A LINGUISTIC ANALYSIS

OF THE TYPES OF "GENRES"

USED IN THE SUBJECT OF SOCIAL SCIENCE

IN CLIL PRIMARY EDUCATION

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CURSO 2017/2018

BADAJOZ

Convocatoria: junio

ACKNOWLEDGEMENTS

I would like to thank my exceptional supervisor, Dr. Ana Piquer Píriz, for her understanding, knowledge and constant support. Without her help, this MA dissertation would have never seen the light of day. I also want to thank Marifé for all her unconditional support and encouragement all this time so that I could carry out this piece of work.

This paper is dedicated to the three men of my life: my grandfather Eduardo; my father, Eduardo and my brother Eduardo, whose inspiration has also made this piece of work possible. Thank you very much wherever you are.

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ABSTRACT

This MA dissertation focuses on identifying what genres are more frequently used in a CLIL subject such as Social Science in the fourth grade of Primary Education. It, first, provides a classification of the different genres we can find in this subject at this level. Secondly, it reports on the analysis of the texts found in a Social Science textbook widely used in the Spanish mainstream educational system. And finally, it explores the most useful ways for teachers to exploit them from a grammatical and lexical point of view in order to facilitate the learning process to students of this educational stage.

KEY WORDS: CLIL, genres, Social Science, Primary Education

RESUMEN

Análisis lingüístico de los tipos de "géneros"

usados en la asignatura AICLE de Ciencias Sociales en Educación Primaria

Este estudio se centra en identificar qué géneros se utilizan con más frecuencia en una asignatura de AICLE como las Ciencias Sociales en cuarto curso de Educación Primaria. Primero, se proporciona una clasificación de los diferentes géneros que podemos encontrar en este tema y en este nivel. En segundo lugar, se realiza un análisis de los textos encontrados en un libro de texto de Ciencias Sociales muy utilizado en el sistema educativo español. Y, finalmente, se exploran las formas más útiles para que los profesores los exploten desde un punto de vista gramatical y léxico a fin de facilitar el proceso de aprendizaje a los estudiantes de esta etapa educativa.

Palabras clave: AICLE, géneros, Ciencias Sociales, Educación Primaria

ABBREVIATION LIST

AL	Academic Language
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CLIL	Content and Language Integrated Learning
DL	Disciplinary Language
PIF	Personal Idiom File
SFL	Systemic Functional Linguistics

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INTRODUCTION

Content and language Integrated Learning (referred to as CLIL hereafter) is an educational approach involving any teaching of a content subject through the medium of a second or foreign language (L2). Coyle, Hood and Marsh. (2010, p.1) provided a definition that refers to these specific features:

> *"Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language".*

And as they put it in their definition, it suggests an equilibrium between content and language learning, meaning that the subject content is developed through the L2 and the L2 is developed through the subject content. So, both content and language in CLIL are fitting pieces that are inseparable and must work together. As such, this educational approach has been implemented, for over two decades, in the Spanish curriculum in both Primary and Secondary Education in subjects such as Social Science and much research has been carried out on the implementation and operation of CLIL in the classrooms of these educational stages, comparing the learning outcomes obtained from CLIL practices with regular non-content foreign language classes, particularly in terms of foreign language learning achivement (Järvinen, 2010; Llinares & Whittaker, 2010; Lorenzo & More, 2010; Yamano, 2013). There has also been research on learner and teacher needs (Ruiz-Garrido, & Fortanet Gómez, 2009), interaction patterns (Dalton-Puffer & Smit, 2013), and learner and teacher exchanges in CLIL classrooms (Gabillon & Ailincai 2013, 2015b) Other interesting contributions focus on the impact of affective factors such as

motivation and self-steem on the CLIL learning process (Heras & Lasagabaster, 2015) But, the way in which the acquisition of contents and the acquisition of the language that transmits them takes place opens a new panorama for the CLIL approach, very different from that seen previously in the traditional classes of language and content as separate learning aims. The importance of the language to which the CLIL students are exposed lies not only in the language itself but also in the way in which the language is used to transmit these contents. Typically, the materials that are frequently used in the classes of these stages are textbooks full with extremely academic language of highly grammatical complexity and technicality, accuracy and a tight hierarchical organisation that reproduce some of the different types of texts or genres identified in the work carried out into the Australian curriculum in the 80's. All this poses a great complexity for students that must face these texts for the first time at school. Thus, and due to the importance that, in my opinion, the knowledge of genres implies, in this master's dissertation an in-depth analysis to find out what genres are more widely used in Primary Education's Social Science textbooks of a well-known publisher in the Spanish mainstream educational system will be carried out, a classification of the different genres we can find in these contexts of CLIL will be pinpointed and the best ways for teachers to exploit them from a grammatical and lexical point of view in order to facilitate the learning process to students of this educational stage will be also explored.

The first part of this dissertation reviews first on CLIL as an educational approach and its implementation in the European context, secondly on essential aspects to take into account when working with genres in CLIL such as the academic and disciplinary languages. Also, a definition of genre is provided as well as a possible classification of

the genres that can be found in a subject such as Social Science in the stage of Primary Education.

The second part reports on the analysis of the texts included in a Social Science's textbook for the fourth year of Primary Education. The results of this analysis show the most predominant genres used in the material analysed both in the expository and the activity texts. The most predominant texts in the first category are the information report in Geography and the period study and the recount in History. Moreover, explanations are also relevant in these types of texts. The most predominant genre in the activity texts of both subjects is the procedure. Discussions, arguments and explanations are, to a lesser degree, also present in the activity texts. As a result of this analysis, some methodological guidelines are also provided.

PART 1: LITERATURE REVIEW

1. **CLIL**

1.1 DEFINITION OF CLIL

Content and Language Integrated Learning (CLIL) is a term coined by David Marsh in 1994 that refers to an educational approach aimed to, according to its original concept, teach subjects to students through a foreign language. As such, CLIL was interpreted by the European Commission in its report "European language policy and CLIL" (no date) as an approach where language was used as a medium for learning content, and the content was used in turn as a resource for learning languages. Later on, and in this vein, as we already pointed out in the introduction, Coyle et al. (2010, p.1), defined CLIL as:

> *"a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time."*

However, and although this seems to be the most widely accepted definition for CLIL in academic settings, there is a great variery of definitions of CLIL that are based on different points of view and dependant on different contextualizations. Mehisto, Marsh and Frigols (2008, p.13) present a list of 13 varying types of CLIL programmes. And Cenoz, in relation to a possible definition of CLIL, states that:

"*definitions of CLIL and the varied interpretations of this approach within Europe indicate that it is understood in different ways by its advocates. As well as being internally ambiguous, the term CLIL is not clearly defined when compared with other approaches that integrate content and language teaching for L2 learning.*" (Cenoz. 2013, p.244)

This flexibility, ultimately, makes a general and valid definition of CLIL so difficult to be drawn up.

1.2 THE ESSENCE OF CLIL

Regardless the possible conclusive definitions, CLIL is characterized for being an approach that directs its action to the teaching of language and content. This dual focus of action involves the simultaneous learning both of these key components and implies that the objectives referred to the content are based on the own goals of the language: the individual, in his desire to understand and manage the content, finds the motivation for learning the language. In the words of Mehisto et al. (2008, p.11) *"content goals are supported by language goals"*. In this way, CLIL is evidenced as a term whose essence lies in integration. These authors also highlight the fundamental presence of a third component: the learning skills. Their development becomes an essential task in the practice of the approach, since they enable individuals to build their own learning. The purpose of CLIL is to instill in the student the necessary abilities to carry out an apprenticeship in the most efficient way possible (Meyer, 2010)

Mehisto et al. (2008) elaborated, based on these three key elements (content, language and skills for learning), the Triangle Model (Figure 1) through which the relationship between the three concepts was expressed.
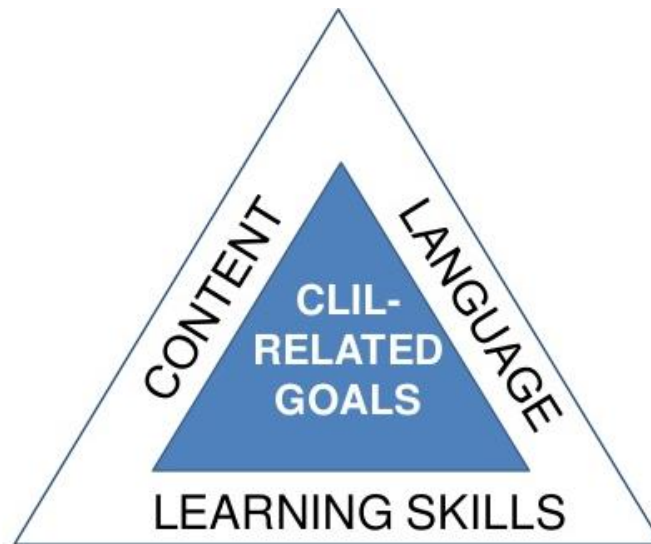
Figure 1 The Triangle Model (Mehisto et al. 2008, p.12)

It is important to highlight that, within this framework, language in CLIL plays a fundamental role in communication in the classroom, that is the axis for the development of learning. Unlike other approaches in which dialogue is also the key element, the complexity of CLIL lies in the fact that individuals carry it out using the vehicular language (Coyle et al., 2010). This fact can imply that, sometimes, students lack the necessary language for the learning context in which they are involved, so it is especially significant to make the relationship between the objectives of the content and the language explicit. To this end, Coyle et al. (2010) developed what they called the Language Triptych (Figure 2), which differentiates three interrelated perspectives of the language to be taken into account:

Figure 2: Coyle et al., 2010

As we can see in Figure 2, these three interrelated perspectives of the language in CLIL are represented in a triangle where each occupies a vertex with a key preposition. Each of these prepositions refers to the three essential aspects of the language that develop CLIL subjects competences. The first aspect of the triptych is the language **of** learning, which is understood as the language needed for learners to access basic concepts and skills relating to the subject theme or topic. Learners need to acquire language specific to subject (the language of Science, the language of History or the language of Geography). The second aspect is the language **for** learning, or the language that students need to operate in a foreign language context and which, therefore, will be the key for learning to take place. The development of basic skills and abilities, such as cooperative work or critical thinking, are essential to achieve quality learning. Finally, the third aspect of the triptych is the language **through** learning, or the language that emerges from the active involvement of learners thinking and asking and is necessary to achieve effective learning: *"learners need language to support and advance their thinking processes while*

acquiring new knowledge, as well as to progress their language learning" (Coyle et al. 2010, p.37-38).

On these grounds, the essence of CLIL, as Coyle et al. (2010, p.4) state, relies on the combination of teaching and learning both content and language:

> *"CLIL is an approach which is neither language learning nor subject learning, but an amalgam of both and is linked to the processes of convergence [...] this is where CLIL breaks new ground."*

This distinctive feature characterizes CLIL compared to other educational approaches in other parts of the world where the implementation of their methods respond to different treatments in terms of language use.

1.3 IMPLEMENTATION OF CLIL

Since CLIL appeared as an educational approach, the possibilities of implementation are varied and are subject to the wide scope within the European continent. Following is a summary of the implementation of CLIL both in the European and the Spanish and Extremenian contexts.

1.3.1   CLIL IN EUROPE

CLIL is an educational term that was started in Europe in the 1990s by a group of experts that included administrators, researchers, and practitioners (Marsh, 2002) and, as Cenoz (2014) states: "*responded to a need in Europe for enhancing second-language (L2)*

education and bilingualism that was well received". According to Marsh, it was "*…a pragmatic European solution to a European need*" (Marsh 2002, p.11). A need that grew to make a difference with respect to other educational approaches outside of Europe, from where the promoters of CLIL ''*borrowed*'' many of its features, especially from immersion and bilingual movements in the USA and Canada (Coyle 2007a, p.544). Since then, CLIL has become an overly broad educational approach both in terms of an accurate definition and a varied implementation. In 2005, Marsh suggested CLIL to be "*a general 'umbrella' term to refer to diverse methodologies which lead to dual focussed education where attention is given to both topic and language of instruction*" (Kovács. 2014, p.48-49) and whose context-bound varieties within Europe, as stated in Eurydice (2006, p.64-67), include: immersion (Språkbad) in Sweden, bilingual education in Hungary, multilingual education in Latvia, languages across the curriculum (Fremdsprache als Arbeitssprache) in Austria, language enriched instruction in Finland or integrated curriculum in Spain. In this sense, (Coyle. 2007, p.5) expressed: "*There is no single blueprint that can be applied in the same way in different countries.*" In any case, and since CLIL was coined in 1994, not only has CLIL settled down within Europe but also "*its usage has soared and it appears to continue accelerating*" (Pérez-Cañado 2011, p.315)

1.3.2   CLIL IN SPAIN

In the case of Spain, and as Fernández-Fontecha (2009, p.3) explains:

"*The current Spanish education is particularly sensitive to European initiatives. Mirroring the European language policy, Content and Language*

Integrated Learning (CLIL) or bilingual education is nowadays receiving increasing attention in Spanish education."

However, and given the linguistic situation in Spain with monolingual and bilingual autonomous communities, Fernandez Fontecha (2009, p.5) continues saying that:

"Far from being a homogeneous phenomenon. Spanish bilingual education is a many-sided issue: different bilingual instructional models are designed that depend on the particularities of each area. Spanish education is decentralized and educational powers are transferred to the autonomous communities. This fact gives rise to a great deal of variation in the educational plans devised by each community."

In any case, in order to bind together these particular initiatives and have a meeting point, some national educational legislation like LOMCE (Organic Law on the Improvement of the Quality of Education) issued in BOE (numb 295 of December, the 10th) in 2013 is needed. Other official regulations that emerge from this general law are more related to specific aspects of that bilingualism proposed as a general guideline in LOMCE as that of the Royal Decree of Primary Education curricula (BOE, numb 52 of March, the 1st 2014), and that of the Royal Decree of Secondary Education and Baccalaureate curricula (BOE, numb 3 of January, the 3rd 2015) as they envisage the importance of learning foreign languages in the context of a plurilingual European society. However, they are laws that make a very general reference to the idea of bilingualism that is nowadays a reality in our schools. These laws do not reflect, therefore, the highly consolidated and structured bilingual scenery in our Primary and Secondary schools throughout Spain.

Therefore, an updated document is needed to regulate, in a more detailed way, the type of bilingualism implemented in our country and to reflect the new reality referred to above.

