

RESEARCH – RECERCA – INVESTIGACIÓN

PAINTINGS IN EFL AND CLIL: RESEARCH RESULTS

PINTURA EN CLASES DE INGLÉS Y AICLE: RESULTADOS DE INVESTIGACIÓN

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Palabras clave: AICLE, Inglés LE, actitud hacia la escritura, pintura como recurso, producción escrita incentivada

1. Theoretical framework

CLIL is an educational approach that is not simply education *in* an additional language but education *through* an additional language. The research of different scholars have pointed to strengths and weaknesses of this type of provision (Bentley, 2010; Coyle, 2007; Coyle, Hood & March, 2010; Dalton-Puffer, 2007; Dalton-Puffer & Smit, 2007; Eurydice, 2006; Klipplel, 2003; Lasagabaster & Huget, 2007; Lasagabaster & Ruiz de Zarobe, 2010; Lasagabaster & Sierra, 2009a&b; Marsh, 2000; Mehisto & Marsh, 2011; Mehisto, Marsh & Frigols, 2008; Muñoz, 2007; Navés, 2009; Swain, 2001). Other scholars have proposed suggestions regarding CLIL strategies and methodology (Coyle, 2007, 2008, 2011; Mehisto *et al.* 2008; Sierra, 2011; Swain, 2001 or Bentley, 2010).

Various documents from different European organizations show the increasing interest in arts education:

- The Director General of UNESCO made an appeal to all stakeholders in the field of arts and cultural education to do what is necessary “to ensure that the teaching of

the arts gains a special place in the education of every child, from nursery school to the last year of secondary school” (UNESCO 1999, quoted in Eurydice, 2009: 7).

- The Council of Europe published a White Paper in 2008 which pointed to educational organizations such as museums, heritage sites, kindergartens and schools that have the potential to support intercultural exchange, learning and dialogue through arts and cultural activities (Council of Europe, 2008).
- The Eurydice network produced in 2009 a survey called *Arts and Cultural Education at Schools in Europe* (Eurydice, 2009) that gives a valuable overview of how visual arts are taught in all 30 European countries at one point during compulsory education.
- The Common European Framework of Reference for Languages (Council of Europe, 2001) points to free-time and entertainment (e.g., exhibitions, museums, intellectual and artistic pursuits, paintings, sculpture) as communication themes or topics to be covered when learning foreign languages.
- The Council of Europe has official websites such as ‘*Art Exhibition*’ or ‘*Artist for Dialogue*’ to promote appreciation of art and to encourage co-operation between artists.
- The European Parliament and the Council of Europe proposed a recommendation through a reference tool on ‘*key competences for lifelong learning*’ which points to eight key competences suggested by the European Commission in 2002 (European Commission, 2002). These European key competences have been incorporated into the Spanish Educational curricula through a law (*LOE: Ley Orgánica de Educación, 2/2006*) which states that each curricular subject has to contribute to the development of these key competences. Three of these competences namely, communication in the mother tongue, communication in foreign languages and cultural awareness and artistic expression are at the core of this research.

Given the relevance of CLIL and art, this study sets out to analyze the response of both EFL and CLIL learners to the stimuli of paintings.

2. Research hypotheses and research questions

- H1: The attitude to writing will be more positive in CLIL than in EFL learners.
 - RQ1: How do CLIL and non-CLIL students experience the skill of writing in English?
 - RQ2: What are the difficulties CLIL and non-CLIL students find when writing in English?
- H2: The general attitude towards using paintings as stimuli to develop the four skills and to learn about content will be more positive in CLIL than in EFL learners.
 - RQ3: What is CLIL and non-CLIL participants' general attitude towards using paintings as stimuli to write?
 - RQ4: To what extent do paintings awaken the need to develop other skills (listening, reading or speaking)?
 - RQ5: Are paintings a good resource to teach and learn English and content (according to CLIL and non-CLIL subjects)?
- H3: CLIL learners will do better than EFL learners in the following variables: syntactic complexity, fluency and accuracy.
 - RQ6: Do CLIL learners write more grammatically complex sentences than EFL learners?
 - RQ7: Do CLIL learners write more fluently or write more in the same amount of time than EFL learners?
 - RQ8: Do CLIL learners write more accurately, or produce fewer errors in their writing than EFL learners?

3. Methodology

- Participants and setting: 62 students doing 4th year of secondary education in a High School in Teruel. 50% of the subjects followed CLIL methodology in primary and secondary education in centres that have the signed agreement between the Spanish Ministry of Education and the British Council since 1996 (henceforward CLIL). 50% of the subjects did not follow CLIL methodology in primary or secondary education (henceforward EFL). 21 EFL subjects of the same course participated in a pilot study (henceforward PS).

- Instruments: a standardized 60-item multiple choice proficiency test; two questionnaires; and a composition stimulated by paintings.
- Data: Data have been analysed by means of SPSS. Ratio and percentage measures were used to analyse stimulated written composition of the subjects.

4. Results and conclusions

A comparison of the results of the proficiency test administered shows that the CLIL outperformed the EFL.

H1: CLIL learners have a more positive attitude to writing than EFL learners. The two main problems for CLIL learners are the lack of the necessary vocabulary and the fact that they do not really know how to write a good composition. The main difficulty for EFL learners lies in the fact that they do not know how to organise their ideas, how to write a good composition in English or what to say. They also lack the necessary vocabulary or they have many grammar mistakes in their written production.

H2: Both CLIL and EFL learners show a positive attitude towards the use of paintings as stimuli. 80% of the participants would like to do more activities related to paintings as visual stimuli. Using paintings as stimuli can awaken the need to develop the four skills. The results of the analysis lead us to believe that paintings could be a good resource to teach and learn English and content in EFL and CLIL contexts.

H3: CLIL learners did better in the three variables analysed. Following Navés & Vitori (2010) and Wolfe-Quintero, Inagaki & Kim (1998), the variables which were considered for the analysis of the compositions were:

- Syntactic complexity, which was studied by means of average of clauses, T-units and complex T-units. The most syntactically complex compositions were the ones written by the CLIL learners.
- Fluency was analyzed by means of essay length. The CLIL group outperformed the EFL group in this variable.
- Accuracy was analyzed from three different angles namely, error-free sentences, number of words in error-free sentences and errors in sentences. The essays written by the CLIL group are more correct than the EFL.

Fillmore (1979) referred to fluent second language writers as those who rapidly, coherently, appropriately and creatively produced written language. Hence, three competent judges were also involved to assess aspects such as creativity, spontaneity, coherence or relevance. CLIL participants outperformed EFL.

This study has supported some of the findings regarding CLIL research and pointed to the potential of paintings in CLIL and EFL contexts.

Just as we have come to see English as a deterritorialized lingua franca with a democratized ownership, so art too has become the property of all of us. Of course, this is not to say that all art is accessible but it does suggest that this is an opportune time to wake the sleeping giant. (Grundy et al., 2011: 9).

