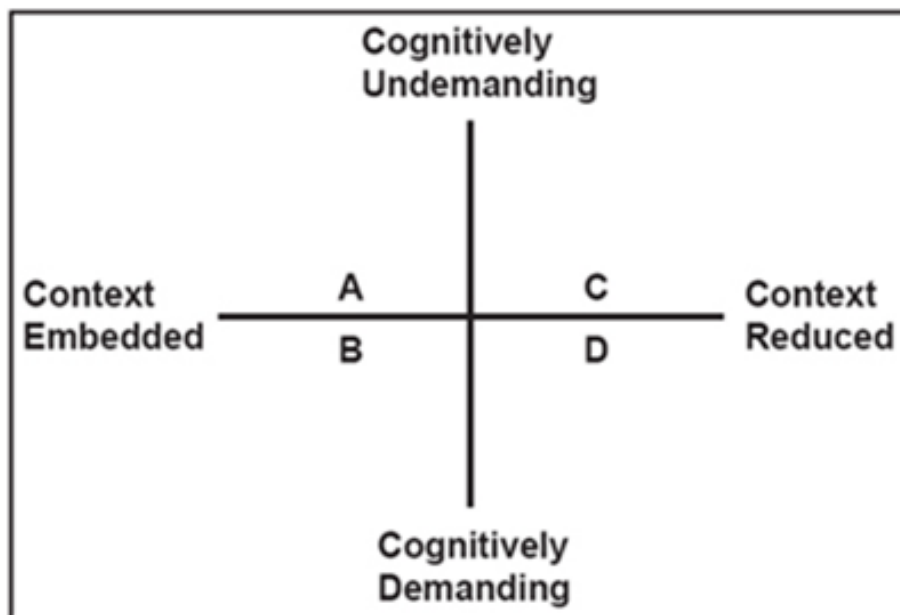
with tasks that are neither too difficult or neither too easy” (Hess, N, 2001: 12). As stated by Basye (2014) individualization consists on calibrating the learning contents to the individual paces of the learners. In other words, students can progress through the material at different speeds according to their learning needs. (Bray, B; McMclaskey, 2010).

Personalization: In Basye’s words, personalization “refers to a student’s choice of how, what and where they learn according to their preferences”(Basye, 2014). On personalized lessons, the learning is centered on the students’ interests and curiosity, involving the learner on the activities creation (Bray, D; McClaskey, 2010). Being a mixture of all the previous learning styles and adding the plus of centering the activities on the learners’ interests, and comprehending that following these criterions the learning goals can hugely vary, personalization is quite an unrealistic practice since it would require individual tutorials, which is extensively difficult taking into account the English Curricula hours and the few human resources available.

Considering the described learning approaches or practices focused on attending the classrooms’ diversity, a considerable amount of activities, strategies and approaches can be applied so as to provide suitable learning to all individual students. The following are some of the approaches that can be used on a multilevel classroom in order to attend all learners:

2.3.2.1. Cummins’s matrix of contextual support and degree of cognitive involvement in communicative activities

On his theoretical framework for conceptualizing language proficiency, Jim Cummins (1984) distinguished between the surface fluency and the conceptual-linguistic fluency. These concepts led to the evolution of BICS (Basic Intrapersonal Communicative Skills) and CALP (Cognitive/Academic Language Proficiency). While the former refers to the learners’ language proficiency in communicative contexts, the latter corresponds to the manipulation of language in decontextualized academic situations. Student’s difficulties on acquiring both cognitive fluency and conceptual knowledge lead Cummins to the design on a range of contextual support and degree



Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities - Cummins, J (1984: 139)

of cognitive involvement in communicative activities. As seen in the picture above, the matrix is organized around 2 continuums:

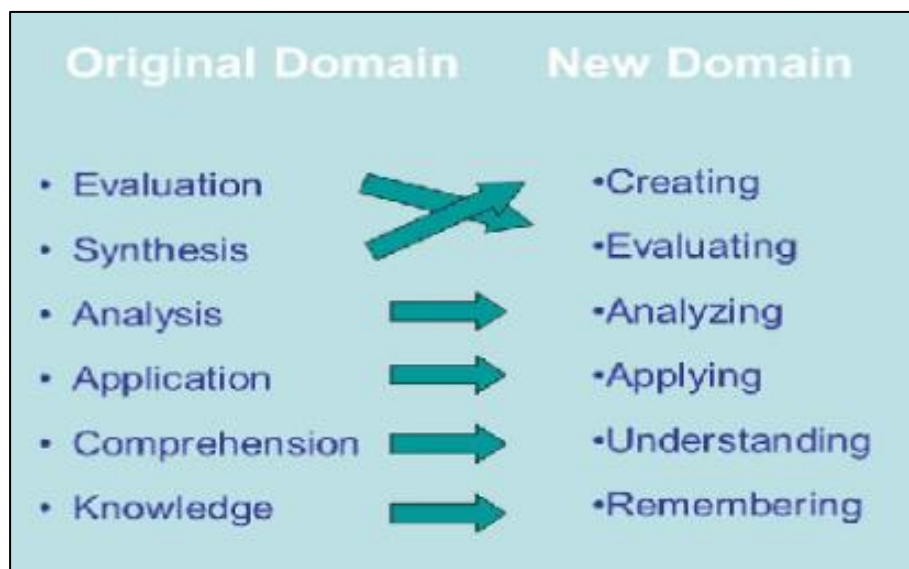
- Contextual embedded/context reduced: According to Cummins, this continuum is referred to the support for expressing or receiving meaning. Starting on the context embedded, learners are allowed to actively negotiate the meaning and receive language support so to better understand and use the language. Once the language is acquired, understanding the meaning of activities in context reduced understanding depends on the students' language knowledge.
- Cognitively demanding /cognitively undemanding: This axis is referred to the active or rather the little active cognitive involvement required to perform a task. Planning a demanding or cognitively undemanding activities will depend on the less or more automatized linguistic tools, respectively.

When referring to the cognitive demands, Benjamin S. Bloom, in 1956, headed a series of educational psychologists who designed the taxonomy of educational objectives: a classification of "intended behaviors of students – the ways in which individuals are to act, think, or feel as the result of participating in some unit of instruction" (Bloom, B. S. 1956: 12). They distributed the educational taxonomy into three domains; one of them specialized on the educational cognitive demands.

According to those authors, the cognitive domain refers to the development of intellectual skills, which they defined and ordered into the following domains:

1. Knowledge: Refers to the “ability to remember facts, concepts or principles” (Conklin, J, 2005: 155).
2. Comprehension, a “type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea” (S. Bloom, B, 1956: 204).
3. Application or ability to use learned contents in new situations.
4. Analysis: “Breakdown of a communication into its constituent elements or parts” (S. Bloom, B, 1956: 205) so to ensure all parts’ comprehension.
5. Synthesis: This procedure consists on putting all parts together again, emphasizing on combining and working with them as a whole. W Anderson, L and R. Krathwohl, D (2001) renames synthesis into creation since they highly relate this procedure to the creation of a new meanings or structures. The authors also range after the evaluation process.
6. Evaluation or “judgments about the value of material and methods for given purposes” (S. Bloom, 1956: 207).

Even though, the original taxonomy been deeply revised and improved by W. Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C.(2001), who changed the taxonomy names into verbs and rearranged the order of two domains, as shown in the picture above:



Comparison between the original and the revised Taxonomy of Educational Objectives – Clark, D. R. (1999)

Such criterions are specially established to be worked in order, since they establish a coherent cognitive process so to better achieve and work with a set of contents. Starting by a synthesizing activity, for instance, without a previous understanding of the contents will be like start building a house from the roof.

None considering the contextual support and the cognitive demands when performing different tasks may lead unmanageable learning. As stated in Cummins's: A central reason why minority students have often failed to develop high levels of L2 academic skills is because their initial instruction has empathized context-reduced communication insofar as instruction has been through English and unrelated to their prior out-of-school experience (Cummins, 1984: 141).

According to Cummins (1984), the students L2 developing success is directly related to the more context-embedded activities instructed during the initial L2 learning, since the more language knowledge and communicative competence acquired directly gets reflexed on the faster and better contextual knowledge. The author also emphasizes the application of the matrix with students with special educational needs or language difficulties, whose L2 learning difficulties may find its origins on the lack of context-embedded learning situations.

2.3.2.2. Gardner's multiple intelligences

Howard Garner, in *Frames of Mind: The Theory of Multiple Intelligences* (2004) states that the numerous attempts that psychologists and scientists have made so as to calculate and grade the human intelligence into an I.Q. number are as numerous as intelligence definitions available. The author also makes a reflection on the competences considered when assessing intelligence, which are very different around the world: While in some cultures just the academic subjects are valued in order to establish an intellectual quotient result, in some others huge different competences, such as the ability of ordering a series of pictures towards a given criterion, are also valued when determining intelligence. Believing in a more human value of intelligence, Gardner stated that "only if we expand and reformulate our view of what counts as human intellect will be able to devise more appropriate ways of assessing it and more effective ways of educating it" (Gardner, H, 2004: 4).

Extended research in neurobiology has led Gardner (2004) to highlight the existence of different cognitive brain areas that correspond to the execution of different cognitive activities and information processing. Insisting on the impossibility of establishing a definitive list of human intelligences, the author supports the necessity of classify them so as to better address the assessment and organization of human intelligence.

Gardner (2004) classifies the intellectual competences into the following ones:

- Linguistic Intelligence: Directly related to literacy domain, the linguistic intelligence refers to the sensitivity towards written, oral and listened productions. Highly developed sensitivity towards semantic, phonological, pragmatically and syntactic are highlighted to people with linguistic competences.
- Musical Intelligence: Highly directed to the linguistic intelligence, musical cognitive domain corresponds to the skills "in the performance, composition, and appreciation of musical patterns" (Smith, MK, 2004, 2008). The ability to

understand, recognize, produce, perform and analyze musical productions are developed skill for musically intelligent people.

- Logical-Mathematical Intelligence: Talented in dealing with abstraction, problem solving, solving mathematical operations, deducing, and logical thinking are the potentials that just the logical-mathematical innate are gifted with.
- Spatial Intelligence: Also related to the logical thinking, spatial intelligence involves the ability of recognition, interpretation, relation and creation of visual patterns. Order a series of things into a truck, for instance, or designing a building is a developed activity for spatial intelligent people.
- Bodily-Kinesthetic Intelligence: The potential of using one's body, coordination between different parts of the body and the capacity of feeling with one's body are the benefits from having a bodily-kinesthetic intelligence.
- Personal Intelligences: Later divided into the interpersonal and intrapersonal intelligences, personal intelligences refer to the ability to interact with others, understand their points of view and being able to cooperate with them and the ability of managing personal goals, control oneself into the context that surrounds as, respectively.

The multiple intelligences classified by Gardner had a strong impact into education. According to Gardner (2004), intelligences are so multifaceted that almost all of them can be applied so as to enhance students learning of a given content: "Individuals may learn through the exploitation of linguistic codes, kinesthetic or spatial demonstrations, or of intrapersonal bonds" (Gardner, H, 2004: 334). As Smith M. K. states (2004-2008) although the extra difficulty that may entail to combine different intelligences into a single educational context; 7 intelligences allow 7 different ways to teach a single content which, consequently, includes diverse learners to actively participate and learn inside the classroom. In other words, multiple intelligences have allowed the educational curriculum to be more flexible so as to better address the students, according to their interests, motivations and intellectual competences.

2.3.2.3. Scaffolding: Language support

“In CLIL programmes, students’ language develops quickly. [...] CLIL students almost inevitably understand and master a language much faster than those who only learn it as a subject. Nonetheless, the language curriculum still needs to be taught and often enriched.” (Mehisto, P., Marsh, D., Frigols, M^aJ. 2007: 112).

Used in construction, a scaffold is a temporary structure that is placed to help builders construct a building. First related to education by Wood, Bruner, and Ross (1976), scaffolding are “the steps taken to reduce degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring” (Brunner, J. S. in Gibbons, P. 2002: 10). According to this definition, scaffolding students’ learning consists on providing them with the suitable support they can rely on and to help them move toward new skills, concepts, or levels of understanding (Gibbons, P. 2002). Scaffolding is not a permanent crutch: once the supported contents are being learned, the scaffolding is taken away so to allow students use the learned contents by their own.

As stated by Mehisto, P., Marsh, D. and Frigols, M^aJ. (2008), scaffolding can be built towards different sources. Not just the teacher is the one who organizes the scaffolding, also learners, materials, structured tasks, parents or other community members can provide support to those required learners.

These authors also recommend some scaffolding strategies to help students understand and achieve both, language learning and content learning that learners are going to need so to communicate on CLIL lessons.

“A useful first step is to decide what language the students absolutely must know (content-obligatory language) to master the content and the language that could be helpful, but is not absolutely necessary (content-compatible language)[...] although it needs to be accommodated” (Mehisto, P., Marsh, D., Frigols, M^aJ, 2007: 104)

Then, Mehisto, Marsh and Frigols (2008) propose a series of scaffolding strategies to support the language and content learning, based on the high importance oral interaction has in the acquirement of new language:

- Create a **psychologically and physically safe environment** to help students feel free to participate and communicate.
- Provide **initial language reinforcement** to support speaking tasks
- **The teacher always speaks on the L2.** Even though, while the learners are still receiving the L2 language and they do not know how to verbalize the new contents, they can be allowed to use the target language or a L1 speaking guest can be invited in to make students feel safe.
- **Without frustrating students with too much new language** per session and avoiding inappropriate structures, teachers should try to introduce new structures and vocabulary in a **clear and articulate speech.**
- **Facial expressions, gestures and visual aids** are extremely important to reinforce new contents. Make students discover the meaning of new words before showing a visual aid is also a useful way to help them relating the word to the first language in a cognitive way. Also creating a vocabulary section on the blackboard or display flashcards around the classroom is useful to help students use new language.
- **Repetition.** Making students repeat structures and vocabulary will help learners establish meaning as well as to feel secure.
- **Avoid** using **synonyms** when referring to key terms. Instead, **use synonyms or definitions** to help learners understand a given text.
- **Highlight** the most important sentences or words in a text
- **Break materials into chunks**
- **Make language meaningful** by relating it to the students' interests will ensure them concentration, motivation and effort.
- L2 does not always sound the same depending on the speaker. This is the reason why making students listen to the same vocabulary coming from **different language models** is useful to help them establish new concepts.
- Provide the students with a huge amount of **opportunities to communicate** using the new language, practicing all the language skills (listening, reading, speaking and writing).

