



Final Degree Project

Content-Based Learning in EFL

Universidad Pontificia Comillas

Primary and Early Childhood Education

Bárbara Laborda Cao

Advisor: Lyndsay Renee Buckingham Reynolds

04.04.2022

ABSTRACT

In a classroom where English is taught as a foreign language, the efficacy of teaching the English language utilizing the subject matter is supported by a practical manner of teaching to obtain quality education. In contrast to the traditional learning environment, the adoption of a Content-Based Learning approach provides an innovative and efficient method for teaching English language skills to EFL learners. Therefore, incorporating Content-Based language learning into EFL classrooms would be a positive aspect for the acquisition of language skills.

This paper seeks to demonstrate that implementing a Content-Based Learning approach in the teaching of a second language is more favourable to students' development by including a one-year proposal for first year of Primary connecting the EFL contents to other curricular contents as well as lesson plans that illustrate the practical implementation. In the end, it is revealed that the application of CBL in a foreign language programme allows us to adjust the language to the content of the curriculum and to make our students learn effectively and in a motivating way.

KEY WORDS: Content-Based Learning, Lesson Planning, Language and content awareness, EFL teachers and learners.

RESUMEN

En un aula donde se enseña el inglés como lengua extranjera, la eficacia de la enseñanza de la lengua inglesa utilizando el propio contenido se apoya en estrategias prácticas, con el fin de obtener una educación de calidad. En contraposición al aprendizaje tradicional, la adopción de un aprendizaje basado en contenidos proporciona un método innovador y eficaz para la enseñanza de la lengua inglesa a los alumnos de EFL. Por lo tanto, la incorporación del aprendizaje de idiomas basado en contenidos en las aulas de EFL sería un aspecto muy positivo y más beneficioso para la adquisición de habilidades lingüísticas de los estudiantes.

Este presente trabajo pretende demostrar que la implementación de un enfoque de aprendizaje basado en contenidos en la enseñanza de una segunda lengua extranjera es más favorable para el desarrollo lingüístico de los alumnos. Esto se demuestra a través de una programación de un año académico dirigida a primero de Primaria, la cual conecta los contenidos de EFL con otros contenidos curriculares. Al final comprobamos que, tras una amplia investigación y sólidas teorías, la aplicación de dicha metodología, en un programa de lenguas extranjeras, permite ajustar el lenguaje al contenido del currículo y hacer que nuestros alumnos aprendan de forma eficaz y motivadora.

PALABRAS CLAVE: Aprendizaje basado en contenidos, Programaciones, Conciencia Lingüística y curricular, Profesores y estudiantes de EFL.

Index

1. Introduction and justification	4
2. Theoretical framework	5
2.1 Background of EFL	5
2.2 What is CBL	6
2.3 Advantages and disadvantages of CBL	7
2.4 Models of CBL.....	9
2.5 Content-Based Learning in the EFL classroom.....	11
<i>Learners and teachers</i>	11
<i>In the classroom</i>	12
2.6 Selection of thematic content	13
2.7 How to implement it in the classroom.....	14
3. Innovation proposal	20
3.1 Presentation of the proposal	20
3.2 Specific objectives pursued by the proposal	21
3.3 Context, methodology and resources.....	29
<i>Context</i>	29
<i>Methodology</i>	29
<i>Resources</i>	30
3.4 Activities.....	30
<i>Lesson plan I</i>	31
<i>Lesson plan II</i>	34
3.5 Timeline for implementation	37
3.6 Evaluation of the proposal.....	38

4. Conclusion.....	39
5. References	40
6. Appendices.....	43
Appendix I: Greeting and farewell flashcards.....	43
Appendix II: Worksheet “About me”	46
Appendix III: Sample letter and layout	47
Appendix IV: Instructions to do the research	49
Appendix V: Draft for elaborating the poster	53
Appendix VI: Instructions for making the poster and a sample	54
Appendix VII: Evaluation rubrics	56
Appendix VIII: Student’s checklist.....	59

1. Introduction and justification

The purpose of this investigation is to raise the reader's awareness on the importance of a second language acquisition through the Content-Based Learning methodology and propose a methodological innovation by applying CBL to the EFL subject.

When considering the factors that have the greatest impact on the successful teaching and learning of a target language, the context and form of language instruction are critical. Therefore, it is important to consider the impact and value of the language used in the classroom. In the past, the teaching and learning of a second language were often limited to rote and repetitive methods that led, in many cases, to rejection and little enthusiasm for learning a second language, which often ended up in failure. Fortunately, Content-Based Learning has grown in popularity as a method of improving language competence, and it is increasingly being used in second language teaching (Stoller, 2002).

The traditional second language instruction focused on raising learners' awareness of linguistic form is secondary as opposed to an approach based on learning and sharing information for learning a particular content in CBL. In view of the failure rate in second language acquisition through the traditional method, different methodologies with a different, innovative, and more stimulating approach to second language learning have taken off. It has been proven that the learner acquires a second language when he or she receives comprehensible input rather than being compelled to memorize vocabulary or manipulate language through a battery of grammar exercises (Krashen, 1982). According to these premises, methodological approaches that supply students with understandable input are more likely to achieve the desired outcomes, as learners are more likely to acquire new language and grasp content in that new linguistic code.

The following proposal is a useful innovation to carry out, as it can be very effective in the field of second language education. The main reason that led me to study my chosen line of research is the certainty that English as a second language is often not taught adequately and I think that this can change as other more effective methodologies such as CBL. To this end, a series of aspects will be discussed which will address and clearly demonstrate the effectiveness of this methodology, which aims to result in the successful learning of a second language. A proposal is also included in order to put this methodology into practice in a particular context.

2. Theoretical framework

2.1 Background of EFL

Throughout the history of language teaching and learning, significant advancements have occurred, resulting in the emergence of diverse methodologies and approaches.

At first, the Grammar Translation method, which was mainly based on studying grammatical rules, was widely used in Europe and other countries to teach foreign languages. Later on, language training gained scientific importance as a result of breakthroughs in psychology and linguistics, and as a result, the Audiolingual method was born. Then there were additional ways and methods to consider, like Total Physical Response, Community Language Learning, the Silent Way, Suggestopedia, Whole Language, the Lexical Approach, and Competency-based Language Teaching. At last, the Communicative Approach emerged which include methodologies such as Communicative Language Teaching, the Natural Approach, Cooperative Language Learning, Content-Based Learning, and Task -based Language Teaching (Richard and Rogers, 2001). This evolution was to be expected, since the current learning conditions are favourable for the acquisition of new languages, due to globalisation or increased relations and contacts with other countries with different languages. As the acquisition of other languages has become so important and the traditional method has been found to be insufficiently effective, new methodologies have emerged to make language learning more enjoyable and easier.

The field of language pedagogy can no longer be imagined without “the very robust contribution of communicative methodology to the language teaching community” (Pica, 2000). Although some other approaches, such as the Lexical approach (Lewis, 1993) and the Context approach (Bax, 2003), have also emerged in recent years, currently, Communicative Language Teaching can be perceived in a variety of ways and applied to a range of classroom situations. The fundamental purpose of education was to achieve communicative competences that allowed learners to function effectively in order to learn a new language. Simultaneously, it was thought that communicating in the language was the greatest method to learn it. Meaningful communication became then both the goal and the vehicle for achieving it.

A two-fold projection is used to assess the Communicative Language Teaching (CLT) current applicability. On the one hand, the basic CLT concept defines curriculum planning, syllabus design, methodological guidelines, and material creation, with natural adaptation to present trends (Dueñas, 2004). Rodgers, on the other hand, reminds out that “Communicative Language Teaching has spawned a number of off-shoots that share the same basic set of principles, but which spell out philosophical details or envision instructional practices in somewhat diverse ways. These CLT spin-off approaches include The Natural Approach, Cooperative Language Learning, Content-Based Teaching, and Task-Based Teaching” (Rodgers, 2001).

2.2 What is CBL

One thing we must take into consideration before getting more in depth is the difference between the concepts of Content-Based Instruction (CBI)/ Content-Based Teaching (CBT) and Content-Based Learning (CBL), as they both refer to the same thing, from different points of view, and so I think it is necessary to make a clear distinction between them.

Content-Based Instruction (CBI) is defined by Stoller (2008) as “an umbrella term referring to instructional approaches that make a dual, though not necessarily equal, commitment to language and content-learning objectives” (p.59). In contrast to typical language programs, CBI prioritizes content over language, and this is considered to be a much more natural way of learning a language, as well as a more similar way to how we learned our first language in the first place. Among the many communicatively based methodological options, Content-Based Instruction is one of the communicative-based methodological alternatives currently available to us, and it is one of the options whose “popularity and wider applicability have expanded dramatically since the early 1990s” (Stoller, 2002, p.110).

Content-Based Learning (CBL) is an integrated approach that aims at both language acquisition and subject matter. Rather than studying a language in isolation, the target language becomes the vehicle through which crucial information is delivered. Students are more naturally driven to master both the content and the language simultaneously when they are studying a content area of interest. In that sense, Mohan (1986) suggests that content and language should be integrated through the use of knowledge structures in order to connect language and curriculum subject.

And so, we can see a distinction from the point of view of the teacher and the learner. While CBI/CBT refers to the methodology implemented by the teacher and all that this entails, CBL refers to the way in which learners acquire the language so effectively. In the following research I will be focusing more on CBL rather than CBI or CBT. As I consider learners to be the starting point of all learning, and therefore, beyond thinking about the teacher's didactics, we must think about how to ensure that our students learn in the best possible way.