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**EXPLORING THE MUSIC-LANGUAGE COGNITIVE
CONNECTION FOR A CLIL-ORIENTED TEACHING OF MUSIC
IN SECONDARY SCHOOL:
A CASE STUDY BASED ON PROGRAMME MUSIC**

**ANÁLISIS DE LOS VÍNCULOS COGNITIVOS MÚSICA-
LENGUAJE COMO PIEZA CLAVE DE LA ENSEÑANZA DE LA
MÚSICA EN SECUNDARIA OBLIGATORIA (E.S.O) DENTRO DE
UN PROGRAMA AICLE: UN ESTUDIO DE CASO BASADO
FUNDAMENTALMENTE EN LA MÚSICA PROGRAMÁTICA**

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Keywords: CLIL, music-language connection, meaningful learning, creativity, narrative music, cooperative learning

Palabras clave: AICLE, relación música-lenguaje, aprendizaje significativo, creatividad, música narrativa, aprendizaje cooperativo

Research on CLIL (e.g., Bently, 2010; Coyle, 2007; Coyle, Hood & Marsh, 2010; Dalton-Puffer, 2008; Dalton-Puffer & Smit, 2007; Darn, 2006; Eurydice, 2006; Lasagabaster, 2008; Marsh, 2008; Marsh, Maljers & Hartiala, 2001; Mehisto, Marsh & Frigols, 2008; Muñoz, 2007; Ruiz de Zarobe & Jiménez Catalán, 2009) has grown rapidly during the past decade. After the progressive development of bilingual programs in education, a great amount of theoretical and methodological discussion on the subject has thus appeared. However, the development of CLIL-oriented approaches to the teaching of music, especially in secondary education, has been rarely examined.

In this context, we posit that the music-language connection offers a new and interesting field of study, where a CLIL-oriented teaching of music may find encouraging insights contributing to developing not only the cognitive connection between both areas, but also – and perhaps more importantly – the ways of fostering creativity and knowledge. As Coyle et al. (2010: 3) illuminatingly highlight in this respect, “currently, there is increasing recognition that the exploration of learning by cognitive neurosciences provides alternative insights by which to improve overall efficiency”.

Within the vast literature on the subject, over the last decade the music-language cognitive connection has raised special interest in neuroscience. Contemporary trends indicate that music and language have minimal cognitive overlap (Peretz, 2002), and indeed that both share a number of basic processing mechanisms (Patel, 2008). Gardner’s (1993) multiple-intelligence theory significantly hints at the connection between musical competence and – through subcortical structures – the linguistic one. Although music may not be claimed to have semantic meaning as such, its lack of specificity of semantic reference does not amount to being utterly devoid of referential power (Patel, 2008). As it is, Western music happens to have developed certain cues that have come to be taken as key to perceiving music, for example, ‘tempo’ (speed of pulse), pitch, dynamics, register, rhythmic complexity, melodic contour and complexity, harmonic complexity and timbre (Balkwill & Thompson, 1999). So, music with a fast tempo, high average pitch, and bright timbre is much more likely to be identified as expressing ‘happiness’ than ‘sadness’, and vice versa.

With a fundamental focus on secondary schooling in Spain, this contribution is part of a broader on-going research aiming at developing strategies and resources for implementing CLIL-oriented teaching programs of music in secondary education. In adhering to the overall approach to CLIL developed by Coyle et al.’s (2010) triptych of language, Anderson & Krathwohl’s (2001) revision of Bloom’s Taxonomy has been theoretically drawn upon for the research conducted. All in all, the present experience means to substantiate the possibility of achieving meaningful learning (Ausubel, 2002) of music and EFL through a teaching of music in/through English following the methodology herein proposed. Assuming the students’ previous – albeit basic – knowledge of English and the activation of their ZPD (i.e. Zone of Proximal

Development) for a simultaneous creation of musical materials and acquisition of EFL, we take 10 musical works of programme music to introduce the students into musical analyses. So-called ‘programme music’ is a variety of art music attempting to musically render an extra-musical narrative. Such a narrative may be provided to the audience in the form of programme notes, thereby inviting imaginative correlations with the music. This type of music is consequently quite narrative and dependent on context; hence its ‘pragmatic’ function, in accordance to Patel (2008), may be an area particularly productive for investigating connections between linguistic and musical meanings.

In an attempt to enhance oral- and written-production skills in EFL while learning music, this paper presents the results of a case study leading to the comparison between two first-year compulsory-secondary-education (ESO) groups of a high school in Ciudad Real (Spain) where Music is taught through English. Group 1 was taught through a more collective and ‘traditional’ system involving less cooperative work due to the number of students involved (10 students) and fewer musical-composition activities, which resulted in a more teacher-centred group. On the other hand, Group 2 (19 students) was taught through a more clearly ‘innovative’ perspective following a cooperative methodology including more compositional activities as well. With a major focus on this type of narrative music, pupils were provided with scaffolding for target questions about dynamics, melodic and rhythmic elements, tempo and instrumentation. Given that the students had to produce specific explanations through different written and oral activities in English, they were likewise supported with adjectives to describe different kinds of timbre and musical tempo as well as English structures to tell stories. Relevant past tenses and simple uses of the passive voice were introduced as well.

In full consistence with recent findings on CLIL motivation and attitudes (Lasagabaster, 2009; Lasagabaster & Sierra, 2009), case study results indicate that the students following the ‘more innovative’ approach in Group 2 manifested remarkably greater involvement in the classroom than those in Group 1. The students in Group 2 similarly evidenced not only faster progress but also more significant learning in oral and writing skills in EFL than those in Group 1. The paper will thus discuss specific findings in terms of the pedagogic implications of the study concerning: (i) the design and development of music courses in the secondary-school curriculum; (ii) their implementation in bilingual programs; (iii) the types of materials and activities that may

be systematically employed for such courses; (iv) linguistic structures that need to be paid more attention to; and (v) major problems prospectively encountered by practitioners.

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CONTRIBUTION OF PHYSICAL EDUCATION IN CLIL TO ENGLISH ORACY

L'APORTACIÓ DE L'EDUCACIÓ FÍSICA EN CLIL A L'EXPRESSIÓ ORAL EN LLENGUA ANGLESA

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Keywords: Physical Educacion, CLIL, oracy, Action Research, balanced tasks

Paraules clau: Educació física, CLIL, expressió oral, investigació-acció, tasques equilibrades

1. Introduction

This paper shows the results obtained in a CLIL Action Research project carried out as part of a PhD programme within the Faculty of Teachers Training (Departament de Didàctica de l'Expressió Musical i Corporal), University of Barcelona. The research is based on a Physical-Education-in-CLIL programme that has been in use since 2007; however, these results are focused solely on the second and third terms of the 2010-2011 school year.

2. Theoretical framework

This PE-in-CLIL programme called "*Mou-te i aprèn*" is based on Coyle's "4Cs" approach (Coyle, 2006; Coyle, Hood & Marsh, 2010). PE-in-CLIL should be understood as a holistic approach that utilises a basic, yet essential principle of learning; that is we learn by doing. This programme fosters content, language, cognition and

cultural awareness. The Physical Education in a CLIL programme provides learners with motor skills, communication skills, life-long learning and even citizenship skills for the global world of the 21st Century. We use students' intrinsic motivation for movement in order to create the best tasks. Furthermore, we provide language support so that the students can achieve greater results.

Although PE is a popular subject in CLIL, very little research has been published about it. Rottmann (2007) presents a qualitative study dealing with a fifth grade class in a German CLIL school. Her study demonstrates how suitable PE is for CLIL pedagogy. It is also interesting how Tomlinson & Masuhara (2009) connect physical games with language acquisition. They believe that a rich experience of language in use is a prerequisite for language acquisition, and that physical games can enhance the learning of a language.