- Ask students to summarize a given by creating headings for each paragraph so to know their level of understanding of the material.
- **Set high goals** to motivate students is a useful tool if **expectations are realistic**. It is important to be aware of what students are able to do according to their age, individual skills and capacities. Otherwise students can get confused, unsafe, unmotivated and without self-stem.
- **Recognize students' effort**. Not just hard for its work, is extremely motivating to students to also being rewarded for its co-operation, helping their peers and openly participate during the lessons.

2.3.2.4. Group working

“The use of grouping strategies has been found to be an effective management tool in multilevel settings to provide efficient use of teacher and student time. Students can assist each other, which frees the teacher to work with individuals or small groups” (CALPRO Training Modules, 2007).

Melinda Roberts, in *Teaching in the Multilevel Classroom* (2007) defines four different grouping strategies:

- Pair work
- Group work (groups from three to ten students)
- Teamwork: Teams of students working together in competitions or with other teams
- Whole-class work: The whole class participating together to reach a common objective.

Roberts (2007) also stands that while making the mentioned groups or teams, students can be also grouped depending on its' ability: Like-ability groups are the ones set up with students with a similar proficiency level. Contrarily, cross-ability groups are the ones made up by combining different proficiency levels in the same group. The benefits of the former aggrupation are that the teacher can better address the learners' needs by providing the suitable work and attendance to each group, depending on its abilities, skills and capacities. The advantages of the latter

aggrupation are the mutual benefits from both students: The advanced ones benefit from the extra effort of helping the weaker ones and the lower ones outperform due to its partners' extra help and guidance. Even though, Roberts (2007) also explains that not all the group working strategies allow both like-ability and cross-ability criterions: Team working, for instance, would locate the below-level teams under a disadvantage situation.

2.3.3. Children with special educational needs

As stated before, students with special educational needs are part from the mainstream classroom. According to Nolet, V; McLaughlin MJ (2005), IDEA (Individuals with Disabilities Education Act), stands that students with special education needs are on their right to benefit from public education, communicating their knowledge to the education curriculum. IDEA also ensures that such students outperform when their education is extended to the curriculum since their expectations are maximized. It is for this reason that, with the appropriate accommodations, students with special educational needs' learning is focused and assessed following the education curriculum and mainly takes part into regular lessons. According to IDEA announcements, education is moving towards a challenging standard system, into which providing appropriate access to each student is crucially important.

Even though the multilevel approaches and techniques defined above are applied to attend and include not just learners with language and learning difficulties but also learners with special educational needs into the mainstream lessons, there are some concrete cases in which specific adaptations are required. Nolet, V., McLaughlin MJ. (2005) suggest some accommodations in order to better address learners with special educational needs activities:

- Planning tasks according to the amount of attention required to complete them. Attention can be drifted when a task requires focusing on different variables. Breaking one activity with numerous variables into smaller activities focusing into each variable would ease the attention focus of some students. Also not extending on the attention time directed to each activity is important.

- Reducing the number of steps required to solve a task. Likely as the example above, reducing the numerous components or requirements a task involves ease the control of all the steps. Once each simplified steps are understood, they are likely to be worked together.

2.4. CLIL results in Catalonia

We are entering in a new era in the development of content and language integrated learning. In the latter part of the 20th century, Hugo Baetens-Beardsmore described CLIL as the growth industry of educational linguistics. [...] However, CLIL also brings its complex challenges which focus on the growth of effective pedagogies and the professional development of teacher. (Coyle, D. 2010: VIII).

Even though “Spain is becoming one of the leaders in CLIL practice and research” (Coyle, D. 2010: VIII), Navés and Victori (2010) pointed out the weaknesses of CLIL programs implemented in Catalonia, weaknesses owed to the fact that it was not until the 90s that firsts schools adopted CLIL, and it was just a few years ago, in 2009 that more than 70 Catalan schools adopted this educational paradigm. Hence, “Catalonia, like most European Countries, is still far from having a sound CLIL policy” (Navés, T., Victori, M. 2010). According to this statement, CLIL programs that have already been implemented in Catalonia tend to be considerate as exploratory and more empirical research is needed in the field in order to achieve concrete result conclusions.

As a consequence of this lately implementation of CLIL programmes in Catalonia, there are few case studies that have focused on examining and comparing results on students’ proficiency level on CLIL and EFL. Navés and Victori (2010), analyzed and compared some CLIL research studies carried out in Catalonia: Victori and Vallbona’s (2008) study on the language proficiency impact of applying a CLIL programme showed students that take part in CLIL programmes outperform their non-CLIL peers in dictation, lexical complexity, fluency and accuracy on writing skills. On the same line, Coral’s (2009) research study on the gains in oral comprehension and vocabulary showed that, while combining CLIL with TPR (Total Physical response) practices, students improved their results in listening comprehension. Navés and Victori (2010) also refer to the BAF (Barcelona Age Factor) project, undertaken by the GRAL a research group from Univesitat de Barcelona that

specialized on Second Language Acquisition, emphasizing aspects such as age, input, aptitude, and context. GRAL's BAF study examined the effects on age on foreign language acquisition through the analysis on school children longitudinal data from 10 to 18 years old. The study, which focused on general language proficiency and on students' writing skills, stated that:

A comparison of the results obtained by CLIL learners and their non-CLIL counterparts in both studies clearly showed that the former outperformed the latter in most of the tests administrated. [...] CLIL learners from lower grades might do as well as non-CLIL learners some grades ahead, which grades seemed to benefit most and in which domains. (Navés and Victori, 2010).

Vallbona's (2014) Doctoral Dissertation, on the other hand, is one of the first studies that consider the effect the students' initial proficiency level has in their learning progress. She analyzed the L2 competence of young language learners in sciences and arts and crafts when attending CLIL and EFL instruction contexts. Despite no concrete generalizations can be obtained when analyzing whether the initial levels of the learners' affect their learning progress, both low and high achievers progressed throughout the study, each one following a similar and parallel development.

Despite these positive and promising results, most of the mentioned authors noticed several difficulties and challenges on the teacher practice and language proficiency to express curricular contents in English.

3. Study

3.1. Methodology and instruments

As mentioned on the introduction, the objective of this study is to analyze how multilevel CLIL lessons contribute on attending all learners' needs, skills, abilities and interests in a CLIL classroom.

Once some research has been done in this field, I am going to divide the study into two parts. First of all, to verify the first question "Do multilevel activities take part in CLIL lessons?" I am going to analyze whether CLIL programmes present multi-leveled

activities suitable for all learners, independently of its personal abilities or capacities, or rather the activities projected on CLIL books are suitable just to a standard level of ability or a unique learning profile. Secondly, and according to the second hypotheses “How multilevel activities should be organized to contribute on attending the learners’ diversity?” I will make a multilevel CLIL Didactic Unit proposal, based on the features and approaches researched on the theoretical framework, with the intention of proposing a set of activities planned to be adapted and modified so as to attend all the students’ needs, including all them in the regular classroom and providing each individual with its suitable learning context to develop both, content and language, working from its own paces.

3.1.1. Analysis of CLIL books: Items evaluated and presentation of the books

The main objective of this analysis is to be acquainted with the level in which CLIL books bear in mind the classroom diversity and include or propose multilevel approaches or strategies in order to better fit all the individuals’ that work together a primary classroom.

To do such analysis I have observed whether the two given CLIL books, presented below, include differentiation, individualization and personalization approaches described on the theoretical framework so as to attend the classrooms’ diversity and in which way are this approaches covered. The analyzed criterions are the following:

- Are the proposed sequence of activities distributed towards a coherent and progressive growing up level of language support and cognitive involvement, following the matrix proposed by Jim Cummins (1984) and the cognitive domain proposed by Benjamin S. Bloom (1956)? According to the authors, learners should get to better learning practice by starting with not cognitive difficult tasks and with some language support, incrementing the activities’ cognitive demands and reducing their level of embedded support as learners move forward on their learning.
- Do the proposed activities include a wide assortment of different activities, combining different intelligences so to keep all students motivated,

potentiating the abilities they are talented at and also helping them enhancing the ones they are not so good at?

- Do the activities present scaffolding techniques so to provide specific language or content language support to those students who may require it?
- Do the activities propose different group tasks so to enhance all students' progress? Does the grouping strategies proposed benefit from like-ability and cross ability group working? Does the book alter the number of integrand members of the group activities?
- Are the activities flexible to be extended or minimized, depending on specific learners' needs?

To analyze such criterions I have chosen two CLIL books addressed to be performed in primary, both about the same curricular subject; science. Both books belong to CLIL collections and are part of a set of books that, focusing on different topics and levels of difficulty, are designed to totally or partially accompany the young learners during the elementary education science lessons. The former is addressed to the upper cycle of elementary education; designed for A2 level learners (even though schools in Catalonia do not follow the CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2001)) and the latter was especially designed to be carried out on 5th grade.

The first one, named "Ecosystems: Keeping the balance" belongs to the collection named "The Thinking Lab" published by Cambridge Publishing House and written by Maldonado, M., Bergadà, R., Carrillo, N., Jové, L., and Olivares, P. The publication consists on the field book and the teacher's didactic guide.

Created by a team of teachers, authors and editors sharing the enthusiasm of promoting and engaging CLIL methodology, the project's main aim is to encourage students to think creatively and autonomously, capable of constructing their own models, applying and analyzing them. The analyzed field book, focused on the ecosystems, is organized towards the educative scientific model in which students learn from their intuitive knowledge and advance towards discovering processes and activities. According to this method, the book is divided in four modules or development stages: *Starting module*, which focuses on the exploratory knowledge

of the students; *Discovering module*, through which learners learn more about the given topic; *Structuring module*, a stage directed to organize all the new information; and *Creating module*, in which new contents are applied and evaluated.

The second analyzed book is “New World 5: Natural, Social and Cultural Environment”, published by the Catalan Publishing House Vicens Vivies Primary Education and written by Casajuana, R., Cruells, E., García M., Gatell, C., and Martínez, M^àJ. The publication includes the students’ book, the activity book, the digital resources CD and the teacher’s resource book. New World collection is directed to accompany the students’ learning process during the natural and social sciences subject during the entire elementary education. The collection’s principal objective is to contribute on the achievement of the basic competences, enhancing the learners’ personal realization, the exercise of active citizenship, the satisfactory transition to adult life and the development of permanent learning. In order to help students enhancing such competences and skills, the students’ books are divided into 3 dossiers treating natural sciences, social sciences and cultural environment. Each of these three dossiers is divided into different units treating topics related to its respective subject. Each unit is organized in a similar structure: First of all, an introductory session is placed at the end of each unit in order to help the learners know what they are going to learn at the unit. Then, all the unit contents are organized towards smaller topics or sections, in which the information is provided through texts. The content’ adequate comprehension is checked through different questions provided at the teacher’s resource book and with activities proposed at the end of the section. What is more, more comprehension activities are placed at the end of each unit and at the filed book. Besides, an initial evaluation test, a continuous evaluation and a final test, as well as reinforcement and extension activities are proposed in the teacher’s didactic guide so to reinforce the learning.

3.1.2. Multilevel CLIL project proposal

After considering the strengths and weaknesses the two analyzed CLIL books have when attending classroom diversity, I thought that making a multilevel CLIL project/didactic unit would be really interesting to make a final consideration into how CLIL books could contribute on attending a classroom’s diversity.

My main aim towards the multilevel CLIL unit proposal is, in what attending the diversity respects, to suggest multilevel or flexible activities in which all learners can actively participate, each one from their capacities, skills, abilities and preferences; contributing to provide each individual with the suitable learning context into the regular classroom. In order to accomplish such objectives I have taken benefit from the differentiation, individualization and personalization approaches and resources described on the theoretical framework.

An important observation to notice is that the intention of this multilevel CLIL didactic unit is not to make an innovative social sciences project proposal directed to fulfill the objectives and methodologies defined by modern educative science pedagogies. In accordance with this statement, the following proposal does not criticize nor comment the book methodologies and activities designed to provide knowledge, and neither to include new or different activities. Contrarily, its intention is to modify, expand and reduce the activities already presented in the book, following its methodological line, so to make them multilevel, suitable for all the different individuals.

To make the multilevel proposal I have chosen one of the analyzed books, *New World 5: Natural, Social and Cultural Sciences*. The election of this book is owed to its less considered multilevel approaches during its activities. I have chosen one of the 13 book units, *The Middle Ages*, and I have adapted three of the sections integrated in this unit and modified one of the field book activities. Besides, although I did not want to add any new activity, I have included two extra ones to make the lesson concord with the matrix of contextual support and degree of cognitive involvement and the intellectual cognitive domains proposed by Jim Cummins (1984) and Benjamin S. Bloom (1956), respectively.

The adaptation and modification of the activities proposed by the book has been carried out following these criterions:

- The matrix of cognitive support and degree of cognitive involvement defined by Cummins (1984) the cognitive domain stages proposed by Bloom (1956).

According to these parameters, the multilevel CLIL didactic unit starts with an introductory session which intention is to help students familiarizing with the new topic and to link it with their previous knowledge. Once learners know what they are going to study, the knowledge is given to the students towards content-embedded texts, whose understanding is reinforced through comprehension activities. Then, the unit contents are joined together to be applied, analyzed, synthesized and evaluated through tasks that require higher cognitive involvement and provide less language support.

- Gardner's multiple intelligences. All of the sections/activities include, at least, one of the multiple intelligences proposed by Gardner (2004) so as to enhance all students' motivation and active participation. Including different intellectual competences allow all the students to have their chance to stand out, performing with its main developed intelligences and also to reinforce their weakest developed ones.
- Grouping strategies. As mentioned in the analysis, any of the activities proposed in the book include grouping activities. Besides including them on the multilevel CLIL unit, I will take benefit from the different grouping strategies proposed by Roberts (2007) such as pair working, group working and whole-class working. I will also combine the like-ability and cross-ability groupings.
- Language support: Language support strategies applied will vary if what has to be scaffold is the text or the activities.

While scaffolding the content texts, the students are going to be the ones in charge of construct their own scaffolding through the creation of a visual dictionary. To create a "Middle Ages Pictionary", students will be asked to highlight the unknown or difficult words from the texts, which meaning they will try to find out through different ways (discussing its meaning with the whole classroom, looking for their translation at the dictionary or through the teacher's mimics, examples or explanations). Once the words are understood or translated, the learners will be given some free time write the new word at the Pictionary and to accompany it with a drawing representing its meaning.

