TEACHING NUTRITION THROUGH LANGUAGE INTEGRATED LEARNING AS A DYNAMIC BILINGUAL EDUCATION PROPOSAL IN A PUBLIC PRIMARY SCHOOL

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LICENCIATURA EN LENGUA INGLESA
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ABSTRACT

The purpose of this classroom project focused on implementing Nutrition and Language Integrated Learning in a public school in the city of Pereira. The development of the present project addressed a way of education for bilingualism where the aim was to become students in semi-bilinguals by creating in them a strong cultural awareness, cognitive skills, knowledge about nutrition and a significant improvement in both languages, first and second language.

The present implementation embedded CLIL to the English language classroom intending to explore and report what the students’ reactions could be towards the mentioned approach. In that sense, students were exposed to a specific content, nutrition, and both languages Spanish and English; this exposure sought to report and describe the impact of CLIL in the English class.

The implementation took place in a primary public school in Pereira with a 3rd grade; thirty-five students were chosen as focal learners of the project. Information was collected through reflection formats, personals journals, observation and field notes, and classroom artifacts.

The process of carrying out the classroom project shed light on the need of essential aspects that teachers should have when implementing CLIL such as instruction in CLIL, creativity, being a critical person, and time for creating material. The conclusions of the information gathered reported the strengths and challenges in terms of teacher professional growth, students’ responses towards CLIL and students’ linguistic and content knowledge improvement.
Key words: Content and language Integrated Learning, education for bilingualism, CLIL.
RESUMEN

El propósito de este proyecto de aula se enfocó en implementar un aprendizaje integrado de nutrición y lenguas en un colegio público de la ciudad de Pereira. El desarrollo del presente proyecto aborda una manera de educación para el bilingüismo donde el propósito fue tener estudiantes semi-bilingües, creando en ellos una fuerte conciencia cultural, habilidades cognitivas, conocimiento sobre un contenido específico y mejoramiento en ambas lenguas, primera y segunda lengua.

La presente implementación integró un Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) al salón de inglés intentando explorar y reportar las reacciones de los estudiantes ante el enfoque mencionado. En ese sentido, los estudiantes fueron expuestos a un contenido específico, nutrición, y a dos lenguas español e inglés; esta exposición busco reportar y describir el impacto de AICLE en el salón de clase.

La implementación tomo lugar en una escuela primaria pública de la ciudad de Pereira en un grado tercero; treinta y cinco estudiantes fueron escogidos como estudiantes centrales del proyecto. La información fue reunida a través de formatos de reflexión, diarios personales, observaciones y notas de campo, y objetos del salón.

El proceso de llevar a cabo el proyecto de aula arroja a la luz la necesidad de aspectos esenciales que los profesores deben tener a la hora de aplicar AICLE tales como la instrucción en CLIL, la creatividad, ser una persona crítica, y el
tiempo para la creación de materiales. Las conclusiones de la información obtenida reportan las fortalezas y dificultades en términos de crecimiento profesional, las reacciones de los estudiantes hacia AICLE y los mejoramientos en términos de conocimiento y lenguaje en los estudiantes.

**Palabras clave:** Aprendizaje Integrado de Contenidos y Lenguas Extranjeras, educación para el bilingüismo, AICLE.
JUSTIFICATION

Learning a second language has become one of the main people’s aims worldwide since it represents both linguistic and cultural richness which provide future opportunities for people such as improving their career prospects, financial situations, being able to communicate in a foreign context, among others. It has been estimated by UNESCO (2005) that 50% of people around the world are bilingual inasmuch as bilingualism is promoted by several countries. Based on this, it is perceived that bilingualism is presented worldwide, and all the nations, without exception, employ policies for teaching a target language.

Therefore, UNESCO (2005) proposes that primary education must foster multilingualism since young learners are developing and increasing their learning process, so that it is easier for them to acquire not only the native language, but also the target languages. Moreover, it says that it is necessary to promote a bilingual, or if it is possible a multilingual education to develop students’ cognitive abilities.

Ministry of Education and Ministry of Commerce, Industry and Tourism have made a number of efforts to keep up with the latest demands of the world providing policies to foster bilingualism. Although these ministries contribute to bilingualism in Colombia, this country is considered a bilingual country as it is characterized by different indigenous languages; which makes it a rich country in diversity of languages (Alarcon, 2007). Moreover, the 10th article of the Colombian constitution
states that “El castellano es el idioma oficial de Colombia. Las lenguas y dialectos de los grupos étnicos son también oficiales en sus territorios. La enseñanza que se imparta en las comunidades con tradiciones lingüísticas propias será bilingüe” (p.2). It means that even though Spanish is the Colombian official language, indigenous languages are official in its territories, too; consequently, this implies that Colombia is a bilingual country.

In addition, international languages, especially English, have become a requirement to build an education of quality that educates students to face a globalized market (De Mejia, 2005). That is why, Colombia has incorporated bilingual education policies, becoming a nation in which learning English has a priority since being able to express in a language different from the native one, provides opportunities for those who want to access to better economic, social, political, and cultural aspects.

However, De Mejia (2005) highlights two issues presented in Colombian education. Firstly, she states that bilingual education is considered a privilege more than a right since it is not obtainable to ethnic minorities, but it is affordable just for a minority group of people who come from middle and upper classes. Secondly, this author argues that primary and secondary educations in this country are focused on Spanish which demonstrates a necessity of empowering bilingual education programs. In the year 2006 Baker supports De Mejia’s concern about inequality in terms of bilingual education, the author considers that bilingual education is for some privileged; namely, people who have more economic
resources. This denotes the lack of implementation and employment of bilingual education in underprivileged populations, which are also considered vulnerable communities.

Regarding Colombian education’s concerns, as stated before, the availability to be able to receive an education in terms of quality is not the only issue presented, but also the relevance of teaching a language separated from the content. That is why; Bonilla (2012) argues that the teaching of English in Colombia is still considered as a form of language itself. For that reason, teachers focus on structural aspects of the language, and not on social and cultural aspects given by the integration of language and content. Likewise, Richards and Rodgers (1986) remark several studies that have revealed that the use of content to learn a target language in formal education settings, improve the process of learning effectively, and it differs to the traditional methods employed in educational settings in which the principle core is teaching the language form.

In that sense, the Ministry of Education (Ministerio de Educación- MEN) has created a quality policy which searches for a better education where learners can have more opportunities to progress in order to defeat the lack of equity (Campo, 2012); this policy involves the teaching of English as a foreign language in the Colombian education. The current program that MEN has promoted to strengthen English education is the National English program 2015-2025. This program is characterized for being an integral strategy that articulates actions so as to improve the educational sector; besides, it is a long term plan that involves some
Colombian sectors such as the educational, tourism, commercial, among others. In summary, the program has as purpose improving the Colombian English competences. Therefore, it intends to make Colombia the best country with English level in South-America in 2025.

Therefore, Colombia has searched to reinforce the teaching of English as foreign language with the mentioned programs. However, by empowering the instruction of English focalized upon a bilingual education, the outcomes can be more outstanding not only regarding the language, but also the content use as a medium. Hence, It is stated by Ovando, Collier and Combs (2003) that bilingual education promotes the continued development of students’ native language, acquisition of the second language, and instruction in the content areas through the native and the target language what contributes with the problems described before prompting the importance of using the both languages, first and second, to learn a content.

In order to contextualize teaching in the English classroom through specific content and to avoid grammar and vocabulary based lessons, it is pivotal to consider Garcia´s (2009) type of education. Garcia (2009) exposes the dynamic bilingual education which promotes not only the students’ progression in the mother tongue and in the second language through content, but also their strengthening in terms of cultural consciousness to produce an appropriate interaction in both local and global context.
Consequently, taking into account that the dynamic ideology has great benefits in bilingual education, Content and Language Integrated Learning (CLIL) offered by Garcia (2009) emerges from the dynamic bilingual education as a mechanism to prompt it. Thus, this author highlights the benefits of CLIL to support bilingual education through programs, in which the language is used as a means of instruction and content and language are learned simultaneously.

Teaching content through the second language has been an issue that requires to be applied in Colombia, in this case in Risaralda, due to the fact that its education has evidenced a need for improvement in terms of quality, and mainly bearing in mind the benefits that imply the implementation of CLIL in different settings. Hence, since there are not many bilingual students and this is also for the lack of studies in relation to bilingualism in Risaralda, Cruz (2013) highlights the implementation of “Risaralda Bilingüe 2032” project, in which the focus is to increase students and teachers' communicative competences in a foreign language based on the Common European Framework the reference for Languages (2001). This project seeks to cover the necessities and objectives of the plan “Departamental de desarrollo 2012-2015” in which is aimed to apply a 20% of a public policy to develop the improvement of Bilingualism in Risaralda during a period of time of four years.

After mentioning specific issues regarding the dynamic bilingual education stated above, this implementation intends to contribute to the enhancement of mentioned problems in a public school in Pereira, designing fifteen CLIL lessons
integrated to nutrition so as to expose third graders to a specific content. This kind of approach differs from the conventional education, which has been teaching the foreign language in Colombia during the last decades. On the whole, while CLIL exposes students to a specific content, creating on them a strong cultural awareness and developing the second language unconsciously using the first language as a support, the traditional education is based on learning the target language separated from the native one focusing on its form.

To conclude, this proposal aims at implementing a nutritional train as a theme in which different groups of food will be introduced in order to expose learners to culture, communication, cognition, and content entailed as the 4Cs of CLIL (Marsh, 2001), throughout the process. Proportionately, the first language, Spanish, will cooperate with the second language, English, as an instrument to strongly improve the acquisition of content, nutrition. In this sense, it is attempted to increase the quality of education of 37 third graders who belong to a state primary school in Pereira, Suroriental, regarding their knowledge upon the cited content and their first and second languages through the exposure of a dynamic bilingual model.

This project will shed light on insights related to three specific aspects in relation to the implementation of CLIL approach. The first one, the professional growth that means a reflection on aspects into classroom management, lesson planning, the material design, among others; the second one is students responses which means learners’ reactions toward the implementation of the current project as students’ participation, engagement and interest in the process; and the third
one, the linguistic outcomes which revolves the reflection on students responses towards their language development.

The following are the teaching aims and the learning aims which guide this classroom project.
Objectives

Teaching aims

General
➢ Describe Content and Language integrated Learning in public primary school.

Specifics
➢ Identify the impact of Content and Language Integrated Learning on students’ performance in terms of the four skills.
➢ Demonstrate how an appropriate environment enable students to increase their interest on learning English as a second language with Content and Language Integrated Learning.

Learning aims

General
➢ Identify students’ learning process with the application of Content and Language Integrated Learning in a public primary school.

Specifics
➢ Describe students’ strengths and weaknesses in their performance toward the application of Content and Language Integrated Learning.
➢ Register learners’ performance from the interaction between the teacher and classmates about subjects treated in the class.
CONCEPTUAL FRAMEWORK

This chapter aims to provide the definition and characteristics of three concepts that will guide the development of this implementation; Bilingual Education, which is a program where the first and the second language are used as a mean of instruction; Content and Language Integrated Learning (CLIL). This refers to the use of content to develop both languages; and Basic Interpersonal Communication Skills (BICS), which refers to the language used in social context and Cognitive Academic Language Proficiency (CALP) that refers to the language used in cognitive educational tasks. These three concepts will be held and connected through the contributions of experts in the matter of each concept. Bilingual education will be explained based on Garcia (2009) and De Mejia (2005), Content and Language Integrated Learning (CLIL) will be studied through the contributions made by Marsh (2001); Finally, BICS and CALP will be explored taking into consideration Cummins (1989) and Haynes (2007) contributions.
TEACHING NUTRITION AND LANGUAGE INTEGRATED LEARNING AS DYNAMIC BILINGUAL EDUCATION PROPOSAL IN A PUBLIC PRIMARY SCHOOL

Figure 1: Constructs and authors for the implementation.
4.1 Bilingual Education

To contextualize the reader in this segment, the definition of bilingual education will be explored by the ideologies of different authors; the importance of it and its different types in which dynamic bilingual education is selected as focus of this project. Afterwards, the implementers will present bilingual education in the Colombian context and its need for improvement in this Pereira’s sector.

4.1.1 Definition

Bilingual Education has been appealing for many educational institutions due to the fact that it promotes the use of two languages as means of instruction. Romaine (1989, cited by Abello-Contese et al 2013) considers bilingual education as “a program where two languages are used equally as media of instruction” (p.216). According to Romaine this concept refers to a methodology adapted by schools which fosters bilingualism in students, in other words, the use of two languages. In contrast, Ovando, Collier and Combs (2003) point out that bilingual education is more than a program. They say that bilingual education is neither a program nor a methodology for teaching languages; on the contrary, these authors see bilingual education as an approach that embraces not only a program, but a set of them in which each program may foster its distinctive goals. For instance, while some bilingual education programs foster the use of two languages, other programs focus on developing the first language to make the transition easier into the second language.
4.1.2 Importance and difference of bilingual education

Bearing in mind that bilingual education is more complex than a program and encompasses a set of them; Garcia (2009) states the importance of bilingual education programs and the differences between foreign language programs and bilingual programs. She contributes saying that foreign language programs teach the language like another subject from the curriculum, whereas bilingual education programs teach a specific content through a language which is not the native one. Besides, this author adds that bilingual programs provide a global education for students in their first and second language, promoting understanding about languages and cultures diversity, while foreign language programs focus just on using the target language in instruction. In this order of ideas, Garcia concludes claiming that the main aspect, apart from the stated above, that differentiates these program is the broader general goal of bilingual education. Whereas the goal of language programs is to learn a foreign language, the goal of bilingual education is to use two languages to “educate generally, meaningfully, equitably, and for tolerance and appreciation of diversity” (2009, p.6).

4.1.3 Types of Bilingual Education

After knowing in depth the definition of bilingual education, it is precise to go further to analyze and define the bilingual education theoretical frameworks explained by Garcia (2009). This author claims two types of bilingual education which are monoglossic and heteroglossic. In the latter, which is the project’s concern, refers to a process in which the native and the second language are
systematically developed to educate globally, and it has been implemented during last decades of 20th century with two ideologies which are recursive and dynamic. Garcia (2009) supports Bakhtin’s (1981) use of heteroglossic as multiple voices, stating that this ideology of bilingualism considers different languages uses at the same time. In that sense, multiple voices refers to the variety of languages that co-exist in an educational environment that allow responding to functional needs; the relationship among these languages is not competitive, but mainly strategic as support. This implementation takes heteroglossic ideology and specifically dynamic education as a model to follow. For that reason, dynamic bilingual education will be exposed below.