1.3.3   CLIL IN EXTREMADURA

Extremadura is a monolingual rural region situated on the border with Portugal. Its population is over 1 million inhabitants and its economy is based mainly on agriculture. The origins of CLIL in this region date back to 1996 when a collaborative initiative between the Spanish Ministry of Education and the British Council was undertaken to promote bilingualism in two Primary schools in each province, CEIP "Alba Plata" in Cáceres and CEIP "Luis de Morales" in Badajoz. Furthermore, some other oficial initiatives were set out in schools such as the bilingual sections which were first oficially regulated in 2004 by the Order of 19th May, 2005 (DOE numb 59 of 24th May 2005, 7031-7042), and the Linguaex plan in 2009 to implement other European languages as French or Portuguese in certain locations in Extremadura.

In a study conducted at the University of Extremadura, Alejo and Piquer (2010) investigated the needs of CLIL teachers in this region and showed their concern about their language competence and the training they should have to better develop their work in CLIL schools. In the following sections of this theoretical framework some important linguistic aspects of CLIL that teachers of this approach might lack are developed.

2.   LANGUAGE IN CLIL

As explained above, language is a key element for communication in CLIL settings. And, in addition to the analyzed aspects of the CLIL approach such as the triangle model and

the language triptych, a further information in relation to the kind of language used in CLIL settings is necessary to better understand the objectives of this dissertation.

2.1 BICS vs CALP

There are two relevant patterns of language acquisition related to CLIL and particularly relevant to the goals of this study that Cummins (1979, 1981) differentiated when conducted his research with bilingual children: BICS (Basic Interpersonal Communication Skills) that are day-to-day language skills needed to interact socially with other people, and CALP (Cognitive Academic Language Proficiency) that refers to formal academic language or the language that is essential for learners to succeed in academic areas. We will now focus on this latter type language in the next subsection since it is central to language in CLIL.

2.2 CALP AS ACADEMIC LANGUAGE

As explained above, CALP refers to the formal academic language used to conduct academic work in school contexts like CLIL and which is critical for students to make academic progress. And there is a clear distinction between the two of them in that CALP is found to be a compact, accurate, and authoritative type of language that uses sophisticated and technical vocabulary and complex grammatical structures that can hinder reading comprehension and become an obstacle for learning if not mastered adequately by students. Within academic language and, as far as vocabulary is concerned, morphologically complex words, general-academic words with a high frequency and that may be abstract or have multiple meanings, and discipline-specific words are included.

Regarding syntaxis, linking words requiring sentence-level inferencing and grammatical agreement between subjects, verbs, and tense are also added as essential components of this kind of language. But, academic language refers not only to vocabulary and grammar but also to multiple semiotic systems, which include linguistic, visual, auditory, gestural, spatial, and multimodal dimensions. (The New London Group, 1996) Different semiotic systems offer different potentials for representation, and certain semiotic systems are used to convey particular meaning in ways that other semiotic systems cannot (Berghoff, 2003). All this is, ultimately, summarized by Scheleppegrell (2006) in her article "The challenges of academic language in school subjects" as the general features of the academic language: density and abstraction, tecnicality, multiple semiotic system, conventional organization and authoritative stance. This major set of linguistic items eventually makes learning academic language extremely challenging, particularly for non-native speakers, who have to strive constantly for a competent command of this kind of language. In this vein, Cummins (1981a) states that while many children develop native speaker fluency or BICS within two years of immersion in the target language, it takes between 5-7 years for a student to master academic language at a level with native speakers. So, increasing proficiency of CALP must be understood as a gradual process, since students need time and support to become proficient in academic areas. The language becomes cognitively demanding, both in terms of understanding of CLIL subject contents vocabulary and skills such as comparing, classifying, synthesizing, evaluating, and inferring. In this sense, all this is also linked, on the one hand, to the idea of the cognitive process dimension about high-order and low-order thinking taken first from the Bloom's taxonomy (1956) and its subsequent updated version from Anderson and Krathwohl (2001) that students need to apprentice; and, on the other hand, with the idea of language instruction supported by the convenient scaffolding that teachers should

provide to students when acquiring CALP. Given the complicated skills that students need to master and that depict the CALP panorama for them as trainees, teachers are to be aware of the importance of providing good coaching to guide their pupils into a good command of this kind of language and its relation to the language of the disciplines they teach. As Nagy & Townsend (2012) state, academic language is "*the specialized language, both oral and written, of academic settings that facilitates communication and thinking about disciplinary content.*" But, disciplinary contents are to be developed with another language that is specific to each of the disciplines in the academic settings, and which will be explained in our next section.

2.3 DISCIPLINARY LANGUAGE

If all students are to learn effectively, they must become literate to learn in different areas of the curriculum across the phases of learning. Literacy demands in the curriculum interface with a body of knowledge such as a Key Learning Area or a subject. For example, in Science, students may need to write science reports after undertaking investigations or experiments. This requires using language systems including specialised text and language structures, vocabulary and graphics that are specific to constructing knowledge in Science and that may not be learnt in other areas of learning. If these literacy demands are left implicit and not taught explicitly they provide barriers to learning.

(Queensland Government, Department of Education and Arts, n.d., p.4)

In light of this statement, disciplinary language could be defined as the language involving specialized vocabulary and grammatical structures that are specific to a given discipline and aimed at constructing content knowledge in those academic areas. So, according to the definition provided previously, and similarly to the above-mentioned example about Science, Geography and History, study topics of this paper, are learning areas typically related to Social Science, subject to corpora of specialized vocabularies that are only specific to those academic contexts. Words like "atmosphere", "ozone" or "climate" so relevant in Geography, and "Paleolithic", "Neolithic" or "Phoenicians" in History belong, respectively, to their own different and unique corpora of vocabulary. Likewise, grammatical structures such as the passive voice, expanded noun groups, gramatical metaphors, relational verbs or causal elements, just to give some examples, are frequent in disciplinary language in the different fields of study. And as can be easily understood, this poses an additional difficulty for students as they have to become proficient in a language they thoroughly lack. To achieve this goal, students must master the necessary skills to navigate the academic texts in order to find the disciplinary linguistic cues that can help them shed some light to the understanding of a topic in a specific content subject.

2.4 ACADEMIC LANGUAGE AND GENRES

In order to bring about a better understanding of the concept of "genre", we have to bear in mind the above-mentioned theoretical considerations with which to explain what academic texts and their main features are and how language itself works in them with

the involvement of some relevant and specific terminology that make these texts particularly dense and difficult to understand for students.

As stated above, academic writing can be understood as any formal written work that is organized in a specific structure and follows a logical flow for a better understanding of the different disciplines in academic settings. In this respect, genres are well-structured academic texts types used in academic contexts and related to specific fields. And they are academic texts that are well structured because their components are arranged in a, to some extent, tight sequence of events and because, as explained in our previous section, there are grammatical structures and specific glossaries for these academic texts that characterize them and distinguish them from other types of texts that are not academic.

So far, the terms of academic and diciplinary languages, as essential components present in academic school texts and so necessary for the good academic performance of students, have been presented. It has also been explained that these languages have a great difficulty for students as they add extra complexity to these academic texts. Next, a definition of genre or type of academic text aimed to structure different disciplinary contents, as it was called in the Australian Curriculum developed in the 80s, is provided. Likewise, the types of these genres that can be found in CLIL school texts in Primary Education and how these academic and disciplinary languages are organized in them are also explained.

3. GENRES

3.1 INTRODUCTION TO THE HISTORY OF GENRES

What are these academic text types or genres and how did they appear in school contexts? Before giving a definition of what genres are as academic texts in school contexts, we will briefly review on the history of these texts and how they appeared. Genres emerged from research into writing in Primary school classrooms in inner city Sydney in the 1980's. It was a child-centered approach that advocated freedom of choice for learners to write about their interests. As a result, a corpus of very personal texts with different purposes was collected by a research team that later improved Halliday's functional linguistics model, which describes how language is used in social contexts, to describe the variety of purposes for which language is used in the curriculum: instructing, entertaining, informing and describing, explaining and arguing. Thus, scholars like Martin and others described these texts with different purposes as genres and identified some essential types for the Primary Education stage (procedures, narratives, information reports, explanations and expositions) that unfold in a relatively predictable way.

3.2 CONCEPTUALIZATION OF GENRES

Given the above, and according to Martin and Rose (2003, p. 7-8), a genre is

"*a staged, goal-oriented social process. Social because we participate in genres with other people; goal-oriented because we use genres to get things done; staged because it usually takes us a few steps to reach our goals*".

In this vein, Llinares et al. (2012) unfold these matters in their book "The Roles of Language in CLIL" and explain in relation to genres as being staged and goal-oriented that: "*Discourses in school subjects are structured to do different things, just as they are in everyday life.*" (Llinares et al. 2012, p. 109) and they add: "*...we don't just use different lexical items but we go through a number of different steps, or stages, using language to achieve a goal*" […] in most cases, this order is important if we want the interaction to reach its aim successfully". These scholars also state, in relation to genres and language, that "*genres should be understood as constant evolving activities in a particular society or culture, in which language is involved to a greater or lesser extent.*" (Llinares et al. 2012, p. 110) since subjects and their languages are inextricable. In this respect, other authors like Veel and Coffin state that "*...there is an explicit link [...] between the types of learning expected in a subject area and the types of language which embody that learning*" (Veel and Coffin, 1996, p.194).

3.3 PREVIOUS RESEARCH ON GENRES IN PRIMARY EDUCATION AND OTHER EDUCATIONAL STAGES (SECONDARY EDUCATION)

So far, the studies that have been carried out regarding genres and their application in the classrooms in Spain have focused, to my knowledge, on the stage of Secondary Education. International authors such as Dalton-Puffer, Nikula and Smit address this issue in their book "Language Use and Language Learning in CLIL Classrooms" (Dalton-Puffer et al., 2010). Others, such as Llinares et al. show the importance of the use of genres in this stage, analysing a wide range of them in different subjects and show a lot

of material in their book "The Roles of Language in CLIL". Other scholars, such as Lorenzo, also make interesting contributions related to new proposals for language organisation in CLIL education based on genres resulting in a multilingual genre map across the curriculum in Secondary Education (Lorenzo 2013). In this vein, Lorenzo considers:

"genre-based programmes as an adequate frame for subject and language integration in CLIL settings; genres as they appear not only in language courses but also more importantly in courses in which the focus is generally not on language per se, as is the case with history, science or technology. This will finally result in the proposal of a multilingual genre map across the curriculum, a selection of genres that form an articulated language curriculum and which will involve all the languages of schooling and all the disciplines.". (Lorenzo 2013, p.376)

Coffin also focuses in genres in Secondary Education stage and more specifically on the genres of History (Coffin, 2006c). Her research and her diligent classification of the genres in this field, as shown in our next section, has helped us in the writing of this master's dissertation about genres of History in Social Science. However, there do not seem to be studies that focus on the use of genres in general and in Social Sciences in particular in the stage of Primary Education in the context of Spain. Normally, reference is made to the use of the genres in the Primary stage in the studies that focus on the Secondary stage but they are only briefly mentioned without becoming established as rigorous studies. Outside of our country, mainly in the Anglo-Saxon countries, there is a wealth of studies on the use of the genres in Primary Education, since they are thought to

be essential for the adequate academic development of the students and because a good mastery of them on the part of the students affects their language development in educational stages later on. (Martin, 2000; Martin & Rose, 2005; Rose, 2009). Most of these studies are founded on the important development that the pedagogy on genres, developed by the Sydney School, reached for linguistic instruction throughout the years, and that has been recognized as one of the strongest influences in the whole world (Hyon, 1996). In this Australian context, the pedagogy about genres has a broad tradition since the 80´s and, over which the rest of the advocators of CLIL approach have, to a greater or lesser extent and in their own specific contexts, relied on. In our country, this interest on genres seems to have focused mainly on the stage of Secondary Education, only very recently and mostly from a linguistic point of view (Llinares et al., 2012). Studies that delve into the use of genres in Primary Education are, to the best of my knowledge, still scarce and are certainly necessary since this type of research would be very relevant to know the intricacies of how knowledge and language work together for different purposes in school subjects, particularly in a country like Spain where English is introduced at very early stages.

3.4 CLASSIFICATION OF GENRES

To carry out this piece of work on genre analysis, several classifications of different genres proposed by different authors have been taken into account. Firstly, the general classification that the Department of Education and Child Development of the Government of South Australia has developed over the years in Primary Education has been taken into consideration, since it is the one that, in principle, best adapts to the contents of the disciplines, academic year and educational stage on which this study

focuses. This general classification of genres and their purposes (Classification 1) used as a starting point for our later classification of genres proposes the following different types of texts: *recounts*, that tell significant past events; *narratives*, used to entertain and perhaps instruct about cultural values; *procedures*, that instruct how a task is to be accomplished; *information reports*, that describe and/or classify our living and non-living world; *explanations*, that account for why things are as they are or how/why something occurs; *arguments*, that put forward a point of view or justify a position being taken by the author; *discussions*, that present a case for more than one point of view about an issue; and *reviews* that assess the appeal and value of a work/performance and make a recommendation. Also, and throughout the document, an overview of each genres' main structures and features is provided. (Genres in Primary School: Professional Learning Module)

Moreover, another comprehensive document on the genres of the different disciplines also developed by the Government of South Australia has been used as a reference (Australian Curriculum Genre Maps, May 2014), in which the description of contents as well as the levels and academic years are detailed. The document is referred to both the Primary and Secondary Education stages although it must be taken into account that, for this piece of work on the genres of Geography and History subjects in 4th year of Primary Education in the Spanish education system, only those characteristics referring to that academic year have been considered (level 3, fourth year in the document). This is shown as Figure 1 & 2 in Appendix 2 (Classification 1)

Secondly, and taking into account that the texts of the subject of Social Sciences are based on two main topics: Geography and History, the classification offered by Llinares et al

(2012) has also been taken into account as they provide a detailed and differentiated map of genres of these disciplines, and whose characteristics have been found in the texts of the material on which this piece of work is based. Likewise, part of the classification for Science referred to procedures has also been taken into consideration since this genre is present in both subjects, as shown in the analysis later in this paper. The classifications of these authors are as follows (Classification 2):

