

PRESENT AND FUTURE DEVELOPMENTS
IN MULTILINGUAL ENVIRONMENTS



Editoras

Penny MacDonald
Eva M. Mestre-Mestre
Françoise T. Olmo Cazeville

ESTUDIOS DE
LINGÜÍSTICA
APLICADA

2018
Vol.3 | Núm.1

EDITORIAL
UNIVERSITAT POLITÈCNICA DE VALÈNCIA

Estudios de Lingüística Aplicada
Núm. 3

Maria Luisa Carrió Pastor
(Directora)

EDITORIAL
UNIVERSITAT POLITÈCNICA DE VALÈNCIA

Estudios de Lingüística Aplicada

Núm. 3, 2018

Dirección María Luisa Carrió Pastor

Los contenidos de esta publicación han sido evaluados mediante el sistema *doble ciego*, siguiendo el procedimiento que se recoge en: <http://www.upv.es/entidades/AEUPV/info/891747normalc.html>

Comité científico (asesor)

Francisco Alonso Almeida	<i>Universidad de Las Palmas de Gran Canaria</i>
Gloria Guerrero Ramos	<i>Universidad de Málaga</i>
Milagros del Saz Rubio	<i>Universitat Politècnica de València</i>
Carmen Varo Varo	<i>Universitat de Cádiz</i>
Araceli López Serena	<i>Universitat de Sevilla</i>
Luisa Mora Millán	<i>Universitat de Cádiz</i>

Present and future developments in multilingual environments

ELA Núm. 3, 2018

Penny MacDonald
Eva M. Mestre-Mestre
Françoise T. Olmo Cazevielle
(Editoras científicas)

EDITORIAL
UNIVERSITAT POLITÈCNICA DE VALÈNCIA

Estudios de Lingüística Aplicada

Present and future developments in multilingual environments

Editoras científicas

Penny MacDonald

Eva M. Mestre-Mestre

Françoise T. Olmo Cazeveille

Edita

Editorial Universitat Politècnica de València, 2018 Ref.:

6469_01_01_01

ISBN: 978-84-9048-420-3 (versión impresa)



Estudios de Lingüística Aplicada

Se distribuye bajo una licencia Creative Commons Reconocimiento-NoComercial-SinObraDerivada 4.0 Internacional

ÍNDICE

PROEMIO.....	XI
<i>María Luisa Carrió Pastor</i>	
INTRODUCCIÓN	1
<i>Penny MacDonald, Eva M. Mestre, Françoise Olmo</i>	
REFERENCIAS BIBLIOGRÁFICAS.....	5
MATERIALITZAR LA FILOSOFIA AICLE/CLIL A L'AULA D'FP	7
<i>Robert Crespo Rico</i>	
CLIL IMPLEMENTATION IN VALENCIAN VOCATIONAL TRAINING STATE PROVISION: ADDRESSING TEACHERS' CONCERNS	23
<i>Luz Rosemary Sannskw Luz</i>	
CLIL & DIGITAL STORYTELLING WITH PRE-SERVICE TEACHERS. A TANDEM FOR SOCIAL AWARENESS REGARDING REFUGEES IN EFL CLASS.....	37
<i>María Alcantud Díaz, Josep-Vicent Garcia-Raffi</i>	
LA LECTURA EN VALENCIÀ AMB LES TIC.....	51
<i>Alicia Martí Climent, Pilar García Vidal</i>	
THE USE OF PRAGMATIC STRATEGIES FOR CLIL SCAFFOLDING.....	63
<i>Eva M. Mestre-Mestre, Penny MacDonald</i>	
ASSESS FOR CLIL SUCCESS.....	77
<i>Oksana Polyakova, Alfredo Ibañez</i>	
DESCRIPCIÓN DE UNA EXPERIENCIA BASADA EN EL ENFOQUE CLIL EN LA ENSEÑANZA COMPRENSIVA DE LOS JUEGOS DEPORTIVOS.....	93
<i>Juan de Dios Cobo Saiz, Isaac Estevan Torres, Susan Warburton Labrador</i>	
EFFECT OF FLIPPED CLASSROOM IN A HIGHER EDUCATION CONTEXT	103
<i>David S. Peñaranda, Carmen Naturil-Alfonso, Francisco Marco-Jiménez, José S. Vicente Antón</i>	

RESUMEN

Las instituciones educativas en la Comunidad Valenciana apuestan por el multilingüismo como valor formativo y como preparación para insertarse en un mercado laboral que traspasa las fronteras.

El presente volumen que pertenece a la colección titulada 'Estudios de lingüística aplicada', se centra en el campo del Aprendizaje integrado de contenidos y lenguas (AICLE) o Content and Language Integrated Learning (CLIL) desde la perspectiva de su puesta en práctica en territorios bilingües como la Comunidad Valenciana y aborda tanto la formación como las experiencias vividas por el profesorado que utiliza este enfoque en todos los niveles educativos aportando pistas a los docentes que están o quieren implementar esta metodología.

AUTORES

María Alcantud Díaz es doctora en Filología inglesa. Actualmente, trabaja como profesora ayudante doctor en el departamento de Didáctica de la Lengua y la Literatura (área de inglés) de la Universitat de València (España). Es directora el proyecto internacional TALIS (Teaching and Acquisition of Intercultural and Solidarity Competences through Linguistics and Literature) (<http://www.proyectotalis.com>) en el que se están desarrollando materiales didácticas (en papel y digitales) relacionados con ESL a través de la educación para el desarrollo y educación intercultural y literaria. Además, es asesora técnica para la creación de materiales pedagógicos bilingües en el proyecto Tales of the World con la ONGs VOCES y Ayuda en Acción.

Robert Crespo Rico, natural de la Pobla de Vallbona (1981) se forma como ingeniero técnico industrial especialidad electricidad y posteriormente obtiene el certificado de aptitud pedagógica (CAP). Accede al cuerpo de profesorado de secundaria, concretamente a la especialidad de Organización y Proyectos de Sistemas Energéticos, y ejerce la docencia durante 10 años en poblaciones como San Vicent del Raspeig, Ondara y València. Su interés por las lenguas lo acerca hacia la metodología CLIL, que supone uno de los ejes vertebradores del trabajo final de grado (TFG) presentado en septiembre del 2016: "Creación de material didáctico específico para el módulo profesional Máquinas y Equipos Térmicos". Actualmente presta sus servicios en la Consejería de Educación como asesor técnico docente.

Juan de Dios Cobo es director y maestro de inglés del CEIP San Roque de Silla. especialista en Educación Física y en Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (CLIL/AICLE). Colaborador del Centro de Formación, Innovación y Recursos del Profesorado de la Comunidad Valenciana (CEFIRE) como formador y examinador de Capacitación en Lenguas Extranjeras. También ha sido profesor colaborador del Centro de Lenguas de la Universidad Católica de Valencia San Vicente Mártir.

Isaac Estevan es profesor del departamento de Didáctica de la Expresión Musical, Plástica y Corporal de la Universitat de València. Miembro del Grupo de Investigación AFIPS (Activitat Física i Promoció de la Salut) y del HUMAG (Human Movement Analysis Group). La principal línea de investigación en la que desarrolla su labor es el análisis de la competencia motriz real y percibida en niños y niñas en educación primaria y secundaria.

Además, también colabora activamente en otras líneas como el análisis del desplazamiento activo al colegio y el aprendizaje de habilidades motrices.

Josep-Vicent Garcia Raffi es doctor en Filología y profesor de la Facultat de Magisteri de la Universitat de València. Sus campos de investigación son la didáctica de la lengua y la literatura, la educación literaria en contextos multiculturales y multilingües, la sociolingüística y la cultura del País de Gales, las relaciones entre literatura y periodismo y la literatura catalana contemporánea. Ha estudiado la obra de Joan Fuster y, sobre todo, la literatura catalana del exilio republicano y la obra de Lluís Ferran de Pol, sobre quien ha publicado numerosos trabajos y editado algunos de sus textos inéditos como *Campo de concentración* (1939). Es el coordinador del grupo permanente de innovación didáctica *espaíCinema*.

Pilar García Vidal es profesora asociada de la Universitat de València del departamento de Didáctica de la Lengua y la Literatura. Tiene una larga experiencia docente como profesora de Secundaria. Además, es profesora del Máster Universitario de Profesor/a de Educación Secundaria. Licenciada en Filología catalana y Literatura española, diplomada en Comunicación audiovisual. Sus principales líneas de investigación están centradas en las creencias de los alumnos sobre la enseñanza-aprendizaje de la lengua, las TIC y su aplicación didáctica, los proyectos de lengua y de literatura. Ha participado en diversos proyectos de investigación en didáctica de la lengua y en proyectos de innovación e investigación educativa desarrollados en Educación Secundaria. Ha recibido el Primer Premio a la Innovación educativa de la Dirección General de Enseñanza de la Conselleria de Cultura, Educació i Esport por el proyecto de elaboración de programaciones didácticas "Parèntesi: un periòdic a l'Institut".

Alfredo Ibáñez Gilabert ha enseñado inglés a estudiantes de primaria y secundaria durante más de 25 años. También es instructor de CLIL y ha colaborado con el CEFIRE de Valencia en los cursos de Capacitación, así como en varias universidades y escuelas británicas. Ha impartido los Cursos de Capacitación de Inglés en la "Universidad Católica de Valencia" desde 2014. Durante más de 100 talleres ha formado a profesores de CEIP e IES privados y públicos en la metodología CLIL en la Comunitat Valenciana. Ha escrito algunos artículos de CLIL que están

pendientes de publicación. En el curso 2017/18 ha sido galardonado con el premio European e-twinning por su proyecto "Sports Beyond the Borders".

Luz Rosemary Sannskw Luz. Una veterana funcionaria, profesora de Inglés de Secundaria con una educación mayoritariamente bilingüe (que incluye: BSc in Psychology, Licenciatura en Ciencias de la Educación, Diploma Superior en Criminología, Licenciatura en Filología, Diploma in Public Service Interpreting, Diploma in European Studies, MSc in Computing, MEd in Practice-Based Educational Research in TESOL), comprometida con la enseñanza y el aprendizaje permanente, amante de escribir poesía, con amplia experiencia en la enseñanza de Inglés para Ciclos de Formación Profesional (FP) y el uso de la metodología AICLE, iniciado en 1990-1992 con estudiantes de Jardín de Infancia (actualmente Educación Infantil). Como profesora asociada a tiempo parcial enseñó Inglés Técnico e Inglés para fines académicos en la Universidad Politécnica de Valencia y posteriormente en la Universidad de Valencia, impartió clases de Complementos para la Formación Disciplinar (CFD) a estudiantes del máster en Educación Secundaria (MEd) de la Facultad de Magisterio, supervisando sus prácticas en Instituto (Practicum) y su trabajo fin de máster (TFM). Como consultora independiente de idiomas, ha trabajado en el diseño y realización de cursos de Inglés, y servicios de traducción e interpretación para varias organizaciones y empresas.

Penny MacDonald es doctora en Filología inglesa, titular de universidad en el área de Inglés para fines específicos en el Departamento de Lingüística Aplicada de la Universitat Politècnica de València (UPV) y miembro del grupo de investigación DIAAL. Ha colaborado en diversos proyectos financiados por la Unión Europea dentro del programa Erasmus + (CoMoViWo y SUSTAIN). Durante los últimos 10 años, ha sido investigadora en los proyectos TREACLE y ALEGRO sobre el aprendizaje de la gramática inglesa y el desarrollo de un sistema de aprendizaje en línea. Desde 2014, imparte docencia en inglés en dos asignaturas en línea para la obtención oficial que acredita la competencia lingüística y profesional de los futuros docentes en programas educativos multilingües.

Francisco Marco Jiménez es titular de Universidad del Área de Conocimiento de Producción Animal con 12 años de experiencia docente. Docencia impartida en el grado de Biotecnología y el

grado en Ingeniería Agroalimentaria y del Medio Rural. Además, es profesor del Máster de Agronomía (UPV), del Máster de Mejora Genética y Biotecnología de la Reproducción (UPV-UAB) y del Máster de Producción Animal (UPV).

Alícia Martí Climent es Doctora en Lengua y literatura catalana por la Universitat de València. Trabaja como profesora de catalán en Secundaria, actividad que compagina desde 2007 con la formación de docentes como profesora asociada del Departament de Didàctica de la Llengua i la Literatura de la Universitat de València, así como también con la formación continúa del profesorado mediante cursos y talleres. Es tutora de Practicum y de TFG de los grados de Maestro/a en Educación Infantil y en Primaria, e imparte clases en el Máster Universitario en Profesor/a de Educación Secundaria. Desde 2015 es directora de la revista *Allioli, Quaderns de l'Ensenyament del País Valencià* (ISSN 1576-0197), fundada en 1979, con una tirada de 15.000 ejemplares que se distribuyen entre el profesorado y los centros valencianos de todos los niveles educativos. Forma parte del Grupo de investigación Interacción y Enseñanza de Lenguas (GIEL) y de la Unitat d'Educació Multilingüe (UEM) de la Universitat de València, y también de la Xarxa cooperativa d'experiències TIC per a l'ensenyament en valencià Un entre tants. Sus líneas de investigación giran en torno a la didáctica de la lengua y la literatura, las TIC como recurso educativo, la educación lingüística en entornos plurilingües y la enseñanza de la gramática. Ha participado en diversos proyectos de investigación sobre las dificultades de escritura, la autobiografía lingüística, las prácticas de los docentes, la enseñanza-aprendizaje de la lengua catalana oral y la poesía oral improvisada, entre otros.

Eva M. Mestre-Mestre es Profesora Contratado doctor en la Universitat Politècnica de València (UPV). Desde su tesis sobre errores pragmáticos en la enseñanza del inglés como lengua específica a nivel universitario, su investigación se ha centrado en el análisis de errores, la enseñanza de inglés en educación superior, la pragmática y la gestión de corpus, incluyendo la lingüística computacional. Ha publicado en revistas de prestigio internacional, como *RESLA*, o en el *Yearbook of Pragmatics*. Además de algunos capítulos de libro, ha coeditado *Understanding Meaning and Knowledge Representation* en Cambridge Scholars Press. Ha completado estancias de investigación en varias universidades europeas y americanas. Ha sido directora del panel de pragmática de la Sociedad Española de

Lingüística Aplicada, y en la actualidad dirige el Panel de Lenguas de Especialidad de la Asociación Española de Lingüística de Corpus. Dirige el curso Certificado de Capacitación para la Enseñanza en Lengua Extranjera: Inglés, de la UPV.

Carmen Naturil Alfonso es Profesora Asociada en la Universidad en el Área de Conocimiento de Producción Animal con 5 años de experiencia docente. Ha impartido docencia en la Universitat Politècnica de València en los Grados de Ingeniería Agroalimentaria y del Medio Rural y el Grado de Biotecnología, y en el del Máster de Mejora Genética y Biotecnología de la Reproducción. También ha impartido docencia en la Universidad Cardenal Herrera CEU (UCH-CEU) en el grado de Veterinaria.

Françoise Olmo Cazevaille es doctora en Filología Francesa y actualmente, Subdirectora de Investigación en el en el Departamento de Lingüística Aplicada de la Universitat Politècnica de València. Sus líneas de investigación son la terminología científico-técnica y la didáctica de lenguas con fines específicos, en particular, la metodología y la integración de las tecnologías digitales. Algunas de sus últimas publicaciones relacionadas son “Former à l’élaboration de corpus textuels scientifiques et techniques: quelles limites? Quelles solutions? Quelle méthodologie?” en *Anales de Filología Francesa* (2017) y “Des textes scientifiques et techniques aux scénarios pédagogiques” en *Synergies Europe* (2017).

Oksana Polyakova, licenciada en Traducción e Interpretación, tiene Máster Universitario en Lenguas y Tecnología y es doctora en Lingüística Aplicada por la Universitat Politècnica de València donde impartió docencia de inglés como lengua extranjera e inglés con fines específicos. Actualmente es profesora de la Universidad Católica de Valencia y coordinadora del área de Capacitación para la enseñanza en inglés en la misma universidad. Ha impartido el curso de Capacitación para la enseñanza en inglés desde 2015. Su trayectoria investigadora se centra en los siguientes campos: la enseñanza del inglés, la traducción especializada, la terminología y la lingüística de corpus.

David Sánchez Peñaranda es Profesor Asociado del Departamento de Ciencia Animal con 14 años de experiencia docente, y con un total de 139.75 créditos. Ha impartido docencia en escuelas del ámbito agronómico, biotecnológico, ciencias

medioambientales y forestales, tanto a nivel de grado como de postgrado. También ha realizado docencia a nivel internacional y a distancia. Ha participado en 2 Proyectos de Mejora Docente (PIME/2017/B/010; PACE-ETSIA 2008-2009), y ha publicado 1 capítulo de libro, 5 artículos y 3 poster docentes, además de 3 ponencias orales. Ha dirigido un total de 2 tesis doctorales, 5 Trabajos finales de grado y 2 trabajos finales de Master.

José Salvador Vicente Antón es Catedrático de Universidad del Área de Conocimiento de Producción Animal con 28 años de experiencia docente. Ha impartido docencia en los Grados de Ingeniería Agroalimentaria y del Medio Rural y el Grado de Biotecnología. Es profesor del Máster de Agronomía, del Máster de Mejora Genética y Biotecnología de la Reproducción y, del Máster de Producción Animal.

Susan Warburton es profesora de la Facultad de Psicología, Magisterio y Ciencias de la Educación de la Universidad Católica de Valencia. Doctora en Filología inglesa. Especialista en Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (CLIL/AICLE). Sus líneas de investigación se centran en este campo y en la Didáctica de la Lengua. Actualmente dirige TFM y tesis en dichas líneas. Colabora en proyectos sobre metodología e imparte cursos para profesores en diversos centros educativos.

PROEMIO

María Luisa Carrió

Universitat Politècnica de València

Este nuevo volumen de la colección *Estudios de Lingüística Aplicada* de la Editorial de la Universitat Politècnica de València, de la que soy editora, se centra en esta ocasión en los retos a los que nos enfrentamos en una enseñanza multilingüe. El tema de este libro es de gran actualidad, ya que debido a la gran cantidad de comunicación que se realiza de forma digital, sobre todo, es necesario analizar el impacto del multilingüismo en las distintas metodologías que aplicamos a la enseñanza.

El tema específico que se aborda dentro del multilingüismo, en casi todos los capítulos incluidos en este volumen, es el aprendizaje integrado de contenidos y lenguas, sobre el que se han publicado numerosos estudios dada la importancia que tiene actualmente en ámbitos como son la enseñanza secundaria o la universitaria. Como complemento, y para dar una perspectiva más general sobre los estudios que versan alrededor del multilingüismo, se incluyen dos capítulos que giran en torno a innovaciones docentes mediante el uso de la tecnología y basadas en la clase inversa. Los investigadores que participan en este volumen son conscientes del entorno multilingüe en el que imparten su docencia y, por ello, la reflexión y datos que aportan en los distintos capítulos hacen que nos planteemos aspectos que en ocasiones no contemplamos al planificar la docencia.

Me gustaría destacar la calidad y rigurosidad científica de los capítulos incluidos en este volumen, recopilados por Penny MacDonald, Eva M. Mestre y Françoise Olmo, ya que han sido evaluados por el Comité editorial de la colección, por el Comité científico de la colección y por investigadores de reconocido prestigio, especialistas en este tema, como son Ana Llinares (Universidad Autónoma de Madrid), David Lasagabaster (Universidad del País Vasco/Euskal Herriko Unibertsitatea), Tom Morton (University of London), Rachel Whittaker (Universidad Autónoma de Madrid) y Begoña Bellés Fortuño (Universitat Jaume I), a los que me gustaría agradecer el esfuerzo realizado en la revisión exhaustiva y anónima de los capítulos de este volumen.

En este tercer volumen de la colección *Estudios de Lingüística Aplicada* de la Editorial de la Universitat Politècnica de València se muestra claramente cómo los docentes investigamos y reflexionamos sobre el multilingüismo en la docencia universitaria y secundaria y la forma en la que nuevas técnicas metodológicas se aplican para motivar a nuestros alumnos.

María Luisa Carrió

Deseo, finalmente, agradecer la labor de las tres editoras de este volumen ya que, gracias a ellas, estos trabajos se difunden y aportan su grano de arena en la investigación sobre el multilingüismo.

INTRODUCCIÓN

Penny MacDonald; Eva M. Mestre-Mestre; Fraçoise T. Olmo

Universitat Politècnica de València

La temática de este volumen gira en torno al Aprendizaje integrado de contenidos y lenguas (AICLE) o Content and Language Integrated Learning (CLIL), que cobra un gran interés en educación puesto que se está implementando en todos los niveles de formación, desde la enseñanza infantil hasta la enseñanza superior. Acuñado por David Marsh en 1994, se refiere a una metodología cuyo objetivo reside en integrar la enseñanza de una lengua, diferente a la que acostumbra utilizar el alumno, con los contenidos del currículo (matemáticas, educación física, química...), de manera que la lengua extranjera objeto de estudio se convierte en vehículo para la transmisión de dichos contenidos. Los alumnos aprenden así la lengua en inmersión lingüística a la vez que los conocimientos académicos de las otras disciplinas.

Así pues, el AICLE consiste en trabajar algunos contenidos particulares del currículo en lengua extranjera. Para ello, necesita de una metodología muy específica: la lengua objeto de estudio se aprende en función del tipo de materia que se está impartiendo; se adquieren las habilidades lingüísticas (escritura, lectura, etc.) a través de un andamiaje a medida que permite a los alumnos relacionarse en el aula y completar las tareas requeridas. Para conseguirlo, se prioriza el enfoque comunicativo a la gramática o la ortografía y, se trabajan las conocidas 4Cs, a saber: contenido, comunicación, cognición y cultura.

La introducción del AICLE en el aula empieza su andadura ocupándose de varios aspectos relacionados con la inmersión lingüística y la instrucción basado en contenidos (Mehisto et al. 2008). Se aborda la formación del profesorado desde diferentes perspectivas (Hillyard, 2011; Olivares Leyva y Peña Díaz, 2013). Se estudia, en lo que respecta al aula, los materiales más apropiados (Banegas, 2016), el tipo de andamiaje (Lasagabaster, 2013), las actividades en el aula (Llinares y Whittaker, 2009) e incluso las nuevas tecnologías o la pertinencia del uso de la L1 en el aula. Se investigan también los objetivos que se pretenden obtener con esta metodología que, además de la adquisición de los conocimientos de la lengua extranjera, van más allá de la propia aula, e intentan formar ciudadanos europeos, capaces de viajar, estudiar, trabajar y vivir en el ámbito europeo.

En los territorios bilingües, o aquellos territorios con confluencia de varias lenguas, la Unión Europea presta particular atención al equilibrio que se debe establecer entre las lenguas en contacto, tal y como se promulga en la Carta Europea de las lenguas regionales o

minoritarias. El caso de la Comunidad Valenciana, donde diversos decretos promueven el multilingüismo, se presenta como el contexto ideal para estudiar los retos que comporta el desarrollo de la metodología AICLE, ya que es un territorio donde conviven dos lenguas oficiales.

En este sentido, las contribuciones de este volumen recogen experiencias relacionadas con la recién implementación de la metodología AICLE/CLIL en dicha Comunidad y abordan diferentes aspectos de su puesta en práctica en el territorio a través de dos enfoques diferentes, aunque interconectados entre sí: por una parte, la preocupación por la formación del profesorado, tanto de los futuros docentes como de profesores noveles o sin experiencia y, por otra, la presentación de estudios prácticos y experiencias concretas sobre el desarrollo de materiales didácticos tanto para alumnos de cursos de capacitación para la enseñanza en inglés como para alumnos de enseñanza primaria, secundaria, de formación profesional y de nivel universitario.

En el primer capítulo, Robert Crespo detalla su experiencia en la elaboración de materiales didácticos en valenciano e inglés para su utilización en formación profesional, concretamente para futuros técnicos en instalaciones frigoríficas y climatización. Se hace un estudio exhaustivo del contexto educativo, del alumnado y de sus necesidades. Además, se aborda el vocabulario de especialidad y su integración en el programa de estudio. El autor pone especial atención a la hora de preparar los materiales para adaptarlos tanto a la diversidad del alumnado como al desarrollo de su autonomía. Lo novedoso de este estudio radica en el esfuerzo realizado para crear espacios de trabajo que abordan dicha diversidad ligando ésta con la zona de desarrollo próximo (ZDP) de Vygotsky (1978).

La segunda aportación relacionada con la metodología AICLE en la formación profesional proporciona un enfoque crítico al tratamiento de la misma. La autora, Luz Rosemary Luz, denuncia la falta de atención dada a la formación y al apoyo de los profesores involucrados. A través de un estudio cualitativo con grupos de profesores en activo, recoge las inquietudes y necesidades que encuentran en su día a día y, en el apartado de los resultados, ofrece las sugerencias proporcionadas por los mismos con el objetivo de abrir el camino hacia una mejora en su actividad docente y en la calidad de la misma.

María Alcantud Díaz y Josep-Vicent García-Raffi exponen en el tercer capítulo el concepto de andamiaje, uno de los aspectos centrales del AICLE, a través de la herramienta pedagógica del relato digital. El contexto sigue siendo la formación de profesores. Pero, en este caso, se detalla una experiencia llevada a cabo con alumnos de la Facultad de Educación de la Universitat de València. Los futuros docentes se emplean a fondo utilizando la L2, el inglés, para elaborar un relato digital sobre un tema social contemporáneo. Esta actividad no solamente sirve para mejorar su competencia lingüística sino también para fomentar una sensibilización hacia temas concretos como aquí, la crisis de los refugiados y la solidaridad. Los resultados obtenidos por los alumnos se presentan en la 4ª edición de la MiCe (Muestra Internacional de Cine Educativo).

Alicia Martí Climent y Pilar García Vidal proponen una experiencia emprendida en el Máster de Profesorado de Secundaria en la que integran las tecnologías de la información y la comunicación (TIC) en la creación de materiales didácticos con el objetivo de fomentar la

lectura en valenciano. El alumnado se involucra en el trabajo de textos literarios y en la creación de textos multimedia. Se desarrollan varias competencias básicas, además de fomentar el trabajo colaborativo, la interdisciplinariedad, las habilidades lingüísticas y el conocimiento para los docentes del potencial que ofrecen las TIC en el desarrollo de la comprensión lectora para su práctica docente en el futuro. Como ejemplo de los materiales resultantes, se muestran, entre otros, páginas web, entradas en Wikipedia, líneas de tiempo literarias (utilizando Capzles) sobre poesía de posguerra o el periodo del renacimiento.

El capítulo de Eva M. Mestre-Mestre y Penny MacDonald recoge los resultados de un estudio llevado a cabo con los trabajos finales de los alumnos de un curso de preparación en línea para la acreditación de la enseñanza de contenidos en inglés en la Comunidad Valenciana. Esta formación, de 24 créditos ECTS, abarca los contenidos estipulados en la Orden 17/2013 de 15 de abril de la Conselleria de Educación, Cultura y Deporte de la Generalitat Valenciana, aunque incluye también otros elementos curriculares que se consideran oportunos, como, por ejemplo, la pragmática, el análisis pragmático del discurso y los actos de habla, entre otros, y cómo desarrollarlos en el aula AICLE. El estudio analiza los trabajos finales del alumnado para observar la asimilación y la utilización de las estrategias pragmáticas desarrolladas durante la asignatura en las unidades didácticas que constituyen la prueba final del curso. Los resultados de la investigación sobre el contenido de las unidades didácticas de los alumnos indica que es necesario poner más énfasis en la enseñanza de las estrategias pragmáticas que pueden servir de andamiaje al desarrollo de la lengua extranjera a través del AICLE.

La investigación de Oksana Polyakova y Alfredo Ibañez analiza la elección de los métodos de evaluación preferidos por 132 estudiantes al principio y al final de un curso de capacitación para la enseñanza en inglés. A la hora de formar a los participantes, los autores hacen una distinción entre la evaluación del aprendizaje (pruebas y exámenes) y la evaluación para el aprendizaje (rúbricas, diarios de auto-evaluación, portfolios). A lo largo del curso formativo se adentran en los diferentes tipos de evaluación y explicitan en qué momentos se pueden llevar a cabo, es decir, antes de iniciar el proceso de aprendizaje, durante el proceso formativo o después de acabarlo. Concluyen que hace falta más investigación en el campo de la evaluación en el AICLE y que, además, los diferentes organismos deberían unir sus esfuerzos para perfilar unas guías prácticas y útiles para los profesores que imparten lengua y contenidos en los diferentes niveles educativos.

Los últimos capítulos corresponden a unas experiencias llevadas a cabo en dos universidades de la ciudad de València. El primero, de Juan de Dios Cobo Saiz, Isaac Estevan Torres y Susan Warburton Labrador, presenta el proceso de desarrollo de una unidad didáctica de Educación Física para el AICLE, más concretamente, sobre la enseñanza comprensiva de los juegos deportivos en la Educación Física. Los autores subrayan que hay una diferencia clara a la hora de preparar una asignatura de estas características y que difiere bastante de otras que hay en el currículo. Se explora si la integración de dos enfoques docentes, el Teaching games for understanding (TGfU), modelo de enseñanza comprensiva, y el método AICLE, facilitan la mejora de competencia lingüística del alumnado además de permitir el desarrollo de la sociomotricidad en alumnos de primaria.

En el último capítulo del presente volumen, se describe la puesta en práctica de la clase inversa (flipped classroom) en la asignatura de Fisiología Humana y Animal que se imparte en el grado de Biotecnología en la Universitat Politècnica de València. Para intentar medir los resultados del proceso de aprendizaje, los autores David Peñaranda, Carmen Naturil-Alfonso, Francisco Marco-Jiménez y José Vicente llevan a cabo una investigación con cinco grupos compuestos por, en primer lugar, tres grupos a los que se les aplica la metodología de la clase inversa, dos de ellos en la lengua vehicular de la clase, el castellano, y uno en inglés siguiendo la metodología AICLE y, en segundo lugar, otros dos grupos de control, impartidos en castellano y con una metodología tradicional. Explican con detalle la implementación de la experiencia, así como las tareas llevadas a cabo y su evaluación.

Agradecemos al Comité científico la revisión detallada de cada uno de los capítulos que conforman esta publicación y esperamos que las personas interesadas en esta metodología encuentren provecho y disfruten con su lectura.

REFERENCIAS BIBLIOGRÁFICAS

- BANEGAS, D.L. (2016). "Teachers develop CLIL materials in Argentina: A workshop experience." *Latin American Journal of Content and Language Integrated Learning*, 9(1), 17-36.
- CRANDALL, E., BASTURKMEN, H. (2004). "Evaluating pragmatics-focused materials." *English Language Teaching Journal*, 58/1: 38-49.
- HILLYARD, S. (2011). "First steps in CLIL: Training the teachers." *Latin American Journal of Content & Language Integrated Learning*, 4 (2), 1-12.
- LASAGABASTER, D. (2013). "The use of the L1 in CLIL classes: The teachers' perspective." *Latin American Journal of Content and Language Integrated Learning* 6, 1-21.
- LLINARES, A., WHITTAKER, R., (2009). "Teaching and learning history in secondary CLIL classrooms: from speaking to writing". In: DAFOUZ, E., GUERRINI, M. (Eds.), *CLIL Across Educational Levels: Experiences from Primary, Secondary and Tertiary Contexts*. Richmond/Santillana, London/Madrid, pp. 73-89.
- MEHISTO, P., MARSH, D., FRIGOLS, M.J., (2008). *Uncovering CLIL*. Macmillan Education, Oxford.
- OLIVARES LEYVA, M., PEÑA DÍAZ, C. (2013). "How Do We Teach Our CLIL Teachers? A Case Study from Alcalá University". *Porta Linguarum: Revista Internacional de Didáctica de Las Lenguas Extranjeras*, 87-100. Retrieved from <http://dialnet.unirioja.es/servlet/articulo?codigo=4593477&info=resumen&idioma=SPA>
- VYGOTSKY, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press, Cambridge, MA.

MATERIALITZAR LA FILOSOFIA AICLE/CLIL A L'AULA D'FP

Crespo Rico, Robert

Docent del cos de professorat d'educació secundària (FP)

Resum: Materialitzar un contingut concebut des d'una metodologia AICL (aprenentatge integrat de contingut i llengua) i destinat a la formació professional no és tasca senzilla quan cal fer front a aspectes inherents en aquest tipus de formació, com ara: el llenguatge d'especialitat, nivell de complexitat dels resultats d'aprenentatge, diversitat del perfil de l'alumnat que integra els grups d'aquesta formació, així com tractar la diversitat lingüística des d'una perspectiva integradora i enriquidora, despullada de qualsevol prejudici.

Són les pròpies dificultats vinculades a la tasca docent les que, transformades en possibilitats de millora, esdevenen la millor guia didàctica capaç de donar resposta a les exigències marcades per aquesta formació, la més propera a l'entorn laboral.

Concedir un grau d'autonomia conseqüent amb el ZPD (Zone of Proximal Development), així com garantir una motivació i interacció per part de l'alumnat en el procés d'aprenentatge i ensenyament, són tres fets clau a tindre en compte front a la creació d'un material didàctic específic baix la metodologia AICL.

Aquestos i d'altres aspectes són els que han estat presents en l'elaboració del material didàctic específic dirigit principalment a l'alumnat del títol de tècnic en instal·lacions frigorífiques i climatització. El procés d'elaboració; dificultats i solucions adoptades, així com la mateixa experiència a l'aula i posterior reflexió dels resultats, conformen l'eix central d'aquest capítol.