According to (Richards & Rodgers 2001), learners should learn the language faster if the information supplied through the content is interesting and relevant. Furthermore, language learners may be more motivated, and the language learning procedure would be more efficient. Another distinguishing feature is the usage of communication (Richards & Rodgers 2001). Communicative Language Teaching is defined by three communication concepts:

- Firstly, the communication principle, which promotes language learning by emphasizing activities that include genuine communication.
- Secondly, there is the task principle, which states that activities in which language is utilized to do meaningful tasks increases language learning.
- And lastly, there is the meaningfulness principle, which states that language that tends to be significant to the learner will enhance in language learning (Richards & Rodgers 2001).

However, there is a significant distinction to be made between Communicative Language Teaching and Content-Based Learning. Unlike Communicative Language Teaching, which focuses on the language itself, Content-Based Learning focuses on the content. Content-Based Learning differs from previous techniques in that it places a major emphasis on communication.

2.3 Advantages and disadvantages of CBL

When implementing an innovative approach such as CBL, there are several advantages and disadvantages at different levels to consider.

From a curriculum and policy point of view, a number of complications can arise. According to Stoller (2008), "The integration of content and language learning objectives presents challenges for policy makers, program planners, curriculum

designers, teachers, materials writers, teacher educators, teacher supervisors, test writers, and learners” (p. 65). Designing appropriate activities is one of these issues. CBL promoters must not only find a balance between form and meaning when integrating content and language, but they must also create appropriate content materials with a language focus in the first place. Stoller (2008) mentions two additional issues: “the selection and sequencing of language items dictated by content sources rather than predetermined language syllabi” and “the alignment of content with language structures and functions that emerge from the subject matter” (p. 65). A further complication would be the establishment of an immersion program or sheltered English programs, or even writing across the curriculum, which not every school is willing to compromise to.

From a classroom level, according to Peachey (2010) we can appreciate some advantages that have a big presence when implementing the CBL such as:

- It makes learning a language more exciting and engaging since students may apply what they've learned to a real-world situation, which can help pupils become more autonomous and confident.
- Students can also gain a far broader understanding of the world, which can help them improve and support their overall educational needs.
- It aids students in the development of important study skills such as taking notes, summarizing, and extracting important information from texts.
- Students can build very significant thinking skills by taking knowledge from various sources, re-evaluating, and rearranging it. These skills can subsequently be transferred to other disciplines.
- Incorporating a group work component into the framework outlined above can also help the students to develop their collaboration skills, which can be quite beneficial in social situations.
- Students' vocabulary and understanding are expanded through Content-Based activities, which provide them with words to use when speaking or writing.

On the other hand, it should also be taken into consideration that there are possible disadvantages in implementing such a methodology (Peachey, 2010):

- Some students may be confused or perhaps believe they aren't improving their language skills because it isn't explicitly focused on language instruction.
- Overuse of the students' native language during parts of the course can be a concern, especially in monolingual classes, as students find it easier and faster to use their mother tongue.
- Finding information sources and writings that are understandable to those with lower level of education might be difficult. At lower levels, one option is to employ texts in the students' native language and then have them share information in the target language, or to have texts in the target language but allow the students to deliver the end result in their native language.
- Some students may copy material directly from the original texts they utilize. To avoid this, providing assignments that require students to analyse the information in some way, make conclusions, or actually put it to use.

However, it is evident that although there are several disadvantages, all of them can be improved and have a solution, therefore, it could be said that CBL is a methodology that has more advantages than disadvantages.

2.4 Models of CBL

The design and implementation of CBL models vary depending on aspects such as setting, level and the nature of instruction. Some models are used in situations where the language is a foreign language, while others are used in situations where the language is a second language. Some models have shown to be effective at the elementary school level, while others have shown to be effective at the secondary or post-secondary level. Finally, some models place a greater emphasis on subject matter, while others place a greater emphasis on language (Duenas, 2004).

The three major models of Content-Based Learning (CBL) in language education, and those are the following:

- The Sheltered model is an approach based on teaching learners' subject knowledge rather than language abilities through speaking, listening, writing, translating, and reading training courses, rather than focusing on a single skill

(Echevarria & Short, 2010). In this paradigm, the teaching is delivered by a native speaker of the target language who is also a topic expert. It requires teachers to adapt their teaching materials to the level of skill of their students (Hung & Hai, 2016). Students' language abilities can be encouraged and exercised by selecting appropriate resources and providing extensive training around the theme (Davies, 2003). The Sheltered model can be employed at any level of education if content-learning objectives are "watered down" due to the requirement to work on language. The content goal is the mastery of the learning skills connected to learning the content, rather than a mastery of the content.

- The Themed-Based model refers to lessons that can be taught by EFL teachers who design activities based on the students' needs and interests. In a Themed Based Model teachers can choose various topics that suit their students' interests, needs, requirements and language skills. Apart from this, student-centered classes need students' active participation, as well as their independent exploration of knowledge. Furthermore, Brinton (2003) found out that Theme-Based lessons provide helpful input by selecting realistic teaching materials that can provide an insight into the various subjects. That way, we allow students to understand the real-world while also engaging in a contextualized language environment and supporting a successful target language acquisition.
- The Adjunct model refers to two coordinated courses, which includes a language subject as well as a content course (Kiziltan & Ersanh, 2007). Adjunct classes are designed to prepare students for "mainstream" classrooms where they will be paired with English L1 pupils. The students take the standard course with the rest of the students, but they also take an adjunct class that is separate from the rest of the class. This adjunct class is designed to assist them keep up with the rest of the class and focuses on language issues related to content instruction, such as: notetaking skills and essay writing, as well as vocabulary and grammar issues. In addition, this helps students to increase their self-confidence by actively expressing their own viewpoints and delivering speeches. Grammar instruction is no longer the primary focus of instruction (Bielak & Pawlak, 2013).

The Theme-Based language instruction model, adjunct language instruction model, and sheltered content instruction model are the most common Content-Based Instruction models, and they are all in line with the current teaching trend. The three CBL models, in contrast to traditional teaching methods, do not solely focus on language skills, but rather on merging language teaching with content learning. Here in this project, the Theme-Based Model will be applied in a methodological proposal applying the Content-Based Learning methodology to an EFL subject. Based on my research and taking into consideration the context in which it will take place, it is the most adequate one. Since I am going to base it on a non-bilingual school in the Comunidad of Madrid, Spain, it is only fair to use this method and not the adjunct language instruction model nor the sheltered model.

2.5 Content-Based Learning in the EFL classroom

As the CBL approach to language acquisition has grown in popularity, there are a few key elements to consider when adopting it in a variety of educational contexts. For example, the learning environment, students' knowledge, the EFL curriculum, etc.

Learners and teachers

The EFL learner is someone who is studying English in a country where English is not commonly spoken as a second or foreign language, either in the learner's native country or where English is not the mother tongue. In an EFL class, students are exposed to linguistic content, which their brains absorb and incorporate into what they can grasp or understand. The students' mental representations of language are then applied to the processed information. While students' conscious attention is focused on the subject, the activity of language acquisition takes place in the background. Rather than grammar rules, vocabulary, or operating functions, teachers may employ content as the framework for instruction.

Content-Based Learning (CBL) teachers, when integrating content and language, must not only strike a balance between form and meaning, but also provide acceptable content resources with a language focus. In other words, the teacher takes upon a series of recent events, while also teaching English to the pupils. It's vital to emphasize that English becomes secondary to the content, despite the fact that language is always the final goal since we are not teaching curricular content.

In the classroom

A teacher's primary goal has always been to provide an effective learning environment for students in order to achieve the required behavioural changes. Teaching approaches have an impact on the efficient teaching-learning process and the attainment of high-quality learning.

The learners' social background, community where they live, culture, religion, teaching and learning practices, and primary language are all variables that influence the EFL learning environment. Utilizing their mother tongue as the primary language of teaching in EFL programs has a significant detrimental influence on foreign language learning. Because the language interaction in the classroom is so important in an EFL context, the bilingual medium of instruction in teaching does not allow students to speak Spanish in the classroom.

In that case, students should practice the language by articulating their thoughts rather than simply memorizing the material of the mandated textbooks, which “consisted of statements of abstract grammar rules, lists of vocabulary, and sentences for translation” (Richards & Rodgers, 1986, p.5). Foreign language teachers, however, “rely on textbooks to prescribe increasingly challenging linguistic content and thus are usually not experts at gauging how to bring learners to higher levels of content and linguistic sophistication by themselves” (Cammarata, 2010). It is very interesting to see how textbooks as well as teaching and learning materials have indeed been constantly adjusted to the ever-changing challenges and demands of learning English as a second/ foreign language. Although the quality of ESL textbooks has increased substantially in recent years, most teachers still find it difficult to choose a suitable book. The truth is, teachers spend a lot of time in class using the textbook, so picking the right one is very important. When asked whether or not it is necessary to have a textbook in a CBL class, the answer is yes, because even if it is not the best, it can serve as an outline for the teacher, who can then add their own touch and create their own material based on the subject to be covered.

The main goal of a Content-Based Learning EFL program is to create a positive learning atmosphere and to encourage the use of the English language. Especially when learners obtain higher levels of language competency while also achieving targeted levels of subject learning, teaching a language through course content is

regarded to be very effective. The use of the subject matter as a source for teaching a second language might be viewed as content, but in fact it is referred to the target language structures, lexis, etc. Foremost, it supports a student-centered approach to teaching and learning, in which students are greatly motivated to be active participants in attempting to comprehend the subject matter and then expressing their ideas in their own words. In terms of achieving the program's desired learning outcomes, we should put greater emphasis on the language acquisition, and not so much on the subject matter. The subject matter (contents) required by the course learning outcomes are in fact the building blocks of language (systems) and the skills. That means that when choosing a topic, we should be taking into account the variety of sources, the authenticity of the information, instructional appropriateness and the students' interest (Howard, 2006).