The elaboration of this graphic dictionary will entail students to, first of all, collect the difficult words together so to access to them when required. In second place, the learners will start achieving the new vocabulary by the elaboration of the visual dictionary. Finally, Pictionary elaboration will enhance students to potentiate its visual-spatial intelligence when making the drawings. To scaffold the activities, different strategies such as language boxes, highlighted parts of the text, flexible activities and the teacher's individual or grouping support will be used to reinforce the students' performance

- Some of the activities will present three different levels of difficulty so as to enhance all the students' learning from its capacities, skills and abilities. According to this, one single activity will present different requirements for high, medium and low achievers. This will allow all the individuals to learn and perform according to their knowledge level, but all of them working with the same objective or task.

3.2. CLIL books analysis

THE THINKING LAB: SCIENCE - ECOSYSTEMS
Cummins's Matrix of Contextual support and degree of cognitive involvement in communicative activities
<p>As mentioned before, the book is divided into four sections, all them organized towards the scientific learning process, to which students start by exploring its intuitive knowledge and then they learn new contents through a discovering. Once knowledge has been discovered, students move forward into the structuring phase, in which they organize all their knowledge and, finally, apply and evaluate all that has been learned during the creation stage.</p> <p>While comparing these book sections with the intellectual skills proposed by Benjamin S. Bloom (1956), one can find some similarity amongst them: <i>Starting module</i> proposed on the book is strictly related to the knowledge domain set in Blooms' Taxonomy. <i>Discovering</i> book section is designed to acquire and work with new knowledge, with coincides with comprehension and application cognitive domains</p>

proposed by the author. Then, the *structuring module* is the book section in which students divide the learned context so to check the understanding of the smaller parts, as Bloom states in the analysis domain. Finally, in the book *creating module* all the learned knowledge is applied, synthesized and evaluated, which coincides with the two last cognitive domains of synthesizing and evaluating. Moreover, the CLIL field-book adds a revision of the comprehension cognitive domain at the end of the book so to check the quality of the learning achieved.

Despite the book modules coincide with the cognitive domains proposed by Bloom, it is important to analyse whether these sections and the activities that conform them are displayed into a logical cognitively-demanding order defined by both, Bloom (1956) and Cummins (1984) and context support is being reduced as the project advances. Activities displayed on the book are organized to make learners start working towards less demanding cognitive tasks such as listening and answering questions, matching, filling in the gaps activities, writings or games, and embedded context is given towards language support boxes or towards given structures in the different activities, in which students just have to add the required/learned information. Once we advance to higher stages, context is being reduced in condition that students already have acquired it. What is more, cognitive demands are rising up, asking students to fill in mind maps, ordering the learned information, making writings or thinking food chains. Finally, in the creation stage, context is totally reduced and cognitive skills are highly increased, asking students to use the learned contents to investigate and create an ecosystem poster by analysing a closer ecosystem.

Even though the activities proposed on the book generally starts in a lower content-demanding level and such demands are rising as the learners move forward, some of the activities are disordered into what cognitive demands refers. While in the starting stage the cognitive demands are, as stated before, lower than the ones asked on the discovering and higher modules, some of the activities of each module are misplaced since extended writings, which require more language and content language knowledge are placed before matching or filling in the gaps activities, for instance.

Gardner's multiple intelligences

Howard Gardner (2004) classified the human cognitive intelligences amongst seven intellectual competences. Potentiate them into an educational context may not just benefit the learners by providing each individual the opportunity to learn towards their motivations and strengths but also to enhance the less developed ones.

Some of the intellectual competences proposed by Garner (2004) are considered into the "The thinking lab: ecosystems":

- Verbal intelligence is potentiated during reading, speaking and listening activities in which students have to understand, interpret, use, produce and evaluate the given information.
- Visual-spatial intelligence is considered in some activities that require students to draw and during the poster elaboration activity.
- Interpersonal intelligence is deeply included into the CLIL book since lots of personal reflections are asked to the students in order to help them comprehend and understand the word that surrounds us.
- Intrapersonal competences are worked on the grouping activities since they require students to discuss, to reach to an agreement and to work together, potentiating the human comprehension, tolerance and cooperation.

Despite, the rest of the intelligences such as the logical-mathematical, musical and bodily-kinaesthetic are not considered in the book.

Scaffolding: Language support

Scaffolding or language support is difficult to analyse since most of it is provided by the teacher, who usually organizes it depending on the group's general knowledge and on different individual skills, abilities and educational needs. Even though, CLIL books should already include or propose scaffolding, at least in the beginning stages, so as to allow students to autonomously proceed without the explicit support of the teacher.

Despite some of the activities presented in the book include language boxes in which some language structures or content vocabulary is provided to the learners, scaffolding is not really potentiated in this book. One part from the book in which

language support lacks in the writing activities: In most of them students are asked to write long descriptions or explain some idea, being just given a white space to write their texts on. Even though the book is designed to be carried out on the highest primary grades, usually students from primary do not have the required language skills and structures to write a whole free text and, even if they do, students with difficulties towards English or special educative needs can feel lost if some content or language support is not given.

Another example of the lack of scaffolding is on the reading activities, which include extensive texts without any kind of vocabulary support. Apart from the too extensive non-embedded texts, students do not have any clue or to discover the unknown content or language words' meaning, and neither they have any support to summarize or pick up the key words or main ideas from the text.

Furthermore, the book proposes different speaking activities in which students are asked to justify their opinions or explain something to the classroom without any content or language support. A language box with opinion sentence starters or with some vocabulary should be included so to help students on their oral performance.

Group working

Group working strategies are used along the activities development. Less cognitively demanding activities in which students are just asked to fill in some gaps or to match sentences are mainly set to be carried out individually. Otherwise, the more active cognitively demanding tasks which require learners to create, think or develop, for instance, are organized to be done in groups, so students can benefit of their peers contributions or support. The book also proposes activities to be discussed or designed with the whole class.

While going into the number of group integrands, basically groups from 3 to 10 students and whole class working are the proposed in the book, avoiding the use of other grouping strategies such as pair working or team working.

Otherwise, the book does not mention the criterions in which the groups have to be set into. It does not benefit from like-ability or cross-ability grouping, even though this

can be distributed by the teacher.

Flexibility of reduction or extend the proposed activities

Despite the task reduction or extend is a job that has to be totally carried out by the teacher, who modifies the activities depending on the students' individual requirements, not all the activities presented on the book are easy to reduce.

Writings or activities that require answering through written questions can easily be reduced or extended by simplifying or enlarging the demands. With the advanced students the teacher can make the writing topic more difficult or more extent, by asking them to write about more variables than the medium-average or low students or by asking them to write more sentences or paragraphs. She can also require the advanced students more complicated vocabulary and structures to be used. Contrarily, to reduce the writing tasks, the teacher can reduce both, the text required length and the sentences difficulty.

The same approaches could be used during the speaking activities: the teacher can require the advanced students to make longer and complicated sentences or contrarily reduce the demands for the lower achievers, also providing them with extra language support.

Filling in the gaps or matching activities, instead, can be easily reduced by eliminating some of the sentences or gaps, but they cannot be extended so easily, since it would mean the teacher to add extra sentences or enlarging the given tasks.

Even though, the listening activities, the mind maps and the creating module (creation of a poster based on a close ecosystem) cannot be modified so easily. The tasks are minutely specified, and the avoidance or elimination of one of the steps would totally change the process. Despite they cannot be reduced but extended, group working is a useful strategy to apply in such non flexible tasks. Once in the group, the advanced students can carry out the most cognitive demanding tasks, trusting less cognitive demanding tasks or the tasks provided with more language support to be done by the lower achievers. Following this pattern, all the students take part in the same activity or process, creating one final product in which each learner has actively worked from

its own skills, abilities and characteristics.

Table 1 – Analysis of multilevel approaches considered in the CLIL book “The thinking lab: Science - Ecosystems, published by Cambridge university”

NEW WORLD 5: NATURAL, SOCIAL AND CULTURAL ENVIRONMENT

Cummins’s Matrix of Contextual support and degree of cognitive involvement in communicative activities

Although the lessons organization is divided into different sections in which a part or topic from the content is taught, the cognitive demand requirements and the embedded/reduced content proposed by Cummins (1984), following the cognitive domain proposed by Bloom (1956) on his taxonomy of educational objectives have not been taken into account when planning the lessons. The main argument to support such affirmation is the lineal progress of the lesson developing. From the beginning to the end, the same cognition demands are required to the students, as well as the same context reduced context is maintained in all the book content sections.

Into what the contextual degree of support regards, neither the lessons nor the activities present scaffolding. Even though the language used for learning does not include complicated structures or vocabulary, the content language or language of learning is not easy to understand since it involves specific language, which meaning is not just difficult to understand but also to situate in its context: Not just understanding what the word “mosque” means, for instance, but also to understand that mosques are the Muslims religious buildings, understanding who Muslims are, in what they believe and where they come from is not an easy task. Some language support should be given, at least at the beginning, in order to help students to comprehend what they are learning.

Regarding into the cognitive involvement, the different activities proposed in the book are displayed along the lessons without following for any progression order. All the activities presented in the text are designed with the only objective of ensure the learners comprehension of the content texts, so few cognitive involvement is required to students, as none of the tasks require them to apply the learned contents, evaluate

them or create something new towards them. Despite this general degree of little cognitive involvement in most of the tasks, some activities such as comparing or analysing maps require more cognitive involvement as the presented above activities, although they do not appear so much often on the book and its order of appearance does not concur with a logical rising up cognitive involvement.

Furthermore, neither the different lessons nor chapters are connected or organized towards a progressive logical order regarding the cognitive demands and degree of contextual support: Each lesson / book section is independent and isolated from the others.

Gardner's multiple intelligences

Contrarily to a traditional didactic unit in which just one criterion is used to develop the activities, a multiple intelligence project enables all learners to take since the activities register is extended and includes different learners to take part.

One of the *New World 5's* main aims is to contribute to the execution and acquisition of the curriculum competences. To develop this objective, all of the content sections from each unit include one exercise that contributes to the work with the basic competences.

The reader may find some similarities between the basic competences and the multiple intelligences: Personal initiative and learning to learn competences can be related to the interpersonal intelligence, the cultural and artistic competence may include contents similar to the ones developed for those people smart towards the visual-spatial or musical intelligence, and the competence in maths is directly related to the logic-mathematical intelligence. Finding all this similarities between the curriculum competences and the multiple intelligences, the reader may think that multiple intelligences are directly considered in the book. Nevertheless, the activities proposed better contribute to the comprehension of the text, which may include some paragraph talking about some topic related to the multiple intelligences, more than helping students develop the basic competences or multiple intelligences. Some paragraph from the "Middle Ages" unit, for example, talks about the ways of entertaining of the medieval citizens. Then an activity asks the students to explain how

medieval citizens had fun during their free time. In the teacher's guide, this activity is considered to develop the artistic or cultural competence. By answering such reproductive questions, which answer is given in the texts, the learners do not develop or work with any kind of artistic or cultural intellectual competence, instead they just read and copy.

Anyway, some of the intelligences indirectly appear in the activities, since some of them require students to analyse maps (visual-spatial intelligence), describe pictures (linguistic intelligence) or require some little calculations (mathematical intelligence) so, even they are not intentionally included, we can say that they multiple intelligences are semi-considerate in the CLIL book.

Scaffolding: Language support

As mentioned in the "The Thinking Lab: Science - Ecosystems" analysis, scaffolding is mainly provided by the teacher, whom knowledge of the learners enables her to organize the suitable support. Anyway, some language support should be provided in order to ensure the students' understanding of the language of, for and through language, accompanying the learning process at least at the first stages.

Despite the book presents a huge variety of strategies to check and ensure the students comprehension from the texts, such as highlighting the main words, presenting short texts broken into smaller topics and proposing comprehension questions in the teacher's resource book, no language support is provided during the lessons and activities. The book does not include any language box with specific vocabulary or grammar structures to help students to understand the text or to perform the activities.

As stated before, the contents taught are not easy to understand, and the lack of language support may difficult the following of the lessons not just for many learners with language difficulties and learners with special educational needs but also for the medium average learners.

What is more, the vast majority of the activities or questions that are intended to check the students understanding do not present any kind of content or language support.

Some of the questions asked on the book, such as “What is a cell?” or “Who were the Visigots?” are open questions that may be really difficult to answer for a primary child without any grammar structure guiding the answer or any vocabulary clue to answer the question with.

Group working

Any group working activity is proposed on the book. All the activities are displayed to be done individually, which prevents the book from benefiting from the grouping strategies.

Flexibility of reduction or extend the proposed activities

Although the modification of an activity depends on the teacher implication, some kinds of activities are more likely to be modified than others.

The book does not bet for flexible activities to modify depending on the different learners characteristics or educative needs.

Despite, some of them can be modified. As stated on the previous analysis, speaking and writing activities can be accommodated to the students’ individual requirements into a higher level demand by raising the accuracy level and the text/speaking length or into a lower level demand by reducing the vocabulary and grammar structures requests and shortening the production length.

On the other hand, some filling in the gap, matching, copying, finding and copying on a map and drawing activities can be easily reduced by eliminating part of the task but those cannot be modified into a higher demanding level so easily. In this cases, the most advanced students can help their peers or made extension activities while their partners are still finishing the given activity.

Table 2 – Analysis of multilevel approaches considered in the CLIL book “New World 5: Natural, Social and Cultural Environment” published by Vicens Vives Primary Education”

3.3. Comparison between the two analysed CLIL books

When comparing the two analysed CLIL books degree of multilevel degree of integration, as show on Table 3, not all of the differentiation, individualization and personalization approaches analysed into the section above take part in both books.

While the contextual support and degree of cognitive involvement progression matrix proposed by Cummins has been taken into account when planning the CLIL book “The Thinking Lab: Science - Ecosystems”, it has not been valued during the “New World 5: Natural, Social and Cultural Environment” creation. Otherwise, the latter book is organized towards a lineal and equal progression, without scaffolding or organizing the activities towards a decreasing learning support strategy not increasing the cognitive involvement requirements as the unit moves forward.