4.1.4 Dynamic Bilingual Education and its purpose

Therefore, it is important to highlight the dynamic ideology that will conduct this implementation. Garcia (2009) describes the dynamic theoretical framework arguing that it promotes the combination of different cultural experiences as it is taken into account the cultural background that students bring; consequently, creating plurilingualism in the classroom. In addition, it allows the simultaneous use of different languages to foster communicative abilities, and to develop the linguistic ecology in order to enable bilingual learners to respond to both local and global contexts. Moreover, dynamic bilingual framework aims at developing the plurilingualism what means to empower students’ competences in more than one language, and it recognizes the bilingual education as a resource for all.
In this sense, the knowledge of the content in Spanish is used as a basis to create the knowledge of the content in English, making the learning process more significant. Additionally, using the native language and the second language, that in this implementation are Spanish and English respectively, in the classroom not only permits to develop both languages at the same time, but it permits to strengthen the first language to countervail the lack of knowledge in the second language. In this order of ideas, the purpose of dynamic bilingual education framework (see figure 2) is to develop students’ both languages and content knowledge simultaneously.

Adapted from Garcia (2009)

**Figure 2: Dynamic Bilingual Education Theoretical Framework.**

The shaded arrows that are elliptical and linear indicate one language, others white fragments signpost the other languages; thus, it demonstrates that languages are not directional but simultaneous.
4.1.5 Bilingual Education in Colombia

It is important to mention that Colombia is a bilingual country since indigenous languages are part of the language diversity that Colombia has (Alarcon, 2007). Nevertheless, having in mind that globalization has taken part of the Colombian market, international languages such as French, German, Italian and English have been seen in Colombia as a priority. In that sense, the Ministry of Education (MEN) has promoted an amount of programs to strengthen English language in Colombia, from the Programa Nacional de Bilingüismo (2006-2010) to the current one Programa Nacional de Inglés (2015-2025). The latter program pointed out is the one that is currently functioning in Colombia since July 2014; which aims at improving the Colombian people’s English competences. In addition, the program looks for contributing to transform Colombia the best country with English level in South America for the year 2025.

These kinds of programs promote bilingual education in terms of English, which is the focus of this implementation; however, De Mejia (2005) states that this type of education is not for everyone in Colombia, analyzing how bilingual education is not affordable to ethnic minorities, who are peasant origin families and rural communities frequently affected by guerrilla and paramilitary conflicts. On the other hand, bilingual education is available just for a smaller group of Colombian people who come from middle and upper classes. Also, this author reports that Spanish is the language of 93% of Colombian people, and primary and secondary education is based on this language what evidences the lack of bilingual education programs in Colombia.
In this order of ideas, many countries around the world have started to support bilingual education for all their citizens since these programs foster the continued development of the students’ first language, the acquisition of the second and the instruction in contents areas utilizing both languages, the native and the second one. In this sense, some approaches have emerged to support bilingual education; for example, The European Commission (cited by Garcia 2009) has supported these programs through the development of the dynamic bilingual education type Content and Language Integrated Learning (CLIL) as a form of bilingual education for all. It is this approach which will be discussed next.

4.2 Content and Language Integrated Learning (CLIL)

Given the fact that dynamic bilingual education has been selected as basis of this implementation, Content and Language Integrated Learning (CLIL) emerged as a type to foster this kind of education. Therefore, in this section the definition of CLIL, its benefits, and its characteristics such as the fours Cs (Content, Communication, Culture and Cognition) are expanded by Marsh (2001) and Coyle (1999). After this, the implementers will present CLIL in Colombia and its challenges.

4.2.1. Definition

In the field of education, there has been increasing the interest in the approach known as Content and Language Integrated Learning (CLIL). This concept is relatively new in the field of teaching given the fact that it was exposed in 1994 by David Marsh. It is said that CLIL fosters in scholars’ contexts a
successful developing of the first and second language in which common subjects such as biology, mathematics, social studies, and so on, are used to learn the language; this concept is supported by many experts in matter of teaching. Thus, Marsh (2001) claims that CLIL provides the opportunity to focus on the content, rather than in the language itself, in such a way teenagers can use the both languages naturally. What this author revels is that CLIL focuses more on the content than on the languages; therefore, it fosters the use of the language in a natural way.

Marsh (2001) has done significant contributions to CLIL; that is why, this author also claims that the learning of the content and language in CLIL goes mingled in one way or another. That is to say, that there are two aims in the classroom, one related to the theme or content to be implemented, and one linked to the languages, for this reason CLIL is called dual-focused education. This definition highlights a focal point in which CLIL is in charge of combining the content with the languages in order to have a simultaneous development.

Another important remark towards the definition is made by Graddol (2006) who agrees with Marsh's contribution on the point that CLIL involves the teaching of the curriculum content and English together. Graddol's and Marsh's definitions agree each other on account of the fact that it is possible to observe an emphasis on the perception of languages and content as a single and dual learning process. Similarly, the European commission (2004, cited by Ball, 2012) defines CLIL as a Content and Language Integrated Learning (CLIL), in which students learn a
subject through the medium of both languages. Essentially, The European Commission describes CLIL as teaching a subject through the first and second language.

Likewise, Lesca (2012) agrees with these definitions stating that “CLIL … integrates the teaching of content from a curriculum subject with the teaching of a non-native language” (p.3). Taking into account previous definitions, this conceptual framework intends to provide a general definition concluding that CLIL is an approach used to master the first and the second language through a specific content.

4.2.2 CLIL characteristics

In order to expand the notion of this approach is necessary to establish some characteristics regarding CLIL. Coyle (1999) based on Marsh’s initiative, defines these characteristics by developing four interrelated components, (content, communication, cognition and culture), of CLIL called the 4Cs. Content is concerned on the subject matter in themes; communication (Language Triptych: language of, for and through learning) Communication refers to the subject language produced by learners in oral and written form in which they have to interact in communicative contexts; cognition emphasizes on promoting cognitive or thinking skills which challenge students to become independent and to think on their own; and culture fosters students to understand themselves and to be aware of other cultures with the objective of facilitating their communication process with
people around the world and encourage them to have an intercultural awareness. Therefore, these concepts mentioned before brought to light by Coyle (1999) are considered essential at the moment of making a distinction of CLIL features.

![Diagram of 4Cs of CLIL (language triptych)](image)

**Figure 3: 4Cs of CLIL (language triptych)**

Adapted from Coyle (1999)

The figure displays the 4 characteristics needed to plan a successful CLIL lesson. The 4cs are interrelated among them, in which the content is connected to cognition, so that the level of the task can be chosen. Afterwards, linking content and cognition with communication, where the language for learning and of learning is defined, and finally, involving the 3Cs mentioned with culture in order to develop
cultural awareness. Therefore, these characteristics are indispensable to enable CLIL learners to an appropriate understanding of content connected to a communicative context, which exposes learners to cognitive demands in which they develop their intercultural awareness.

4.2.3 Nutrition as a content

As a starting point, it is important to mention that the topic to be taught was chosen regarding the school’s curriculum in which the subject of biology was focused on the area of nutrition. Aside from the mentioned fact, it is considered how important is to foster awareness on this issue since being conscious of nutritional aspects can contribute not only with educational features in terms of knowing the theme, but also with personal growth by allowing the students to be able to have a healthy life.

According to Roma (2011) [El Departamento de Agricultura y Protección del Consumidor] the nutrition plays an important role in the economic and human development. Therefore, it argues how important is to entail nutritional aspects in academic settings considering that the education is aimed to nourishing issues which need a strengthening. Besides, the nutritional education is taken as a strategy since by exposing people to improve their cultural awareness regarding this topic, students may have a positive impact in their health and eating habits. Based on this evidence, involving the language with a topic that can contribute with students’ health and welfare is seen as an optimal chance.
On the other hand, regarding the assumption that involving English with a topic will enrich learners' motivation by taking advantage of the different tools and varieties that the theme provides, a good students' response in terms of interest can be observed.

4.2.4 CLIL in the Colombian context

Recently, there have been evidences of the implementation of CLIL in the Colombian context. Rodriguez (2011) states that in Colombia the implementation of CLIL goes beyond teaching a subject in English. Since Colombian educational policies demand that schools must impart bilingual education, this kind of education has priority in Colombian schools. That is the reason why CLIL has been introduced as a program to support schools in terms of bilingual education. However, this author reveals the following challenges of CLIL when implementing it in Colombia.

Rodriguez (2011) considers fours aspects such as language learning approach, which refers to students' challenges when facing content areas; teacher training refers to teachers' challenges in terms of knowledge in language and content; development of material, which refers to the potential resources that take great importance when implementing CLIL; and cultural and intercultural competence, which refer to the challenges when connecting the first and second
language with culture to create cultural awareness. These aspects should be improved in order for CLIL to suit in the Colombian scenario.

As it was stated above, CLIL is a type of program that fosters bilingual education; as this approach combines the use of two languages through content, a specific language and a more demanding one will be necessary to accomplish CLIL lessons.

In this sense, CLIL encourages Basic Intrapersonal Communication Skills (BICS) in learners, giving them the opportunity at the beginning of their process to be exposed to simple tasks which require a low cognitive level. On the other hand, CLIL also fosters Cognitive Academic Language Proficiency (CALP) in students in situations in which through the application of content and language simultaneously integrated, more demanding tasks will be developed by them in specific context. Based on this, it is important to mention that CLIL will prompt the development of CALP which will require more time of exposure to learners rather than the development of BICS. That is the reason this concept will be discussed.
4.3 Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

In this chapter, the definitions of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), and the Common Underlying Proficiency, which is explained by Cummins (2000), will be defined by some authors. Next, the implementers will present the connection among the terms aforementioned defined.

4.3.1 Definition

The terms Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) are commonly used in discussion of bilingual education; these terms were first introduced by Cummins (2000) in 1979. In general terms, these components basically mean two different types of language that learners obtained after certain time of being exposed to the target language. BICS is the language which is required in social interaction conversations, it is the basic and the necessary language to interact with others; that is to say, this type of communication is meaningful in social context and it is not cognitive demanding whereas CALP is the language which is needed in academic situations, it is educational and indispensable language to succeed in school context; namely, this type of communication is significant in academic context and is cognitive demanding.
4.3.2. BICS and CALP distinction

Cummins (2000) describes BICS as the development of conversational fluency and listening development in the second language which are naturally achieved by normal native speakers of a language, whereas CALP describes the use of language in contextualized academic situations, where the four language skills which are listening, writing, reading and speaking, are academically achieved after long term of being exposed to the educational language.

Additionally, Chapelle (1998, cited by Cummins, 2000) draws that Academic Language Proficiency, also known as CALP, can be defined as the combination of world’s knowledge and metacognitive knowledge which is necessary in schools context. Essentially, BICS refers primarily to the level of English (A1-A2) that language users have in their first 2-3 years of their language learning process. Namely, it is the basic communicative language which is used in everyday social interaction. CALP refers to the level of English (B1-C2) that learners of a second language obtained after 7-10 years of language learning process. In other words, it refers to the highly abstract contextualized communication that takes place in the classroom, especially in the later elementary grades.

Similar to Cummins’ interpretation, Haynes (2007) contributes with this theory stating that BICS are language skills needed to develop in social interactions that occur most of the time in meaningful informal settings such as parties, talking on the phone, home and others. Furthermore, she says that English language
learners (ELLs) increase their target language skills from six months to two years of being exposed to the language. This author also describes CALP saying that refers to formal academic learning in which learners obtain a high level of language proficiency, where they are able to compare, classify, synthesize, evaluate, and infer. These skills are needed to be successful in school; to achieve this language proficiency, second language users need to take seven to ten years in the learning process.

4.3.3. BICS and CALP iceberg model

In order to broaden the notion of this theory is necessary to establish the iceberg model regarding BICS and CALP. Cummins (2000) proposed for this theory of language interdependence that there are common mental processes underlying both, first and second language learning. This theory refers to the hypothesis that on the top, (see figure 4 below), both, the first and second languages appear to be functioning in isolation, but under the surface there are academic and intellectual processes that are common to both languages. In Cummins’ assumptions, the theory is that first language learning proficiencies can be transferred to the second language learning context and sometimes the other way around.
With the objective of setting an association among Bilingual Education (BIED), CLIL and BICS and CALP, this chapter aims at connecting the theories exposed above. To begin with, the implementation of CLIL contributes to strengthen BIED in Colombian sceneries, where CLIL learners can develop their first and second language in a simultaneous way with the content, taking the languages as a means of instruction. Therefore, a dynamic bilingual education seeks not only to expose learners to develop the languages and the content simultaneously, but to construct context with intercultural richness. Based on this, with the reinforcement of BIED over CLIL approach, bilingual learners are exposed to programs in which they will be guided throughout processes from less demanding tasks to develop their BICS to more demanding tasks to develop their CALP; and consequently, by allowing learners to be in touched with CALPS throughout a bilingual education, they can be deeply exposed to academic situations.
and be more prepared to succeed developing not only the content knowledge, but also different skills such as comparing, inferring, and so on.
Content Language Integrated Learning (CLIL) has demonstrated that the implementation of this approach has important effects on primary learners around the world. In a research conducted by Yamano (2013), it is demonstrated the favorable outcomes that CLIL has in EFL primary schools. The researcher developed a research study on CLIL in a Japanese primary school in order to explore the potential of CLIL in a Japanese EFL context.

In this study, the following major debates were exposed by Yamano. She reports from Serra (2007), Craen et al. (2008), Hüter and Rieder. B¨nemann (2010) that CLIL is an efficient approach that increases students' abilities in the foreign language. On the other hand, the researcher also draws from Gonzales’ (2011) description that CLIL promotes the learners’ desire and positive attitude to learn a target language. The purpose of this study was to compare a CLIL class and a conventional English foreign language class in order to identify the differences between both of them.

The Yamano’s (2013) research is a mixture of qualitative and quantitative study on the grounds that it was based on recordings, questionnaires, and statistics focused on students' interest toward the lesson. The participants of this study were 71 fifth grade students of eleven years old, who were beginners in English and four teachers: two of them were a native English teacher and a Japanese English teacher, and the other two were ‘homeroom’ teachers in charge of the class.
Students were divided into two groups: the first group was a non-CLIL lesson with thirty seven students supported by the native English teacher and one of the ‘homeroom’ teachers, and the second group was a CLIL class with thirty five students conducted by the Japanese English teacher and the other ‘homeroom’ teacher. This study was conducted in a primary school in Japan.

The procedures for the data collection were two; the first one was audio-video recording to record not only the development of the class, but also students’ interaction with the lesson. The second one was an individual questionnaire taken at the end of each class and divided into two formats: first, a Linkert Scale to obtain students’ opinions about the lesson such as understanding of the content and language, students’ difficulties, and level of satisfaction during the class. Second, an open-ended question which was based on student’s perception about the class; nevertheless, it was not mandatory to answer.