2.6 Selection of thematic content

In the Theme-Based model teachers extract language learning activities from specific topics or themes. The foreign language syllabus is structured around different themes within a field, and it involves a list of individual topics related to a general theme or content area. Themes must be appropriate for pupils as they are the primary ideas that organize key curriculum units. A typical Theme-Based class contains a set of subunits centered on various themes that investigate distinct features or viewpoints of the general theme. Experts such as María Dueñas (2004) argue whether themes should be grouped to continue providing an optimal cohesion for theme units, as well as a variety of possibilities to explore content and language. In a nutshell, each class consists of a series of topics that are linked by the general theme. Theme-Based classes are excellent for curriculum planning and therefore teachers must make every effort to maintain language and content balanced, and not overpower the learners with enormous levels of content which may result on overlooking the language.

A Theme-Based CBL lesson's main goal isn't to teach students about a specific linguistic characteristic or to have them perform an activity in order to learn vocabulary or a grammatical pattern. For instance, in an English class, if the teacher talks about the weather, and the students are expected to learn some expressions such as: "it's warm", "it's sunny", "it snows", etc. This class has clearly no connection to the curricular content and has nothing to do with what the learners are expected to learn later on in the Geography class. The students' schemata of knowledge about the topic

are neither used nor stimulated (Carpenter, 1987, pp.254-56). If only the English teacher worked with the Geography teacher at the same time, students could interrelate and duplicate their knowledge. Content-Based Learning is regarded to provide the suitable conditions for second language learning to occur spontaneously, because of the numerous possibilities for real and meaningful use of the target language provided by the study of subject matter (Snow et al., 1989).

One of the big mentality shifts I advocate for is creating connections rather than teaching the curriculum. Language is key when talking about CBL but at the same time, the content gives a context in which to learn the language so that it is more functional and communicative. It helps us create a functional syllabus rather than a grammar-based syllabus. Therefore, the content promotes the connections, and the connections help students learn more effectively. All that is required is a teacher that can listen to their student's voice and guide them through the connections in a clear and intelligible manner. To do so, I have listed some suggestions or activities that could be implemented with the goal of emphasizing connections beyond the learners' fulfilment of language learning objectives: teaching students how to prepare a recipe, learning about historical events, sharing a reading experience with a comprehension-based reader, discussing what students did over the weekend, doing special person interviews/ presentations, etc.

In summary, it is important to bear in mind the importance of choosing the right topic from the curriculum, as its main goal should be to encourage and motivate the students. The topic we chose should be relatable to build on their experience and knowledge of the world, as well as provide them with opportunities for developing concepts, language, and cognitive abilities. But most importantly, topics also help and encourage the students to be more active in their own learning process, as they get to use language and do activities that are relevant, meaningful, and enjoyable for them.

2.7 How to implement it in the classroom

As we have seen so far, it's not enough to just incorporate content into a language class, it also has to be done properly (Stoller, 2002). It is therefore important to bear in mind a series of issues for the correct application of the Theme-Based CBL model. Below, I present several options for implementing this model in the classroom. They are not in any specific order, nor is it stated which of them is better than the other -

that is the reader's judgement. However, at the end of the section I will mention which of them I will use in the innovation proposal I present later on.

When structuring our classes, there are a few points we need to address (McVeigh, 2019). Firstly, we must ask ourselves, what do I want my students to be able to do at the end of the lesson? On the other hand, when using a material of any sort (video, text, song, etc.), we have to bear in mind that it may have to be adapted to our learners. For this, we can use the strategy of scaffolding, or we can also adjust the content to make it easier by rewriting the text with simpler vocabulary, recording audio parts to be slower and clearer, giving subtitles for videos, etc. Thirdly, we must identify key vocabulary, which requires careful consideration of subject-specific academic vocabulary. We also need to develop tasks that help students understand the content. To do this we can modify the task, so they are appropriate for our students. That way, we activate background knowledge, teach unfamiliar vocabulary words, introduce content via reading, listening or videos, scaffold student understanding with illustrations, graphs or diagrams, give students opportunities to use the new language, etc. And finally, in order to assess our students' learning we have to ask ourselves the following questions: Are we assessing language or content? Or both?, Is our feedback formative or summative?, What will we ask students to do to demonstrate their knowledge?

Alternatively, you could use the six-T's approach (Stoller & Grabe, 1997), which is a new approach to Theme-Based CBL that is suitable to a wide range of contexts. This approach also considers that students' needs, students' aspirations, institutional expectations, available resources, teacher abilities and desired performance outcomes must be given primary attention. When these parameters are defined, it is possible to make smart decisions about the six curricular components that characterize the approach:

- *Themes* are the overall ideas that organize key curricular units; they are designed to meet the needs and interests of students, as well as institutional requirements, course resources, and teacher abilities and interests.

- *Texts* are content resources that drive the basic planning of topic units in a broad sense. The text will be chosen based on a number of factors: the primary set of criteria for text selection include student interest, relevance and educational appropriateness; secondary criteria include format appeal, length, coherence, accessibility, cost, etc.
- *Topics* are content subunits that delve further into various parts of the theme. They've been chosen to go along with student interests, material resources, teacher preferences, and curricular goals. In general, topics should indeed be structured so that the theme unit has maximum coherence and potential to explore both content and language.
- *Threads* are cross-thematic connections that help to bring the curriculum together. They aren't always directly linked to the core idea that drives each theme unit. Threads can help to connect themes that appear to be rather unlike on the surface, resulting in a more unified curriculum. There may be several threads connecting thematically different content, allowing for the integration of information and new views on both language and content.
- *Tasks* are the activities and strategies used day-to-day in language classrooms for content, language, and strategy teaching. Tasks are created in response to the texts that will be used. Tasks, decisions, and planning are all influenced by content resources. Creating tasks that lead to a concluding activity or a final product that includes the learning of multiple tasks in the theme unit is especially effective, as it helps students develop necessary skills, as well as provide a sense of accomplishment.
- *Transitions* are pre-planned actions that offer consistency between topics in a theme unit and between tasks within those topics. Transitions establish connections between themes and serve as useful introductions to new tasks and topics within a theme unit. Topical and task transitions are two types of transitions that are particularly effective.

In conclusion, the six T's give a framework for creating a content-rich curriculum. In this approach the themes are essential for curriculum planning. The selection of a topic is based on a variety of relevant and interesting materials. A well-organized set of topics should spark students' interest, and the teacher should be able to make connections that keep students engaged and allow for the completion of a final project.

Specific tasks are created to teach the language skills and content material that are key to the texts in a theme unit, thus satisfying student requirements and attaining curricular goals. Transitions and threads provide additional connections across the curriculum, giving it a sense of coherence and consistency.

On the other hand, I personally like to think that the best way to meet the needs of learners is to use the Theme-Based approach. With this in mind, I'd like to go through some basic guidelines according to Stoller (2002) for creating materials, factors to consider when selecting those materials, and how to use those materials to create cohesion in a class. Although creating materials for a CBL class can be difficult at first, with the materials listed below, the process is more manageable and can help to increase the broad scope of the class. Stoller (2002, p.28) defines sources for generating materials as follows:

- Instructor-Compiled Content: books, videos, readings, movies, graphics such as maps, charts, and graphs, Web sites, etc.
- Instructor-Generated Content: mini-lectures, worksheets, bulletin board displays, graphic representations, etc.
- Instructor-Generated Content: group conversations, problem-solving activities, classroom questionnaires and surveys, oral presentations, Web searches, etc.
- External content: Field trips, guest lecturers, community resources, etc.

Once possible materials have been created, it's important to have certain criteria to use in determining which materials best fulfil the needs of the students in the course in issue. The material should be authentic, relevant to the topic, engaging, at the appropriate level of difficulty, connect to students' mental schemata, be accessible outside of class, visually stimulating, be flexible enough to accommodate various learning styles, etc. Finally, once the materials have been chosen, they must be organized in a way that they support the course's cohesiveness (Brinton, Snow, and Wesche, 1989, p.90). The Six T's Approach brings CBL elements together by connecting them through "themes, topics, texts, tasks, threads, and transitions" (Stoller, 2002, p.120). But this also fits under some of the other models.

Finally, CBL can also be implemented through a so called “Thematic unit development”. The following are the six stages of a correct application of a thematic unit development according to Davies (2003):

- *Stage 1. Considering initial planning factors:* In Theme-Based learning, language teachers seek to investigate significant language learning. Some preliminary planning considerations, such as language and content objectives with an adequate balance between them, should be taken into account.
- *Stage 2. Selecting Theme:* Students will have the option of choosing a theme like “Technologies”, “Sports”, or “Communication” to deepen their understanding of the subject and improve their language skills. It is important that teachers don’t reveal everything they know regarding the topic once the theme is chosen.
- *Stage 3. Coherent set of topics:* When the teacher creates an environment favourable to engage with the chosen theme by providing appropriate teaching and directions, the theme can be expanded into a coherent group of topics with suitable content and activities. Determining the most suitable content resources at the start of the course has benefited in to identify students' potential needs.
- *Stage 4. Expanding theme:* Despite the learners' low competence level, the instructions must be carefully presented so that they can choose their roles in order to research for information. It is normal that at first, the students may be nervous, because of the lack of understanding. But they should be able to grasp the intended meaning thanks to topic-related terminology and structures.
- *Stage 5. Instructional process:* The language skills should be taught in an integrated manner since Theme-Based CBL promotes total language learning. This has been accomplished in various ways, including project work, culminating activities, a final product and games. There has always been a true need to use language during the class. As a result, the learners have presented an opportunity for listening, speaking, writing, and reading practice. Another positive aspect is the importance placed on cooperative learning, where students are encouraged to collaborate and share their materials in pairs and, in most cases, in groups. Students get the chance to learn more about their classmates and enhance their social skills this way. Students' higher cognitive skills, such as critical thinking, making connections, discussing, and synthesizing, must be encouraged through the activities. All these tasks will provide them the opportunity to examine content

knowledge from a variety of perspectives, just as they would in real life. On the other hand, it emphasizes meaningful language acquisition by organizing workshops, role plays, project work, and simulations. These activities would provide students with hands-on language learning experiences as well as opportunities to demonstrate learned knowledge in a relevant and practical way.