As for the valuation of the development of different intellectual competences, some of the multiple intelligences proposed by Howard Gardner (2004) are considered in both books, despite the oversight of some others. Most of the multiple intelligences that appear on “The Thinking Lab: Science - Ecosystems” are directly worked and developed during the proposed activities. Contrarily, not all the multiple cognitive intelligences considered on the second analysed book, “New World 5: Natural, Social and Cultural Environment” are actively worked but mentioned on the content texts.

Regarding into the scaffolding provided in order to enhance students learning, language support is not really supported in any of both books. Even though “The Thinking Lab: Science - Ecosystems” provides some language boxes to support the tasks execution, the scaffolding is not enough so as to enhance the learning of the low achievers or students with special educational needs. On the other hand, even providing reinforcement and extension activities, “New World 5” does not provide any language support. Anyway, as mentioned before, scaffolding is best performed when organized by the teacher.

Group working activities are a beneficial support to provide suitable learning to all individuals. This strategy, not used on the entire "New World 5" book, is a technique from which “The Thinking Lab” takes profit in numerous activities. Anyway, even more effective group working could have been included into “The Thinking Lab: Science -

Ecosystems” activities by combining different grouping strategies by varying number of integrands or by adding both, like-ability and cross-ability group working.

Finally, flexibility of modification of the tasks is not really regarded in neither of both CLIL books, although some of them can be extended or reduced by adding or eliminating part of the task or rising or dropping the task execution level demands.

DIFFERENTIATION/ INDIVIDUALISATION/ PERSONALISATION TECHNIQUES	The Thinking Lab: Science – Ecosystems	New World 5: Natural, Social and Cultural Environment
Cummins matrix of contextual support and degree of cognitive involvement	Activities are organized towards a progressive order of contextual support and degree of cognitive involvement	Activities are not organized towards the matrix of contextual support and degree of cognitive involvement
Gardner’s Multiple intelligences	Some of the multiple intelligences are considered in the book activities	Not all the multiple intelligences are included in the book activities and some of the included ones are not directly worked
Scaffolding: Language support	Although language or grammar boxes support some activities, not specific language support is provided by the book	Although the book proposes different questions to enhance the students’ comprehension of the lessons, no language support is provided on the book
Group working	Grouping activities are proposed in the book; Despite, grouping selection criterions neither mention the like-ability or cross-	No grouping activities are proposed in the book

	ability groups nor the variation of the integrant-number grouping	
Flexibility of reduction or extend the proposed activities	Although some of the activities can be modified, they are not especially designed to be flexible tasks	Although some of the activities can be modified, they are not especially designed to be flexible tasks

Table 3 - Comparative grid of the CLIL books “The Thinking Lab: Science - Ecosystems” and “New World 5: Natural, Social and Cultural Environment”

Figure 1 visually compares the number of multilevel approaches taken into account and also the non-taken into account in the two analysed CLIL books. Aspects totally considerate or non-considerate in the books are valued with 1 point, while aspects that are included but not in a suitable degree of involvement are valued with a 0.5.

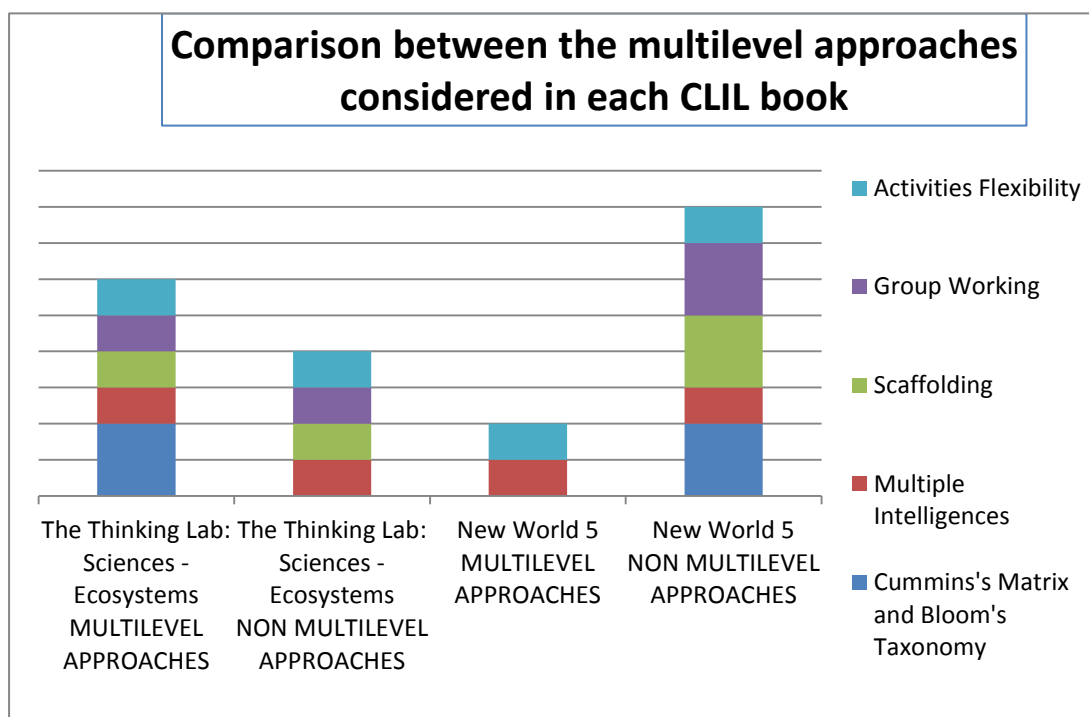


Figure 1 – Comparison between the considered and non-considered multilevel approaches into the CLIL books “The Thinking Lab: Science - Ecosystems” and “New World 5: Natural, Social and Cultural Environment”

As the reader can observe, “The Thinking Lab: Science - Ecosystems” totally considers 2 of the 5 analysed approaches, while the others are included but not in a suitable degree so to take the better benefit of the given approaches. Any of the analysed

approaches is forgiven or non-considered by the book. Otherwise, none of the analysed multilevel approaches is totally valued in “New World 5”, half including two of the approaches and non-considering the Cummins’s Matrix, the scaffolding and the Group Working.

The results presented above confirm that, into what the multilevel approaches used by the book so as to provide the best learning practice to each young learner, “The Thinking Lab: Science - Ecosystems” is better faced into attending a classroom diversity, leading the latter analysed book “New World 5” with lots of aspects to consider in order to properly attend all the individuals that conform a primary classroom.

3.4. Multilevel CLIL didactic unit proposal for Unit 5 “The Middle Ages” of the CLIL book “New World 5: Natural, Social and Cultural Environment”

3.4.1. The Middle Ages

As stated on the teacher’s resource book, the objective of this activity is to make students know what they are going to learn and to check what they already know about the middle Ages. What is more, according to Mehisto, P., Marsh, D., and Frigols, M^aJ. (2008) introductory sessions also enables the students to link the new contents with the previous ones.

Following the teacher’s guide, students should start by reading the text, which consists on a summary of the most important aspects of this historical period. Then, the teacher is recommended to ask different questions focused on the Muslim conquer to check the students’ degree of knowledge about this Arabian invasion. As the Muslim invasion is deeply studied and worked on the following section of the book, I will omit this, although they can be orally commented (and then repeated on the next page).

When reading the text, students are going to highlight the unknown or difficult words so as to discover they meaning with the class and add them in the “Middle Ages Pictionary”

After reading the text, the students have to listen to a recording that describes some of the figures appearing on the picture from page 77:

“Find a castle. Find a knight on a horse. Find some children playing. Find a peasant, working the Land”. (Transcript of the listening track number 19 from the didactic resources CD that accompanies the book “New World 5: Natural, Social and Cultural Sciences”)

Before starting the activities, the teacher could check the students’ comprehension of the listening by asking to say and signal the different elements from the picture they have recognized when listening at the recording. She can also project the picture on the whiteboard to make some students point out the “knight” or the “peasant”. Another interesting proposal could consist on writing those names on the board to support the students’ spelling of the new vocabulary.

Then, using the information provided by the listening, the picture, the text and the timeline, the students are asked to answer the following questions:

- Look at the timeline:
 - o When did the Middle Ages begin?
 - o Which historical period came before the Middle Ages?
- Look at the pictures:
 - o What are the people doing? What are they wearing?

I have taken this questions and I have made them multilevel by dividing them according to three possible achievers:

- The high achievers are asked to write down the answer of those questions. What is more, two extra questions are added for these learners. The information required to answer the questions is given in the text, the picture and the timeline, although some other questions may require information acquired during the previous unit. Even though, they will be allowed to use the dictionary, and also the teacher is going to help them with concrete doubts.

- Medium achievers are asked the same questions as the high achievers, with the difference that they are given the language structures to write the answer with. As for answer the last question “What are the people doing? What are they wearing?” medium achievers will be asked to write down the answers of those questions but they will be given some vocabulary and structures to work with.
- Low achievers are given the same questions, although the answers are supported in a different way. A multiple choice exercise is given in the first exercise, while the second exercise consists on a grid to fill in with some given sentences. As this activity is faster than the others since it requires less writings, students performing this task are asked to make a drawing from the people appearing on the picture.

The cognitive intelligence included in these activities is the linguistic intelligence, since students are asked to read, comprehend and use the understood information to process a task. Also the lower achievers are required to use the visual-spatial intelligence when drawing the people from the picture.

HIGH ACHIEVERS ACTIVITY PROPOSAL

1. Look at the timeline:

When did the Middle Ages begin?

Which historical period came before the Middle ages?

Why did the Roman Empire fall? Who ruled the Iberian Peninsula after the fell of the Roman Empire?

2. Look at the pictures:

Who do you see in the picture? What are they doing? What are they wearing? Look at the example to answer the questions

In the picture there is a princess. She is having a walk with her servant. She is wearing a long and colorful dress.

MEDIUM ACHIEVERS ACTIVITY PROPOSAL

1. Look at the timeline:

When did the Middle Ages begin?

The Middle Ages began in _____

Which historical period came before the Middle Ages?

Before the Middle Ages there were _____

Why did the Roman Empire fall? Who ruled the Iberian Peninsula after the fall of the Roman Empire?

The Roman Empire fell because it _____

After the fall of the Roman Empire, the _____

2. Look at the pictures:

Who do you see in the picture? What are they doing? What are they wearing? Look at the example to answer the questions.

You can use the words from the language box to write the answers.

The knight The girl The jester The squire The boy and the girl The peasant	He / she is... They are... Playing with a Grazing the... Holding a... Feeding a Helping the... Playing with the...	He/She is wearing... A grey tunic and a handkerchief Armour A dress and a handkerchief A green tunic and breeches A coloured tunic, breeches and bells They are wearing... A tunic and breaches and a long dresses and a handkerchief
---	--	--

Example:

In the picture there is a princess. She is having a walk with her servant. She is wearing a long and colorful dress with a train and a hat.

LOW ACHIEVERS ACTIVITY PROPOSAL

1. Look at the timeline and mark the correct answer:

When did the Middle Ages begin?

- a) The Middle Ages began in year 476
- b) The Middle Ages began in year 1492
- c) The Middle ages began in year 711
- d) The Middle Ages began in year 830

Which historical period came before the Middle Ages?

- a) The Modern Age
- b) The Ancient Ages
- c) The Early Modern Ages
- d) The Medieval Ages

Who ruled the Iberian Peninsula after the fall of the Roman Empire?


- a) The Christian Kingdoms
- b) The Muslim
- c) The nobles
- d) The Visigoths

2. Look at the pictures:

Who are this people? What are they doing? What are they wearing?

WHO IS THIS PEOPLE?	WHAT ARE THEY DOING?	WHAT ARE THEY WEARING	DRAWING
The girl	She is feeding the pig	She is wearing a dress and a handkerchief	

		She is wearing a long colored dress with a train and a hat	
The squire			
		He is wearing a tunic and a handkerchief	
	They are playing with a ball		

			
The knight			

The princess	He is grazing the bulls	He is wearing a green tunic and breeches
The jester	She is walking with her servant	He is wearing a colored tunic, breeches and bells
The boy and the girl	He is holding a banner	He is wearing and armor
The peasant	He is helping the knight	The boy is wearing a tunic and breaches and the girl is wearing a dress and a handkerchief

3.4.2. The Iberian Peninsula during the Middle Ages

In this section the students are going to study the invasions and kingdoms that ruled the Iberian Peninsula during the Middle Ages.

Following the book's methodology, the students have to read the different paragraphs of the text, which the teacher is going to support using the questions provided in the teacher's resource book. After reading the text, the students have to make the activities proposed at the bottom of the pages.

According to the language support to scaffold the text's language I have proposed, students are going to highlight unknown words the meaning of which they are going to find out and note on the Pictionary. Then, the teacher is going to ask the students the questions proposed on the teacher's resource book so as to assure their comprehension. Some of the questions the teacher may ask to support the text are explained in the text, so they will be orally answered or the answers can be highlighted in the text. Contrarily, some other questions, as well as some given information, may imply some students' geographical knowledge so as to totally understand the information:

- Where did the conquerors come from?
- Where was Islam from? Where did they spread to?

It may be difficult for the students to understand the origin of the Germanic tribes (and the Visigoths) and the Muslims, whom came from Arabia. To figure out these cultures' origins, the teacher is going to take a world map and, all together, the learners are going to find the German and Arabian countries in the map, trying to imagine their travels to the Iberian Peninsula and their invasions. Then, they will be able to write down those questions on their notebook or activity sheet. The teacher also can write down the answers students gave to these questions on the board, so the learners with more difficulties just will have to answer orally to the question and copy the answer from the board. This oral activity includes the visual-spatial intelligence since students have to locate different countries on the map and imagine the movements of different cultures and invasions.

After reading the texts, two exercises are proposed:

- Look and answer:
 - o What Christian kingdoms and countries existed in the 10th century?
 - o What kingdoms existed in the 14th century?
- Check what I know - Put the following events in chronological order:
 - o The Christians reconquer Muslim territories
 - o The Visigoths take control of Hispania

- The Muslims invade the Peninsula
- The Roman Empire collapses

To make these questions suitable to fulfill the different individuals of the classroom, I have divided them amongst three different levels of difficulty:

- To answer the questions from the *Look and answer* section, the high achievers will be asked to:
 - Write down the answers to proposed questions
 - Answer to the following reflective question: “Which fact happened that made the 10th century map evolve to the 14th century map?”
- To answer the *Check what I know* activity, the high achievers will be given the sentences in order with some missing words. They will have to fill in the gaps and add the years the given events happened.
- To complete the *Look and answer* activity, the medium achievers will be asked the same questions as the high achievers. To complete the *Check what I know* section, medium achievers will have to order the events and add the ages the given action happened next to each sentence.
- The low achievers will have to complete the *Look and answer* by making a list of the kingdoms and counties that existed in both centuries and they will also have to answer to the new question with a fill in the gap text. When making the *Check what I know activity*, they will just have to order the events as proposed on the book.