The researcher analyzed the data comparing the non-CLIL and CLIL class transcribing the videos to detect the differences between them. On the other hand, Yamano (2013) reported that CLIL approach provided a lot of positive factors in students who belonged to the CLIL lesson. Namely, CLIL increased both active students’ and students’, who had foreign language learning difficulties, interest and positive attitude to learn. Besides, it engaged students in a meaningful learning when they were exposed to a cognitively demanding environment and also it developed students’ communicative competences inasmuch as they became active participators.
For the aforementioned findings, this study is relevant to the implementation’s idea about employing CLIL in a public primary school. The findings demonstrate that the use of CLIL activates students' interest when learning the target language since they engage with the context which is presented during the lesson. Thus, the findings provide an idea about students’ willingness and attitudes when learning through content the target language. The methods employed in the study, provide us ideas about what is the method to use in order to collect data; therefore, we consider imperative the use of video recordings in order to analyze students’ performance after the observation; besides, the use of questionnaires can be changed into interviews in order to interact with students and see how they have increased their competences in the target language.

CLIL has been incorporated in language education with the principal aim to strengthen bilingual education programs all over the world; for that reason, there has been carried out many investigations concerning content and language integrated instruction. For instance, the main objective investigated in Vallbona (2011) research article was to analyze the effects of the CLIL implementation on the competence in English as a foreign language of the students on 5th and 6th grades.

In this article, some major debates were discussed through experts in the matter of bilingual education programs; for example, Vallbona (2011) reports from Snow, Met and Genesee (1989); Johnson and Swain (1997); Marsh (1994) and Wesche (2001) that throughout the years, programs such as immersion and content-based instruction, in which the target language has been used as a
language of communication, have demonstrated to be effective in education. In addition, the researcher draws from Coyle's (2007) view of CLIL in which she says that CLIL approach raises learners’ expectations, increases lexicon, encourages learners’ autonomy, generates positive attitudes and motivates students towards learning languages.

In order to carry out the research presented, the following questions were established:

1- Does the students' listening capacity benefit from their exposure to the CLIL approach?

2- Does the children's writing capacity benefit from their exposure to the CLIL approach?

3- Do the children’s reading capacity and their general grammatical knowledge benefit from their exposure to the CLIL approach?

4- Do the children’s attitudes and motivation concerning the English language benefit from their exposure to the CLIL approach?

It can be said that this research is a quantitative study due to the fact that it focused on differences in quantity, rather than differences in qualities. The participants of this study were 102 students from 5th and 6th grades of primary education in a semi-private school in a small town in the province of Barcelona in Catalonia. The majority of the pupils in the school speak Catalan as their first language, although there is a small group of pupils that has Spanish as its mother tongue. The methods of collecting data used in this research were: a listening
comprehension test, a dictation test, a cloze test and a written composition. The researcher analyzes the data by checking each test, giving a general score to each group. The researcher put the information on tables in order to compare the results of CLIL and non-CLIL groups. Also, it is imperative to say that the written composition criteria were adapted from (Celaya et al., 2001). The aspects gathered in the written composition were the following:

Written composition: EFCL (Error Free Clauses (ratio), TNCL (Total Number of Clauses), TNWE (Total Number Words in English), LD (Lexical Density).

The findings presented in this paper indicate that, although there were not overall significant differences, the four CLIL students in both grades outperformed their peers in the following aspects: dictation and in some aspects of accuracy, fluency and lexical density in their writing tests. No major differences in favor of CLIL groups were found in other aspects also tested in the present study, such as the listening test and the cloze test. The researcher also adds that more hours of CLIL exposure are necessary to obtain better result.

The study already synthetized revels significant findings that are fairly relevant to our idea. First of all, our classroom project intends to implement Content Language Integrated Learning (CLIL) in young learners, and the previous research sought to implement CLIL in the primary classroom. Just seeing the objectives of each one, it is evident that both ideas are related. So that, the findings help us, for instance, have in mind that CLIL exposure, teacher training and materials are too important to have good results when implementing CLIL. Besides, the results of this investigation help us take into consideration that
methods of collecting data such listening comprehension tests, dictation tests, cloze tests and a written composition are not appropriate to assess students since these methods are just focused on the language progress. As a result of this, it is important to seek for methods that assess the aim of CLIL which is the integration of language and content.

Additionally, another study which aims to test the impact of Content and Language Integrated Learning and how it can contribute to the development of bilingual education is presented by Cross and Gearon (2013). This study seeks to analyze the issue of implications from a trial and evaluation of the Content and Language Integrated Learning (CLIL) approach to teaching languages in Victorian schools.

Cross and Gearon (2013) state as major debates the connotation of the following authors: these authors report from Lightbown and Spada (2006) that the understanding and creation of meaning are developed through the implementation of CLIL which adjudges the appropriate environment to acquire any new language. Moreover, Cross and Gearon (2013) draw from Coyle, Hood, Marsh, Mehisto and Frigols (2010) that exposing students to CLIL, the authenticity of content which drives the learning experience contributes to engage in a more successful way CLIL learners than students of traditional second language programs. Finally, the researchers cite the work by Lasagabaster and Sierra (2009), Sudhoff (2010), and Rodríguez and Puyal (2012), where it is stated that intercultural competences have demonstrated a better development in situations in which CLIL fosters students to be more aware of others cultures.
Taking into account that the aim of Cross and Gearon’s project is to test and analyze the implications of Content and Language Integrated Learning (CLIL) approach to teaching languages in Victorian schools. The following research questions were posed:

1- How can schools and teachers be better prepared to use the CLIL approach to support Languages education in Victorian schools?

2- What factors support or inhibit the implementation of Languages education using a CLIL approach in Victorian schools?

3- Does the CLIL approach to languages learning improve student engagement and motivation in learning a language amongst Victorian students?

Quantitative data analysis focused primarily on engagement and motivation in relation to attitudes, awareness, and understandings of CLIL, based on pre- and post-trial survey responses from four key stakeholder groups: principals, teachers, students, and parents. Besides, qualitative data analysis focused primarily on teachers’ application and understanding of CLIL pedagogy in practice, based on stimulate recall interviews with the six case study teachers following weekly lesson observations from a CLIL-based unit of work over a 4-5 week period. This study was carried out in different primary schools of Melbourne, Australia such as: Carrum Primary School, in which the participants were 270 students of whom 3% are from Indigenous backgrounds and 8% from a language other than English home language, including some German speakers. Coatesville Primary School, which has as participants 600 learners of whom 37% are from languages other
than English backgrounds. Kew Primary School, in which the participants were 534 students of whom 35% are from languages other than English backgrounds.

The research design used case study method, comprising six programs drawn from government and non-government schools, across a variety of levels, languages, and content areas. Descriptive statistical analysis techniques have been used with an emphasis on identifying key indicators and trends that may have implications for the further adoption of CLIL, as well as for interpreting the qualitative case study data with respect to the nature of these school contexts and settings.

Cross and Gearon (2013) reported in their results that oral skills showed to have positive outcomes in students due to the fact that they felt more confident when interacting orally to communicate a content rather than focused their performance on accuracy. On the other hand, Cross and Gearon (2013) found that most of the teachers preferred teaching the language integrated with content rather than conventional language programs showing desire to use content as Science to teach language as German. However, the authors reported that listening activities demonstrated a decrease in students’ performance on the grounds that learners were exposed to more demanding authentic material taken from real situations.

The findings of the study synthesized here are highly relevant to our idea, starting from the fact that this project aims at testing the impact of the implementation of Content Language Integrated Learning (CLIL) in a primary school. Thus, the findings are useful, for example, to have in mind that when implementing CLIL, students are exposed to have better chances of improving their
oral skills and their confidence since they are focused on communicating a meaning based on the content rather than the language itself. Besides, as our project is based on strengthening a bilingual education through the implementation of CLIL, the results of this study showed us that the educators have more interest when teaching the language and the content simultaneously than focusing their programs on conventional approaches based on the language form.

Along with the aforementioned related studies in which is highlighted the importance of CLIL and how it has been sought to prompt a bilingual education by its application, another study carried out by Mariño (2014) is approached. Hence, the issue of Mariño’s (2014) investigation is to explore how some of the characteristics of a content-based English class can be taken into account to implement CLIL at CBS to contribute to the education offered to the population of the study.

Mariño (2014) study cites as main debates the connotation of the following authors. Mariño (2014) reports from Delgado (1998) that a creation of effective strategies to communicate is developed by the exposure of bilingual education. Therefore, bilingual people are foster to not only be concerned on a linguistic learning process, but mainly be prompted to go further towards knowledge of specific subjects. Besides, Mariño (2014) cites the work by Coyle, Hood and Marsh (2010) where they discuss specific advantages brought up when CLIL is applied; Thus, it is stated how learners are benefited in terms of self-confidence when using the language, the improvement of the competences in the target language, the development of oral communication skills by enriching the mother tongue
awareness and the contribution of CLIL when it comes to be about students’ motivation. Furthermore, Mariño also point out Coyle, Hood and Marsh’s (2010) insights that CLIL students are deeply involved in tasks in which they are able to understand the difference of cultures and improve their tolerance upon the cultural diversity.

With the objective of conducting the study presented the following questions were established:

1) What characteristics of a content based English lesson are found in Country Bilingual School classes?

2) How Content, Culture, Cognition and Communication are addressed in the teaching learning processes at Country Bilingual School?

3) How is English taught at Country Bilingual School?

4) What characteristics of a CLIL lesson are found in Country Bilingual School classes?

The data consisted of six videotaped classes from fifth grade, a class observation form, a student questionnaire, an informal interview, a teacher’s journal, and other documents such as the teacher’s lesson plans. The results were qualitatively and quantitatively analyzed using Seliger and Shohamy (1990) techniques. The research took place at CBS in Tunja. CBS is a private school founded five years ago with the main objective of educating bilingual students. The school has a strong emphasis on English in high school levels and it claims to be bilingual at the elementary level. In elementary school, some subjects such as science, math, social studies and religion have been taught in English since 2008.
Regarding human resources, the school staff and teachers are Colombian. Some of the teachers who work there are pre-school teachers who have been abroad for one or two years, some others are English teachers, and others are high school teachers graduated from programs such as mathematics or sciences who do not speak English and teach in Spanish. The participants to work with were 15 students in fifth grade and there was only one fifth grade in the school. Children were between eleven and twelve years old. Most of the students belong to an upper social class, which explains why their parents are interested in educating their children in a foreign language. Students attend eight hours of class daily.

Regarding the data analysis procedure, two different techniques were followed to analyze the gathered data following Seliger and Shohamy’s (1990) foundations on analyzing qualitative research data. A first technique in which the “categories derived from the data” (Seliger & Shohamy, 1990, p. 208), and a second technique in which the data should be approached “with predetermined categories” (Seliger & Shohamy, 1990, p. 205) that were obtained from the conceptual framework of CLIL.

Mariño (2014) reported in their results that when being involved in CLIL sessions, students were constantly using both languages, the target and the second. Hence, while students were more willing to use Spanish regarding academic situations as happened during the sciences class, English was constantly used mainly when they wanted to express their feelings or needs with communicative purposes. However, students also used both languages to express academic topics by switching and using Spanish and English at the same time as
support. Additionally, Mariño (2014) found that concerning aspects of communication when implementing CLIL, there should be language components that match the requirements of a CLIL class in order to facilitate the process. That is the importance of trying to speak the L2 as much as possible what is manly fostered in CLIL lessons through the motivation that entails to be focused on content rather than the language. As final point to remark, it was reported by the author that when applying CLIL session, it is highly important how the teacher creates opportunities for the students to develop the four skills throughout communicative purposes and the recognition of learners’ effort and success.

The connotations and outcomes of the former study exposed bring up a strongly importance in regard to our idea. Initially, the study highlights the relevance of using both languages in a simultaneous way in order to be willing to express personal desires and academic concerns as well. Consequently, by using both languages and taking advantage of L2 knowledge students may be prompted in different scenarios to successfully use the languages. Apart from the mentioned reason, the study’s findings evidence the impact of focusing on communicating and using the language rather than being focus on its form, and consequently, how this contributes to the improvement of students’ motivation. Finally, the results of the study contribute with ours by creating awareness on the relevance of recognizing students’ effort and success, and more importantly, the commitment that entails to be a CLIL teacher when creating lessons with communicative purposes to facilitate the development of students’ skills.
As a final related study to emphasize regarding Pereira’s context, it is intended by Manzur and Ramirez’s (2014) study to measure the relevance of CLIL and how it can contribute to the development of a dynamic bilingual education in the mentioned context. The study was taken into account in view of the fact that it was carried out in the same context in which our project took place, Pereira-Risaralda. In addition, due to the context some similarities are evidenced such as participant’s background, participant’s proficiency regarding L2, and the impact of teaching content through the use of it. This study attempted to analyze the outcomes of a CLIL program by means of dynamic bilingual education in terms of challenges, perceptions about the existence of previous knowledge in students, and considerations concerning the consequences of such implementation.

Manzur and Ramirez’s (2014) study states as major debates the connotation of the following authors. Manzur and Ramirez’s (2014) cite the work by Hamers and Blanc (2000) where they argue that even when a bilingual person is able to communicate perfectly in two languages, it does not involve being proficient in both; besides, interpersonal, individual, and society levels must be entailed when two languages are in contact. In conjunction with, Manzur and Ramirez (2014) report from Baker (2006) that there is a simultaneous use of two languages in the classroom called translanguaging. Thus, a development of both languages skills and a contribution of a deeper understanding of the subject studied are fostered by the use of translanguaging. Finally, Manzur and Ramirez (2014) point out Marsh’s (2001) insights that CLIL is perceived as “dual focused education”. This assumption is based on the fact that it involves two aims. The former, based on the
development of theme or subject taught. And the second one, the means in which the language is fostered through the content. Besides, a highly importance is brought up concerning the learner’s age in which CLIL must be implemented since language is better acquired during childhood period.

With the objective of conducting the study presented, the following questions were established:

1) What challenges can be evidenced in a dynamic bilingual CLIL implementation program?

2) What are teacher’s perceptions towards their implementation of CLIL lessons regarding students’ previous knowledge?

3) What are teachers’ considerations about the implications of CLIL implementation as a dynamic bilingual model?

To collect the information needed for this study, qualitative data was obtained with the use of instruments such as observations, teachers' reflective logs, and interviews. The observation was analyzed to collect data regarding teachers’ believes, attitudes, and perceptions towards the lessons they implemented. This study was carried out at two state schools. Firstly, Hugo Angel Jaramillo located in the neighborhood of Malaga, Pereira – Risaralda. It has around 1150 students; between 40 and 45 students per class, and 36 teachers. Secondly, Jaime Salazar Robledo, located in the neighborhood of Tokyo, Pereira – Risaralda, which has around 1800 students and 60 teachers. The participants of this study were teachers from two public schools: Hugo Angel Jaramillo and Jaime Salazar.
In total, there are sixty-two teachers: nineteen of whom are English language teachers and the remaining forty-three are content teachers.

The Constant Comparative Method of Qualitative Analysis was used for this study by involving four stages: comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory. These stages were not strictly followed in the same order for analysing the data of the project as they had to be adapted according to the emerging theory.