Paraules clau: formació professional, llengua estrangera, llengua valenciana, qualificació professional europea

Abstract: To begin with, we have to take into account the fact that to have real methods related to CLIL methodology and put them into practice in a vocational training school is not an easy task. Many aspects must be included such as specific language, complexity of the learning results, different types of learners, etc. because we always have heterogeneous groups of learners. Besides, it is important to bear in mind that CLIL necessarily integrates and embraces linguistic diversity within its philosophy and therefore in the process of learning.

On the other hand, the difficulties involved in the process of teaching can provide insight into ways to make improvements in one's own teaching practice in order to respond to the demands of this type of teaching /learning context, especially taking into account its closeness to real-life professional environments.

It must be emphasized, from my personal point of view, there are two key aspects to be considered in order to create didactic materials following CLIL methodology: firstly, guarantee not only motivation, but also the interaction of our students with the teaching-learning process; secondly, assure that the learners will gain more and more autonomy by means of ZPD.

Finally, all these aspects, among others, must be taken into account in the process of developing didactic materials addressed to students who are studying to obtain the Refrigeration and Air-conditioning Technicians diploma. In this chapter, the process of materials elaboration, the difficulties and solutions found along the way, the actual teaching experience in the classroom and reflection on the results are presented.

Keywords: Vocational training, foreign language learning, Valencian language, European professional qualification

1. Introducció

1.1 Contextualització de la Formació Professional

Són diversos factors els que han anat emmotllant l'actual estructura i organització de la Formació Professional. Dos dels més influents han estat l'efecte de la globalització i la necessitat d'una professionalització de la mà d'obra a la societat espanyola. Aquets dos fets, junt a la crisi econòmica iniciada l'any 2008, han contribuït en gran mesura a un impuls d'aquesta formació específica, àgil i totalment enfocada cap al món laboral.

Hui en dia la societat mereix una formació que s'ajuste a les exigències determinades per un mercat laboral viu, què demana contínuament noves capacitats i destreses on la formació contínua i flexible es concep com la clau d'èxit per poder donar resposta a aquestes necessitats. Així doncs, aquest ha estat l'eix vertebrador del nou concepte de la Formació Professional, que s'ha consolidat com una modalitat de formació efectiva, que deixa a l'abast de tothom la possibilitat de descobrir el perfil professional més adient a la seua persona amb diversitat d'especialitzacions relativament de curta duració (2000 hores lectives).

Aquesta formació específica pretén abastar la totalitat del marc laboral amb 26 famílies professionals (25 a la Comunitat Valenciana), les quals inclouen diferents titulacions professionals del sector productiu i a tres nivells diferents:

- Títols/cicles de Formació Professional Bàsica (FPB); emmarcat a l'ensenyament obligatori i en el cas d'FPB de segona oportunitat post-obligatori, la seua superació atorga un títol nivell 1 o 2 segons el Marc Europeu de Qualificacions / European Qualifications Framework (EQF).

- Títols/cicles de grau mitjà; amb aquesta formació s'aconsegueix un títol Tècnic, equivalent a un nivell 3 o 4 segons el Marc Europeu de Qualificacions / European Qualifications Framework (EQF).
- Títols/cicles de grau superior; amb els quals s'obté un títol de Tècnic Superior equivalent a un nivell 5 segons el Marc Europeu de Qualificacions / European Qualifications Framework (EQF).

Aquests ensenyaments responen a un perfil professional, permeten l'acreditació de qualificacions professionals o la preparació per a l'exercici d'altres professions, s'estructuren en mòduls professionals de duració variable i s'organitzen de manera que permeten la conciliació de l'aprenentatge de les persones amb circumstàncies socials, laborals o familiars diverses. És l'anomenada formació modular que permet l'estudi de forma progressiva i adaptar-se al ritme marcat per les circumstàncies personals. Aquest fet, junt a la modalitat semipresencial i a distància, és allò que atribueix la qualitat de formació flexible i ajustada a les diverses situacions personals que es poden donar.

La Formació Professional es pot considerar com un dels ponts que connecta directament el món acadèmic amb el laboral. Una clara mostra és el sistema d'equivalències establert entre dels títols de la Formació Professional i les Qualificacions Professionals, concepte cada vegada més present en l'empresa i amb una validesa a nivell europeu. Una qualificació professional és el conjunt de competències professionals (coneixements i capacitats) que permeten donar resposta a ocupacions i llocs de treball amb valor al mercat laboral europeu, i que poden adquirir-se a través de formació, ja siga modular o no, o per experiència laboral. Cada qualificació professional està formada per diferents unitats de competència que també apareixen vinculades als mòduls professionals dels diferents títols formatius. Així doncs és clara l'evidència de l'estreta relació entre conceptes acadèmics com ara mòdul o assignatura i d'altres lligats a l'àmbit laboral com ara qualificació professional, a través de la Formació Professional.

Al seu temps, que les qualificacions professionals s'elaboren i tinguen validesa als països membres de la Unió Europea, introdueix una nova escena on l'aprenentatge de llengües pren un cert protagonisme que no tenia prèviament en aquest tipus de formació.

1.2 Per què la conveniència del plurilingüisme a la Formació Professional?

1.2.1. Marc legal

El marc legal que empara l'educació plurilingüe apareix als tres nivells, tant l'europeu, l'estatal com l'autonòmic.

Mentre que el Marc Europeu Comú de Referència per a les llengües recomana protegir i desenvolupar el ric patrimoni de les diferents llengües europees, la Constitució espanyola també ho fa a l'article 3 establint les diferents modalitats lingüístiques d'Espanya com objecte de respecte i protecció.

Així mateix l'Estatut d'autonomia de la Comunitat Valenciana fa menció al respecte a l'article 6 on assenyalava la cooficialitat del valencià i el castellà així com el dret a rebre formació de

l'idioma valencià i en valencià. A més a més matisa que es mostrarà especial protecció i respecte a la recuperació del valencià.

I no podem oblidar-nos-en del recentment publicat DECRET 9/2017, de 27 de gener, del Consell, pel qual s'estableix el model lingüístic educatiu valencià i se'n regula l'aplicació als ensenyaments no universitaris de la Comunitat Valenciana.

1.2.2. Què ens aporta el plurilingüisme?

En termes generals una formació plurilingüe, sempre inclusiva que acull en lloc de rebutjar i excloure, garanteix:

- Una societat plural, rica i cohesionada
- Èxit en l'àmbit personal i el professional
- El diàleg intercultural tan complex i necessari en l'actualitat

En qualsevol àmbit i principalment el de la docència és important tindre assumit que On falta comunicació no hi pot haver enteniment. Esta demostrat que l'educació lingüística basada en els enfocaments inclusius, plurilingües i interculturals facilita la construcció de les relacions entre cultures i per tant l'enteniment entres aquestes.

1.2.3. Què aporta el plurilingüisme a la Formació Professional?

Si ens centrem ara en la formació professional, hi ha dos factors que han influenciat de valent en aquests darrers anys, també en la societat però a l'FP en particular.

Es tracta de la Globalització que consegüentment ens ubica en una societat i una realitat d'aula multicultural, on cal treure profit d'aquesta riquesa i treballar l'anomenat diàleg intercultural tant necessari i preat en l'actualitat. En cap cas donar l'esquena a una dificultat que posteriorment els alumnes hauran de fer front en la societat del dia a dia i probablement sense adoptar la forma i els recursos més adients.

A nivell europeu aquesta globalització motiva l'intercanvi de professionals entre països de la Unió Europea, pel fet que comporta ser un espai de lliure mobilitat, així com que les competències professionals tinguen validesa europea. És a dir una persona amb una qualificació professional obtinguda en España pot exercir de la professió en qualsevol altre país de la Unió Europea. Això sí, amb una prèvia convalidació i per tant reconeixement del títol.

La crisi d'Espanya va fer sorgir la necessitat d'una professionalització de la ma d'obra de la societat que no tenia cap tipus de formació i així equilibrar la piràmide invertida que patim. Al mateix temps va propiciar que una part considerable de la població qualificada decidira com alternativa emigrar a un altre país de la UE on poder exercir la seua professió. Així doncs si tenim en consideració aquets dos fets, veiem que la clau de la formació radica en la Competència Lingüística Plurilingüe.

1.2.4. Competència lingüística plurilingüe

La conjuntura del context espanyol a la qual fèiem menció al punt anterior, provoca que la solució s'adrece cap a una competència lingüística plurilingüe. Per què? Doncs perquè la competència comunicativa és l'eina bàsica per a l'aprenentatge (en este cas coneixements tècnics que aplicarà al país destí i lingüístics a través dels quals podrà interactuar i continuar l'aprenentatge tècnic i lingüístic).

La llengua és l'arrel de tot aprenentatge, raó per la qual tots els docents, independentment de la seua especialitat i nivell d'actuació, tenen un paper clau en el desenvolupament dels repertoris lingüístics i comunicatius del seu alumnat. Totes i tots han de contribuir a garantir-los.

El món laboral demanda treballs que requereixen d'una competència cognitiva i comunicativa. Les tasques mecàniques i rutinàries ja són realitzades automàticament i per tant són les que suposen una comunicació interpersonal les que passen a ser més rellevants i valorades.

És vital que el cos de professorat tècnic i de secundària prenga consciència que és la competència lingüística la que ens dona accés al coneixement tècnic i per tant de nosaltres, els/les docents, depèn l'adquisició d'ambdues capacitats.

2. Objectius

L'objectiu principal d'aquest treball consisteix en valorar i transmetre l'experiència personal de creació d'un material didàctic baix una metodologia AICLE i dirigit a qualsevol persona interessada en continguts i terminologia específica de l'àrea de l'energia i, principalment, a estudiants de les titulacions oficials de tècnic en instal·lacions frigorífiques i de climatització i tècnic en Instal·lacions tèrmiques i producció de calor, amb les següents particularitats:

- Crear i divulgar material didàctic específic en valencià principalment i anglés en segona instància per al mòdul professional Màquines i equips tèrmics dels cicles formatius tècnic en instal·lacions frigorífiques i de climatització i tècnic en instal·lacions tèrmiques i producció de calor. El material obtingut com a resultat podrà adoptar diferents formats de difusió, des de la publicació fins a la seua inclusió en plataformes i/o comunitats d'aprenentatge com ara Mestre a Casa, Moodle, E-learning, MOOC...
- Crear i difondre en valencià un volum de vocabulari d'especialitat, vinculat al camp semàntic de l'energia i, més concretament, de la branca de la climatització i refrigeració.
- Facilitar l'adquisició de continguts específics en valencià i anglés, així com un aprenentatge de la pròpia llengua més prompte en termes de fluïdesa i ús que de precisió gramatical mitjançant l'aprenentatge integrat de contingut i llengües.(AICLE).
- Treballar l'actitud positiva en el contacte amb una llengua diferent a la familiar. Transmetre una bona predisposició cap a qualsevol llengua en evitar prejudicis i en considerar-la com allò que és, una forma més de comunicació i de concebre la vida (acompanyat d'una metodologia d'aula apropiada).

- Estimular el camí cap a un procés de professionalització de cert sector de la societat amb necessitat d'adquirir-la per tal d'accedir al món laboral. Aconseguir així una major cohesió de la societat de la que formem part.

3. Metodologia

3.1 Identificació dels elements clau

Els inicis de qualsevol professió normalment es caracteritzen per una motivació efervescent que fa front a les nombroses dificultats sorgides de forma inesperada a mesura que es va descobrint l'ofici. Malauradament en eixos moments no s'identifica com allò que és: l'essència d'un aprenentatge que posteriorment esdevindrà en la prèvia experiència. És en aquesta fase de la pròpia trajectòria personal en la qual vaig identificar tres dificultats, que vaig transformar i tractar com a punts de millora o necessitats a cobrir, en les que vaig haver de treballar i dedicar gran part del temps.

En aquell moment el principal obstacle era la manca de material didàctic específic disponible, ja no en valencià, si no també en llengua castellana. Les publicacions i les possibles edicions d'universitats i centres de Formació Professional eren escasses i es limitaven a conceptes exclusivament teòrics insuficients o, per contra, d'un nivell excessivament elevat i que per tant no s'ajustava als continguts i els resultats d'aprenentatge a abastir per l'alumnat.

La segona, tot i estar vinculada a la primera, fa referència a l'àmbit lingüístic i en concret a l'adquisició, la valoració, la conscienciació i, conseqüentment, una bona predisposició cap a una llengua diferent a la familiar (L1), en aquest cas el valencià i l'anglès. Al llarg de la meua trajectòria professional assolida en diferents zones geogràfiques del territori, hi havia un denominador comú quant a l'actitud adoptada davant del primer contacte amb una nova llengua (L2, L3...), i el seu tret característic era el rebuig inicial. Aquest fet s'accentuava en el cas del valencià, a la qual automàticament se li qüestionava la utilitat del seu aprenentatge i ús. La necessitat de fomentar el respecte cap a les llengües i valorar-les com allò que són, un sistema de signes que possibilita la comunicació, símbol de cohesió que dona sentit a una cultura, a un poble i, per tant, una forma d'entendre la vida. Tot això és una realitat més que evident.

Aquesta perspectiva sobre la diversitat lingüística, despullada de qualsevol prejudici i per contra focalitzada en l'aspecte més enriquidor i potenciador que ofereix una educació basada en el plurilingüisme, era la segona necessitat a cobrir. Per què no aprofitar la conjuntura i transmetre, no sols els continguts específics del mòdul professional, sinó també dues llengües diferents a l'estrictament lligada a l'àmbit familiar? Per què no atorgar eixe valor a la llengua, al temps que proporciona de major capacitat d'assimilació d'altres diferents? Així doncs, prenc la decisió de treballar en l'elaboració del material didàctic en anglès i majoritàriament en valencià acompanyat sempre i, com a part fonamental, de la coneguda metodologia AICLE.

AICLE és un mètode d'ensenyament que suposa aprendre una llengua sense centrar-s'hi sinó en el contingut a adquirir, creant-se una necessitat de comunicació que serà el principal motiu propulsor d'aprenentatge d'aquesta, és a dir, en lloc de centrar-se en la llengua com a tret distintiu, possible objecte de prejudicis de valor i, per tant, motiu de conflicte, simplement s'hi dona ús amb la intenció d'aconseguir la seua assimilació, de forma natural i progressiva. Es tracta, doncs, d'emular el procés d'aprenentatge que es produeix a l'etapa de la infantesa amb la llengua familiar (L1).

El tercer punt de millora està relacionat amb la motivació, el dinamisme, la interacció i l'autonomia que l'alumnat experimenta en entrar en contacte amb el contingut i la metodologia aplicada per al seu estudi; en benefici sempre del procés d'aprenentatge.

Així doncs les solucions i per tant el camí cap a l'èxit de capacitar tant lingüística com professionalment són les següents:

- El llenguatge utilitzat és proper, senzill, tracta de fer partícip l'alumnat de la seua pròpia formació, se cenyeix al màxim possible a la variant lingüística més propera sense deixar de costat el rigor lingüístic i tenint en compte en tot moment la dificultat que en ocasions suposa el llenguatge d'especialitat.
- Si bé, gran part de les publicacions contenen material didàctic passiu i estàtic, en el qual l'alumnat ha de limitar-se a llegir contingut i l'única interacció per la seua part es limita a la realització de les activitats estàndard que apareixen al final de la unitat, en aquest cas, al llarg de cada unitat didàctica, apareixen diferents tipus d'interaccions identificades amb una icona determinada que ajudaran l'alumnat a seguir el ritme de les classes amb major autonomia, concentració, dinamisme i, una vegada més, fent-los partícips del seu propi aprenentatge.
- Una de les premisses, tant de la Formació Professional com l'AICLE és aprenem a fer fent. Fonament suficient per tractar d'encaminar l'assimilació d'habilitats i tècniques a través d'activitats pràctiques que es duren a terme al taller, a l'aula taller o al laboratori disponible al centre d'educació. Per a organitzar aquestes activitats més pràctiques en les que l'alumnat també haurà de fer-les amb la major autonomia possible és molt aconsellable fer ús del concepte ZPD de Vigotsky, però amb la simplificació d'establir-ho per grups.

Així doncs, a continuació ens centrem en els elements clau detectats, molt recomanables per a tindre'ls en compte a l'hora de preparar/programar el treball d'aula.

3.1.1. Elements clau a l'aula

Llenguatge d'especialitat

La terminologia és la ciència que estudia els termes com a unitats lingüístiques de transmissió de coneixement d'especialitzat, precisament el tipus de coneixement que caracteritza a la formació professional.

El grau de desenvolupament terminològic d'una llengua és un signe de la seua vitalitat i potencial per a la transmissió de coneixements d'especialitzat. Així mateix, es tracta d'un

llenguatge VIU ja que el desenvolupament tecnològic i els avanços científics originen noves necessitats comunicatives per a referir-se a conceptes, tècniques, operacions i relacions entre conceptes. Per tant, el progrés de les diferents disciplines científiques va lligat d'una manera indissociable al desenvolupament dels llenguatges d'especialitat.

Per la seua part un terminòleg és un lingüista especialitzat en el treball amb paraules o sintagmes contextualitzats en un domini d'especialitat concret. Al seu torn un especialista és una persona experta en un camp determinat i que té un paper d'informador, consultor o validador en alguna fase del treball terminològic.

En aquest sentit són aquelles persones que dominen una matèria, és a dir els especialistes, els que amb el seu treball s'enfronten a la complexitat de la terminologia específica i viva d'un àmbit determinat. L'elaboració de material educatiu específic comporta un contacte directe i constant amb terminologia singular vinculada a un o diversos camps semàntics relacionats amb la matèria objecte d'estudi. Aquesta circumstància propicia la conveniència de confeccionar un recull terminològic amb rigor.

Quan al Rigor, el suport i l'assessorament oferit per organismes com ara el Termcat és essencial en la tasca mencionada. Concretament amb el centre de terminologia Termcat es va establir una relació àgil i dinàmica, suposant inclús una col·laboració bidireccional, és a dir, aportant consideracions i propostes concretes de complementació per a certes definicions incloses a la seua web.

A continuació es mostren dues de les consultes realitzades

The screenshot shows the Termcat website interface. At the top, there is a search bar with the text 'cercalterm' and a dropdown menu for 'Àrea temàtica' set to 'Totes les àrees'. Below the search bar, there is a navigation menu with links like 'Inici', 'EITERM-CAT', 'Serveis', 'Comentaris terminològics', 'Actualitat', 'Cercalterm', 'Neoloteca', 'Diccionaris en Línia', 'Biblioteca en Línia', and 'Terminologia Oberta'. The main content area is titled 'Consultes terminològiques' and contains a sidebar with options like 'La meua àrea privada', 'Les meues dades', 'Bústia Cercalterm', 'Safata d'entrada', and 'Fòrums temàtics de canal'. The main content area displays the details of a consultation, including the date, term, language, area, and the consultation text and definition.

Figura 1. Consulta sobre "tot o res"

The screenshot shows the Termcat website interface. At the top left is the Termcat logo (centre de terminologia). In the center, there is a search bar with 'cercaterm' and a dropdown menu for 'Àrea temàtica' set to 'Totes les àrees'. Below the search bar is a navigation menu with links like 'Inici', 'El TERMCAT', 'Serveis', 'Comentaris terminològics', 'Actualitat', 'Cercaterm', 'Neoloteca', 'Diccionaris en Línia', 'Biblioteca en Línia', and 'Terminologia Oberta'. The main content area is titled 'Consultes terminològiques' and contains a sidebar on the left with options like 'La meua àrea privada', 'Les meves dades', and 'Bústia Cercaterm'. The main content displays details for a consultation: 'Data de la consulta: 2016-07-27 23:26:15', 'Terme: Quilo-caloria', 'Llengua: Castellà', and 'Àrea temàtica: Física'. It includes a 'Consulta' section with a question about the correct form of 'kilocaloria' and a 'Definició/Context' section explaining the unit. There is also a 'Resposta rebuda' section with a resolution date and a note on the preference between 'kilocaloria' and 'quilocaloria'.

Figura 2. Consulta sobre "Kilocaloria"

















3.1.2. Contingut actiu i dinàmic

El rol del professor cal que es modifiqui per esdevenir un guia i acompanyant de l'aprenentatge, amb unes tecnologies de l'ensenyament que tendeixin a un aprenentatge integrador, vivencial, experimental i, en definitiva, competencial. Dotar de responsabilitat i protagonisme a l'alumnat en el seu propi aprenentatge és l'objectiu.

Per a poder dur a terme aquest propòsit cal haver treballat prèviament un contingut concebut amb aquest enfocament i per tant on s'han inclòs multitud d'interaccions de l'alumnat amb el llibre de text, amb la resta d'integrants del grup incloent el professor així com amb la resta del món a través d'internet.

En aquest cas, el contingut elaborat inclou nombroses icones que indiquen el tipus d'interacció que l'alumnat haurà de realitzar. A continuació es detallen la diversitat d'interaccions incloses en les unitats de treball en valencià i en les activitats de taller en llengua anglesa.

Taula 1. Relació d'interaccions (icones i significat)

INTERACCIONES		
ICONO	DENOMINACIÓN	
	VALENCIANO	INGLÉS
	Exercici comú	Standard exercise
	Completa	To complete
	Pregunta, Reflexió	Question, Reflection
	Repte	Challenge
	Recorda	Remember
	Intuïx, Calcula	To guess, To calculate
	Complementació, Simulació	Simulation
	Investigació	Research
	Curiositat	Curiosity
	Internet	Internet
	Opcional	Optional
	Avalua al company/a	Peer assessment
	Treball en equip	Teamwork
	Treball individual	Independent work
	Activitat taller	Workshop
	Activitat Laboratori	Workshop (laboratory)

Amb aquestes interaccions aconseguim ajudar l'alumnat a seguir el ritme de les classes amb major autonomia, concentració, dinamisme, motivació i per tant, fent-los partíceps una vegada més del seu propi aprenentatge.

3.1.3. Establir ZPD / Grups

Tots/totes coneixem el terme de Zona de desenvolupament pròxima, Zone proximal development (ZPD) de Vigotsky. És la distància que hi ha entre allò que un/a aprenent pot aconseguir adquirir sense ajuda i allò que precisa d'ajuda per a fer-ho de forma satisfactòria.

Determinar aquesta zona per a cadascun dels alumnes és una tasca que personalment em va suposar una gran dificultat. Amb la intenció de simplificar-ho i poder-ho dur a terme vaig establir 3 nivells on s'integraven els alumnes segons el seu criteri i les seues capacitats. Sempre amb la supervisió final del/de la docent.

Els tres nivells de ZPD establerts així com el nivell d'adquisició de contingut específic i lingüístic són els següents:

- Bàsic. Respon a identificació d'elements / passos bàsics de muntatge d'un equip
Ex: frame (carcassa) / Thermal exchanger (intercambiador de calor) / fan (ventilador)
/ To assemble = To put together both sides / to tighten the screw in the frame
- Mitjà. Respon a explicació bàsica del funcionament d'un equip
Ex: The refrigerant fluid transfers the heat in the thermal exchanger.
- Avançat. Respon a explicació d'una avaria i la seua solució
Ex: When heat doesn't come out, that might be the fan is blocked.

4. Resultats

Els resultats obtinguts són directament proporcionals a l'impacte produït per aquest material directament sobre l'alumnat, tant respecte a la competència personal com la professional.

4.1 Competència personal

Com a competència personal entenem bàsicament la capacitat de desenvolupar una actitud positiva davant el primer contacte amb una llengua diferent a la familiar (L1) i potenciar l'interès i la capacitat d'adquirir noves llengües (L2, L3, L4...). Ambdós assoliments han estat possible en certa manera i aquestes són les evidències que permeten afirmar-ho:

- Alumnes de l'IES Canastell de san Vicent del Raspeig (procedent de diferents zones geogràfiques) que qüestionaven constantment l'ús del valencià i de l'anglès en un àmbit acadèmic, acaben el curs escolar fent preguntes puntuals en valencià i utilitzant terminologia anglosaxona.
- L'alumnat nouvingut a l'IES Xebic d'Ondara no tenia majors dificultats per a seguir les classes íntegrament en valencià, això sí amb suport puntual.
- A l'IES El Cabanyal, ja introduït l'anglès com a la llengua vehicular a les sessions de taller, es realitza la següent pregunta al finalitzar els cursos acadèmics 2012/2013 i 2013/2014; Realitzaries un curs per augmentar el teu nivell en anglès el curs vinent o acabat ja el títol? S'obtenen les següents dades (Figura 3):

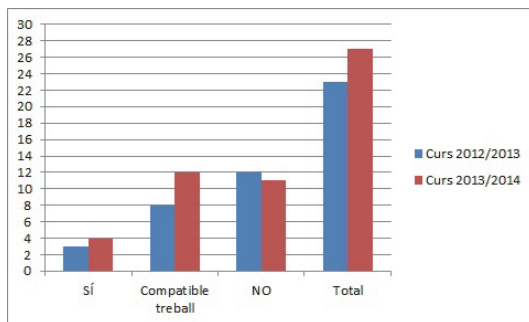


Figura 3. Consulta sobre predisposició a la formació lingüística d'una L2

El curs 2012/2013, 3 alumnes responen sí, 8 sí sempre i quan fora compatible amb el treball i 12 no estan interessats en un curs per millorar la competència en anglés.

El curs 2013/2014, 4 alumnes tenen intenció de realitzar un curs d'anglés, 12 ho farien sempre que els fora possible amb l'horari del lloc de treball que ocupa i 11 no estan disposats a fer el curs.

Sí analitzem i agrupem les dades en persones predisposades a millorar la seua competència lingüística en una segona llengua (L2), tant si poden dur-ho a terme o no pels respectius horaris laborals, i aquelles que no tenen cap interès en formació lingüística, obtenim el següent gràfic:

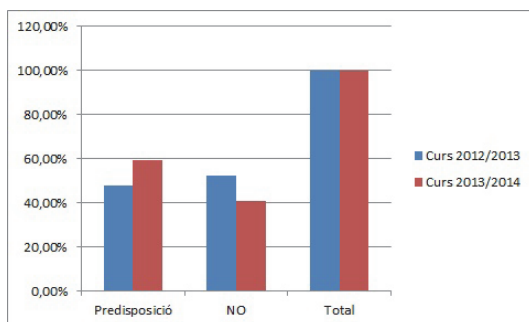


Figura 4. Dades agrupades de la consulta sobre predisposició a la formació lingüística d'una L2

En el curs 2012/013 la predisposició i no predisposició de millorar el nivell d'una llengua L2 com per exemple l'anglés estan molt igualades amb un 45% de predisposició i un 55% de no predisposició.

En canvi, al curs 2013/2014 els alumnes amb predisposició suposa el 60% mentre que aquells sense predisposició sumen un 40%. Un 20% més de l'alumnat estaria disposat a formar-se en llengua anglesa. Una dada curiosa, i segurament rellevant, és l'increment d'un curs acadèmic a l'altre en un 25% de persones que adopten una actitud de respecte i adquisició cap a una llengua L2.

4.2 Competència professional

Qualsevol titulació de formació professional de grau mitjà o superior acredita almenys una qualificació professional la qual a més a més està reconeguda a la Unió Europea.

La qualificació professional és el conjunt de competències professionals (coneixements i capacitats) amb significació en l'ocupació que poden ser adquirides mitjançant formació modular o altres tipus de formació, així com a través de l'experiència laboral" (Llei 5/2002 de les Qualificacions i de la Formació Professional).

S'entén que una persona està qualificada quan en el seu acompliment laboral obté els resultats esperats, amb els recursos i el nivell de qualitat apropiat.

Amb l'alumnat, on la metodologia AICLE ha estat més present, han estat nombroses les contractacions a diversos països de la Unió Europea. En ocasions inclosa una mostra de satisfacció pel treball realitzat transcorregut un temps considerable de l'inici del contracte.

Aquest fet de poder exercir la qualificació professional adquirida a diferents països europeus amb el treball que comporta, ja no per l'aspecte professional sinó també pel lingüístic i personal, és una evidència del grau de competència professional i personal assolit per l'alumnat.

A la següent imatge (Figura 5) apareixen les dades esmenades:

	País	Nombre d'alumnes
	Alemanya	1
	França	1
	Irlanda	1
	Regne Unit	2

Figura 5. Dades alumnat contractat

5. Conclusió

El punt de partida per a expressar qualsevol conclusió apropiada és tindre present els objectius marcats a l'inici del treball, els quals, precisament, atribueixen la justificació de la seua elaboració.

Passem, doncs, a l'anàlisi en termes de grau de satisfacció i compliment de cadascun dels objectius. El primer d'aquets assenjala la creació i a la difusió d'aquest material específic. Si bé la difusió per excel·lència ha estat considerada fins ara la publicació estàndard per editorials, el moment actual en què vivim, identificat com l'era de la informació, són moltes més les formes i els formats per a poder aconseguir-ho. Per aquesta raó i, sense descartar la futura publicació, la divulgació del contingut està garantida, no tan sols en les classes del

mòdul de Màquines i equips tèrmics, sinó també a través de plataformes obertes de formació com ara Moodle i comunitats d'aprenentatge, de les quals forme part, com per exemple ForoFrio o Mestre a Casa.

Un dels objectius fa menció a la terminologia del llenguatge d'especialitat. En aquest cas s'ha confeccionat un recull terminològic dels termes més rellevants que, sense cap dubte, afavorirà tant el procés d'aprenentatge com l'afermament de l'arbre de camp vinculat al camp semàntic de l'energia. No obstant això, la singularitat d'alguns termes requereix una definició un tant més apropiada i ajustada a l'àmbit concret de la climatització i refrigeració. Aquestes propostes han estat transmèses a l'organisme Termcat, on es valorarà la seua inclusió.

La clau per a assolir una llengua diferent a la primera (L1) resideix en aspectes com ara la constància, la motivació i la predisposició, així com, un nivell de dificultat adient i d'evolució progressiva sempre dins del que Vigotsky denominava zona de desenvolupament pròxima (ZPD). Tots aquets presents, no sols en la fase d'elaboració del contingut, sinó també en la de la seua transmissió, mitjançant la metodologia AICLE. Fet que proporciona altes garanties d'assimilació del valencià i, en menor grau l'anglès, ja que es limita a una activitat pràctica de taller per unitat de treball.

L'últim propòsit s'encamina cap a qüestionar la seua utilitat i eficàcia en termes de competència professional. Se centra en els beneficis que pot suposar per a la inserció laboral de l'estudiant i, d'aquesta forma extrapolar-los i transferir-los al sector productiu. Si bé hi ha una vessant pràctica subtil incorporada amb les activitats de taller programades, és essencialment el contingut teòric i tècnic el que dota d'una base formativa a l'alumnat que, al seu torn, el capacita per a un progrés continu en la fase de formació a centres de treball (FCT) i possible incorporació al món laboral. Tota la dedicació que es du a terme a les aules i que té com a finalitat la comprensió de la base teòrica de qualsevol fenomen, és totalment inviable en un entorn empresarial com el nostre teixit industrial. Precisament aquesta realitat posa en valor aquesta formació acadèmica que proveeix dels recursos i capacitats necessàries per a una posterior professionalització en la pròpia empresa.

Elaborar un material didàctic afrontant les dificultats sorgides i assumint-les com a guia d'identificació en favor de la millora contínua, ens proporciona la possibilitat de simplificar i afavorir el procés d'aprenentatge de les persones en tota la seua dimensió. En canvi, una actitud totalment oposada, ignorant i evitant les dificultats, ens allunya de les claus en què centrar el nostre treball per aconseguir una transmissió de coneixement (contingut i llengua) adequada, completa i efectiva.

Curiosament, allò que inicialment apareix davall del concepte de dificultat, acaba convertint-se en essència que dona sentit a aquest treball d'elaboració de contingut específic i baix la metodologia AICLE.

En l'elaboració d'aquest material d'aula impera aquesta actitud d'aprofitar les oportunitats de millora que emergeixen al treball del dia a dia. L'eix vertebrador que dona sentit a l'elaboració del contingut didàctic específic són precisament els tres punts de millora explicats; manca de contingut, assimilació i millora de la predisposició davant una segona llengua, i simplificació del procés d'aprenentatge integrat de contingut i llengua, en aquest cas llengües.

De l'experiència viscuda puc assegurar que sent satisfacció del resultat obtingut, tenint en compte que el seu punt de partida són dificultats sorgides, que lluny de minvar la tasca docent, es converteixen en repte i en la millor guia per a fixar les necessitats a cobrir, que no són més que un millors capacitats professionals així com lingüístiques per afrontar un mon divers en constant transformació.

Bibliografia

- PEREÑA, M. (2016) *Ensenyar i aprendre llengües en un model educatiu plurilingüe. Metodologies i estratègies per al desenvolupament de projectes educatius i per a la pràctica docent*. Barcelona: Horsori Editorial, S.L.
- COELHO, E., OLLER, J. y SERRA JOSEP, M. (2015) *Lenguaje y aprendizaje en el aula multilingüe. Un enfoque práctico*. Barcelona: Horsori Editorial, S.L.
- GARDNER, H. (1993). *Multiple Intelligences*. New York: Basic Books.
- MEHISTO, P., MARSH, D. y FRIGOLS, M. (2008) *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Oxford: Macmillan Education.
- TERMCAT CENTRE DE TERMINOLOGIA (2009) *Metodologia del treball terminològic*. Barcelona: Generalitat de Catalunya.