HIGH ACHIEVERS ACTIVITY PROPOSAL

1. Look and answer:

What Christian kingdoms and countries existed in the 10th century?

What kingdoms existed in the 14th century?

Which fact happened that made the 10th century map evolve to the 14th century map? Read the text to know the answer.

2. Check what I know – Can you add the missing words to those questions. Can you also add the year which event happened? Read the text and look at the timeline on pages 76-77 to answer.

The _____ collapses in year _____.

The _____ take control of Spain in year _____.

The _____ invade Spain in year _____.

The _____ reconquer the _____ territories in year _____.

MEDIUM ACHIEVERS ACTIVITY PROPOSAL

1. Look and answer:

What Christian kingdoms and countries existed in the 10th century?

What kingdoms existed in the 14th century?

Which fact happened that made the 10th century map evolve to the 14th century map? Read the text to know the answer.

2. Check what I know – Put the following events in chronological order. Read the text and look at the timeline on pages 76-77 to answer.

The Christians reconquer Muslim territories in year _____.

The Visigoths take control of Hispania in year _____.

The Muslims invade the Peninsula in year _____.

The Roman Empire collapses in year _____.

LOW ACHIEVERS ACTIVITY PROPOSAL

1. Look and answer:

What Christian kingdoms and countries existed in the 10th century?

What kingdoms existed in the 14th century?

Which fact happened that made the 10th century map evolve to the 14th century map? Read the text to know the answer.

During the _____ century, the _____ and countries from the north of Iberian Peninsula began to expand to the _____, reconquering the _____ territories. By 1235, the Christians had limited the Muslims to _____.

2. Check what I know – Put the following events in chronological order

The Christians reconquer Muslim territories

The Visigoths take control of Hispania

The Muslims invade the Peninsula

The Roman Empire collapses

3.4.3. Nobles and Castles

In this section of the book the medieval society is introduced to the students. Following the pyramidal social classification, the different texts explain the social stratum in which society was divided during the medieval ages: The king, the nobles, the monks and the peasants. As in the entire book, this section is planned to be read and to check the learners' comprehension of the content through different questions. Then, two activities are proposed.

The first text, named medieval society presents the social pyramid of the middle ages. When reading, students will highlight the difficult words and note them on their Dictionary. After the reading, the question "What three groups of people existed in medieval society?" is proposed to reinforce the students' comprehension of the text. Moreover, the teacher's book recommends her to especially point out some characteristics of the social pyramid, such the following ones:

- Most people were farmers who lived in the country side
- It was divided into classes and it was very difficult to change classes
- Nobles and monks had a high social class

In my opinion it would be interesting to comment orally all these questions, since they would contribute to the learners' adequate comprehension of the functioning of the medieval society, which implies more than distinguishing between the nobles, the monks and the peasants. So as to allow all the students to comprehend such issues, the teacher could project at the whiteboard a picture of the social pyramid to comment orally its characteristics with the learners. All together they could set some general characteristics of the functionality of the medieval society, and the teacher could note them on the board. Then, some students could just copy them and some other could write them with its own words.

To ensure the learners' comprehension of the second text, *Lords and knights*, the book proposes three questions to the students:

- What were nobles who owned fiefs called?

- What did knights do?
- What were peasants who depended on the nobles called?

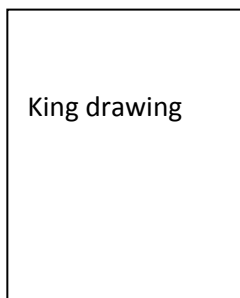
As these three questions and the fill in the gaps exercise proposed on page 83 contribute to the same objective, which is to ensure the students' comprehension of this section text, I will join both of them and I will present them towards three different-levels activity, each one of them specially designed to be carried out by the high, medium or low achievers:

- High achievers have to write down the questions
- Medium achievers have to write down the questions but they will be given some language structures
- Low achievers will be asked to answer a multiple choice exercise

Also a listening recording is proposed to reinforce the *medieval castles* text and picture from page 83. To support the medieval castles text and listening, and to help students learn better the different parts of the castles, students will be asked to highlight the difficult parts of the text when the listening reads it. Then, with the classroom together, they will try to comprehend all the parts tagged on the castle's picture, trying to discover what was done in each part. Finally, the teacher will give them a picture of a Catalan medieval castle. The pupils will find out and tag at this picture the castle parts showed on the book's picture.

HIGH ACHIEVERS ACTIVITY PROPOSAL

Draw a picture to represent a person from each of the social class. Then, complete the text.



- _____
- The kings _____
 - The rest of the citizens were socially _____

Lord / knight
drawing

- They were _____.
- They fought _____.
- The nobles who owned _____.

Monk drawing

- The monks dedicated _____.
- They prayed, _____.
- They lived _____.

Peasant
drawing

- The peasants worked _____ as an exchange _____.
- They were _____ nobles.
- They had to pay _____ to _____.

MEDIUM ACHIEVERS ACTIVITY PROPOSAL

Draw a picture to represent a person from each of the social class. Then, complete the text.

King drawing

THE KING

- The kings _____ the country
- The rest of the citizens were socially _____ him.

Lord / knight
drawing

THE LORDS AND KNIGTS

- They were _____
- They _____ for the king, in exchange for _____.
- The nobles who owned fields were called _____.

Monk drawing

THE MONKS

- The monks dedicated their lives to serve the _____.
- They _____, _____ and _____.
- They lived in the _____.

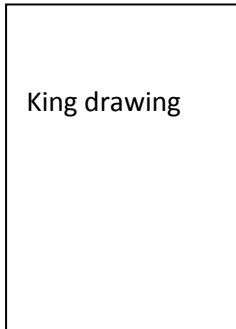
Peasant
drawing

THE PEASANTS

- The peasants worked in the _____ that the _____ owned as an exchange for their _____.
- They were _____ of the nobles.
- They had to pay _____ to the lords.

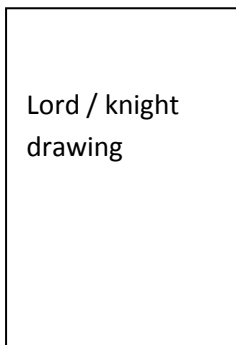
LOW ACHIEVERS ACTIVITY PROPOSAL

Draw a picture to represent a person from each of the social class. Then, complete the text using one of the words given. Use the text and the dictionary to know the answers.



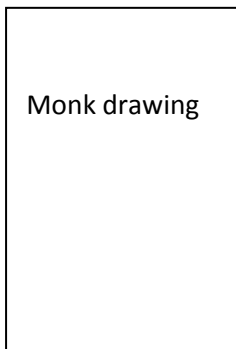
THE KING

- The kings _____ the country (owned/ruled/conquered)
- The rest of the citizens were socially _____ him.
(below/above/richer than)



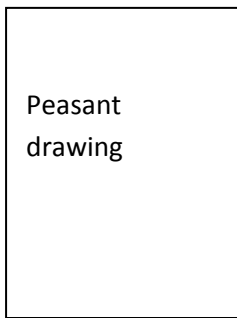
THE LORDS AND KNIGTS

- They were _____ (poor/rich/kind)
- They _____ (worked/prayed/fought) for the king, in exchange for _____ (money/lands/serfs).
- The nobles who owned fields were called _____
(feudal lords/knights/serfs).



THE MONKS

- The monks dedicated their lives to serve the _____.
(king/god/lords)
- They _____, _____ and _____.
(prayed, read and copied books/fought, served and owned lands/entertain, read and sang for the lords)
- They lived in the _____.
(castles/monasteries/cities)



THE PEASANTS

- The peasants worked in the _____ (shops/castle/fields) that the _____ (king/lords/moks) owned as an exchange for their _____ (benediction/money/protection).
- They were _____ of the nobles (fiefs/serfs/knights).
- They had to pay _____ (money/taxes/coins) to the lords.

3.4.4. Activities proposed at the end of the unit and in the Field Book

As stated by Cummins, (1984), students should be required to actively participate with higher cognitive involvement and with less language support as the lesson advances. Referring to the cognitive involvement, Bloom (1956) classifies the learning process around different logical cognitive stages so as to better achieve the contents: After knowing and comprehending the contents, which process is done in the book during the different sections (text and comprehension activities), the learners should move forwards and apply those learned contents into new situations. Next, they should analyze the content by breaking it into chunks, synthesize it by putting all the parts together again and finally they should be able to create a new product using the learned contents and critically evaluate them.

As the reader can observe by analyzing the activities showed above, the activities presented at the end of the unit and at the Field book do not increase the cognitive involvement demands nor are distributed towards the cognitive domains proposed by Bloom (1956). Instead, those are similar to the ones proposed at the end of each section, which means they continue contributing to the correct comprehension of the unit sections. In any case one of the activities requires the students to join together and apply the knowledge learned during the different sections, nor any creative or evaluation activity is proposed.

So as to include application, analysis, synthesis, creation and evaluation cognitive domains at the activities, I propose the three following multilevel activities:

3.4.4.1 Application activity proposal – Creation of a timeline of the Medieval ages’ Kingdoms and domains

The main objective of this activity is to use the contents learned on section 2. *The Iberian Peninsula during the Middle Ages*. Using the invasions, kingdoms and domains of the Iberian Peninsula during the Medieval Ages explained during this section, students will be asked to create a timeline-mural representing the Iberian Peninsula domains during this historical period. What is more, next to each invasion or domain, the learners will be asked to draw a picture representing the tribe or kingdom, writing the tribe’s original country and some of the main characteristics or cultural approaches they enriched the Iberian Peninsula with.

The activity will be carried out with cross-ability groups from 4 to 5 students, and multiple intelligences will be divided amongst the students: Each one will be responsible from one special task:

- One student is going to be in charge of structuring the timeline, taking into account that length of each century or year has to be the same. This will require some mathematical calculations and a logical division of the space, so it will require the execution of logic-mathematical competences.
- Another student will manage the book’s information that has to be included on the timeline: invasions, domains and conquers, the dates such events happened and the tribe responsible of that invasion. This task involves the use of the linguistic and visual-spatial intelligence, since the comprehension of the book has to be transferred to the timeline, which implies transforming the visual into graphical information.
- Another learner will be responsible of the web research of the physical appearance or characteristics of the different tribes or cultures, making the suitable drawing to represent them. This task requires the use of the visual-spatial intelligence.
- Another learner will be in charge of writing the main characteristics of each tribe or culture. This task involves the use of the verbal or linguistic

intelligence, since the book information has to be summarized to write a small text or composition.

Such division of the tasks will enhance learners to actively take part in the activity, each one performing with those activities they like or are good at. What is more, all the intelligences will be used by all the group members because even though each one is the manager of a concrete task, all the group members have to supervise and agree with all the different tasks. This common agreement and discussion of all the tasks will also enhance the group cohesion, collaboration and tolerance typical from the intrapersonal intellectual competence.

3.4.4.2. Analysis and synthesis activity proposal – Drawing of a medieval scenario

One of the activities proposed on the Field book consist on writing some given words and its corresponding definition into their correspondent pictures. A medieval castle, a medieval monastery, a fiefdom and a medieval city pictures are given to the students to write its main parts and descriptions, which are provided in a language box. (See an example on sheet 11: A medieval castle photocopies showed above).

From my point of view, and taking into account the multilevel approaches and strategies described in the theoretical framework, such activities would better contribute to the students' analysis and synthesis of the unit contents if the students were asked to draw the pictures by themselves, including to them the typical features (buildings, inhabitants, etc.) of the Medieval Ages.

Working in like-ability pairs, students will be asked to make a drawing representing one of the typical buildings from the Middle Ages. They will also be asked to draw at the picture their typical inhabitants (with its typical clothes, carrying out their responsibilities or things they used to do, etc.). Once the medieval scenario is drawn, different level demands are required to each group go students:

- High achievers will be asked to write a description of their picture, explaining which building have they drawn, its main parts, who are the people drawn, what are they wearing, what are they doing and the social class they belong

to. They will be able to use the book to make the drawing and to support the writing.

- Medium achievers will have to signal and tag the name of the main parts of the drawn building and the people that appear on it. Next to each name, they will have to write down one sentence explaining the function of the parts drawn on the building and the actions the people drawn are carrying out and the clothes they are wearing.
- Low achievers will be asked to write the name of the building parts and people drawn in the medieval scenario.

What is more, an interesting way to introduce the musical intelligence on this activity would consist on asking the learners to look for a typical song played on that scenario (religious music, folklore songs performed by jesters, etc.)

Furthermore, they could orally explain their pictures to the other groups (a group that had drawn a monastery could explain their scenario to a group that had drawn a medieval castle, for instance.)

3.4.4.3. Creation and evaluation activity proposal – Theatre play of two medieval tales or legends

A final activity to check the students' comprehension of the didactic unit could be the performance of a folklore medieval legend. Using the crossed-ability team working strategy proposed by Roberts (2007), the class could be divided into two teams. Each team would have to choose a folklore tale or a medieval legend (previously adapted by the teacher to be performed in a theatre play) and they would have to perform it for the other team, including the learned characteristics of the medieval ages such as the main features of each social class (clothing, responsibilities...), of the typical buildings, the wars and fights, etc.

After having performed the theatre play, the spectator team would be able to make a constructive evaluation of the play, analyzing the main features of the Medieval Ages they had identified, which typical features were missing, etc.

Another way to motivate the students towards this activity could consist on the performance of the theatre play to the infant education or to other elementary education courses.

4. Conclusions

To conclude this final degree project it is time to join together all the topics and items commented on this study, analysing how they have contributed to the verification of initial hypotheses, what problems has the project elaboration run into, which educational challenges does the current project present and the further research that can derivate from this project.