Manzur and Ramirez (2014) reported in their results that the content teachers felt the need of proficiency's improvement in their second language. Therefore, when implementing an appropriate CLIL session, there was a need of a command regarding the second language and not only the content. Based on this, the content teachers argued how useful was to improve aspects such as pronunciation and fluency, regarding the second language, to implement a more successful methodology. Additionally, Manzur and Ramirez (2014) found that there was a misconception regarding the use of L1 in the classroom. Therefore, it was evidenced how the participants changed upon the perception of L1 usefulness when it is brought up into the classroom. Thus, in regard to the utility of using both L1 and L2, it was conceived how their inclusion in the implementation process permitted the participants to have a positive attitude towards themselves as well as positive responses by students. As a final result to be highlighted, it was reported by the authors that CLIL approach had a good reception from the students. Consequently, it was expressed by the participants that the students found the inclusion of content attractive what fostered a positive attitude towards the lessons.
The findings of the study synthesized here are highly relevant to our idea. To start with, it is pivotal to point out the context in which the study was carried out. This is based on the assumption that our project is deeply connected in terms of context since both studies take place in Pereira- Colombia. Therefore, the relation between the contexts may derive in some facts and similarities such as participant’s background, participant’s proficiency regarding L2, and the impact of teaching content through the use of it. Besides, the study’s findings showed the importance about the use of L1 and L2 in a simultaneous way to strengthen both languages. Finally, as our implementation is based on teaching nutrition as content through CLIL sessions, the findings of this is study contribute to ours by highlighting the positive students’ response when it came to be about attitude, motivation and engagement to take content subjects in L2.
METHODOLOGY

5.1 Context

The current classroom project was conducted at the “Institución Educativa Suroriental” which is a state school situated in Pereira city (Risaralda- Colombia), located in Boston neighborhood. This school started working in this community in January 18th, in the year 2000, having as its first principle Alvaro Restrepo. The institution reports, in 2014 as its current principle, Gildardo Garner, and as its population, around 1157 students who are studying from preschool to mid secondary. Consequently, this official public school offers basic primary grades, from preschool to fifth; basic secondary, from sixth to ninth grades; and mid secondary, from tenth to eleventh grade. Moreover, it provides an ‘aceleración’ course for those students who have academic problems and need to be fastly-promoted.

The status of being a public school provides a formal education, without any cost, to three different populations such as afro-colombians, lower social status, and displaced by violence. In addition, the Institución Educativa Suroriental, in its institutional vision intends to enrich and improve people’s quality life, contributing to human and social development in the community; and as mission, to promote an integral formation of human talent, so that, the students develop their abilities to have a continuous learning for their well-being.

Additionally, the school provides a “Malla curricular” which is a general plan that contributes to the development of all subjects over the year. As this classroom
project was based on English, it is important to mention the process of the curriculum itself and the syllabus that conducted the same. In first place, English teachers who work in the school plan at the beginning of the year the entire curriculum for the academic year. This curriculum is a general content of what every teacher has to teach during the year.

In English, the “Malla curricular” is divided into 4 terms; each one aligned to the booklet Guia Nº22 (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés). Each term has a specific syllabus, which is composed by a general competence, performance (Saber, Saber Hacer, and Saber Ser), performance indicators, and activates suggested to build knowledge per week. All teachers are asked to follow the syllabus and at the end of each period they must demonstrate the outcomes of what was implemented.

For the development of English as a second language classes, it was implemented two hours per week during 8 weeks in a third grade in Suroriental high school. The size of the classroom assigned was extremely big, appropriate for around 50 students. It had three big windows that illuminated the whole classroom. Besides, the classroom acoustics allowed hearing very well. It had a small white-board, and a tv set, which never was used. It had around 60 (Rimax) chairs. Finally, in technological terms the classroom was equipped with video-sound fitted out (video-beam and speakers). After the seventh session, the implementation.

However, after the 7th session, the implementation took place in Suroriental school branch primary school because of school renovations were finished. The
size of the classroom, where the rest of the project was implemented, was big. It had 4 big windows that illuminated the classroom. It had a big white board and a locker on the left corner of the classroom. Besides, the classroom acoustics did not allow students to hear very well. Finally, the classroom had 35 chairs.

5.2 Participants

5.2.1 Students

The subjects of the present classroom project were 37 3rd graders from the Institución Educativa Suroriental. These students are expected to achieve an A1 English proficiency level at the end of fifth grade. That is why, students from this institution must take two hours of English instruction per week.

Concerning with the personal characteristics of the students, they were third graders, whose ages range from 7 to 10 years old, having Spanish as their native language. Additionally, in the group assigned, there were 37 learners, 20 girls and 17 boys. The 80% of the learners were afro-Colombians and 20% were mestizos; moreover, 1 of the learners was a displaced girl. They belonged to a medium-low socioeconomic status. The 90% of the learners were kinesthetic; in contrast, to the 10% that were visual (they prefer to pay attention instead of participating in games). The students were in A1 level according to the (CEF) and the booklet Guia N°22.
5.2.2 Teacher and observers (implementers)

Three pre-service English teachers, who developed different tasks, were the implementers of this project. One of them was a practitioner of ninth semester of the ‘Licenciatura en Lengua Inglesa’ degree of the Universidad Tecnológica de Pereira who guided 19 hours of English-CLIL classes twice a week during 1 hour per class for 10 weeks. Concerning the personal characteristics of the practitioner, he was a 23 year-old man, who was an English teacher in development, whose English proficiency was C1.

Equally important, the other two participants were the observers, who belong to ninth semester of a language teaching program at Universidad Tecnológica de Pereira. They observed the classes for 10 weeks; however, each one of them observed 10 hours of English classes once a week during 1 hour per class. Regarding the personal description of the observers; one of them was a 20 year-old woman, who was a pre-service English teacher, whose English proficiency was C1; and the other observer was a 22 year-old man, who was an English teacher in training, with C1 English level proficiency. The three implementers were in charge of designing the lessons and creating the proper materials to develop the project.

5.3 Design

The purpose of this project was to implement Content and Language Integrated Learning lessons in a primary school as an approach to foster a dynamic bilingual education. According to Garcia (2009) this kind of education aims
at developing the plurilingualism which means to empower students’ competences in more than one language. Therefore, it provides cultural experiences in the classroom, and it develops students' both languages and content knowledge simultaneously. In order to carry out this project and to strengthen the dynamic bilingual education, Marsh (2001) proposes Content and Language Integrated Learning (CLIL), which is the integration of a specific subject and language where the language is used as a means of instruction. In that sense, both the content and the language are learned at the same time. In addition, this author states that the use of content and language in a lesson provides the opportunity to learn by using the language rather than knowing the language itself.

In order to describe the followed steps, science was selected as the content to guide this implementation and to implement content and language instruction. The implemented topics were based on the Guia Nº 7 of Estándares Básicos de Competencias en Ciencias Naturales y Ciencias Sociales, which attempts to develop students’ scientific abilities to explore their environment and to solve problems for teaching the content. Before starting the implementation, the teacher made a diagnosis (see appendix 1) so as to know how much content knowledge and language proficiency students had, and to have an idea how much students were interested in the subject. This was done with the purpose of having a starting point and making a comparison at the end of the implementation to reflect on students’ improvements in terms of content and language.
During the implementation three units were conducted (*See appendix 2*), each one consisted of 5 lessons, and each lesson took 45 minutes. Besides, the standards of the Guia N°22, the Guia N°7 and the 4Cs of CLIL, which are content, communication, cognition and culture were taken into account. The procedure of each lesson was framed into the procedural technique (ESA) proposed by Harmer (2011), in which the content was taught through the language. Therefore, the engage stages were used at the beginning of each class to active prior knowledge and encourage the students by using activities such as warming up and ice breaking. Afterwards, the study stages were implemented to describe and explain the topic in which the leaners had the opportunity to interact with questionnaires, writings and readings comprehension activities that allowed them to understand the topic easier. Finally, the active stages were executed to foster students to use the new knowledge acquired to product outcomes through communicative activities. It is important to precise that the order of each stage varied depending on the objective of each lesson.

### 5.3.1 Instructional design

The instructional design of the present project assembled different steps such as the selection of content, the creation of CLIL units, and the creation of CLIL lessons and materials through the usage of different resources. The first stage was to choose the theme in which the approach was focused on. Therefore, it was considered that the application of food as content in the area of sciences would benefit students’ motivation and would draw their attention; besides, it was taken
into account the topic that students were taking in natural science in order to
connect students’ previous knowledge in their first language with their learning in
their second language. Based on this assumption, a “nutritional train” (see
appendix 5) was adapted in order to separate each kind of food; for instance, fast
food, vegetables, and so on through the use of different wagons of the train; on this
way, the idea was to teach each wagon with its benefits, its disadvantages and at
the same time teach the language.

Once the topic was chosen, the next step was the creation of three units (see
appendix 2) in which the content and the 4Cs of CLIL were entailed. As a result, as
it was estimated that the time the implementation would take was 7 weeks divided
into two sessions per week, it was necessary to separate the topic in 14 sessions.
Under the mentioned circumstances, the implementers were in charge of the
creation of the three units, in which two units contained 5 sessions and one unit 4
sessions. Accordingly, each unit was aligned with two booklets, Guia # 22
Estándares Básicos de Competencias en Lenguas Extranjeras and Guia # 7
Estándares Básicos de Competencias en Ciencias Naturales y Ciencias Sociales.
Therefore, the mentioned booklets were taken into account in order to have a basis
of students’ competences to be developed and the themes to be introduced.

Apart from the booklets mentioned above, the 4Cs of CLIL were considered,
as well. Firstly, the content was selected according to the institutions’ curriculum.
Secondly, the language triptych proposed by Coyle, Hood, and Marsh (2010) was
included through three means; the first one: language of learning, which was the
language expected to be learnt, the second one: language for learning, which was
the language provided in order for students to communicate in the classroom and finally: language through learning that is the language that spontaneously emerge during the learning. Thirdly, cognition, in which the demands of the activities were considered in cohesion to Bloom’s Taxonomy starting from simple cognitive tasks to ones that are more complex. Finally, culture was included making emphasis on the relation of gastronomic aspects of Colombia and other countries.

After creating the three units, the process of planning the lessons (see appendix 6) was distributed since being a CLIL teacher demands time not only in terms of planning the lesson, but also in terms of creating the materials. Therefore, while two of the pre-service teachers took around 3 hours preparing each session to create the lessons, the appropriate activities and the application of CLIL features such as communication, cognitive demands, content, and cultural issues to be involved in the session, the other pre-service teacher took around 3/4 hours looking for materials on the websites that were relevant to the project and creating authentic material such as videos, flashcards, games, posters, worksheets, classroom artifacts, evaluations and even a nutritional train made of boxes.

Regarding the resources used, some websites such as toolsforeducators.com, anglomaniacy.pl, and eslprintables.com (see appendix 7) were taken into account, which made more comfortable and easier the materials design. In other words, some pages were helpful in terms of creating word searches, crosswords, and even flashcards. Other resources in terms of realia such as objects (see appendix 9) and the nutritional train were based on using recyclable materials like newspapers, boxes, and pieces of paper. Finally, the
connotation of the need to know not only about L2 methodologies, but also about the content itself required commitment since the three pre-service teachers had to study topics in relation to the food in order to be able to carry out the lessons in an optimal way.

5.4 Reflection model to be used during the classroom project

To reflect on aspects concerning this implementation the Schon’s model (1983) was used. This author developed the notions of reflection in action and reflection on action. To begin with, reflection in action is merely reflection in what the teacher is doing, it means that issues perceived in the classroom while implementing the activities must be written down when the session is taking place. This awareness allows making changes as the situation demands. On the other hand, when the session is completed, reflection on action brings up. This refers to the reflection after you have done it. This leads to analyze and evaluate the learning and teaching; consequently, it informs the action plans to be taken for next sessions.

Another type of reflection taken by this classroom project was based on Gibbs’ (1988) model called “Learning by doing”. This reflection model is sometimes called ‘iterative model’ given the fact that it is based on a repeating, but constantly and improving cycle of learning. Gibbs’ reflective cycle model provides six stages of reflection which are description, feelings, evaluation, analysis, conclusions and action plan. Throughout this model a deeper reflection was made on the activities implemented in the classroom; for that reason, and as a main idea the more
profound reflection was made, the more improvement and benefits, either for teacher or learners, were evidenced.

Before describing each stage of “learning by doing” model, it is important to know that every stage had some specific reflective questions which help smoothly develop the reflective cycle. Accordingly to Gibbs, the first stage developed in this implementation was description, as the word itself says it was the detail description of significant events happened in the session; then it came feelings which was the part where discussion of feelings and thoughts about the experience was manifested; after that it got evaluation, in this step the lessons already developed were evaluated through some reflective questions; afterwards, it took place analysis which was the consideration of what might have helped or hindered the event; the antepenultimate stage that occurred was conclusions; finally, it came about action plan which was the step where anything that it was needed to know and do to improve for next time was summing up.

The process of gathering the information was carried out by using instruments such as observation and field notes, personal journals, and reflection formats.

5.4.1 Observations and field notes

Observations are the instruments in which the observer has to be present for a long period of time in order to observe the context being studied. Furthermore, field notes are the detail descriptions that the observer takes of different behaviors observed; namely, the students’ interaction and participation during the classroom (Hall, 2002). In this classroom project the use of observation and field notes seeks
to observe and analyze students’ performance when using English as a foreign language, and write in detail information of different behaviors observed such as students’ interaction with their classmates and teacher, and students’ language development.

5.4.2 Personal reflection journals

Personal reflection journals are according to Hall (2002) “the documents produced by the researchers in which they record their feelings and reflections” (p.165). In other words, these are the records that the observers make in terms of their feelings and reactions of the events observed. Moreover, personal reflection journals are also the descriptions of incidents, observations or events that are relevant to the implementation. The purpose of implementing this instrument is to write detail descriptions of important events that are considered significant to the implementation. Besides, the teacher and observers will write their reflections (see appendix 3) of each session where they expose how they feel during the class.

5.4.3 Reflection formats

The last method used to write down critical incidents regarding the implementation was the reflection formats (See appendix 4). It should be mentioned that this format was created and delivered by the teacher who was in charge of the subject “Iniciación proyecto de grado”. In general, the format is
composed by three aspects: students’ responses, professional growth, and linguistics outcomes. In the first one, the implementers had to reflect on aspects such as students’ participation, engagement, and interests towards the implementation. In the second, they had to consider features like classroom management, lesson planning, material design, institutional limitations, and personal growth. In the former, it was pondered aspects such as assessment and students’ development in terms of the four skills. Finally, it is worth mentioning that this format was just to write down negative aspects in order to reflect on them and then come up with action plans for futures practice.