Genres of Science

1. Procedures

   Aim ^ Equipment + Materials ^ Method

Genres of geography

1. Geography reports (descriptive reports)

   Identification ^ Description

2. Geographical Explanations

   a) Sequential explanation

   Identification ^ Temporal Sequence (in phases)

   b) Causal explanation

   Identification ^ Causal Sequence (in phases)

   c) Consequential explanation

   Identification or Output ^ Factors + Explanations

   d) Factorial explanation

   Output ^ Factors

Genres of History

1. Period Study

   Period Identification ^ Description

2. Recounts in History

a) Biographical recount

   Person Identification ^ Episodes (^ Evaluation)

b) Historical recount

   Background ^ Record of events ^ (Deduction / Evaluation)

3. Historical Accounts

   Background ^ Account Sequence (^Deduction)

4. Historical Explanations

   a) Sequential explanation

   b) Causal explanation

   c) Consequential explanation

   Input ^ Consequences (^ Reinforcement of Consequences)

   d) Factorial explanation

   Outcome ^ Factors (^ Reinforcement of Factors)

5. Historical Argument (Exposition)

   (Background) ^ Thesis ^ Argument ^ Reinforcement of Thesis

6. Discussion

(Background) ^ Issue ^ Perspectives ^ Position

Likewise, and in third place, the detailed classification that Coffin (2006) offers specifically on the History discipline has been taken into account, since some characteristics of this classification has also been found in the analysed texts. Classification 3 (Coffin, 2006) is as follows:

Genre family	Genre	Overall Purpose	Structure (stages)
Recording	Autobiographical Recount	to retell the events of your own life	Orientation Record of Events (Reorientation)
	Biographical Recount	to retell the events of a persons life	Orientation Record of Events (Evaluation of Person)
	Historical Recount	to retell events in the past	Background Record of Events (Deduction)
	Historical Account	to account for why events happened in a particular sequence	Background Account of events (Deduction)
Explaining	Factorial Explanation	to explain the reasons or factors that contribute to a particular outcome	Outcome Factors Reinforcement of Factors
	Consequential Explanation	to explain the effects or consequences of a situation	Input Consequences Reinforcement of Consequences
Arguing	Exposition	to put forward a point of view or argument	(Background) Thesis Arguments Reinforcement of Thesis
	Discussion	to argue the case for two or more points of view about an issue	(Background) Issue Arguments/ Perspectives Position
	Challenge	to argue against a view	(Background) Position Challenged Arguments Anti-thesis

Figure 3: Genres of History (Coffin, C. 2006a, p.418)

Finally, the classification provided by Fortune and Tedick (2003) as a compilation of Love et al. (2000) and Gibbons (2002) has also been considered since it offers information on core structural and key linguistic features of each genre. In any case, characteristics of all these described classifications have been borne in mind in order to create a genre map for the discipline of Social Sciences in 4th grade of Primary Education. Classification 4 (Fortune and Tedick, 2003) is shown in Table 1.

The Six Prototypical Written Text Types (Genres) of Schooling		
Genre and Purpose	**Core Structural Features**	**Key Linguistic Features**
Narrative (story) *Ex. The Frog Prince* (Science fiction, fantasy, fable, folk tale, myth, etc.) Purpose: To entertain, to tell an imaginary story, to teach	**Orientation** (tells who, where, when) **Series of Events** (describes happenings preceding the complication) **Complication** (introduces main problem/conflict) **Resolution** (tells how problem gets resolved)	**Adverbs of Time (sometimes non-specific)** e.g., one day, once upon a time, later, afterwards, in the end, etc. **Past Tense Action Verbs** e.g., fought, chased, marched, jumped, slammed, etc. **Person and Place Describing Words** e.g., small, hidden, handsome, beautiful, mysterious, etc. **Dialogue or "Saying" Verbs** e.g., said, screamed, replied, insisted, remarked, etc.
Recount *Ex. What I did during my summer vacation* Purpose: To tell what happened, to reconstruct a chronologically ordered sequence of past events	**Orientation** (tells who, where, when) **Series of Events** **Personal Commentary/Conclusion** (states thoughts and feelings about the events, summarizes account)	**Adverbs of Time** e.g., first, then, next, afterwards, at the end of the summer, etc. **Past Tense Action Verbs** e.g., drove, began, brought, carried, saw, etc. **Person and Place Describing Words** e.g., small, huge, interesting, new, rustic, fun-filled, etc.
Instructions/Procedure *Ex. How to ride a bike* (Appliance Manuals, Medication Instructions, Sporting Rulebooks, Lesson Plans, etc.) Purpose: To tell how to do something, to provide a clear set of directions for completing a specific task	**Heading/Title** **End Goal** **List of Materials/Ingredients** **Steps in Sequence** **Additional Suggestions** **Visual Aids**	**Action Verbs As Imperatives** Cut, grasp, connect, secure, remove, align, etc. **A Range of Adverbials** *Time (when?):* first, second, third, next, finally, lastly, etc. *Manner (how?):* carefully, very slowly, finely, firmly with one hand, etc. *Place (where?):* in a moderate oven, through the tunnel, onto the bread board, etc. *Reason (why?):* to form a soft batter, so that the filling does not come out, etc.

Genre and Purpose	Core Structural Features	Key Linguistic Features
Report *Ex. Dolphins* Purpose: To give information, to describe phenomena in a systematic manner	**Classification** (general statement of topic/ phenomenon) **Series of Description Paragraphs** (Informational Characteristics: e.g., habitat, appearance, food, behavior, predators, etc.) *Often includes title and subheadings.*	**Infrequent Use of Adverbs of Time** **Relational (or linking) Verbs** e.g., to be, to have (Frogs are amphibians. Frogs have webbed feet.) **Technical Terms and Taxonomies** *Technical Terms:* Tadpoles, transparent lenses, webbed feet, etc. *Taxonomies:* Orchestra → conductor, strings, woodwind, brass, percussion **Nominal Groups with Adjectives/Adjective Phrases** e.g., *Those young, fresh water* **tadpoles** navigate *with their long tails.* **Purposeful Use of Personal Pronouns** (I, we, you, he, she, it, they) *Inclusion (close reader-writer relationship):* You can see that frogs have eyes that stick out so they can see well. *Exclusion (distant reader-writer relationship):* Frogs have protruding eyes, which allow for excellent vision. **Nominalization (verb → noun)** e.g., When *we run*, **we can sprint, hurdle** or <u>we can run over longer distances</u>. → *Running* involves either **sprinting, hurdling** or <u>distance running.</u>
Explanations *Ex. The Water Cycle* Purpose: To describe how something works, to give reasons for a phenomenon	**Phenomenon Identification** (describes the phenomenon) **Series of Events** (offers more detailed information about temporal or causal sequences)	**Relational (or linking) Verbs** e.g., to be, to have (In the combustion of food, oxygen (O_2) *is* used and carbon dioxide (CO_2) *is* given off.) **Technical Terms and Taxonomies** *Technical Terms:* Metabolism, thermal stress, digestion, oxygen consumption, basal metabolic rate, etc. *Taxonomies:* Human biological systems → circulatory, skeletal, digestive, muscular, etc. **Nominal Groups with Adjectives/Adjective Phrases** e.g., The *ideal standard metabolic* **rate** *of an animal* is established by determining its **metabolism** *under the least physiologically demanding conditions.*

Genre and Purpose	Core Structural Features	Key Linguistic Features
Explanations (cont.) *Ex. The Water Cycle* Purpose: To describe how something works, to give reasons for a phenomenon	**Phenomenon Identification** (describes the phenomenon) **Series of Events** (offers more detailed information about temporal or causal sequences)	**Absence of Personal Pronouns** (I, we, you, he, she, it, they) *Exclusion (distant reader-writer relationship):* **Nominalization (verb → noun)** **e.g., When** *we run*, we can sprint, hurdle **or** <u>we can run over longer distances</u>. → *Running* involves either sprinting, hurdling or <u>distance running.</u>

Discussion (one-sided)
Argument (two-sided)
Ex. Should smoking be made illegal?
 	
Purpose:
To evaluate an issue and persuade another, to take a position and justify it
	Thesis/Personal Statement of Position
	
	Supporting Arguments and Evidence
	
	Refuting Counter-Arguments and Evidence
	
	Re-iteration of Point of View/ Conclusion
		Modals (to position a reader in a certain way)
		Certainty: must, will, should, etc.
		e.g., We **must** conserve our forests.
		Less Certainty: Might, may, could, etc.
		e.g., We **might** have solar powered cars in the future.
		
		Nominalization (to create authority and de-personalize text)
		
		Connectives (as signposts for reader)
		    Clarifying: to put it another way, in particular, to illustrate, etc.
		    Showing Cause/Effect: is caused by, so that, etc.
		    Indicating Time: initially, soon, until, before, etc.
		    Sequencing Ideas: first, second, next, in summary, etc.
		    Adding Information: additionally, furthermore, etc.
		    Condition/Concession: if…the, even though, etc.
		
		Conjunctions (to link clauses within sentences)
		    Clarifying: for instance, in other words, that is, namely, etc.
		    Showing Cause/Effect: consequently, accordingly
		    Indicating Time: meanwhile, previously, until then
		    Sequencing Ideas: first, second, finally, in the first place, etc.
		    Adding Information: and, most convincing, likewise, moreover, furthermore, etc.
		    Condition/Concession: when…then, although, but, however, otherwise, nevertheless, despite this, etc.

**Table 1: The Proptotypical Written Text Types (Genres) of Schooling.
Fortune and Tedick (2003)**

PART 2

4. METHODOLOGY

The methodology employed in this piece of work consisted in the compilation and subsequent analysis of the texts found in a textbook of Social Sciences of the 4th year of Primary Education of a well-known publisher widely used in this educational stage in Spanish schools, in order to locate the presence of the different genres to which the Sydney School's curriculum refers. The subject in this book and level consists of 3 modules; one of them with intermediate content between 3rd and 4th year; and, two other modules referring to 4th grade itself. In this subject two main sub-disciplines are found: Geography and History, each of which is developed under various main topics throughout the aforementioned modules. The topics are shown in Appendix 1.

The contents of these modules and topics have been divided into two groups: on the one hand, a corpus of 88 expository texts and, on the other hand, another corpus of 42 texts comprising the activities proposed in this material. In both cases, a detailed survey has been conducted in order to find the most frequent genres. The genre that predominates, in general, in the set of the expository texts analyzed in Geography, is the Information Report, focused on describing or classifying our living and non-living environment, with its different variations of classifications, components and aspects. The predominating genres in the expository texts in History are the period study and the historical recount. And, in relation to the activity texts, the most recurrent genre in both themes is the procedure. Likewise, examples of genres for discussion and arguments have also been discovered in activities of Geography.

5. A PROPOSAL OF CLASSIFICATION OF GENRES FOR SOCIAL SCIENCE IN PRIMARY EDUCATION

So, in order to carry out a classification for this discipline and this grade, and without claiming to be exhaustive in any way, an attempt to give an idea of which the main genres are most widely used in this subject and their possible phases in their development has been made. It should be noted before continuing that this piece of work focuses on the texts of a subject such as Social Sciences in Primary Education in Spain and that, as Llinares et al. say: "*As genres are culturally embedded, differences in genres in different countries are sure to be found.* "(Llinares et al. 2012, p.111) And they continue saying that: "*Genres in any country are constantly evolving, and in CLIL contexts, which bring cultures into contact, this process is likely to be speeded up."* Therefore, this piece of work focuses on the analysis of the texts that are subject to the analysis that have been carried out into the topics of Geography and History, referred to the Spanish educational context and based on the classifications previously discussed. May the reader have in mind that there is a high probability of finding variations both in the themes of these subjects, the genres related to them and their evolution over time. It is important to note that the classification has been divided into two main groups according not only to the subjects but to the kind of texts found in them; expository and activity texts, in order to apply a differential treatment when carrying out the analyses. Likewise, the recurrence of the genres has also been taken into account in order to establish an order of appearance in the proposed classification. The classification is as follows:

<u>Geography</u>

Expository texts

Geography report

Geographical Report (Aspects)

Geographical Report (Classifications)

Geographical Report (Components)

Geographical explanations

Sequential explanations

Causal explanations

Consequential explanations

Factorial explanations

Geographical Explanation Cluster

Macro Geographical Report

Activity texts

Procedures

Arguments

Discussions

Explanations

Expository texts

    Period Study

    Recounts

        Historical Recounts

        Biographical Recounts

        Autobiographical Recounts

    Historical Explanations

        Causal Explanations

        Consequential Explanations

    Macro Historical Recount

Activity texts

    Procedures

As can be seen in this classification, a macrogenre has been included for both Geography and History genres. As will be explained later, a macrogenre is conceived as a large text whose structure includes two or more different genres that can be developed in a single paragraph or in different paragraphs thus creating a separate variety in the genre map above.

6. ANALYSIS OF GENRES IN THE TEXTS AND RESULTS

Next, and taking into account the previous classification, the most relevant examples of genres found in the texts examined are analyzed.

6.1 GEOGRAPHY

In the subject of Geography the following examples of genres are found.

6.1.1 Expository texts

6.1.1.1 Geography Reports

Since the recurrence of this genre is so high in the material worked, it appears as the first case in the classification. In the case of this genre we can observe up to three main varieties:

6.1.1.1.1 Geographical Report (Aspects)

The first possibility is a Geographical Report where information is provided simply to describe some aspects of our immediate environment. (Text 1)

Text 1	
IDENTIFICATION	Living in a city
DESCRIPTION	Most people in Spain live in cities or towns. Cities and towns have different zones. A zone is an area of a city or town with its own characteristics. The city centre or town centre is usually the oldest zone. It has the main square and the town hall or city hall. The buildings aren't very tall and the streets are often narrow. There are usually historical buildings there, as well as offices,

	museums, theatres and cinemas. There isn't usually a lot of space.

In this example, a definition of "zone" is included when describing the city. Definitions are a characteristic of this type of genres that are so popular in schools when students are asked to learn the contents of any subject. Definitions themselves make up a specific type of genre known as mini-genre that students quite oftenly find in their textbooks. As Llinares et al. (2012) put in: *"...students come into contact with the mini-genre of definitions as they read sections of their textbooks or class packs."* And it should be noted that in the analyzed texts have been found definitions that follow, as in this example, a grammatically simple structure, and therefore, closer to the first language (direct definition) or grammatically more complex in which, to make the definition of a certain concept, the relational verbs and the passive voice are used, grammatical aspects furthest from the first language and, therefore, more complicated so that students can understand it (indirect definition), as in the following example (Text 2) where tourism is defined:

Text 2	
IDENTIFICATION	Tourism
DESCRIPTION	When people travel for pleasure it's called tourism. Tourism is Spain's most important tertiary sector industry. It employs hundreds of thousands of people. Spain is an important tourist destination because of its climate and varied landscape.