3. Aims

Four aims are established:

1. To identify the features of Physical Education tasks that promote integrated learning.
2. To identify the specific teaching strategies that improve oral communication.
3. To check that a meaningful improvement occurs in both oral comprehension and oral interaction.
4. To identify PE and English integrated tasks which appeal most to students.

Afterwards, these aims are transformed into Action Research questions that are more suitable for qualitative classroom research.

4. Methodology

4.1. Practical Action Research

Elliot's (Elliot 1991, 2007) practice model best represents British Action Research's pragmatic tradition. His practice model solves problems in a realistic way based on the correlation between academics and teachers in schools. We, following Elliot's footsteps,

mesh the curriculum with the reality of school life and change it according to systematic reflection. If we discover a problem, we resolve it right away. Henceforth, we theorize about practical problems which occur in particular situations. Lastly, we identify which theories are widely applicable.

4.2.Participants and tools

The participants were 26 fifth grade students of primary education in a school in Catalonia *Escola Pau Boada de Vilafranca del Penedès*. They had been previously exposed to English for approximately 700 school hours. When they joined the PE in CLIL programme in January of 2011, their exposure to English was increased by four hours each week. During the research they received 63 hours of regular English class and 80 extra hours of English through PE in CLIL. Four different tools were used for gathering data: teacher diaries, video recordings, analysis of documents and motivational tests.

4.3.Data analysis

The analysis was divided into three levels. The first level took place during the cycles of action research. The main goal of this analysis was to improve the PE programme. The second level of analysis was done when all three action research cycles were finished. The goal was to find evidence by analyzing data gathered using each observation tool. Data from each tool was examined separately in order to bring forth different kinds of evidence. The findings were henceforth applied in complementation and triangulation techniques. Finally, in the third level of analysis, Action Research questions were answered, and teaching dilemmas that had emerged during the research were solved.

This PE-in-CLIL research uses a wide range of strategies to achieve Guba's (1985) criteria for evaluation of research in pursuit of a trustworthy qualitative study.

5. Results

We found that many features of PE tasks that promote integrated learning are linked to balanced tasks. Related to oral communication, evidence shows that collaborative and cooperative strategies combined with the leader technique foster oracy in PE in CLIL.

In fact, the comparison of pre-test, on-going and post-test video recordings reveals a significant improvement in speaking. As far as efficient tasks are concerned, three features are identified: they have to be cooperative, maintain the motivation for movement and include language in the activity without slowing down the pace of the game or drill. Finally, there aren't meaningful differences between pre-test and post-test results in Achievement Motivation in Physical Education Test.

6. Conclusions

The results presented here, along with further complementary results of this research, suggest several conclusions. First, the contribution that PE in CLIL makes to English oracy is larger than expected. Second, is fundamental for keeping the internal structure of the tasks a good balance between motor, language and cognition demand. Third, the most advantageous PE-in-CLIL activity involves a balanced task that incorporates language and movement without slowing down the pace of the activity. Drills with long explanations that reduce time allotted to physical activity are rejected. Lastly, we have to consider that activities need to offer learners an attainable goal. For this reason, scaffolding (Coral, 2011) becomes essential.

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**ZIP YOUR LIPS OR KEEP QUIET? DIFFERENCES IN THE
CLASSROOM DISCOURSE OF MAIN TEACHERS AND
LANGUAGE ASSISTANTS IN BILINGUAL SCHOOLS**

**¿SELLAD LOS LABIOS O GUARDAD SILENCIO? DIFERENCIAS
EN EL DISCURSO DEL AULA DE LOS PROFESORES
TITULARES Y LOS AUXILIARES LINGÜÍSTICOS EN CENTROS
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Keywords: Team-teaching, Primary Education, Classroom Discourse Functions, Spoken Discourse

Palabras clave: enseñanza en equipo, educación primaria, funciones del discurso del aula, discurso oral

1. Theoretical framework and objectives

Each year more than 800 English-speaking native language assistants are brought into Madrid's bilingual/CLIL primary schools to assist the local teachers and promote students' foreign language and intercultural competence. However, in spite of the high numbers and the cost to the bilingual programme, no specific guidelines are provided by the administration as regards to how assistants should collaborate with the local teachers in the classroom. Drawing on three broad strands of literature, namely Systemic

Functional Linguistics and the distinction between instructional and regulative classroom registers (Christie, 1997, 2002), Discourse Analysis and classroom discourse functions (Cazden, 2001; Dalton-Puffer, 2007) and Second Language Acquisition and interactional strategies (Long, 1983, 1991; Lyster, 1998, 2008; Pica, 1991, 1994), this study analyses team-teaching situations and provides a description of the discursive practices enacted. The data suggest qualitative differences in the type of discourse produced by both sets of participants while interpretations are offered in the light of native and non-native speaker status, novice and veteran teacher profile and possible intercultural differences. In closing we briefly discuss some of the implications for team-teaching practice in bilingual/CLIL programmes across contexts.

2. Objectives

This article sets out to describe how the teachers and assistants working in this context interact in the classroom, how they assume and distribute their corresponding teaching roles and how these roles are articulated linguistically as classroom discourse functions. Variables such as native and non-native teacher status and teacher discourse, novice and veteran teaching experience, as well as possible cultural differences will be taken into consideration when discussing our findings.

3. Methodology

The research undertaken has been conducted in a two-part sequence. In step 1 a pilot questionnaire (Hibler, 2010) was carried out amongst a small number of main teachers (MTs) (n=15) and language assistants (LAs) (n=15) to check their views and first-hand experiences of the bilingual programme in their centre. By and large, findings show that both stakeholders enjoy working together but, concurrently, the LAs with the highest educational and professional experience report some dissatisfaction with the programme. This was a surprising finding, as nearly all MTs mentioned they felt problems arose due to the lack of LA teaching experience and yet, the data reveals that the more qualified the LA, the less they enjoy their work. This could be correlated to the fact that the 'qualified' LA has higher expectations in terms of classroom procedure and

involvement. The second comparative item in the questionnaire exposed contradictory data in regards to LA classroom participation, while most MTs indicated that the LA was involved in nearly all in-class activities, only half the LAs interviewed reported to be indeed engaged. The third comparative item showed that both sets of stakeholders demanded more LA involvement. This data points at miscommunication problems occurring between MTs and LAs that need to be overcome by providing explicit guidelines.

Step 2 of the research consisted of classroom observation to identify the tasks performed by the stakeholders and the discourse functions used. In order to have a more objective view of the classroom context, two complementary sets of data were employed: 1) observation of pre-recorded classes, and 2) in-class live observation taking place between March and April 2010. Three levels of analysis have been used for the data: instructional and regulative registers, classroom discourse functions and SLA strategies. We have focused on the extracts in which there is *explicit* linguistic interaction between the MT, the LA and the students. Using this two-fold registerial distinction as a framework, within the Instructional register we will focus on one discourse function which seems to take up much of the classroom time, that is, Explaining (Cazden, 2001). For our analytical purposes, explanations (EXPL) are defined as the *initial presentation of novel information* or the teachers' first attempt in explaining a given topic or procedure. Within this teaching scenario and level of analysis, we will tackle the function of EXPL through the presence of three linguistic strategies which have been examined in SLA studies as means for negotiation of input which in turn may result in modifications of form: Expanding (XPN) Recasting (REC), and Repeating (REP).