5.5 Resources

5.5.1 Materials

To execute this implementation some materials such as images, worksheets, realia as a nutritional train (made of boxes) science and nutritional books, laptop, video-beam, board, and markets were used with the purpose of explaining the topic, which in this case was science studies related to nutritional food. Besides, some posters of language for learning were stuck around the classroom in order to scaffold the students’ learning process, which were developed step by step from more simple to more demanding tasks, as it is explained by Bruner (1995).

One of the main resources of this implementation was the nutritional train (see appendix 5), which contained seven wagons of nutritional food such as grains, vegetables, fruits, fats/oils, milk/dairy, meat/beans, and fast food. The
nutritional train was chosen as a theme in view of the fact that students were taking nutritional aspects in natural science by the time the implementation started, so that it was helpful for the project since it connected students’ previous knowledge in their first language with their second language learning. Besides, the nutritional train is a Colombian icon which is used in the schools to teach students the types of food and the appropriate alimentation. The nutritional train is proposed by the Instituto Colombiano de Bienestar Familiar (ICBF). The nutritional train was used with the pedagogical purpose of teaching the nutritional groups of food, which students learnt new vocabulary, the importance of eating healthy foods, and the consequence of eating bad food, and at the same how to communicate these features in their second language.
RESULTS

6.1 Professional growth

6.1.1 Strengths in the path to be English language teachers

Professional growth is an important reflection area in teachers’ lives. Its importance has been seen in the teaching area as the possibility for teachers to improve their instructions in which the use of self-reflection is done to evidence the strengths presented in the classrooms. The reflection on professional growth has provided insightful sources to grow professionally as the implementers have improved to deal with aspects such as lesson planning, material design, personal growth and dealing with content.

Planning is a significant aspect in teaching to have a record and a guide to carry out any class. A good lesson planning is defined by Shrawder (2006) as the creation of effective learning objectives using critical skills in order to develop a successful lesson that archives the outcomes proposed. It means that effective teaching entails planning as one of the most crucial stages for the achievements of the aims. During the planning, there were found strengths such as different meaningful opportunities for learning through the inclusion of CLIL in the lessons, in which a connection between L1 and L2 was incorporated (this discussion is developed in the result “Students’ improvement when using the language” page. 77), awareness on teaching aspects in relation to the school and the implementation of standards, and developing the instructional design for the stages of the lesson. To begin with, the implementation of CLIL in the lessons allowed
reflecting on two important aspects; firstly, the integration of content and language in which it was given students the chance to learn English and Science.

The implementation of specific contents contributed to provide the students with meaningful opportunities for learning, they were able to make connection between knowledge on L1 and L2, relating words and benefits of food they knew in Spanish to English. Secondly, the inclusion of the 4Cs, explained in the page 22, coined by Coyle (1999) in which the language to be used, cognitive activities, the development of knowledge, and the self and other awareness were provided. Another positive aspect in terms of planning has been the inclusions of the standards. The inclusion of some standards of the booklet Guía Nº 22 “Estándares Básicos de Competencias en Lenguas Extranjeras” aided to raise awareness on the English teaching issues in the school this project was carried out; for instance, it was taken into account what the students were capable to do according to the mentioned standards in order to employ this as a reference to involve the students’ competences in English with the content (nutrition). Finally, another strength grasped was the implementers’ ability to smoothly plan CLIL lessons combining with the stages of lesson planning (Engage, Study, and Activate) ESA proposed by Harmer (2011) which helped them to construct the instructional design, and thus, to provide a logical sequence to the exercises and activities developed in this project.

In addition, the use of appealing material to call students attention was a positive aspect perceived. It was noticed that if the material is designed considering students’ interest and needs, they will be more willing and engaged to learn. To start with, the implementation of material like realia was designed having
in mind students’ learning styles what contributed to students learning and comprehension of tasks. During the implementation, the use of realia, as the train made of boxes employed in order to teach the seven groups of food (see appendix 7), was considered a strength what led to rethink that through useful material students were more encouraged for learning not only the nutritional content, but also aspects of both languages.

Additionally, as students’ learning styles were borne in mind, it was taken advantage of the mention factor to planned visual, kinesthetic and listening comprehension activities. In brief, worksheets, flashcards, objects and posters (see appendix 8) were visually appealing for them, the fact that this material considered learners' interests, needs, and learning styles contributed to students' participation and motivation towards the planned sessions. For all the above reasons, it was considered that material design was regarded as a strength during the implementation of the classroom project since it influenced students to learn upon the CLIL classes, and it also prompted the implementers to grow professionally as future material designers by giving them the chance of acquiring experience and learning new strategies when creating the material.

The experience of carrying out the classroom project shed light on the need of essential personal traits that teachers should have such as creativity, being a critical person, and recognizing weaknesses. To illustrate, the materials used over the implementation like the train were completely original and creative; besides, some of the activities were innovative due to they were not just focused on both languages, but on the content, too. Throughout all the execution, the implementers
were quite critical in terms of their personal growth trying to improve every step they made. Therefore, they reflected on teaching practices in order to always have a clear perception of the issues observed when implementing, and in order to come up with a possible solution to face these problems.

Another strength found was the recognition of weaknesses when being CLIL teachers. During the implementation, different mistakes were made by the implementers in view of the fact that they needed more instruction to be CLIL teachers; however, due to critical perceptions, the implementers were able to reflect on those mistakes and search for action plans. For instance, a mistake that one of the implementers made at the beginning of the course was paying attention just to the students who were in front of the class; in response to that, the teacher-practitioner started walking around the class more often to obtain the attention of those students who were sitting at the back. It is strongly believed that when the teachers recognize a mistake in their classes and they are able to correct it, they are growing personally. Also, the implementers had a positive growth when dealing with the content since they improved their knowledge about the nutritional train and the benefits of each wagon. Moreover, a part from the language they knew, they had to learn the language content and the content itself. This was a great experience for them as they grew linguistically and in terms of knowledge.

The aforementioned aspects contributed to one way or another to the professional growth. In first place, lesson planning aided to have a guideline before giving the class, in that sense the instructional process of the lessons facilitated the sessions. Secondly, the material design helped to engage learners, including all
types of students’ learning styles, towards the lessons and to the straightforwardly facilitate the comprehension of the activities proposed. Finally, the classroom project execution led to personal growth on the bases that there was a chance to critically reflect on aspects that were not successful and come up with intended solutions for these at the learning of a content growing linguistically and in terms of knowledge. Under these circumstances, it could be concluded that certain skills of Critical Thinking were implemented during this project as this approach fosters to find solutions about problems that arise in every day.

6.1.2 Challenging factors in the professional development

The field of professional growth is in continuing development throughout the experiences acquired by the teacher. Some challenges were identified during the implementation and these aspects triggered a constant reflection by the teachers to improve their performance when teaching. When implementing an approach like CLIL to teach English as a second language, some challenges presented over the execution needed reflection to grow professionally in terms of classroom management, materials design, institutional limitations, and the inclusion of cultural aspects and the 4Cs in the lessons.

Some challenges in relation to classroom management such as disruptive behavior, time management, and grouping during the development of the classroom project were noticed. Initially, it was evidenced disruptive behavior in the classroom in such situations when the students were constantly talking to each
other while the teacher was speaking or explaining the topic. In addition, the students made a lot of noise, running and/or screaming, that affected the learning process since they did not pay attention and as a result, they did not understand what was already explained; therefore, the teacher had to use body movements to call students attention in order to take control of the class; for instance, the teacher raise his hands, touched his head, among others and students started to repeat it, on this way they got concentrated and at the same time the teacher obtained their attention. Besides, the time management was a challenge to overcome due to the fact that all the time the activities planned took more time than it was expected affecting the development of the stages of the lesson, For this reason, the implementers used the left activities for next sessions in order to save time planning.

Finally, although it is stated by Harmer (2011) that the appropriate grouping of the students brings many advantages such as the development of an engaging atmosphere or the creation of learner’s autonomy, it was observed some challenges in relation to this issue during the implementation, in situations where the students evidenced the lack of motivation when working with a different partner when they were asked to get in groups with different people. In brief, taking into account the mentioned issues, it was considered that classroom management was presented as a challenge when implementing since it affected the appropriate development of the lessons. Despite their lack of motivation to work in groups, the teacher implemented activities like get students up and match some images to get
groups done, in that way students were not thinking of the group work, but in the game. At the end they got in groups without refuting.

It is pivotal to highlight that in order to implement content (nutrition) and language (Spanish and English), the use of several materials was necessary on the grounds that it helped to catch not only students’ attention, but also to guide their learning process. However, the lack of time, CLIL materials and economical investment were some difficulties that were faced throughout the implementation. Therefore, when developing CLIL lessons in an ESL class, it was analyzed that the designing of CLIL materials demanded a lot of time since it took at least 3 hours per day for the creation of worksheets, flashcards, and interactive activities and/or in other cases a weekend, for example, when the nutritional train was created. So that, using CLIL, as an approach to teach a foreign language, requires time to elaborate the materials.

Additionally, there were not enough CLIL materials available either on internet or physically which were reliable to the context needs, so it was considered necessary the idea to create proper materials for the implementation. In addition, some materials as realia could be obtained, but the economic resources were low, so that it was decided to use different means to create and design these. It seems that, CLIL materials are one of the challenges that teachers faced. As Garcia (2009) points out, the lack of materials available, in a bilingual process, for teachers when integrating language and subject matter in their lessons is one of the challenges teachers face as well as the creation of new materials since it consumes time and the teachers do not have sufficient time. This author also says
that CLIL material can be found for any subject, but mostly for ESL context; for that reason, was not reliable for the context where the project was carried out.

The appropriate environment and context in which the class is carried out has a key influence either to prompt the student’s process learning or to affect it due to some limitations; and this project was not the exception. Consequently, taking into account the learning environment in which the classroom project was executed, some institutional limitations such as noise making, resources, and schedule boundaries affected the development of the learning process. In consequence, it was possible to hear some noise outside the classroom, which interfered with the environment inside the classroom since sometimes when the teacher was speaking that noise did not allow students listening to the instructions. For that reason, the teacher frequently had to ask for silence to those students who were making noise outside; however, the requirement sometimes was not successful; thus, as a second plan, the teacher closed the door and spoke loudly so that the students could hear him.

Equally important, there was a lack of tools that would have been very useful at the moment of planning the lessons, for instance, video beams, recorders, and an audiovisual room were difficult to find at the school. Thus, realia, big food images, and the train made of boxes were the materials designed not only to teach the topic and catch students’ attention, but also to overcome this situation. As a final point, the two hours per week provided to carry out the project were a challenge inasmuch as it was perceived that there was not enough time to implement the CLIL sessions; for these reason, it was taking into account the
available hours to get the most profits of the classes and time management was a factor that the teacher had to improve in each class in order to achieve the learning aim. For instance, the implementers prepared enough activities to develop in each class, they took the time in each activity, and the activities which were not achieved, were implemented in next classes.

The last challenge observed was the inclusion of cultural issues and the 4Cs of CLIL in the lessons during the implementation. Therefore, when the implementers intended to entail the class with cultural aspects, it was difficult because there was not enough knowledge regarding the area of the nutritional traditions of foreign countries. Aside from the mentioned, when planning the CLIL sessions, it was challenging to connect the stages of the lesson and the content taught with nutritional aspects of other countries. Additionally, the inclusion of the 4Cs in the lessons was a difficulty since the teachers did not know how to include them in their planning. Therefore, they created a way to do it based on a model they saw in a professor’s lesson, they did it on this way in view of the fact that there was not information about that issue on internet and in the books the implementers read.

The challenges presented helped to reflect on the aspects to be improved and changed for future CLIL implementations. Firstly, the difficulties observed in terms of classroom management gave the chance to analyze situations such as disruptive behavior and grouping, encouraging to find out some strategies to contribute to the improvement of these issues. Secondly, the use of materials for CLIL lessons are not available for all the subjects and contexts and the creation of
these materials takes a lot of time. Thirdly, an important influence is manifested in terms of institutional limitations in the context due to the shortage of resources affecting the creation and development of the lessons, and the successful implementation because of the lack of time to teach. Finally, the entailment of cultural aspects triggered with the lessons was difficult to apply because of implementers’ lack of cultural knowledge.

6.2 Students’ responses

The inclusion of CLIL classes with thirds graders obtained positive as well as negative aspects in which it was demonstrated that the use of content in a class catch students’ attention and provokes students disposition to be part of the classes and interact with the materials used in each session. However, the use of the second language was a challenge presented that implementers had to deal with and reflect so as to find a solution to this problems. In this section, it will be exposed how the use of content, in this case nutrition, triggered students’ disposition to be part of the classes and how to improve the challenges presented during CLIL classes.

6.2.1 Students’ affective disposition to be part of the CLIL lessons due to the use of content and materials

The students’ affective disposition to be part of the classes and the learning of the second language were important facts observed during the implementation.
In addition, it is assumed from previous research results that CLIL provokes students’ motivation to participate and learn during the classes thanks to the content used by the teachers since teachers connect the content with their previous knowledge in L1. Factors such as affective domain in relation to CLIL, students’ reactions toward CLIL, and students’ performance in relation to the lessons that taught aspects of nutrition were seen as strengths on the grounds that it was learnt how to prompt students’ interest and motivation.

The inclusion of CLIL with third graders prompted students’ emotions and feelings; hence, students demonstrated their attitudes, anxiety, and motivation towards the topic taught in class when whole group activities and realia were executed. Besides, their anxiety was perceived during the activities when they wanted to participate, answer, and make some actions asked by the teacher although it was not their turn to do it. This confirms Marsh’s (2001) assumption about how the use of content calls students’ attention and changes their attitude to learn the topic in their second language on the grounds that they connect their previous knowledge in the L1 with the L2.

Additionally, students’ reaction towards the use of CLIL during the implementation was a positive aspect in view of the fact that the use of nutrition as a content caught their attention, not only because they connected the topic with their real life about the types of food, but also because of the material employed. Consequently, students’ participation was considerable positive since they wanted to expose their knowledge about the topic and due to the use materials such as
flashcards and the nutritional train, students reacted positively since they wanted to interact with these.

Initially, the students’ participation was evidenced when they raised their hands (see appendix 10) with the purpose of being part of an activity and/or answering questions made by the teacher. Besides, the materials presented on the lesson had a positive impact in their process inasmuch as students’ minds were engaged and their reaction was highly interactive. So, it was possible to point out that the use of material played an important role to activate students’ willingness to participate since they found the materials interesting connecting them with their real life. Marsh (2001) says that implementing CLIL in the lessons entails an important aspect which is the use of visual and authentic materials as students were motivated because of the materials; hence, it confirms how worthy is the use of materials when using CLIL in the classes inasmuch as it provokes students’ interest in the class and at the same time it increases students’ participation.