CLIL IMPLEMENTATION IN VALENCIAN VOCATIONAL TRAINING STATE PROVISION: ADDRESSING TEACHERS' CONCERNS

Rosemary Sannskw Luz, Luz

Universitat de València

Resumen: Existe gran número de estudios, artículos, investigaciones y experiencias sobre el aprendizaje de contenido a través de una lengua segunda o adicional en las enseñanzas primaria, secundaria y superior. Sin embargo, prácticamente no hay un solo estudio referido al sistema de Formación Profesional (FP), que también está infrarrepresentado en talleres, conferencias, congresos y otros eventos similares. Los profesores de contenido e inglés que enseñan Aprendizaje Integrado de Contenido y Lengua Extranjera (AICLE) en FP tienen preocupaciones y preguntas sin contestar y carecen de un foro donde expresarlas. Parece, pues, éste un capítulo pendiente que necesita atención urgente.

Consciente de ese vacío, este artículo se centra en la implementación del AICLE en la FP estatal de la Comunidad Autónoma Valenciana (CAV), esforzándose por dibujar una imagen desde el punto de vista del profesorado. Primeramente, para que su entorno de trabajo pueda verse como lo ven ellos, mediante la obtención de información detallada que permita comprender lo que sienten los profesionales cuando por primera vez intentan confeccionar una programación para el curso siguiente, diseñar su primera unidad didáctica, o cuando están a punto de iniciar sus primeras clases; y también describiendo las dudas, conceptos erróneos, críticas, dificultades y obstáculos a los que se enfrentan, centrándose así en las cuestiones reales de clase y los problemas que soportan los docentes, que no son únicamente metodológicos, sino también actitudinales. En segundo lugar, para que sus inquietudes puedan abordarse y presentar posibles opciones de solución (siempre desde el punto de vista de los propios profesionales): examinando algunas técnicas y recursos que parecen funcionar, y son usados por el profesorado para superar los obstáculos y completar con éxito su primer año académico, terminando con una sensación de realización, pidiendo más porque han logrado no solo sobrevivir, sino triunfar.

Palabras Clave: Aprendizaje Integrado de Contenido y Lengua Extranjera (AICLE), Formación Profesional (FP), preocupaciones del profesorado, educación-plurilingüe.

Abstract: There are a large number of studies, articles, research work and experiences on content learning through a second or additional language in primary, secondary and higher education. However, there is hardly one single study dedicated to Vocational Training (VT), which is also underrepresented in workshops, conferences, congresses and other similar events. Content and English teachers who use Content and Language Integrated Learning (CLIL) in VT have concerns and questions but there is no forum in which they can address the doubts they have. Thus, it would appear that this issue, which has been pending for a while, is in need of some urgent attention.

Aware of that void, this article focuses on the CLIL implementation in VT state provision within the Valencian Autonomous Community (VAC), striving to paint a picture from the practitioners' point of view. Firstly, so that their work environment can be seen as they see it, by obtaining detailed information that allows us to understand what they feel when they first try to write a syllabus for the following year, design their first didactic unit, or are about to start their first classes; and by describing the hesitations, misconceptions, criticisms, difficulties and hurdles they face; focusing on real class issues and the situations that teachers endure, which are not only methodological but also attitudinal. Secondly, so their concerns can be addressed and some solutions can be presented/suggested (always from the teachers' point of view): examining those techniques and resources that seem to work, and are used by teachers to overcome their obstacles and complete their first academic year successfully, ending with a sense of accomplishment, and asking for more because they have managed not only to survive, but to succeed.

Keywords: Content and Language Integrated Learning (CLIL), implementation, Vocational Training-(VT), teachers' concerns, multilingual education.

1. Introduction

The introduction of bilingual and multilingual programmes of education, Canadian Content-Based Instruction (CBI), or European Content and Language Integrated Learning (CLIL), correspond to political decisions in response to socio-economic needs.

Whatever their origin, as CLIL practitioners our interest is implementation, and without institutional guidance, we rely on input from research and experiences which can help to best implement these programmes. We can leave aside for a moment the discussion as to whether these programmes correspond to a form of linguistic imperialism (Phillipson, 1992), or if we follow Tedick, Christian and Fortune's immersion criteria (2011), and go beyond arguments about whether CBI and CLIL are the same thing (Cenoz, 2015), or different (Lasagabaster and Sierra, 2010; Pérez-Cañado, 2012; Dalton-Puffer et al., 2014). However, we have to stop at the point where a call for specific research is required.

Although agreeing to some extent with Cenoz in that "both researchers and practitioners ... can share research findings and practices from different parts of the world instead of limiting themselves to the programmes that are specific to their own context" (Cenoz, 2015: 22), nevertheless, (once the general has been covered) often it is necessary to attend to the

specific, and however great the convenience might be, the benefit (or need) of drawing ideas, gaining understanding and learning lessons from studies relevant to one's specific context is even greater, e.g. for VAC teachers, studies conducted in other bilingual communities, such as the Basque Autonomous Community (BAC). For Vocational Training (VT), the issue at stake is the lack of CLIL research in this educational system. The issue is not whether 'researchers and practitioners can...' or 'cannot', but rather that they 'have to...', because there is nothing else.

An example of how forgotten VT really is in the CLIL literature is that comparing CBI to CLIL, Cenoz states "CBI can take place at all educational levels: preschool, primary, secondary or higher education levels" (2015: 10) and the same happens when referring to CLIL (p. 11), never mentioning VT. In fact, there is no mention of VT in the entire article, or in the whole volume dedicated to CLIL. Even the VT dossier (*Dossier de Ciclos Formativos*, Conselleria de Educaci3n, 2017), containing the curriculum for each individual module of all the existing VT branches, includes no guide as to how the teaching of content and language should be integrated. The only indication is that it must be taught in English. Thus, leaving a very blurred picture of its implementation.

Aware of the lack of guidance or research on CLIL in VT, conscious of the need to create interest among scholars, and with the intention of making a start and attempting to fill the void, this study focuses on the implementation of CLIL in the VT system of education in the Valencian Autonomic Community (VAC), more specifically with regard to the levels of Grado Medio (GM), and Grado Superior (GS) equivalent respectively to the Higher National Certificate (HNC) and Higher National Diploma (HND) of the British Further Education (FE) system.

As far as CLIL research is concerned, the VT system of education has been either treated like the poor old sister, second brother, or bastard of the family or totally ignored and left to its own devices, as if whatever results found for other systems of education (whatever the level) had to be borrowed and simply applied to the VT education system, without any consideration for its peculiarities and possible differences, often in absolute ignorance of what these differences may be.

Therefore, I shall start by briefly describing Valencian VT state provision and its peculiarities, so they can be taken into account and fair comparisons can be made, and to establish the context and limits of this study which would later become necessary for the analysis of our results.

2. Valencia's VT state provision teaching context

For those unfamiliar with foreign languages state provision in Spanish mainstream VT, and the VAC specifically, VT is the non-compulsory mainstream educational system offering extensive professional training (two-year courses) for students over the age of 16. The way Spanish mainstream VT is currently designed has three different levels which have been named Ciclos Formativos (here translated as Training Cycles):

- Ciclo Inicial (CI), initial cycle, best known as Formación Profesional Básica (FPB): was suddenly introduced in September 2014. It is an introductory and remedial path for students 16-18 years old who have not managed to progress conveniently in the more academically loaded system of compulsory secondary education, Educación Secundaria Obligatoria (ESO). Its aim is to provide access to both foundation general knowledge and basic specific training in a branch of professional studies.
- Ciclo medio (CM), or Grado medio (GM) similar to the British Higher National Certificate (HNC): represents an alternative to Non-compulsory Secondary Education (Bachillerato).
- Ciclo Superior, equivalent to British Higher National Diploma (HND), known as Formación Profesional de Grado Superior (GS): is categorised as a type of HE alternative to first degree university provision.

As a whole, VT is designed to cater for students less academically inclined who prefer a more hands-on, career oriented path, and/or who wish to gain faster access to the work market. Each so called cycle lasts two years and consists of school-based formal tuition and specific practical training, together with end of course work-experience outside the school (FCT), leading to a professional qualification.

In order to establish a plane of comparison, it could be said that the initial cycle, FPB, aims to cover and is comparable to ESO; GM (HNC) is comparable to Bachillerato, and GS (HND) similar to first degrees at university.

For the purpose of this study, I shall focus solely on the GM and GS levels (HNC and HND), mainly because the EFL input during the initial cycle, FPB, is minimal (contributing only one fifth of the module entitled *Comunicación y Sociedad*).

2.1. Peculiarities of FL provision in VT

Foreign languages appear in the VT curriculum in two main categories:

- a) Branch-specific major language module: any one or several FLs (not only English), depending on the characteristics of the branch, and delivered exclusively by a qualified language teacher.
- b) Non-specific, subsidiary English module: (English exclusively), with two distinct CLIL implementations respectively comparable to Type-A, 'CLIL subject lessons', and Type-B, 'CLIL language lessons' (Massler et al., 2014); what Met (1998) calls 'content-driven' and 'language driven' ends of the continuum:
 - (Type A/content-driven), delivered as a 'major module in English': delivered (supposedly in English) by content-teachers, qualified to teach content in English (although for over half a decade unqualified content-teachers with B2 or even B1 English level have also been allowed) if voluntarily agreed to do so.

- (Type-B/language-driven), 'Technical English': To be taught (supposedly) by qualified English-language teachers, but misrepresentation/unfair competition from content-teachers is common. Introduced as a temporary measure to cover for the lack of content-teachers in the school (qualified or not) willing to teach in English.

Whichever the CLIL implementation available in the school, only English is offered, considered a 'global language' (Crystal, 2013) and granted a 'lingua franca' (LF) status, with its own peculiarities "as a foreign language of communication" (Jenkins, 2007: 2).

While content-teachers are awarded points and three hours weekly (deducted from their personal timetable) for preparation, under the consideration that teaching content using CLIL involves greater effort and difficulty, English-language teachers delivering Type-B 'Technical English', obtain neither points nor preparation-time, nor preferential routes to training programmes or for attending local/international events -a fact also common at university level, as Carrió Pastor, from the Universitat Politècnica de València mentioned in her presentation at the UPV CLIL Seminar, Gandia, 2017. Thus, in utter disregard of facts: (1) language-teachers are not trained for content (unlike content-teachers, who are trained for language), (2) preparing these classes involves understanding concepts beyond their speciality, besides designing or/and finding and adapting specific class materials which entails considerable time and effort (same as their counterpart content-teacher colleagues). Thus, Education Authorities in their current policies favour "CLIL subject lessons" (content-driven/Type-A) over "CLIL language lessons" (language-driven/Type-B).

2.2. Valencia, a multilingual community

Students enrolled in VT in the VAC can come from fairly varied social contexts in terms of L1, culture and ethnicity. There are Valencians, Spaniards from other communities, Latin-Americans, Arabic speakers from Morocco, Pakistanis and Indians, Europeans, Chinese, etc. The actual mix present in any one class depends on the specialism being studied, which is connected to students' gender (e.g.: Automotive Engineering, Electricity or ICT are mostly males, while Beauty Care predominantly females). However, above all, the L1 mix varies with the location of the school within the VAC. Coastal areas consistently attract greater numbers of Britons and other Europeans. Therefore, there can be a fairly rich L1 mix and when English is not used, both Valencian and Spanish are spoken in the classroom. The lingua franca status of English becomes particularly obvious in the VAC, where the multilingual character of most cohorts is on the rise, but primarily due to the bilingual character of the VAC local people, which demands a move from bilingualism to multilingualism and brings in one more requirement for teachers: "to integrate not only language and content but also all the languages in the students' multilingual repertoires" (Cenoz, 2013: 393).

3. Objectives

Echoing other authors thoughts, as quoted by Pérez Cañado (2011: 399): "we must undertake much-needed stocktaking, as practitioners themselves are asking for results to help defuse fears (De Graaf et al., 2007) and reinforce the connection between the academic word and praxis (Benvenuto et al., 2009)"; thinking about VT teachers' interests and concerns, and the

lack of VT presence in CLIL-related literature, this paper aims (through the VAC's example) to take English-language state provision for VT centre stage in the CLIL scene, even if only for a brief moment (like a novice actor or actress playing a very small part in an important film and hoping to be noticed by film directors and agents). The intention of this call for attention is to raise awareness regarding the state of CLIL in VT, and to generate interest among practitioners and scholars in conducting research that will help practitioners improve their practice and inspire Local Education Authorities, so that it all may lead to more successful implementations of CLIL in VT.

Its specific goal is to give teachers a voice, to obtain detailed descriptive information about what goes on in the class and in the teachers' minds in relation to their everyday implementation of CLIL, in order to answer the following questions:

- What are the teachers' concerns?
- What problems and difficulties do they encounter?
- What are their needs?
- What are their suggestions to best solve their current issues?

The final aim is to understand the difficulties encountered by VT CLIL teachers in their classrooms, by considering all those issues and problems not normally mentioned in the literature, and to present possible options to overcome them.

4. Methodology

The overall approach to this study's research methodology is based on Krashen's proposition that (1) theories of language acquisition, (2) applied linguistics research, and (3) ideas and intuitions from experience should participate equally to inform and improve our teaching approach, and our choice of method and materials; ideally "with information flowing between all three areas that influence language acquisition methodology" (2009: 4)

The methodology used has been entirely qualitative, relying on observation, introspection and accounts of teachers' experience as providers of valuable primary data, since the interest of this study is to obtain detailed information, report on feelings and explore what goes on not only in the class but in the minds of the teachers.

Besides the data collected by means of focus groups and semi-structured interviews, a mini action research was conducted by one of the participants who was delivering a module in English using the CLIL approach, and having encountered a series of problems with her students, used the suggestions from the focus group to adapt the delivery of her module, monitoring the results, and then reporting the experience in the seminar. An individual SWOT analysis was completed and various other free writing exercises. This facilitated participation for those who preferred to put their ideas in writing (having time to think), and also ensured triangulation.

4.1. Sample and Procedure

The bulk of the data was provided by contributions from five teachers registered in a CLIL Seminar for Health Studies in VT, who attended fourteen focus group sessions, completed a SWOT analysis, and took part in other activities (action research, lesson plans, didactic units, individual exercises, etc.). They met fortnightly and data was gathered by taking notes, which were reflected in the minutes for each individual meeting and in other registers of specific activities, for later analysis.

Although seven teachers registered in this CLIL Seminar, conducted in conjunction with CEFIRE Valencia (Regional government official teacher training centre), two had to give it up, due to the overlapping of their timetables, leaving a total of five 'regular contributors': an English-language teacher from IES El Cabanyal (myself), who acted as coordinator, and six content-teachers from the Health Studies branch, who belonged to the same department of CIP Ausias March, a school entirely dedicated to VT.

There were also eight 'ad-hoc contributors', all content teachers (six teaching ESO-subjects and two VT-modules) from IES El Cabanyal, where meetings were held. They took part on an ad-hoc basis, participating in several ways: providing input for discussion (memorandum: "Sí al plurilingüismo. No a la Educación en otros idiomas", which caused much havoc among regular contributors) together with feedback and suggestions through semi-structured interviews, the notes of which were also kept for analysis.

All participants (the five 'regular contributors' and the eight 'ad-hoc') were qualified to teach their VT-module/ESO-subject in English, but had various levels of English language competence and different degrees of experience in CLIL implementation:

-In the five regular contributors/seminar group, one was a CLIL language teacher, with extensive experience (18 years teaching English and 11 applying CLIL), C2 English level and Philology degree. The other four (all content teachers) had B2 in English: one was (for the first time) teaching her module using CLIL and had attended many CEFIRE courses; the other three had attended some courses, and had no experience but wanted to start teaching one module with CLIL the following academic year.

-Of the eight ad-hoc contributors (all content teachers), two were teaching in English (ESO Music and IT): The Music teacher had an English Philology degree, had taken part in exchange programmes, and was in his second year teaching content in English; for the IT teacher, with a B2, it was his first time. The other six had B2 level of English, except one who had C2, and none had CLIL teaching experience, nor any interest in teaching through the medium of English.

The data for this study has been collected by drawing from teachers' personal experience, as a valuable source of primary data. Striking confidences and recurring experiences provided the themes which were later followed up and contrasted. This rendered valuable insight on important issues, by analysing details from first-hand data on a variety of aspects of their everyday practice: from their failures and successes, misconceptions, criticisms, difficulties and hurdles they face, to their often ignored concerns, their best hidden fears, the hesitations and feelings which come to the forefront when they first try to put together a syllabus for the

following academic year, or design their first didactic unit, or at the point when they are about to initiate their classes with the students.

The first sessions were dedicated to exploring less successful experiences, in a kind of remedial lessons-learned exercise which continued throughout the sessions. As a result of suggestions for changes, the first year teacher started an action-research study whose results she reported later.

Hands-on sessions followed, which were dedicated to carrying out an individual SWOT analysis, critically reflect and discuss methodology and materials; examine and try out some popular strategies, effective methods and proven-to-work resources, as well as group suggestions for using lesson plans, adapting exercises, or handling conflict in the class.

In the final reflection sessions, conclusions were drawn.

5. Results and discussion

The fact that two teachers had to give up the seminar due to overlapping timetables is in itself a finding. It is not just a 'zero' treated as 'data loss', which is what the figures would have told us if we had looked at them from a purely quantitative point of view. However, by using qualitative methodology and relating it to its cause, this problem with 'overlapping timetables' tells us that teachers have no training time allocated in their personal timetables, which makes it difficult to undergo continuing professional development (CPD) or partake in professional training.

The two teachers with CLIL experience in VT (from the five regular contributors) had both suffered abuse from students, leading to different degrees of mobbing, but received no institutional support.

5.1. Differences found in the VT system

1. Aims/Time pressure: Unlike Primary and Secondary students for whom employment is a long or mid-term goal, VT students' short-term priority is to obtain a qualification that will grant them access to the work market. With a highly demanding curriculum, their main interest (except for major modules of their speciality, which they like and think useful) is not so much to learn, but to get a pass (sometimes to the point of obsession, which can make them defiant).
2. Students' attitude/Motivation: Students are often unwilling participants (with low motivation). They have no choice as to their enrolment in CLIL courses, unlike Primary and Secondary students, who themselves or their "parents decide the bilingual education model they want for their children" (Cenoz, 2015: 9); or University students, who often have a choice (English, Valencian or Castilian Spanish).
3. Cohort age-related distribution/strikingly different English levels: There are very lax or no English entry requirements, with class age-range being 17-65 (some in their late forties and mid- fifties, who studied French at school and are absolute beginners, while others have completed Bachillerato (B1/B2)); very unlike Primary and Secondary

CBI/CLIL students who are selected according to their English grades in previous years, and whose classes are of fairly homogeneous age groups.

4. Language status/Exposure: While in Secondary School CLIL courses are complementary to the main language courses established in the curriculum, in VT the CLIL classes totally substitute English language courses (unless it is a major module for the branch), and are therefore the only English language provision students get. Therefore, exposure, one of the tenets ruling English as a medium of instruction policy and practice, following the maximum input hypothesis in second language acquisition (SLA) (Lin, 2015), is not increased, and in some cases brought down to zero, when content teachers, choose to ignore the language side of CLIL. Thus totally defeating the original purpose.
5. Students' age/Status: Unlike in Primary and Secondary, students are no longer children or adolescent, but grown-ups, who often think they know best. They are less malleable, and not infrequently, very set in their ways, expecting and demanding rather than asking.

5.2. Misconceptions

Teachers bring and find manifest a series of well-established beliefs common to both students and staff, some general and some specific to VT:

1. CLIL, CBI and immersion programmes are considered the same, which generates both fear and contempt (Memorandum).
2. Most CLIL content-teachers believe that all they have to do is teach the class in English.
3. Other content teachers and students, particularly in GM, believe all students require is a good bank of specific vocabulary.
4. Students believe because they are adults they know what learning a language entails. They are reluctant to try anything new, and expect, and (being adults who think they know best) sometimes demand, to be taught 'their way'.

Other common misconceptions among students include:

1. They cannot learn without translating every word.
2. They cannot learn without studying grammar.
3. They are too old to learn a language.

5.3. Problems

1. Lack of support for dealing with defiant, abusive adult-students. At the present time, in a country like Spain, where unemployment is extremely high, constantly rising and the biggest nightmare for politicians, Local Administrations do not treat their teachers as assets, but as dispensable and easily dismissed. The policy is to avoid having to deal with outside complaints. As it is much easier to blame, manipulate and ultimately dismiss the employee, the teacher stands completely alone when confronted with these malicious students.

2. Constant pressure not only from students but also from other teachers, who feel 'extra English' is not really important, and something not needed in students' near future. True or not, this would cease to be a problem if it became 'optional English'.
3. Occasionally there is evidence of polarisation among the students: On the one hand the students who are thinking of going abroad and want to be well prepared as they aim to do their work placement abroad, and those who just want a pass.
4. Crowded classes, with 35-40 students and striking differences in level.
5. Most workshops and CEFIRE courses are hardly relevant and/or unsuitable for VT CLIL teachers:
 - 5.1. Materials come from Primary and Secondary settings and so do the course teachers and language advisers.
 - 5.2. Even supposedly bespoke courses for VT teachers are non-specific. For instance, for a session that was organised with a specialist selected by CEFIRE, Valencia, the expert was meant to give the participants some ideas as to how to adapt/present for their modules some materials they had previously sent to the specialist. However, it turned out that the proposed exercises were mostly inappropriate for VT students [too time-consuming to be crammed into our (two hours per week) 55min. lessons, or excessively difficult or childishly simple]. She introduced the topic with a study (meant as an eye opener) conducted in a very different setting, focusing on best activities for learning, overlooking practices aiming to also teach how to do well in exams, which is what teachers in our context are pressurised into obtaining, and the only thing that counts and is measured. Thus, however interesting, it received a 'no' to the question: Does it help practitioners perform their task?

5.4. Teachers' concerns/worries

As a consequence of the above misconceptions and problems:

1. Novice teachers fear primarily about their own performance and mistrust their own ability. So, before the actual classes start, they tend to panic and often suffer from lack of confidence.
2. Once teaching has started, the main concern is to dissipate students' opposition to the new approach, avoiding malicious, troublesome students who misdirect their frustrations towards the teacher (as often happens), and to overcome students' negative attitudes.

5.5. Needs

1. Equal rights and opportunities for all CLIL teachers (content and language), particularly regarding class-sharing/*desdobles*¹ to deal with large classes; funding and access to specialized training programmes (home and abroad); CPD and all incentives.

¹Splitting up of large groups for one or more class periods

2. VT is not Secondary nor Primary, it requires both system and content-specific initial qualification courses, and CPD training for different branches.
3. Timetable-inbuilt preparation time, not just for sessions/lessons, but for CPD training

5.6. Solutions/Recommendations

1. As part of the support 'mission' of the seminar:
 - 1.1. Survival measures were suggested against possible mobbing: avoid isolation, obtain support from fellow teachers, clarify some important concepts to overcome misconceptions and fear.
 - 1.2. Also, attending courses/workshops, ensuring CPD, and meeting like-minded colleagues who may be sympathetic and have similar experiences/problems and help to view issues from different points of view, and lastly, open new avenues for their solution.
2. Regarding class management:
 - 2.1. Alternative forms of implementations through projects, which in many cases can be presented within the European Portfolio of Languages, or e-Twinning, is a motivating way to get students started, and opportunity to use English communicatively, besides the only way to obtain time allowance and funding for work/study visits, as confirmed by one participant's action research.
 - 2.2. Class-sharing/*Desdobles*: Allocating two specialist teachers (one content, one language) to share responsibilities and provide mutual support (for attitudinal didactic issues).
3. Regarding the target language, it pays off to take time to dismantle misconceptions by:
 - 3.1. Establishing the difference between knowledge and skill, in linguistic terms, learning and acquiring, i.e. explicit vs. implicit learning (Krashen, 2009).
 - 3.2. Reassuring students that although "some second language theorists have assumed that children acquire, while adults can only learn. The acquisition-learning hypothesis claims, however, that adults also acquire, that the ability to acquire languages does not disappear at puberty." (Krahen, 2009: 10).
 - 3.3. Clarifying the difference between immersion and CLIL where code switching is accepted. (Lasagabaster and Sierra, 2010).
 - 3.4. Establishing some dialogue so that teachers (particularly if new) acknowledge and adapt to the school's prevalent beliefs common among both students and staff, (some general and some specific to VT) and can find common ground.
 - 3.5. "Teaching should concentrate on producing successful L2 users, not imitation native speakers" (Cook, 2016: 186).

4. Regarding motivation:
 - 4.1. The use of projects helps raise motivation and collaborative learning, however, they often do not cover the entire syllabus.
 - 4.2. English as a Non-specific, subsidiary module: (be it Type-A/CLIL subject lessons, or Type-B/ CLIL language lessons) could be offered as an "optional module", the same as CLIL is offered optionally in ESO, Bachillerato and university courses.
5. Regarding both teachers and students' fears about their performance and the difficulties they may have producing 'good English', it is paramount to make them reflect on:
 - 5.1. Various models of Language-acquisition Theory and emphasise that adults can also acquire, not just learn a language (Krashen, 2009).
 - 5.2. Vivian Cook's notion of "multi-competence" and his proposition for a multi-competence approach to second language-acquisition (1991).
 - 5.3. Their own personal worth as speakers of a FL, and in Cook's words: "do not see yourselves as failures always trying to be like native speakers; see yourselves as successes, achieving things as L2 users that are out of the reach of monolinguals" (2016: 187-188).
6. Regarding teacher training and the role of the establishment:
 - 6.1. CPD is a duty and a right: Governments (local and national, not just European) should invest in training educators.
 - 6.2. Local Education Authorities should:
 - 6.2.1. Avoid comparative grievances such as those currently existing between content and language teachers, by putting in place systems that truly allow CPD for all CLIL teachers (content/language), partaking of training opportunities and incentives.
 - 6.2.2. Offer specialised training that will help teachers to perform their task
 - 6.2.3. CEFIRE advisers of multilingualism and TIL (Integrated Treatment of Languages) Specialists in VT.
 - 6.3. Teachers practising at education levels other than university-based HE should be encouraged to participate in action-research, particularly suited to resolve specific failures, while helping the rest of the teaching community improve specific and general CLIL implementation practices.

6. Conclusion

Currently, the difficulties encountered in the implementation of CLIL in VT in the VAC mostly involves having to teach unwilling participants, thus the issues are not only methodological but very often attitudinal, because having to learn using a language not chosen by the student provokes mixed feelings. Overcrowded classes, a crammed curriculum and

outrageous differences in students' ages and FL competence levels within a multilingual environment do not facilitate the task.

This study points to fairly straightforward solutions to change this state of affairs, such as introducing class-sharing/*desdobles* to deal with large classes, like other modules in VT, and making the non-specific, subsidiary English (both content and language driven CLIL) an optional module, as it is in ESO, Bachillerato and university CLIL courses.

Specific teacher-training for the VT context, together with equal rights/opportunities for content and language (CLIL) teachers have been recognized as major needs demanding action from the Education Authorities. Meanwhile, teachers must find their own solutions by means of action-research and the use of projects to ensure the best possible implementation for any group, while helping generate a bank of experiences that others can feed from.

In the VAC, as in many other places, language-learning programmes are driven by socio-political interests. Maybe our education culture is moving from bilingual towards multilingual, but societies move slowly and during transitional periods practitioners often have to endure the tolls of negative attitudes, and pay extortionate prices on the road to success. Nevertheless, through a resilient love for our profession it is always possible to survive by collaborative work both among colleagues and students, and together succeed in walking the path of social change in education.

References

- CENOZ, J. (2013). Discussion: Towards an educational perspective in CLIL language policy and pedagogical practice. *International Journal of Bilingual Education and Bilingualism*, doi:10.1080/136700050.2013.777392
- CENOZ, J. (2015). Content-based instruction and content and language integrated learning: the same or different? *Language, Culture and Curriculum*. 28:1, 8-24, <http://dx.doi.org/10.1080/07908318.2014.1000921> Accessed 31.03.2016
- COOK, V. J. (1991). The poverty-of-the-stimulus argument and multi-competence. *Second Language Research*, 7, 103–117. doi:10.1177/026765839100700203
- COOK, V. J. (2016). Where is the native speaker now? *TESOL Quarterly*, 50:1, 185–189. doi:10.1002/tesq.286
- CONSELLERIA DE EDUCACIÓN. (2017). Dossier de Ciclos Formativos. Compilation published by the Generalitat Valenciana. Retrieved from: <http://www.ceice.gva.es/web/formacion-profesional/oferta1>
- CRYSTAL, D. (2013). World Englishes BritishCouncil Serbia Published on 7 Dec 2013. From the interview with David Crystal in Belgrade on 9 November 2013 Interviewer: Tony O'Brien, British Council Director Western Balkans. Retrieved from: https://www.youtube.com/watch?v=2_q9b9YqGRY

- DALTON-PUFFER, C., LLINARES, A., LORENZO, F., & NIKULA, T. (2014). You can stand under my umbrella: Immersion, CLIL and bilingual education. A response to Cenoz, Genesee & Gorter. *Applied Linguistics*, 35, 213-218. doi:10.1093/applin/amu010
- JENKINS, J. (2007) *English as a Lingua Franca: Attitude and Identity*. New York, New York: Oxford University Press.
- KRASHEN, S. D. (1982 and 2009). *Principles and Practice in Second Language Acquisition*. University of Southern California. First internet edition July 2009. First printed edition 1982 by Pergamon Press Inc. Print Edition ISBN 0-08-028628-3 Retrieved from: http://www.sdkrashen.com/content/books/principles_and_practice.pdf
- LASAGABASTER, D. and SIERRA, J. M. (2010). Immersion and CLIL in English: more differences than similarities. *ELT Journal*/64:4 October 2010 p.367-375; doi:10.1093/elt/ccp082 367 ^{aa} The Author 2009. Published by Oxford University Press. Advance Access publication October 29, 2009. Retrieved from: <https://pdfs.semanticscholar.org/2f9c/511a6f426e1c12d261a9d9efab4c3ddb18ba.pdf>
- LIN, A. M. Y. (2015). Conceptualising the potential role of L1 in CLIL. *Language, Culture and Curriculum*, 28:1, 74-89, DOI: 10.1080/07908318.2014.1000926, Published online: 11 Mar 2015. Retrieved from: <http://www.tandfonline.com/doi/full/10.1080/07908318.2014.1000926>
- MASSLER, U., STOZ, D. & QUEISSER, C. (2014). Assessment instruments for primary CLIL: The conceptualisation and evaluation of test tasks. *The Language Learning Journal*, 42, 137-150. doi:10.1080/09571736.2014.891371
- MET, M. (1998). Curriculum decision-making in content-based language teaching. In J.Cenoz & F.Genesee (Eds.), *Beyond bilingualism: Multilingualism and multilingual education* (p. 35-63). Clevedon: Multilingual Matters.
- PHILLIPSON, R. (1992). *Linguistic imperialism*. Oxford, England: Oxford University Press.
- PÉREZ CAÑADO, M. L. (2011). The effects of CLIL within the APPPP: lessons learned and ways forward. p. 389-406 in R. Crespo and M. García de Sola (Eds). *Studies in Honour of Ángeles Linde López*. Universidad de Granada, Granada.
- PÉREZ CAÑADO, M. L. (2012). CLIL research in Europe: Past, present and future. *International Journal of Bilingual Education and Bilingualism*. 15, 315-341.
- TEDICK, D. J., CHRISTIAN, D. & FORTUNE. T. W. (2011). The future of immersion education: An invitation to 'dwellin possibility'. In D. J. Tedick, D. J., Christian, D. & T. W. Fortune (Eds), *Immersion education: Practices, policies and possibilities*. (p.1-2). Bristol: Multilingual Matters.

CLIL & DIGITAL STORYTELLING WITH PRE-SERVICE TEACHERS. A TANDEM FOR SOCIAL AWARENESS REGARDING REFUGESS IN EFL CLASS²

Alcantud Díaz, Marfa; García-Raffi, Josep-Vicent

Universitat de València

Abstract: This article describes the design and implementation of a Digital Storytelling (DS) experience that was carried out in a foreign language setting with pre-service teachers. This case study sets out to assess the effect of the use of DS as a tool to scaffold Content and Language Integrated Learning (CLIL). This is aimed at becoming, firstly, a social awareness and pedagogical tool for both high education pre-service teachers and consequently, primary students; and secondly a tool to enhance the students' competences and skills in L2. The overall structure of the study revolves around the teaching-learning process that involves educational centres and society. The first stage of this procedure was to make pre-service teachers enhance their L2 by researching on the Syrian refugees' conflict prior to writing a short academic paper. To do this, the methodology implemented was based on CLIL, namely the CLIL Tool Kit. Thus, by accessing freely available online resources using their mobile devices in class as the source materials, they first worked in groups to develop their mind maps containing the CLIL 4 Cs, (Content, Culture, Cognition and Communication). Then, students based their digital story scripts on the information obtained. Finally, they created their digital stories that were shared with their peers in an in-class screen session. After that, they transferred their knowledge beyond university boundaries: on the one hand to primary school children because some pre-service teachers used DS with primary students in their practicum internship period. Conversely, their digital stories were also shared with society in general in the 4 MICE (International Contest of Educational Cinema) within the framework of the innovation project of the espaiCinema. Overall, these results indicate that this experience provided some useful insights into the use of the tandem CLIL - DS with pre-service students and its repercussion in primary education.