4. Results and conclusions

Overall, our data offer a recursive pattern in the interactional exchanges conducted by MTs and LAs. The findings show that the occasions where the MT and LA interact more often belong to the regulative register, that is, to situations in which classroom management issues are dealt with and content matters (i.e. the domain of the MT) are not addressed. In these cases, it is the MT who initiates a turn, either addressing the

assistant or the students, with the LA developing a given turn rather than beginning a new one. Within this regulative register, and in line with this idea, the functions of Rewarding (REW) and Disciplining (DIS) are usually enacted first by the MT and only then followed up by the LA, mostly using a Recast (REC) strategy. Linguistically speaking, LAs normally use this scaffolding strategy to make the FL more accessible to the students either by simplifying a question, making a request more concrete, displaying a wider set of examples or offering a more informal register. Within the instructional register, the interactional patterns between stakeholders are similar to the regulative one: the MT initiates a turn while the LA follows it by XPN, REP or REC. The data show that MTs open the turns and offer many of the Explanatory (EXPL) functions in the classrooms, while LAs are mostly responsible for XPN.

In all, as this qualitative analysis suggests, the Language Assistant programme implemented by the Comunidad de Madrid region seems to offer an enriched FL learning context, both for the students and for the MTs involved. Nevertheless, the discursive practices described here may help us not only to unveil differences in the use of certain linguistic choices but, most importantly, may provide interesting insight into the interpersonal relationships, roles and identities built amongst participants. It is by describing what is actually going on in these team-teaching situations that we can raise awareness of the roles that both parties are implementing, and develop an understanding and appreciation of the rapport, skills, linguistic behaviour and cultural models that both parties follow.

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**EFFET DE L'APPRENTISSAGE SYSTEMATIQUE DE L'ECRIT
SUR L'ACQUISITION DE LA LANGUE ORALE EN L2.
CAS DU FRANÇAIS APPRIS PAR DES ENFANTS MAROCAINS
AU MAROC**

**EFFECT OF CONCURRENT WRITING LEARNING
ON ORAL ACQUISITION IN A SECOND LANGUAGE.
CASE OF MOROCCAN FRENCH LEARNERS IN MOROCCO**

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Mots-clés: Apprentissage d'une L2, arabophone, conscience phonologique, didactique cognitive, Français Langue Etrangère, scolarisation.

Keywords: Learning L2, arabic-speaker, phonological consciousness, cognitive didactic, French as a Foreign Language, schooling.

1. Cadre théorique

Dans le paysage linguistique marocain le français est la première langue étrangère parlée au Maroc, ce qui lui confère un statut privilégié et qui renforce ainsi sa position dans le domaine scolaire, social et politique. Or, les locuteurs arabophones rencontrent en L2 des difficultés pour manipuler les sons vocaliques tels que le [e] et le [y], absents du système phonologique arabe (Kouloughli, 1994).

Les recherches en L1 nous apprennent que la conscience du système phonologique est liée à l'apprentissage de la lecture en langue maternelle (Gombert, 1992). En effet, l'enseignement formel de la langue écrite (lecture) consiste en un enseignement explicite des correspondances grapho-phonologiques pour ensuite les automatiser et amener le locuteur à une lecture rapide et précise (Marshall &

Newcombe, 1973). Les codes phonologiques et orthographiques, ces derniers développés par l'apprentissage de la lecture, semblent donc fortement interconnectés. Des études menées en langue maternelle ont montré que la maîtrise du code orthographique permettrait une meilleure discrimination auditive de certains phonèmes (Bogliotti, 2003) et améliorerait la production orale (Chéreau, Hallé & Ségui, 1999).

2. Objectif

L'objectif de cette recherche est de proposer une analyse des effets de l'utilisation de l'écrit dans l'enseignement/apprentissage de l'oral en langue étrangère et seconde illustrée par le cas de sujets marocains apprenant le français en milieu scolaire au Maroc. Nous cherchons à évaluer chez les sujets si l'apprentissage systématique de l'écrit L2, et plus particulièrement la maîtrise des correspondances grapho-phonologiques, améliorerait les performances en perception (discrimination) et en production (prononciation) et des voyelles [e] et [y], absentes du système phonologique arabe (Kouloughli, 1994).

Ainsi, nous formulons l'hypothèse qu'une réflexion consciente sur la structure des mots, qui a émergé grâce à l'apprentissage systématique des correspondances phonèmes-graphèmes, pourrait modifier le système phonologique des apprenants de français langue étrangère et seconde. L'orthographe permettrait ainsi de rendre plus saillantes certains phonèmes qui n'appartiennent pas au système phonologique de l'apprenant du français (i.e [e] et [y] pour les locuteurs arabophones) et donc améliorerait leurs performances en perception et en production orales.

3. Méthodologie

Pour se faire, nous observons et comparons les habiletés de perception et de prononciation de 53 enfants (répartis en trois groupes): un groupe *test* (GT) de 25 enfants marocains scolarisés en français écrit L2 (Grande Section Maternelle) au Maroc, un premier groupe contrôle (GC1) de 13 enfants marocains non scolarisés en français écrit L2 mais scolarisés en langue arabe (Grande Section Maternelle) au Maroc, et un deuxième groupe contrôle (GC2) de 15 enfants français scolarisés en France. Une étude

longitudinale sur une année scolaire nous a permis de recueillir leurs performances à trois moments de l'année scolaire (octobre-février-mai).

Les tests orthophoniques ou d'évaluation du langage utilisés évaluent certaines compétences orales en arabe à partir de la batterie DEDALE (Akif, 2001; Deltour, 2001). La conscience phonologique en français a été évaluée avec la batterie EVALO (Coquet, Roustit & Jeunier, 2007) et la N-EEL (Chevrier-Muller & Plaza, 2001). Nous avons utilisé L'Alouette (Lefavrais, 1965) pour mesurer les performances en lecture. Des tâches de prononciation de mots isolés (Gathercole, Willis, Baddeley & Emslie, 1994) et de discrimination sonore (Bogliotti, Serniclaes, Messaoud-Galusi & Sprenger-Charolles, 2008) nous renseignent sur les compétences de perception et de production.

4. Résultats obtenus

Les premiers résultats de cette étude indiquent que la perception des phonèmes [e] et [y], est facilitée pour les apprenants qui ont suivi une scolarisation en français écrit (GT), par rapport aux apprenants qui ne l'ont pas suivie (GC1). La perception phonémique des sons [e] et [y] à peine sensible en début d'année scolaire s'affine au cours de l'année pour devenir très nette (résultats significatifs) en fin d'année de Grande Section Maternelle pour les enfants ayant été scolarisés en français écrit L2 (GT). L'effet du type de scolarisation et de la période sur les performances en discrimination du son [e] est significatif (respectivement $F_{1,36}=234,651$ et $F_{1,36}=44,717$; pour les deux tests $p < 0,001$) tout comme pour la tâche de discrimination du son [y] (effet de la scolarisation et effet de la période pour les deux tests $p < 0,001$). De plus, les effets du type de scolarisation (sujet apprenant le français écrit vs ne l'apprenant pas) et les effets de la période (T2 et T3) sur les performances en lecture sont significatifs (pour les deux tests $p < 0,001$).

Ces premiers résultats sont complétés par une analyse de données sociolinguistiques, recueillies au travers d'un questionnaire aux familles, qui montre qu'outre la scolarisation en français écrit (L2), d'autres facteurs, tel que le contact avec la langue française exercée dans les familles, influeraient également sur la qualité linguistique orale.