6.1.1.1.2   Geographical Report (Classifications)

In another variation of the Geographical reports found in the texts, the information is classified as in the following example, where the three different types of rocks that can be found on our planet are classified in different paragraphs. (Text 3)

Text 3	
IDENTIFICATION	Rocks
DESCRIPTION	The Earth's crust is made up of rock. There are three main different types of rock: igneous, sedimentary and metamorphic. Igneous rock. This rock is deep inside the Earth. It's very hot here and the rock melts. When there is a volcanic eruption, this hot rock is blown out by force from the Earth's mantle, the layer underneath the crust. When the melted rock cools down, it makes igneous rocks such as granite and basalt. They are often found in landscapes with large stone structures. Sedimentary rock. Sedimentary rock is made of fragments of rocks, dead vegetation and animal matter which have settled onto the Earth's surface and formed a solid mass. It is most often found at the bottom of lakes and oceans. It usually forms layers. Sandstone, shale and coal are some examples of sedimentary rocks. Metamorphic rock. Metamorphic means a change of form. Metamorphic rock forms when there are movements in the inner layers of the Earth. Heat and pressure act on other rocks and change them into metamorphic rocks. Marble and slate are examples. Marble is formed from clay and slate is formed from limestone.

6.1.1.1.3   Geographical Report (Components)

Finally, we find the third subtype of Geographical Report that deals with a description of the components which make up the whole. In Text 4, the three main layers of the planet Earth are described.

Text 4	
IDENTIFICATION	The Earth's layers
DESCRIPTION	The Earth has three main parts: the atmosphere, the hydrosphere and the geosphere. The atmosphere is the layer of gases around the Earth. It's mainly made up of nitrogen and oxygen.

	The hydrosphere is all the water on Earth. This water can be liquid, solid or gas. Most water on Earth is liquid. The geosphere is the solid part of the Earth. It's divided into layers: • The crust is the outer layer. It's made of solid rock. • The mantle is under the crust. It's made of magma. Magma is semi-liquid rock. It's very hot. • The core is the inner layer. It's mostly made of iron. This layer is the hottest.

These last two subtypes of genres in Geography are of special interest for pedagogical purposes because they organize the information and help the students in its processing. As we also see in the last example, there is a large presence of definitions.

6.1.1.2 Geographical explanations

As far as explanations are concerned, they are normally integrated into the geography reports, with the causal and consequential subtypes being the most commonly used. Four subtypes of Geographical explanations have been identified in the texts studied in addition to another one termed as "Geographical Explanation Cluster" or chain of explanations that will be explained below.

6.1.1.2.1   Sequential explanations

This section presents two Sequential explanations. A very simple one about the course of a river (Text 5) in which we observe some temporal elements: "at first" and "then", which organize the explanation sequence in phases.

Text 5	
IDENTIFICATION	Rivers
TEMPORAL SEQUENCE PHASE 1	A river flows downhill fast at first,
PHASE 2	then more slowly as it approaches its end.

And another example about the water cycle where you can recognise the four different phases that are part of the cycle arranged in a temporal sequence as shown in the following table. (Text 6)

Text 6	
IDENTIFICATION	The water cycle has four main stages. Look at the picture. Even if we don't see it, water is in the air around us.
TEMPORAL SEQUENCE PHASE 1	1. Evaporation: water heats up and becomes water vapour. It rises into the atmosphere.
PHASE 2	2. Vapour collects in clouds. It becomes water drops. This is called condensation.
PHASE 3	3. Precipitation: the clouds become heavy and it rains, or snows.
PHASE 4	4. Collection: water runs off high land and into rivers. These empty into the sea and the cycle starts again.

6.1.1.2.2   Causal explanations

This subtype of explanation is the most frequently found in the analyzed texts. We can find them in different ways: in a very basic and isolated way within a Geography Report as we can see in Text 7, in which the key causal element "because" is used to account for why there is lack of water in summer in Spanish rivers.

Text 7	
IDENTIFICATION	Spanish rivers have less water in summer because there is less rainfall.

Or as we can also see in Text 8 in which the cause of the hole in the ozone layer is introduced by the passive structure "This has been caused by" and in which the key language feature is the causal element "caused by".

Text 8	
IDENTIFICATION	The ozone layer protects us against the Sun's harmful UV-B rays. But in some places there are holes in it. This has been caused by humans using too many chemical products which destroy it.

And finally, in a group where we find two or more causal explanations within a paragraph, making use of the key causal structure "because of" as in the first paragraph of this example about immigration and emigration in Text 9 or with the use of the causal element "because" in the second paragraph about the rural population.

Text 9	
IDENTIFICATION	The number of adults has increased, partly because of immigration. People from places like Eastern Europe have come to Spain to look for work. But since 2008, people have emigrated from Spain to other countries to look for work. This is because of the economic crisis.
IDENTIFICATION	100 years ago the rural population was larger because most people lived in the countryside. Now the urban population is larger because most people live in towns and cities.

6.1.1.2.3   Consequential explanations

There are several examples of consequential explanations in the material studied. These can be isolated complementing the information of a Geography report as in Text 10 where the consequence of the growth of the inhabitants in a city is explained.

Text 10	
IDENTIFICATION	When the number of inhabitants increases, new and more modern zones are built.

Or they can appear in pairs in the same paragraph as a way of explaining two related ideas as in the example of Text 11 where the rise or fall of population in human geography are clearly explained. In this case, the linguistic utterance used to express the sequence is the structure " This means" in the form of theme or semantic point of departure of the clause.

Text 11	
IDENTIFICATION	The population can change. The population can increase. This means there are more people. The population can decrease. This means there are fewer people.

The same applies to the following examples in Text 12 about the needs caused by the general increase of the population and by the increase of the elderly. In both cases, the structure "This means" is also used.

Text 12	
IDENTIFICATION	In the last 100 years, the total population has increased a lot. This means we need more houses, more food and more services, such as hospitals and schools.
IDENTIFICATION	The number of older people has increased because of better nutrition and healthcare. This means we need to think about pensions and how to look after a large population of older people.

Moreover, in this section on explanations, we can add that there are times when some types of explanations follow one another within a large text. In Text 13, that is set out as an example, there are four paragraphs, the first two are consequential explanations that have already been explained above and the last two that are two causal explanations.

Text 13	
IDENTIFICATION	Spain's population
Factor	In the last 100 years, the total population has increased a lot. This means we need more houses, more food and more services, such as hospitals and schools.
Factor	The number of older people has increased because of better nutrition and healthcare. This means we need to think about pensions and how to look after a large population of older people.
Causal Sequence	The number of adults has increased, partly because of immigration. People from places like Eastern Europe have come to Spain to look for work. But since 2008, people have emigrated from Spain to other countries to look for work. This is because of the economic crisis.
Causal Sequence	100 years ago the rural population was larger because most people lived in the countryside. Now the urban population is larger because most people live in towns and cities.

Finally, and out of the classification exposed at the beginning of this section but in the general classification of the Australian Curriculum, there are some examples of explanations in which relative clauses are commonly used to expand the meaning of the technical vocabulary of the different topics. An example of this is provided in Text 14.

Text 14	
IDENTIFICATION	Sometimes the Earth's inner layers, which are made of hot minerals, come out to the surface, in the form of volcanoes.

6.1.1.2.4   Factorial explanations

There are not many examples of this subtype of explanation in the textbook analyzed. The example in Text 15 provides an example of factorial explanation that follows the structure:

Output ^ Factors

But, as in other examples of genres where even though they usually hold on tightly to patterned and predictable ways, they include some other elements that intertwine with each other. In this sense, Llinares states about Factorial explanations and its stages or factors that *"... The factors may themselves include explanations or elaborations ..."* (Llinares, 2012, p.130) The example provided in Text 15 begins with an output that contains a definition using a relative clause that expands its information. It is followed by two factors. In the second factor, there is a causal explanation that uses the typical causal element "because".

Text 15	
OUTPUT	Ozone is a gas which stops the harmful UV-B rays of the Sun reaching us.
FACTOR 1	There's not much ozone in the troposphere
FACTOR 2	because it can be poisonous to us

6.1.1.2.5   Geographical Explanation Cluster

There is a kind of Geographical explanation genre that deserves special attention as it stands as an accumulation of examples within the same paragraph. This collection of examples could be defined as a chain of Geographical explanations or a Geographical explanation cluster, which transforms the text into quite a dense piece of information. They can be seen in the introductions of a unit and they are used as an information structure that can help students as the first contact with the topic to be developed throughout the unit. In them it is anticipated that at the end of the unit part of the students' learning will consist in how to give explanations about the content, which gives an idea of the importance of explanations as a genre. In no case, this type of chain of Geographical

explanations are isolated because they need other elements so that the text has the necessary cohesion. Definitions are frequently found in this kind of explanations. In Text 16, there is an example of this kind of explanation cluster where five explanations are unfolded as an introduction in a single paragraph about Planet Earth. The first explanation is a causal subtype and is about the cause why Planet Earth is called "the Blue Planet". It follows an explanation that uses a relative clause that expands the meaning of the technical word "atmosphere". Following are two consequential explanations about why the movements of the Earth cause the seasons and produce day and night. And the cluster ends with a prediction that students will be using explanations on how to represent our planet at the end of the unit.

Text 16	
IDENTIFICATION	Planet Earth is often called "the Blue Planet" because it's made up mostly of water. It has different layers. Some of these layers are under the surface, and there's also the atmosphere, which is all around the Earth. Planet Earth is always moving. Its movements cause the different seasons. They also produce day and night. By the end of this unit you will know about the Earth's movements and layers, and about how we represent our planet.

In the example of Text 17 about the tectonic plates, several chained Geographical explanations within a paragraph are observed. This paragraph provides three causal and two consequential explanations that are intertwined with a definition of the technical term "fault lines" throughout the paragraph.

Text 17	
IDENTIFICATION	Tectonic plates As the plates are always moving, sometimes they bump into one another. The places this happens most are the fault lines. This movement can cause earthquakes, If this happens, the Earth moves and sometimes opens up. This can cause a lot of

	damage to land, people and buildings. Sometimes these earthquakes form under the sea and cause giant waves called a tsunami.

6.1.1.3 Macro Geographical Report

Finally, a kind of expository text related to the Geography genre that was found in the analyzed texts and that requires a separate treatment will be discussed on. The main characteristic of this type of text is the intertwining of genres within a large text, so that they become "embedded genres" that are part of a whole. The term "embedded genres" is understood as a large text that provides a general information on a specific topic in whatever discipline. This large text is composed of paragraphs that develop independant information related to the main idea of the whole text or macrogenre using the same genre or some other genre or genres, resulting in a highly dense text in terms of structure. In that sense, this term is not new for the Systemic Functional Linguistics and Hyland refers to the macrogenres saying that they are *"texts which combine more fundamental elementary genres such as recounts, narratives, explanations, and so on. "* Hyland (2002, p.123)

So, *"Macro genre stands in for the idea of `complex´ or `secondary´ genres that might involve other multiple embedded genres. The SFL approach avoids the difficulty of talking about `complex´ or combined genres as separate from other genre types by only recognizing a limited set of genres as such. This small set of acknowledged genres, such as the recount, are then combined to create all other types as macro genres."*

(Genres across borders GXB, 2018)

According to this last statement, within the macrogenres we can find a great variety of embedded genres although in the case of the texts studied in the subject of Geography in Primary Education, these macrogenres are always Geographical Reports that can develop embedded genres of their same genre or integrate different explanation genres. This type of macrogenre that includes other genres in Geography can defined as the Geography Macrogenre. The example of Text 18 shows a Geographical macrogenre on the primary sector at work. It is composed of five paragraphs that develop, as independant Geographical reports, each activity that is related to the primary sector: agriculture and livestock, fishing and mining,

These Geographical macrogenres are usually complemented with definitions of some concepts that students need in this topic. As usual, they use common language features in Geography reports as the passive voice or relational verbs in order to help students understand the meaning of these definitions: dry farming, irrigated farming, deep-sea fishing, coastal fishing, underground mining and surface mining are examples of concepts taken from Text 18.

Text 18	
IDENTIFICATION	The primary sector
DESCRIPTION	People who work in the primary sector get raw materials from nature. For example, farming gets raw materials from animals and plants. There are different types of farming. Livestock farmers raise animals. They get food, such as milk, eggs and meat, and materials, such as leather and wool. Two examples of livestock farming are cattle farming, the raising of cows, and poultry farming, the raising of chickens and other birds. Arable farmers grow different types of crops. When crops only need the water from rain to grow, it's called dry farming. Wheat and olives are dry crops. When farmers need to water their crops, it's

	called irrigated farming. Tomatoes and peppers are irrigated crops.
	Fishing is another area of the primary sector. Fishermen get raw materials from the sea and rivers. There are different types of fishing. Some fishermen go far out to sea in large fishing boats. They freeze the fish they catch. This is called deep-sea fishing. Other fishermen and women catch fish and shellfish near the coast. This is called coastal fishing. There are also fish farms. On fish farms, the fish are raised in captivity until they are big enough to eat.
	Mining is also part of the primary sector. Miners get raw materials from the ground. They work in mines. There are different types of mining. Underground mining gets raw materials from under the ground, such as coal and petroleum. Surface mining gets raw materials from just below the Earth's surface, such as granite and marble.

As discussed above, sometimes within these macrogenres, some subtle embedded explanations may appear. The example of Text 19 provides information on The Earth's movements using a macrogenre or Geography macrogenre and where three embedded explanations can be found; one of them is a consequential explanation: "The axis is tilted so as the Earth moves around the Sun, some places get more light and heat", which is linked at the same time with a causal Geography explanation: "This causes the seasons.". Finally, there is another second causal explanation at the end of the text: "The Earth takes 24 hours to make a complete rotation. This causes day and night. " These types of explanations are very subtle because they are structured in a single sentence.