Keywords: Digital Storytelling, CLIL, primary and pre-service students, social awareness, interculturality, EFL

Resumen: Este artículo describe el diseño y la implementación de una experiencia con el Relato Digital (RD) que se llevó a cabo en un contexto de enseñanza de lengua extranjera (inglés) a futuros docentes de inglés en Educación Primaria. Este estudio de caso pretende evaluar el efecto del uso del RD como andamiaje para el AICLE (CLIL) para, en primer lugar, proponerlo al alumnado universitario y al de primaria como una herramienta tanto pedagógica como de sensibilización social. En segundo lugar, mostramos la utilidad de esta metodología para potenciar las competencias y habilidades del alumnado en L2. La estructura general de este estudio gira en torno al proceso de enseñanza-aprendizaje que involucra a los centros educativos y a la sociedad. La primera etapa de la experiencia expuesta aquí fue hacer que el alumnado de Educación Superior mejorara su L2 investigando sobre el conflicto de los refugiados sirios para después escribir un breve trabajo académico. Para ello, la metodología aplicada se basó en el Aprendizaje Integrado de Contenidos y Lenguas (AICLE/CLIL), concretamente el CLIL Tool Kit. Así, mediante el uso de recursos en línea de libre disposición y usando sus teléfonos móviles en el aula como herramientas de búsqueda de fuentes de información, primero, trabajaron en grupos para desarrollar unos mapas conceptuales que contenían las 4 Cs del CLIL Tool Kit (Contenido, Cultura, Cognición y Comunicación). Posteriormente, escribieron los guiones de sus historias digitales basándose en la información obtenida y las crearon, para después compartirlas con todo el alumnado de este grupo en una sesión de exposición y retroalimentación en el aula. Después, trasladaron sus conocimientos más allá de las fronteras universitarias: por un lado, a los niños y niñas de Educación Primaria porque algunos de los maestros/-as utilizaron sus RDs durante su periodo de prácticas. Pero además, los relatos digitales se compartieron también con la sociedad en general en el marco de la IV MICE (Concurso Internacional de Cine Educativo).

Palabras claves: Relato digital, CLIL, estudiantes de magisterio, concienciación social, interculturalidad, EFL.

1. Introduction

espaCinema is part of the Continuous Innovation Network of the Universitat de València (UVEG). Although the university has formally acknowledged this network since 2015, the origins of the group go back several more years. The project is open to the participation of all the members of the staff that have some kind of link with the Faculty of Education and all the students of UVEG. It constitutes an interdisciplinary and therefore interdepartmental line of action. These features are consistent with the philosophy of the project and of the participating teachers, since they do not conceive education as some kind of "watertight compartment". They consider the interaction between areas of knowledge as well as teacher-student interaction of great importance for the academic, personal and social development of all the actors of the teaching-learning process. The planning of activities arises from a previous reflective process; both the topics to be treated during an academic year and the specific activities to be carried out are discussed by the whole team. We consider this to be the essence of the project. We start from an interdisciplinary reflection, a dialogic

methodology that has made us grow as teachers since we started the project in order to be able to transfer it to the classroom. The activities proposed in *espaiCinema* intend to enable students from different courses of different Degrees and Faculties to share a space and a common reflection based on the use of cinema. Namely, we want to show cinema as both an instrument to link the educational community and as a text and pretext to develop a critical feeling through the teaching-learning process. In this process, content and procedures are prioritized to enhance the wisdom of sharing, listening, expressing, respecting, debating and dialoguing from the perspective of freedom of expression and shared reflection. For this reason, this activity becomes a very suitable action of higher education to develop skills that affect the levels of personal and professional development in a common way for all degrees, given its formative nature at a global and comprehensive level. The abilities that are developed with active participation in *espaiCinema* are totally extrapolated to the student's assumption of resources that help them to deal with problem solving or intervention in an issue in a specific academic, professional or social context. Thus, we highlight some of the competences that are most directly affected: first, analyzing and critically incorporating the most relevant issues of the current society that affect family education and school: the social and educational impact of audiovisual languages and language arts. Secondly, changes in gender and intergenerational relations; multiculturalism and interculturality; discrimination and social inclusion, and sustainable development; and promotion of educational actions aimed at preparing an active and democratic citizenship. Additionally, we have the need to design and regulate learning spaces in contexts of diversity that address gender equality, equity and respect for human rights.

Hence, this case study sets out to assess the outcome of the tandem CLIL/DS as firstly, aimed at becoming a social awareness and pedagogical tool for both, high education pre-service teachers and consequently, primary students; and secondly, to enhance the students' 21st Century competences and skills in L2. This methodology involves acquiring knowledge of some particular content while acquiring language. Among the benefits, this method allows students to set a real purpose to use English, that is, to obtain a film that, in the present case, will take part in an international film contest. In addition, it allows learners to improve fluency by focusing more on the content rather than on the grammar itself.

2. Theoretical framework

The European Commission, together with the Education Council agreed that there was a need to give a new impulse to the teaching and learning of foreign languages (European Parliament, 1984). As a result, the European Union promoted multilingualism so that all European citizens would be able to speak at least two foreign languages. By achieving this, cohesion in Europe would be potentially increased. Additionally, as the publication of the European Commission entitled White Paper on Teaching and Learning, Towards the Learning Society, indicated, "it was no longer possible to reserve proficiency in foreign languages for an elite or those who acquire it on account of their geographical mobility [...]" (European Commission, 1995: 44). It was in this languages learning context becoming progressively a key educational initiative within the European Union (Eurydice, 2006) when CLIL (Content and Language Integrated learning) stood as a new actor. So, in 2005, the European Council

recommended that CLIL be adopted through all the European Union as an effective approach to language learning.

The term CLIL was formally coined by Marsh in 1994. This author defined CLIL (2002:15) as “a dual-focused educational approach in which an additional language is used as a medium in the learning and teaching of a nonlanguage subject”. The basis of CLIL was established and built over two main works: Council of Europe's (1995) White Paper on Intercultural Dialogue, and European Commission's (2005) Content and Language Integrated Learning at School in Europe. CLIL methodology had been influenced by both Canadian English and French immersion education programmes since 1987, and bilingual language programs in North America in the 1960s (Pérez-Vidal, 2007, p.60). Nonetheless, it was in the 1990s when it started to be used in European countries as a method and spread quite rapidly. The reason for its increasing use was that this method “placed both language and non-language content in a form of continuum, without implying preference for one or the other” (Marsh, 2002: 58). As Marsol (2015:1-2) stated, from then on “CLIL was used as an umbrella term to subsume different types of emerging bilingual education, immersion experiences and content-based instruction across a range of European countries.”

Regarding CLIL educational and linguistic objectives, according to Eurydice (2006), CLIL instruction focused on: (i) preparing students for life in a more internationalised society, and offer them better job prospects in the labour market. That is, an improvement of intercultural communication skills (socio-economic objectives); (ii) transferring students' values of tolerance and respect towards other cultures, (sociocultural objectives); (iii) empowering students to develop language skills which emphasised effective communication and motivated them to learn languages by using them for real practical purposes. Thus, fostering the growing of multilingual interests and attitudes (linguistic objectives); (iv) creation of more opportunities to study content through different perspectives (educational objectives); (European Commission, 2012).

CLIL implementation has been carried out in different ways, from duration to evaluation systems. However, all shared the following factors: results, and the need of learning a foreign language within a real context, in daily communicative situations (Pérez-Cañado, 2012, p.315-316). Due to space constraints, this chapter will be focused only on Coyle's CLIL Tool Kit based on the 4Cs framework (1999). According to Coyle, a CLIL lesson should cope with topics and issues related to Content, Culture, Communication and Cognition (the four Cs) to be successful. Content refers to acquisition of new knowledge, skills and understanding. Communication refers to the interaction and progression in language using and learning, that is, learning to use a language. Cognition refers to the engagement in higher order thinking and understanding, problem solving, accepting challenges and reflecting on them; and Culture refers to 'self' and 'other' awareness, identity, citizenship and progression towards pluricultural understanding. In other words, knowing one's own and others' own identity society, cultures and the world around us (Coyle, 2006:9; Coyle, Hood & Marsh, 2010: 53-54). Hence, the combination, interaction and interrelation of these four Cs, each presenting an intrinsic goal, is the key for CLIL success. Additionally, Dalton-Puffer (2008:5) explains that some aspects of linguistic acquisition such as receptive skills, vocabulary, morphology,

fluency or emotive outcomes are favourably affected through CLIL methodology. Conversely, syntax, writing, pronunciation, pragmatics or informal language are unaffected. Further,

...what separates CLIL from some established approaches such as Content-Based Language learning or forms of bilingual education is the planned pedagogical integration of contextualised content, cognition, communication and culture into teaching and learning practice. (Coyle, 2002: 45)

With regard to the implementation of this methodology, CLIL teachers must make use of authentic realia since it is a perfect example of how the target language is used. By doing so, CLIL classes construct a naturalistic environment due to the fact that they focus on meaning and communication rather than on accuracy and thus, providing students with a great amount of authentic input that guarantees that the language can be used for a communicative end and in different contexts (Marsh, 2000, Muñoz, 2007).

In sum, CLIL is seen as "an opportunity for importing an element of learning the language in the street into formal education" (Dalton Puffer, 2007: 8). This aspect of CLIL methodology has been covered in the case explained in this chapter by using real texts, videos and pictures on India. Additionally, CLIL also sets its foundations on cooperative learning that decreases learners' anxiety, facilitates learning, increases motivation and encourages interaction, meaningful negotiation and conversation among students (Fernández Fontecha, 2008), as has been the case in the present experience.

3. Methodology

The Faculty of Education (UVEG) has established three or four weeks of complementary activities (SAC) during the academic year since the higher education reform. It is a whole-faculty project that encompasses all kinds of activities. That week has its teaching schedule divided into a first time zone where classes are normally taught (although some teachers program different activities within the regulated contents of the teaching guides) and a second time slot where the students are distributed according to the interest they have shown regarding the different general activities programmed for the entire Centre. Although *espaciCinema* activities take place throughout the course, we always have an important presence within each SAC.

During the second SAC of 2016 at the Faculty of Education (UVEG), two two-hour Digital Storytelling workshops were organized for the students and teachers of that institution. 51 participants took part in this experience, all of them registered in the subject English Language II, a subject included in the curriculum of the last year in the Primary English Teacher Degree. The goal of these activities was to offer Primary Education teachers-to-be a new tool to use new information and communication technologies in the primary classroom, enabling children to become cinema directors with the aim of being able to use cinema in an innovative way to acquire knowledge.

The instructional workshops began by clarifying the concept of Digital Storytelling as a genre applied to education, that is, it was defined as "combining the art of storytelling with other

digital tools: graphics, text, sound, video, music, etc. This type of story always includes a personal point of view expressed in just a few minutes. The application to teaching of this tool has been called "Educational Digital Storytelling" (Alcantud-Díaz & Gregori Signes 2013, Barret 2006, Brígido-Corachán & Gregori- Signes 2014, Gregori-Signes & Alcantud-Díaz 2013, Gregori-Signes 2008, Lambert 2009, Robin 2008).

Then, a review was carried out of the didactic sequence that should be followed in order to create a digital story² that contained the real characteristics of the genre, that is: (i) selection of the topic, (ii) research of sources to watch different examples (professional competences related to researching), (iii) the creation of folders on the desktop for students to learn how to get organized (professional skills), (iv) searching for information on the topic (which was related to the CLIL implementation) and scriptwriting (literary proficiency), (v) search for images and sound (visual and digital competencies) and the creation of the storyboard (professional skills). Photostory 3 by Microsoft was the software used to create the digital stories. For all these steps, the students were provided with a series of web pages from which they could obtain images and sounds without copyright, showing them the importance of this fact.

The second part of the workshop was focused on the students' acquisition of skills with the previously mentioned program, the creation of their stories, the recording of their voices and the birth of their videos that finally we shared in a feedback session. Later, they were taught to evaluate such stories following Robin's rubric (2006). The evaluation of this activity was very positive and consisted of the visualization of the digital stories in groups and the elaboration of a constructive criticism of both the story and the editing, as well as of the workshop as a whole.

The methodology used in this experience was the use of Digital Storytelling in the classroom as a tool to scaffold Content and Language Integrated Learning (CLIL) classes. The topic chosen for this project was 'raising awareness of refugees and their resilience'. The Coordinator of the activity was Dr. Alcantud-Díaz (Department of Didactics of Language and Literature). Once the digital storytelling workshop was over, the instructions given to students were that they had to create a video between 3 and 5 minutes long that supposedly served as the basis or starting point for an awareness raising didactic unit about the acceptance and understanding of refugees; the reason for their situation and their resilience. That is to say, they would have to create a digital story from which (imaginatively) they could develop activities that would work competences related to intercultural education, Education for Development and English learning in the Primary Education classrooms they were attending as teachers on their practice period the following term. In addition, some of these works could serve as a basis for some of the Final Degree Dissertation Projects that these students had to hand in for the 2016/2017 course.

Once the students had been instructed regarding Digital Storytelling, they were divided into groups. Generally, students in a CLIL class are divided into small groups, and each member of the group carries out a task. The purpose of group work is to promote peer collaboration.

²see http://download.microsoft.com/documents/australia/education/photo_story_3.pdf

Furthermore, group work enables participation of students with special needs since they can carry out simple and easy tasks. Thanks to this strategy, these students become conscious about the fact that their work is also important and they felt a sense of belonging to the group. Scaffolding as a strategy, a process in which students are guided and supported by their teachers, particularly during interaction, was also used.

The didactic sequence implemented after the Digital Storytelling workshop was composed of three stages:

1. Researching on refugees. The aim of this stage was to enhance students' L2 by researching on the internet about the Syrian refugees' conflict (Social Sciences content). Then, they had to write a report on the issue. The source materials for the research were freely available online resources in English, through their mobile devices in class.
2. Developing their mind maps (English language content). Students created their mind maps developing the CLIL 4 Cs, (Content, Culture, Cognition and Communication) according to Coyle's CLIL Tool Kit model.
3. Creating digital stories. Students used their mind map information to write their digital story scripts. They also had to get organized by creating their storyboards, looking for images and sounds to be filed in their desktop folders, and so on.

The digital stories made in the English classroom were intended to fulfil the terms of one of the educational guidelines of the Universitat de València, transferring knowledge to society. The digital stories that were created and discussed later were selected to participate in the IVMICE (Mostra Internacional de Cinema Educatiu) whose motto "Dreaming stronger than ever" captivated our students. The MICE is a European project that encourages educational cinema to move from non-formal learning to a curricular adaptation. The MICE took place from 24 to 27 February 2016 in Valencia, L'Eliana, Benetusser and Sagunt and from 19 to 25 February in Madrid and Alicante.

In order to evaluate the Digital Stories, there was a double evaluation process following Alcantud-Diaz's (2016) model: "a peer evaluation designed in order to implicate students in assessment at the end of the process, and a teacher evaluation." This evaluation grid asked for a numerical score on the (i) quality of voice, (ii) quality of image and (iii) pronunciation and fluency columns. Additionally, with the aim of evaluating the content related to Geography and History (Syrian refugees) and the awareness-raising content (CLIL), a final column was added: awareness and further thoughts. Regarding this part, a debate was held in the classroom and a direct observation assessment was implemented.

4. Results

The results obtained were very interesting. With regard to the transference of knowledge to society, in the MICE festival, our students were assigned an exclusive thematic panel on Friday, February 26th in the SGAE room in Valencia. This panel was called "Refugiats/des i audiovisual educatiu, 14 relats digitals per a sensibilitzar sobre els refugiats espaiCinema de la Facultat de

Magisteri per a la MICE". The 14 digital stories attracted an audience that completely filled the exhibition room in an event that more than fulfilled its objective. The stories showed the digital skills and creativity of these students and their predisposition to issues related to social construction, as can be seen in the relationship that we show below (see figure 1).



Figure 1. Content of the MICE exhibition

All the work related to this task was programmed to be carried out in groups from the beginning, as mentioned previously. This same team work was reflected in the organization of the event, since five volunteer students, along with their teacher and the espaiCinema Director Josep Vicent García Raffi, were in charge of the organization, presentation of the event and each digital story, the announcement of awards and the delivery of prizes to the six best videos: the first three awards, plus three special mentions: best historical reflection, best graphisms and best audio-visual production. These prizes were awarded by a jury formed by Professors of the Universitat de València.

Regarding the results of the evaluation based on the rubric created to this end, scores ranged from 1 to 10. Usually they were assigned between 7 and 10 on the scale. We finally made the decision of not taking them into account because we detected a numerical alteration linked to group friendships and personal relationships. The three elements that were taken into account were mainly: the quality of voice, the quality of image, pronunciation and fluency (in

terms of linguistic content) and the research and its accuracy (in terms of History and Geography content). We also studied the comments that the students made in their peer evaluation in depth. The most used expressions to define their peer's digital stories were: "very expressive, nice history, great discourse and music, good music, good plot, beautiful end, original". But the students in this process of analysis specified some other observations:

- I think that there are pictures not related to the topic.
- I think this is a really insightful piece of work, because it compares both the civil war and the situation in Syria.
- Great plot. However, they mix images of people from India on a train that could be weird for children.
- I like the fact that the child is interested about the topic of refugees.
- Innovative, they mixed drawings, photographs and videos. Incredible story, amazing.
- The black and white are well used. Good subliminal message.
- Good use of the tool of the voice, with dramatism sometimes.
- I like a lot the drawings. It's an original perspective and different from the rest.
- The fact that the father is a soldier is a surprising aspect. Great topic.
- Good quality of the images and the black and white background. Good text story.

The digital story that was given the first award by an independent jury composed of teachers of different areas of knowledge, was also given many favourable comments by the rest of the students: "The perspective seen through this video was absolutely original and new for me." "I like the pics they have used so as to illustrate Syrian war, for instance."

In terms of knowledge transference to primary children, some pre-service teachers used their DS with their Primary Education students in their practicum internship period, constructing their final degree dissertation around this tool created by them (see Alcantud-Díaz, 2016). Hence, these Primary students were instructed on the plight of refugees and their circumstances, due to the content on Geography and History included in the digital stories. So, we can say that this experience provided some useful insights into the use of the tandem CLIL/ DS with pre-service students and its repercussion in society.

5. Conclusion

As drawn from the results, the overall conclusion of this experience is that the pedagogical combination of CLIL and Digital Storytelling has shown very positive results in terms of foreign language learning, motivation, awareness-raising on the topic at stake, namely, Syrian Refugees' situation, context and background, and collaborative (instead of competitive) work. Thus, we confirm what a large number of studies have identified: firstly, a positive link between motivation and scores, which reflected an enhancement in the competences regarding the foreign language language learning (Csizér and Dörnyei, 2005, Fernández Fontecha 2010), and secondly, that the reason behind positive results of CLIL on language attitudes was influenced by the fact that learners get benefit from input that is real,

meaningful and comprehensible (Muñoz, 2002, 2007). Furthermore, the CLIL/DS method has strengthened learners' ability to process input because in CLIL, the learners' affective filter may be lower than in other situations because learning occurs in a relatively anxiety-free environment.

In addition, by using Digital storytelling as a means to scaffold Content and Language Integrated Learning (CLIL) classes, we have moved our students from "active viewing" in the research stage to what Bradley, Hunt, & Cole (2017:179) termed "active filmmaking".

We were very fortunate to share the MICE show with MEP Julie Ward, a member of the Committees for Culture and Education, Regional Development and Women's Rights and Gender Equality who visited our section. The MEP valued positively the initiatives of this kind and asked us to keep on working in this line because it is an initiative that had been replicated in Primary schools and thus, it has gone from a task carried out at university straight towards society, one of the objectives that were intended. The Digital stories have been used in Primary Education classrooms, they are generating end-of-grade work and, above all, they have been part of the meaningful learning that involves 'learning by doing'.

To finish this conclusion, we would like to highlight that this novel approach has undeniably enlivened this group of students as we were able to check in their MICE closing discourse. In that speech, our students said:

We think that education is the best weapon against all the world illnesses. It has given us the opportunity to open our eyes to this universal blindness in order to create committed, sensitive and empathetic citizens with the world that surrounds us; with the world we live in. Thanks to the development of this project we have achieved an improvement in some particular competences such as: geographical, technological, social, and those related to international cooperation, collaboration, awareness, empathy and creativity.

In sum, choosing engaging and worthwhile material and approaches for teaching languages is crucial, as seen in this CLIL approach to language teaching and learning experience.

NOTE: This article is framed within the Innovation Project *espaiCinema* Universitat de València. <http://espaicinema2016.blogspot.com.es>

References

- ALCANTUD-DÍAZ, M. (2016). "Digital Storytelling with pre-service teachers. Raising awareness for refugees through ICTs in ESL primary classes." *Digital Education Review* 30, 1-16.
- ALCANTUD-DÍAZ, M. & GREGORI-SIGNES, C. (eds.) (2013). *Experiencing Digital Storytelling*. Valencia: JPM Ediciones.
- BARRETT, H. (2006). "Researching and Evaluating Digital Storytelling as a deep Learning Tool". *Proceedings of international conference on Society for Information Technology and Teacher Education*, 647-54.

- BRÍGIDO-CORACHÁN & GREGORI SIGNES, C. (2014). *Appraising Digital Storytelling across Educational Contexts*. Valencia: Universitat de València.
- BRADLEY, J. P., HUNT, J. R., & COLE, D. R. (2017). "CLIL-Multiliteracies-Multiple Literacies Theory: On the Passage from Active Viewing to Active Filmmaking". *STEM Journal*, 18, (2), 179-201.
- COM (European Commission). (1995). White Paper on Teaching and Learning: Towards the Learning Society. Brussels, <http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf>
- COM. Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006.
- COYLE, D., HOOD, P. & MARSH, D. (2010). *CLIL – Content and Language Integrated Learning*. Cambridge, UK: CUP.
- COYLE, D. (2007). *Content and Language Integrated Learning: Motivating Learners and Teachers. The CLIL Teachers Toolkit: a classroom guide*. Nottingham: the University of Nottingham.
- COYLE, D. (2006). "Developing CLIL: Towards a Theory of Practice". In *APAC Monographs*, 6. CLIL in Catalonia, from theory to practice, 5-29.
- COYLE, D. (2002). "Relevance of CLIL to the European Commission's Language Learning Objectives" in Marsh, D (eds.) *CLIL/EMILE European Dimension: Actions, Trends and Foresight Potential*. European Commission.
- COYLE, D (1999). Theory and planning for effective classrooms: supporting students in Content and language integrated learning contexts. In Masih, J (Ed): *Learning Through a Foreign Language* London: CILT
- CSIZÉR, K. & DÖRNYEI, Z. (2005). "Language Learners' Motivational Profiles and Their Motivated Learning Behavior". *Language Learning* 55.4: 613–659.
- DALTON-PUFFER, C. (2008). 'Outcomes and processes in Content and Language Integrated Learning (CLIL): "Current research from Europe." *Future Perspectives for English Language Teaching*. Ed. Werner, Delanoy and Laurenz, Volkman. Heidelberg: Carl Winter, 139-157.
- EUROPEAN COMMISSION. (2012). *Language Learning at Pre-Primary Level: Making it Efficient and Sustainable. European Strategic Framework for Education and Training (ET 2020)*. Brussels: EC.
- EUROPEAN COMMISSION. (2005). *Content and Language Integrated Learning at School in Europe*. Brussels: EC.
- EUROPEAN COMMISSION. (1995). *White Paper on Education and Training: towards the Learning Society*. Brussels: European Commission (EC).

- EURYDICE. (2006). *Content and Language Integrated Learning (CLIL) at School in Europe, Spain: National Description 2004-2005*. European Commission: Directorate-General for Education and Culture.
<http://www.indire.it/lucabas/lkmw_file/eurydice/CLIL_EN.pdf>
- FERNÁNDEZ FONTECHA, A. (2010). "First Steps of CLIL in a Spanish Monolingual Community: The Case of La Rioja". *CLIL in Spain: Implementation, Results and Teacher Training*. Ed. Yolanda, Ruiz de Zarorbe and David Lasagabaster. Newcastle: Cambridge Scholars Publishers, 79-94.
- GREGORI-SIGNES, C. (2008). "Integrating the old and the new. Digital Storytelling in the FL language classroom", *Greta*, 16, 1 y 2:29-35.
- GREGORI SIGNES, C. & ALCANTUD DÍAZ, M. (Eds). (2013) *Experiencias con el Relato Digital*. Valencia: JPM Ediciones.
- LAMBERT, J. (2009). *Digital Storytelling. Capturing lives. Creating Community*. Berkeley: CA Digital Dinner Press.
- MARSH, D. (2002). *Using Languages to Learn and Learning to Use Languages*. Finland: University of Jyväskylä,
- MARSOL (2015). *English Language Learning in CLIL and EFL classroom settings, a Look at Two primary Schools*. PhD Thesis. Consulted from
http://diposit.ub.edu/dspace/bitstream/2445/101925/1/AMJ_THESIS.pdf
- MUÑOZ, C. (2002) "Relevance and Potential of CLIL." CLIL/EMILE – The European Dimension" in David Marsh (Ed.). *Actions, Trends and Foresight Potential. Strasbourg, European Commission*. Jyväskylä: University of Jyväskylä, 2002. 33-36.
- MUÑOZ, C. (2007) "CLIL: some thoughts on its psycholinguistic principles". *Monográfico de la Revista Española de la Lingüística Aplicada* 1: 17-27.
- PÉREZ-CAÑADO, M.L. (2012). *CLIL research in Europe: past, present, and future. International Journal of Bilingual Education and Bilingualism*, 15(3), 315-341.
- PÉREZ-VIDAL, C. (2007). "The need for focus on form (FoF) in Content and Language Integrated approaches: An exploratory study". *RESLA* 1: 39.
- ROBIN, B. (2008). "The Effective Uses of Digital Storytelling as a Teaching and learning Tool". In James Flood, Shirley Heath and Diane Lapp (Eds.). *Handbook of Research on Teaching Literacy through the Communicative and Visual arts (2)*, 429-440. New York: Lawrence Erlbaum Associates.
- ROBIN, B. (2006). <http://digitalstorytelling.coe.uh.edu/rubrics.html>

LA LECTURA EN VALENCIÀ AMB LES TIC

Marí Climent, Alicia; García Vidal, Pilar

Universitat de València

Resum: En aquest treball pretenem mostrar diferents dissenys d'activitats amb l'aplicació de tecnologies de la informació i la comunicació (TIC) per tal de promocionar la lectura en valencià en l'alumnat mitjançant diferents formats. A partir de projectes per treballar lectures amb l'ús de les TIC que fan els alumnes del Màster de professor/a de Secundària, destaquem diferents gèneres i eines TIC que s'hi han emprat per tal d'implicar l'alumnat de diferents cursos en tasques per treballar la comprensió lectora i la creació de textos multimèdia. A més, aquest treball permet desenvolupar competències bàsiques diverses i les TIC aporten uns avantatges que repercuteixen en l'aprenentatge lector de l'alumnat ja que suposen aprofundir en els autors i obres llegides mitjançant el treball col·laboratiu, la interacció i la reflexió. El fet de potenciar el treball en grup, l'intercanvi d'informació i la selecció d'allò més significatiu pel que fa a la interpretació de les obres per tal d'elaborar un producte final dona sentit a l'aprenentatge literari. Del corpus de treballs realitzats destacarem aquells més creatius pel que fa a les eines TIC utilitzades en relació amb la proposta didàctica que inclouen, com ara la creació d'una entrada en la Viquipèdia d'una obra literària i d'una web del projecte després d'un treball de lectura i anàlisi del text; la programació d'una web amb una seqüència d'activitats per treballar la poesia de postguerra; l'elaboració d'una línia del temps digital sobre el període literari de la Renaixença; la preparació d'un itinerari en un mapa en línia per a realitzar una ruta literària, i la presentació d'una revista digital on els alumnes comparteixen els seus textos i els difonen en els xarxes socials. Els resultats indiquen que els projectes amb TIC i la seua aplicació didàctica entre l'alumnat per tal de potenciar la lectura permeten integrar el treball de diferents tipus de lectura, suposen utilitzar diferents habilitats lingüístiques i afavoreixen la comprensió quan hi ha una finalitat de la lectura.

Paraules clau: lectura, TIC, treball per projectes, Secundària.

Resumen: En este trabajo pretendemos mostrar diferentes diseños de actividades con la aplicación de tecnologías de la información y la comunicación (TIC) para promocionar la lectura en valenciano en el alumnado mediante diferentes formatos. A partir de proyectos para trabajar lecturas con el uso de las TIC que hacen los alumnos del Máster de profesor/a

de Secundaria, destacamos diferentes géneros y herramientas TIC que se han empleado para implicar al alumnado de diferentes cursos en tareas para trabajar la comprensión lectora y la creación de textos multimedia. Además, este trabajo permite desarrollar competencias básicas diversas y las TIC aportan unas ventajas que repercuten en el aprendizaje lector del alumnado puesto que suponen profundizar en los autores y obras leídas mediante el trabajo colaborativo, la interacción y la reflexión. El hecho de potenciar el trabajo en grupo, el intercambio de información y la selección de lo más significativo en cuanto a la interpretación de las obras para elaborar un producto final da sentido al aprendizaje literario. Del corpus de trabajos realizados destacaremos aquellos más creativos en cuanto a las herramientas TIC utilizadas en relación con la propuesta didáctica que incluyen, como por ejemplo la creación de una entrada en la Viquipèdia de una obra literaria y de una web del proyecto después de un trabajo de lectura y análisis del texto; la programación de una web con una secuencia de actividades para trabajar la poesía de posguerra; la elaboración de una línea del tiempo digital sobre el periodo literario de la Renaixença; la preparación de un itinerario en un mapa en línea para realizar una ruta literaria, y la presentación de una revista digital donde los alumnos comparten sus textos y los difunden en las redes sociales. Los resultados indican que los proyectos con TIC y su aplicación didáctica entre el alumnado para potenciar la lectura permiten integrar el trabajo de diferentes tipos de lectura, suponen utilizar diferentes habilidades lingüísticas y favorecen la comprensión cuando hay una finalidad de la lectura.

Palabras clave: lectura, TIC, trabajo por proyectos, Secundaria.

1. Introducció

En aquest estudi s'hi fa una proposta d'apropar les tecnologies de la informació i la comunicació (TIC) a l'ensenyament literari amb l'objectiu de difondre entre el professorat diferents recursos TIC adients per tal d'implementar-los didàcticament en el treball que es fa a l'aula sobre les lectures acadèmiques.

L'objectiu de l'educació lingüísticoliterària és el desenvolupament de la competència comunicativa segons els objectius de l'educació secundària, per tant, en l'ensenyament de la literatura i la pràctica de la lectura a l'escola s'hauria de tenir molt present aquesta finalitat. Com indica Ballester (2007), cal un gran esforç d'anàlisi, de reflexió i de seguiment per emprar estratègies vàlides per a l'educació literària. Això suposa plantejar-se com es pot ensenyar literatura per tal que els alumnes en gaudeixquen i n'apreguen llegint, parlant-ne i escrivint sobre el que lliguen.

Tal com afirma Colomer (2012), l'educació literària implica accedir a diferents tipus de textos, dominar habilitats lectores, utilitzar el metallenguatge en situacions d'expressió i debat. Les activitats escolars tradicionals, per tant, es podrien enriquir amb el nou context social que implica l'ús de les tecnologies en tant que poden afavorir aquests objectius de l'educació literària ja que faciliten l'accés a una major diversitat de textos, permeten ampliar els recursos per reforçar les diferents habilitats lectores i potencien la interacció amb altres

lectors. En l'etapa de Secundària, en què encara cal desenvolupar l'habilitat lectora de forma diferenciada segons els alumnes, les TIC són una bona ajuda per treballar la diversitat.

Segons l'estudi de Manresa (2016), educar en la competència per a la conversa social sobre la ficció cada dia és més rellevant per la força que va prenent la socialització lectora en la xarxa. Programar lectures lliures o guiades simultàniament (*cursive* i *analítiques*, tal com en diuen al currículum francès) permet construir hàbits lectors i formar al lector literari. Com poden contribuir les TIC a millorar el treball amb aquest tipus de lectures en el lector juvenil de la manera més pertinent és un desafiament en l'actual societat on les tecnologies són tan presents i tan a l'abast del jovent.

Recentment, s'han presentat interessants projectes de lectura 2.0 amb exemples d'ús de les noves tecnologies per a treballar gèneres literaris en Secundària i Batxillerat com els de Duran (2012), Margallo (2012), Bataller i Gassó (2014), Monar i altres (2014). Amb la finalitat de completar i ampliar aquestes propostes, incorporem en aquest treball altres projectes amb la intervenció de les TIC que han elaborat els alumnes del Màster de professor/a de Secundària des dels cursos 2011-12 fins al 2015-16.

2. Objectius

Els objectius fonamentals que ens proposem amb aquest plantejament són: poder atendre la diversitat d'interessos i destreses de l'alumnat, integrar les quatre habilitats lingüístiques, propiciar les relacions interdisciplinars, introduir l'avaluació formativa i donar-li una aplicació didàctica a la riquesa de recursos que ens ofereix la xarxa per potenciar l'aprenentatge lector.

A més, volem proposar projectes de treball col·laboratiu amb TIC per treballar les lectures i la literatura en Secundària que siguin d'interès per al professorat per tal de facilitar estratègies de comprensió lectora amb una metodologia operativa que servisca de guia en la seua aplicació didàctica.

3. Metodologia

L'enfocament metodològic plantejat consisteix en el desenvolupament d'un projecte sobre els continguts del currículum de Secundària i Batxillerat de l'àrea de Llengua i Literatura aplicat a un nivell o a una etapa educativa. Hi proposem una sèrie de treballs que consisteixen en un conjunt d'activitats organitzades i seqüenciades en funció d'un resultat o producte determinat, amb la incorporació de recursos TIC per a la seua elaboració: una entrada en la Viquipèdia d'un nou llibre, una web per treballar la poesia, una revista literària, una ruta lingüística, una línia del temps per treballar un període literari.