- *Stage 6. Evaluation:* Then there's the evaluation of the whole process. Taking into account that it is an integrated approach, language skills like reading and writing, as well as vocabulary and grammar, will be taught together. And therefore, they will be assessed together. In an EFL class, Theme-Based CBI promotes students to interact with their chosen subject content while also improving their language skills. The incentives are autonomy, learning and utilizing the language, the freedom to learn at one's own pace, and the capacity to learn faster due to the continuous feedback during activities. When learners engage in a self-study routine, get comfortable working with other subjects, and feels like there is a positive environment in the class, they will be able to produce easy projects that require only a basic understanding of the language.

In conclusion and after having presented the four options I have considered to be the most appropriate, I would like to state that in the proposal that I will present below, I have applied the third option based on the approach of Stoller (2002), as I consider that it best fulfils the needs of the students. And with all that said, I now present my proposal for an innovation based on Them-based CBL for an EFL class.

3. Innovation proposal

3.1 Presentation of the proposal

After having researched for a long time and having read numerous theories, all of them mentioned in previous sections, I wanted to design my own innovation proposal through which I could apply all the knowledge I had acquired about Theme-based CBL.

To do so, I will now introduce what my proposition is all about. First of all, I would like to underline that this is a proposal based on a Theme-based CBL model, which implies that both content as well as language skills, such as: listening, speaking, reading, and writing; will be the focus of this proposal. This will be reflected with more detail in section 3.4 where I will present a couple of examples of lesson plans that include activities of each of the above-mentioned types.

On the other hand, materials such as the following will be used to carry out the activities of the proposal: Teacher-compiled content resources, Teacher-generated content resources, Task-generated content resources, and External content resource. As we saw in the previous section, these materials encourage students to become more involved in improving both their content and language skills.

I consider it to be a theoretically grounded proposal, which correctly reflects what would be the application of the Theme-Based CBL. Specifically, I sought to ensure that this proposal would aim to provide students with authentic reading materials from the subject area that they need to learn about, so that they may read not only literally but also interpretively and carefully; give students the chance to reply orally to Content-Based information, something they don't usually get in the content classroom; and help learners to improve academic skills, such as taking notes, summarizing, and paraphrasing of texts and lectures, as well as linguistic skills, such as listening, speaking, reading, and writing.

3.2 Specific objectives pursued by the proposal

The main goal of the Theme-Based CBL Model is to help students improve their language skills regardless of the context or language competency level they may have. Ideally, classes are organized to cover a specific topic in a foreign language, and also the linguistic elements in the syllabus are organized around themes or topics in the curriculum. As a result, this would ensure the continuity and coherence between the skill areas and the curriculum. However, the truth is different, and that is why I am making this innovation proposal, to connect the linguistic objectives to the contents of other subjects to give a context in which to work, that way this makes up for this gap in our curriculum.

Based on the Royal Decree 157/2022, of 1 March, which establishes the organisation and minimum teachings for Primary Education, I have created a planning for the subject of English with all the possible topics to be covered in the subject during the academic year. As seen in Table 1, the topics are directly linked to other subjects such as Natural, Social and Cultural Knowledge, Physical Education, Arts and Crafts, Maths, and so on. Specifically, this planning is aimed for Year 1 of Primary School, which would be within the first cycle of Primary Education according to the legislation.

Unit	English criteria	English contents	Connection with other first cycle subject contents	Final product
<p>Unit 1:</p> <p>“Tell me all about it”</p>	<p><i>English</i></p> <p>2.1 Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación.</p> <p>2.3 Seleccionar y aplicar, de forma guiada, estrategias básicas para producir mensajes breves y sencillos adecuados a las intenciones comunicativas usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p> <p>3.2 Seleccionar y utilizar, de forma guiada y en entornos próximos, estrategias elementales para saludar, despedirse y presentarse; expresar mensajes sencillos y breves; y formular y contestar preguntas básicas para la comunicación.</p>	<p><i>Comunicación</i></p> <ul style="list-style-type: none"> - Unidades lingüísticas elementales y significados asociados a dichas estructuras tales como expresión de la entidad y sus propiedades, cantidad y número, afirmación, exclamación, negación, interrogación. - Autoconfianza en el uso de la lengua extranjera. - Unidades lingüísticas elementales y significados asociados a dichas estructuras tales como expresión de la entidad y sus propiedades, cantidad y número, afirmación, exclamación, negación, interrogación. - Léxico elemental y de interés para el alumnado relativo a relaciones interpersonales básicas, vivienda, lugares y entornos cercanos. 	<p><i>Physical Education (P.E)</i></p> <p>1.3 Participar en juegos de activación y vuelta a la calma, reconociendo su utilidad para adaptar el cuerpo a la actividad física y evitar lesiones, manteniendo la calma y sabiendo cómo actuar en caso de que se produzca algún accidente en contextos de práctica motriz.</p> <p>3.2 Respetar las normas consensuadas, así como las reglas de juego, y actuar desde los parámetros de la deportividad y el juego limpio, aceptando las características y niveles de los participantes.</p> <p>4.2 Conocer y valorar los logros de distintos referentes del deporte de ambos géneros, reconociendo el esfuerzo, la dedicación y los sacrificios requeridos para alcanzar dichos éxitos.</p>	<p><i>Final product</i></p> <p>Make a circuit with different stations. The number of stations should correspond to the number of teams. At each station there must be a member of the group to explain the instructions for their game. The instructions must be clear, and they must use vocabulary studied in class to demonstrate that they know how to apply it in real life contexts. The other members of the group will rotate through the different stations and will have to get as many points as possible.</p>

Unit 2:	<i>English</i>	<i>Comunicación</i>	<i>Music</i>	<i>Final product</i>
“Becoming rappers!”	<p>1.1 Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa, y en lengua estándar.</p> <p>2.1 Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación.</p> <p>2.3 Seleccionar y aplicar, de forma guiada, estrategias básicas para producir mensajes breves y sencillos adecuados a las intenciones comunicativas usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p>	<ul style="list-style-type: none"> - Iniciación en las estrategias elementales para la comprensión y la producción de textos orales, escritos y multimodales breves, sencillos y contextualizados. - Autoconfianza en el uso de la lengua extranjera - Modelos contextuales elementales en la comprensión y producción de textos orales, escritos y multimodales, breves y sencillos, tales como felicitaciones, notas, listas o avisos. - Iniciación en patrones sonoros y acentuales elementales. - Herramientas analógicas y digitales elementales para la comprensión y producción oral, escrita y multimodal. 	<p>1.1 Descubrir propuestas artísticas de diferentes géneros, estilos, épocas y culturas, a través de la recepción activa y mostrando curiosidad y respeto por las mismas.</p> <p>2.1 Seleccionar y aplicar estrategias elementales para la búsqueda guiada de información sobre manifestaciones culturales y artísticas, a través de canales y medios de acceso sencillos, tanto de forma individual como cooperativa.</p> <p>3.1 Producir obras propias de manera guiada, utilizando algunas de las posibilidades expresivas del cuerpo, el sonido, la imagen y los medios digitales básicos, y mostrando confianza en las capacidades propias.</p> <p>4.3 Compartir los proyectos creativos, explicando el proceso y el resultado final obtenido, y valorando las experiencias propias y las de los demás.</p>	<p>In groups write a rap and perform it in front of their classmates. For this, they will also have to make their "stage" on continuous paper using spray paint, they will have to select their musical base and they will dress up in the appropriate clothes for the presentation.</p>

Unit 3:	<i>English</i>	<i>Comunicación</i>	<i>Natural, social and cultural knowledge</i>	<i>Final product</i>
“How does our body work?”	<p>2.3 Seleccionar y aplicar, de forma guiada, estrategias básicas para producir mensajes breves y sencillos adecuados a las intenciones comunicativas usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p> <p>3.1 Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía.</p> <p>4. Interpretar y explicar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos en situaciones en las que atender a la diversidad, mostrando empatía e interés por los interlocutores e interlocutoras y por los problemas de entendimiento en su entorno inmediato, apoyándose en diversos recursos y soportes.</p>	<ul style="list-style-type: none"> - Herramientas analógicas y digitales elementales para la comprensión y producción oral, escrita y multimodal. - Iniciación en las estrategias elementales para la comprensión y la producción de textos orales, escritos y multimodales breves, sencillos y contextualizados. 	<p>1.1 Utilizar dispositivos y recursos digitales de forma segura y de acuerdo con las necesidades del contexto educativo.</p> <p>2.1 Mostrar curiosidad por objetos, hechos y fenómenos cercanos, formulando preguntas y realizando predicciones.</p> <p>2.3 Participar en experimentos pautados o guiados, cuando la investigación lo requiera, utilizando técnicas sencillas de indagación, empleando de forma segura los instrumentos y registrando las observaciones de forma clara.</p> <p>3.1 Realizar, de forma guiada, un producto final sencillo que dé solución a un problema de diseño, probando en equipo diferentes prototipos y utilizando de forma segura los materiales adecuados.</p> <p>3.2 Presentar de forma oral o gráfica el producto final de los proyectos de diseño, explicando los pasos seguidos con ayuda de un guion.</p>	<p>In groups, make a prototype of the respiratory system, using recycled material that can be reused, such as bottles, caps, balloons, etc. All the body parts should be labelled properly since they had to do some previous research. Then, the students should display their work in the corridor so that other classes can also learn about their project.</p>