The final strength found in terms of students’ responses was the students’ performance in relation to nutrition as content. As it was already exposed, the use of nutrition called students’ attention on the grounds that it was related to their real life and previous knowledge in their L1, for that reason they were engaged and interested in the topic and their performance was observed when they interacted with their classmates and answered or corrected what they produced. The students’ performance is evidenced in one of the observer’s journals:
Observers’ journal entry #1– September-19th-2014

[... When students started the class, they were engaged with the nutritional train and the topic “grains” because they related the food to their real world. E.g., when students wanted to know what the meaning of some food was, they said ‘lo que como en el desayuno todos los días’ to refer to “bread”. On the other hand, the teacher practitioner noticed that students were connecting the topic with their real life, so that he started to use it as a resource to explain better …].

Here, the observer referred to the students’ engagement and performance when it was noticed how the students connected the content with their real life and then, they transferred their knowledge from the L1 to the L2. In addition, the implementer also observed the students’ connection and started to explain the food vocabulary using students’ L1 in order to be understood.

In summary, after describing students’ responses and analyzing the information collected during the implementation, the three strengths found permitted to confirm how the use of CLIL in the lessons increased students’ motivation, anxiety, attitude, interest, and participation. Besides, through the use of content (nutrition) and materials, (nutritional train and flashcards) (see appendix 8 and 9), students’ engagement towards the CLIL classes incremented. From the above mentioned, students’ participation was prompted by two reasons, one of them was the usage of content to guide the lessons and the second one is due to the materials employed for the development of the implementation. Moreover, students’ interest and performance were evidenced when they connected and used their L1 to learn the L2. The use of CLIL demonstrated how the appropriate
materials and content increased students' interest to be part of the lessons and their affective domain.

6.2.2. Considerations to improve in teaching so as to have good students’ responses.

Throughout students' responses, teachers can ensure whether students' minds are engaged, needs are met and the class is going well. Over the implementation some challenges were identified and these issues motivated teachers to reflect on and improve their methods. Students' responses such as specific aspects of students' affective domain and students' attitudes in relation to CLIL when implementing were seen as challenges.

During the implementation, some challenges were coped with in relation to anxiety, predisposition when receiving information in L2 and shyness. To begin with, it was noticed anxiety as a challenge since students were anxious in the activities participating disorderly. Even though participation is necessary in the classroom, this time anxiety led to misbehavior. For instance, when the nutritional train was in the middle of the class, all students started to approach it what created misconduct. This was recorded in the following teacher's journal:

Teacher journal entry #1 (Reflection on the fifth session 17th Sep 2015)

[....In some activities, for example, when appealing material was applied, the learners were highly motivated and at the same time anxious. For instance, when the nutritional train was shown, all the students started to run and walk towards it. Hence, in this opportunity
the train was a cause of misbehavior, for future implementations, it would be pertinent …]

Based on the teacher’s reflection, it was possible to perceive the anxiety that students had to answer questions which drove them to misbehave when interacting with realia.

Besides, predisposition when receiving information in L2 was a challenge to overcome as students were always asking the teacher to speak Spanish. Garcia (2009) states that the use of L1 is necessary in CLIL classes in order to develop not only the L2, but also the L1; although this is true, it is important to habituate students to listen to the L2 in order to allow them listening to the language they are learning, having in mind their prior knowledge in Spanish. This behavior is demonstrated in the following transcript from a video:

Recorded transcription of the second session 26th September 2014

T: so my favorite food is... Again, my favorite is.... repeat the sentence...

S1: ¿Que hay que hacer? En español teacher.

T: Repeat the sentence. My favorite food is.

S1: Sopa

It can be denoted from the transcript the student’s predisposition when responding to the teacher’s sentence. Even though the implementers had planned when to use both languages in the classroom, English and Spanish, students wanted to follow with Spanish. Another assumption could be that the demand of
the language was too high to the student’s cognitive domain; for example, the language used was not comprehensible for students’ age due to the complex of the language and the fast way the teacher delivered the message, however, this is supported by Coyle (1999) who says that CLIL lessons must entail cognitive tasks to push the students to solve problems and reflect on challenging situations. However, in this case the task’s level was too high in terms of cognition that led to students’ misunderstanding what contributed with the use of Spanish. This is seen in the following extract from the teacher’s journal:

*Teacher journal entry #2 (Reflection on the first session 3rd Sep 2015)*

[….. it was the use of Spanish; although I tried hardly to speak in English in certain situations as it was planned in the lesson, sometimes it was impossible make myself understood…]

Based on the reflection, the teacher had to use Spanish to clarify doubt as students were not understanding in English. Although it was seen as a challenge, contrasting with theory, Yance, Rodríguez, and Valero (2010) state that the use of Spanish can contribute with confidence and security what allows students to express themselves in a better way. They also affirm that the use of the native language in the English class, especially with children, is necessary in certain events such as classroom management and mistakes explanations. Moreover, the use of Spanish is necessary in CLIL classes; the use of both languages in the classroom has the name of translanguaging. Baker (2006) defines this term as the use of both languages with twofold purpose which are the development of language skills in both languages and the deeper understanding of the subject
matter. Among the benefits of this technique are: deeper understanding of subject matter, improve communication in weaker language, the message is more easily understood by students, students can communicate in any language to express themselves, and focus in the functional form of the language rather than form.

Finally, shyness was also considered as a challenge. Yet, this is part of students’ personality, shyness affected some students’ progress in different skills. For instance, when the teacher asked some students to answer some questions by speaking in their L2, they did not want to be asked due to they were afraid of speaking in English. However, in some other cases it was shown that students were shy just when they wanted to communicate in English; for instance, one student was timid at the time of speaking English, but when she was elicited to speak in Spanish was the most outgoing person of the classroom. In this regard, this can be summarized as the fear of communicating in another language.

Additionally, it is stated by Garner (1980) that attitudes are feelings of a person towards a particular aspect. Therefore, even when in general terms students’ positive attitudes towards CLIL were observed, there were some challenges evidenced in terms of use of L2 and misbehavior. To start with, it was considered the use of L2 as a challenge in view of the fact that students’ attitudes demonstrated being more motivated in the content than in the language itself. They did not care, at the beginning, about the language; they just wanted to interact with the material. This is demonstrated in the following extract from a student drawing:
In this exercise, students were elicited to draw their favorite fruit. Despite of teaching them the names of the fruits before drawing them, they did it in Spanish. This extract of a drawing exposes how students were more interested in drawing than replying what they had just learnt. This indicates the students’ attitudes and predisposition to write in L2 when implementing CLIL; for that reason, this issue was taken as a challenge.

In addition to the previous challenge, misbehavior was pointed out as an issue, but in terms of students’ attitudes in relation to the implementation of CLIL. This concern was more connected to the content material than the language itself. For instance, students were too surprised with the CLIL material taken to the classroom such as the train, the hammers, worksheets and flashcards that they immediately thought they were to play; consequently, letting students misbehave in the class. Marsh (2001) exposes that CLIL material motivates students to learn and this is surely true; however, in the context in which this project was carried out,
CLIL material demonstrated not only to motivate students, but also unfocused them on paying attention to the class creating misbehavior.

To conclude, the two main challenges exposed helped the pre-service teachers to reflect on the issues, thus, to be improved for future CLIL implementations. Firstly, the challenges presented in terms of students’ affective domain in relation to CLIL provided facilitated the pre-service teachers to be more aware of aspects such as anxiety, predisposition when receiving information in L2 and shyness. And secondly, the challenges exposed in students’ attitudes in relation to CLIL such as a negative disposition when using their L2 and misbehavior demonstrated that students must develop their ability to use interesting and engaging materials in a better way.

6.3. Linguistic outcomes

In this section, it will be first introduced the positive aspects in terms of students’ progress when using the language; in addition, it will be also described some weaknesses presented when students used and produced the language.

6.3.1. Students’ improvement when using the language.

Linguistic outcomes played an important role regarding the development of reflections done by teachers to assess what learners are capable of accomplishing in terms of linguistic performances. The reflection on the aforementioned area has
enabled the implementers to analyze different students' reactions towards the language as oral production development and writing reinforcement.

The development of oral production is considered a pivotal ability to be fostered since it may represent as strength in students’ performance when communicating orally and using the language to transmit a message. Thus, some aspects relative to oral production such as fluency, confidence when speaking and use of L1 were found as strengths in the implementation. Foremost, according to the information analyzed, a development in terms of students’ fluency was observed at the end of the implementation. The mentioned affirmation was based on the reflection done taking into account the following transcription:

_Script # 2 Student 1 recorded transcription 1st October 2014_

_T: Ana, What are your fruits? What is that?_

_Anna: ahhh, (hesitation evidenced) Watermelon?_

_T: Watermelon, Excellent ¡ and the other one?_

_Anna :mmm_

_T: Pear, remember and finally?_

_Anna: Apple_

_T: And mmm do you like fruits? Te gustan las frutas? Do you like fruits?_

_Anna: Si_

_T: Which one? ¿Cual te gusta? Which one do you like?_

_Anna: Esta_
T: That one... Yeah, and what is that?

Ana: Apple (stuttering evidenced)

T: Excellent Ana

Script #3 Students 1, 2, 3 recorded transcription 21st November 2014

T: ok boys. What is your poster about?

S1: Fast food wagon.

Ana: This wagon contains hot dogs, fries, hamburger, pizza, and chocolates. (Short hesitation evidenced)

S3: Energy what needs control!

The data was sequenced chronologically in dates in order to have a better perception to make a contrast between the beginning and the end of the implementation in terms of student’s fluency (Ana). Therefore, the script #2 evidenced how Alicia had a low level of rhythm of speech, and even when the student was asked to answer isolated words, hesitation and stuttering were evidenced. In contrast, the data analyzed in the script #3 showed how students 1, 2 (Ana), and 3 improved in terms of oral production and evidenced a better usage of the spoken language with reduced hesitation and stuttering. Besides, as the implementation progressed students were more confident in activities in which the speaking skill was the focus what contributed to a better learners’ performance when they had to communicate orally.

Finally, during the entire process a usage of L1 was constantly performed by the students in order to reinforce and clarify doubts when they were elicited for
aspects of the content in L2. Hence, it was evidenced as strength due to the fact that it enabled learners to confirm the information provided in L2 by speaking in L1. Accordingly, the evidence observed supports Cross and Gearon’s (2013) assertion since it is stated by the authors that when implementing CLIL sessions, oral skills are encouraged because students feel more confident when interacting orally to communicate a content rather than being focused on the language. To sum up, the aforesaid aspects were highly relevant to the implementation and contributed with the students’ reinforcement in terms of oral production reflected on information collected.

In addition to the mentioned aspect, it was possible to find strengths in terms of students’ writing development, which is acknowledged as an essential tool to enable learners to express their feelings and take positions more effectively. Hence, students’ use of L1 and lexical features were found as crucial characteristics taken as strengths. Correspondingly, the information (see appendix 11) reveals that students’ performance during writing activities was reinforced when they used the L1 knowledge to corroborate the information provided by the teacher in L2. Under these conditions, it is evidenced in the former picture in which for instance, the students wrote “Chicken: me dan vitaminas- It has vitamins B2” and “Meat: me da energia vitaminas y me hace crecer y me pone linda la piel- It gives energy” to correlate the new information received in English with the previous knowledge in Spanish. Supplementary to the considered assumption, students’ lexical features regarding the development of vocabulary was observed as a strong
aspect because learners showed an improvement in written tasks when they were requested for specific words in relation to the nutrition theme.

By the practice of reflection over the gathered information some patterns were deeply analyzed as strengths on the grounds that a favorable impact and an improvement were patently observed in students’ linguistic outcomes. Then, based on the information interpreted, CLIL sessions contributed in aspects such as students’ oral production, in terms of fluency, confidence and the usefulness of L1 when triggering both languages, that is, Spanish and English. Finally, by accomplishing written tasks through CLIL lessons, students were fostered in features such as vocabulary improvement and use of L1 to confirm and relate information in L2.

6.3.2. Students’ weaknesses in language production

Students' language production has been essential when teaching since it embraces learners’ linguistic performance according to what they have learnt. In general terms, the linguistic students’ results had a positive impact in the implementation. However, some issues like listening comprehension development and specific aspects of writing abilities were considered as challenges.

Students’ listening comprehension was a challenge that the implementation had to deal with during the development of the lessons. In the process of the implementation of CLIL, sometimes facts such as students’ weakness to follow instructions and students’ lack of receptive knowledge to produce it were
evidenced as issues to improve. To begin with, when the instructions were given in English, the implementers employed body language and repetition in order to develop students listening comprehension; however when the teacher gave them, students stayed quiet and most of them did not do anything inasmuch as they did not understand what to do. Occasionally, the teacher noticed the students’ lack of understanding and used Spanish to provide the instructions. During the observations, it could be perceived the use of L1 and L2 when giving instructions, the following transcript from a video recorded in one class can evidence the use of both languages:

Script #4 Student 1, 2 and 3 recorded transcription and comments of the second session 26th September 2014

T: ok students. Now you are going to draw (body language evidenced) your favorite food in a piece of paper (pointed to a piece of paper) and you are going to write (body language evidenced) the name or names.

Ss: (students talked between them and did not do anything)

T: ok! Let’s do it

S1: Teacher que hay que hacer?

T: draw (body language) your favorite food and write the name

S1: mmmmm

S2: Teacher, no entendí

S3: Teacher, no entiendo

T: Ok students listen to me. Van a dibujar en una hoja su fruta favorita y van a escribir su nombre. Ok?
What this transcript shows is how the teacher had to translate their instructions into the L1 for students’ understanding. The teacher used both: L2 when giving the instructions the first time and L1 when students did not comprehend what they had to do and did not follow the instructions. Therefore, although the theory given by Harmer (2001) says that the use of body language and repetition help students to understand the intended meaning, in the practice, in the case of this context with this kind of grade, it did not work as it was evidenced.

Likewise, Nunan (1997) argues that in listening receptive skill, listeners use isolated language items to understand the message. That is to say, listeners use their linguistic knowledge to grasp the meaning of the message. However, in this case, sometimes due to the lack of students’ linguistic knowledge, they did not understand the teacher’s explanations and questions; as consequence, students did not follow instructions being quiet and not answering, or they made facial expressions which showed their misunderstanding. To illustrate this, the following transcript demonstrates how the students’ lack of linguistic knowledge affected their production:

*Script #5 Student 1 recorded transcription of the second session 26th September 2014*

*T: So, my favorite food is… Again, my favorite food is…, repeat, my favorite food is…, repeat the sentence, my favorite food is…

*S1: ¿que hay que hacer?*

*T: repeat the sentence, my favorite food is…

*S1: ???
This transcript is crucial to understand how the receptive knowledge affects students' productive knowledge. Cameron (2001) points out that if the student has the receptive knowledge about something or a word, he will be able to produce it automatically. Therefore, based on Cameron's (2001) assumption, it was noticed that the student did not have the receptive knowledge (linguistic knowledge) in L2 to understand what the teacher was saying, so that they could not be able to produce the knowledge. As a conclusion, it was notable how the linguistic knowledge was prominent for students to understand what the teacher was saying and what they had to do in order to follow the instructions.