La seqüència d'activitats es distribueix en diferents fases, seguint la proposta presentada per Kilpatrick el 1918 (Zabala, 1995, en Rodríguez Gonzalo 2008: 29):

- 1a) Els estudiants formen grups de 4 o 5 i seleccionen el contingut del projecte tenint en compte que els materials didàctics que es preparen han de ser implementats i avaluats en contextos escolars reals.
- 2a) Planificació dels mitjans i de les etapes de la realització.

- 3a) Realització del treball.
- 4a) Presentació i avaluació individualitzada i grupal del producte realitzat.

Amb aquest procediment l'alumnat del Màster aprén a elaborar materials didàctics sobre llengua i literatura per aplicar-los a les aules de Secundària amb uns objectius específics explícits, que inclouen els criteris de producció i d'avaluació dels textos elaborats (Camps, 1996: 48).

La introducció de recursos TIC suposa una alfabetització en i per a la cultura digital i comporta un augment de possibilitats de participació (Lara, 2009). Ara bé, la innovació i la millora de les pràctiques educatives mitjançant les tecnologies depén del bon ús que se'n faça en la seua aplicació didàctica. Tal com afirmen Rodríguez G. (2008) i Colomer (1996, en Margallo 2012: 23), els projectes de treball han demostrat ser una forma de planificació eficaç i un instrument d'observació i investigació per part del professorat que ofereix moltes possibilitats per a la innovació educativa. A més permeten: integrar el treball de diferents tipus de lectura, donar protagonisme a les activitats de lectura, escriptura i oralitat, i afavorir l'assimilació d'aprenentatges literaris.

Segons Lluch (2012), la xarxa disposa d'una riquesa de recursos per a fomentar la lectura i l'escriptura que ens permeten potenciar el Pla de Lectura del Centre. D'altra banda, el treball per projectes aporta consistència i sentit a l'aprenentatge lingüístic i literari ja que suposa incloure una sèrie de continguts del currículum de llengua i literatura que es treballen en una seqüència d'activitats fins a arribar a un producte final. Cal remarcar que la incorporació de les TIC ha d'anar unida a una renovació metodològica que tinga en compte els avanços en didàctica de la llengua i la literatura de manera que s'aprofiten les possibilitats de la xarxa per a investigar, reflexionar i compartir, tal com assenyalen Manresa, Durán i Ramada (2012).

En els projectes de treball realitzats durant els diferents cursos del màster s'ha aconseguit integrar el treball sobre la llengua en relació amb la lectura de textos literaris, l'elaboració de textos d'intencionalitat literària en diferents gèneres, i l'ús de múltiples recursos TIC que afavorisquen una planificació didàctica eficaç i motivadora per a l'alumnat.

Tot seguit presentem una relació de gèneres acadèmics que han estat treballats en els projectes realitzats per l'alumnat del Màster de Secundària amb diferents suports tècnics i que han estat adequats per promocionar la lectura en valencià mitjançant el treball d'alguns aspectes del currículum de Llengua i Literatura en Secundària: videolits; revistes i periòdics digitals en *Blogger*, *Wordpress* i *Wix*, carrers literaris i lingüístics amb *Google maps*; pràctiques dramatitzades al voltant de qüestions lingüístiques (*videoling*); programes de ràdio per difondre activitats culturals, etc.

Trobem una gran diversitat de gèneres per tal de treballar l'escriptura acadèmica en els projectes realitzats pels alumnes: rutes literàries i lingüístiques; gèneres periodístics; comentaris lingüístics i literaris; videolits; debats; textos instructius, expositius i argumentatius; qüestionaris, cartes; publicitat i doblatge d'anuncis; creació de poemes, contes i assajos; recitació de poemes; textos en *Twitter*, *Tuenti* i *Facebook* per difondre informacions o comentar textos; *currículum vitae*, instàncies.

Taula 1. Gèneres treballats en els projectes dels diferents cursos

2011-12	2012-13	2013-14	2014-15	2015-16
Guia de carrers amb nom d'criptors	Notícia, reportatge, entrevista, comentari de cançons, fòrum	Adaptació d'un conte en vídeo	Adaptació d'una novel·la en vídeo, ruta literària, comentari d'una novel·la, crònica de la ruta i difusió en piulades al Twitter	Notícia, publicitat
Text instructiu per solucionar errades ortogràfiques	Comentari dialectològic de cançons	Guia de carrers i comentari sobre els noms, crònica	Comentari dialectològic de cançons	Qüestionari sobre dialectes
Text instructiu i argumentatiu sobre les varietats dialectals	Adaptació de contes en vídeo	Text instructiu per practicar activitats sobre categories gramaticals i difusió en piulades al Twitter	Comentari dialectològic de cançons i creació de cançons	Comentari sobre les varietats dialectals en la comunicació oral
Text instructiu i argumentatiu sobre les varietats dialectals	Comentari de poemes avantgardistes	Text expositiu sobre autors i obres de la Renaixença	Text expositiu sobre la ruta anomenat <i>Llibre dels Feits d'Alboraia</i> , piulades per difondre'l a Twitter	Comentari dialectològic, cartes
		Comentari sobre publicitat sexista i participació en un debat	Gèneres periodístics d'informació i d'opinió, publicitat, debat, monòleg, piulades per difondre'l a Twitter	Comentari de poemes, recitació i composició de poemes
		Comentari dialectològic de cançons	Gèneres periodístics d'informació i d'opinió, debats, col·loquis, piulades per difondre'l a Twitter i difusió en post a Facebook	Comentari de textos literaris, assaig sobre la situació actual de les dones en relació amb l'època dels autors treballats
		Comentari d'errades ortogràfiques en cartells i difusió en post a Facebook	Creació d'una entrada a Viquipèdia	Comentari, creació i recitació de poemes
		Notícia, reportatge, entrevista, crònica, columna d'opinió, editorial, difusió de la informació en piulades al twitter i en tuenti	Cartes al director, <i>curriculum vitae</i> , instància, qüestionari	Doblatge d'un anunci publicitari
		Publicitat amb varietats dialectals		
		Notícies		
		Textos instructius sobre qüestions lingüístiques i text narratiu per posar exemples		
		Textos instructius per realitzar activitats de llengua		
		Textos explicatius sobre les varietats dialectals diatòpiques		
		Adaptació d'una novel·la en vídeo		

Font: elaboració pròpia

4. Descripció de l'experiència

Presentem algunes propostes desenvolupades per l'alumnat per tal de treballar lectures en Secundària que han donat resultats satisfactoris i han estat ben valorades per l'alumnat del Màster.

4.1. LIT&CLICK: *Carta a la reina d'Anglaterra*

Projecte per a treballar una lectura amb la realització d'una entrada a Viquipèdia i d'una web on es presenten els tutorials que han de seguir els alumnes

TIC: Viquipèdia, Wikimedia Commons, pàgina web amb WIX.

Gènere: entrada de Viquipèdia.

Objectius d'aprenentatge:

- Treballar les lectures de l'aula d'una manera interactiva, dinàmica i allunyada de les tasques tradicionals.
- Aprofundiment en una obra literària a través d'eines digitals.
- Anàlisi d'una obra literària en un grup cooperatiu.



Figura 1. Imatge de la web Treballem la literatura a base de clicks

Font: elaboració pròpia

4.2. Poesia de Postguerra

Projecte que consisteix en l'elaboració d'un lloc web i d'una línia del temps sobre la poesia de postguerra.

TIC: programa per confeccionar la línia del temps *Capzles*; inserció de la línia del temps dins una pàgina de *WordPress*, en la qual hi haurà més informació complementària, activitats, així com també vídeos i enllaços interessants per a l'alumnat.

Gènere: poesia. Reconeixement i utilització d'algunes formes d'expressió de la subjectivitat en textos de caràcter poètic. Coneixement de les característiques de la tipologia poètica en general i de la poesia de postguerra en particular. Lectura comentada i recitació de poemes contemporanis, amb especial atenció a les aportacions del simbolisme i les avantguardes al llenguatge poètic; valoració de la funció dels elements simbòlics i recursos retòrics i mètrics del poema.

Objectius d'aprenentatge:

- Accedir mitjançant una web específica als autors i els poemes de la postguerra.
- Localitzar, seleccionar i organitzar la informació sobre la poesia de postguerra per a la creació de la línia del temps.
- Compondre textos propis de caràcter poètic, destinats tant a suport escrit com a suport digital.
- Planificar i dur a terme, individualment i en equip, la consulta de diverses fonts d'informació, per mitjà de l'ús d'índexs, de fitxes i de diversos sistemes de classificació de fonts, tot aplicant mitjans tradicionals i noves tecnologies de la informació i la comunicació, en el marc de treballs d'investigació.
- Utilitzar els principis fonamentals del funcionament dels processadors de textos i ser capaç d'aplicar-los a treballs senzills d'investigació, fent ús dels mitjans informàtics complementaris (internet, bases de dades, CD-ROM, DVD, etc.).



Figura 2. Poesia de postguerra, web realitzada per treballar la poesia de Postguerra amb una seqüència d'activitats

Font: elaboració pròpia

4.3. Línia del temps per a treballar el període literari de la Renaixença

Amb aquesta línia del temps es proposa a l'alumnat de 1r de Batxillerat fer un viatge per la Renaixença, els seus autors, les seues institucions i les seues etapes.

TIC: *Timeline*.

Gènere: expositiu. Informació sobre autors i obres de la Renaixença mitjançant una exposició oral.

Objectius d'aprenentatge:

- Treball en grup cooperatiu.
- Aprendre a fer recerca i a seleccionar informació en la xarxa.
- Analitzar obres significatives dels principals autors de la Renaixença.



Figura 3. Línia del temps sobre el període literari de La Renaixença

Font: elaboració pròpia

4.4. Rutatràiler de carrerons d'Alboraia

Elaboració d'un dossier que anomenarem *Llibre dels Feits d'Alboraia* amb informacions sobre la ruta literària realitzada per la població d'Alboraia.

TIC: recerca d'informació en webs, Youtube, Google Drive, Google Maps, mòbils amb aplicacions i xarxes socials com Twitter, publicació en ISSUU.

Gènere: elaboració d'un dossier, text expositiu.

Objectius d'aprenentatge:

- Crear un projecte que cohesione la llengua i la literatura.
- Conèixer les principals figures de la literatura medieval i les personalitats més importants del moment.
- Treballar el lèxic relacionat amb el context històric estudiat, principalment el vocabulari relacionat amb els oficis.
- Relacionar la llengua amb el territori i la seua història i literatura.
- Potenciar el treball en grup.

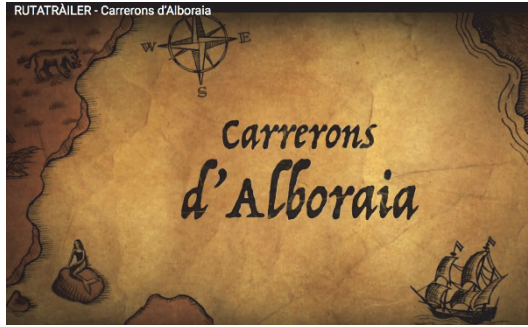


Figura 4. Imatge del tràiler del projecte Carrerons d'Alboraia

Font: elaboració pròpia

4.5. Revista digital *Al peu de la lletra*

Elaboració d'una revista digital per tal de fomentar el gust per la lectura i la importància dels mitjans de comunicació.

TIC: creació d'un blog de la revista, difusió en les xarxes socials com Twitter, publicació en ISSUU.

Gènere: periodístic.

Objectius d'aprenentatge:

- Llegir i analitzar textos periodístics i literaris.
- Reconèixer les característiques bàsiques dels gèneres periodístics informatius i d'opinió.
- Analitzar textos literaris.
- Elaborar una revista en format digital.
- Potenciar el treball col·laboratiu.

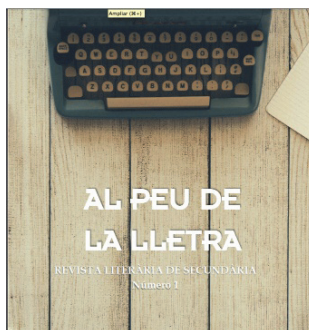


Figura 5. Periòdic digital Al peu de la lletra

Font: elaboració pròpia

5. Conclusions

En un estudi anterior sobre la utilització de les TIC en treballs acadèmics (Martí i Garcia, 2014), ja comentàrem que aquests recursos permeten desenvolupar diverses competències. En el cas dels projectes per treballar les lectures destaquem el desenvolupament de la competència comunicativa, lingüística i audiovisual, la competència digital en el tractament de la informació, la competència d'aprendre a aprendre, i la d'autonomia i d'iniciativa personal.

Pel que fa a l'ús de diferents recursos TIC, trobem que faciliten una planificació didàctica eficaç i motivadora per a l'alumnat, potencien la creativitat i l'originalitat, fomenten el treball col·laboratiu, reforcen l'aprenentatge individual i permeten la difusió de propostes de treball innovadores. Convé recordar que cal partir d'allò que és important que aprenga l'alumnat i considerar en quina mesura la tecnologia contribueix a aconseguir-ho, como apuntava Area (2007) en el seu decàleg per a planificar bones pràctiques docents amb tecnologies.

Un avantatge important que aporten les TIC, segons indiquen els alumnes a partir de la seua avaluació dels projectes realitzats, és afavorir el treball col·laboratiu, la coordinació i la facilitat per a compartir. Per tant, trobem també una repercussió important per al seu aprenentatge lector ja que, com afirma Castelló (2014), és important oferir la possibilitat a l'alumnat d'una escriptura col·laborativa de manera que puguin interactuar i reflexionar amb les eines apropiades.

En el cas dels projectes al voltant de les lectures podem afegir que la incorporació de les TIC ha permès aprofundir en el coneixement dels autors, dels períodes literaris i en la interpretació de les obres llegides; així com també ha afavorit promocionar la lectura en valencià en l'alumnat mitjançant diferents formats.

Bibliografia

- AREA MOREIRA, M. (2007). *Decálogo de buenas prácticas con TIC en el aula*. <<http://huilliche.blogspot.com/2007/08/declogo-de-buenas-prcticas-con-tic-en.html>> [Consulta: 30-6-17]
- AREA MOREIRA, M. (2007). *Algunos principios para el desarrollo de 'buenas prácticas' pedagógicas con las TIC en el aula*. *Comunicación y Pedagogía*, 222. Especial *Buenas prácticas en el uso de las TIC*.
- BALLESTER, J. (2007). *L'educació literària*. València, Espanya: Universitat de València.
- BATALLER, A. I GASSÓ, H. (2014). *Un amor, uns carrers. Cap a una didàctica de les geografies literàries*. València, Espanya: PUV.
- CAMPS, A. (1996). "Proyectos de lengua, entre la teoría y la práctica" en *Cultura y Educación*, 2, 43-57.
- CASTELLÓ, M. (2014). "Los retos actuales de la alfabetización académica: estado de la cuestión y últimas investigaciones" en *Enunciación*, 19 (2), 346-365.

- COLOMER, T. (2012). "L'ensenyament de la literatura a l'ESO: primeres preguntes" en *Articles de Didàctica de la Llengua i la Literatura*, 56, 81-87.
- DURAN, C. (2012). "Llegir per escriure i escriure per llegir: una webquesta sobre el *Lazarillo de Tormes*" en *Articles de Didàctica de la Llengua i la Literatura*, 56, 19-26.
- LARA, T. [et al.] (2009). *La competencia digital en el área de Lengua*. Barcelona, Espanya: Octaedro.
- LLUCH, G. (2012). *La lectura al Centre. Llegir (i escriure) llibres, pantalles, documents al Pla de Lectura de Centre*. Alzira, Espanya: Editorial Bromera.
- MANRESA, M. (2016). *El lector juvenil entre las lecturas personales y las escolares*. <<http://transformacioneslectoras.blogspot.com.es/2016/05/el-lector-juvenil-entre-las-lecturas.html>> [Consulta: 26-5-17]
- MANRESA, M.; DURAN, C. Y RAMADA, L. (2012). "Les TIC en les seqüències didàctiques de llengua i literatura, en Projectes de treball per ensenyar i aprendre llengua i literatura" en *Articles de Didàctica de la Llengua i la Literatura*, 57, 36-48.
- MARGALLO, A. M. (2012). "La formació de lectors literaris a través de les seqüències didàctiques en forma de projecte en Projectes de treball per ensenyar i aprendre llengua i literatura" en *Articles de Didàctica de la Llengua i la Literatura*, 57, 22-35.
- MARTÍ CLIMENT, A. I GARCIA VIDAL, P. (2014). *El treball per projectes amb les TIC a l'àrea de Llengua i Literatura. Una experiència didàctica en la formació del professorat de Secundària* en *Articles de Didàctica de la Llengua i la literatura*, 64. <https://www.google.es/search?q=el+treball+per+projectes+amb+les+TIC+a+l%27%C3%A0rea+de+llengua+i+literatura&ie=utf-8&oe=utf-8&client=firefox-b&gfe_rd=cr&ei=LvDfWNCrKuys8wf93pSOCQ> [Consulta: 28-5-17]
- MONAR, M. (coord.) [et al.] (2014). *Com triomfar amb les TIC en la promoció lectora*. Algemesí, Espanya: Editorial Andana.
- RODRÍGUEZ GONZALO, C. (ed.) (2008). *La lengua escrita y los proyectos de trabajo. Propuestas para el aula*. Catarroja, España: Perifèric edicions.
- TRUJILLO, F. (2014). *Artefactos digitales: una escuela digital para la educación de hoy*. Barcelona: Graó.
- ZABALA, A. (1995). Projectes, projectes de treball, projectes de recerca del medi. Revisió històrica i validesa actua en *Articles de Didàctica de la Llengua i la Literatura*, 3, 85-98.

THE USE OF PRAGMATIC STRATEGIES FOR CLIL SCAFFOLDING

Mestre-Mestre, Eva M.; MacDonald, Penny

Universitat Politècnica de València

Abstract: It has been widely reported that the increase of pragmatic awareness and a focus on pragmatic competence in the L2 classroom is paramount for successful foreign language learning. This is even more important in the CLIL classroom, where interrelations and classroom work have to be entirely in an L2. However, very often teachers disregard this issue, and just jump to content activities when they elaborate their curricula. The present study analyses the pragmatic strategies proposed for use in the classroom in 100 Teaching Units presented for the final project of a teacher training course designed to enable teachers at all education levels (pre-school, infant, primary and secondary) to teach in CLIL environments. It must be emphasised that included in the programme for the course there was a specific subject dealing exclusively with pragmatics and it was expected that the participants would show an understanding of how to include pragmatic strategies in their teaching programmes and know how to integrate various aspects of pragmatics into a CLIL classroom with a view to improving the learners' pragmatic competence in the foreign language.

Keywords: CLIL, scaffolding, pragmatic awareness, online teacher training course

Resumen: En numerosos estudios en el campo de la enseñanza-aprendizaje de lenguas extranjeras se ha informado de que el aumento del conocimiento de la pragmática entre el profesorado junto con un enfoque específicamente dirigido a la adquisición de la competencia pragmática en el aula L2, son primordiales para el aprendizaje exitoso de una lengua extranjera. Es aún más importante en el aula CLIL, donde las interrelaciones diarias y el trabajo en el aula se ejecutan casi exclusivamente en la L2. Sin embargo, frecuentemente los docentes hacen caso omiso de este aspecto a la hora de elaborar sus planes de estudio, y se centran en las actividades y tareas relacionados con el contenido y la terminología obviando la parte de conocimiento pragmalingüístico de la asignatura. El presente estudio analiza las estrategias pragmáticas propuestas para su uso en el aula en 100 Unidades Didácticas presentadas para el proyecto final de un curso de formación diseñado para capacitar a docentes de todos los niveles educativos (preescolar, infantil, primaria y secundaria) en contextos donde se utiliza la metodología CLIL. Es de notar que se incluyó en

el programa del curso un tema específico que trata exclusivamente de la pragmática y se esperaba que los participantes demostraran una comprensión de cómo incluir estas estrategias pragmáticas e integrarles en sus unidades con el objetivo de mejorar la competencia pragmática de los alumnos en el idioma extranjero.

Palabras clave: AICLE, apoyo, consciencia pragmática, curso de formación de profesorado online

1. Introduction

Parallel to the increasing number of CLIL classrooms around the globe, there is a growing need for researchers and practitioners in the field to reflect on issues concerning CLIL methodology and praxis and its evaluation strategies. Indeed, methodological adjustments, teaching materials and assessment need to be reconsidered when dealing with CLIL classrooms and the acquisition of L2 competence. When looking at how CLIL is put into practice, proper scaffolding becomes crucial to obtaining the expected results. Scaffolding is based on Vygotsky's (1978) concept of the zone of proximal development (ZPD) and the emphasis is on providing assistance to enable learners to reach beyond what they are able to achieve alone. However, although teachers expect students to become competent in the L2, most of the activities proposed to the class are related merely to vocabulary or reading comprehension.

Instruction in an L2 is a much more complex matter, which needs to incorporate issues such as intercultural and language awareness and pragmatics (Alcón & Safont-Jordá; 2008, MacDonald, 2004; Mestre-Mestre & Carrió Pastor, 2013). Indeed, pragmatic competence is essential in L2 language proficiency, and must therefore be integrated in the curriculum (Crandall and Basturkmen, 2004). Also for classroom interaction, students and teachers should be able to use basic linguistic and pragmatic resources (Llinares & Nikula, 2012; Llinares 2015).

It is therefore necessary that teachers are aware of the importance of these competences, and actively promote them in the CLIL classroom. The present study analyses the pragmatic strategies proposed for use in the classroom in 100 Teaching Units presented for the final project on a training course to enable teachers to put into practice the CLIL methodology in the classroom³. The results indicate that more time needs to be dedicated to the development of pragmalinguistic awareness when training teachers for future CLIL practice.

This paper is organised as follows: the next section offers a brief overview of the state of the art and origins of CLIL and the plurilingual programme in the Valencian Autonomous Community. Following this, we turn to CLIL methodology, mainly centring on the 4Cs and scaffolding which are relevant to the present study. We also discuss the importance of specific training for future CLIL teachers including the area of pragmatics in the second

³All the teaching units analysed were developed by students of the UPV course *Capacitació per a l'ensenyament en valencià i en anglés*.

<https://www.upv.es/entidades/SPNL/infoweb/anl/info/882425normalv.html>

language classroom. The following sections explain the methodology used, the results obtained, and the discussion and the direction of future lines of research which could result from this study.

2. Rationale for CLIL

As a result of a new strategic way forward within the European Union, in 1994 increased support was given to the objective of promoting mobility among European citizens in general, and especially with regard to academic programmes which involved collaboration in educational contexts. Language learning and later on CLIL were priorities set according to the EU document *Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006* (2003) which established that introducing the study of content (even at an early age) through the medium of a foreign language would contribute to the EU's language learning goals. Partly based on the successful immersion programmes introduced in Canada from 1965, the European 'version' of CLIL was formally named as such in 1996 in spite of the fact that bilingual education experiences had existed in Europe for more than twenty years.

In the Eurydice Brief: *Key Data on Teaching Languages at School in Europe 2017*, it was noted that although most countries have introduced CLIL in some schools, there were only a few that had adopted this approach in all schools at some stage of education as is the case with Cyprus, Luxemburg and Malta. Also, the report continues, CLIL integration presents some important challenges, especially with regard to teacher training and teacher qualifications related to language competence. In addition, "specific methodological skills to teach a non-language subject through the medium of a foreign language are needed" (p. 16). Lastly, the report deals with the differences found when referring to access to language learning programmes when comparing general education and vocational training programmes. At a EU level, in 2014, half of all upper secondary students were enrolled in vocational education, yet their access to language learning programmes and CLIL was much more limited – only 20% learn one foreign language. (Luz, in the present volume, carries out a critical study of teacher support provided to vocational training CLIL teachers in Valencia.)

Turning to the situation as it stands in the Valencian Autonomous Community in Spain, the regional government is hoping to implant its new Plurilingual programme which will encourage schools to teach in three languages. Until the law is finally applied (pending an appeal filed in the Valencian High Court) the programme for the present academic year 2017-2018 sets out 3 main streams in which schools can participate which depend basically on the amount of Valencian, Castilian Spanish and English available in the educational programmes for the schools.

2.1. CLIL and its methodology

Content and Language Integrated Learning (CLIL) classes are now being widely taught to promote foreign language competence among young people. According to Coyle, Holmes and King (2009:6), CLIL is defined as "a pedagogic approach in which language and subject area content are learnt in combination". Some authors point to the fact that this methodology

offers its students better learning opportunities (Lasagabaster, 2008; Llinares and Whitaker 2009, 2010; Llinares and Dafouz, 2010).

Special attention has been given to teacher training in this type of methodology (Lucietto, 2008; Meyer, 2010; Olivares Leyva and Peña Díaz, 2013; Pérez-Sabater et al., 2015), as the teacher plays a key role in the implementation of the methodology, as well as in its success. Indeed, an important area mentioned in the Eurydice report is that of teacher training. Not only do teachers need to be trained in the specific methodology of CLIL, they also have to show they have acquired other language competencies (purposely written in the plural form) since knowing a language not only includes knowing the grammar and vocabulary of that language, but also other important aspects which have, in general, been ignored in state-provided language teaching programmes, such as pragmatic and cultural awareness, communication skills, non-verbal language and so on. In their roles as teachers, they should also be able to address these aspects in the classroom, preparing their students for interaction in real-world contexts outside the classroom environment.

2.2. Some key characteristics

Some of the key characteristics that are cited in the literature on CLIL methodology centre on Coyle's 4Cs framework, which provides a basis for teachers when planning and developing CLIL programmes. All of the four elements –Content, Cognition, Communication and Culture– necessarily work together and are interdependent. For example, Content does not only refer to the programme of study, but in its connection with Cognition, learning is also understood to encompass the learners actively involving themselves in the process of creating and building their knowledge, and developing the skills and strategies needed to manage both the content and the language. As for Communication, this is a fundamental aspect since not only do learners need to know the content language in order to do the tasks and projects required of them, but they also have to communicate with the teacher and with their peers. In order to be successful communicators, as Coyle et al. (2010: 10) say, Culture is at the core of CLIL.

Coyle (2002) has clearly stated that one of the tenets of CLIL methodology is to facilitate learning and encourage the use of the language in authentic situations which may need to be adapted so that the learners understand and can engage with the language. As opposed to traditional views of learning (teacher knows all and transmits his/her knowledge to students), CLIL theorists and practitioners, influenced by social-constructivist ideas, see their new roles as facilitators in a learner-centred environment with active and autonomous learners. Thus, as we mentioned above, in order to stimulate the kind of learning that pushes learners to approach their ZPD, teachers need to provide structured guidance and support which may be gradually withdrawn as pupils manage to grasp the content and the language used and are capable of progressing on their own and carrying out the tasks required of them. It is important to note that scaffolding is important for both helping with content and language. As we mentioned previously, this involves providing the necessary input as regards the different kinds of competences involved in language learning. Bachman (1990:84-107) developed a model of communicative language ability based on three main components:

language competence, strategic competence and psychophysiological mechanisms. In this model, language is considered a dynamic system, in which world knowledge and language competence are fed into strategic competence, the area this author says is developed to make actual language use more effective. The main components of Bachman's (1990) language competence are shown in figure 1:

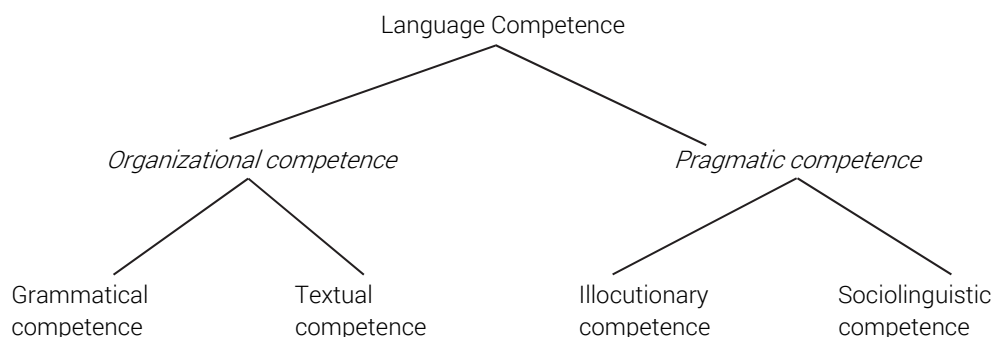


Figure 1. The components of language competence (Bachman 1990:87)

Latterly, Bachman and Palmer (1996) relate the above components to six areas of language knowledge: organizational, grammatical, textual, pragmatic, functional and sociolinguistic knowledge. The one that interests us for the present study is pragmatic knowledge, described by these authors as "how utterances or sentences and texts are related to the communicative goals of the language user and to the features of the language use setting" (1996: 86).

2.3. CEFR

The Common European Framework for Language Reference, the legal framework which sets the context for language education in Europe, based on the Communicative Approach, from which CLIL emerges establishes three different components: linguistic, sociolinguistic and pragmatic. Included in the pragmatic component would be, for instance issues such as discourse, text coherence and cohesion, turn taking, functional competence, reporting, making suggestions, asking for help, etc.

It is clearly established that (CEFR 2001: 13): "For this component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed."

2.4. Pragmatic awareness in the language classroom

Much work has also been dedicated to the importance of pragmatic awareness in the language classroom. Some well-known approaches advocate for the need to expressly teach pragmatics in the classroom in order to ensure effectiveness in the learning of an L2 (Kasper and Rose, 2002). Apparently, the rate of acquisition of pragmatic competence is faster when

English-speaking learners of Spanish received explicit instruction and feedback (Koike and Pearson, 2005; Vez, 2009).

Work with pragmatics in the classroom must be carried out by means of authentic and meaningful communicative activities which enhance learning, not only with respect to language skills and interactional competence, but also for the development of cultural awareness, problem solving, critical thinking and group collaboration (MacDonald, 2004). Pragmatic awareness in the L2 classroom is basic for dealing with aspects such as courtesy, speech acts or turn taking within the classroom itself. However, as Nashaat Sobhy (2017) points out, at present there is little evidence that learners develop pragmatic competence in CLIL classrooms, partly due to a lack of research studies and partly due to the fact that most studies have focused more on “pragmatics as a discourse feature of the CLIL approach” (2017: 69) rather than analysing whether learners’ pragmatic skills are developed in order to help them communicate not only “more fluently and accurately but also more appropriately” (2017: 69). In her research she investigated the use of speech acts, namely requests, in CLIL and non-CLIL settings.

In order to facilitate the development of pragmatic competence among CLIL students, it would seem logical to think that it is also necessary for teachers to be aware of this important aspect of language competence (and performance). In the light of this, the present study was designed with the aim of evaluating whether prospective CLIL teachers on a teacher training course attributed some degree of importance to pragmatic awareness as reflected in their final project for the course.

2.5. Legal framework

As mentioned above, in the Valencian Community, the legal context established for the development of Plurilingualism⁴ establishes the combination of the teaching of languages and the integration of language and content. It specifically points to the need for interaction and for the transmission of oral and written texts and metalinguistic reflection for language learning, all in a context of respect for diversity in the classroom, requiring also the teaching and vehicular use of languages together with the teaching of foreign languages, so that a plurilingual construction of knowledge is obtained.

3. Methodology

In this study, a corpus of 100 teaching units elaborated by students of the CLIL training programme (Título de Experto Universitario en Competencia Profesional para la Enseñanza en Inglés - CAPACITACIÓ) offered by Universitat Politècnica de València (UPV) has been analysed in order to assess the use of pragmatic strategies for scaffolding in the CLIL classroom.

The UPV offers the Capacitació online course in which every year 400 students are trained to be able to teach in a CLIL context. These students are either teachers-to-be (primary school

⁴DECRET 127/2012, de 3 d'agost, del Consell, pel qual es regula el plurilingüisme en l'ensenyança no universitària a la Comunitat Valenciana. [2012/7817]

or secondary school teachers), graduate students, or professionals who accredit a B2 level of proficiency in English.

The course consists of 12 independent subjects, dedicated to instruct, not only in the use of the language in the classroom, but in the specificities of CLIL as a method for instruction. Thus, subjects include for instance, general aspects, such as the Common European Framework of Reference for Languages, or issues that are more specific for CLIL; approaches, methods, concepts and methodology related to CLIL. The total number of credits obtained following this course is 25, provided that students pass the final examination, consisting of the elaboration of a teaching unit, and its presentation in front of a board of teachers.

Among the things they learn specifically oriented to implement in the CLIL classroom, are, for instance scaffolding (language support for content and language tasks), assessment methods able to evaluate both language and content, etc.

In this context, subject 07 is entirely dedicated to Pragmatics, and the development of pragmatics awareness in the classroom. Figure 2 shows the syllabus of the subject.

CONTEXT	SUBJECT07 UPV CLIL Training Programme
1. INTRODUCTION	
1.1. Presentation of the course	
1.2. The relationship between LANGUAGE and CONTENT	
2. PRAGMATICS AND DISCOURSE ANALYSIS	
2.1. What is Pragmatics?	
2.2. A theory of speech acts in context	
2.3. The Cooperative Principle and the notion of implicature	
2.4. Direct and indirect speech acts	
3. POLITENESS THEORY	
3.1. Introduction to the notion of Politeness	
3.2. Brown and Levinson's framework of Politeness	
3.3. Teaching Politeness	
3.4. Hedging strategies	
4. DISCOURSE GENRE	
4.1. What is 'genre'?	
5. PRAGMATICS IN CLIL CONTEXTS	
5.1. Speech acts in the classroom	
5.2. Politeness in the classroom	
5.3. Genre in the CLIL classroom	

Figure 2. Subject 07 CLIL training programme

It can be seen that general aspects of Pragmatics are considered in the unit, as well as some of the best-known Pragmatics theories in the literature, and also that particular attention is given to their use in the classroom (Unit 5 is entirely dedicated to this) and students must complete several activities to put into practice their knowledge.