Text 19	
IDENTIFICATION	The Earth's movements
DESCRIPTION	The Earth has two different movements: revolution and rotation. Revolution is the movement of the Earth around the Sun. The Earth takes 365 days and 6 hours to make a complete orbit of the Sun. The Earth's axis is another imaginary line. It goes from the North Pole to the South Pole. The axis is tilted so as the Earth moves around the Sun, some

	places get more light and heat. This causes the seasons. The seasons in the Northern Hemisphere are at different times than they are in the Southern Hemisphere.
	On 21 June summer begins in the Northern Hemisphere and winter begins in the Southern Hemisphere.
	On 21 March spring begins in the Northern Hemisphere and autumn begins in the Southern Hemisphere.
	On 21 September autumn begins in the Northern Hemisphere and spring begins in the Southern Hemisphere.
	On 21 December winter begins in the Northern Hemisphere and summer begins in the Southern Hemisphere.
	Rotation is the movement of the Earth on its own axis. It spins around. The Earth takes 24 hours to make a complete rotation. This causes day and night. It's day in the parts of the Earth where the Sun is shining. It's night in the parts of the Earth where the Sun isn't shining.

6.1.2   Activity Texts

6.1.2.1 Procedures

In relation to the activity texts, and as far as the genre of procedure is concerned, it is surprising that this is not included in the Geography or History genres in the Llinares or Coffin classifications. It is likely that the reason to include this type of text in these themes is that procedures are common in the instructions of the assignments for students in Primary Education although they have been traditionally more associated to texts in Natural Science rather than in Social Science's texts. In any case, in the material under study to carry out this piece of work, prodedures are present in the final activities of the units. By contrast, no procedures were found in the expository texts which develop the

different topics in both subjects. In the case of this type of genres, the stages are always clearly specified, sometimes using the basic structure:

Aim ^ Method

that includes some stages arranged alphabetically, as can be seen in the following examples (Texts 20, 21 and 22).

Text 20	
AIM	Make a tourist map for the place you live or the place you go on holiday.
METHOD	a. Draw or find a map of the place. b. Invent symbols for beach tourism, cultural tourism and rural tourism. c. Use the symbols to mark important places on the map. d. Show your map to a classmate.

Text 21	
AIM	Design an advertisement.
METHOD	a. Invent a product. b. Write and draw your advertisement. c. Show your advertisement to the class.

Text 22	
AIM	Make a multilingual poster.
METHOD	a. Choose a word, for example "hello" or "welcome". b. Find how to say your word in different languages. You can ask your classmates or use the internet. c. Make a poster with your word written in different languages.

Sometimes, and as stated in Llinares et al.'s classification, the structure includes a question in relation to results as a conclusion. (Llinares, 2012 p.115), as shown in Text 23.

Text 23	
AIM	Draw a bar chart to show the people in your school.
METHOD	a. Find out how many children there are in each year.
	b. Find out how many there staff there are.
	c. Draw a bar chart to show your results.
Conclusion	d. Which group is the biggest/smallest?

And, on other occasions, the structure of procedures include the equipment and materials to be used following the most classic structure:

Aim ^ Equipment + Materials ^ Method

that normally develop in no more than five numbered steps, as shown in texts 24, 25 and 26.

Text 24	
AIM	Space exploration presentation
EQUIPMENT AND MATERIALS	Space exploration template
	Encyclopedia or the internet
	Slideshow programme
METHOD	1. Form groups of 4-6 students. Choose one of the astronauts or animals on the template.
	2. Use the internet or an encyclopedia to find the information on the template.
	3. Look for photos of your astronaut and their voyage.
	4. Use the information you found and the photos to make a slideshow presentation.
	5. Show your presentation to the class.

Text 25	
AIM	Make a model of the Earth's layers
EQUIPMENT AND MATERIALS	Plasticine in various colours

METHOD	Toothpics Small pieces of card 1. Make the core by rolling a ball of red plasticine. 2. Cover the ball with a layer of yellow plasticine for the mantle and then brown plasticine for the crust. 3. Cover the ball with blue plasticine for the oceans and then make the continents using green plasticine. 4. Cut the ball in half to show the different layers. 5. Label each layer using the small cards and toothpicks.

Text 26	
AIM	Make a water cycle Wheel
EQUIPMENT AND MATERIALS	Water cycle template Card Colouring pencils Paper fastener Glue
METHOD	1. Draw and colour the stages of the water cycle on side B of your template. 2. Stick side B onto the card. 3. Cut out the outlines of both sides and put side A on top of side B. 4. Put the paper fastener in the middle of the two cutouts. Turn the wheel to see the different water cycle stages.

6.1.2.2 Arguments

Arguments are another type of text that appear in the more general classifications of the Australian curriculum and in that by Fortune and Tedick (2003). However, it is interesting to note that they do not appear in the specific classification of Geography that Llinares et al. (2012) propose. By contrast, in the case of the texts analyzed for this piece of work, arguments appear in Geography activities as very simple exercises structured in two main steps: a thesis, that poses a question to the students together with possible answers that students must select previously to give their arguments; and, a default grammatical

structure to help students provide a valid argument. Therefore, the structure for arguments, as shown in Texts 27 and 28, is:

Thesis ^ Argument

Text 27	
THESIS	*Which is the odd one out? Say why* *a.* *Workshop* *Tools* *Different* *Mass produced* *b.* *Identical* *Machine* *By hand* *Factory worker* *c.* *Curtains* *Jeans* *Motorbikes* *Towels* *d.* *Clay* *Plates* *Bowls* *Table*
ARGUMENT	*I think...is the odd one out because it isn't related to…*

Text 28	
THESIS	*Which is the odd one out? Write why.* *a.* *Children* *Older people* *Female* *b.* *Census* *Immigration* *Register* *c.* *Birth rate* *Pyramid* *Death rate* *d.* *Immigration* *Emigration* *Urban*
ARGUMENT	*…is the odd one out because it isn't.../it isn´t related to...*

There is another variant of argument in which, instead of words to choose from, some pictures related to the questions in the thesis stage are displayed, presumably to make the exercise much more enlightening for students when making the argument and whose structure is also facilitated. In text 29, we can see also that in thesis, and unlike the previous texts, several questions are posed to students, which complicates the development of the activity.

Text 29	
THESIS	*What raw materials are these products made from? Were they made by a craftworker or in a factory? Why?* *a.* *b)* *c)* *and* *d) (PICTURES)*

ARGUMENT	*The...is made from... I think it was made in a factory/by a craftworker because...*

Finally, a text in which there are no questions in the thesis stage but a command so that students know not only what to argue but how they should carry out the exercise. Interestingly, and unlike the previous texts in which it was argued that the student's interpretation was the most valid using the causal element "because", in this text the reader is persuaded to carry out actions aimed to look after the atmosphere with the use of a modal like "should". (Text 30)

Text 30	
THESIS	*Write in your notebook what we can do to look after the atmosphere.*
ARGUMENT	*We should...We shouldn't*

6.1.2.3 Discussions

Also, in the activities, there is a very scarce presence of a kind of genre that is more typical in more advanced levels: discussions. In fact, discussions are not found in the subject of Geography in Llinares et al's (2012) classification but they are included in the subject of History in the same classification and that of Coffin´s (2006) for their research in Secondary Education. The structure of the discussions found in this subject in relation to their stages is simpler than the the structure proposed in the classifications of the previous authors, although a certain variety is shown when students present their arguments, perspectives or positioning. In the first example in Text 31, the discussion starts with a question (Issue) and on which students are helped to give their arguments with

predetermined answers. In addition, the discussion is accompanied by a picture that helps students to have a context in which to work.

Text 31	
ISSUE	Discuss the advertisement with a partner. Do you agree with the sentences below? CHIP´N´CHOC PACKED WITH VITAMINS AND ENERGY
ARGUMENTS / PERSPECTIVES	a. The advertisement tries to make us feel happy. b. The product looks attractive. c. The advertisement says the product is healthy. d. The advertisement uses a famous person.

In this other example in Text 32, the discussion starts with a question (Issue) and below there are several possibilities of causal origin for students to use when positioning themselves and resolving the issue.

Text 32	
ISSUE	Discuss with a partner: why do some countries have more people than others?
ARGUMENTS / PERSPECTIVES	a. Because people have lots of children. b. Because they have good healthcare. c. Because there's lot of space. d. Because there are lots of jobs.

Sometimes, several questions are proposed to be answered and a specific grammatical structure is provided so that students can provide an answer. In this example, students are provided with some necessary scaffolding to promote learning. (Text 33)

Text 33	
ISSUE	Discuss these questions with a partner. Then write sentences a. Why do you think the streets in the centre are narrow and not very straight? b. Why do you think zoos and theme parks are on the outskirts?

	c. Which zone would you like to live in? Why?
POSITION	I'd like to live in the city centre/in a modern zone/on the outskirts because...

In any case, all of the examples start with the same grammatical structure "Discuss + (object) + with a partner" in the issue stage. On the other hand, it is surprising that a genre like discussion on a particular topic is aimed at students in the Geography subject activities as this genre, which has some complication in terms of control on the students' part because it requires greater maturity, is not present in the rest of the material to be worked with before students do their activities. This supposes a major effort for teachers who must deepen in that the students have a greater knowledge of this genre. It is also surprising that this genre appears in the section of Geography and not in History where it is more frequent, at least in the classifications models on which this work is based.

6.1.2.4 Explanations

Finally, and as for the genre of explanations, no examples were found in the analysis of activity texts, except for the example shown in Text 34. Here, we can find an example of explanation as a proposal for an activity in which students have to account for how cotton growing in a field becomes trousers in a shop. In the same activity, students are provided with the necessary language items to structure the explanation correctly, which reminds us of the importance of scaffolding to provide students with the required help for an adequate structuring of the text.

Text 34	
IDENTIFICATION	How does cotton growing in a field become trousers in a shop? Put the sentences in order and complete them using these words (First, Finally, After that, Then)
DESCRIPTION	a. other people sell the trousers in the shop. b. other people make fabric from the cotton.

	c. some people grow cotton in a field.
	d. other people cut and sew the fabric.
	e. other people design the trousers.
	f. other people transport them to a shop.
	Now draw pictures to illustrate the sentences.

6.2 HISTORY

In the case of History, the genres that have been found in the texts analyzed are the Period Study, which refers to a very specific period of History that is already anticipated in the title of the text (Llinares et al., 2012) and recounts with its three subtypes: the Historical recount, which refers to historical information that is presented as a record of events; the Biographical recount, which is more concise and focuses on the biographical aspects of some historical figures that appear in the text (Coffin, 2006); and, the autobiographical recount where a character tells a passage of his own life. Historical explanations are also found as well as procedures that are only present in the activities proposed at the end of the units.

6.2.1   Expository texts

6.2.1.1 Period Study

Period Study is a genre that describes the characteristics of a historical period and, in the textbook on which this paper is based, there is a significant amount of this type of texts since there are several sections that begin with them. In the period study, two main stages are identified: the identification of the period usually included in the title of the unit and

the description, which provides much detailed information of the historical period. Text 35 shows a Period Study about the Neolithic Period in Prehistory.

Text 35	
PERIOD IDENTIFICATION	The Neolithic Period
DESCRIPTION	The Neolithic Period started about 10.000 years ago and ended about 7.000 years ago. Neolithic people discovered how to cultivate plants from seeds. This was the beginning of agriculture. Neolithic people cultivated crops and raised animals. They didn't need to move around to look for food. People became sedentary. They stopped moving around. They lived in huts in villages. Some people were artisans. Other people were farmers. People started to exchange the products they made and the crops they cultivated. This was the beginning of trade. Neolithic people made ceramic pots from clay. They also made baskets and polished stone. They used polished stone to make tools and to grind cereals into flour.

6.2.1.2 Recounts

Within this genre, three subtypes are pinpointed:

6.2.1.2.1   Historical Recount

The genre of Historical Recount retells past events for the purpose of informing readers. The structure of this type of recount is:

Background ^ Record of Events

The background provides some information about the events that will be explained bellow, in the Record of events section. Text 36, includes information about what Romans did in Hispania.

Text 36	
BACKGROUND	Roman Hispania The Romans called the Iberian Peninsula Hispania. They divided Hispania into provinces. The Romans changed how the people of the Iberian Peninsula lived. These changes are called Romanisation.
RECORD OF EVENTS	The Romans built cities. Cities had different types of buildings. They built aqueducts to carry water to the cities. They built roads and bridges to connect the cities to one another. These roads were called vias. There was more trade than before. Society was divided into free people and slaves. City walls protected the city. They introduced Roman law.

6.2.1.2.2 Biographical Recount

The biographical recount is a type of recount that retells the important events on someone's life. The structure of this kind of recount has the following stages:

Orientation ^ Record of Events

In text 37, there is a biographical recount about Hannibal, the Carthaginian general that tried to defeat the Roman Empire. It starts with an orientation stage for students to understand the reason of the subsequent record of events, which are developed in the same paragraph. It ends with a event that is a consequence of the idea presented in the orientation stage. Apart from this biographical recount, we also refer readers to another example provided in the Macro Historical Recount section below.

Text 37	
ORIENTATION RECORD OF EVENTS	The city of Saguntum (Sagunto) was friendly with the Romans. In 219 B.C. a Carthaginian general called Hannibal attacked Saguntum. There was a siege. Hannibal won and took control of the city. After that, Hannibal crossed the Alps and attacked the Romans in Italy. So the Romans decided to attack the Carthaginians on the Iberian Peninsula.

6.2.1.2.3 Autobiographical Recount

Surprising as it may seem, a genre commonly found in History was found in the texts studied for the Geography section. Even though the example shown in Text 38 belongs to the Geography section, it has been included in the History classification as a subtype of recounts. It shows an autobiographical recount, a specific subtype of genres in History, in which a character (Fernando) provides certain autobiographical information displayed in the text boxes and speech bubbles of a comic strip, from which the whole text is taken. The stages that Coffin marks in his History genre family (2006, p.7) can be clearly observed here: an orientation to help readers predict what comes next in the record of events stage and a reorientation or final statement related to the previous information.

Text 38	
ORIENTATION	New Friends
RECORD OF EVENTS	Four years ago my dad lost his job. We moved to Ireland. On my first day there, I went to my new school. Some children told me it was St Patrick's Day. It was a holiday.
REORIENTATION	Now I have a lot of friends!

6.2.1.3 Historical Explanations

6.2.1.3.1 Causal explanations

The type of explanations in the History section is not as comprehensive as the one presented in the Geography section. In History, it is reduced to some causal explanation that makes use of the key causal element "because".

In the example of Text 39 on people of the Bronze Age and Iron age, it is explained that the invention of the wheel was the cause of the improvement in the transport of food and of commerce in general.

Text 39	
	They invented the wheel. Because of this, people could transport food and products more easily. There was more trade than before.