First of all, one of the issues that made me concern about this topic was the absence of research done towards CLIL and learners with academic difficulties or students with special educational needs. Since the “boom” CLIL has experienced during the last decades, most of the CLIL research done until now has mainly focused on the analysis of CLIL contributions to the pupils’ best learning practice and to establish a sound CLIL policy and few of this research focuses on how the students’ initial level influences their progress. On the other hand, vastly extensive is the amount of research directed to address the students with learning difficulties, especial educational needs and large multilevel classrooms, despite none of these books mention how to attend the CLIL classroom diversity. Being CLIL and multilevel classrooms protagonists of nowadays educational contexts, it surprised me how just few research has and studied how these two items can work together. In concordance to this statement, this is one of the first research projects that focus on attending the classroom diversity in CLIL lessons. Being this project pioneer on its kind I consider it as exploratory, since although analysing two CLIL books and proposing a multilevel CLIL didactic unit, the little research done in the field and the absence of verifying the proposal’s efficiency does not allow me to establish or settle a solid multilevel CLIL policy.

In regard to the verification of the items mentioned on the TFG proposal, one of the initial main objectives of this final degree project was, as stated on the proposal, to analyse the children’ response to multilevel activities instead of analysing how CLIL books consider or

could consider the multilevel approaches. Nevertheless, the lack of time has prevented me to check its viability. During the placement at Marta Mata School from Torelló I did not have the theoretical framework finished, so I was not able to put my research into practice with the learners. After finishing the placement, the school agreed to let me practice some multilevel activities with their students but by modifying some activities from their current project. Despite this kind offer, making just some of the project's activities multilevel would not have allowed me to put into practice some the approaches mentioned on the theoretical framework such as the group working strategies or the Cummins's matrix of contextual support and degree of cognitive involvement, since such issues have to be taken into consideration not just when carrying on the activities but also when planning the didactic unit or project. Having all this issues into account, I decided it would be more enriching for the project to firstly consider the strengths and weaknesses that CLIL books have when attending the classroom diversity and secondly to propose a multilevel CLIL didactic unit basing on one of the analysed CLIL books, applying to it all the personalization, individualization and differentiation approaches explained on the theoretical framework.

As for the CLIL books analysis, I chose two books quite different amongst them. Choosing two similar books would have contributed to obtaining the same results on the analysis, so the results would forget or omit some other CLIL views and policies. With the objective of grabbing as much diversity as possible, I decided to choose books with different objectives, procedures and methodologies so as to obtain a wider variety of results. Results of both books analysis on how they contribute to the proper attendance of all the students' levels has shown that, despite some of the analysed items are considered into their planning, CLIL books are still far for being multilevel or suitable to attend all the classroom diversity. Nevertheless, one of the CLIL books, "The Thinking Lab – Sciences: Ecosystems" better contributed to the consideration of multilevel approaches and strategies. However, results cannot be generalized since just two CLIL books have been analysed, therefore other CLIL books may not consider or consider multilevel approaches in a different way.

In regards of the CLIL multilevel proposal, organized towards the individualization, personalization and differentiation approaches and strategies described on the theoretical framework and taking into account the strengths and weaknesses of the two analyzed

CLIL books, what I just can conclude for sure is that I cannot wait to have a chance to put it into practice. I do not know exactly know in which effectiveness degree would this proposal contribute to the suitable progress and learning to all the different individuals that conform a classroom, since as mentioned above not many research is done in this specific field, but I believe that, obviously without being perfect, it would suppose an opportunity for many learners to make learning theirs, having the chance to actively participate in activities in which they fit, in which they are taken into account. I would really like to see this proposal come alive and perfection its weaknesses on further research.

Despite not having had the chance to put the project into practice, I know that providing learners multilevel activities may suppose teachers a big challenge. First of all, making every activity multilevel may suppose huge extra work for teachers. If just designing a CLIL activity or project requires the teacher the double effort of establishing a language for learning and a language of learning, making all this learning and activities multilevel by including all these approaches, taking into account all the individuals characteristics, skills and learning paces, definitely supposes huge extra work for the teacher. Moreover, these approaches cannot be generalized and applied in the same way with all the activities: These approaches application may significantly vary from one classroom to another, considering the different individual and collective characteristics from a given group.

To finish this project, I think the development of this project has really enriched not just my teaching background and training but also my language skills. Being this the first time I have written an academic project of its length, I consider that the research done in this field has allowed me to expand my knowledge and prepare me for a better future teaching practice.

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7. Appendices

5 THE MIDDLE AGES

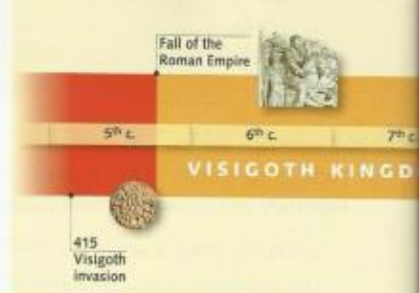
The Middle Ages began when the Roman Empire fell in 476.

In 711, Muslim armies from North Africa conquered almost all of the Iberian Peninsula. They created a new state called **Al-Andalus**.

In the north of the Peninsula, some **Christian kingdoms** were formed. These kingdoms began to expand south and by 1492 the Christians had conquered Al-Andalus. Society in the Christian kingdoms was made up of **nobles** who fought, **monks** who prayed and studied, and **peasants** who worked the land.

 Listen and find.

- Look at the timeline:
 - When did the Middle Ages begin?
 - Which historical period came before the Middle Ages?
- Look at the pictures:
 - What are the people doing? What are they wearing?




Fall of the Roman Empire

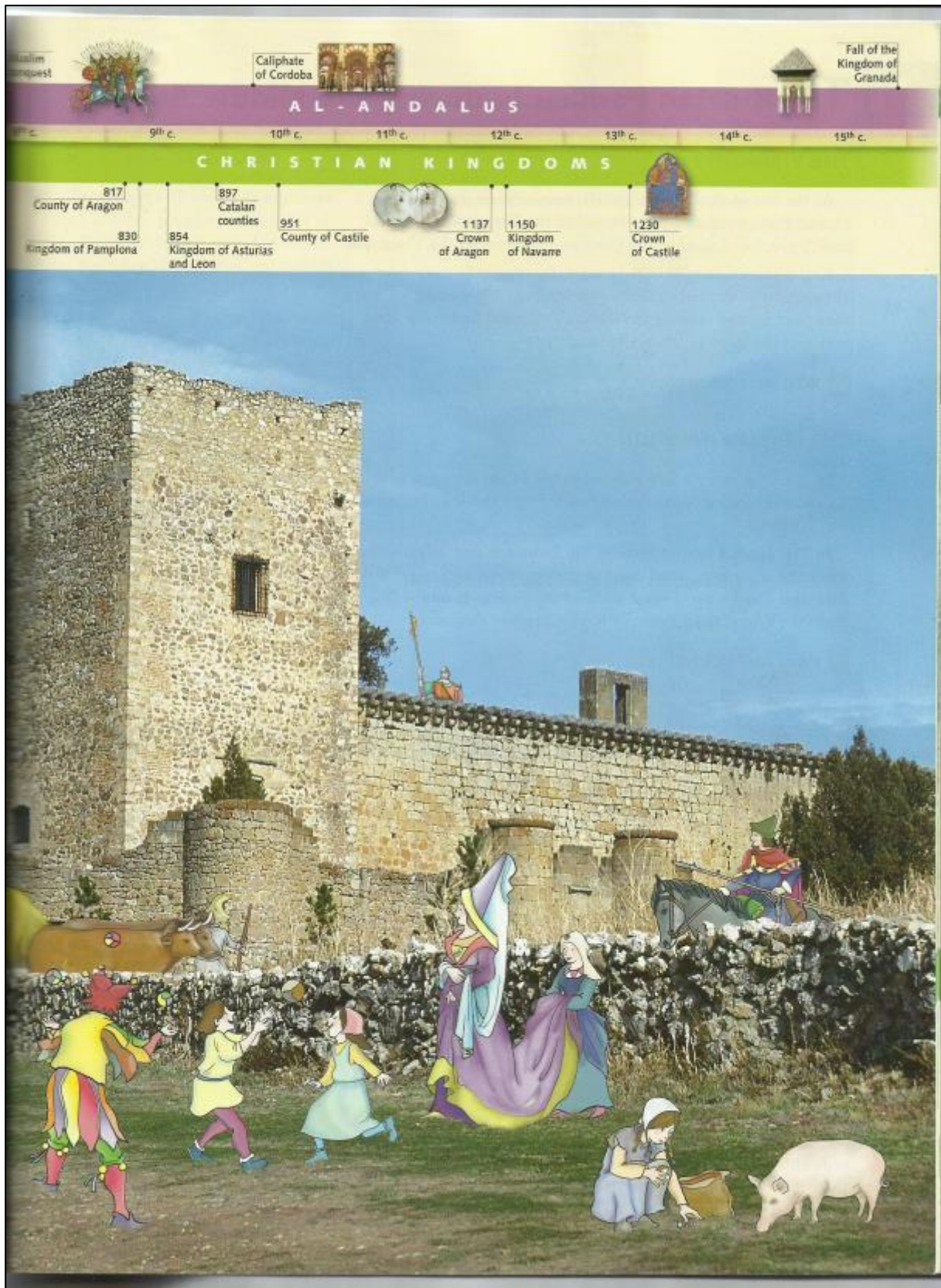
5th c. 6th c. 7th c.

415 Visigoth invasion

VISIGOTH KINGD



The Middle Ages - "New World 5: Natural, Social and Cultural Environment, from Vicens Vives Primary Education (2009: 76)



The Middle Ages - "New World 5: Natural, Social and Cultural Environment, from Vicens Vives Primary Education (2009: 77)

5. THE MIDDLE AGES

P. 76 and 77

1. Let's start the unit

1.1 What are we going to learn?

■ Students will learn about the following contents in this unit:

- The Visigoths and Muslims on the Iberian Peninsula.
- The formation of the Christian kingdoms.
- The structure of medieval society.
- Life in monasteries and castles.
- Life and work in cities and the countryside.
- Romanesque and Gothic architecture.

1.2 What do the students know?

■ **INITIAL EVALUATION:** page 5-4 of the guide. These activities will test students' ability to:

- Recognise the structure of medieval society.
- Put events related to the Muslim occupation in chronological order.
- Identify the most important buildings in a medieval city and describe a Romanesque church.

■ **CONTINUOUS EVALUATION:** page 5-29 of the guide. This checks students' understanding by assessing their ability to:

- Analyse the political evolution of the Iberian Peninsula in the Middle Ages.
- Describe medieval society.
- Compare life in the countryside to life in city in the Middle Ages.
- Analyse Romanesque and Gothic architecture.

■ **FINAL EVALUATION:** pages 5-30 and 5-31 of the guide. The evaluation will assess if the students know how to:

- Put the main events of the Middle Ages in chronological order.
- Explain the political evolution of Al-Andalus and recognise its influence on our culture.
- Describe the social classes of medieval society.
- Analyse and compare life in the city and in the countryside.
- Compare Romanesque and Gothic architecture.
- Identify the buildings and structures of a medieval city.


5-6 METHODOLOGY

5 THE MIDDLE AGES

The Middle Ages began when the Roman Empire fell in 476.

In 711, Muslim armies from North Africa conquered almost all of the Iberian Peninsula. They created a new state called **Al-Andalus**.

In the north of the Peninsula, some **Christian kingdoms** were formed. These kingdoms began to expand south and by 1492 the Christians had conquered Al-Andalus. Society in the Christian kingdoms was made up of **nobles** who fought, **monks** who prayed and studied, and **peasants** who worked the land.

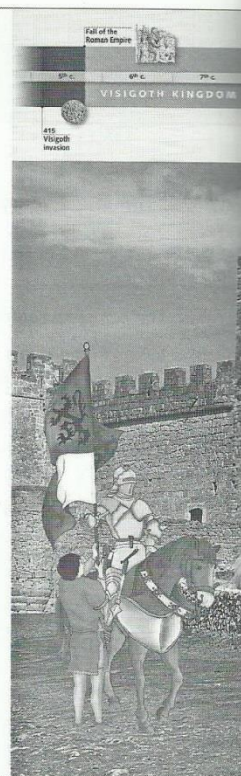
 Listen and find.

■ Look at the timeline:

- When did the Middle Ages begin?
- Which historical period came before the Middle Ages?

■ Look at the pictures:

- What are the people doing? What are they wearing?



2. Working with the picture

Historical context

■ Ask the children to read the introductory text. Then, ask the following questions about the Muslim conquest:

- *What period began with the fall of the Roman Empire?*
- *When did the Muslims invade the Peninsula?*
- *Where did the Muslim armies come from?*
- *When did Muslim rule end?*
- *What did the Muslims call the Peninsula?*


■ Next, introduce the feudal society and Christian kingdoms with these questions:

- *Where were the first Christian kingdoms formed?*
- *What different social groups existed in medieval society?*
- *What did each group do?*

■ When they have finished, the children should look at the illustration and complete the activity *Listen and find*.

Following this, have the class look at the timeline and answer the following questions:

- *Which historical periods came after the Middle Ages?*



5. THE MIDDLE AGES

P. 76 and 77

Education in values

The value of hard work

- Explain to the children that in the Middle Ages there were no printing presses, so all books were copied by hand.

The monks that lived in the monasteries copied books. This was very difficult and took a lot of hard work and patience.

If it weren't for the monks, much of our cultural heritage would have been lost.

COMPETENCE IN LINGUISTIC COMMUNICATION

- Pages 76 and 77, Picture. The group discussion will develop students' interpersonal communication skills.

INFORMATION HANDLING AND DIGITAL COMPETENCE

- Pages 76 and 77. The first question will require the pupils to interpret information in a timeline.

DIDACTIC GUIDE AND ANSWER KEY

– How long did the Visigoths' reign last?

– What happened in 711?

– When were the Christian kingdoms formed?

– When was Al-Andalus conquered? What do you think happened after that?

Then, the pupils should answer the questions about the timeline in the book.

Analysing the picture

- Now that they have learned the main characteristics of the Middle Ages, draw students' attention to the picture. Begin a class discussion using these questions:

- What can you see in the photo?
- What is the castle like? How is it protected?
- Do you think all the people in the picture live in the castle? Which of them do you think live there?
- Which woman looks like she could live in the castle? How do you know?
- Which people in the picture fight in wars?
- What activities related to farming can you see peasants doing?

Finally, have the pupils complete the questions in the book related to the picture.