5. Conclusion

Notre étude replace dans l'actualité une problématique récurrente en didactique des langues, celle de l'articulation entre oral et écrit pour l'apprentissage de l'oral en L2. D'une manière générale, notre analyse montre que le support orthographique semble aider l'apprenant à mieux percevoir et produire certains sons de la parole en L2 ([e] et [y]). Ces performances s'affinent et s'améliorent pour les apprenants qui ont suivi un apprentissage du français écrit L2, par rapport aux apprenants qui n'ont pas suivi ce type d'apprentissage. Ainsi, une scolarisation centrée sur l'écrit en L2 et la maîtrise des graphèmes, favoriserait l'acquisition des phonèmes correspondants en rendant plus nette leur perception (analyse statistique en cours pour la tâche de prononciation).

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MULTICULTURALIDAD EN LAS AULAS, ¿OPORTUNIDAD O AMENAZA? EL CASO DE LAS CLASES DE CATALÁN EN LA FUNDACIÓN INTERGRAMENET

MULTICULTURALISM IN THE CLASSROOMS, OPPORTUNITY OR THREAT? THE CASE OF CATALAN LESSONS IN INTERGRAMENET FOUNDATION

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Palabras clave: Inmigración, sistemas de creencias, sociolingüística, análisis del discurso, multiculturalidad

Keywords: Immigration, belief systems, sociolinguistics, discourse analysis, multiculturalism.

En este trabajo se presenta un estudio de caso realizado en la Fundación Intergramenet, la cual se dedica a ofrece clases de castellano y catalán a inmigrantes en el barrio del Raval de Santa Coloma, en Cataluña, con la ayuda de profesores voluntarios. En el caso de las clases de catalán, encontramos que los profesores se enfrentan a la multiculturalidad desde la óptica de un sistema de creencias determinado por sus trabajos, su religión, sus concepciones nacionalistas asociadas a la preservación del catalán como lengua minorizada en proceso de regularización lingüística, así como desde una visión del mundo de la clase media eurocentrista. Todo lo anterior influye en la construcción que realizan los profesores de la imagen de sus alumnos y sus necesidades, debido a que ésta se basa en una serie de creencias que pueden llevarlos a algunos errores de apreciación. Por otra parte, los alumnos vienen con sistemas de creencias determinados por su cultura, religión, educación y otros factores relacionados con su condición migratoria. La consecuencia de este contacto de sistemas de creencias

tan diversos dificulta la experiencia de enseñanza-aprendizaje en aulas de una multiculturalidad elevada.

Para este análisis utilizamos un marco teórico enfocado en la investigación de creencias en el campo de la educación desde un enfoque contextual, debido a que nuestro interés reside en los aspectos multiculturales de las clases. A su vez, complementamos lo anterior con la teoría de las redes migratorias, puesto que creemos que se deben tomar en cuenta las condiciones en las cuales el alumnado vive por su condición de inmigrante, así como su experiencia migratoria. El uso de esta teoría, como complemento de la anterior, ofrece la posibilidad de tener más argumentos para el análisis de los fenómenos que se dan en las aulas de clase. En este sentido, creemos que uno de los puntos de partida de la investigación etnográfica en la educación es reconocer a la escuela como un agente de transmisión de la cultura. En este caso no trabajaremos propiamente con una escuela, pero sí en un entorno educativo donde se enseña una L2, enmarcado por un entorno social y cultural definido. Una vez reconocemos a un centro de educación como un agente de transmisión de cultura, tenemos que observar cómo éste utiliza el lenguaje en todas las actividades, tanto en las académicas como en las extra-académicas.

Por tanto, para este trabajo proponemos que el lenguaje en la escuela debe ser visto como parte de un sistema de mensajes que está relacionado con todo el sistema sensorial, las memorias e historias que sirven para construir una identidad y un sistema de creencias. En sintonía con lo anterior, nos sumamos a la propuesta de Van Lier (2004), quien propone darle a las ciencias de la educación un enfoque ecológico en el cual el aula se ve como un nicho ecológico.

Por este motivo, nos proponemos indagar en las motivaciones de los profesores voluntarios de las clases de catalán, con el propósito de acercarnos a las creencias con las que construyen la imagen de sus alumnos y su relación con el catalán. Para lograrlo nos hemos planteado las siguientes preguntas de investigación: ¿Cómo es que los profesores entienden el nacionalismo catalán en su relación con la lengua y cómo esto los motiva a ser profesores voluntarios?; ¿Cómo se sitúan las ideas o conceptos de multiculturalidad en los sistemas de creencias de los profesores voluntarios de las clases de catalán?; ¿Qué conocimientos tienen los profesores sobre las culturas, las religiones

y las condiciones socio-económicas de sus alumnos y cómo valoran estas circunstancias?.

La metodología que usamos para responder a estas preguntas de investigación y acercarnos a los participantes es de tipo etnográfica, recogiendo datos cualitativos que permitan conocer el sistema de creencias de los profesores. La técnica que se utiliza es la entrevista etnográfica, puesto que permite conocer los discursos de los profesores en torno a los temas que nos interesan. Para el análisis del discurso optamos por la elaboración de mapas conceptuales de los sistemas de creencias de los profesores, basándonos en los recursos discursivos que los entrevistados usan y en las respuestas que dan a la entrevista previamente preparada.

Observamos que para los profesores voluntarios de catalán la multiculturalidad se puede interpretar desde dos perspectivas distintas. Una, de la oportunidad, ve en los inmigrantes nuevos hablantes de catalán que permitirán hacer crecer la lengua en su número de hablantes. La otra, de la amenaza, desde la cual se cree que los inmigrantes se van apoderando poco a poco de los espacios de uso lingüístico del catalán. Desde esta perspectiva el profesor teme por la pérdida de su cultura y su lengua, lo que le motiva a dar clases de manera voluntaria para la preservación de la lengua.

Este trabajo permite el acercamiento a las preocupaciones de los profesores voluntarios de catalán, considerando la circunstancia en la cual se encuentra esta lengua debido a su condición minoritaria y al proceso de regularización por el cual está pasando. Hoy en día, la llegada de inmigrantes plantea un nuevo reto para la regularización de la lengua y exige a los profesores voluntarios una nueva manera de enfrentar la enseñanza del catalán como segunda lengua, así como una nueva forma de entender la multiculturalidad.

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COOPERATIVE WORK AND SELF-ASSESSMENT IN CLIL CLASSROOMS

TREBALL COOPERATIU I AUTORREGULACIÓ EN AULES AICLE

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Keywords: CLIL, cooperation, foreign languages learning, evaluation, oral interaction, mind map

Paraules clau: AICLE, cooperació, aprenentatge de llengües estrangeres, avaluació formativa, interacció oral, mapa conceptual

The study presented here is part of a wider research which analyzes the feasibility of the task of elaborating a mind map in groups (cooperative work), from both perspectives of teaching-learning and assessment of cooperative work and oral interaction in CLIL classrooms.

1. Mind map about Living things

The study is based on the theory of qualitative-naturalistic-ethnographic research; it means an analysis of qualitative data (Seidel, 1998).

The theoretical framework that provides coverage and support for the approach, analysis and development of this research includes two blocks, cooperative work and oral interaction, and Content and Language Integrated Learning (CLIL).