6.2.1.3.2 Consequential explanations

Likewise, three examples of consequential explanations in the History section of the textbook studied have been found (Texts 40, 41 and 42) They are very simple explanations that consist in the expression of a consequence of the acts of the human participants that appear as orientation in a sentence that precedes the sentence that expresses the consequence of the first. These explanations can make use of the "This was" structure or the grammatical element "so" to start the sentence that expresses the consequence.

Text 40
	Neolithic people discovered how to cultivate plants from seeds. This was the beginning of agriculture.

Text 41
	Hannibal crossed the Alps and attacked the Romans in Italy. So the Romans decided to attack the Carthaginians on the Iberian Peninsula.

Text 42
	In 476 A.D. the barbarians conquered the empire. They removed the last emperor, Romulus Augustus. This was the fall of the Roman Empire and the end of Ancient History.

6.2.1.4 Macro Historical recount

In the same way as in the subject of Geography, in the subject of History we can find macrogenres that break down a specific topic into paragraphs. Thus, in the following example in Text 43, we may observe that there is a macrogenre composed of a period study in which a Historical recount with a sequence of historical events of the Roman conquest is included. Moreover, there is a Biographical Recount embedded in the Historical recount that narrates some passage of Hannibal's life, as explained above in the biographical recount section.

Text 43	
1 (PERIOD STUDY) PERIOD IDENTIFICATION	The Roman conquest
DESCRIPTION 2 Historical Recount (Background)	Rome was another important civilisation in Ancient History. The Romans came from the Italian Peninsula. The Romans and Carthaginians were rivals. They both wanted to control the Mediterranean Sea.
(Record of events)	The Carthaginians had colonies on the Iberian Peninsula. They wanted to expand their influence there. They sent armies to the peninsula and took control of more territory.
3 Biographical Recount Orientation Record of events	The city of Saguntum (Sagunto) was friendly with the Romans. In 219 B.C. a Carthaginian general

(Evaluation)	called Hannibal attacked Saguntum. There was a siege. Hannibal won and took control of the city. After that, Hannibal crossed the Alps and attacked the Romans in Italy. So the Romans decided to attack the Carthaginians on the Iberian Peninsula.

In 218 B.C. the Romans invaded the Iberian Peninsula. After many battles they defeated the Carthaginians. Now the Romans controlled the east and south of the Iberian Peninsula. |

Sometimes, more than one embedded genre is found, as in the previous example of Text 42 where a biographical recount is also intuited when referring to certain data from Hannibal's biography. The same applies in the following example of Text 44, continuation of the previous text, with biographical data of Viritato and the Roman general Scipio, and in which three embedded genres are present.

Text 44	
1 (PERIOD STUDY) PERIOD IDENTIFICATION	The Roman Conquest
DESCRIPTION 2 Historical recount (Background)	At the beginning the Romans didn't control all of the Iberian Peninsula. They fought different wars against the Celtiberians for almost 200 years.

(Record of events)
    3 Biographical Recount
     Orientation
     Record of events
	Viriato was the leader of the Lusitanians. They were a Celtiberian tribe living in the west of the Iberian Peninsula. Viriato fought against the Romans. He won some victories but he was killed in 139 B.C.

4 Biographical Recount
     Orientation
 	
     Record of events
	Numantia (Numancia) was a Celtiberian city. Its inhabitants fought against the Romans. In 134 B.C. a Roman general called Scipio Aemilianus attacked Numantia. There was a siege. Scipio won and took control of the city.

(Evaluation)	The Roman conquest ended in 19 B.C. This was when the Romans controlled all of the Peninsula.

6.2.2 Activity Texts

6.2.2.1 Procedures

Regarding the activity texts, and in the case of procedures in History, these have the same structure as those exposed as examples in the Geography genres section although the procedures in History always present, as can be seen in the examples of Texts 45 and 46, the following structure:

Aim ^ Equipment + Materials ^ Method

Text 45	
AIM	Prehistory Poster
EQUIPMENT AND MATERIALS	A3 card Encyclopedia or the internet Coloured pens or pencils

METHOD	1. Form groups of 4-6 students. Choose a topic: clothes, food or homes.
	2. Use an encyclopedia or the Internet to find information about your topic.
	3. Draw pictures and write sentences. Stick your pictures and sentences on the card.
	4. Write some questions about the topics you didn't choose.
	
	    What did people wear/eat?
	    Where did people live?
	    How did they get / make…?
	    When did they start to eat / live in / wear…?
	    Did they have…?
	
	5. Display your poster. Ask other groups questions about their topics.

Text 46	
AIM	Make a Roman helmet
EQUIPMENT AND MATERIALS	Helmet template Card Gold and red paint Glue
METHOD	1. Cut out the template. Stick the pieces on the card. Cut them out. 2. Paint the crest red. Paint the other pieces gold.

	3. When the paint is dry, cut strips into the crest.
	4. Stick the pieces together.
	5. Show your helmet to your classmates.

7. DISCUSSION

As stated in the introduction, this piece of work is concerned with the analysis of the genres or types of texts found in the 4th year of Social Science in Primary Education. In this section, the most relevant results of the analysis carried out in this piece of work are discussed. But, before a list of results is supplied, it is important to note that in order to provide a suitable analysis and applicable results, the texts were divided, as explained in the methodology, into two different types; that of expository texts and those related to the activity texts. Besides, the texts analysed very often do not reproduce the exact sequence of stages proposed in the different classifications of genres taken into account to elaborate the final classification of this piece of work. Because of this variety in their development, an adaptation of these classifications has been carried out to create a classification that better reflects the reality of genres in Primary Education. In any case, they are recognizable because of the language features that characterize them. On the basis of the above, a qualitative analysis of the results is presented below, distinguishing between expository texts and activities:

7.1 Expository texts

Regarding the expository texts, the most widely used genre in Geography is the information report, known in this study's classification as Geographical report; and, in History, the Period Study and the Historical Recount. Given the informative essence of

the expository texts and the importance awarded to information reports, period studies and recounts in Primary Education, it is not surprising that they are at the core of this study of genres in this educational stage.

These information reports in Geography develop their information according to a sub-classification based on three main types that correspond to the classification provided by Llinares et al (2012). These three types are: aspects, classification and components. Thus, in these reports the information is developed, respectively, to describe some aspects of our immediate environment, to simply classify, or to describe the components which make up the whole. These three types of information reports seem to be a general trend when presenting information to students not only at this level but also in the following Primary Education courses. In History, the mostly commonly found genres are: period studies and recounts that retell historical events. Period studies are relevant here as they are the most convenient and basic way to introduce the different periods into which History is divided at this level. Llinares et al. (2012) use this term in their classification and as such it is incorporated into the proposed classification for this study since it fits the texts perfectly. The genre starts with a stage called period identification that matches the title of the text and provides information in a description stage later.

Sometimes these information reports, period studies and recounts are so large that they are split into different paragraphs, which develop a good deal of information and where, at least, two genres are intertwined simultaneously. These texts are known as macrogenres. As might be expected, these large information reports period studies and recounts are of great structural and lexical complexity. They are not present in any

classification on which this study is based on. However, they are quite often found in the texts analysed.

The information reports, period studies and recounts as well as the macrogenres found in both subjects usually embed many explanations, another genre widely used in academic areas. The most frequent types of explanations found are causal and consequential, probably because they are a basic and logical orientation for students. However, they are frequently short and, as explained in the section about methodological orientations, more elaborated explanations in order to explain complex terms related to the disciplines of Geography and History would also be welcome.

Sometimes, in the case of Geography, we may find what is defined in this paper as a Geographical Explanation Cluster, a large accumulation of explanations that are displayed one after the other in a single paragraph, creating a highly complex text from the informative point of view. Perhaps, the genre of explanation should be more used for individual concepts in different paragraphs rather than being present in a cluster where several concepts are introduced at the same time since the texts become dense and difficult to understand. This same type of explanation cluster does not appear in the expository texts of the History subject.

Likewise, information reports and macrogenres also embed a significant amount of definitions, a kind of text defined as minigenre by Llinares et al. (2012). In view of its importance, this minigenre and its rich range of variations deserve a separate future study.

In any case, explanations can also be found outside the macrogenres or the clusters, complementing the information of definitions or as a way of expanding the information of concepts.

7.2 Activity texts

In relation to the activity texts, the most frequent types of texts in both subjects are procedures. The genre of procedures is proposed in the classification of Llinares et al. (2012) as well as in the classification of Science for Primary Education in the Australian curriculum (2014). Both of these classifications have been taken into account for the elaboration of this genre map on Social Sciences in the fourth year of Primary Education. In most activities, procedures present a similar structure to that proposed in Llinares et al.'s (2012) classification, which involves a clear aim, the materials needed and five steps in the method stage. There is a smaller variant of procedure in terms of the steps to follow and in which the materials to be used do not appear. An aspect that may call the reader's attention is that, surprisingly, procedures can not be found in a subject like History in the abovementioned classifications. However, procedures are present in the texts analysed. The reason may lie on the fact that procedures are a very general assignment for students in this educational stage. In any case, procedures have been included in the classification for this study since they are present in the texts analysed.

Apart from procedures, and only in the Geography subject, the genres of argument and discussion can also be found in the activity texts. Their presence is truly scarce as they are advanced types of genres that are more frequently used in higher grades. From a pedagogical point of view, it might be appropriate to have arguments and discussions

promoted in both the expository and the activity texts in each unit so that students can become familiar with them and gradually master these types of genres. In the particular case of the discussions, it is noteworthy that they are present in Geography but not in History. Quite possibly the reason is the outstanding difficulty for students to discuss on historical facts rather than facts in Geography. Likewise, we can find the presence of the genre of explanations in the activity texts with an only and specific example of how cotton becomes some trousers. Therefore, the presence of this type of genre is, like the arguments and discussions, very scarce.

Another important aspect that is obvious in this study is the fact that the Geography part is much more extensive than the History part. Surely the reason is, as mentioned above, that the weight of information provided to students of Social Science in Primary Education falls on information reports full with many facts that are closer to their reality. In History, these information reports provide students with knowledge that is very far from their experiential world and that seem to have determined the contents presented to the students. As stated in the Primary Education Curricula for the Autonomous Community of Extremadura (Decree 103/2014 of June, the 10th), there are 4 blocks of contents for Social Science in the 4th grade of this educational stage. Three of them are related to Geographical facts and only one to History, which gives an idea of the importance of Geography with regard to Historical knowledge. It is also noteworthy the fact that the concept of temporality, so difficult for students of this age to grasp, also intervenes in these expository texts. Since this demanding concept is beginning to be used in this educational stage for the first time, it makes sense that not so much space is devoted to this subject in comparison to Geography in the syllabus of Social Science.

Another eye-catching issue is the inclusion of the procedures in the subjects of Geography and History since these are not present in the classifications contributed by Llinares et al. (2012) or Coffin (2006). The reason may be, as explained in section 6.1.2.1 about procedures in activities, that procedures are extremely common assignments for students in Primary Education.

8. CONCLUSIONS

As exposed in the literature review developed in the first part of this MA dissertation, genres have a great importance for the CLIL approach because its presence is prominent in the textbooks in both Primary and Secondary Education. Likewise, it is stated the rich variety that can be found in the genres of the different subjects in these educational stages according to the genre maps elaborated by influential scholars that have been used to elaborate the present piece of work and according to the results obtained in the analysis and provided in the previous section. Next, some relevant conclusions from these results are drawn:

In relation to the expository texts:

1.   The salient presence of the information report in these texts is likely to be due to the fact that the educational stage and the chosen year involve the learning of content in an authoritarian style where the book and the written text in this case is the mere transmitter of knowledge.

2.   It seems clear that, in the case of Geography, the most important types of information reports are those of aspects, classification and components. It is a

classification on which all the information is structured. Regardless of the subject and the topic, this classification is repeated in the different units of the textbook.

3.   In relation to the subject of History, the most widely used type of texts in the 4th year of Primary Education are, on the one hand, period studies, because they are used as an initial contact to know a classification of the main periods in which History is divided into; and, on the other hand, historical recounts where the most relevant information of these periods is extended.

4.   Not only is there a huge presence of information reports, but they also expand as very comprehensive macrotexts or information macrogenres, as seen in the texts used as examples, resulting in dense texts in terms of information quantity and grammatical and lexical complexity.

5.   As for the genre of explanations, this can appear isolated or in combination with definitions. Also, as an essential part of the aforementioned macrogenres. They esentially follow causal and consequential structures, but perhaps explanations are too valuable and important to have them relegated, as shown in somes cases in examples with important content, to some simple explanations based on the use of the causal elements "because" and "because of". At other times, they concentrate on explanation clusters that can make it difficult to understand the information presented in the texts. Also, and as explained in the results section, there is not always an exact sequence of stages in the genres found in these texts. With regard to explanations, they are generally simple in terms of elaboration. Only one consequential explanation with a complete structure about the water cycle was found in the texts.

As far as the activity texts are concerned:

1.   The major presence of procedures in both content subjects suggests that it is a relevant genre in this educational stage since it promotes the use of instructions in several steps that students are to follow in order to achieve a goal. The examples of procedures in the texts analysed illustrate a structure with three clear stages that resemble the structure proposed in the classifications used as reference. However, and surprisingly, procedures in History are not present in those classifications whereas they are included in the activity texts of this content subject.

2.   Also, in the activities and in the subject of Geography, the genres of discussions, arguments and explanations appear very briefly. Surely, and in the specific case of arguments and discussions, these should have a major presence in both the activities and the development of the unit, since and as explained in the following section, students would have a better opportunity to benefit from it.

3.   Finally, there is no presence of the genre of review in the material since this type of genre is more used in higher courses. There is neither presence of the narrative genre since it is far from the type of genres used for these subjects.

As a general conclusion, and according to the purpose and the subsequent results of this study, it can be stated that the most predominant genre used in the material analysed is the information report in Geography and the period study and the recount in History in the expository texts. Moreover, explanations and definitions, are also relevant in these texts. The most predominant genre in the activity texts of both subjects is the procedure.

Discussions, arguments and explanations are, to a lesser degree, also present in the activity texts.