Solutions to the activities

Page 76

- Listening activity.
- The timeline:
 - The Middle Ages began when the Roman Empire fell in 476.
 - The historical period that came before the Middle Ages was the Roman Empire.
- The picture:
 - This knight is handing a banner to his squire, the children are playing with the jester and the woman is taking a walk with her servant.

The knight is wearing armour and his squire a tunic and breeches. The woman is wearing a long dress with a train and a hat. The girls are wearing long dresses and their heads are covered with handkerchiefs. The boy is wearing a shirt and breeches. The jester is wearing a coloured tunic, breeches, and bells.

METHODOLOGY 5-7

1. The Iberian Peninsula during the Middle Ages

THE VISIGOTHS

At the end of the 5th century AD, peoples from northern and central Europe invaded and conquered the Roman Empire. The most powerful of these was a Germanic tribe called the **Visigoths**.

At the beginning of the 6th century, the Visigoths took control of Hispania and established a separate kingdom. They ruled for 200 years and unified most of the Iberian Peninsula under the same laws and the same religion, **Christianity**.

a Who were the Visigoths?

THE MUSLIM INVASION

In the 7th century a new religion called **Islam** began in Arabia. Its followers, called **Muslims**, spread through the Middle East and North Africa.

In 711, Muslim armies invaded the Peninsula and defeated the Visigoths. They conquered most of the Peninsula and called it **Al-Andalus**. The Muslims ruled parts of the Peninsula until 1492, when the Christians conquered the kingdom of Granada.

b What was Al-Andalus?



Muslim soldiers.



20

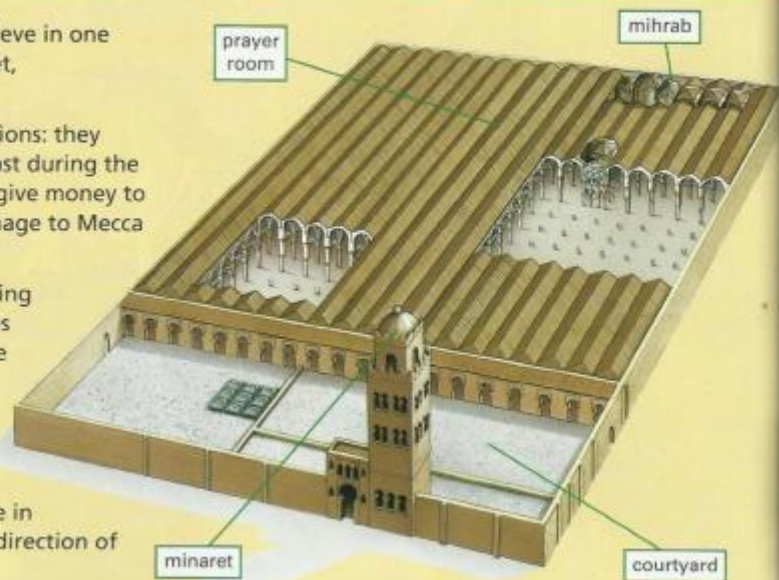
ISLAM AND MOSQUES

People who follow Islam believe in one god, Allah, and in his prophet, Mohammed.

Muslims have several obligations: they must pray five times a day, fast during the month of Ramadan, help or give money to the poor, and make a pilgrimage to Mecca once in their lives.

A mosque is a religious building where Muslims pray. Mosques have a minaret, or tower. The minaret is used to call Muslims to prayer.

Mosques have a prayer room, which contains a mihrab. The mihrab is a niche in the wall which points in the direction of the holy city of Mecca.



78

CHRISTIAN KINGDOMS

Between the 8th and 10th centuries, the Christian peoples in the north of the Iberian Peninsula created small **independent kingdoms and counties** ruled by their own kings.

In the 12th century, the Christians began to expand south, reconquering Muslim territories. By 1235, the Christians had limited the Muslims to Granada.

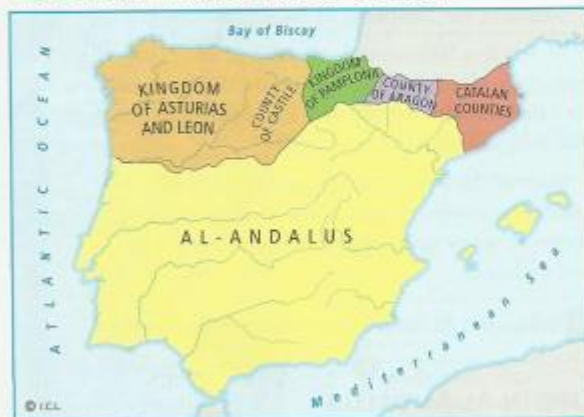
The Christian counties joined together to make kingdoms. By the 14th century, there were four large kingdoms on the Peninsula:

- the Crown of Aragon
- the Kingdom of Navarre
- the Crown of Castile
- the Kingdom of Portugal.



Ferdinand III united the kingdoms of Castile and Leon, creating the Crown of Castile.

THE IBERIAN PENINSULA IN THE 10TH CENTURY



THE IBERIAN PENINSULA IN THE 14TH CENTURY



Check what I know

I Put the following events in chronological order:

The Christians reconquer Muslim territories.

The Visigoths take control of Hispania.

The Muslims invade the Peninsula.

The Roman Empire collapses.

Look and answer

1. What Christian kingdoms and counties existed in the 10th century?
2. What kingdoms existed in the 14th century?

5. THE MIDDLE AGES

P. 78 and 79

What are we going to learn?

- Identify the villages on the Peninsula in the Middle Ages.
- Understand the chronology of the Muslim influence on the Peninsula.
- Describe Islam and mosques.
- Analyse the formation and expansion of the Christian kingdoms.

CULTURAL AND ARTISTIC COMPETENCE

- Page 78, *Islam and the mosque*. This section will encourage the children to learn about Islamic customs and beliefs.

INFORMATION HANDLING AND DIGITAL...; KNOWLEDGE OF AND INTERACTION WITH ...

- Page 79, *Look and answer*. The pupils will interpret and compare different maps to complete this activity.

1. The Iberian Peninsula...

The Visigoths

- In this section, the class will learn about the development of the Peninsula during the Middle Ages by studying the villages and cultures there.

Have the children read the introductory paragraph and ask these questions:

- *When did the Roman Empire disappear?*
- *Where did the conquerors come from?*
- *What historical period began after this event?*

Then, have the pupils read the rest of the text in this section and answer the following questions:

- *When did the Visigoths take control of Hispania?*
- *How long did the Visigoths rule for?*
- *What was the common religion?*

They should finish by answering question a to review this section.

The Muslim invasion / Islam and mosques

- Have the pupils read this section and answer these questions:

- *What religion began in the 7th century?*

5-8

METHODOLOGY

1. The Iberian Peninsula during the Middle Ages

THE VISIGOTHS

At the end of the 5th century AD, peoples from northern and central Europe invaded and conquered the Roman Empire. The most powerful of these was a Germanic tribe called the Visigoths.

At the beginning of the 6th century, the Visigoths took control of Hispania and established a separate kingdom. They ruled for 200 years and unified most of the Iberian Peninsula under the same laws and the same religion, Christianity.

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In the 7th century a new religion called Islam began in Arabia. Its followers, called Muslims, spread through the Middle East and North Africa.

In 711, Muslim armies invaded the Peninsula and defeated the Visigoths. They conquered most of the Peninsula and called it Al-Andalus. The Muslims ruled parts of the Peninsula until 1492, when the Christians conquered the kingdom of Granada.

- b What was Al-Andalus?



Muslim soldiers.

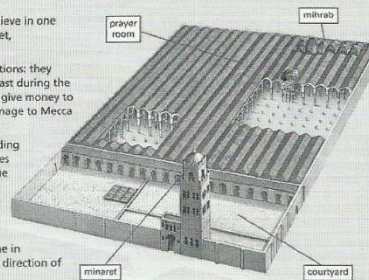
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Muslims have several obligations: they must pray five times a day, fast during the month of Ramadan, help or give money to the poor, and make a pilgrimage to Mecca once in their lives.

A mosque is a religious building where Muslims pray. Mosques have a minaret, or tower. The minaret is used to call Muslims to prayer.

Mosques have a prayer room, which contains a mihrab. The mihrab is a niche in the wall which points in the direction of the holy city of Mecca.



- *Where was Islam from? Where did it spread to?*
- *What happened in 711?*
- *What did the Muslims call the territory they had conquered?*
- *Until when did the Muslims rule parts of the Peninsula?*

Then, ask the children to answer question b to review the contents of this section.

- The class should read the text *Islam and the mosque* and then do the corresponding listening. Ask these questions to check understanding:

- *What do followers of Islam believe in?*
- *What obligations do they have?*
- *What is a mosque? What is the minaret for?*
- *What is a mihrab? Which direction is it pointed?*

Christian kingdoms

- Begin by asking the students to read the text in this section and look at the corresponding maps. Then, have them answer the questions in *Look and answer*.

Continue analysing the changes in the distribution of territory in the 10th and 14th centuries by asking the following questions:

5. THE MIDDLE AGES

P. 78 and 79

Let's surf the Web

The Muslim invasion

■ Have the class visit the following Web pages to learn more about the Muslim invasion on the Iberian Peninsula:

http://www.youtube.com/watch?v=rAnEA3Q_Ef8

<http://www.militaryhistoryonline.com/medieval/articles/muslimhorde.aspx>

COMPETENCE IN MATHS

■ *Page 79, Act. 1 Look and answer.* This activity will require the children to make simple calculations.

COMPETENCE IN LEARNING TO LEARN

■ *Page 79, Check...* In this activity, the pupils will review the contents studied and evaluate their learning.

CHRISTIAN KINGDOMS

Between the 8th and 10th centuries, the Christian peoples in the north of the Iberian Peninsula created small independent kingdoms and counties ruled by their own kings.

In the 12th century, the Christians began to expand south, reconquering Muslim territories. By 1335, the Christians had limited the Muslims to Granada.

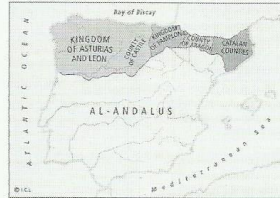
The Christian counties joined together to make kingdoms. By the 14th century, there were four large kingdoms on the Peninsula:

- the Crown of Aragon
- the Kingdom of Navarre
- the Crown of Castile
- the Kingdom of Portugal.

Ferdinand III united the kingdoms of Castile and Leon, creating the Crown of Castile.



THE IBERIAN PENINSULA IN THE 10TH CENTURY



THE IBERIAN PENINSULA IN THE 14TH CENTURY



Check what I know

1 Put the following events in chronological order:

The Christians reconquer Muslim territories.

The Visigoths take control of Hispania.

The Muslims invade the Peninsula.

The Roman Empire collapses.

Look and answer

1. What Christian kingdoms and counties existed in the 10th century?
2. What kingdoms existed in the 14th century?

79

- When did the Christians begin to expand into the Southern Peninsula?
- By the year 1235, where were the Muslims on the Peninsula?
- Which territory was occupied by the Crown of Aragon? Which was occupied by the Crown of Castile?

Finish up this section by asking the children to complete the activities in *Check what I know*.

SOLUTIONS TO THE ACTIVITIES

Page 78

- a The Visigoths were a Germanic tribe that took control of Hispania and established a separate kingdom. They ruled for 200 years and unified most of the Iberian Peninsula.
- b Al-Andalus was the name given to the Peninsula by the Muslims when they conquered it. The Muslims ruled parts of the Peninsula until 1492.

Page 79

Look and answer

1. The following kingdoms and counties existed on the Iberian Peninsula in the 10th century:
The Kingdom of Asturias and Leon, the County of Castile, the Kingdom of Pamplona, the County of Aragon and the Catalan Counties.
2. The following kingdoms and counties existed on the Iberian Peninsula in the 14th century:
The Crown of Castile, the Kingdom of Navarre, the Crown of Aragon, the Kingdom of Portugal and the Kingdom of Granada.

Check what I know

1. The correct order of the historical events is the following:
The Roman Empire collapses.
The Visigoths take control of Spain.
The Muslims invade Spain.
The Christians reconquer Muslim territories.

3. Nobles and castles

MEDIEVAL SOCIETY

In medieval society the **king** ruled the country and below him there were three other groups of people:

- The **nobles** were very rich and often owned land. They also fought in the king's wars and helped him govern the kingdom.
- The **monks** dedicated their lives to serving god. They prayed, read and copied books.
- Most people were **peasants**. They farmed and cultivated land for the nobles.

a What three groups of people existed in medieval society?

LORDS AND KNIGHTS

The Middle Ages was a violent period, with many wars. The king needed the nobles to help him defend his kingdom. They promised to be loyal to the king in exchange for their own land, which was called a **fief**.

Nobles who owned fiefs were called **feudal lords**. They lived in castles. Other nobles, called **knights**, fought in the armies of the feudal lords in exchange for land.

The peasants worked in the fields. Many of them were **serfs**, who depended on the lords for protection. In exchange, the serfs gave up some of their freedom. They had to work for the lords and pay taxes to them.

82

b What were nobles who owned fiefs called?

c What did knights do?

d What were peasants who depended on the nobles called?



The nobles and the monks had a higher social class than the peasants.