The aim is to analyze the impact which represent for the students reflecting on the strategies and key actions required to be able to communicate in a beneficial manner, which helps them to build knowledge among all members of the team, and at the same time provides a tool for evaluating their own work. For this purpose, the researcher-teacher agrees on a set of descriptors about cooperative work with the students before starting their work as a team.



Fig.1. Mind map about Living things

2. Oral interaction

The study, which adopts the methodology of action research is focused on the analysis of different types of learners talks: disputative, accumulative and exploratory (Mercer, 1996) when developing a team work.



Fig.2. Oral interaction

The research is carried out in a secondary state school in the Metropolitan area of Barcelona, with two classes of students of 1st of ESO, who participate in a CLIL school project. The research features two different phases.

First, we come into the classroom during one session and we propose students to prioritize some items of cooperative work that the teacher hands to each team in order to provide students the meaning of cooperation, while making them aware of what is expected of them in the classroom.

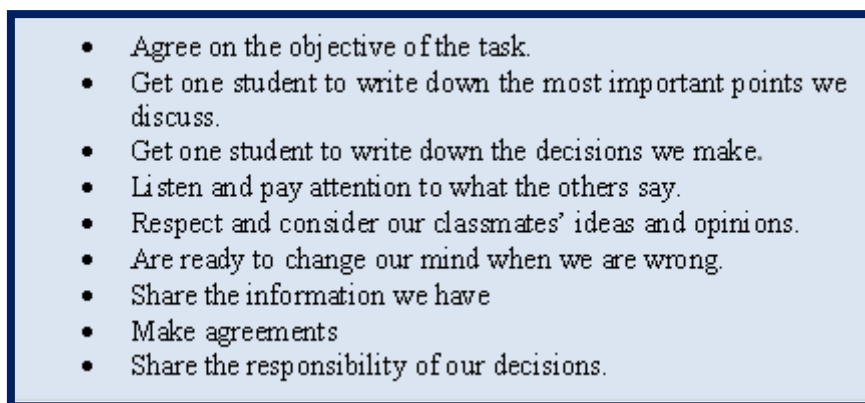
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- Agree on the objective of the task.
 - Get one student to write down the most important points we discuss.
 - Get one student to write down the decisions we make.
 - Listen and pay attention to what the others say.
 - Respect and consider our classmates' ideas and opinions.
 - Are ready to change our mind when we are wrong.
 - Share the information we have
 - Make agreements
 - Share the responsibility of our decisions.

Fig.3. Descriptors

The second phase covers two sessions in the classroom and takes place once the implementation of the learning unit is completed. Students are asked to build a mind map of the content they studied all along the teaching unit, in groups; and finally, they carry out a self-assessment task, using the descriptors previously prioritized.

The researcher, as a participant involved in the research, becomes a member of the community observed, knows the reality of the school and can interpret the results better. She has been involved in the life of the school and participated in data analysis (Lincoln, 1991). She implements the activities previously scheduled and checks them with other teachers involved in the classroom.

The analyzed data is obtained from the recording of some students' teams while they carry out the collaborative task of developing a mind map. For the task to be successful, speech, and particularly conversation, is key. The task leads students to meaningful learning, allowing them to connect and relate the learnt concepts. This facilitates the achievement of properly structured and learned knowledge networks.

The study focuses on the analysis of the results of the self-assessment of each student and the type of talk used by each team when developing the mind map task.

The results of this analysis let us observe that the suggestion of the discussion of certain ground rules of working can lead to an improvement in motivation and student participation (Dawes, Mercer & Fisher, 1992). Moreover, the establishment of classrooms rules on cooperation also contributes to neutralizing individual social statuses and creating a more equitable intellectual environment, in which everyone participates. It is particularly remarkable the fact that, in the case of the study, cooperative work has led to the acceptance and respect towards differences among students.

Self-assessment from students shows evidence of the construction of their knowledge through sharing and discussing information, which has been assimilated by each of the members of the team.

ORAL ASSESSMENT CONTRACT (CHECK LIST)		Mind map Presentation	
Evaluation items: She/He	YES	NO	
1-Explains the meaning of Hydrosphere			
2-Says some differences between water and other liquids' density			
3-Tells us some ways to save water			
4-Uses the appropriate science terminology			
5-Says some uses we give to water			
6- Explains the water cycle			
7-Explains clearly the relationships in the mind map .			
8-Speaks clearly and with fluently			
I understood her/his presentation			
Global MARK			

Fig.4.

Finally, evidence of emerging accumulative and disputative talk (Mercer, 2004) can be found throughout the development of the mind map (team 1B-2). A team which has enough time to internalize the set of descriptors, or ground rules, develops the task and evaluates individual and team work process and progress, thus achieving successful cooperative work, characterized by the sharing of ideas regarding relevant information

for the discussion of the content and achieving the goal, which in this case refers to the completion of the mind map (Mercer, 1996).

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EMBODIED PARTICIPATION AND INTERACTIONAL COMPETENCE IN THE L2 CLASSROOM

PARTICIPACIÓN ENCARNADA Y COMPETENCIA INTERACTIVA EN EL AULA DE SEGUNDAS LENGUAS

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Palabras clave: AICLE, francés L2, interacciones en el aula, participación encarnada, competencia interactiva, análisis de la conversación multimodal

With Dell Hymes' model of communicative competence, it has been recognized how language use can be different from the decontextualized and perfect grammatical knowledge defended by Noam Chomsky. Such revolutionary perspective gave rise to communicative approaches in L2¹ pedagogy which aimed at fostering communication and interaction in the language classroom by engaging learners in real-life communication in the target language in order to provide them with more opportunities to develop their language skills.

More recently, current trends within sociocultural research on SLA inspired by Lave & Wenger's (1991) model of 'situated learning' reconceptualise language learning

¹ In this document the term *second language* embraces *second* and *foreign* language teaching and learning.

in both informal and institutional contexts as resulting in learners' increasing participation in discursive and interactive practices of a community that they belong to through the very process of taking part in these (see, e.g., Hall, 1993; 1995; Hellermann, 2008; Mondada & Pekarek Doehler, 2004; Young & Miller, 2004), thus effectively developing their interactional competence (Hall, Hellermann & Pekarek Doehler, 2011; Pekarek Doehler, 2010).

It can be stated hence that the notion of *participation* in social interactions in L2 represents a major issue for SLA research and practice. However, participation in the language classroom is often conceived – by researchers as well as practitioners – in terms of verbal production and its quality. This results in a binary distinction between ‘active verbal’ participation and ‘passive silent’ non-participation, the former being the expected and successful way of learning and a clear indicator of learning outcomes. However, how can we describe – and evaluate – interactional competence in the L2 of those learners who remain silent or appear to be less ‘active’?

Studies carried out within the framework of Conversation Analysis on everyday conversations, and namely work done by Charles Goodwin (e.g., Goodwin & Goodwin, 2004), found out that participation is a more complex phenomenon. It does not limit itself to talk only but rather embraces as well non-verbal conducts (gaze, face expression, body posture, gesture, handling of material objects, etc.) in the organization of social interactions and in the management of mutual actions. These ideas have been coined as ‘embodied participation’ (Goodwin & Goodwin, 2004).