As it was stated previously (see Students’ improvement when using the language.), some aspects in terms of students writing development such as lexical increase and use of L1 when writing were grasped as strengths. Nonetheless, the process of reflection also contributed to analyze some challenges in terms of spelling and task achievement regarding written exercises. Properly, the following evidence reports the students’ performance in written task during the implementation:
The images depict how students evidence problems in terms of spelling when writing during the course. Therefore, when being exposed to tasks in which they were asked to write isolated words related to the theme, for instance as in the artifact #5 regarding milk and dairy, students found difficult the process of writing, mainly, concerning the spelling of the words.

Aside from the mentioned fact, when implementing CLIL written tasks, some complications were found with reference to how students achieved the assignments. The following journal was used in order to interpret the mentioned hypothesis.
Teacher journal entry #3 22\textsuperscript{th} October 2014

[...As the previous session students seemed to be highly motivated towards the topic, the engage part was successfully accomplished in terms of students’ participations. However, as observed during the entire implementation, students had problems to fully complete the written task carried out in the activate stage of the lesson.

For future implementation, it would...

The above excerpt manifests how the students’ outcomes in terms of tasks accomplishment were affected considering that the students tended to have problems to complete the written tasks proposed by the teacher.

To conclude, the information interpreted led to different assumptions taken as challenges regarding the students’ linguistic outcomes. As a result, the pattern analyzed aided to reflect that when students were involved in listening comprehension tasks, mainly, when instructions were given, they seemed to have problems to understand the teacher. Besides, the lack of receptive knowledge evidenced contributed to the negative outcomes in terms of students’ linguistic production. Finally, the students’ exposure to written assignments drew evidence to analyze weaknesses concerning the spelling and the students’ task achievement, for the above mentioned, it is possible to synthetize that the main problem was students’ cognitive development.
CONCLUSIONS

The present project aimed at reporting and describing the implementation of CLIL in a primary public school in Pereira with a 3rd grade, in which thirty-five students were selected as focal learners of the project. Regarding the performance and impressions after the exposure to CLIL sessions, the conclusions of the information gathered reported strengths and challenges in terms of teacher professional growth, students’ responses towards CLIL and students' linguistic outcomes.

The results obtained led us to conclude in three specifics aspects: the positive aspects when implementing CLIL, aspects to improve and suggestions for future implementers. Firstly, the implementation of CLIL in Pereira brought up several aspects that positively influenced the implementers; for instance, when they started the implementation, they had to contact the science teacher to provide a valid class; this led them to work cooperatively and learn about a topic different from what they had. To illustrate this, before starting the implementation the in-service teacher gave the implementers an entire afternoon to share with them the topics she was going to teach in the nutrition subject which was the nutritional train, and at the same time, she provided them some resources she used to give the class in order to get them an idea about how to plan. In other meetings, the implementers shared with her the topics they had planned in English with the topics she gave them and after each session, the in-service teacher gave the teacher insightful feedback. Besides, the implementers became more reflective
and awareness on aspects faced in the class; this encouraged them to look for solutions and think critically of every decision they took. Moreover, due to the fact that CLIL is a new approach in Pereira, the implementers had to investigate more about this approach; this led them to became good researchers, planners and designers and at the same time creative and innovative when designing materials. Finally, the implementers came out with the conclusion that having the chance to implement an approach which fosters education for bilingualism impacted them a lot in the sense that they provided bilingual public education for Pereira. However, there are some aspects to improve when implementing CLIL.

For instance, when implementing CLIL courses in Pereira there is a need in terms of teacher training since the implementers did not have enough experience to completely achieve the tasks proposed in relation to the theme which required a depth investigation to overcome the weaknesses regarding the nutrition topic. Moreover, the experience of executing this project drew to conclusions as the lack of the education system’s concordance since the school in which the implementation was carried out did not take into account the Guia #7 (the science guide proposed by Minister of Education). Additionally, when applying CLIL sessions, the implementers needed to create their own material on the grounds that there were not enough resources available in relation to what the context and the students required.

Based on mentioned outcomes, being a CLIL teacher entails not only time in the creation of appealing material, but also a suitable training regarding the subject, in this case nutrition. In contrast, the implementation revealed that the
inclusion of the Guia # 22 and the methodology (Engage, Study and Activate) ESA proposed by Harmer (2011) triggered with CLIL lessons facilitated the instructional design and aided to provide a logical sequence to the activities implemented.

Furthermore, students’ responses towards CLIL sessions were positively affected in terms of the affective domain since motivation, attitude, interest and participations, prompted by the material and the content, improved. However, some aspects of the affective domain such as students’ predisposition when receiving information in L2 and students’ misbehavior encouraged by their anxiety were observed as challenges. Therefore, when it comes to be about students’ motivation CLIL showed to have a positive impact, what can contribute with upcoming implementations to engage future learners to their learning process.

Additionally, the presented implementation reported the students’ linguistic outcomes improvement in terms of oral production regarding fluency, confidence, and usefulness of L1 when triggering both languages. Besides, students’ written production was fostered in aspects such as lexical improvement and use of L1 to confirm and relate information in L2. Per contra, the results obtained expose students’ listening comprehension problems when receiving instructions, lack of receptive knowledge and flaws in terms of spelling in written tasks. As consequence, CLIL sessions may contribute in different scenarios in our context by enriching communicative environments in which students’ confidence is encouraged, and as a result, linguistic outcomes such as the revealed above are positively prompted.
Regarding all the exposed above, the implementers came up with some suggestions for future practitioners, this is done with the purpose of encouraging and helping new CLIL appliers to smoothly develop their implementations. To start with, it is supremely important to talk to the school directors you were assigned to discuss the possibility of incorporating CLIL to one of the teacher’s “malla curricular”. It is imperative to talk to and have good rapport with the teacher expert in the subject you are intending to guide so as to ask them any doubt about the subject. Moreover, be willing to read as much as possible in terms of CLIL in order to have a clear idea of what you want to implement. Furthermore, be creative and innovative in terms of material design either to create material or adapt existent material since CLIL does not have enough resources. Finally, enjoy the process of teaching education for bilingualism.

In summary, even though some patterns were deeply analyzed as challenges during the implementation; CLIL sessions can contribute to foster key elements as the aforementioned in order to have a more valuable instruction through content. After a constantly reflection made by the implementers to improve their performance when teaching, it is concluded that no matter the lack of requirements they had such as training, proficiency in both languages, knowledge in the content, being a material designer, and the willingness to spend time on the creation of materials, through the experience of implementing CLIL there were more positive aspects that nourished the implementers such as cooperative work, being more reflective, critical thinkers, researchers, planners, designers, creative
and providing education for bilingualism; for that reason, the implementers wish to overcome the weakness they had so as to implement CLIL again. Under these circumstances, the implementation of CLIL in Pereira's scenarios can bring different advantages, as the mentioned, which are valuable to contribute with the development of a better education with communicative aims in which learning a second language can become a natural process.
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Appendix 1. Diagnosis test

NAME: ____________________

TEST YOUR ENGLISH

1. Write five (4) family members

2. Write 6 colors

3. Write the number:
   Four: ______
   Ten: ______
   Six: ______
   Fifteen: ______
   Twenty-two: ______
   Thirty-eight: ______

4. Write the names of the following animals:

   [Animals with corresponding blanks]

5. Write the names of four (4) fruits

6. Write the names of the week and the months

   [DAYS column with corresponding blanks]
   [MONTHS column with corresponding blanks]

Now tell me...
- What do you like to do?
  __________________________________________________
  __________________________________________________

- What do you want to learn in this English class?
  __________________________________________________
  __________________________________________________
TEST YOUR ENGLISH

1. Write four (4) family members
   - mother
   - father

2. Write 6 colors
   - yellow
   - red
   - orange
   - black
   - blue
   - purple

3. Write the number
   Four: 4
   Ten: 10
   Six: 6
   Fifteen: 15
   Twenty-two: 22
   Thirty-eight: 38

4. Write the names of the following animals:
   - Kao
   - Monkey
   - Lion
   - Dog
   - Elephant

5. Write the names of four (4) fruits

6. Write the days of the week and months

   DAYS
   Monday
   Tuesday
   Wednesday
   Thursday
   Friday
   Saturday

   MONTHS
   January
   February
   March
   April
   May
   June
   July
   August
   September

Now tell me...

- What do you like to do?
  Footbal, recochar, divertime, con mis compañeretes, me gusta mucho
  chido las clases

- What do you want to learn in the English class?
Appendix 2. Design

Unit 1.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Content Science- nutrition</th>
<th>Lesson</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guía N°22</td>
<td>Writing exam- ‘Test your English’</td>
<td>1</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Guía N°7</td>
<td>First wagon- ‘Grains’</td>
<td>1</td>
<td>45 minutes</td>
</tr>
<tr>
<td></td>
<td>Second wagon- ‘Vegetables’</td>
<td>1</td>
<td>45 minutes</td>
</tr>
<tr>
<td></td>
<td>Third wagon ‘fruits’</td>
<td>1</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Writing:</td>
<td>Saber hacer:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escribo el nombre de lugares y elementos que reconozco en una ilustración.</td>
<td>-Registro mis observaciones en forma organizada y rigurosa (sin alteraciones), utilizando dibujos, palabras y números.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading:</td>
<td>Saber:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaciono ilustraciones con oraciones simples.</td>
<td>- Propongo y verifico diversas formas de medir sólidos y líquidos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening:</td>
<td>Ser:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprendo secuencias relacionadas con hábitos y rutinas.</td>
<td>- Valoro y utilizo el conocimiento de diversas personas de mi entorno.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Participo en representaciones cortas; memorizo y comprendo los parlamentos.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review- ‘Grains, vegetables, fruits’</td>
<td>1</td>
<td>45 minutes</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Culture</td>
<td>Cognition</td>
<td></td>
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<tr>
<td><strong>Language of learning:</strong></td>
<td>- Ss will be exposed to food vocabulary belonging to our country.</td>
<td>- Understanding the differences among the food groups.</td>
<td></td>
</tr>
<tr>
<td>- Present simple tense (affirmative-negative-interrogative)</td>
<td>- Ss will be exposed to fruits of different parts of the country.</td>
<td>- Relating the grains food</td>
<td></td>
</tr>
<tr>
<td>- Colors</td>
<td></td>
<td>- Recognizing vegetables.</td>
<td></td>
</tr>
<tr>
<td>- Likes and dislikes</td>
<td></td>
<td>- Apply what was learnt by presenting orally one fruit in groups.</td>
<td></td>
</tr>
<tr>
<td>- Possesives (our)</td>
<td></td>
<td>- Categorizing foods into the three groups of food.</td>
<td></td>
</tr>
<tr>
<td>- The three first wagons vocabulary</td>
<td></td>
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</tr>
<tr>
<td><strong>Language for learning:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- “My favorite food is…”</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- “Tomatos are good for…”</td>
<td></td>
<td></td>
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<tr>
<td>- “I like…” - “I don’t like”</td>
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<tr>
<td>- “Our fruit is…”</td>
<td></td>
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<tr>
<td>- Articles <strong>a-an</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
# Unit 2.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Content Science- nutrition</th>
<th>Lesson</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guia N°22</td>
<td>Grains, vegetables, and fruits and their benefits</td>
<td>1</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Guia N°7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. 1, 2</td>
<td><strong>Saber hacer:</strong></td>
<td>1</td>
<td>45 minutes</td>
</tr>
<tr>
<td></td>
<td>- Busco información en diversas fuentes (libros, Internet, experiencias propias y de otros…) y doy el crédito correspondiente.</td>
<td><strong>Fourth wagon - fats, oils, dairy products</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Saberes:</strong></td>
<td><strong>Fifth wagon ‘proteins’</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>- Identifico necesidades de cuidado de mi cuerpo y el de otras personas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ser:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Valoro y utilizo el conocimiento de diversas personas de mi entorno.</td>
<td>Review of the protein wagon – assessment correction</td>
<td>1</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language of learning.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Modal verb (have to)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Verb to be</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Preposition (for)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrative (this-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ss will be exposed to different kind of food from other cultures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cognition</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Understating how the game “Hammer Battle” works.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Assessing the three wagons of food</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>these) Fourteen wagon vocabulary.</td>
<td>- Ss will be exposed to a recording activity in a language different from the native one.</td>
<td>(vegetables, grains, fruits).</td>
<td></td>
</tr>
<tr>
<td>Language for learning:</td>
<td>- We have an apple</td>
<td>- Identifying the new vocabulary in a word search.</td>
<td></td>
</tr>
<tr>
<td>- Eating fruits is good for your digestions system</td>
<td>- Milk is good for</td>
<td>- Developing a short sentence with its drawing to express the benefits of some food related to the protein wagon.</td>
<td></td>
</tr>
<tr>
<td>- These is a fish</td>
<td>- The chicken is good for…</td>
<td>- Recognizing the mistakes made on the exam.</td>
<td></td>
</tr>
</tbody>
</table>
### Standards

<table>
<thead>
<tr>
<th>Guia N°22</th>
<th>Guia N° 7</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th><strong>Identifico palabras relacionadas entre sí sobre temas que me son familiares.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sixth wagon- ‘<strong>Fast food’</strong></td>
</tr>
<tr>
<td></td>
<td>Categorization of the nutritional train</td>
</tr>
<tr>
<td></td>
<td>Final exam</td>
</tr>
<tr>
<td></td>
<td><strong>Activity</strong> - a motion of healthy food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Speaking</strong></th>
<th><strong>Participo activamente en juegos de palabras y rondas.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Saber hacer:</strong> Comunico de diferentes maneras el proceso de indagación y los resultados obtenidos.</td>
</tr>
<tr>
<td></td>
<td>Categorizing each kind of food with its appropriate wagon.</td>
</tr>
<tr>
<td></td>
<td>Describing a poster of each wagon stating its food, what contains and its benefits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writing</strong></th>
<th><strong>Escribo el nombre de lugares y elementos que reconozco en una ilustración.</strong></th>
</tr>
</thead>
</table>

### Content

#### Science - nutrition

<table>
<thead>
<tr>
<th><strong>Lesson</strong></th>
<th><strong>Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communication</strong></th>
<th><strong>Language of learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Uncountable nouns questions</td>
</tr>
<tr>
<td></td>
<td>- Greeting and closings</td>
</tr>
<tr>
<td></td>
<td>- Vocabulary of the wagons since so far</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Culture</strong></th>
<th><strong>Cognition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Understanding the reading “Simon’s feeding” and its relation to the flashcards.</td>
</tr>
<tr>
<td></td>
<td>- Categorizing each kind of food with its appropriate wagon.</td>
</tr>
<tr>
<td></td>
<td>- Applying everything learnt in a written exam.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Language for learning</strong></th>
<th><strong>Culture</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- “How much is the cost of ...?”</td>
<td>- Ss will be exposed to fast food from a different country.</td>
</tr>
<tr>
<td>- “This food belongs to...”</td>
<td>- Describing a poster of each wagon stating its food, what contains and its benefits.</td>
</tr>
<tr>
<td>- “This wagon contains...”</td>
<td>- Creating a power point presentation using descriptive statements about food’s benefits.</td>
</tr>
</tbody>
</table>
Appendix 3. Personal Journal

Class # 8 Sep 26th 2014 - Jose’s Journal

The incident occurred in a session during which I was due to deliver my eighth class. In the classroom, I was doing my practicum, there were 37 3rd grade students between the ages of 8 and 10.

