5. CONCLUSION

As a conclusion, I would like to highlight that the main objective of this project is improving students communicative competence in English. With the expansion of the European Union, diversity of language and the need for communication are seen as central issues. For these reasons, English play a key role in curricula across Europe. I want to increase the quality of education, offering equal opportunities to students with social difficulties or learning disabilities.

Applying CLIL in classes within a few months of starting the programme, students are usually able to use the CLIL language for almost all classroom communication. It is necessary to use routine activities and discourse in order to build student confidence trying to experiment with language and content. I also maximize the accommodation of student interests for making a regular connection between learning and the students’ live.

References


Legal frame

- Organic Law on the Improvement of the Quality of Education (LOMCE)
- Royal Decree126/2014, 28th February, establishing the basic primary education curriculum
- Decree 127/2012, de 3 d’agost, from the Valencian Government, by which plurilingual teaching is regulated at non university levels in the Valencian Community.
- Resolution of the 1st of October 2012, from the General Direction of Educational Innovation, Ordination and Quality, by which instructions regarding the application of Decree 127/2012, of the 3rd of August, from the Valencian government, by which the plurilingualism at the non university levels is regulated.
- Order 19/2011, from the 5th of April, from the Conselleria of Education, by which the network of Plurilingual schools in the Valencian Community is established.