For the research, we have compiled a corpus of 100 Teaching units elaborated by the students. For the teaching Units, students are asked to create a unit for use in the classroom, specifying such aspects as: justification for the task, context (i.e. how old the students are, what previous knowledge do they have of both content and language), aims of the unit,

learning outcomes, etc., or the methodology and the content learning activities prepared for their classrooms. This is precisely the centre of our analysis, since we are interested in seeing how they are going to work pragmatics into the classroom, since firstly, as mentioned above, it is specifically dealt with in one subject on the course, and also because this aspect seems to be overlooked in classrooms in general and is an essential element when planning scaffolding strategies for the learners.

In order to analyse the type of pragmatics-explicit activities that these texts have shown, they have been analysed using the grid in Figure 3:

STUDY: Teaching units analysis grid					
N	Last name	Title of unit and field of study			
Speech acts: Yes/No	Requests/ commands	Thanking	Greeting/ Saying goodbye	Apologising	OTHER
Text structures:	Summarising (specific training?)	Giving opinions (language for doing this or practice before?)		Use of connectors	
Conversation:	Turn taking, adjacency pairs	Language for debating/debating (agreeing/disagreeing, etc.)		Register	
Promotes or addresses overtly pragmatic competence Yes/No	Mentions Culture Yes/No	Presentations	Specific instruction given? Tips given on transition, short sentences, body language/summary writting/debates?	Are previous aspects included in evaluation system?	
3 explained in depth with examples ; 2 exemplified, not detailed; 1 mentioned (perhaps only in objectives).					

Figure 3. Analysis grid used to evaluate the Teaching units

The different aspects observed in the units were rated 0-3, depending on whether students explained in depth pragmatic aspects in the classroom (1 or 2), and included examples, giving learners the opportunity to practice and actively use them (3), or they did not even mention pragmatics (0).

4. Results

The results obtained for each of the aspects analysed in the grid can be seen below. In Figure 4, a significant difference can be observed between the most used aspects students included related to pragmatic awareness (Evaluation) and to the least i.e. explicit mention of Pragmatic Competence (0%) and knowledge of Register (1,5%).

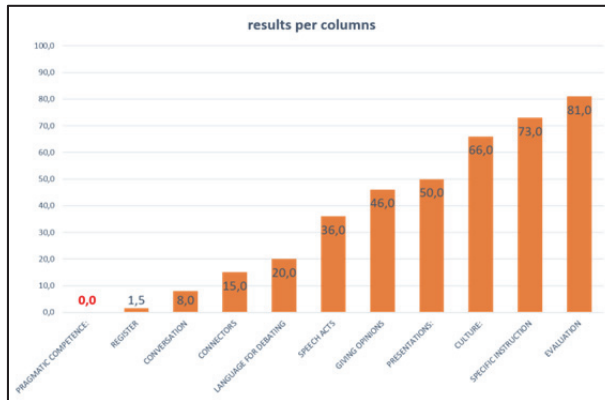


Figure 4. Results per item in percentages

First, if we look at one of the specific aspects that appears in the graph in Figure 4., and which can be regarded as pretty much used and considered useful in the classroom (and therefore included in the teaching units), is Culture. Indeed, turning to Figure 5. the result shown here indicates that Culture is addressed in 66% of the Teaching Units. This may be due to the fact that teachers and materials developers are encouraged to take into account the 4 Cs of CLIL methodology (of which one is culture) and actively integrate them into their teaching programmes.

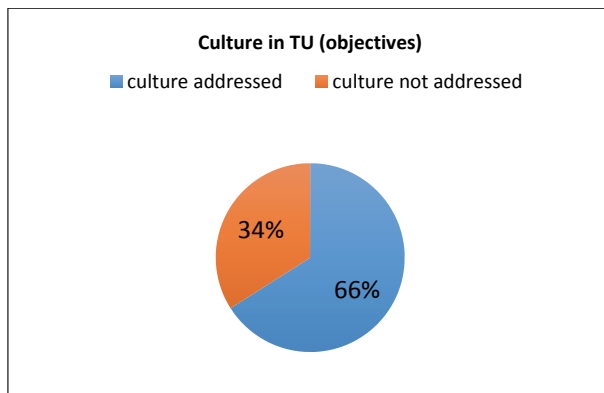


Figure 5. Culture in the Teaching Units

Secondly, if we look at the Speech Act as an item included in the teaching units, and shown in the grid in Figure 4 (as an example of a pragmatic topic which students have not profusely used), we can observe that it appears in 36% of the cases. When carrying out a further analysis to ascertain which were the most frequent examples of Speech Acts, as can be seen in Figure 6, the most numerous were those categorized as Other (57%); Requests and Commands (23%); Greeting and Saying goodbye (12%); Thanking (3%) and finally, Apologising (3%).

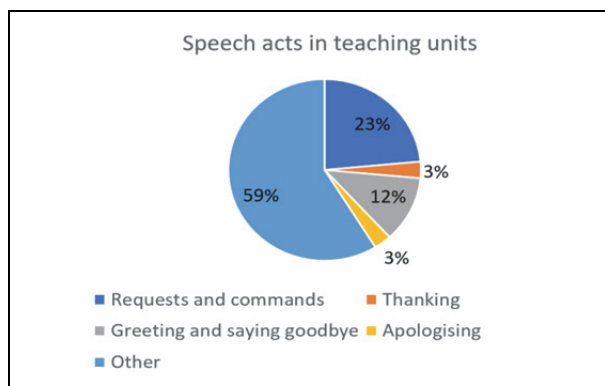


Figure 6. Speech acts in the TU

In Figure 7 below, the most numerous category of Speech Act, labelled as Other, can be further subdivided and a distinction can be made regarding the most frequent items. Firstly, a high 80% involve Asking Questions, which would be expected in a classroom situation. This is followed very far behind with those items that involve an explicit mention of teaching Language for Interaction (10%), followed by a relatively low incidence of examples of Agreeing and Disagreeing (5%) and Explanation and/or Clarification (5%).

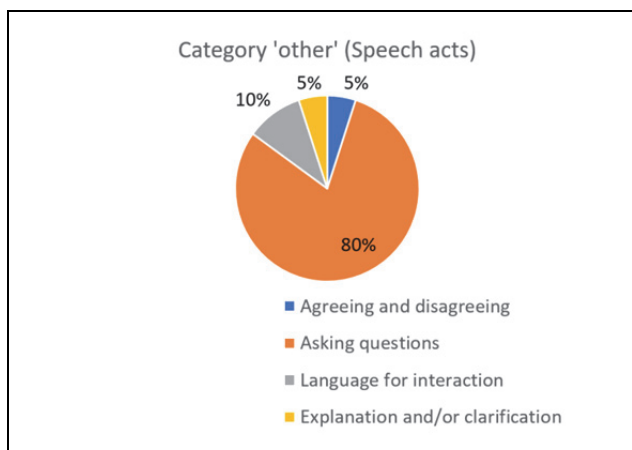


Figure 7. Other Speech Acts in Teaching Units

Finally, if we look at another of the items that does not appear as often as it should i.e. Connectors, we can clearly see a difference between the objectives section of the unit, where the student proposes that the learners who are doing the unit will be exposed to a certain learning activity with the aim of acquiring a competence or skill, and on the other hand, the development of materials and tasks to actually ensure its acquisition. Following this, we draw attention to the percentages in Figure 8 below, which show that although Connectors are

addressed in the objectives section of the teaching units in less than half of the units (45%), in fact as can be seen in Figure 4, only 15% of the units actually develop this important aspect of writing, with explanations, tasks and also including it in the assessment process. It is also striking that most Teaching Units include written assessment of some kind, which often requires that students summarise, write short or long essays, give their opinions, or explain what they have learnt in one particular unit, and one important aspect of writing and speaking also, is knowing how to connect ideas, order a text, and so on.

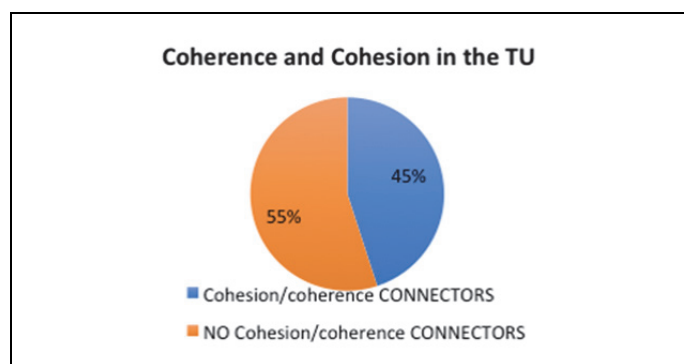


Figure 8. Cohesion/coherence connectors in Teaching Units in percentages

5. Conclusions

From the analysis, we can conclude that students mention pragmatics in the objectives and methodology sections of their teaching units. In some cases, they also appear in the learning outcomes but there is no development and no evaluation of such aspects. In the Speech Act group, commands and requests are represented in the units, but very few phrases are given as examples. Also, many aspects are included in the main part of unit, as a by-line, and then not evaluated at all. Notably, there is a clear lack of explicit instruction, for example for giving presentations, writing summaries, debating, and lastly for including connectors in their units. This implies that some aspects (such as presentations) are taken for granted. In general terms, classroom management language does not, on the whole, include pragmatic aspects, such as learning to make polite requests to teacher and peers.

It seems apparent that an increase of pragmatic awareness in the classroom is necessary to be effective, since some of the aspects are only mentioned in the objectives or evaluation sections, but there is no instruction, no follow-up, and no support for the pragmatic aspects which need to be learnt in an L2 if we want it to be used as means of expression and communication in the classroom.

Bibliography

- ACTION PLAN FOR LANGUAGE LEARNING AND LINGUISTIC DIVERSITY. (2003). Retrieved December 15, 2017, from http://publications.europa.eu/resource/cellar/816e4028-6905-464a-a79e-e65317dc1e3f.0004.02/DOC_2
- ALCÓN, E. & SAFONT JORDÁ, M. (2008) Pragmatic Awareness in Second Language Acquisition in J. CENOS and N. H. HORNBERGER (eds), *Encyclopedia of Language and Education*, Volume 6: Knowledge about Language, 193–204.
- BACHMAN, L. (1990) *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- BACHMAN, L., Palmer, A. (1996) *Language Testing in Practice*. Oxford: Oxford University Press.
- COYLE, D. (2002). "Relevance of CLIL to the European Commission Language Learning Objectives." In CLIL/EMILE European Dimension: Actions, Trends and Foresight Potential. European Commission, Public Services Contract DG 3406/001-001
- COYLE, D., HOOD, P., MARSH, D. (2010). *Content and Language Integrated Learning*. Cambridge University Press, Cambridge.
- COYLE, D. HOLMES. B. and KING, L. (2009). *Towards an integrated curriculum: CLIL national statement and guidelines*. The Languages Company, London.
- CRANDALL, E., BASTURKMEN, H. (2004). *Evaluating pragmatics-focused materials*. *English Language Teaching Journal*, 58/1: 38–49.
- EUROPEAN COMMISSION /EACEA/Eurydice (2017). *Key Data on Teaching Languages at School in Europe – 2017 Edition*. Eurydice Report. Luxemburg: Publications Office of the European Union.
- KASPER, G., ROSE, K.R. (2002). "Pragmatics Development in a Second Language." *Language Learning*, 52.
- KOIKE, D.L., PEARSON, L. (2005). "The Effect of Instruction and Feedback in the Development of Pragmatic Competence." *System: An International Journal of Educational Technology and Applied Linguistics*, 33-3, 481–501.
- LASAGABASTER, D. (2008). Foreign Language Competence in Content and Language Integrated Courses. *The Open Applied Linguistics Journal* 1, 31–42.
- LLINARES, A. (2015). *The interpersonal function of language in CLIL secondary education: analysis of a spoken and written corpus (INTER-CLIL)* *European Journal of Applied Linguistics*.
- LLINARES, A., NIKULA, T. (2012). "Teacher and student evaluative language in CLIL across contexts: integrating SFL and pragmatic approaches" in NIKULA, T, DAFOUZ, E., MOORE, P., SMIT, U. (eds.) *Conceptualising Integration in CLIL and multilingual education*. Multilingual Matters, Bristol, Buffalo.

- LLINARES, A., DAFOUZ, E. (2010). "Content and language integrated programmes in the Madrid region: overview and research findings". In: LASAGABASTER, D., RUIZ DE ZAROBÉ, Y. (Eds.), *CLIL in Spain: Implementation, Results Teacher Training*. Cambridge Scholars Publishing, Cambridge, pp. 95–114.
- LLINARES, A., WHITTAKER, R. (2009). "Teaching and learning history in secondary CLIL classrooms: from speaking to writing". In: DAFOUZ, E., GUERRINI, M. (Eds.), *CLIL across Educational Levels: Experiences from Primary, Secondary and Tertiary Contexts*. Richmond/Santillana, London/Madrid, pp. 73–89.
- LLINARES, A., WHITTAKER, R., 2010. "Writing and speaking in the history class: a comparative analysis of CLIL and first language contexts". In: DALTON-PUFFER, C., NIKULA, T., SMIT, U. (Eds.), *Language Use in Content-and-Language Integrated Learning (CLIL)*. John Benjamins, Amsterdam, pp. 125–144.
- LUCIETTO, S. (2008). "A model for quality CLIL provision". *International CLIL Research Journal*, 1(1), 83–92. Retrieved from <http://www.icrj.eu/11/article7.html>
- MACDONALD LIGHTBOUND, P. (2004). *An analysis of interlanguage errors in synchronous / asynchronous intercultural communication exchanges*. Valencia: UV Servei de Publicacions.
- MESTRE MESTRE, E.M., CARRIÓ PASTOR, M.L. (2013). "A pragmatic perspective to leverage English for Specific Purposes". *Revista Española de Lingüística Aplicada (RESLA)*. Volumen Monográfico, 229–244.
- MEYER, O. (2010). "Towards quality-CLIL: successful planning and teaching strategies1 Hacia un CLIL/AICLE de calidad: estrategias efectivas de planificación y enseñanza". *Pulso: Revista de Educación*, 33, 11–29. Retrieved from <http://revistapulso.cardenalcisneros.es/documentos/articulos/114.pdf>
- NASHAAT SOBHY, N. (2017). "Investigating pragmatics in CLIL through students' requests." In: LLINARES, A., MORTON, T., (Eds.) *Applied Linguistics Perspectives on CLIL*. John Benjamins: Amsterdam/Philadelphia, pp.67–88.
- OLIVARES LEYVA, M., & PEÑA DÍAZ, C. (2013). "How Do We Teach Our CLIL Teachers? A Case Study from Alcalá University". *Porta Linguarum: Revista Internacional de Didáctica de Las Lenguas Extranjeras*, 87–100. Retrieved from <http://dialnet.unirioja.es/servlet/articulo?codigo=4593477&info=resumen&idioma=SPA>
- PÉREZ-SABATER, C., VARHELAHTI, M., MONTERO-FLETA, B., GARCIA-CARBONELL, A., & MACDONALD, P. (2015). "Devising New Kinds of Communication Skills: The European Project CoMoViWo". *Procedia - Social and Behavioral Sciences*, 197, 834–838. <https://doi.org/10.1016/j.sbspro.2015.07.206>
- VEZ, (2009).
- VYGOTSKY, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press, Cambridge, MA.

ASSESS FOR CLIL SUCCESS

Polyakova, Oksana; Ibáñez, Alfredo

Universidad Católica de Valencia San Vicente Mártir

Abstract: In recent years, much research has been devoted to Content and Language Integrated Learning (CLIL) in Spain. This method closely relates teaching specific non-linguistic subjects such as music, physical education or science to students through a foreign language. Nevertheless, few theorists have improved the development of assessment in CLIL in national contexts. In fact, few method practitioners would disagree with the importance of assessment improvement, which embodies the theoretical principles of methods and tools. Overall, our study on CLIL assessment suggests the solution to some of these challenges.

Keywords: Content and Language Integrated Learning (CLIL), CLIL training, CLIL assessment and evaluation, assessment tools.

Resumen: En los últimos años, en España se han realizado numerosos estudios del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE). Este método trata de apoyar la enseñanza de contenidos específicos como puede ser la música, la educación física o la ciencia a estudiantes mediante una lengua extranjera. Sin embargo, el desarrollo de evaluación en AICLE en contexto nacional cuenta con pocos estudios científicos a pesar de la importancia que tiene mejora de los principios teóricos, prácticos y procedimentales de evaluación. Nuestro estudio propone una solución a los desafíos de evaluar dentro del método AICLE.

Palabras clave: Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), metodología AICLE, formación del profesorado AICLE, evaluación AICLE, herramientas de evaluación.

1. Introduction

Over the past three decades, the autonomous communities in a historically multilingual Spain oversee and legislate language policy and education. The six bilingual or trilingual territories, such as the Balearic Islands, the Basque Country, Catalonia, Galicia, Navarre, and the

Valencian Community use their local languages and the official state language, Spanish (British Council 2012, European Commission/EACEA/Eurydice 2017, Vila et al. 2017).

Recent linguistic policies of the Valencian Community (Decree 127/2012) have integrated specialised training for teaching in English courses. To deal with plurilingual education, several universities have started teaching specialised skills required for sharing expertise in English. One of them, the Catholic University of Valencia, has provided a training programme including a core course on CLIL (Content and Language Integrated Learning) assessment.

We present a study based on a survey of the assessment training process. Predictably, the basic tenet of this approach is the investigation of CLIL assessment tactics chosen by the course participants after the training. We seek to address the transformation of the content teachers' perceptions of their prior experience and their new preferences regarding the evaluation process. Nevertheless, it also important to make survey participants reflect on key assessment issues and values arising out of the CLIL training.

In line with this, the following research analyses future content teachers' assessment preparation before, during, and after specialised training undertaken. The study's research questions will generally be formulated the following way:

- How do we assess in CLIL?
- What assessment techniques do they know?
- What are the ones they learn?
- What are the optimal ones?

This research is organized as follows. The first section of this paper reviews the specific CLIL method background and details its assessment tools as a part of the CLIL training process. The second part of the paper presents a detailed description of the survey and the examinees' assessment choice made by the participants. Finally, conclusions are offered to reflect on the collected data.

2. Literature review

2.1. CLIL method

CLIL has often been described as a dual-focused approach in which content and language are learnt simultaneously (Coyle et al. 2010, Mehisto et al. 2014). By using CLIL as "an educational approach in which a foreign language is used as the medium of instruction to teach content subjects for mainstream students" (Nikula et al. 2013:91), we obtain a combination of content, language and common educational policies that support an accessible teaching-learning process.

We also hear about "the added value of CLIL" (Marsh, 2012:181) meaning the contribution this approach has made on the students self-learning skills. Therefore, one of CLIL's most important features is getting students to think rather than receive. This basic principle conditions many of the ideas that content teachers have had so far on how to present content.

However, there is a further dimension of CLIL which is now beginning to be analysed: the implications this approach has on teachers' methodology and on the assessment tools in use. In this paper we want to analyse the knowledge Valencian teachers preparing for the certificate to teach other subjects in English, had of the assessment tools related with CLIL before the course, which ones they learnt throughout the course and which ones they incorporated into their teaching after the course.

2.2. CLIL assessment

Assessment is an essential part of the teaching-learning process, and this is especially true in CLIL. According to Marsh et al. (2011:9), it is a process of "collecting and interpreting evidence" for measuring learning outcomes. CLIL teachers need tools that allow them to assess not only content, cognition, culture and competences but also communication.

Several attempts have been made to tackle the effect of different assessment instruments. There exists research, such as the CLIL project undertaken by Massler, Stotz and Queisser (2014), which has shed light on how to assess these areas by making use of a three-dimensional project. This project came to light after analysing how Swiss and German teachers introduced contents in their countries in the L2.

Adopting a similar approach, we decided to study the knowledge that Valencian teachers preparing for the English Training Habilitation (*Capacitació per a l'ensenyament en anglés*, 24 credits) had of assessment tools. We surveyed one hundred and thirty-two students undertaking CLIL teacher training courses and analysed the results. Here we summarise our training methodology, detail survey results and conclusions.

2.3. CLIL assessment training and tools

Along the course, participants were introduced to the principles of "Assessment in CLIL". Students attending a CLIL-training course tend to believe L2 language is at the core of the assessment process. Through the study of the four Cs (Coyle et al. 2010), they learnt that in CLIL, language progression is one of four legs building up a table. Additionally, other issues such as thinking skills (cognition), knowledge (content) and intercultural awareness (culture) need to be considered.

Future CLIL teachers were shown how to classify assessment tools attending to the following criteria: assessment of learning (exams, tests) and assessment for learning (rubrics, self-assessment diaries and portfolios). In our study we clearly favoured those tools which assess for learning over those that assess learning itself. An important part was to show students how to elaborate descriptors that compile language (following the Common European Framework of Reference for Languages checklists [Council of Europe, 2001]), skills (listening, speaking, reading, writing), content and cognition.

During the first sessions of our course we wanted our students to get to know the principles of CLIL methodology and promote a reflection on the tools that would be most suitable to assess this way of learning. Our starting point was a group of teachers whose main knowledge of assessment tools were "Assessment of learning" tools (those that make it

easier for teachers to quantify, such as exams and tasks) rather than “Assessment for learning” (rubrics, diaries and portfolios).

We soon realised that a distinction between evaluation and assessment needed to be presented. As it stands (Harlen, 2007:12), “evaluation is the process of collecting evidence about programmes, systems, procedures and processes and the interpretation of evidence with respect to stated or desired objectives”. Assessment is defined as “a process of collecting and interpreting evidence for some purpose” (ibid), it supports learning and helps measure progress being made towards planned outcomes. So, the focus is on how to enhance teacher’s capacity to measure CLIL learners’ progress through the formative assessment for learning.

As can be seen, the main differences between evaluation and assessment are those that make the latter a tool more related to CLIL, being a part of instruction (Barbero 2012, Llinares et al. 2012) and namely, helping “measure progress towards planned outcomes” (Harlen, 2007:12). Therefore, CLIL assessment generates reliable feedback on the content and language understanding. The application of CLIL should consider a number of tools and strategies that measure the training’s effectiveness and our goal is to make our students – future CLIL method practitioners – aware of such a serious issue is a necessity.

Hence, following a model of Socratic questioning we proposed to our students a reflection on what aspects CLIL should evaluate. For this we presented some CLIL teaching simulations, introducing some new CLIL activities for them like “True / False” dictation or “From answers to questions”, activities oriented to facilitate the scaffolding of language and content. These were the reflection points coming from Barbero & Clegg (2005), Järvinen (2009), Coyle et al. (2010):

- 1) What do we mean by assessment in CLIL? The first thought that this question posed was that obviously knowledge was not the only answer. It was clear that CLIL had to evaluate something more, since the simultaneous learning of language and content had to focus not only on knowledge but on how this knowledge is best acquired.
- 2) What do we assess, content or language? As mentioned before in this paper, participants attending a language training course often have the preconceived idea that language assessment will play a central role in CLIL. Although they progressively discovered that was not the case, what is certain is that the evaluation tools known hitherto were not suitable for evaluating CLIL. New concepts such as CEFR and “can do” descriptors that blend language and content were introduced which meant for them a new evaluation strategy.

In addition to content and language CLIL also assesses other issues such as learning skills, materials, effort, engagement, 4 language skills, partner / group work, and social / emotional development. The consideration of all these aspects made it clear that new assessment tools were needed. During the course, rubrics were introduced as a three-dimensional model (Massler et al. 2014) compiling curriculum content, metacognition and language on the one hand, and portfolios with recollection of evidence and self-

assessment. These two tools gained acceptance as the students developed assessment tools for their didactic units over a 15-week period.

- 3) What are the roles of cognition and culture? The students participating in the course were aware of the role that cognition and culture have in the assessment process. This was particularly true for preschool and primary education teachers as their curricula develop around the centres of interest of the students. While this aspect has also been widely considered in secondary curricula, through competences, our students did not actually know how to evaluate them. Reflecting on the tools used by them until then, it became clear that they were not suitable for this purpose. For the evaluation of these competences that included culture, we proposed journals and guided self-reflections that could be adapted to any level through scaffolding techniques.
- 4) What tools can we use for assessment? Through this point of reflection, we were able to check the knowledge of the evaluation tools used and known before the course. Tests and indirect observation were the most widely used tools. This fact corroborates the idea that the assessment of learning was the strategy most widely used before the course.
- 5) Who assesses? To pose this question in a course that covers so many educational levels cannot have a single valid answer. Thus, rather than talking about rules or "commandments" the idea we suggested is to establish some "trends". And it was obvious that although pre-schoolers cannot self-assess themselves in the same way as high school students, it is necessary to initiate processes of self-reflection and peer assessment that will certainly develop self-learning techniques in the future. Self and peer-assessment certainly raise students' autonomy and responsibility as well as striving for a deeper understanding of skills, subject-matter and processes. Because of this assessment process the role of the student is lifted from passive learner to that of active learner and assessor.
- 6) How do we assess? From the first notions of CLIL, the participants in this course intuited that both the content with the language had to be assessed. However, they did not know how, in what percentages, and whether other aspects had to be assessed as well. They also did not know what evaluation tools they could use to make this assessment effective. We explained to our students that we should evaluate content, language and self-learning skills. All this we would do through a series of CLIL language strategies that facilitated the scaffolding process

Within "how to evaluate the content" we introduced our students to the notion of curriculum Coyle's 4c's (Coyle et al 2010), Bloom's taxonomies, and its later revisions by Lorin Anderson. Through this Socratic questioning we were able to know the starting point of our students regarding the subject of Assessment, introduce the CLIL features in a real teaching simulation, promote a process of reflection on the conditions of Assessment in CLIL, offer possible tools to meet these needs. And finally, we allow the selection of those that are more convenient according to the level of education and tasks.

Throughout the training, we focus on a three-level assessment process: diagnostic, or initial pre-teaching knowledge estimation, followed by formative, or continuous feedback on learners' performance, and summative, or final results obtained by testing students' content and language outcomes. The last two phases were suggested by Coyle et al. in 2010, and the core approach recommended for CLIL was the formative assessment. Notwithstanding, summative assessment is useful for detecting final results via examining learners' as a part of formal schooling (ibid).

The main CLIL assessment tools examined during the course are in line with alternative assessment tools such as observation, portfolios, conferences, dialogue journals and learning logs. Genesse & Hamayan (2016) advocate for focusing on systematic observation, checking major content and language advances in terms of rubrics or teachers' journals. Both researchers also advise elaborating "a purposeful collection of a student's work that documents their efforts, achievements and progress over time", a portfolio (ibid, 2016:210). Additionally, conferences, dialogue journals and learning log review and assess CLIL learning process by discussing or writing on chosen topics but these tools were not included in the training programme.

In this training course, the CEFR "can do" statements or descriptors for assessing language competences were used as recommended by Järvinen in the Language in Content Instruction Handbook (2009:115-118). Likewise, it is a valuable tool for editing worksheets setting relevant standards for self, peer and teacher assessment.

We now offer the rationale, results and conclusions of our survey based on the assessment teaching training in CLIL.

3. Survey design

3.1. Participants' personal and professional background

The study of CLIL assessment represents a valuable tool towards the improvement of content teachers' preparation and quality control of the teaching process. Bearing this in mind, the survey designed has a double objective: first, to make participants reflect on the CLIL teaching assessment and, second, compare trainees' considerations concerning their choice of assessment tools and methods after the English Training Habilitation (Capacitació).

In line with this, the survey was carried out during academic year 2016-17 as an online questionnaire on personal and educational profile of respondents (items 1-3), specialised assessment strategies (items 4-6), and European project participation or assessment course suggestions (items 7-8). The mission of the study is to provide an insight on CLIL training outcomes.

For the purpose of study, 132 survey participants answered three questions about their background. The items in this group address respondents' age (item 1), education (item 2), and teaching area (item 3). We take into consideration this data due to the fact that teaching training and development is closely related to the necessity to adapt subject teaching to the modern schooling.

Item 1. Age group

As shown in Figure 1, we asked participants to select the age range to which they belong. The options offered vary from the age under 20 to over 60. Option one, the youngest group aged between 20 and 30, including 42,4% of the participants, is clearly the biggest group. It is closely followed by teachers aged between 31 and 40. The next age groups, 41-50 and 51-60+, are distributed as 17,4% and 2,3%, accordingly. What is interesting in this data is that two major groups, totalling 80,3%, include teachers from 20 to 40 years. The fact that the age group over 50 years old has been poorly represented within the group of survey participants might be concerning because of new approaches not reaching this group.

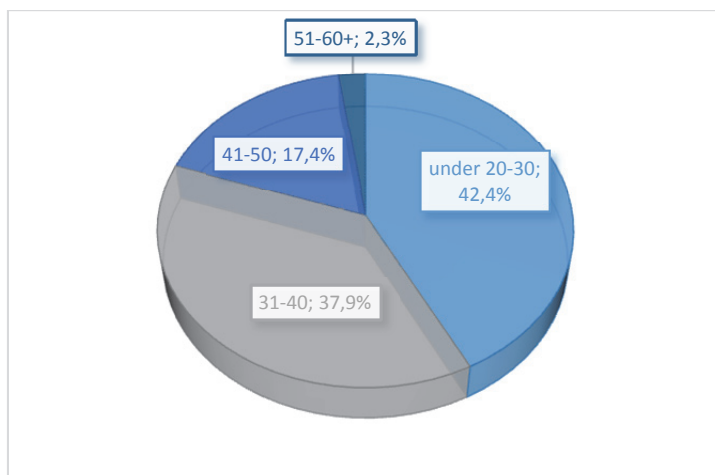


Figure 1. Survey participants' age

Item 2. Formal education

This item provides us with basic information regarding the educational and academic background of the participants (see Figure 2). They all hold a university degree (63,6%) but 36,4% reached higher education levels (Master's degree and doctoral studies, 31,1% and 5,3%, accordingly). This fact is necessary to understand relationships between academic level and assessment tools and approaches based on the development of learning strategies versus those based on knowledge.

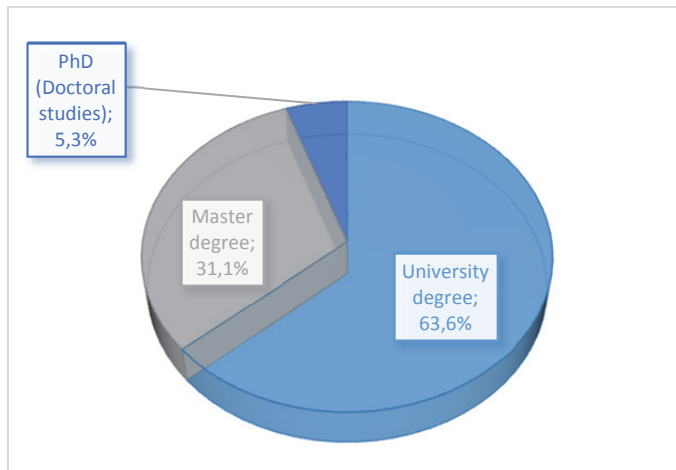


Figure 2. Survey participants' educational background

Item 3. Survey participants' teaching areas

Participants were asked to give information regarding the ages of their students, thus providing an insight into the techniques used to scaffold content and language, how outputs are assessed and how language skills are presented. The pie chart (see Figure 3) shows an overall quantity of 56,8% pre-school and primary school teaching staff getting ready to start applying CLIL methodology. Specifically, there are 34,1% of primary teachers and 22,7% of pre-school teachers who are being trained for teaching non-linguistic subjects in English. Slightly lower numbers are related to the 31,8% of secondary school teachers and 9,1% of vocational training teachers pursuing the same aim.

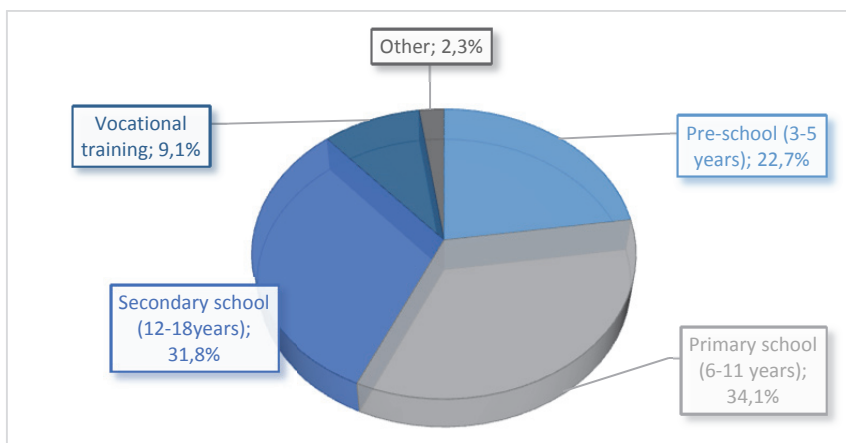


Figure 3. Survey participants' teaching areas

From the point of view of the survey design, it is important to extract the information corresponding to the items 1, 2 and 3. The majority of those who responded are aged 20-40, hold a university degree and work as pre-school and primary school teachers. The number of Master's degree holders seems to correlate with the quantity of secondary school teachers, both reporting an overall 31%, meanwhile vocational trainers are a clear minority among respondents with less than 10% of the survey participants.