This time I felt calm and serene, I think because I am feeling more connected to the group each time I see it. This time I used the game “hot potato” in order to give the word; the game was a good strategy to choose the participant. Given the fact that the students knew that a student had been chosen, they waited quietly for their turn. This helped to reduce misbehavior in class. In terms of the activities, they went quite well as they found useful and fun the learning of the nutritional train. For instance, in the activity in which they had to categorize different kind of foods with its respective wagon, they showed interest in learning the types of foods and at the same time they seemed to get fun. I know this because of students’ excitement toward the activity.

However, there was something that did not work in the classroom this time and it was getting all leaners participating. Since I have 37 students, it is challenging getting them to participate and paying attention at the same time. Authors suggest that one way to put large classes to participate is making groups, in that sense everyone is going to have the opportunity to participate without wasting time asking each student. Through this technique I can put students, who have never participated before, participate actively in the activities proposed.

As a conclusion, I want to highlight the game “hot potato” which was very useful to prevent misbehavior. This kind of strategies is quite helpful not only to avoid misbehavior, but to make the class more pleasurable. However, there is an action plan that I would do different next time. So as to put all students in an actively participating mode, I will search for techniques such as making groups to get all students participating, even those shy students.
Journal # 3-October, 17th, 2014. Vanessa’s journal

It was the third observation that I did during the implementation of my classroom project. This observation was based on seeing how students develop their first English exam. The exam was about food, which they had to complete the correct name, match the food with the correct wagon, name the food and say for what it is good.

While students answer the questions, I could observe that just 8 students answered the exam without problems and the rest of the students had doubts and questions, for that reason they stood up and asked the teacher’s help.

The teacher at the beginning of the exam wrote the rule for the exam. There was two:

-Don’t talk with your partners.

-Raise your hand if you have questions.

I consider that the second one was a good rule, however the students had many questions and during the exam, they asked many questions. My question is: did the students study? When the teacher announced to keep their books in their bags because there was an exam, all of the students said ‘Noooo, teacher yo no se nada’ ‘Nooooo, examen?’

Thus, for the next exam, I propose that the teacher needs to change the second rule. The teacher can answer their doubts but at the beginning, the teacher must explain how the exam is going to be about and if it possible ask to one or two students to explain in their own words what they are going to do, so the rest of the students will comprehend and clarify their doubts. After that, the teacher will give them the exam.
The lesson started with the implementation of an activity called “what am I” done as a review activity to summon up the food wagons seen so far. It was observed that most of the students showed understanding of the vocabulary taught the previous lesson, and when they did not remember the food asked by the teacher they used L1. Even when the purpose of this activity was to review the vocabulary seen so far, it had also the objective of asking students to use expressions such as “you are a carrot, I am bread or she is an apple”. However, though the students had received enough input in previous lessons to express the mentioned sentences, there were not able to do it, and they just used the L2 to express separated words such as bread, tomato, carrot, and so on.

Under the mention circumstances the lesson continued with the following activity, based on the categorization of the three wagons taught until that point of the project which were the grain, the vegetable and the fruit wagon. Consequently, it was observed a positive student’s response towards this activity since they participate all the time, and they were able to identify and categorize each food with its appropriate wagon. Finally, students were asked to put into practice what they already did with the game “Hot Potato” what motivated them and got their attention. Regardless, after the realization of the hot potato game, some disruptive behavior was presented by the students, and the teacher lost the control of the class for some minutes
Appendix 4. Reflection format

Format - October 3\textsuperscript{th}-2014

<table>
<thead>
<tr>
<th>Students’ responses</th>
<th>Description (Description: describe critical incidents)</th>
<th>Reflection (Analysis &amp; Evaluation: reference to theory. Conclusions for future practice: action plans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reactions towards the implementation of your classes. The learning of English. The students participation engagement, and interest in the process. The affective factors (anxiety, motivation, attitude)</td>
<td>1. Even when the students did not have knowledge about all the food presented, they tried to connect the knowledge they had about this topics in their L1, what was evidenced with the frequently creation of forecasts to guess the name of the food in L2. However, some students preferred using L1 all the time even when they were elicited by the teacher to use the L2. 2. With the implementation of the game “Hot Potato”, the students seemed to be highly motivated. Regardless, after the realization of the hot potato game, some misbehavior was presented by the students, and the teacher lost the control of the class for some minutes.</td>
<td>1. The lack of motivation of some students when putting into practice the use of L2 during the lesson was one of the main challenges presented during the lesson. For future implementations, it would be better to intrinsically motivate students with more tools as real food as a mean of incentive to practice the language when the lesson is taking place. According to Bainbridge (2014) “Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades”. Therefore, the idea is to have students highly motivated towards the lesson using internal factors different from the grades to encourage them to be autonomous and enjoy their process of learning. 2. Even when a high motivation towards a game such as hot potato is quite important for the teacher to have the students engaged to the lesson, sometime this motivation come to be the initial factor of misbehavior in the classroom. Under these circumstances, for future implantations the teacher have to be aware of the point in which the students turn the motivation into misbehavior in order to avoid the loss of classroom’s control.</td>
</tr>
<tr>
<td>Professional growth</td>
<td>Description (Description: describe critical incidents)</td>
<td>Reflection (Analysis &amp; Evaluation: reference to theory. Conclusions for future practice: action plans)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>-Classroom management (ground rules, time management, grouping, disruptive behavior, teacher talking time-student talking time) - Lesson planning (inclusion of standards, CLIL, stages of lesson, sequencing, pacing) - Material design (implementation and recycling of the material, learning styles) - Institutional limitations (noise making, resources, policies, organization of activities, schedules, classes canceled) - Personal growth (personal traits) - Learning strategies: how do I include them in my lessons</td>
<td>1. Disruptive behavior was presented and some students started sitting on the floor and walking around the classroom. During the implementation of the lesson, the classroom’s door was opened all the time, and when the teacher turned around to write on the board some students left the classroom. 2. The students were asked to make two lines in front of the board to guess a description of food made by the teacher and hit with a hammer the appropriate kind of food dropped in the floor and represented with pictures. Even though the activity started with a positive response form the students in terms of motivation and participation, eventually the back of each line got distracted and just the first part of each line started paying attention to the activity.</td>
<td>1. With the appearance of disruptive behavior created by the students, the use of the teacher L1 was the only tool to calm the students down. Therefore, having in mind that the objective is to expose learners to the L2 all the time, it is necessary to make students aware of the consequences of sitting on the floor and walking around the classroom when the lesson is taking place in order to avoid the use of L1 during the classroom. By stating some rules and closing the door when the lesson is taking place, the students would be more encouraged to behave in a better way during the lesson. 2. When the students were asked to make two lines in front of the classroom, it was evidenced that the students of the back of each line were distracted and taking without paying attention to the activity. As a consequence, for future implementations it would be better to use a different grouping strategy to allow the teacher having total control and view of the students. It is stated by Harmer in the year 2011 that the appropriate use of strategies such as grouping are very useful in order to have a good classroom management which seemingly will contribute with the improvement of the lesson’s development.</td>
</tr>
<tr>
<td><strong>Linguistic outcomes</strong></td>
<td><strong>Description (Description: describe critical incidents)</strong></td>
<td><strong>Reflection (Analysis &amp; Evaluation: reference to theory. Conclusions for future practice: action plans)</strong></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Skills: what did you observe in terms of language development?</td>
<td>Even when the purpose of the activity presented (the lesson started with the implementation of an activity called “what am I” done as a review activity to summon up the food wagons seen so far) was to review the vocabulary seen so far, it had also the objective of asking students to use expressions such as “you are a carrot, I am bread or she is an apple”. However, the students' linguistic outcomes evidenced a lack of mastery of the expressions planned to be used.</td>
<td>Though the students had received input in previous lessons to express the mentioned sentences, there were not able to do it, and they just used the L2 to express separated words such as bread, tomato, carrot, and so on. According to Schmidt (1995), the successful process of learning takes place when there is a natural development of interactions with the input provided by the professor based on the understating and practice of social interaction in the classroom. In the future, it would be useful to present a model with the expected product (in this case will be expressions such as “you are a carrot, I am bread or she is an apple”). Then, the teacher can elicit some students to come in front of the class and put into practice the mentioned model to recreate what they have to do during the activity, and to generate a better atmosphere of interaction towards the activity.</td>
</tr>
</tbody>
</table>
Appendix 5. Nutritional train
## Appendix 6. Lesson plan

<table>
<thead>
<tr>
<th>Date of the class: September 19th, 2014</th>
<th>Class Number: 6th (unit 1-2nd)</th>
</tr>
</thead>
</table>

**AIM:**  
At the end of the lesson learners will be able to: distinguish and categorize in English and Spanish some grains such as bread, oat, rice, crackers, corn and noodles in a communicative activity. To achieve this, Ss will take advantage of vocabulary provided such as bread, oat, rice, crackers, corn and noodles, and “It belongs to the grain wagon”, “It doesn’t belong to”.

**Estándares Básicos de Competencias (MEN):**

**Estándar General:** Recurro frecuentemente a mi lengua materna para demostrar comprensión sobre lo que leo o me dicen.

**Estándares Específicos**  
Reading: Relaciono ilustraciones con oraciones simples. 1  
Speaking: Utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre mis preferencias. Por ejemplo, asintiendo o negando con la cabeza. 2, 3

**Indicadores de logro:**
- Comprendo la idea general de un testo corto y sencillo en inglés.
- Demuestro que entiendo la idea general en inglés a través de lenguaje verbal y no verbal.

**Assumed Knowledge:** I assume most learners have some previous knowledge about: Present simple tense and some vocabulary related to the food.

**Materials:** Lesson plan, video beam, laptop, board, markers, flashcards, power point presentation, nutritional train and worksheets.

## CLIL 4Cs

<table>
<thead>
<tr>
<th>Content</th>
<th>Communication</th>
<th>Cognition</th>
<th>Culture</th>
</tr>
</thead>
</table>
| - Grouping activity. | - **Language of learning**  
Present simple tense  
Negative Sentence (does)  
Present tense questions (Do)  
Grain-food Vocabulary (bread, oat, rice, crackers, corn, noodles)  
- **Language for learning**  
What grain do you have? I have..... This is bread... It belongs to the grain wagon. | Relating the grains food  
Understanding the different types of grains.  
Applying what was learnt by orally expressing where the grains are located in the nutritional train. | Ss will be exposed to a second language, in that sense, they will arise awareness of another language different form the native one. |
<table>
<thead>
<tr>
<th>DAY/STAGE/ACTIVITY/TIME</th>
<th>PROCEDURE</th>
<th>TEACHER AND LEARNER ACTIVITY</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call the attendance/10:30/10:35</td>
<td>At the beginning of the class, the teacher-practitioner will call the attendance to make sure everyone is in the classroom.</td>
<td>Homework / if student do not bring to the classroom the homework asked, T will make sure to take some grains to develop the engage activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 19th/10:35/10:45 Engage/grouping grains</td>
<td>After calling the attendance, T will ask for the homework he asked last class. Ls are elicited to stand up and walk around in the classroom with the grain they drew. While they are walking, they have to ask to different peers “what grain do you have? The other peers have to answer “I have….” (This language will be provided by the teacher to scaffold their learning process). If they have the same grain, they must get together. When they are grouped, each one of the group are elicited to say “My grain is_____”.</td>
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<tr>
<td>Sept 19th/10:45/11:00 Study/introducing grains</td>
<td>After engaging Ls with the grains group, T will provide 3 reading activities through a power point presentation. Every reading has two grains to introduce. In that sense, 6 grains will be introduced over the class; they are (bread, oat, rice, crackers, corn and noodles). Students are elicited to read the readings aloud. After every two grains are introduced, the T will explain the grains stating what benefits each one has.</td>
<td></td>
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</tr>
<tr>
<td>Sept 19th/11:00/11:10 Reinforce the language seen</td>
<td>After the language to learn is introduced, T will show 6 flashcard related to the aforementioned grains. When the T shows a flashcard, Ls are invited to raise their hands and say what grain is. If it is correct, T will ask him/her to write down on the board. After it is well written, Ls are elicited to spell the grain and to say it louder. (this activity is done with the purpose of reinforce the language already taught and to teach spelling and stress of the word).</td>
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</tr>
<tr>
<td>Sept 19th/11:10/11:20 Activate/categorizing foodstuffs</td>
<td>In this opportunity teacher will accept students’ contributions in both languages Spanish and English.</td>
<td>Two of the readings have been already introduced in Spanish in the previous class. When teacher explain the benefits of the grains, he will explain one in Spanish to recall students’ prior-knowledge and the other one in English.</td>
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</tbody>
</table>
As a final activity, some Ls are requested to pick up a piece of paper that is inside of a bag. In the bag there are the grains seen over the class and other types of food such as fruits, vegetables and meats. What Ls have to do is to pick the paper up and say if it belongs or not to the grain wagon. If it belongs to, Ls must say “This is _____ and it belongs to the grain wagon” if not they must say “This is _______ and it does not belong to the grain wagon, it belongs to (fruits wagon, vegetables wagon etc...)” This language will be provided by the teacher in order to smoothly develop the activity and to scaffold their learning process.

**EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**

Ls are asked to find out some type of vegetables, they have to write down in English at least 3 vegetables for next class.

For next class, teacher will introduce some vegetables in Spanish. This is done with the purpose of comparing the vegetables that students brought in English to the class to the vegetables the teacher is explaining in Spanish.
Appendix 7. Web pages for lesson design

- Tools for Educators
  - Free tools for teaching - printable worksheets, games, and more
  - Customize your own worksheets

- Study.com
  - Short, fun videos
  - Psychology 101, Directed speech, Afirmations, Spanish

- Line de color a escribir
  - Aprende a colorear

- ESL printables.com
  - English for kids play and learn
  - Origami, Puzzles, Vocabulary
  - Practice English

- English for kids
  - Welcome to English for Kids. We offer free printable worksheets, games, and other educational materials.
  - Enjoy your visit!
Appendix 8. Train made of boxes (nutritional train)

Appendix 9. Worksheets, flashcards, objects and posters

Flashcards

Objects
Worksheets

Look for the words based on the image:

- Villa
- Cheese
- Milk
- Lettuce
- Banana
- Eggs
- Cereal
- Butter

Wordsearch puzzle with letters arranged in a grid.
Posters
Appendix 10. Students’ participation

Appendix 11. Writing students’ performance