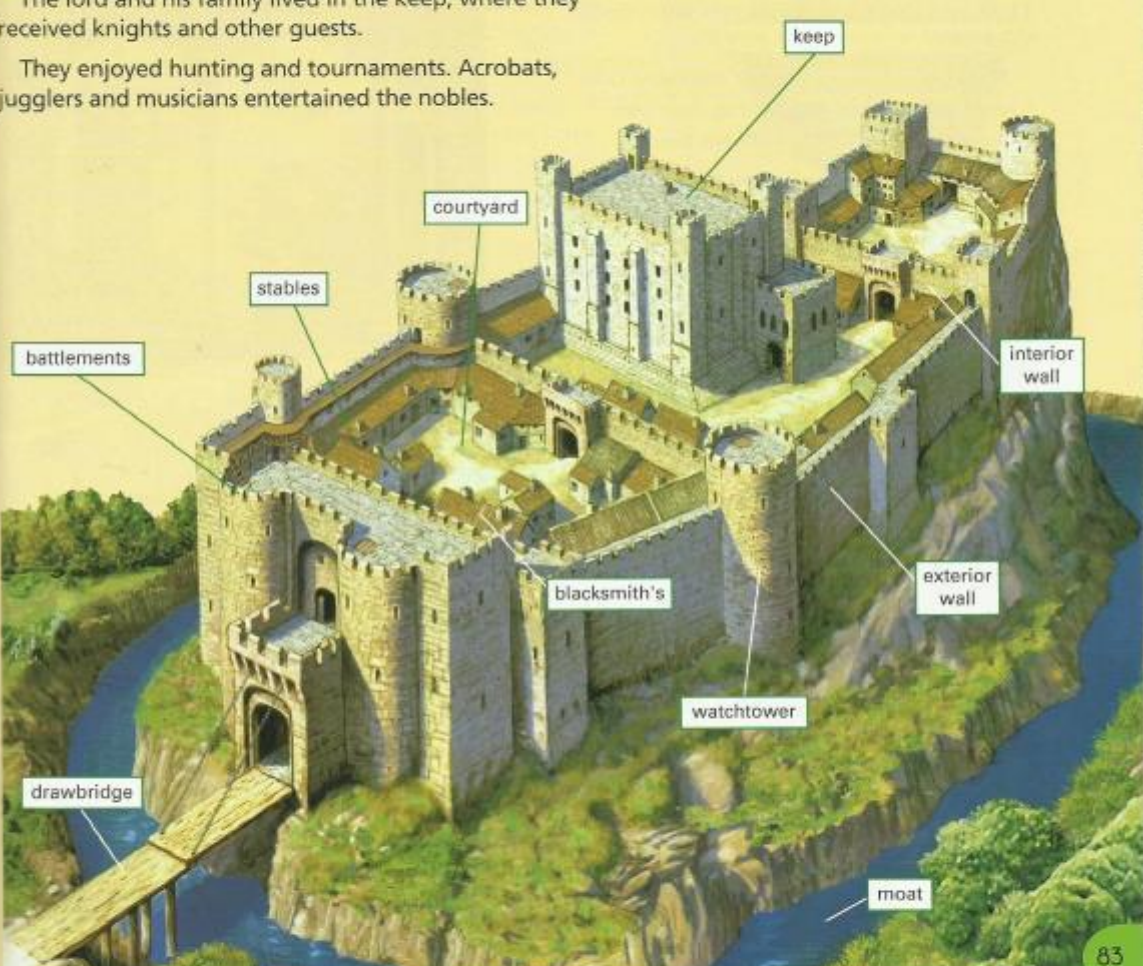
Knights defended the king's land.

21 **MEDIEVAL CASTLES**

Castles were large forts where the nobles lived. The centre of the castle was the courtyard, which was surrounded by walls, watchtowers and moats.

The lord and his family lived in the keep, where they received knights and other guests.

They enjoyed hunting and tournaments. Acrobats, jugglers and musicians entertained the nobles.



83

Look and answer

1. Where was the centre of the castle?
2. Where did the lord and his family live?
3. What kind of entertainment did they enjoy?

Check what I know

1 Copy and complete the sentences:

- Peasants farmed and the land for nobles.
- Nobles fought in the king's and helped him govern the

Nobles and castles - "New World 5: Natural, Social and Cultural Environment, from Vicens Vives Primary Education (2009: 83)

5. THE MIDDLE AGES
P. 82 and 83

What are we going to learn?

- Describe the social classes in medieval society.
- Understand the relationship between serfs and feudal lords.
- Study and describe the parts of a medieval castle.
- Identify the main activities of feudal lords.

COMPETENCE IN LEARNING TO LEARN

- Page 82, a, b, c and d. These questions will review the contents studied and help students evaluate their learning.

3. Nobles and castles

Medieval society

- After having students read the text, point out these basic features of medieval society:
 - Most people were farmers who lived in the countryside.
 - It was divided into classes and it was very difficult to change classes.
 - Nobles and monks had a high social class.

Then, analyse the drawing of the knight with the class by asking these questions:

- Which social class did knights belong to?
- What is he wearing? What weapons is he carrying?
- What is the horse like?

Have the children answer question a at the end of this section.

Lords and knights

- This section aims to help the students understand the relationship between the classes.

Before having the class read the text, point out the main characteristics of the feudal system:

5-12 METHODOLOGY

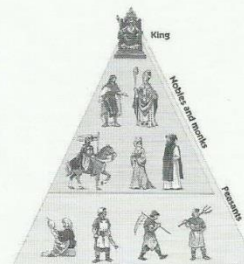
3. Nobles and castles

MEDIEVAL SOCIETY

In medieval society the king ruled the country and below him there were three other groups of people:

- The **nobles** were very rich and often owned land. They also fought in the king's wars and helped him govern the kingdom.
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- Most people were **peasants**. They farmed and cultivated land for the nobles.

■ What three groups of people existed in medieval society?



The nobles and the monks had a higher social class than the peasants.

LORDS AND KNIGHTS

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The peasants worked in the fields. Many of them were **serfs**, who depended on the lords for protection. In exchange, the serfs gave up some of their freedom. They had to work for the lords and pay taxes to them.

- What were nobles who owned fiefs called?
- What did knights do?
- What were peasants who depended on the nobles called?



Knights defended the king's land.

- It offered protection in the Middle Ages.
- It was based on agreements that ensured reciprocal responsibilities.
- A similar agreement existed between all of the classes.

Next, the pupils should read the text and answer these questions:

- What were the Middle Ages like? Why were kings and nobles important?
- What was the difference between a feudal lord and a knight?
- Why did the serfs give up part of their freedom to the feudal lords?

Following this, have the children answer questions a, b and c.

Medieval castles

- Ask the class to study the drawing carefully before reading. Ask these questions:

- Where is the castle?
- What is the moat? And the battlements?
- What were they used for?

21 MEDIEVAL CASTLES

Castles were large forts where the nobles lived. The centre of the castle was the courtyard, which was surrounded by walls, watchtowers and moats.

The lord and his family lived in the keep, where they received knights and other guests.

They enjoyed hunting and tournaments. Acrobats, jugglers and musicians entertained the nobles.

Look and answer

- Where was the centre of the castle?
- Where did the lord and his family live?
- What kind of entertainment did they enjoy?

Check what I know

1 Copy and complete the sentences:

- Peasants farmed and the land for nobles.
- Nobles fought in the king's and helped him govern the

5. THE MIDDLE AGES

P. 82 and 83

Let's surf the Web

Medieval society

- The students can visit the Web pages below to learn more about feudal relationships in medieval society:
 - <http://library.thinkquest.org/10949/fief/medfeudal.html>
 - <http://en.wikipedia.org/wiki/feudalism.htm>

COMPETENCE IN LEARNING TO LEARN

- Page 85, Check what I....** In this activity, the children will remember information and learn how to organise it.

CULTURAL AND ARTISTIC COMPETENCE

- Page 85, Act. 3.** The pupils will learn about entertainment in the Middle Ages.

- Were there horses in the castle? How do you know?
- What is the tallest part of the castle?

- The students should read the text analysing the parts of a castle and the life of nobles. Have them complete the listening activity and answer these questions:
 - What were castles? How were castles protected?
 - Where did the lord receive knights and other guests?

Finally, the class should complete *Look and answer* and *Check what I know*.

SOLUTIONS TO THE ACTIVITIES

Page 82

- The three groups of people in medieval society were the nobles, the monks and the peasants. Above them was the king that ruled the country.
- The nobles who owned fiefs were called feudal lords.
- Knights fought in the armies of the feudal lords in exchange for land.

d. The peasants who depended on the nobles were called serfs.

Page 83

Look and answer

- The centre of the castle was the courtyard, which was surrounded by walls, watchtowers and moats.
- The lord and his family lived in the keep, where they received knights and other guests.
- They enjoyed hunting and tournaments. Acrobats, jugglers and musicians entertained the nobles.

Check what I know

The complete sentences are:

Peasants farmed and *cultivated* the land for nobles.

Nobles fought in the king's *army* and *nobles* helped him govern the *kingdom*.

4 Match the names of the medieval buildings to the photos below.

Romanesque church

mosque

castle

alcazabar

Gothic cathedral

monastery



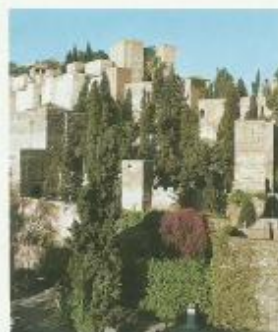
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.....



.....

5 Copy and complete this map of Spain in the 15th century in your notebook.

- Label each of the five kingdoms:

Crown of Castile

Crown of Aragon

Kingdom of Navarre

Kingdom of Portugal


Kingdom of Granada

- Colour each of the kingdoms in a different colour. Draw the present day borders of your autonomous community on the map.



2 Read each definition and write the word it describes:

- K.....: noble warriors who served a feudal lord.
- F.....: land granted to a noble by the king.
- C.....: the most powerful person, politically and religiously, in the Muslim world.
- B.....: the social group of artisans and merchants that lived in cities.
- C.....: the inner courtyard at the centre of a monastery.
- V.....: people who occupied the Iberian Peninsula after the fall of the Roman Empire.
- S.....: peasants who had to work for a feudal lord.



Activities - "New World 5: Natural, Social and Cultural Environment, from Vicens Vives Primary Education (2009: 94)

UNIT 5. THE MIDDLE AGES

SHEET 11 A MEDIEVAL CASTLE

1 Look carefully at the picture of the medieval castle. Find the following things in the picture and write their names on the dotted lines:

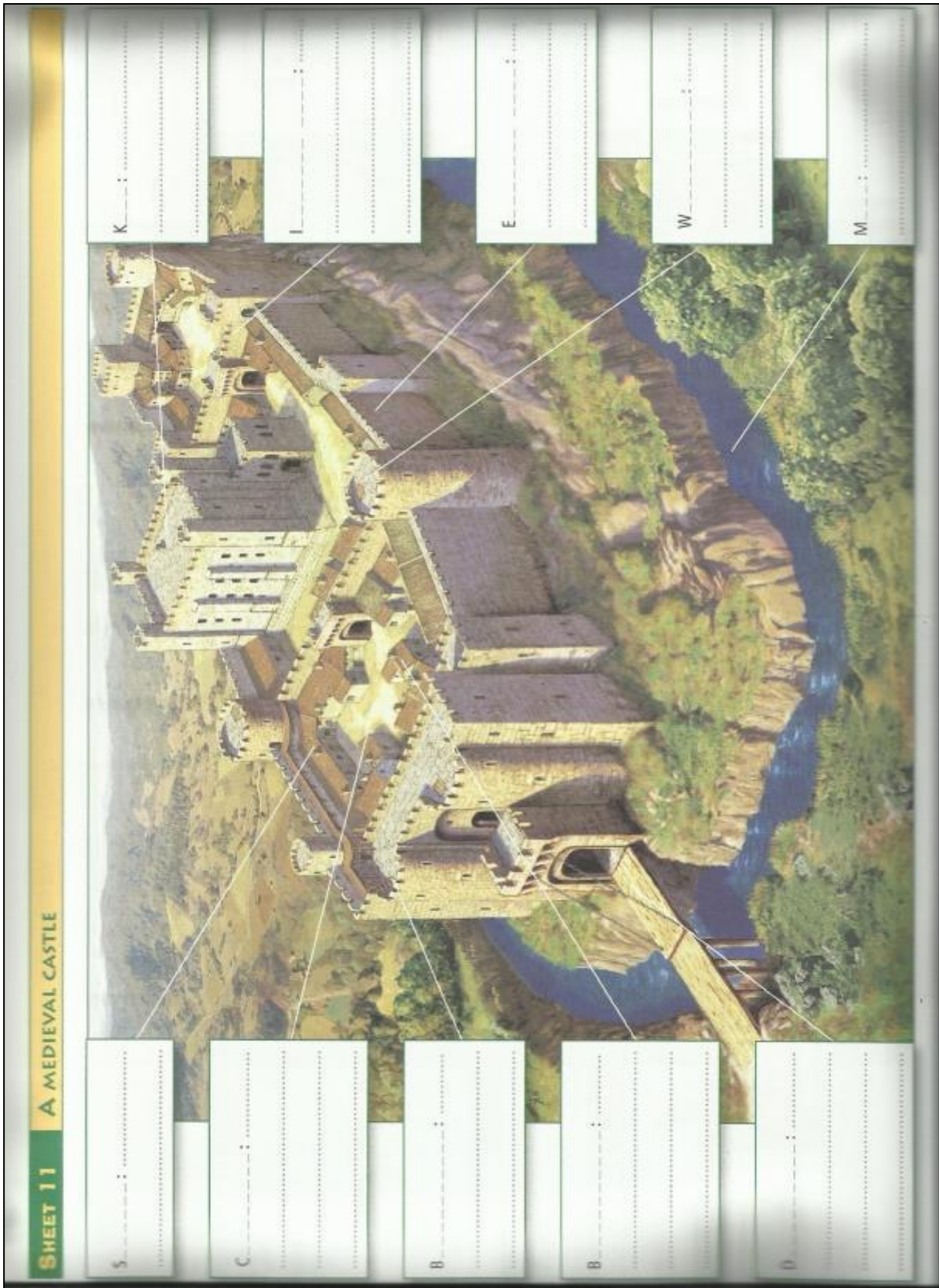
- watchtower - battlements - courtyard - interior wall - moat
- drawbridge - keep - blacksmith's - exterior wall - stables

2 Now write the function of each of the parts of the castle in the boxes on the sheet:

- This gave protection when attacking the enemy.
- The nobles lived here.
- Defence for when the enemy has already entered the castle.
- To enter and leave the castle by crossing the moat.
- To isolate the castle from the surrounding area.
- All of the buildings of the castle were organised around this space.
- The castle's first point of defence.
- The animals were kept here.
- Defensive building guarded by soldiers.
- Iron tools and objects were made here.

3 Complete the following sentences that explain what the life of nobles was like during medieval times:

- a) Feudal castles were protected by
and to defend against attacks
from enemies.
- b) The castle buildings, such as the stables and the, were positioned around
a
- c) The lord of the castle and his family lived in the This was
where they received and
- d) During the Middle Ages the nobles enjoyed
and
- e) and musicians entertained the
.....
- f) The nobles fought in the King's and helped him govern the
- g) Nobles, called, fought in the armies of the feudal lords in exchange for



The Middle Ages: Sheet 11, A Medieval Castle - "New World 5: Natural, Social and Cultural Environment Activity Book, from Vicens Vives Primary Education (2009: Individual Sheet)