3.2. Assessment preferences

These items include three questions directly targeting the assessment approach and establishing a connection between the previous experience and the CLIL assessment instruction. Each question addressed only one issue related to the course progress and assessment tools used: item 4 (before), item 5 (during) and item 6 (after). Therefore, survey participants were asked to choose from a list one or more answers for each question. The graphs below illustrate the relationship of the assessment methods background of the training participants, their learning progress and the course outcomes.

Item 4. Assessment tools normally used before CLIL assessment course

When the participants were asked to name the assessment instruments that they normally use, the majority chose direct observation (98 responses), diagnostic, formative and summative assessment (73 responses), diagnostic, formative and summative tests (69 responses) and indirect observation (21 responses) or other (4 responses). More specifically, permanent feedback on learners' progress and understanding through a variety of assessment activities not relying solely on tests makes the difference between diagnostic, formative and summative assessment and diagnostic, formative and summative tests.

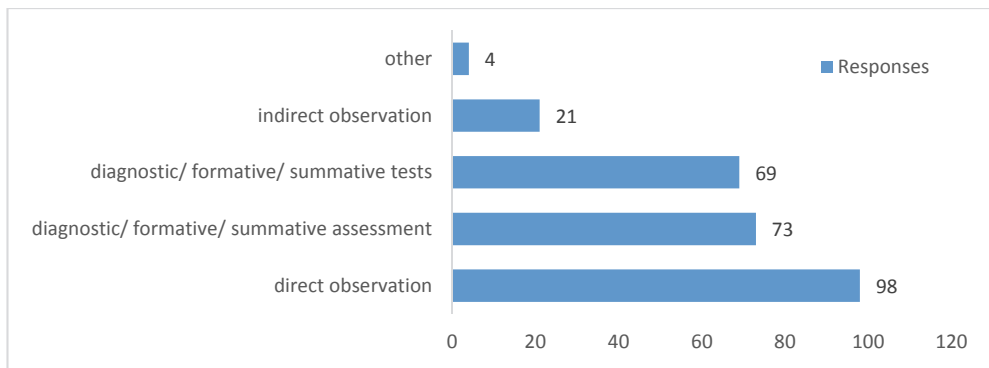


Figure 4. Assessment tools normally used before CLIL assessment course

The results, achieving an overall quantity of 265 responses, as shown in Figure 4, indicate a limited number of assessment tools used before the course. Considering 98 answers, school

teachers tend to mainly choose direct observation, followed by various types of assessment or tests. The probable explanation of this feedback could be related to the pre-school and primary school teaching areas where most of the survey respondents work.

Item 5. Assessment tools suggested during the CLIL assessment course

The options below represent some of the alternatives currently taught as a part of the CLIL assessment course. Due to the learning-by-doing course approach, the items selected for the survey were embedded in the training process through presentations, group and individual activities, homework and even the course calendar.

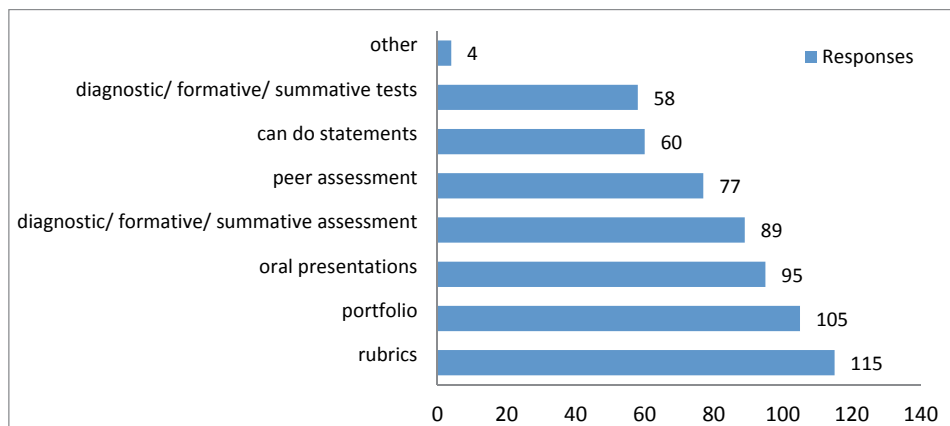


Figure 5. Assessment tools suggested during the CLIL assessment course

Interestingly, some new assessment instruments suggested during the course such as rubrics (115 responses), portfolio (105 responses), oral presentations (95 responses), diagnostic, formative and summative assessment (89 responses), peer assessment (77 responses), "can do" statements (60 responses), diagnostic, formative and summative assessment tests (58 responses) and other (4 responses) as shown in Figure 5, changed their previous preferences.

Item 6. Assessment tools chosen after the CLIL assessment course

With respect to the general assessment course outcomes, the following set of responses comprises CLIL assessment course trainees' change of viewpoints. The contrast between the item 5 and 6 represents a new mental concept of CLIL assessment approach clearly selected for a practical implementation.

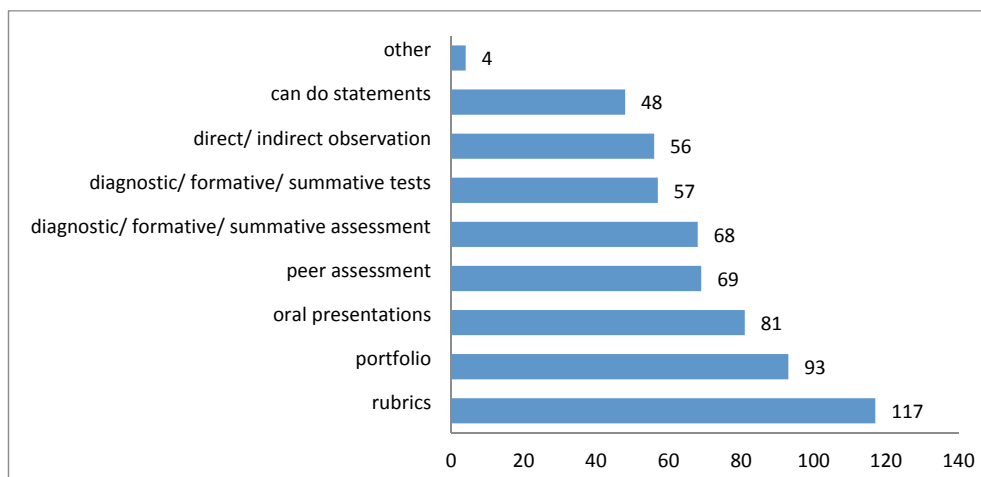


Figure 6. Assessment tools chosen after the CLIL assessment course

From the data in Figure 6, one can see that the strong leadership of the first three assessment tools has not suffered any drastic change: rubrics (117 responses), portfolio (93 responses) and oral presentations (81 responses). Probably a slight decrease of the second and third instruments has to do with a reappearance of direct/ indirect observation. The fourth and the fifth elements, scoring 69 responses (peer assessment) and 68 responses (diagnostic, formative and summative assessment), have exchanged their positions as compared to the previous graph. The remaining procedures, such as diagnostic, formative and summative tests (57 responses), direct/ indirect observation (56 responses), "can do" statements (48 responses) or other (4 responses), concern less popular but relevant aspects.

Item 7. Are you considering taking part in any collaborative project with schools or European bodies?

Special attention should be paid to participation of survey respondents in collaborative projects as a part of a common perspective. This study includes a question regarding teachers' participation in European projects and the answers collected in Figure 7 below.

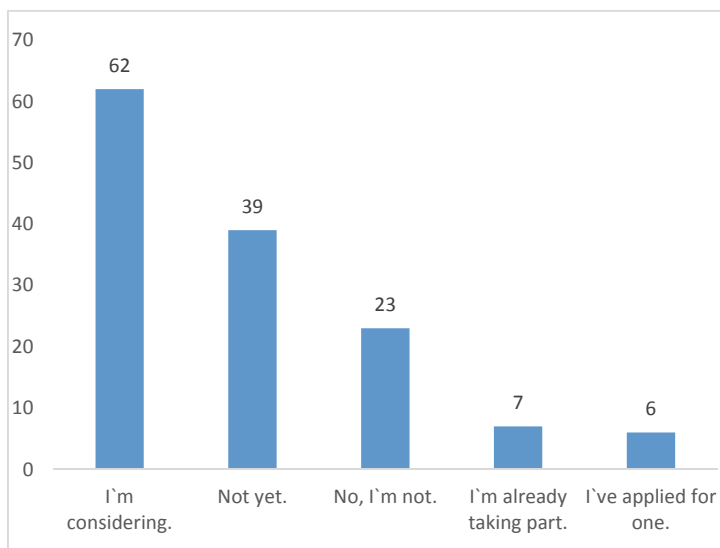


Figure 7. Are you considering taking part in any collaborative project with schools or European bodies?

This item is related to the content and language learning cooperation as one of final parts of the training course, it triggers trainees' awareness about further cooperation with foreign colleagues. The answers provided in Figure 7 illustrate a clear trend of increasing popularity of European collaboration awareness, as the most widespread answer shows ("I'm considering", 62 responses). This positive intention is added to the participative actions such as "I'm already taking part" (7 responses) and "I've applied for one" (6 responses). Quite the opposite, we can see two negative answers stating, "Not yet" (39 responses) and "No, I'm not" (23 responses). From this data, the overall optimistic balance of active attitude toward European integration emerges, based on positive 75 responses versus 62 negatives ones.

Item 8. Your assessment suggestions

Finally, there are only 12 recommendations concerning assessment suggestions. Several of the following issues address specific tools, for example, rubric, Kahoot (an online quiz), peer assessment or group work. Others suggest how to improve the course applying more secondary school strategies or adapting them to special needs education in a CLIL class. Some participants expressed gratitude for the course experience shared.

4. Results

By asking participants to provide the assessment tools they employed before the course, those which were covered during the course, and those subsequently chosen after completing the course, we were able to assess the impact of the strategies discussed during their training.

Table 1. Comparison of the reported assessment tools

Tools	Suggested during the course (603 responses)	Tools chosen after the course (593 responses)
Rubrics	115	117
Portfolio	105	93
Oral presentations	95	81
Diagnostic/ formative/ summative	89	68
Peer assessment	77	69
"Can do" statements	60	48
Diagnostic/ formative/ summative tests	58	57
Direct / indirect observation	-	56
Other	4	4

If we take a closer look at the results, obtained from the preliminary analysis (Figures 5 and 6) and presented in Table 1, there are no significant differences between the two columns regarding the top three assessment instruments. However, further analysis reveals that after the course, trainees selected peer assessment as the fourth preferred option followed closely by diagnostic/ formative/ summative assessment. The most striking observation to emerge from the table data is the reappearance of the direct/ indirect observation method not included in the training but, obviously, steadily reflected in the respondents' evaluation ideas.

5. Conclusions

Broadly speaking, while referring to the factors influencing provision of CLIL and the teaching staff, we can find both weaknesses and opportunities (European Commission, 2014). On one hand, content teachers proficient in language are getting actively involved in the schooling process and create communities of practice. On the other, lack of CLIL guidelines and training along with the need to improve language skills of subject teachers are some of the factors hindering CLIL. From the data collected during the study, it can be concluded that the English Training Habilitation (Capacitació per a l'ensenyament en anglés) course participants-survey respondents are between the ages of 20 and 40 (80,3%), holders of university degrees (63,6%) or post-graduate degrees (36,4%) and mainly are primary school (34,1%) and secondary (31,8%) teachers.

Our research deepens and expands the connection of professional development of content teachers and CLIL assessment. This study has shown some improvements in the way teachers tackle assessment needs and content training in English: their perception of evaluation as a definitive control instrument rather than a progress feedback tool has shifted away from the traditional command-and-control approach. Because of the course, educators are now able to design and use more complete, adapted and student-friendly assessment processes.

It is therefore no surprise, that many teachers are glad to include new approaches to their assessment palette as was recommended during the course: rubrics, portfolio, and oral presentations. The unanimous choice of the above-mentioned tools suggested during the course and selected after it, praises the adaptability of Valencian teaching staff. Moreover, their willingness to use new assessment approaches is proved by the range of strategies such as peer assessment or “can do” statements along with top-rated new tools.

Before undertaking the course, participants showed a preference for four evaluation tools. During the course they were presented with three further techniques. Among the impact of the implementation of these additional tools is a willingness of the participants to collaborate in European-level programs and to perform further research and thus increase our knowledge regarding the application of new tools to obtain success in CLIL teaching.

Returning to the research questions posed at the beginning of this study, it is now possible to state that an extended knowledge of assessment tools improves trainees’ professional qualification as content and language integrated teachers. A more in-depth research on the CLIL assessment strategies and training demonstrates a step toward the common plurilingual content and language teaching curriculum. And, in Valencian Autonomous Community, the special situation of using three languages to teach the curriculum instead of two languages (European Commission/EACEA/Eurydice 2017) is a prospect that involves adoption of wise plurilingual policies.

However, more research on this topic needs to be undertaken before coming up with a set of common evaluation techniques and tools for the pre-school, primary, secondary school and vocational training teachers. Furthermore, a common front of European, state, local authorities and CLIL trainers focused on specific CLIL assessment issues should be created to tackle this phenomenon, which has global CLIL methodology consequences.

References

- BARBERO, T., Clegg, J. (2005). *Programmare percorsi CLIL*. Rome: Carocci.
- BARBERO, T. (2012). Assessment Tools and Practices in CLIL. In QUARTAPELLE, F. (Ed.), *Assessment and Evaluation in CLIL* (p. 38-56). Pavia: Ibis-Como.
- BRITISH COUNCIL. (2012). *Language Rich Europe: Trends in Policies and Practices for Multilingualism in Europe*, Guus Extra and Kutlay Yağmur (eds.). Cambridge: Cambridge University Press.
- COUNCIL OF EUROPE. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge: Press Syndicate of the University of Cambridge.
- COYLE, D., Hood, P., & Marsh, D. (2010). *Content and Language Integrated Learning*. Cambridge University Press.
- DECRET 127/2012, de 3 de agosto, del Consell. Retrieved from http://www.docv.gva.es/datos/2012/08/06/pdf/2012_7817.pdf

- EUROPEAN COMMISSION (2014). *Improving the effectiveness of language learning: CLIL and computer assisted language learning*. London: ICF GHK.
- EUROPEAN COMMISSION/EACEA/Eurydice (2017). *Key Data on Teaching Languages at School in Europe – 2017 Edition*. Eurydice Report. Luxembourg: Publications Office of the European Union.
- GENESSE, F., HAMAYAN, E. (2016). *CLIL in Context. Practical Guidance for Educators*. Cambridge: Cambridge University Press.
- HARLEN, W. (2007). *Assessment of Learning*. Los Angeles, London, New Delhi, Singapore: Sage Publications.
- JÄRVINEN, H.M. (2009). *Language in Content Instruction Handbook*. Turku: University of Turku.
- LLINARES A., MORTON T., WHITTAKER R. (2012). *The Roles of Language in CLIL*. Cambridge: Cambridge University Press.
- MARSH, D. (2012). *Content and Language Integrated Learning (CLIL). A Development Trajectory*. Cordoba: University of Cordoba.
- MARSH, D., MEHISTO, P., WOLFF, D., FRIGOLS Martín, M. J. (2011). *European Framework for CLIL Teacher Education. A Framework for the Professional Development of CLIL Teachers*. Retrieved from <http://www.ecml.at/tabid/277/PublicationID/62/Default.aspx>
- MASSLER, U., STOTZ, D., QUEISSER, C. (2014). "Assessment instruments for primary CLIL: the conceptualisation and evaluation of test tasks". *The Language Learning Journal*, 42(2), 137-150.
- MEHISTO, P., MARSH, D., FRIGOLS, M.J. (2014). *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Oxford: Macmillan Education.
- NIKULA, T., DALTON-PUFFER, C., LLINARES, A. (2013). "CLIL classroom discourse: Research from Europe". *Journal of Immersion and Content-Based Language Education*, 1(1), 70–100.
- VILA, X., LASAGABASTER, D., RAMALLO, F. (2017). "Bilingual education in the officially multilingual autonomous communities of Spain". In García O., and Lin, A. *Encyclopaedia of Language and Education in Bilingual and Multilingual Education, Encyclopaedia of Language and Education*. Springer International Publishing AG 2017.

DESCRIPCIÓN DE UNA EXPERIENCIA BASADA EN EL ENFOQUE CLIL EN LA ENSEÑANZA COMPRENSIVA DE LOS JUEGOS DEPORTIVOS

Cobo Saiz, Juan de Dios^a; Estevan Torres, Isaac^b;
Warburton Labrador, Susan^c

^{a,c} *Universidad Católica de Valencia San Vicente Mártir*

^b *Universitat de València*

Resumen: El plurilingüismo es una de las principales líneas estratégicas a desarrollar en materia de educación. Por consiguiente, conviene analizar las posibilidades que ofrecen las diferentes áreas que componen el currículo oficial. Una de estas áreas es Educación Física, que presenta singularidades como la tipología de sus espacios, materiales didácticos y estructura de las sesiones. Estas particularidades deben ser analizadas a la hora de llevar a cabo prácticas bilingües en esta asignatura. El propósito de este artículo es presentar el proceso de desarrollo de una unidad didáctica sobre la enseñanza comprensiva de los juegos deportivos en Educación Física, conocidos como *Teaching Games for Understanding* (TGfU), bajo el enfoque de Aprendizaje Integrado del Contenido y el Lenguaje (CLIL, por sus siglas en inglés). La experiencia se ha desarrollado en un centro público de la provincia de Valencia con un grupo de 5º curso de Educación Primaria sin experiencia previa en programas CLIL. El objetivo de su implementación es mostrar cómo la integración de tareas con y sin respuesta motriz mejora la comprensión del juego deportivo de invasión, con independencia de la lengua vehicular. Se ha desarrollado poniendo en práctica un módulo CLIL de seis sesiones de duración organizado atendiendo a una clasificación de tareas con y sin respuesta motriz. Los resultados muestran que los conceptos básicos de los juegos son bien asimilados y que los aspectos lingüísticos trabajados facilitan la comprensión y el andamiaje táctico-técnico de los juegos. No obstante, el estudio presenta algunas limitaciones como la necesidad de valorar la implicación motriz del alumnado de manera objetiva o la utilización de una herramienta validada para conocer la motivación hacia el aprendizaje de segundas lenguas. Esto lleva a la conclusión de que la sociomotricidad presente en los TGfU potencia las habilidades lingüísticas y no merma la adquisición de los elementos fundamentales del juego.

Palabras clave: Educación Física, CLIL, aprendizaje integrado, enseñanza bilingüe.

Abstract: Multilingualism is one of the main strategic policies to be developed in education. Therefore, it is convenient to analyse the possibilities offered by the different subjects that make up the official curriculum. The aim of this manuscript is to show the process of developing a Physical Education unit following the Teaching Games for Understanding method (TGfU) within the Content and Language Integrated Learning (CLIL) approach. The

main goal of its implementation is to clarify how the integration of tasks with and without motor response improves the understanding of TGfU invasion games, independently of the vehicular language. The results show that the key concepts are well understood and the linguistic aspects facilitate the tactical scaffolding of the games. This leads to the conclusion that the motor-social communication of TGfU enhances the linguistic skills and does not reduce the acquisition of the fundamental elements of the game.

Key words: Physical Education, CLIL, integrated learning, bilingual education.

1. Introducción

En el actual contexto educativo y bajo la recomendación del Consejo de Europa a partir de la creación del Marco Común Europeo de Referencia para las Lenguas (MCERL) el desarrollo del plurilingüismo es uno de los principales retos de las administraciones públicas. Como ejemplo, los últimos decretos que regulan el plurilingüismo en la Comunidad Valenciana (i.e., Decreto 127/2012 y Decreto Ley 3/2017) posibilitan impartir áreas no lingüísticas a través de una lengua extranjera, entre ellas Educación Física.

En este marco, el enfoque metodológico *Content and Language Integrated Learning* (CLIL) abre nuevos caminos para la integración de lengua y contenido en diferentes áreas curriculares. Con la adopción de este enfoque, son múltiples los estudios realizados (Short, 1991; Fernández Fontecha y Canga Alonso, 2013; Pérez Cañado, 2016) para valorar la motivación del alumnado y el profesorado en las diferentes áreas, así como el grado de adquisición de habilidades lingüísticas y de contenido disciplinar.

Tras revisar los principales referentes sobre aspectos pedagógicos y motivacionales de la Educación Física bajo el enfoque CLIL, este trabajo expone el tratamiento de las tareas en diversos contenidos curriculares del área que realizan diversos autores. Finalmente, el artículo muestra una unidad didáctica sobre juegos modificados de invasión y los resultados de la evaluación sobre aspectos de adquisición de habilidades lingüísticas y de contenido táctico y reglado.

1.1. Bases que fundamentan la inclusión de CLIL en Educación Física

Con la expansión de los planes plurilingües, tanto en España como en Europa, se han realizado múltiples estudios sobre el impacto que genera la aplicación de CLIL en las habilidades lingüísticas (Llinares y Pastrana, 2013; Pladevall-Ballester, 2016) y en la adquisición del contenido disciplinar de las distintas áreas del currículo (Llinares y Dalton-Puffer, 2014; Nikula, 2014). Con la finalidad de valorar la idoneidad de la Educación Física en el desarrollo del plurilingüismo existen estudios que analizan cómo se complementa CLIL y la pedagogía crítica (Chiva Bartoll, Isidori y Fazio, 2015). También se ha valorado la motivación entre los dominios de la Educación Física y el aprendizaje de lenguas extranjeras (Barrionuevo, 2017). Estos estudios concluyen que las posibilidades de interacción y socialización que genera el especial contexto en el que se desarrolla, son ideales para el

aprendizaje de la lengua extranjera sin deteriorar el contenido disciplinar del área (Salvador García, Chiva Bartoll y Fazio, 2016).

No obstante, el marco curricular de la Educación Física es muy amplio y sus objetivos y contenido son diversos. Definir un marco de tareas apropiadas para implementar CLIL en este contexto parece necesario, así como, organizar el tratamiento de las tareas en los módulos CLIL en base a la *4C's framework* (i.e., *content, cognition, communication and culture*) fue propuesto por Coyle (2008) y refrendado en el ámbito de la Educación Física por diversos autores (Coral y Lleixà, 2013; Chiva Bartoll et al., 2015).

1.2. Tratamiento de CLIL en diferentes contenidos de la Educación Física

La Educación Física ha definido su marco curricular durante los últimos treinta años. Este desarrollo ha marcado el proceso de configuración de los contenidos de la asignatura que giran alrededor de tres corrientes fundamentales (Zagalaz, 2001):

- Educación físico-deportiva: el cuerpo acrobático.
- Educación psicomotriz: el cuerpo pensante.
- Expresión corporal: el cuerpo comunicante.

Algunas de estas corrientes han sido analizadas y refrendadas bajo el enfoque CLIL. Existen estudios sobre unidades didácticas de deportes individuales como el judo (Chiva Bartoll et al., 2015) o el atletismo (Coral, 2010) donde se enfatiza el uso de actividades cooperativas y colaborativas por el desarrollo de la comunicación interpersonal. Las conclusiones giran en torno a la importancia de generar situaciones comunicativas y de incrementar el tiempo útil de conversación del alumnado, reduciendo el tiempo que el docente permanece hablando en clase. Todo ello mejora la precisión en las habilidades lingüísticas productivas, principalmente la oralidad (Gatbonton y Segalowitz, 2005).

Otras propuestas giran en torno a contenidos de actividad física y salud, centradas en contenidos de higiene postural (García Jiménez, García Pellicer y Yuste Lucas, 2012) y orientación (Salvador García et al., 2016). Las aportaciones reflejan cómo el espacio y los recursos propios de la Educación Física incentivan la libertad del alumno y dinamizan la interacción con el grupo-clase y el diálogo para resolver los aspectos inherentes a las tareas.

Existen múltiples clasificaciones de tareas motrices. Una de las más extendidas es la que se basa en el grado de control ambiental, que diferencia entre tareas motrices abiertas y cerradas (Poulton, 1957, citado por Macazaga, 1989). Dentro de esta clasificación, los TGfU se integran en las tareas motrices de tipo abierto que son aquellas donde es esencialmente necesario el *feedback* externo en el cual la información sensorial juega un papel fundamental. La relevancia de estas tareas radica en la necesidad de adaptación del sujeto a las cambiantes circunstancias de las mismas.

1.3. El modelo TGfU dentro de la Educación Física

Los juegos deportivos se basan en la presencia de situaciones de comunicación o interacción motriz (Parlebas, 2001). Valorando la importancia de la sociomotricidad como componente no verbal de la comunicación, el modelo de enseñanza comprensiva de los juegos deportivos Teaching Games for Understanding (TGfU) se presenta como recurso para generar tareas basadas en la 4 C's framework. Este modelo ha prevalecido a la hora de realizar el andamiaje táctico-técnico de la iniciación deportiva desde la década de los 80 (Devís y Peiró, 1992).

2. Objetivos

La intención de este trabajo es mostrar cómo la integración de dos enfoques docentes en Educación Física (i.e., TGfU y CLIL) implica una mejora en la adquisición de habilidades lingüísticas del alumnado en la lengua meta y, a su vez, permite el aprendizaje de los elementos tácticos y reglados del juego modificado.

Los objetivos del estudio deben afrontarse de forma dual distinguiendo entre objetivos motrices y lingüísticos (Marsh, Ontero y Shikongo, 2002). Desde un punto de vista lingüístico, se busca establecer la comunicación verbal en las tareas motrices a través de la lengua meta. En lo referente al aspecto motriz, se trata de desarrollar las habilidades y la sociomotricidad propia de los juegos modificados de invasión.

Con todo ello se pretende analizar el nivel de comprensión que el alumnado de primaria adquiere sobre el sistema táctico y reglado del juego modificado al que ha sido expuesto durante el proceso en la lengua meta.

3. Metodología

3.1. Participantes

Se realizó una unidad didáctica de juegos de invasión de territorios en un grupo-clase de 5º de Primaria con 23 alumnos (12 niños y 11 niñas) pertenecientes al CEIP San Roque de Silla (Valencia). El centro está situado en un barrio con un nivel socioeconómico medio-bajo.

Los alumnos/as con los que se ha realizado la experiencia no han tenido un contacto previo con CLIL en asignaturas no lingüísticas en cursos anteriores. Sólo han cursado la asignatura de lengua extranjera: inglés en los cursos de 1º a 4º de Educación Primaria. Los cuestionarios de contexto que completan las familias para elaborar el proyecto educativo de centro constatan que sólo dos familias del alumnado participante tienen un nivel avanzado de inglés y lo utilizan habitualmente como lengua de comunicación en casa.

3.2 Intervención

El planteamiento didáctico ha constado de seis sesiones planificadas en base a la enseñanza comprensiva de los juegos deportivos (Devís y Peiró, 1992) integrada en los principios de los módulos CLIL (Mehisto, Marsh y Frigols, 2008) y utilizando el modelo *language-sensitive content instruction*. Para el diseño de las mismas se han asociado estructuras de juego

modificado con actividades basadas en los principios de BICS (*Basic Interpersonal Communication Skills*) and CALP (*Cognitive Academic Language Proficiency*) de la matriz de Jim Cummins (1984).

Las sesiones se han organizado atendiendo a una clasificación de tareas con y sin respuesta motriz. Esta manera de realizar el andamiaje atiende a los principios teórico-prácticos del área de Educación Física.

- Tareas sin respuesta motriz: Se utilizan para activar el lenguaje fundamental que debe ser adquirido a través del módulo CLIL. Las tareas sin respuesta motriz ofrecen los recursos lingüísticos necesarios para que el juego modificado pueda conducirse a través de la lengua meta. Algunos ejemplos son la modificación del *Hexagon Game* (Bentley, 2009) (ver Figura 1), *The Dice Problem-solving* y *Builders* (de creación propia).
- Tareas con respuesta motriz: Se utilizan para contextualizar el aprendizaje del *content-obligatory language* en la situación real del TGFU. Deben enfatizar el uso de la lengua meta mientras se realiza la tarea motriz. En esta unidad se han planteado diversas estructuras de juegos de invasión en función de los principios básicos de ataque y defensa.



Figura 1. Modificación del *Hexagon Game*

Fuente: Bentley, K. (2009)

Respecto a la comunicación cabe destacar dos niveles; el lenguaje para el módulo CLIL y el lenguaje para la interacción. Es fundamental organizar tanto el lenguaje disciplinar como el interpersonal. Esta forma de organización responde a la necesidad de introducir unos aspectos del lenguaje que sean claves y alcanzables para el alumnado. Su correcta sistematización facilitará la comprensión de la lengua meta y permitirá alcanzar los objetivos disciplinares planteados (Linares, Morton y Whittaker, 2012).

En el nivel del lenguaje para el módulo CLIL se organizan tanto el vocabulario como las estructuras gramaticales de uso constante en la unidad didáctica. Estos aspectos serán trabajados de forma reiterada por las tareas sin respuesta motriz con la finalidad de crear una base de lenguaje específico que permita la comunicación en las tareas motrices a través de la lengua meta.

El tratamiento del lenguaje para la interacción supone un soporte fundamental a la dinámica de los juegos. Implica una serie de estructuras que no son específicas de la unidad pero que son necesarias para establecer la comunicación tanto verbal como sociomotriz. Las características de la situación de comunicación motriz generan múltiples posibilidades de interacción que facilitan la práctica de la lengua meta (Dale y Tanner, 2012).

3.3. Instrumentos

La evaluación de la comprensión de los juegos se desarrolló a través de dos herramientas: un cuestionario *ad hoc* con una escala *likert* de cuatro puntos y un test de valoración final a través de la plataforma *kahoot*.

- Cuestionario formativo: El cuestionario *ad hoc* se llevó a cabo con la plataforma *plickers* basada en código QR. Las preguntas se orientaron a la comprensión del juego en la lengua meta tras realizar las tareas CLIL sin respuesta motriz. Para cada pregunta existen cuatro posibles respuestas siendo 1 “totalmente en desacuerdo” y 4 “totalmente de acuerdo” (ver Figura 1).
- Test de conceptos: Para su diseño se utilizó una estrategia de gamificación que consiste en elaborar la prueba a través de una plataforma lúdico educativa (*kahoot*). La utilización de esta plataforma pretendía atraer en mayor medida el interés del alumnado, aumentar la motivación y provocar situaciones de resolución de problemas (Kapp, 2014). El test constaba de diez preguntas de opción múltiple y valoró la comprensión de las estructuras gramaticales básicas y el vocabulario clave.

4. Resultados

La administración del cuestionario formativo tras aplicar dos sesiones sobre dos juegos modificados de invasión (i.e., en la primera de ellas, las reglas y fundamentos tácticos eran explicados por el maestro, mientras que en la segunda sesión el juego iba precedido de una tarea CLIL sin respuesta motriz para introducir estos aspectos) permitió constatar que cuando el maestro explicaba las reglas del juego utilizando únicamente la lengua meta, existía una baja comprensión de las mismas. Por el contrario, la realización de la tarea CLIL sin respuesta motriz generó un nivel de comprensión mayor en una amplia mayoría del alumnado (ver Figura 2.) Estos resultados informan que el nivel de comprensión tras la práctica del juego parece ser mayor que tras la única comunicación oral del docente.



Figura 2. Resultados obtenidos sobre las cuestiones de comprensión del juego

Respecto al test de conceptos básicos, se encontró que el porcentaje de aciertos global (86,47%) es amplio, considerándose como bien asimilados tras la experiencia CLIL (ver Figura 3). Además, en el análisis de las preguntas por familias de vocabulario, las acciones de juego constataban un porcentaje de acierto superior al vocabulario más general.

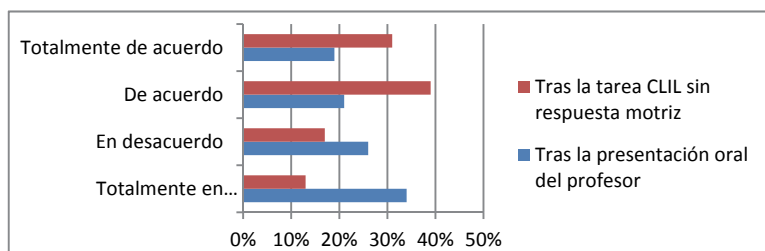


Figura 3. Porcentaje de aciertos global sobre los conceptos clave del módulo

5. Conclusión

El presente trabajo pretendía establecer la comunicación verbal en las tareas motrices a través de una lengua meta y a su vez, desarrollar las habilidades y la sociomotricidad propia de los juegos modificados de invasión. Dadas las características especiales del área de Educación Física, las tareas que se diseñen deben seguir el enfoque dual de CLIL y adaptarse al reto motor que suponen las mismas con el objetivo de plantear tareas equilibradas (Coral y Lleixà, 2013). Dado que estas tareas deben integrar la 4 *C's framework* además de mantener la exigencia motriz como parte fundamental, esta secuencia se muestra como apropiada pues realiza el andamiaje a través de tareas con y sin respuesta motriz que permiten cumplir con las exigencias de CLIL y del currículo del área de Educación Física.

Nuestra propuesta selecciona los TGfU debido a la comunicación socio-motriz que presentan las tareas abiertas descritas con anterioridad y que ha sido comprobada en multitud de ocasiones (Úbeda Colomer, Monforte y Devís, 2017). La interacción, tanto motriz como verbal, que se produce en este tipo de juegos puede resultar muy interesante a la hora de integrar una lengua extranjera dentro del área de Educación Física.