Regarding the limitations of this study and further research, it may be said that and the analysis is focused exclusively in the genres of Geography and History in one textbook aimed at the 4th grade of Primary Education. It would be interesting to extend the study to higher grades, if not to the complete educational stage, in order to have more evidences and a greater sample of textbooks. Studies can be carried out with the purpose to test whether genres in these higher grades change or remain the same and how the difficulty in their development is increased throughout the different courses. Another limitation is that the analyzed texts are taken from a textbook of a specific publishing house and it would be interesting to extend the study to the texts of other publishers to examine if there is any change in terms of the types of texts used in other materials. Furthermore, it would be useful to contrast this study with others that carry out the same research in the Primary Education stage, both in the context of the Autonomous Community of Extremadura and on a national level. Finally, an in-depth analysis of different structural and language features present in the types of texts of this stage and that have not been analyzed in this study would also be necessary. For instance, aspects such as the different stages of genres, graphic organizers, technical vocabulary, expandend noun groups or nominalisations could be thoroughly analysed. A broad study in terms of the genre of explanations and the minigenre of definitions would be of great value too, since they have a great presence in the texts according to the results achieved in this study.

8.1 CLIL AND GENRES: METHODOLOGICAL CHALLENGES AND ORIENTATIONS FOR A BETTER PRACTICE

Finally, and in light of the results achieved in the analysis of the texts analyzed, some general methodological guidelines are provided in order to help teachers overcome the methodological challenges that the use of genres cause when teaching Social Science in the 4th year of CLIL Primary Education. The methodological guidelines provided are split into two groups that corresponds to the two types of texts that have been analysed: expository texts and activities. Additionally, there is another group related to grammar and lexis.

8.1.1 In terms of expository texts

The most predominant texts in the expository texts are information reports in Geography and period studies and recounts in History. Information reports provide three variations within the genre according to aspects, classifications and components on which all the necessary information for students is structured. These three variations may be relevant for teachers in this teaching level because they can help their students to know not only how information is structured but also to extrapolate these classifications for other curricular contents and learn to better organize information. Moreover, it is also important to structure the information in the expository texts based on visual organizers, which can help to break down the information presented in them. This is where the term scaffolding that refers to the support needed by students when learning becomes relevant since this type of visuals displayed in the textbook can be decisive to understand and learn some complex concepts. Most of the visuals that are shown in the textbook are images. Graphic organizers such as diagrams and word maps are also included in the final activities of

each unit. It is widely believed that graphic organizers contribute to the betterment of the understanding of the concepts presented in the texts. Perhaps, they should also be included in the expository texts.

The texts have some limitations because they focus excesively on information reports and recounts leaving no room for other genres that can also be interesting, such as more elaborate explanations to give meaning to the complicated information presented in these texts since students typically strive to understand its intricate meaning.

The genre of explanation is also closely related to the minigenre of definition, which is commonly found in the texts in different variations. It would be interesting if the textbook could present clearly a varied range of ways in which Primary students can make their definitions, since having a repertoire of these various forms to define concepts might be helpful to help students use definitions with greater success. A good tip could be to help them to produce their own small glossaries or PIFs (Personal Idiom Files)[1], which define the most complicated concepts in different ways so that the students can improve their understanding of the expository texts. In any case, the definitions deserve a separate study because they have considerable complication for students since they include very elaborate linguistic elements.

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[1] "A *Personal Idiom File* (PIF) is a glossary created by the learners. To support learners best, it helps if the whole CLIL team decides on a strategy for the glossary or PIF, and uses it consistently. Learners should be provided with words and definitions in English for a glossary as well as a clear example of the word or phrase in a context where the meaning of the word is clear."

Dale, Es & Tanner (2010, p. 54)

8.1.2 In terms of activity texts

In relation to procedures, there is a very suitable staged structure so that the students can understand and implement them. Procedures are closely linked to the CLIL philosophy in which the students develop their capacity to elaborate materials that can be presented later to both their teachers and peers or other stakeholders in their educational communities. To this end, and in the same way that some grammatical structures are provided in the discussions and arguments so that the students can give their points of view, it would be desirable for the students to have some staged structures available with which to make their oral presentations. In this sense, these staged structures should accordingly fit the stages provided in the proposed classifications for this study. Take a good example of how the information should be structured so that students can argue (*Text 30*):

"The...is made from… I think it was made in a factory/by a craftworker because..."
or discuss (Text 34):

"I'd like to live in the city centre/in a modern zone/on the outskirts because..."

Additionally some signpost language, or the language that people use to tell the listener what has just happened and what is going to happen next, would also be welcome in the textbook for students to make their oral presentations masterfully.

Also, and in terms of arguments and discussions, there should be a greater presence of guidelines for students to develop these genres effectively and advantageously throughout the units. They are certainly too complicated to be proposed exclusively in the activities texts.

8.1.3 In terms of grammar and lexis

It is important to take into account the idea we presented at the beginning of this piece of work in the theoretical framework on academic and disciplinary language since these types of language make it difficult for students to understand not only the specific vocabulary but the overall meaning of the texts. The inclusion of a conceptual map that links the most complicated concepts, accompanied by the minigenre of definitions as well as the genre of explanations can help students understand the meaning of this very specific vocabulary. Moreover, a glossary that includes pictures of those difficult words may be welcome. In addition, it would be convenient if texts would highlight the specific language features of each genre for students to familiarize with them and to promote their use in texts when writing.

Finally, the grammatical structures used in these texts may give the impression of being a type of adapted language different from that used in the authentic materials of the Anglo-Saxon countries. To make an adaptation of the language used in these texts in order to facilitate the understanding of the students may be right, however, the grammatical structure of the text may look contrived. Perhaps, it is better for teachers to have authentic written texts and rephrase them.

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APPENDIX 1: Social Science Contents for 3rd / 4th grades in Primary Education

3rd / 4th grades

Module 3

Unit 7: Me and my town

Living in a city

Living together

Town and city councils

What town and city councils do

Being a good citizen

Unit 8: Work

The primary sector

The secondary sector

The tertiary sector

Tourism

Being a responsible consumer

Unit 9: Population

Classifying population: gender and age

Classifying population: urban/rural and work

Population changes

Spain's population

Unit 10: Our country

Autonomous communities and provinces

The national government and the constitution

The European Union

Our culture

4th grade

Module 1

Unit 1: Planet Earth

Imaginary lines

The Earth's movements

The Earth's layers

Discoveries

Unit 2: Atmosphere, weather and climate

The air around us

Measuring the weather

Climate

Protecting ourselves and the Earth

Unit 3: Water

The hydrosphere

Groundwater

Rivers

Unit 4: Rocks

Rock

Minerals

The crust's movements

Module 2

Unit 5: Prehistory

Periods of History

The Paleolithic Period

The Neolithic Period

The Bronze and Iron Ages

Unit 6: Ancient History

The start of Ancient History in Spain

The Roman conquest

Roman Hispania

The end of Roman Hispania

APPENDIX 2: Australian Curriculum Classification 1

AUSTRALIAN CURRICULUM SCIENCE GENRES

Developed from Science content descriptions, achievement standards, scope and sequence and the Literacy Capability pp 24-25

Level 1e Typically by the end of Foundation Year	Level 2 Typically by the end of Yr 2	Level 3 Typically by the end of Yr 4	Level 4 Typically by the end of Yr 6	Level 5 Typically by the end of Yr 8	Level 6 Typically by the end of Year 10
Topic example: *The weather*	**Topic example:** *Materials*	**Topic example:** *Living things*	**Topic example:** *Changes to materials*	**Topic example:** *Energy*	**Topic example:** *DNA and genes*
Questions and answers e.g. questions to guide observations of weather across a term	**Procedures** e.g. How to make paper	**Procedures** e.g. How to set up a worm farm	**Procedures** e.g. How to measure the effect of oxygen on steel.	**Procedures** e.g. How to set up a light globe experiment	
Statements of observations e.g. How the ants in our garden respond to different weather	**Descriptions of observations** e.g. property of materials	**Descriptions** of observed objects, living things or phenomena e.g The physical properties of natural materials in our garden **Information reports** e.g. Feral predators in our area	**Information reports** using multi-source research e.g Recyclable materials	**Information reports** using multi-source research e.g. Different types of kinetic energy	**Information reports** using multi-source research e.g How chromosomes came to be recognised as the carriers of genes
Drawings to represent ideas e.g. illustrations to accompany observation of ants	**Annotated diagrams** e.g. From tree to egg carton	**Annotated diagrams** that illustrate relationships or processes e.g. The lifecycle of a frog **Investigative reports** e.g. How plants provide shelter for animals	**Investigative reports** e.g. Effects of heating and cooling metals	**Investigative reports** (individual and group investigations) e.g. Which light globe uses least energy ?	**Investigative reports** (individual and group investigations) e.g. exploring family trees with inherited characteristics OR exploring patterns of phylogenetic trees including extinctions and causes for these that are related to natural selection
	Sequential explanations e.g. From tree to egg carton	**Causal explanations** e.g. How fire affects seed germination	**Causal explanations** e.g. How oxygen affects steel	**Causal explanations** with supporting evidence e.g. The effect of greenhouse gases on the earth's energy	**Theoretical multimodal explanations** e.g. Factors that cause mutations and their causes
				Persuasive texts to argue for a particular course of action e.g. Why we should use public transport or to discuss both sides of a contentious issue e.g. Should we use nuclear energy in Australia?	**Arguments** based on evidence, using appropriate scientific language e.g. The impact of IVF on natural selection **Discussion texts** with supporting evidence to present a point of view on a contentious issue e.g. Genetic modification and world food security: a discussion

Consultative draft from Numeracy and Literacy Unit, April 2014

Table 2: Australian Curriculum Science Genres (May 2014)

AUSTRALIAN CURRICULUM HISTORY GENRES

Developed from History content descriptions, achievement standards, scope and sequence and the Literacy Capability pp 24-25

Level 1e Typically by the end of Foundation Year	Level 2 Typically by the end of Yr 2	Level 3 Typically by the end of Yr 4	Level 4 Typically by the end of Yr 6	Level 5 Typically by the end of Yr 8	Level 6 Typically by the end of Year 10
Personal and family histories	**Yr 1: *Present and past family life* Yr 2: *The Past in the present – local history***	**Yr 3: *Community and remembrance* Yr 4: *First contacts***	**Yr 5: *The Australian colonies* Yr 6: *Australia as a nation***	**Yr 7: *The Ancient World* Yr 8: *The ancient to the modern world***	**Yr 9: *The making of the modern world* Yr 10: *The modern world and Australia***
• **simple sequences** of familiar objects/ events e.g. a visual timeline of key events/stages in my life so far	• **historical retellings** of an event e.g. when the bridge was built in our town	• **historical recounts** of an event e.g. the journeys of Christopher Columbus and contact with indigenous peoples	• **historical recounts** of a series of events with some summative commentary e.g. the story of Federation	• **historical recounts** of a series of events with some summative commentary e.g. the building of the pyramids at Giza	• **historical recounts** of a series of events or developments within a chronological framework with some summative or evaluative commentary e.g the events of the Freedom Rides in the 1960s and their impact on Australian society.
narratives about the past e.g. retell the story of a significant day for my family	• **narratives** built around historical events/people e.g. a significant person that changed our community	• **historical narratives** told from a particular perspective e.g. a diary of a convict on the First Fleet	• **historical narratives** that retell past events, for example from a particular personal or cultural perspective e.g the experiences of a post-war migrant family - their cultural practices and those existing in Australia at the time	• **historical narratives** that retell past events, for example from a particular personal or cultural perspective e.g. the story of Confucius in ancient Chinese history	
• **questions and answers** e.g. interview grandparents about where they were born and raised	• **descriptions** of historical people and places e.g. the Ngarrindjeri sites in the area	• **descriptions** of a historical figure or place e.g. significance of the old gum tree, Glenelg	• **detailed descriptions** of particular places from the past demonstrating use of source material e.g. the Goodwood Orphanage	• **detailed descriptions**, for example of particular (events, people and) places form the past demonstrating use of evidence from sources e.g. the water management system at Angkor	• **detailed descriptions**, for example of particular (events, people and) places form the past demonstrating use of evidence from primary and secondary sources, using appropriate referencing • eg the Boxer rebellion in China
			• **explanation** of cause and effect of change in society e.g. Aboriginal life before and after colonisation	• **explanations** that, for example, present the causes of an event e.g. the role of the Mongols in forging connections between Europe and Asia.	• **explanations** that, for example, consider past events from a particular personal or cultural perspective e.g. the role of the industrial revolution on the transatlantic slave trade
			• **persuasive texts**, for example presenting a particular point of view in relation to an historical event or figure e.g. Discuss the role of Australian suffragettes in changing Australian democracy	• **discussion texts** with supporting evidence e.g. Discuss the impact on the Western world of inventions and developments in the Islamic world	• **discussion texts**, that for example, present historical arguments with supporting evidence. e.g. Post World War 2 migration fundamentally changed Australian society. Discuss.