Unit 4:	<i>English</i>	<i>Comunicación</i>	<i>Education in civic and ethical values</i>	<i>Final product</i>
<p>“Hello!, ¡Hola!, Bonjour!”</p>	<p>2.1 Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación.</p> <p>3.2 Seleccionar y utilizar, de forma guiada y en entornos próximos, estrategias elementales para saludar, despedirse y presentarse; expresar mensajes sencillos y breves; y formular y contestar preguntas básicas para la comunicación.</p> <p>5.1 Comparar y contrastar similitudes y diferencias evidentes entre distintas lenguas, reflexionando, de forma guiada, sobre aspectos elementales de su funcionamiento.</p> <p>5.2 Identificar y aplicar, de forma guiada, conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera, con apoyo de otros participantes y de soportes analógicos y digitales.</p>	<ul style="list-style-type: none"> - Funciones comunicativas elementales adecuadas al ámbito y al contexto: saludar, despedirse, presentar y presentarse; identificar las características de personas, objetos y lugares; responder a preguntas concretas sobre cuestiones cotidianas; expresar el tiempo, la cantidad y el espacio. - Autoconfianza en el uso de la lengua extranjera. - Léxico elemental y de interés para el alumnado relativo a relaciones interpersonales básicas, vivienda, lugares y entornos cercanos. - Herramientas analógicas y digitales elementales para la comprensión y producción oral, escrita y multimodal. 	<p>1.2 Identificar y expresar emociones, afectos y deseos, mostrando confianza en las propias capacidades al servicio de la consecución motivada de fines personales y colectivos.</p> <p>2.2 Interactuar con otros adoptando, de forma motivada y autónoma, conductas cívicas y éticas orientadas por valores comunes, a partir del conocimiento de los derechos humanos y los principios constitucionales fundamentales, en relación con contextos y problemas concretos, así como por una consideración crítica y dialogada acerca de cómo debemos relacionarnos con los demás.</p>	<p>In groups, research and create a poster about elementary strategies for greetings, farewells and introducing yourself in other languages. And then display it in the hallway for all to see.</p>

Unit 5:	<i>English</i>	<i>Comunicación</i>	<i>Natural, social and cultural knowledge</i>	<i>Final product</i>
“What is that sound?”	<p>1.2 Seleccionar y aplicar de forma guiada estrategias elementales en situaciones comunicativas cotidianas y de relevancia para el alumnado con el fin de captar la idea global e identificar elementos específicos con ayuda de elementos lingüísticos y no lingüísticos del contexto y el cotexto.</p> <p>2.3 Seleccionar y aplicar, de forma guiada, estrategias básicas para producir mensajes breves y sencillos adecuados a las intenciones comunicativas usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p> <p>5.2 Identificar y aplicar, de forma guiada, conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera, con apoyo de otros participantes y de soportes analógicos y digitales.</p>	<ul style="list-style-type: none"> - Autoconfianza en el uso de la lengua extranjera. - Iniciación en patrones sonoros y acentuales elementales. - Herramientas analógicas y digitales elementales para la comprensión y producción oral, escrita y multimodal. <p><i>Plurilingüismo</i></p> <ul style="list-style-type: none"> - Iniciación en las estrategias elementales para identificar y utilizar unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal. <p><i>Interculturalidad</i></p> <ul style="list-style-type: none"> - Iniciación en las estrategias básicas de detección de usos discriminatorios del lenguaje verbal y no verbal. 	<p>1.1 Utilizar dispositivos y recursos digitales de forma segura y de acuerdo con las necesidades del contexto educativo.</p> <p>2.2 Buscar información sencilla de diferentes fuentes seguras y fiables de forma guiada, utilizándola en investigaciones relacionadas con el medio natural, social y cultural.</p> <p>2.4 Proponer respuestas a las preguntas planteadas, comparando la información y los resultados obtenidos con las predicciones realizadas.</p>	<p>Conduct a paired comparison study of Spanish and English animal noises and onomatopoeias. Students should explore how they are spelled and said in the foreign language English because they are spelled and said differently in Spanish.</p>

Unit 6:	<i>English</i>	<i>Comunicación</i>	<i>Education in civic and ethical values</i>	<i>Final product</i>
<p>“Where are you from?”</p>	<p>1.2 Seleccionar y aplicar de forma guiada estrategias elementales en situaciones comunicativas cotidianas y de relevancia para el alumnado con el fin de captar la idea global e identificar elementos específicos con ayuda de elementos lingüísticos y no lingüísticos del contexto y el cotexto.</p> <p>3.2 Seleccionar y utilizar, de forma guiada y en entornos próximos, estrategias elementales para saludar, despedirse y presentarse; expresar mensajes sencillos y breves; y formular y contestar preguntas básicas para la comunicación.</p> <p>5.1 Comparar y contrastar similitudes y diferencias evidentes entre distintas lenguas, reflexionando, de forma guiada, sobre aspectos elementales de su funcionamiento.</p> <p>6.1 Mostrar interés por la comunicación intercultural, identificando y analizando, de forma guiada, las discriminaciones, los prejuicios y los estereotipos más comunes, en situaciones cotidianas y habituales.</p>	<ul style="list-style-type: none"> - Autoconfianza en el uso de la lengua extranjera. - Iniciación en las estrategias elementales para la comprensión y la producción de textos orales, escritos y multimodales breves, sencillos y contextualizados. <p><i>Plurilingüismo</i></p> <ul style="list-style-type: none"> - Estrategias y técnicas elementales de detección de las carencias comunicativas y las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio. <p><i>Interculturalidad</i></p> <ul style="list-style-type: none"> - La lengua extranjera como medio de comunicación y relación con personas de otros países. 	<p>1.1 Construir un adecuado concepto de sí mismo o sí misma en relación con los demás y la naturaleza, organizando y generando, de forma segura y crítica, información analógica y digital acerca de los rasgos relativos a la identidad, diferencia y dignidad de las personas.</p> <p>2.2 Interactuar con otros adoptando, de forma motivada y autónoma, conductas cívicas y éticas orientadas por valores comunes, a partir del conocimiento de los derechos humanos y los principios constitucionales fundamentales, en relación con contextos y problemas concretos, así como por una consideración crítica y dialogada acerca de cómo debemos relacionarnos con los demás.</p> <p>2.3 Reflexionar y asumir un compromiso activo y crítico con valores relativos a la solidaridad y el respeto a las minorías y las identidades etnoculturales y de género, analizando desde un punto de vista ético cuestiones relacionadas con la desigualdad y la pobreza, el hecho multicultural, la diversidad humana y los fenómenos migratorios.</p>	<p>Organize a multicultural fair in which groups representing different countries providing information about their celebrations, traditions, manners, food, and language, among other things.</p> <p>Each group should do research and find out information about their country in order to present it to their peers on the day of the fair.</p>

Unit 7:	<i>English</i>	<i>Comunicación</i>	<i>Education in civic and ethical values</i>	<i>Final product</i>
“Do you speak English?”	<p>2.1 Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación.</p> <p>3.1 Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía.</p> <p>6.2 Reconocer y apreciar la diversidad lingüística y cultural relacionada con la lengua extranjera, mostrando interés por conocer sus elementos culturales y lingüísticos elementales.</p>	<ul style="list-style-type: none"> - Convenciones y estrategias conversacionales elementales, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, preguntar y responder, etc. <p><i>Plurilingüismo</i></p> <ul style="list-style-type: none"> - Estrategias y técnicas elementales de detección de las carencias comunicativas y las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio. <p><i>Interculturalidad</i></p> <ul style="list-style-type: none"> - Iniciación en las estrategias básicas de uso común para entender y apreciar la diversidad lingüística, cultural y artística, a partir de valores ecosociales y democráticos. 	<p>1.1 Construir un adecuado concepto de sí mismo o sí misma en relación con los demás y la naturaleza, organizando y generando, de forma segura y crítica, información analógica y digital acerca de los rasgos relativos a la identidad, diferencia y dignidad de las personas.</p> <p>2.2 Interactuar con otros adoptando, de forma motivada y autónoma, conductas cívicas y éticas orientadas por valores comunes, a partir del conocimiento de los derechos humanos y los principios constitucionales fundamentales, en relación con contextos y problemas concretos, así como por una consideración crítica y dialogada acerca de cómo debemos relacionarnos con los demás.</p> <p>2.3 Reflexionar y asumir un compromiso activo y crítico con valores relativos a la solidaridad y el respeto a las minorías y las identidades etnoculturales y de género, analizando desde un punto de vista ético cuestiones relacionadas con la desigualdad y la pobreza, el hecho multicultural, la diversidad humana y los fenómenos migratorios.</p>	<p>Create a travel brochure in pairs on a country where English is spoken as L1, for example: Australia, United Kingdom, United States, Philippines, etc. It will be required to cover all of each country's cultural and linguistic elements, and so it will be necessary to research.</p>

Table 1: Planning of an academic year

3.3 Context, methodology and resources

The following proposal is based on the Theme-Based Model, explained in section 2.4. I specifically chose to base this investigation on this model, as after a lot of research it seemed to be the most adequate and effective in a EFL class. I'll now go over the context for this proposal, as well as the approach and resources that will be employed.

Context

Given the context on which my research was based, I came to the conclusion that out of the three CBL models, the Theme-Based model was the most appropriate one. The context to which I am addressing is one in which English is seen as a second/ foreign language, and therefore, I have based this proposal on a non-bilingual school in the Community of Madrid, Spain. I also thought that it would be more convenient to do it in a lower grade, such as Year 1 of primary school, since the students have been working in Early Education with a globalized curriculum and so, it is only natural to continue and maintain a methodology in which the learners can engage and participate as they have been doing for the past years.