Within research on interaction in the educational context, recent studies (e.g. Koole, 2007; Sahlström, 2002) have also paid particular attention to non-verbal conducts in the organization of classroom participation. They argue that learners usually *display* or publicly account for participation or non-participation in classroom activities in several ways. For example, the former is demonstrated through raising hand to ask for a turn or establishing mutual gaze, while the latter - by engaging (implicitly or explicitly) in another activity which makes one being unavailable for the current one (e.g. looking outside through the classroom window, talking to the neighbour, reading the textbook or writing something down in the notebook).

The present paper is a first attempt to explore and describe learners' varied ways of participating in L2 classroom activities, with a specific focus on ‘passive’ ones.

Drawing on the analysis of empirical classroom data we will discuss what sort of interactional competence in L2 these learners display and how. This empirical research examines two sets of data from a larger corpus of videorecorded and finely transcribed classroom interactions². The datasets come from two different educational and linguistic settings: a CLIL classroom (Science in English) in bilingual Catalan-Spanish Barcelona, Spain, and a regular L2 classroom (French as FL) in German-speaking Basel, Switzerland. They also represent different classroom activities: a teacher-led whole class activity and small-group work. Using the conversation analytic framework, we carry out micro-sequential and multimodal description of the participants' conducts.

The analysis reveals different resources by which L2 learners align their actions to on-going pedagogical activities: timing (e.g., taking the turn at the right moment, gazing at the relevant object, etc.), sequencing (providing an answer to a question, disagreeing with a previous statement, etc.) or topical adequacy. Basing on the findings, we identify recurrent patterns of participation across the two datasets, in spite of the differences between the communicative contexts. These patterns deconstruct the binary distinction between verbal 'participation' and 'non-participation' and indicate the existence of a number of more subtle ways of participating which include aspects such as listenership, attentiveness, coordination and engagement. Such subtle ways of participating emerge as a result of interconnections between *public displays of (non-)participation* to a current activity through the demonstration of (lack of) attentiveness and (non-)availability, on one hand, and indicators of *actual (lack of) alignment* with this activity through being in fact attentive and available to what is going on, on the other hand.

With these preliminary results, we hope to contribute to a better understanding of what it means to participate in L2 classroom activities by identifying the range of multimodal resources put to work by learners in order to demonstrate their attention to, understanding of and availability to the current pedagogical activity and by portraying a

² The first set of data (Barcelona) was gathered within the R+D+i project "Academic Discourse in a Foreign Language: Learning and Assessment of Science Content in the Multilingual CLIL Classroom" (Ref. EDU2010-15783), funded by the Spanish Ministry of Science and Innovation (MICINN). The second set (Basel) is currently examined within the framework of a larger project "Tracking interactional competence in L2 (TRIC-L2)" (Ref. 100012_126860/1), funded by the Swiss National Science Foundation.

more subtle but more precise picture of the L2 learners' interactional competence. The paper highlights the importance of enlarging our conception of participation by bringing in non-verbal and sequential aspects of social action when looking at the L2 classroom practices. Moreover, it calls for a revision of what features should be taken as indicators for evaluating the L2 learners' competence, beyond the mere quantity and quality (e.g., linguistic accuracy, fluency) of their verbal production.

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**CONTENT AND LANGUAGE INTEGRATED INSTRUCTION:
SUPPORTING IMMIGRANT STUDENTS IN MAINSTREAM
SCIENCE CLASSROOMS**

**APRENDIZAJE INTEGRADO DE CONTENIDOS Y LENGUAS
EXTRANJERAS: APOYAR A LOS ESTUDIANTES INMIGRANTES
EN LAS AULAS ORDINARIAS DE CIENCIAS**

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Keywords: Subject-specific language, English language learners, immigrant children, linguistic diversity, content based instruction, content and language integrated learning

Palabras clave: vocabulario específico de la materia, aprendices del idioma Inglés, niños inmigrantes, diversidad lingüística, aprendizaje basado en el contenido, aprendizaje integrado de contenidos y lenguas extranjeras

1. Introduction

Classrooms across Canada include an increasing number of English language learners (ELLs) whose academic achievement largely depends on an effective and integrated approach to the instruction of English and academic subjects in the classrooms. In Canada, students are placed in age-appropriate grade levels regardless of their level of English proficiency and thus spend significant portions of the day in mainstream classrooms. However, much of the work in supporting ELLs in content area instruction has focused on “tips and strategies” that teachers should use in their classrooms. Moreover, research has primarily concentrated on elementary students and fewer resources are available for students at the secondary level, especially in subject-matter classrooms such as math and science. Instruction that combines content and language

teaching is recommended for ELLs in content area classrooms (e.g., Crandall, 1992; Early, Thew, & Wakefield, 1986). However, little is known about the subject-specific language (vocabulary and expressions) of content subjects such as science. Without an understanding of the unique language of each subject, it is not feasible for teachers to integrate content and language to enhance their instruction. The purpose of this study is to address this gap.

2. Theoretical Framework

Cummins (1979; 2000) differentiates between conversational or Basic Interpersonal Communication Skills (BICS), and academic language or Cognitive Academic Language Proficiency (CALP). While students learn enough of the conversational language to interact in social contexts in less than two years, they usually require five years to learn academic language (Cummins, 2000; Garcia, 2000; Klesmer, 1994; Thomas & Collier, 2002). Explicit teaching of the language in academic contexts is crucial for the academic success of ELLs (Cummins, 2000).

A considerable body of knowledge is devoted to the kinds of language that create difficulty for ELLs (e.g., Coelho, 2007; Crandall, Dale, Rhodes & Spanos, 1990). There is also considerable research highlighting the significance and success of teaching and learning languages through content (Dalton-Puffer, 2011; Lazaruk, 2007; Lyster, 2008). Students develop high levels of second language proficiency by studying language in content-based classrooms (Lyster, 2007; Swain, 1996). These programs are most successful when academic achievement and language learning are granted equal importance and status in terms of educational objectives (Lyster, 2007). In spite of Canada being a leader in research on content-based instruction especially with regard to French Immersion programs (e.g., Swain, 1997, 2000) the integration of immigrant students in the educational system has not benefitted from such research and practice.

There is a strong correlation between vocabulary knowledge and academic performance (Alderson, 2007; Nation, 2001; Nation & Webb, 2011). By knowing more words, students comprehend texts better, and increased reading comprehension enhances their academic performance (Coelho, 2004, 2009). Many scholars have recognized the challenge that students, regardless of their language background, have

with scientific vocabulary (Carrier, 2005; Elliot, 2010; Watson, 2004). Also, knowledge of multi-word expressions referred to as clusters or lexical bundles (Biber et. al, 1999; Hyland, 2008) is highlighted as an important aspect of language proficiency. Lexical bundles occur in discourse more frequently than expected by chance, are central to academic discourse and show significant variation across disciplines (Biber, 2006; Biber, Conrad & Cortes, 2004; Hyland, 2008). Experts acknowledge that each subject area has a unique vocabulary (and multi-word expressions) that is different from other disciplines and hence is a problem for ELLs when learning the language and content (e.g., Carrier, 2005; Hanes, 2004; Hyland & Tse, 2009; McDonough & Cho, 2009; Viadero, 1995). In order for teachers to be able to provide content and language integrated learning opportunities, the specific language and discourse of each subject-matter needs to be identified.

3. Objectives or questions

In an effort to assist teachers to better respond to the linguistic and academic needs of the diverse student population in public schools, this study focuses on identifying the domain-specific language (vocabulary and expressions) of science textbooks. The outcomes of the study will provide the basis for supporting ELLs' learning of content and language simultaneously, thereby increasing their academic success.