Consultative draft Numeracy and Literacy Unit April 2014

Table 3: Australian Curriculum History Genres (May, 2014)
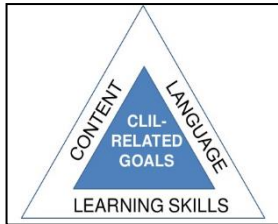
PART 1: LITERATURE REVIEW
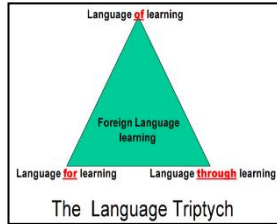
1 CLIL

1.1 Definition of CLIL

"Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language". **Coyle, Hood & Marsh (2010)**

1.2 Essence of CLIL

"CLIL is an approach which is neither language learning nor subject learning, but an amalgam of both and is linked to the processes of convergence […] this is where CLIL breaks new ground." **Coyle, Hood & Marsh (2010)**

CONTENT / LANGUAGE
CLIL-RELATED GOALS
LEARNING SKILLS

The Triangle Model (Mehisto, Marsh & Frigols, 2008)

Language **of** learning
Foreign Language learning
Language **for** learning · Language **through** learning

The Language Triptych

Coyle, Hood & Marsh (2010) 2010

1.3 Implementation of CLIL

CLIL is *"a general 'umbrella' term to refer to diverse methodologies which lead to dual focussed education where attention is given to both topic and language of instruction".* **Marsh (2014)**

1.3.1 CLIL in Europe (90´s →)

- CLIL *"responded to a need in Europe for enhancing second-language (L2) education and bilingualism that was well received"* **Cenoz (2014)**
- Features of CLIL *"borrowed"*, especially from immersion and bilingual movements in the USA and Canada **(Coyle 2007)**.
- *"There is no single blueprint that can be applied in the same way in different countries." **(Coyle. 2007)***
- *"its usage has soared and it appears to continue accelerating" **(Pérez-Cañado, 2011)***

1.3.2 CLIL in Spain (90´s →)

- *"The current Spanish education is particularly sensitive to European initiatives. Mirroring the European language policy, Content and Language Integrated Learning (CLIL) or bilingual education is nowadays receiving increasing attention in Spanish education."* **(Fernández-Fontecha, 2009)**
- *"Far from being a homogeneous phenomenon. Spanish bilingual education is a many-sided issue: different bilingual instructional models are designed that depend on the particularities of each area. Spanish education is decentralized and educational powers are transferred to the autonomous communities. This fact gives rise to a great deal of variation in the educational plans devised by each community."* **(Fernández-Fontecha, 2009)**

1.3.3 CLIL in Extremadura (1996 →)

Spanish Ministry of Education and the British Council agreement
CEIP "Alba Plata" in Cáceres
CEIP "Luis de Morales" in Badajoz.
Needs of CLIL teachers in terms of language competence and training **Alejo and Piquer (2010)**

Education Regulations

- European Commision Directorate-General for Education and Culture. (no date) **European language policy and CLIL A selection of EU-funded projects**. Retrieved May 16, 2018, from http://www.ua.gov.tr/docs/avrupa-dil-%C3%B6d%C3%BCl%C3%BC/finarep_en.pdf?sfvrsn=2
- **Organic Law 8/2013**, of December 9th, on the Improvement of the Quality of Education (BOE numb 295 of December the 10th 2013)
- **Royal Decree 126/2014**, of February 28th, establishing the basic curriculum of Primary Education (BOE numb 52 of March the 1st 2014)
- **Decree 103/2014**, June the 10th establishing the curricula for Primary Education in Extremadura (DOE n.114, June the 16th).
- **Order of May 19, 2005** which regulates the notice of call of bilingual sections, on an experimental basis, in educational centres supported by public funds in Primary and Secondary Education in Extremadura. (DOE numb 59 of May the 24th 2005)

2 LANGUAGE IN CLIL

2.1 BICS vs CALP Cummins (1979)

BICS (Basic Interpersonal Communication Skills)
CALP (Cognitive Academic Language Proficiency)

2.2 CALP as academic language

"the specialized language, both oral and written, of academic settings that facilitates communication and thinking about disciplinary content." **Nagy & Townsend (2012)**

Characteristics:

- Compact, accurate and authoritative
- Sophisticated and technical vocabulary
- Morphologically complex words
- General academic words
- Multiple meaning words
- Complex grammatical structures
- Multiple semiotic systems, which include linguistic, visual, auditory, gestural, spatial, and multimodal dimensions.

2.3 Disciplinary Language

The language involving specialized vocabulary and grammatical structures that are specific to a given discipline and aimed at constructing content knowledge in academic areas. **Porcar** (2018)

A LINGUISTIC ANALYSIS OF THE TYPES OF "GENRES" USED IN THE SUBJECT OF SOCIAL SCIENCE IN CLIL PRIMARY EDUCATION

3 GENRES

3.1 Introduction to history of genres

Genres emerged from research into writing in Primary school classrooms in inner city Sydney in the 1980's.

A corpus of texts with a variety of different purposes was collected by a research team.

Scholars identified some essential types for the Primary Education stage (procedures, narratives, information reports, explanations and expositions) that unfold in a relatively predictable way.

3.2 Conceptualization of genres

A genre is "a staged, goal-oriented social process. Social because we participate in genres with other people; goal-oriented because we use genres to get things done; staged because it usually takes us a few steps to reach our goals". **Martin and Rose (2003)**

"Discourses in school subjects are structured to do different things, just as they are in everyday life." **(Llinares, Morton & Whittaker, 2012)**

"…we don't just use different lexical items but we go through a number of different steps, or stages, using language to achieve a goal" **(Llinares, Morton & Whittaker, 2012)**

"Genres should be understood as constant evolving activities in a particular society or culture, in which language is involved to a greater or lesser extent." **(Llinares, Morton & Whittaker, 2012)**

3.3 Previous research in Primary and Secondary Education

- Influence of the "Sydney School".
- Genres and their application in the Secondary classrooms **(Dalton-Puffer, Nikula & Smit, 2010)**
- Multilingual genre map across the curriculum in Secondary Education **(Lorenzo, 2013)**
- Genres in CLIL subjects **(Llinares, Morton & Whittaker, 2012)**
- Genres of History in Secondary Education **(Coffin, 2006)**
- In the Anglo-Saxon countries, there is a wealth of studies on the use of the genres in Primary Education. **(Martin, 2000; Martin & Rose, 2005; Rose, 2009)**
- Studies on genres are still scarce in Primary Education in Spain.

3.4 Classification of genres

CLASSIFICATION 1 (Australian Curriculum)

Recounts
Narratives
Procedures
information reports
Explanations
Arguments
Discussions
Reviews

CLASSIFICATION 2 (LLinares, Morton and Whittaker, 2012)

Genres of Science
- Procedures

Genres of geography
- Geography reports (descriptive reports)
- Geographical Explanations
  a) Sequential explanation
  b) Causal explanation
  c) Consequential explanation
  d) Factorial explanation

Genres of History
- Period Study
- Recounts in History
  a) Biographical recount
  b) Historical recount
  c) Historical Accounts
- Historical Explanations
  a) Sequential explanation
  b) Causal explanation
  c) Consequential explanation
  d) Factorial explanation
- Historical Argument (Exposition)
- Discussion

CLASSIFICATION 3 (Coffin, 2006)

HISTORY

Recording
Autobiographical
Biographical
Historical Recount
Historical Account

Explaining
Factorial Explanation
Consequential Explanation

Arguing
Exposition
Discussion
Challenge

CLASSIFICATION 4 (Fortune & Tedick, 2003)

Narrative (Story)
Recount
Instructions / Procedure
Report
Explanations
Discussion (one sided)
Argument (two sided)

4 METHODOLOGY

Compilation and analysis of texts:

88 Expository texts
42 Activity texts

Social Science:
- Geography
- History

4th grade
Primary Education

6 ANALYSIS AND RESULTS

GEOGRAPHY (EXPOSITORY TEXTS)

Geographical reports (Aspects)
They describe some aspects of our immediate environment.
Minigenre of definitions is included.
- Simple structure (direct definition)
- Complex structure (indirect definition using relational verbs and passive voice)

Geographical reports (Classifications)
The information is categorized into different types.

Geographical report (Components)
Description of the constituents which make up the whole.

GEOGRAPHY (EXPOSITORY TEXTS)

Geographical explanations (sequential)
- Use of temporal elements: "at first" and "then", which organize the explanation sequence in phases.

Geographical explanations (causal)
- The key causal elements "because" and "because of" is used to account for why things are in a particular way or why or how something takes place.
- Use of the passive structure "This has been caused by" and in which the key language feature is the causal element "caused by".

Geographical explanations (Consequential)
- Use of the structure "This means".
- Relative clauses are commonly used to expand the meaning of the technical vocabulary.

Geographical explanations (Factorial)
- They consist of an output and different factors that may include other explanations or elaborations.

GEOGRAPHY (EXPOSITORY TEXTS)

Geographical Explanation Cluster

An accumulation of chained explanations within the same paragraph, which eventually transforms the whole text into quite a dense piece of information and that usually include definitions of disciplinary terms. **(Porcar, 2018)**

5 A PROPOSAL OF CLASSIFICATION OF GENRES FOR SOCIAL SCIENCE IN 4th GRADE (PRIMARY EDUCATION)

GEOGRAPHY

Expository texts

Geography report
- *Geographical Report (Aspects)*
- *Geographical Report (Classifications)*
- *Geographical Report (Components)*

Geographical explanations
- *Sequential explanations*
- *Causal explanations*
- *Consequential explanations*
- *Factorial explanations*
- *Geographical Explanation Cluster*

Macro Geographical Report

Activity texts

Procedures
Arguments
Discussions
Explanations

HISTORY

Expository texts

Period Study

Recounts
- Historical Recounts
- Biographical Recounts
- Autobiographical Recounts

Historical Explanations
- *Causal Explanations*
- *Consequential Explanations*

Macro Historical Recount

Activity texts

Procedures

GEOGRAPHY (EXPOSITORY TEXTS)

Macro Geographical report / Geography macrogenre

A large text or macrogenre that provides a general information on a specific topic in Geography and whose main characteristic is the intertwining of different genres so that they become "embedded genres" that are part of a whole. Thus, this large text may be composed of several paragraphs that develop independant information related to the main idea of the whole text or macrogenre using the same genre or some other genre or genres, resulting in a highly dense text in terms of structure. These Macro Geographical Reports often include definitions of concepts that students need to understand and explanations that support the meaning of those concepts. **(Porcar, 2018)**

GEOGRAPHY (ACTIVITY TEXTS)

Procedures
Procedures are common in the instructions of the assignments for students in Primary Education. They tell how something is to be accomplished through a sequence of several steps (5). They follow the basic structure: Aim ^ Equipment + Materials ^ Method

Arguments
A genre structured in two main steps: a thesis, that poses a question to the students together with possible answers that students must select previously to give their arguments; and, a default grammatical structure to help students provide a valid argument. Sometimes, the modals "should" and "shouldn't" may be present.

Discussions
Discussions start with a question (Issue). Students are helped to give their arguments with predetermined answers. (scaffolding) The answers may include the causal element "because". Discussions always start with the grammatical structure "Discuss + (object) + with a partner" in the issue stage.

Explanations
They provide the necessary language items to structure the explanation correctly (First, After that, Then and Finally)

HISTORY (ACTIVITY TEXTS)

Procedures
They unfold the information with the same structure as those procedures in Geography. The method stage develops in no more than five steps.

HISTORY (EXPOSITORY TEXTS)

Period Study
A genre that describes the characteristics of a historical period. Two main stages are identified: the identification of the period usually included in the title of the unit and the description, which provides much detailed information of the period.

Recount (Historical)
The genre of Historical Recount retells past events for the purpose of informing readers. A background stage provides some information about the events that will be explained bellow, in the record of events section.

Recount (Biographical)
The biographical recount is a type of recount that retells the important events on someone's life.

Recount (Autobiographical)
A character tells a passage of his own life. The information is displayed as a comic strip.

HISTORY (EXPOSITORY TEXTS)

Explanations (Causal)
Very short explanations that use the key causal element "because".

Explanations (Consequential)
- Very simple explanations that consist in the expression of a consequence of the acts of the human participants that appear as orientation in a sentence that precedes the sentence that expresses the consequence of the first.
- Use of the "This was" structure or the grammatical element "so" to start the sentence that expresses the consequence.

Macro Historical recount
Macrogenre that breaks down a specific historical topic into paragraphs. They may include embedded genres (a period study and biographical recounts).

7 DISCUSSION

Texts analysed are divided into: Expository and Activity texts.
Texts very often do not reproduce the exact sequence of stages proposed in the classifications of reference
Texts show a wide variety in their development. As a result, an adaptation of these classifications was necessary.

EXPOSITORY TEXTS
- The most widely used genres are: in Geography (the information report or Geographical report); in History (the period study and the recounts)
- The information reports in Geography develop their information according to three main types: aspects, classification and components.
- Presence of macrogenres or large texts which develop a good deal of information split into different paragraphs.
- The information reports, period studies and recounts as well as the macrogenres often embed many explanations (causal and consequential mainly)
- Geographical Explanation Cluster (a large accumulation of explanations that are displayed one after the other in a single paragraph, creating a highly complex text from the informative point of view)
- Information reports and macrogenres also embed a significant amount of definitions (a kind of text known as minigenre)

ACTIVITY TEXTS
- The most frequent type of texts in both subjects is the procedure, which involves a clear aim, (materials needed) and five steps (method stage).
- Scarce presence of the genres of argument and discussion in Geography. (Discussions present in Geography but not in History) (Genres more frequently used in higher grades.) The genre of explanation is also present.
- Geography part is much more extensive than the History part because Geography facts are closer to student's reality.
- The concept of temporality is quite difficult for students of this age to grasp.

8 CONCLUSIONS

EXPOSITORY TEXTS
1. Salient presence of information reports because of the authoritarian style of written texts.
2. In Geography, the most important types of information reports are those of aspects, classification and components.
3. In History, the most widely used information reports are period studies and historical recounts.
4. Macrotexts or information macrogenres as dense texts in terms of information quantity and grammatical and lexical complexity.
5. Explanations are isolated, in combination with definitions or as an essential part of macrogenres and explanation clusters. They follow causal and consequential structures. The main causal elements used are "because" and "because of".

ACTIVITY TEXTS
1. Major presence of procedures in both content subjects. Procedures included in History. Not present in classifications used as reference.
2. In Geography, the genres of discussions, arguments and explanations appear very briefly
3. No presence of reviews (more used in higher courses) or narrative (far from the types of genres used in these subjects.)

LIMITATIONS OF THE STUDY
- It would be interesting to extend the study to higher grades, if not to the complete educational stage, in order to have more evidences and a greater sample of textbooks.
- Similarly, it would be interesting to extend the study to the texts of other publishers to examine if there is any change in terms of the types of texts used in other materials.
- It would help to contrast this study with others that carry out the same research in the Primary Education stage, both in the context of Extremadura and on a national level.
- An in-depth analysis of different structural and language features present in the types of texts of this stage (graphic organizers, technical vocabulary, expanded noun groups or nominalisations) is needed.
- A broad study in terms of the genre of explanations and the minigenre of definitions would also be of great value

METHODOLOGICAL CHALLENGES
- Information reports can help students to know how information is structured and extrapolate it for other curricular contents and learn to better organize information.
- More elaborated explanations would be welcome.
- The minigenre of definition is relevant in these texts A varied range of ways in which Primary students can make their definitions is needed, since having a repertoire of these various forms to define concepts might be helpful for students.
- Small glossaries or PIFs (Personal Idiom Files), which define the most complicated concepts in different ways would be needed.
- To have some staged structures available for procedures with which to make their oral presentations would also be welcome.
- Some signpost language in the textbook for students to make their oral presentations masterfully would also be welcome.
- There should be a greater presence of guidelines for students to develop arguments effectively and advantageously throughout the units, since arguments are too complicated to be proposed exclusively in the activities texts.
- Inclusion of a conceptual map that links the most complicated concepts, accompanied by the minigenre of definitions as well as the genre of explanations can help students understand the meaning of this very specific vocabulary.
- A glossary that includes pictures of those difficult words may be welcome.
- It would be advisable to highlight the specific language features of genres for students to familiarize with them and to promote their use in texts when writing.
- The grammatical structures used in these texts may give the impression of being a type of adapted contrived language.