Methodology

In terms of methodology, there are a number of stages to be fulfilled for the successful implementation of the Theme-Based Model of CBL.

In the first few lessons of each unit, general English topics are covered in order to encourage communication in the four language skills reading, writing, speaking, and listening, which help students prepare for the second stage's more challenging Content-Based material. Then, while they improve their academic language skills, they continue to build their general language skills, by reading books, discussing various topics, giving presentations, writing different types of texts, and so on. This is done to provide language learners enough time to build basic communicative abilities that will allow them to be functionally competent in a variety of situations and to create learning strategies before continuing to a more challenging and academic stage.

Students will focus on more specialized topics once the previous phases have been completed. At this level, students will identify and develop proper language using key concepts and concrete vocabulary.

Resources

The activities are based on authentic materials like mentioned in previous sections, from textbooks, journal articles, videos, podcasts, songs, and other sources. This material is taught utilizing a variety of good pedagogical strategies, which puts the emphasis on language at the discourse level, and not so much on the sentence level. And finally, they create a final product so that they can demonstrate what they have learnt, and that they have understood and know how to apply it. All this guarantees that the learners are exposed to as many resources (readings, songs, videos, interactive worksheets, groups conversations, surveys, and so on) and language as possible, with the emphasis on exchanging ideas rather than language structures, which lies at the very heart of CBL.

3.4 Activities

In the following and based on the planning proposal for a whole academic year, I have selected a teaching unit from which I intend to develop two lesson plans to illustrate the application of the Theme-Based model in an EFL class.

The teaching unit selected is Unit 4: Hello!, ¡Hola!, Bonjour!, as shown in Table 1, in the previous section. I chose to create the lesson plans for this unit because I consider it to be the perfect opportunity to work on social and communicative aspects, which are some basic characteristics of the two subjects English and Education in civic and ethical values. The lesson plans will include all the points mentioned in previous sections, such as the methodology used, the importance of materials that promote the learning of content and language, the development of language skills: reading, writing, listening and speaking, etc. Specifically, the lesson plans belong to different lessons, but they are part of the same didactic unit. Firstly, we have a lesson plan that corresponds to the third and fourth day of class on this particular topic, and another one that corresponds to the last day of class on this topic. The reason why I have chosen these two moments of the didactic unit is so that the progress between one class and the other can be appreciated.

The application of the law in accordance with Royal Decree 157/2022 of 1 March, which establishes the organisation and minimum teachings for Primary Education, will also be taken into account. This implies that it will follow the objectives, guidelines, and other aspects set out in the document.

Lesson plan I

Unit	4	Lessons	3 and 4	Group	1° B	Time	2 sessions of 50 mins each
Topic / Session Title	"Hello! Let me introduce myself"			Class	English		
Focus							
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
Competences	<input type="checkbox"/> Grammatical <input type="checkbox"/> Socio-linguistic <input checked="" type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
Contents	<p><i>Contents extracted from the Royal Decree 157/2022</i></p> <p>Year 1 of Primary Education</p> <ul style="list-style-type: none"> • Understand and produce short and simple written text like a letter. • Know basic communicative functions like greetings, farewells, introductions, etc. • Know elementary conversational strategies like having the word, giving someone the word, asking, and answering questions, etc. • Participation in class conversations. 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write a letter to a fellow student • Know how to greet someone, say goodbye, and introduce themselves. • Understand the importance of elementary conversational strategies so the conversation is well conducted. • Participate in class conversations. 						
Evaluation criteria	<p>Evaluation criteria:</p> <ul style="list-style-type: none"> • Students use an appropriate layout for writing the letter. • Students be able to greet, say goodbye and introduce themselves in English. • Students make appropriate use of the elementary conversational strategies • Students participate in a class conversation where everything is put into practice. 						

<p>Previous knowledge</p>	<p>Previous knowledge:</p> <ul style="list-style-type: none"> • Basic background information on how to write a letter. • General awareness of the elementary conversational strategies. • Knowing what it is like to participate in a conversation. 		
<p>Materials</p>	<ul style="list-style-type: none"> • Videos from YouTube (See links below) • Letter layout (See Appendix III) • Example letter (See Appendix III) • Art materials: color pencils, pencils and rubbers. • Visual aids: flashcards (See Appendix I)) • Worksheet “About me” (See Appendix II) 	<p>Spaces</p>	<p>Classroom</p>
<p>Procedures</p>			
<p>Timing</p>	<p>Stage</p>	<p>Activities (T / S role)</p>	<p>Grouping</p>
<p>30 mins</p>	<p>Presentation</p>	<p><i>Activity 1:</i> To activate the Ss’ mental schemata, and to evaluate what they already know the T will ask the Ss the following questions:</p> <ul style="list-style-type: none"> - What does it mean to greet someone? - When you see someone, you haven’t seen in a long time, what do you say? - If someone asks you how you are, what do you reply? And do you ask them back? - When we leave what do we say to that person? <p>Once the T has checked what they know, the T will introduce the Ss to the relevant vocabulary with the help of flashcards as a visual aid (Appendix I).</p>	<p>The Ss and T will sit in assembly for this activity, as this will promote dialogue and participation in the activity.</p>
		<p><i>Activity 2:</i> At this point, repetition and drilling is very important, and therefore, in the second activity, the aim is for Ss to learn a very short and simple song with vocabulary</p>	<p>We will stay in an assembly as</p>

20 min	Practice	<p>from the previous activity. To do so, the song will be played the first time, and the Ss will only have to listen to it. Once the song has been played, the second time the song is played the Ss then will be able to sing it. The song will be played 3 or 4 times in total, until the pupils have more or less memorized it. Then, using the same rhythm and melody, we will use it to play with the names of the Ss in the class.</p> <p>The song that will be used is the following: https://www.youtube.com/watch?v=l6xQyxruzl4</p> <p>Then once the T has drilled the phrases and words, the Ss will play a game called “Inner and Outer circles” where the Ss greet each other, ask something and then say goodbye. Then one circle rotates, and they repeat. This is a fun way to practice the phrases and get to speak to everyone in the class.</p>	<p>in the previous activity, as this is the best format for large group activities. The Ss will then stand up and stand in a circle inside some hoops.</p>
50 mins	Comprehension Stage	<p><i>Activity 3:</i></p> <p>For this lesson, the idea is for Ss to write a letter to a fellow student. Firstly, the T will use the model letter (Appendix III), as a reading comprehension, pointing out the format of the letter so they are aware of it. Then look at the language involved and plan what they want to say. To help them write the letter they will fill in a worksheet (Appendix II), in which they will have to complete a series of information about themselves such as: their age, their favorite food, etc.</p> <p>To distribute the letter receiver the T will write the name of each Ss in the class on a small piece of paper, and one by one they will take a piece of paper. In this way, we will prevent them from writing only to their friends. Finally, with the help of the worksheet and sample letter, they will write their own letter.</p>	<p>For this activity, students will return to their seats, so that they can carry out their individual work.</p>

Table 2: Planning of Lesson Plan I

Lesson plan II

Unit	4	Lesson	6	Group	1º B	Time	50 min
Topic / Session Title	<i>"Let's get to know each other"</i>			Class	English		
Focus							
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
Competences	<input type="checkbox"/> Grammatical <input checked="" type="checkbox"/> Socio-linguistic <input type="checkbox"/> Discourse <input checked="" type="checkbox"/> Strategic						
Contents	<p><i>Contents extracted from the Royal Decree 157/2022</i></p> <p>Year 1 of Primary Education</p> <ul style="list-style-type: none"> • Research through analogue and digital tools for information about the topic. • Understand elementary and relevant vocabulary for greetings, farewells and self-introductions in English in order to be able to look it up in another language. • Create a poster with the necessary information about elementary strategies for greetings, farewells and self-introduction in English and another language. • Have self-confidence in the use of a foreign language. 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Research for information through analogue and digital tools • Understand and use elementary vocabulary for greetings, farewells and self-introductions in English and in other languages. • Create a poster as a final result of their research. • Be self-confident in the use of a foreign language. 						
Evaluation criteria	<p>Evaluation criteria:</p> <ul style="list-style-type: none"> • Students effectively employ analog and digital tools to research for information. • Students accurately use elementary vocabulary for greetings, farewells and self-introductions in English and another language. • Students reflect their knowledge through the elaboration of a poster. • Students show confidence when speaking in a foreign language. 						

Previous knowledge	<p>Previous knowledge:</p> <ul style="list-style-type: none"> • General knowledge on how and where to search for information. • Knowledge on how to greet, say goodbye and self-introduction in English. • Ability to work in a group for the production of a joint final product. 		
Materials	<ul style="list-style-type: none"> • Flashcards (See Appendix I) • ICT resources: tablets or computers, presentation, projector, etc. • Art materials: color pencils, pencils, construction paper, crayons, printed images, markers... • Evaluation rubrics (See Appendices) 	Spaces	Classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
10 mins	Review stage	<p><i>Activity 1:</i></p> <p>Before starting the class, the T will do a short review of the concepts worked on so far like “Good morning”, “Hello!”, “How are you doing?”, “See you later!”, and so on. This way the Ss activate their mental schemata and are mentally prepared and ready to tackle the lesson.</p> <p>For this purpose, the T can use the flashcards used in previous lessons, which the Ss should already know and should have no problem in remembering them (Appendix I).</p> <p>Once the review has been completed, the T will suggest a series of countries for the Ss to research and work on. In assembly, students should create working groups and choose a country they would like to work with. Once all the countries have been distributed and the working groups have been created, the second activity can take place.</p>	The Ss will meet in assembly and will participate jointly and individually depending on what the activity consists of.