No obstante, la mayoría de análisis sobre la aplicación de CLIL en tareas motrices se ha llevado a cabo en las clasificadas como cerradas (Coral, 2010; Chiva Bartoll et al., 2015) donde la comunicación socio-motriz no determina la resolución de las mismas. La aplicación de esta experiencia a tareas abiertas pretende mostrar las posibilidades que ofrece la metodología CLIL y la idoneidad de su tratamiento en el ámbito educativo.

El presente trabajo presenta algunas limitaciones y plantea una serie de retos. En primer lugar, no se ha valorado la implicación motriz del alumnado de manera objetiva o no se ha realizado una valoración previa para estimar el grado de conocimiento del alumnado antes de la realización de la intervención. Se pretende utilizar herramientas validadas como un cuestionario sobre motivación para el aprendizaje de una segunda lengua (Lasagabaster, 2011), así como conocer la cantidad de movimiento que realiza el alumnado durante las sesiones y su competencia lingüística tras la puesta en marcha de una unidad didáctica basada en TGfU y CLIL.

Como conclusión del presente trabajo se desprende que una experiencia docente basada en dos métodos como CLIL y TGfU parece favorecer la asimilación de conceptos básicos de los juegos modificados y la comprensión y andamiaje de aspectos lingüísticos relacionados con la táctica y la técnica de los juegos. Así pues, la socio-motricidad presente en los TGfU parece potenciar las habilidades lingüísticas y no mermar la adquisición de los elementos fundamentales del juego.

Referencias

- BARRIONUEVO, E. F. (2017). *Generalización de la motivación en AICLE entre los dominios de Educación Física y aprendizaje en lengua extranjera en centros bilingües andaluces*. Universidad de Granada.
- BENTLEY, K. (2009). *Primary Curriculum Box*. Cambridge: Cambridge University Press.
- CHIVA BARTOLL, Ò., ISIDORI, E. y FAZIO, A. (2015). "Educación Física bilingüe y pedagogía crítica: una aplicación basada en el Judo" en *Retos: Nuevas Tendencias en Educación Física, Deportes y Recreación*, (28), 110-115.
<<http://repositori.uji.es/xmlui/handle/10234/160305>> [Consulta: fecha]
- CORAL, J. (2010). *Using cooperative and collaborative learning to improve track and field skills*. <http://www.xtec.cat/monografics/cirel/pla_le/nile/josep_coral/Docs_llicencia_D_JC.pdf/lesson_plan_JC_PE_in_CLIL_Norwich_2010.pdf> [Consulta: fecha]

- CORAL, J. y LLEIXÀ, T. (2013). Las tareas en el aprendizaje integrado de educación física y lengua extranjera (AICLE). Determinación de las características de las tareas mediante el análisis del diario de clase en *Retos. Nuevas tendencias en Educación Física, Deporte y Recreación*, 24, 79-84.
<<http://recyt.fecyt.es/index.php/retos/article/viewFile/34532/18657>> [Consulta: fecha]
- COYLE, D. (2008). CLIL – a pedagogical approach. En N. H. N. Van Deusen-Scholl (Ed.), *Encyclopedia of Language and Education* (pp. 97-111).
- CUMMINS, J. (1984). *Bilingual Education and Special Education: Issues in Assessment and Pedagogy* (1st.). San Diego: College Hill.
- DALE, L. y TANNER, R. (2012). *CLIL Activities*. Cambridge: Cambridge University Press.
- DEVIS, J. y PEIRÓ, C. (1992). *Nuevas perspectivas curriculares en Educación Física: La salud y los juegos modificados*. Barcelona: INDE.
- FERNÁNDEZ FONTECHA, A. y CANGA ALONSO, A. (2013). "A preliminary study on motivation and gender in CLIL and non- CLIL types of instruction" en *International Journal of English Studies*, 14(141).
- GARCÍA JIMÉNEZ, J. V., GARCÍA PELLICER, J. J. y YUSTE LUCAS, J. L. (2012). "Educación Física en inglés. Una propuesta para trabajar la higiene postural en Educación Primaria" en *Retos: nuevas tendencias en educación física, deporte y recreación*, ISSN 1579-1726, N°. 22, 2012, págs. 70-75, 2041(22), 70-75.
- GATBONTON, E. y SEGALOWITZ, N. (2005). "Rethinking Communicative Language Teaching: A Focus on Acces to Fluency" en *The Canadian Modern Language Review*, 61 (3), 325-353.
- KAPP, K. M. (2014). *The Gamification of Learning and Instruction Fieldbook: Ideas into Practice*. San Francisco: Wiley.
- LASAGABASTER, D. (2011). "English achievement and student motivation in CLIL and EFL settings" en *Innovation in Language Learning and Teaching*, 5(1), 3-18.
<<https://doi.org/10.1080/17501229.2010.519030>> [Consulta: fecha]
- LLINARES, A. y DALTON-PUFFER, C. (2014). The role of different tasks in CLIL students' use of evaluative language en *System*, 54. <<https://doi.org/10.1016/j.system.2015.05.001>> [Consulta: fecha]
- LLINARES, A., MORTON, T. y WHITTAKER, R. (2012). *The Roles of Language in CLIL*. Cambridge: Cambridge University Press.
- LLINARES, A. y PASTRANA, A. (2013). CLIL students' communicative functions across activities and educational levels en *Journal of Pragmatics*, 59, 81-92.
<<https://doi.org/10.1016/j.pragma.2013.05.011>> [Consulta: fecha]

- MACAZAGA, A. (1989). *Habilidad, destreza y habilidad motriz. Clasificaciones generales, análisis de las tareas motrices*. A.A.V.V. *Bases para una nueva educación física*. Zaragoza: CEPID.
- MARSH, D., ONTERO, A. y SHIKONGO, T. (2002). *Enhancing English-Medium Education in Namibia. Content and Language Integrated Learning in Namibia*. Jyväskylä.
- MEHISTO, P., MARSH, D. y FRIGOLS, M. J. (2008). *Uncovering CLIL*. Oxford: Mcmillan Education.
- NIKULA, T. (2014). "Hands-on tasks in CLIL science classrooms as sites for subject-specific language use and learning" en *System*, 54.
<<https://doi.org/10.1016/j.system.2015.04.003>> [Consulta: fecha]
- PARLEBAS, P. (2001). *Juegos, deportes y sociedad. Léxico de praxiología motriz*. Barcelona: Paidotribo.
- PÉREZ CAÑADO, M. L. (2016). "Are teachers ready for CLIL ? Evidence from a European study" en *European Journal of Teacher Education*, 39(2).
<<https://doi.org/10.1080/02619768.2016.1138104>> [Consulta: fecha]
- PLADEVALL-BALLESTER, E. (2016). "CLIL subject selection and young learners' listening and reading comprehension skills" en *International Journal of Applied Linguistics*, 26 (1), 52-74. <<https://doi.org/10.1111/ijal.12079>> [Consulta: fecha]
- SALVADOR GARCÍA, C., CHIVA BARTOLL, Ò. Y FAZIO, A. (2016). "Características del Aprendizaje Integrado de Contenidos de Educación Física y Lengua Extranjera" en *Retos. Nuevas tendencias en educación física, deporte y recreación*, 29, 99-104.
- SHORT, D. J. (1991). *Integrating language and content instruction: Strategies and techniques* en *NCBE Program Information Guide Series*, (7).
<http://esolonline.tki.org.nz/content/download/8943/49681/file/shrt_strat.pdf> [Consulta: fecha]
- ÚBEDA COLOMER, J., MONFORTE, J., DEVIS, J. D. (2017). "Percepción del alumnado sobre una Unidad Didáctica de enseñanza comprensiva de los juegos deportivos de invasión en Educación Física" en *Retos*, (31), 275-281.
<<https://recyt.fecyt.es/index.php/retos/article/view/53507/32226>> [Consulta: fecha]
- ZAGALAZ, M. L. (2001). *Corrientes y Tendencias de la Educación Física*. Barcelona: INDE.

EFFECT OF FLIPPED CLASSROOM IN A HIGHER EDUCATION CONTEXT

Peñaranda, David S.; Naturil-Alfonso, Carmen;
Marco-Jiménez, Francisco; Vicente, José S.

*Laboratorio de Biotecnología de la Reproducción. Departamento de Ciencia Animal,
Universitat Politècnica de València*

Resumen: El estilo de enseñanza tradicional todavía permanece en muchos centros educativos, y con el objetivo de cambiar esta situación, recientemente han aparecido estrategias de enseñanza alternativas. Un ejemplo, es la docencia inversa. Esta metodología educativa permite a los estudiantes adquirir los resultados de aprendizaje fuera del aula, además de promover a los estudiantes a asumir la responsabilidad de su propio aprendizaje. El objetivo de este capítulo es describir un proyecto de enseñanza innovador para ser aplicado en la educación superior, en particular, la implantación de la docencia inversa en la asignatura anual "Fisiología Animal y Humana", correspondiente al Grado de Biotecnología de la Universidad Politécnica de Valencia (UPV; Valencia, España). El proyecto de enseñanza ha sido diseñado para ser implantado en 5 grupos experimentales: dos grupos de control en los que no se desarrolla la metodología de docencia inversa y tres grupos que sí la incluyen. Con el fin de desarrollar habilidades cognitivas de orden superior y aumentar la motivación, la docencia inversa se combinará con otras metodologías educativas, como las tecnologías de la información y la comunicación (TIC) o la introducción de la gamificación. Además, un grupo experimental se integrará dentro del marco de "Aprendizaje integrado de contenido y lenguaje" (CLIL), utilizando el inglés como lengua vehicular en el aula. El programa de enseñanza consiste en 5 actividades diseñadas para mejorar aspectos educativos tales como: habilidades cognitivas de alto orden (pensamiento crítico, lógico o deductivo), conocimiento del contenido o resultados de aprendizaje. Las actividades se realizarán tanto de forma individual como colectiva (máximo de 5 estudiantes), y su periodicidad será mensual. Cada grupo experimental tendrá alrededor de 25 estudiantes, y 4 profesores serán responsables de las diferentes actividades: 1 catedrático, 1 titular y 2 profesores asociados. La efectividad del proyecto docente se evaluará comparando las notas obtenidas por los diferentes grupos experimentales, no solo en función de los resultados de la actividad sino también en la calificación final de la asignatura. Para evaluar el grado de motivación, los estudiantes llevarán a una encuesta on-line, indicando qué actividades deben mantenerse y cuáles podrían ser modificadas. Las conclusiones finales se difundirán en diferentes foros como: congresos nacionales e internacionales o revistas internacionales especializadas en el campo de la educación.

Palabras claves: Clase inversa, TICs, gamificación, CLIL

Abstract: The traditional lecture style of teaching remains in many educational establishments and in order to change this situation, different teaching strategies have recently been developed. One of these is the flipped classroom method. With this methodology, students are able to acquire the learning outcomes outside of the classroom, inducing students to take responsibility for their own learning. The aim of this manuscript is to describe an innovative teaching project at higher education level, particularly, the implantation of flipped classroom in the annual subject: "Animal and Human Physiology", corresponding to the bachelor Degree of Biotechnology at the Universitat Politècnica de València (UPV; Valencia, Spain). The teaching project has been designed to be applied in 5 experimental groups: two control groups without implanting the invert model and three groups including the innovative flip methodology. In order to develop higher-order cognitive skills and increase motivation, the flipped classroom will be combined with other educational methodologies such as information and communication technologies (ICTs) or the introduction of gamification. In addition, one experimental group will be integrated within the "*Content and Language integrated Learning*" (CLIL) framework, using English as foreign/second-language in the classroom. The teaching programme consists in 5 activities designed to enhance different items such as: high-order cognitive skills (critical, logical or deductive thinking), content knowledge or learning outcomes. The activities will be performed individually and collectively (maximum of 5 students) and will be taken monthly. Each experimental group will be around 25 students, and 4 teachers will be responsible for the different activities: professor, 1 lecturer and 2 associate professors. The effectiveness of the teaching project will be assessed comparing the score obtained by the different experimental groups, not only based on activity results but also in the final qualification of the subject. In order to evaluate the motivation grade, the students will carry out an on-line quiz, indicating which activities should be maintained and which could be modified. The final conclusions will be disseminated at different forums such as: National and international congresses or international journals specialising in the field of education.

Keywords: flipped classroom, ICTs, gamification, CLIL.

1. Introduction

The traditional lecture style of teaching persists in both primary and secondary schools, even at higher education level. In fact, students are comfortable with this method, and most of them consider it as a good educational strategy (Thomasian, 2012). In order to offer a different model, recently, an innovative teaching model has been developed: the inverted or flipped model. With this methodology, the students are able to acquire the learning outcomes outside of the classroom, usually using information and communication technologies (ICTs) such as online educational tools, screencast or recorded videos, meanwhile class time is reserved for practice assignment, targeted remedial work or activities designed to promote higher-order cognitive skills (Khan, 2012). Nevertheless, not all aspects of flipping are new. In traditional education contexts, the teacher expects students to come to the classroom prepared, such as having read or done assigned material (Davies, Dean, & Ball, 2013). The

difference is marked by the huge advance of ICTs accessible for both students and teachers (Davies & West, 2014), which allows the inverted classroom to become a reality. The way to approach the flipped classroom can vary, but all of the different models are basically the same (Talbert, 2012). Learning is not limited to the classroom, so students should take responsibility for their own learning, becoming more flexible and adapting to this individualised methodology.

Another advantage of this methodology is that it can be combined with other innovative educational tendencies, such as the use of cognitive tools. Although the use of ICTs makes the flipped classroom implementation feasible, researchers have observed that the majority of educators are still adopting technology passively as a learn-from medium ((Wang et al., 2014) . Such disappointing results force educators to reform the teaching to enhance creative learning environments that allow students to solve realistic problems and develop higher-order cognitive skills (Lajoie & Azevedo, 2000). In order to achieve this goal, the ICTs can be effective tools, being transformed into cognitive tools if they accomplish the following characteristics: support students' decision making, support students' metacognitive processes, enable students to organize, evaluate and analyse information, facilitate students' problem solving and allow them to collaborate and communicate ideas in multi-modal formats (Azevedo, 2005; Hsu, Wang, & Runco, 2013). This is a difficult task, since the use of cognitive tools involves not only grasping the content knowledge, but other higher order thinking skills such as: critical, logical or deductive thinking, etc. (Wang et al., 2014).

Apart from developing cognitive skills or learning content knowledge, the flipped classroom has the goal of motivating the students for learning, and it has been developed through different education methodologies which can be used in combination with inverted classrooms to enhance the students' interest. One of these is gamification (Deterding, Dixon, Khaled, & Nacke, 2011; Huotari & Hamari, 2012). It has been implanted with positive results in several curricular programmes (Fitz-Walter, Tjondronegoro, & Wyeth, 2011; Brewer et al., 2013) and organizational (Flatla, Gutwin, Nacke, Bateman, & Mandryk, 2011; Nelson, 2012) settings. Nevertheless, its implantation in higher education is limited (Iosup & Epema, 2014), since if the assessment is not well balanced, it can induce a decrease of interest instead to promote an extra motivation. Another possible educational methodology that could be combined with flipped classrooms is the inclusion of the Content and Language Integrated Learning (CLIL) framework. (Coyle & Hood, 2010: 9) define CLIL as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language". Nevertheless, recent research conducted has found that in the current CLIL classrooms it is difficult to achieve an authentic balance between language and content (Dalton-Puffer, 2007; Mehisto, 2008; Pérez-Vidal & Juan-Garau, 2010). Additional language has been defined by Marsh, (2002, pag. 17) as "any language other than the first language, including foreign language, foreign/second-language (*L2*) or minority language", but in fact, CLIL has often been identified exclusively with English-medium instruction (Cenoz, Genesee, & Gorter, 2014). This could be for different reasons, but is mainly attributed to the great demand in society for developing English language competence, the lack of effectiveness of prior methodologies for learning English and the position of the English language in the societies where it is considered as a second language (Marsh, 2002).

In conclusion, the flipped classroom is an innovative educational methodology, flexible enough to incorporate other teaching strategies such as gamification or ICTs, which is becoming a powerful tool to enhance the students' motivation and to achieve learning goals.

2. Objetivos

The purpose of the present study is the description of an innovative teaching project at higher education level, particularly, the implantation of flipped classroom in two environments: students included in *Content and language integrated learning* (CLIL) programmes (using English as foreign/second-language) and students included in groups using Spanish as first language.

3. Methodology

3.1. Context and students

The innovative teaching project will be applied at *Universitat Politècnica de València* (UPV), particularly in the bachelor undergraduate programme: Degree in Biotechnology (<http://www.upv.es/titulaciones/GB/index-en.html>). The Biotechnology degree is located at the top of Spanish university ranking (<http://www.upv.es/noticias-upv/noticia-8199-ranking-el-mund-es.html>;<http://www.elmundo.es/especiales/ranking-universidades/grados.html>), and the mark required to enrol is 12.328 over 14 (https://www.upv.es/pls/oalu/sic_futuroalumno.notascorte?p_idioma=c). The degree is composed of 4 academic years including a Bachelor's dissertation for the final project (240 European Credit Transfer and Accumulation System; ECTS), and participates in a programme called: *Grupos de Alto Rendimiento Académico: Grupos ARA* (<https://www.upv.es/contenidos/ARA/>). This programme was designed by the local government (<http://www.ceice.gva.es/web/universidad/grupos-de-alto-rendimiento>; *Generalitat Valenciana*) to reinforce the potential of the outstanding students in order to help them to achieve the highest academic performance.

The teaching project will be applied in the annual subject: "Animal and Human Physiology", corresponding to the second academic year, with 6 theory and 3 practical ECTS. The subject is considered as a basic training course, being divided into two languages groups: Spanish and English (*ARA* or high academic performance group). Before attending this course, the students should have taken the following subjects: Cell Biology, Biomolecular Chemistry, Fundamentals of Chemistry and Fundamentals of Physics for Biotechnology. In addition, with the English group, in order to ensure the achievement of the learning outcomes, the students must certify having a minimum of B2 English level, based on the Common European Framework.

3.2. Learning goals and outcomes

The teaching project has been designed to develop the following learning goals and outcomes (Table 1).

Table 1. Learning goals and learning outcomes proposed

	Learning Goals	Learning Outcomes
1	Learning by Experience	Apply the regulation of Royal Decree for a practical case of animal experimentation
2	Learning to Learn	Be able to perform an experimental design
3	Critical Thinking	Be able to summarise and present to peers a research article
4	Logical Thinking	Be able to apply the theoretical knowledge in a practical case
5		Be able to solve complex problems by applying the knowledge acquired

3.3. Participants and class process

Before developing the current project, the teaching guide for Animal and Human Physiology included five seminars, which consisted of: two presentations in the classroom (working in pairs) based on a specific topic or scientific articles, in addition to 3 talks in relation to the latest state-of-the-art technologies in relation to the subject.

As mentioned previously, the subject includes one group using Spanish as first language and another group using English as foreign/second-language. The English group belongs to the *ARA* programme, which has a maximum of 25 students per classroom. On the other hand, the Spanish group is composed of around 100 students, being divided into four groups to attend both seminars and practical sessions. The innovative programme has been designed including one Spanish group as a control (no flipped classroom implantation) and 3 Spanish groups and one *ARA* group including the innovative programme. This design, not only allows us to analyse the effect of flipped classroom methodology, but it will also compare the effect of the flipped classroom programme on the Spanish and English groups.

The teaching activities will be carried out by 2 associate professors, 1 lecturer and 1 professor, all of them belonging to the Reproductive Biotechnology Laboratory group, at the Institute of Science and Animal Technology (ICTA) of the UPV. The programme has been designed to be applied in 5 lessons of 1 hour, corresponding to 5 seminars (http://www.upv.es/titulaciones/GB/menu_974174i.html). The teaching activities will be carried out from January to May, taking place one per month.

The material will be delivered through the on-line educational platform "*Poliforma T*", which is based on Sakai system (http://www.upv.es/entidades/VTIC/noticia_507368c.html) and is available for both students and teachers. This educational platform includes a great variety of options, such as a description of teaching guide, calendar, gradebook, announcements and different tools for communicating with the students: mail or chat (forums). Also, it includes a folder with resources, and a section to perform tests/quizzes and assignments. Finally, this

platform will allow the delivery of the material, such as scientific articles, guidelines for the activities, extra-material, screencasts or exercises, but also the students will be able to upload their posters, presentations or any other assignments requested. A forum will be created to enhance the communication not only with the teacher responsible for the activities but also among classmates.

3.4. Teaching activities

The teaching activities have been designed in order to enhance the following: learning outcomes, knowledge to learn and skills to develop.

3.4.1. Task 1 - Learning based on projects: Animal experimentation in research and/or teaching activities

Animals are widely used in the biotechnology field for basic research, drug development, toxicity testing, biotechnological factories, and so on. However, all these procedures can cause pain in animals, so there are strict regulations for all experiments involving animals. As a consequence, currently, it is not possible to apply a research project without a previous authorisation from an independent ethics committee. In order to introduce the students to this field, individually, they fill in a form based on a real case (research project) outside of the classroom. Once in the classroom, the teacher responsible for the activity will comment on the most common errors and possible doubts and it will be possible to open a discussion about the need to regulate animal experimentation.

Learning outcome: Apply the regulation of the Royal Decree to a practical case of animal experimentation

Knowledge to learn: The European regulation on animal experimentation

Skills to develop: Autonomy and personal initiative.

3.4.2. Task 2 – Carry out your own experimental design

The design of experiments including living beings is a responsibility, and needs prior knowledge. The students, in groups of 5, will design an experiment including an animal model following the guidelines of the activity, which later on will be presented in classroom through ICTs. The teachers will point out the possible errors or doubts after each presentation.

Learning outcome: Be able to perform an experimental design.

Knowledge to learn: Learn the basic principles of designing an experiment including living beings.

Skills to develop: Oral communication, teamwork, creativity.

3.4.3. Task 3 – Show me what you know

The ability to obtain the most relevant information and show it in an attractive manner is a difficult task which requires specific training. The students, in groups of 5, will elaborate a

scientific poster from a research article following the criteria described in the guidelines. In the classroom, after students give a brief description of the research described in the poster, the teacher will point out the possible errors and improvements.

Learning outcome: Be able to summarise and explain in a presentation, a research article

Knowledge to learn: Learn how to obtain the most relevant information from a scientific article

Skills to develop: Synthesis, creativity and oral communication

3.4.4. Task 4 – Science on internet

Internet provides a huge amount of information and is a powerful tool for both students and educators. Nevertheless, it is necessary to be extremely critical and verify if the information can be used or trusted. Taking this idea as the basis, the students (in groups of 5) should search internet (digital press, blogs, chats..) for relevant news in relation to the subject, making an oral presentation in the classroom showing a list of possible fake news items in contrast to others that can be trusted. Once the presentation is finished, an open discussion will be initiated concerning the dangers presented by fake news in relation to health.

Learning outcome: Be able to apply the theoretical knowledge in a practical case.

Knowledge to learn: Learn to contrast the information.

Skills to develop: Critical thinking, ability to seek information.

3.4.5. Task 5 – Find out who is to blame

One of the most difficult tasks is to apply the theory to solve a real problem. In the current activity, the students will watch recorded videos in relation to the effects of drugs or medicines. Later on, in the classroom, the teacher will provide the students (in groups of 5) with the description of a disease. The task will consist in finding out which are the causes of the diseases and which organs are involved.

Learning outcome: Be able to solve complex problems by applying the knowledge acquired.

Knowledge to learn: Learn how drugs/medicines affect the nervous system.

Skills to develop: Logical and deductive thinking.

3.5. Assessment

The five teaching activities total 15% of the full subject score. After each activity and prior to the next one, the teacher will deliver the individual marks to be consulted by each student.

With the aim of motivating the students, the teaching project includes an innovative methodology of assessment, namely, gamification. As if it were a game, the students will be ranked depending on the mark they have obtained after each activity. We will establish three categories: the 33% with the best marks will be placed in the first category, the following 33% of the best marks in the second category, and the rest in the third category. Those students

who are located in the first category will achieve the maximum score (15%), the students placed in the second category will achieve 10% and the last ones will be given 5%. However, in order not to punish any students excessively, the teacher responsible for the activity will be able to increase the mark up to 3% more for those students who have accomplished the learning goals.

The individual score will depend on the indicators of achievement for each learning activity which are as follows:

3.5.1. Task 1 - Learning based on projects: Animal experimentation in research and/or teaching activities

Description of the indicators of achievements:

- Knows how to apply the regulations on animal experimentation.
- Is able to identify the most relevant regulation of the Royal Decree.
- Has been demonstrated autonomy to develop the activity

The evaluation of students' performance is the filled-in form, and the score will be calculated according to the following scale. If the form is correctly filled in, at least as much as 50%, the activity will be considered a pass (5 points), up to 70%, good (7 points) and more than 85%, excellent (10 points).

3.5.2. Task 2 – Carry out your own experimental design

Description of the indicators of achievements:

- Know how to design a feasible experiment.
- Know the procedure of designing an experiment including living beings.
- Show creativity.

Develop oral skills.

3.5.3. Task 3 – Show me what you know

Description of the indicators of achievements:

- Ability to synthesise.
- Improve the reading comprehension of scientific literature.
- Show creativity.
- Develop oral skills.

3.5.4. Task 4 – Science in internet

Description of the indicators of achievements:

- Ability to find information.
- Critical thinking.
- Ability to transfer theoretical knowledge to resolve practical cases.

3.5.5. Task 5 – Find out who is to blame

Description of the indicators of achievements:

- Ability to solve complex problems.
- Ability to transfer theoretical knowledge to resolve practical cases
- Develop logical thinking.
- Improve deductive skills.

A suitable solution for the problem is what will be evaluated, which will be delivered to the teacher responsible for the activity before the discussion of the different answers and the correct solution in the classroom.

In relation to the 2nd, 3rd and 4th tasks, the students will perform a presentation in the classroom, and the teacher will be able to assess them using the following rubric (Table 2).

Table 2. Example of rubric used for the student assessment

Category	1	2	3	4	Mark	Factor	Definitive mark
Synthesis	Does not comply with the timing, too much useless data	Complies with the timing, but too much information	Complies with the timing, and shows (partially) the most relevant concepts	Complies with the timing, and shows (completely) the most relevant concepts		X2	
Presentation	Badly structured and hard to understand	Well structured, but it is hard to follow	Well-structured and argued	Well-structured and argued, including elements which makes it clearer			
Content	Doesn't fit to what requested	Partially fits	Matches correctly to what was demanded	Matches perfectly, and furthermore includes more elements which give an extra-value		X3	
Oral expression	Is not able to talk in public	A lot of mistakes, not worked on enough	Well presented, but with some mistakes	Well presented, without errors			

4. Conclusion

The aim of the present innovative teaching project is to help students to acquire a deeper knowledge of the syllabus and extra motivation. With the aim of reaching these goals, an educational methodology known as flipped classroom has been proposed to be applied in two environments: students using English as second-language and Spanish as first language. Taking as the basis the inverted classroom model, up to 5 activities, individual and in groups, have been designed with the objective of developing high-order cognitive competences, such as critical or logical thinking.

In order to evaluate the teaching project effectiveness, we will compare the score of the experimental groups with the control group in relation to the seminar activities. The control groups follow the teaching programme as given in previous years. In addition, the scores for the final qualification will also be compared, with the aim of observing if the new educational strategy has had an impact on the results of the whole subject, not only in part related to the seminars.

Finally, motivation will be evaluated through an anonymous questionnaire, in which the students will be asked about the level of satisfaction of the teaching programme, which activities they considered more attractive and which aspects they would change in the future.

The results obtained after flipped classroom implantation will be presented to be disseminated in several educational conferences, such as:

- INRED 2018, IV Congreso Nacional de Innovación Educativa y Docencia en Red
- European University Association (EUA) 2018 Annual Conference
- IV Congreso Virtual Internacional sobre innovación Pedagógica y Praxis Educativa (2018)

Acknowledgements

This project has received funding from the Vicerectorado de Estudios, Calidad y Acreditación of the Universitat Politècnica de València (UPV) under Proyectos de Innovación y Mejora Educativa programme (PIME/2017/B/010) and the School of Agricultural Engineering and the Environment (ETSIAMN) of the Universitat Politècnica de València (UPV).

Bibliography

- AZEVEDO, R. (2005). "Computer Environments as Metacognitive Tools for Enhancing Learning." *Educational Psychologist*, 40(4), 193–197. https://doi.org/10.1207/s15326985ep4004_1
- BREWER, R., ANTHONY, L., BROWN, Q., IRWIN, G., NIAS, J., & TATE, B. (2013). "Using Gamification to Motivate Children to Complete Empirical Studies in Lab Environments." In *Proceedings of the 12th International Conference on Interaction Design and Children* (pp. 388–391). New York, NY, USA: ACM. <https://doi.org/10.1145/2485760.2485816>
- CENOZ, J., GENESEE, F., & GORTER, D. (2014). "Critical analysis of CLIL: Taking stock and looking forward." *Applied Linguistics*, 35(3), 243–262. <https://doi.org/10.1093/applin/amt011>
- DALTON-PUFFER, C. (2007). *Discourse in content and language integrated learning (CLIL) classrooms* (Vol. 20). Amsterdam: John Benjamins Publishing.
- DAVIES, R. S., DEAN, D. L., & BALL, N. (2013). "Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course." *Educational Technology Research and Development*, 61(4), 563–580. <https://doi.org/10.1007/s11423-013-9305-6>
- DAVIES, R. S., & WEST, R. E. (2014). "Technology Integration in Schools." In J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), *Handbook of Research on Educational Communications and Technology* (pp. 841–853). New York, NY: Springer New York. https://doi.org/10.1007/978-1-4614-3185-5_68
- DETERDING, S., DIXON, D., KHALED, R., & NACKE, L. (2011). "From game design elements to gamefulness: Defining gamification." *Proceedings of the 15th International Academic MindTrek Conference on Envisioning Future Media Environments - MindTrek '11*, 9–11. <https://doi.org/10.1145/2181037.2181040>

- COYLE, D., HOOD, P. & MARSH, D. (2010). "A window on CLIL." In *CLIL Content and Language Integrated Learning* (Vol. 1, p. 170). Cambridge: Cambridge University Press.
- FITZ-WALTER, Z., TJONDRONEGORO, D., & WYETH, P. (2011). "Orientation Passport: using gamification to engage university students." *Proceedings of the 23rd Australian Computer-Human Interaction Conference on - OzCHI '11*, 122–125. <https://doi.org/10.1145/2071536.2071554>
- FLATLA, D. R., GUTWIN, C., NACKE, L. E., BATEMAN, S., & MANDRYK, R. L. (2011). "Calibration games: making calibration tasks enjoyable by adding motivating game elements." *Proceedings of the 24th Annual ACM Symposium on User Interface Software and Technology - UIST '11*, 403–412. <https://doi.org/10.1145/2047196.2047248>
- HSU, H.-Y., WANG, S.-K., & RUNCO, L. (2013). "Middle School Science Teachers' Confidence and Pedagogical Practice of New Literacies." *Journal of Science Education and Technology*, 22(3), 314–324. <https://doi.org/10.1007/s10956-012-9395-7>
- HUOTARI, K., & HAMARI, J. (2012). "Defining gamification." *Proceeding of the 16th International Academic MindTrek Conference on - MindTrek '12*, 17. <https://doi.org/10.1145/2393132.2393137>
- IOSUP, A., & EPEMA, D. (2014). "An experience report on using gamification in technical higher education." *Proceedings of the 45th ACM Technical Symposium on Computer Science Education - SIGCSE '14*, (2008), 27–32. <https://doi.org/10.1145/2538862.2538899>
- KHAN, S. (2012). *The one world schoolhouse: Education reimagined*. London: Hodder and Stoughton.
- LAJOIE, S. P., & AZEVEDO, R. (2000). "Cognitive tools for medical informatics." *Computers as Cognitive Tools II: No More Walls: Theory Change, Paradigm Shifts and Their Influence on the Use of Computers for Instructional Purposes*, 247–271.
- MARSH, D. (2002). CLIL/EMILE-The European dimension: Actions, trends and foresight potential. Finland: University of Jyväskylä.
- MEHISTO, P. (2008). "CLIL counterweights: Recognising and decreasing disjuncture in CLIL." *International CLIL Research Journal*, 1(1), 93–119.
- NELSON, M. J. (2012). "Soviet and American precursors to the gamification of work." *Proceeding of the 16th International Academic MindTrek Conference on - MindTrek '12*, 23. <https://doi.org/10.1145/2393132.2393138>
- PÉREZ-VIDAL, C., & JUAN-GARAU, M. (2010). 'To clil or not to clil?' From bilingualism to multilingualism in Catalan/Spanish communities in Spain. *CLIL in Spain: Implementation, Results and Teacher Training*, 115. Cambridge Scholars Publishing.
- TALBERT, R. (2012). "Inverted classroom." *Colleagues*, 9(1, Article 7), 1–2. <https://doi.org/10.1002/0471684228.egp13486>

- THOMASIAN, J. (2012). "Building a science, technology, engineering and math education agenda: an update of state actions." *National Governors Association Center for Best Practices*.
- WANG, S. K., HSU, H. Y., REEVES, T. C., & COSTER, D. C. (2014). "Professional development to enhance teachers' practices in using information and communication technologies (ICTs) as cognitive tools: Lessons learned from a design-based research study." *Computers and Education*, *79*, 101–115.
<https://doi.org/10.1016/j.compedu.2014.07.006>