20 mins	Research stage	<p><i>Activity 2:</i></p> <p>For this second activity, the Ss will get into groups to look for information in the following webpage: https://translate.yandex.com/. For this purpose, the T will give the Ss a computer or tablet so they can look for the information. But first, The T will want to show them how to use the website.</p> <p>The T will then display the instructions on the board in the classroom (Appendix IV), so that the Ss know what to research for, and do not look for unnecessary information. The research will be based mainly on elementary vocabulary for greetings, farewells and self-introductions terms such as: “Good morning!”, “How are you?”, “My name is...”, among others.</p> <p>The Ss will have a draft with all the expressions in English, and next to it, they will have to write the same expressions but in the language of the country they have been assigned to (Appendix V). This draft will be used to elaborate the poster.</p>	Classroom layout can be flexible, Ss can move around the classroom freely and can be grouped as they wish.
15 mins	While stage	<p><i>Activity 3:</i></p> <p>Once all the necessary information has been researched and gathered, the Ss can get down to work on their posters. To do this, the students will have to draw a separating line in the middle in a large piece of cardboard to differentiate one side from the other. On the left side, the students will write the expressions in English and on the other side the same expressions in the language they have been assigned (Appendix VI).</p> <p>For the elaboration of the poster the Ss will be free to use all kinds of art materials such as: markers, crayons, color pencils, even printed images, etc.</p>	As in the previous activity, students are free to place themselves in their working groups, and to move around the class freely, as long as they are doing their work.

5 mins	Post stage	<p><i>Activity 4:</i></p> <p>Once the poster is finished, the Ss will place them in the hallway under a big banner saying: "Greetings around the world". To assess this activity there are going to be 3 rubrics available: a self-evaluation rubric, a co-evaluation rubric and a teacher's rubric (Appendix VII). The T will have to guide them through the process of evaluating according to the checklist. Firstly, the Ss will have to evaluate themselves, and then they take a "tour" of the other posters and evaluate their classmates' posters. The final evaluation will be the average of the 3 rubrics.</p>	Although students will spend most of the time in the classroom, at some point, they will go out to hallway to put up their posters.
--------	------------	---	---

Table 3: Planning of Lesson Plan II

3.5 Timeline for implementation

The proposal covers one whole academic year; therefore, the implementation of the whole plan is to do it all at once and it should be implemented in the course of one school year, as it must be applied consistently to obtain the most favourable results.

This will be considered in fact an experiment to see if this methodology works better than previous traditional methods, and so the idea is to implement it completely and thus draw final conclusions when the course is over. It is assumed that after the period of one full academic year, there will be a number of changes with regard to the previous methodology used. This could be in the form of a self-evaluation checklist for the teacher or even a reflective journal with a few guiding questions to be answered in each entry. In Appendix VIII I suggest a checklist for students about whether they've enjoyed each unit and other aspects.

Also, applying it to lower grades, such as the first year of primary school, would give us room for manoeuvre without affecting higher grades. And as I have already mentioned in previous sections, the intention of applying it to Year 1 is the perfect opportunity, as they have been working with similar methodologies in the past years.

3.6 Evaluation of the proposal

The term "evaluation" refers to the process of assessing students' comprehension of content and determining the final outcome of their work. Effective assessment and instruction hinge on this judgement, and it is also necessary for the success of English language learners. The teachers' main role in assessment was that of a judge and to indicate a value after an activity is completed. As a result, the assessment and evaluation process can be thought of as a two-step procedure: assessment first, then evaluation.

Students in CBL classes can't be assessed in an ordinary way because the class provided them with more input and content material. According to Kasper (2000), "designing authentic and interactive Content-Based assessment" is necessary because the learners in CBL have to "complete discourse level tasks". Students should be expected "to integrate information, to form, and to articulate their own opinions about the subject matter," not to examine the target language's grammatical structure. The evaluation method must be specific and disciplined, and it must measure general ability, knowledge, and performance. And therefore, teachers should analyse their learners' progress by using the following methods: direct oral feedback during class can be beneficial if we keep in mind the students' proficiency levels; daily quizzes, for example, might be used to ensure that students are understanding the topic; checklists to evaluate language progress by showing each student's understanding of the lesson's concepts and structure, etc. These are some of the methods that were created as an alternative to traditional methods of evaluating student learning.

In this case, the evaluation of the final product will take place before, during and after the process. Before starting the process, we will have to assess what kind of previous knowledge they have about the topic, using dialogue. To evaluate during the process, we will use direct oral feedback, as this will help to ensure that if something can be improved, the learners have room for manoeuvre to improve it before delivering it. Finally, the final product will be evaluated using 3 different rubrics that establish a set of elements and criteria that must be met. This rubrics will be used by individual students for self-evaluation, by classmates for co-evaluation and by the teacher as well (Appendix VII). After that, the three marks will be averaged to calculate the student's final grade. In developing evaluation, teachers should only evaluate language, not content.

4. Conclusion

Content-Based Learning has been used in a lot of language learning educational situations over the last few decades, while its popularity and application have grown significantly since the early 1990's. The benefits of the approach are supported by solid research on various theories of well-known authors such as Marguerite Ann Snow, Bulevardi Marshel Kashen, Patsy Martin Lightbrown, Fabian Stoller, etc.

The goal of this research was to see how effective it is to learn by applying a Content-Based Learning approach in a foreign language program by teaching English along with other subjects like Natural Science, Arts, Music, Maths, etc. It has been proven that by adjusting the language to the content of the curriculum, the foreign language lesson can gradually merge language and content, but this will require close collaboration between language and content teachers. This approach demands teachers, who are well-trained in teaching foreign languages, to teach its students in a way that will allow them to learn engaging content in a new linguistic code. The implementation of a CBL course or program can be quite challenging for language teachers, as this methodological framework allows the incorporation of academic, cognitive, and personal interests and needs of both teachers and students.

Lastly, I would like to add that even though CBL can be rigorous and challenging for teachers and students, it can also be extremely gratifying. The extent to which you use this approach will be determined by the willingness of your learners, the school, and the resources available. It might be something to be attempted in a couple of lessons, or that a school decides to try throughout the curriculum. Whatever is decided, I recommend that other fellow teachers from the institution get involved, especially the ones from other subjects.

5. References

- Baecher, L., Farnsworth, T., & Ediger, A. (2014). The challenges of planning language objectives in content-based ESL instruction. *Language Teaching Research: LTR*, 18(1), 118-136. <https://10.1177/1362168813505381>
- Bax, S. (2003). The end of CLT: a context approach to language teaching. *ELT Journal* 57:3, pp. 278-287.
- Bielak, J., & Pawlak, M. (2013). *Pedagogical Options in Grammar Teaching*: Springer Berlin Heidelberg.
- Brinton, D. M., M. A. Snow & M. B. Wesche. (2003). Content-based second language instruction. The University of Michigan Press.
- Brinton, D., Snow, M., & Wesche, M. (1989). *Content-based second language instruction*. New York: Newbury House Publishers, Inc.
- Cammarta, Laurent. (2010). Foreign Language Teachers' Struggle to Learn Content-Based Instruction. *L2 Journal*, 2 pp. 89-118.
- Carpenter, P. A. (1987). *The Psychology of Reading and Language Comprehension*. Newton, Mass: Allyn and Bacon, 1987.
- Creese, A. (2010). Content-Focused Classrooms and Learning English: How Teachers Collaborate. *Theory into Practice*, 49(2), 99-105. <https://10.1080/00405841003626494>.
- Davison, C., & Williams, A. (2001). Integrating language and content: Unresolved issues. In B. Mohan, C. Leung, & C. Davison (Eds.), *English as a second language in the mainstream* (pp. 51–70). Harlow, UK: Longman Pearson Education.
- Davies, S. (2003). Content Based Instruction in EFL Contexts. *The Internet TESL Journal*, 9 <http://iteslj.org/Articles/Davies-CBI>.
- Davies, S. (2003). Content Based Instruction in EFL Contexts. *The Internet TESL Journal*, 2.
- Duenas, M. (2004). The whats, whys, hows and whos of content-based instruction in second foreign language education. *International Journal of English Studies* 4.1, 73–96.
- Echevarria, J., & Short, D. J. (2010). *Chapter 5: Programs and Practices for Effective Sheltered Content Instruction*.
- Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual children*. Cambridge, MA: Newbury House.
- Grabe, W., & Stoller, F. L. (2006). Areas of research that influence L2 reading instruction. *Current Trends in the Development and Teaching of the four Language Skills* (pp. 279). Mouton de Gruyter. <https://10.1515/9783110197778.4.279>.

- Hinkel, E. (2005). *Handbook of research in second language teaching and learning* (1st ed.). Erlbaum. <https://10.4324/9781315716893>.
- Howard, Jiaying. (2006) *Models of Integrating Content and Language Learning*. Journal of the National Council of Less Commonly Taught Language.
- Hung, B. P., & Hai, T. T. (2016). Teachers' and Students' Attitudes towards the Implementation of Content-Based Instruction in Higher Education in Ho Chi Minh City. *English Language Teaching*, 9 (5), 106. <https://doi.org/10.5539/elt.v9n5p106>.
- Iffat, S. (2020). Content-Based Instruction in context of Language Acquisition in EFL Classroom: An Exploration. *International Journal of Scientific and Research Publications (IJSRP)*, 10 (2), p9891. <https://10.29322/IJSRP.10.02.2020.p9891>.
- Kasper, L. (2000). *Content-based college ESL instruction*. Mahwah, NJ: Lawrence Erlbaum.
- Kiziltan, N., & Ersanli, C. Y. (2007). The Contributions of Theme-Based CBI to Turkish Young Learners' Language Development in English. *Journal of Language & Linguistic Studies*, 3(1).
- Krashen, S.D. (1982). *Principles and practices in second language acquisition*. New York: Pergamon Press.
- Krashen, S.D. (1984). Immersion: Why it works and what it has taught us. *Language and Society* 12, 61-64.
- Leaver, B. L. & S. B. Stryker. (Eds.). (1997). *Content-Based Instruction in Foreign Language Education: Models and Methods*. Washington, D. C.: Georgetown University Press.
- Lewis, M. (1993). *The lexical approach*. Hove: Language Teaching Publications.
- Lightbown, P. M. & Spada, N. (1999). *How languages are learned* (2nd ed.). NY: Oxford University Press.
- Lightbrown, Patsy M. (2014). *Focus on Content-Based Language Teaching-Oxford Key Concepts for the Language Classroom*. Oxford University Press.
- Mohan, B. (1986). *Language and content*. Reading, MA: Addison-Wesley.
- Peachey, N. (2010). *Content-based instruction*. The British Council. Recuperado 2022, de <https://www.teachingenglish.org.uk/article/content-based-instruction>
- Pica, T. (1995). *Teaching language and teaching language learners: The expanding roles and expectations of language teachers in communicative, content-based classrooms*. In J.E. Alatis, C.A. Strahle, B. Gallenberger, & M. Ronkin (Eds.), *Linguistics und the education of language teachers: Ethnolinguistic, psycholinguistic, and sociolinguistic aspects* (pp. 378-397). Washington, DC: Georgetown University Round Table on Languages and Linguistics.

- Richards, Jack C, Rodgers, Theodore S. (1986) *Approaches and Methods In Language Teaching: A description and analysis*. Cambridge University Press.
- Richards, J.C. & Rodgers, T.S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Rodgers, T.S. (2001). Language teaching methodology. *ERIC Digest*.
- Snow, M., Met, M., & Genesee, F. (1989). A conceptual framework for the integration of language and content in second/foreign language instruction. *TESOL Quarterly*, 23, 201–217.
- Stoller, F. & Grabe, W. (1987). A Six T's approach to Content-based instruction. In M.A. Snow & D. Brinton (Eds.) *The Content-Based classroom: Perspectives on integrating language und content*. White Plains (pp. 5-21). New York: Longman.
- Stoller, F. L., & Grabe, W. (1997). A six-T's approach to content-based instruction. *The content-based classroom: Perspectives on integrating language and content*, 78-94.
- Stoller, F. L (2002). Project work: A means to promote language and content. In J.C. Richards & W.A. Renandya (Eds.) *Methodology in language teaching. An anthology of current practice* (pp. 107-119). Cambridge: Cambridge University Press.
- Stoller, F. L. (2002). *Content-based instruction in higher educational settings*. Alexandria, VA: TESOL.
- Stoller, F. L. (2004). Content-based instruction: Perspectives on curriculum planning. *Annual Review of Applied Linguistics*, 24, 261-283.
- Stoller, F. L. (2008). Content-based instruction. In N. Van Deusen-Scholl & N. H. Hornberger (Eds.), *Encyclopaedia of Language and Education* (2nd ed., Vol. 4: Second and Foreign Language Education; pp. 59–70. New York: Springer Science/Business Media.
- Torras, R. (1991). Content-based teaching: a methodological approach. *Revista Alicantina De Estudios Ingleses*, 4(4), 125-131. <https://10.14198/raei.1991.4.11>

6. Appendices

A total of five appendices belonging to the lesson plans found in section 3.4 on activities will be attached below. These appendices are the materials that will be needed in order to carry out the proposed lessons.

Appendix I: Greeting and farewell flashcards

Flashcards extracted from the source Twinkl: <https://www.twinkl.es/resource/uk-t2-l-01-greetings-flashcards-english>

Hello



Good Evening



Good Night



What is your name?



How are you?



**I'm fine,
thank you.**



Goodbye



See you soon.



**See you
tomorrow.**



Good Morning



**Good
Afternoon**



My name is...



Hi




Appendix II: Worksheet “About me”

Layout extracted from the source Liveworksheets:
[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Writing/All_About_Me_lm1710838zb](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Writing/All_About_Me_lm1710838zb)

About ME!

My name is:


These are the people in my family:

My favorite food is: 

I am **years old**


This is me...


My favorite hobby is:

My favorite ice cream flavor is: 

My favorite animal is:

My favorite book is:

When I grow up, I want to be: 

My favorite color is: 

Appendix III: Sample letter and layout

Example letter

04.04.2022
Dear <u>Elena</u> ,
<u>How was your weekend?</u>
I played football with
my friends. And I also
went to the cinema.
See you soon!
Your <u>friend,</u>
<u>Steve</u>

Letter layout:

Layout extracted from the source Pinterest:

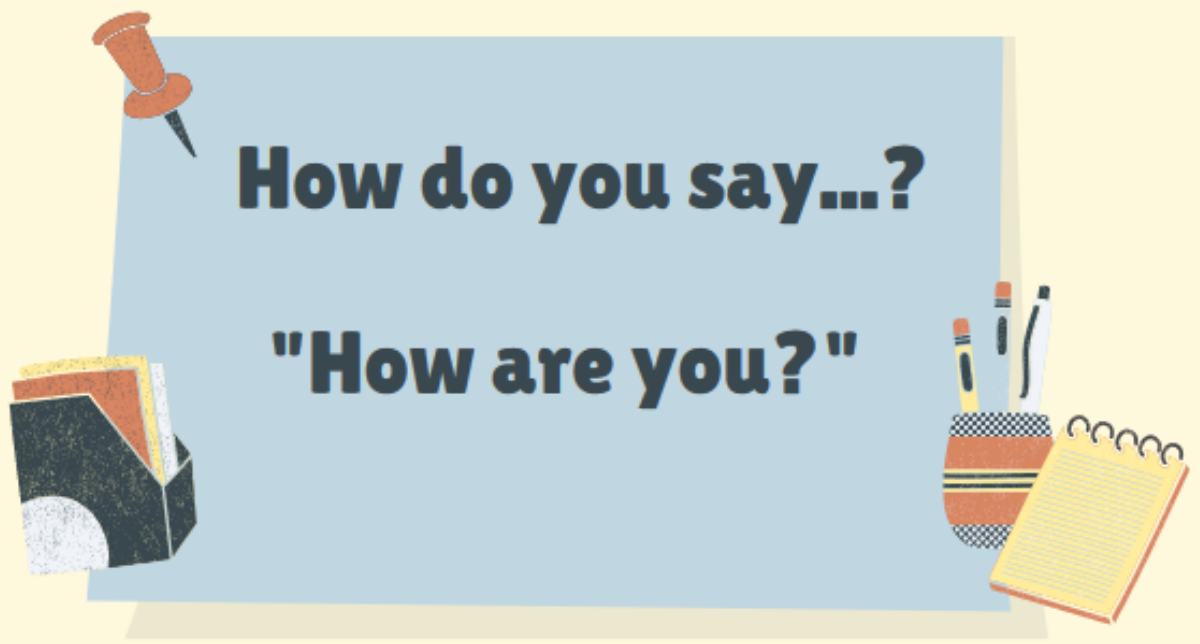
<https://www.pinterest.es/pin/236931630386106979/>

Dear _____,

Your _____

Appendix IV: Instructions to do the research





**How do you
say...?**



**"Good
morning!"**



**"Good
afternoon!"**



**"Good
night!"**



How do you say...?

"My name is..."



How do you say...?

"See you later!"





**Good luck
researching!**

EXPRESSIONS

Hello

How are you?

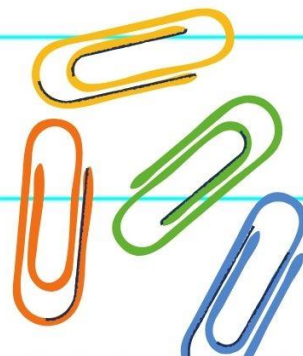
Good morning

Good afternoon

Good evening

My name is...

See you later!



Appendix VI: Instructions for making the poster and a sample

Instructions for the making the poster:

INSTRUCTIONS:

- Write a title
- Make a colourful poster
- Write all the expressions from the draft
- Work in groups
- Help each other

Sample of a poster:

THE GREETINGS POSTER

EXPRESSIONS IN ENGLISH

Hello

How are you?

Good morning

Good afternoon

Good evening

My name is ...

See you later!

EXPRESSIONS IN ...



Appendix VII: Evaluation rubrics

Self-evaluation rubric

SELF-EVALUATION RUBRIC

- I have written a nice title
- I have made a colourful poster
- I have written all the expressions from the draft
- I have worked well in their group

Overall, I would give myself a:



CO-EVALUATION RUBRIC

- The group has written a nice title
- The group has elaborated a colourful poster
- The group has included all the expressions from the draft
- The group has included pictures or images

Overall, I would give them a:



Teacher's rubric

TEACHER'S RUBRIC

	Excellent	Good	Satisfactory	Needs Improvement
Content	The students have included all the expressions	The students have included almost all of the expressions	The students have included many of the expressions	The students have not included many of the expressions
Organization	Well-planned and well-thought out. Includes title, the expressions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing.	No sense of organization.
Creativity	The poster has been elaborated with great creativity	The poster is colourful and includes pictures	The poster is well done and includes some colour	The poster contains no colourful elements nor pictures

Appendix VIII: Student's checklist

My checklist

I have enjoyed giving instructions while playing games



I have enjoyed writing and performing a rap



I have enjoyed learning about and making a respiratory system with recycled materials



I have enjoyed reseaching how to greet, say goodbye and introduce yourself in English and other languages



I have enjoyed researching about the noises and onomatopoeias of the animals in English vs Spanish



I have enjoyed creating a multicultural fair and learning about different countries



I have enjoyed creating a travel brochure about a country where English is spoken



My grades this year have been good



Next year I hope that the English classes will be like this