4. Methodology

Corpus-based analysis is best suited to the identification of the specific vocabulary and expressions in each subject matter. A corpus is a large and structured collection of texts that represents the language used in a particular domain (Biber, Johansson, Leech, Conrad & Finegan, 1999). The content of the five most commonly used textbooks used for Grades 9 and 10 recommended by the Ontario Ministry of Education was used for corpus analysis. In addition to individual vocabulary, the corpus analysis focused on multi-word units (two-, three-, four- and five-word bundles). The most frequent words identified through corpus analysis were analyzed and coded to identify the subject-specific vocabulary of each discipline. The analysis focused on whether the specific

word has a discipline-specific meaning. Meanings of words were checked through www.dictionary.com and other subject-specific resources such as <http://www.science-dictionary.com/>. Bundles were analyzed and classified functionally, according to their specific meaning in texts. The study focuses on Grades 9 and 10 because these grades are very important for success in secondary school. Software tools such as Wordsmith and AntConc were used.

5. Results

Data analysis is in progress. The nature and frequency of scientific vocabulary in one textbook has been analyzed. Findings revealed that almost 15% of the lexicon from the total corpora was scientific (Vidwans, 2011).

6. Conclusion

The findings of this study are extremely useful to subject-matter teachers and the education of immigrant students. Teachers and specifically content area teachers are ill-equipped to address the linguistic challenges of multilingual classrooms. In subject matter classrooms teachers are often only “content specialists” not “language specialists”. The creation of subject-specific vocabulary and expressions can provide pedagogical support for teachers who are committed to prepare their students to handle the scientific discourse of each content area, thereby enhancing the academic achievement of all students, particularly ELLs.

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**EDUCACIÓ FÍSICA EN ANGLÈS: PERCEPCIONS DELS
ESTUDIANTS ENTORN D'UNA EXPERIÈNCIA
METODOLÒGICA EN EL MARC UNIVERSITARI**

**PHYSICAL EDUCATION IN ENGLISH: STUDENTS' BELIEFS
ABOUT A METHODOLOGICAL EXPERIENCE IN HIGHER
EDUCATION**

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Keywords: CLIL, Physical Education, Foreign Language Learning, Higher Education

1. Marc teòric

El nou Espai Europeu d'Educació Superior promou, entre moltes altres iniciatives, una Europa plurilingüe. Des de la Declaració de Bolonya el juny de 1999, Europa ha estat el motor d'accions clau per a la promoció de l'aprenentatge de llengües. Així mateix, el Marc Europeu Comú de Referència per a les Llengües (2001) estableix una nova descripció dels diferents nivells de competència en llengües. D'altra banda, apareixen les primeres recomanacions d'innovació metodològica pel que fa a la impartició d'assignatures no lingüístiques en anglès, a la Resolució del Consell d'Europa el Març de 1995, i apareix el terme *CLIL* (Marsh & Langé, 2000) com a aglutinador de diversos

apropaments educatius que tenen en comú l'ús d'una llengua no primera com a mitjà d'ensenyament i aprenentatge de continguts. El seu desplegament es consolida finalment amb suport que el Consell Europeu dona a l'AICLE en les seves conclusions al 2005 (Comissió Europea, 2005) i la creació del *CLIL Consortium* al 2008.

Paral·lelament, els nous graus universitaris inclouen l'aprenentatge de l'anglès dins els seus plans d'estudi alhora que el Govern de la Generalitat de Catalunya (maig de 2007) presenta el Pla d'Impuls de l'Aprenentatge de l'Anglès. Aquest pla inclou diverses iniciatives, entre les quals podem destacar-ne tres: la formació en CLIL/AICLE per a mestres i professors, l'augment d'hores d'anglès i les possibilitats de participació en programes de mobilitat internacional per a professors i alumnes.

El juny de 2007, l'Equip Directiu de la Facultat de Psicologia, Ciències de l'Educació i de l'Esport Blanquerna (FPCEEB) aprova el Pla d'Implementació de l'Anglès. Val a dir que aquest pla ha esdevingut referent constant en el disseny dels nous graus de la facultat, ja que tots els estudis preveuen una matèria obligatòria durant el segon curs, un anglès B2.1. i matèries CLIL/AICLE a tercer i quart de carrera. Dins les accions d'incentivació d'aquest Pla, s'insereix el Projecte EF en Llengua Anglesa: un projecte AICLE en el marc universitari, amb el suport del grup de recerca CILCEAL (Competència Interlingüística i Intercultural en l'Ensenyament i Aprenentatge de Llengües).

2. Objectius o preguntes

Els objectius que planteja l'estudi són:

- a. Experimentar una proposta pràctica AICLE en els estudis de Magisteri de la FPCEEB (Universitat Ramon Llull) utilitzant metodologies innovadores adients al tipus de treball.
- b. Desenvolupar actuacions interdisciplinars entre les àrees de Llengües Estrangeres i Educació Física de la FPCEEB per tal de fomentar un aprenentatge de més qualitat entre els estudiants.
- c. Potenciar el treball cooperatiu entre els estudiants i entre els estudiants i professors de les àrees de Llengües Estrangeres i Educació Física.

- d. Analitzar el grau de qualitat que suposa l'execució d'assignatures d'Educació Física en llengua anglesa entre els estudiants i entre el professorat implicat en el projecte.

3. Metodologia

L'objecte d'estudi ens introdueix en una metodologia hermenèutica-interpretativa centrada en la recerca acció, ja que se centra en el món de l'experiència viscuda dels individus des de les seves pròpies creences i interpretacions. En aquest cas, es concreten els constructes que 76 estudiants de primer curs de Magisteri de la FPCEE B eliciten entorn d'una experiència AICLE. La recollida de dades és qualitativa i quantitativa. Els instruments que es fan servir són: Grups de discussió, qüestionaris d'opinió i un diari de classe.

4. Resultats obtinguts

Els estudiants fan una valoració positiva general del fet de cursar una assignatura en format AICLE, tant en relació a l'aprenentatge dels continguts propis de l'assignatura com pel que fa a l'aprenentatge de la llengua anglesa.

Els resultats mostren que els participants tenen la percepció que els continguts propis de l'assignatura Educació física i la seva didàctica no han entrat en crisi per l'aplicació del format AICLE. És a dir, el fet de desenvolupar la docència de les classes pràctiques de l'assignatura en llengua anglesa no ha anat en detriment de l'aprenentatge dels continguts propis. En alguns casos, fins i tot, l'ús de l'anglès ha estat valorat com un plus d'innovació ofert des de l'assignatura, entès com a una motivació extra per a l'aprenentatge dels continguts i didàctica específica d'educació física.

Pel que fa a l'aprenentatge de l'anglès, els estudiants tenen la percepció d'haver desenvolupat competències vinculades a l'adquisició de nou vocabulari i de destreses comunicatives en general i d'haver perdut la por.

Els resultats també desvetllen una percepció d'aprenentatge "diferent", en què la cooperació i les relacions entre els companys esdevenen aspectes clau.

Les propostes metodològiques desenvolupades en aquesta experiència AICLE es valoren de forma positiva com a generadores directament o indirectament de l'aprenentatge dels continguts de l'assignatura i de l'aprenentatge de competències orals en llengua anglesa i com a motor d'un tipus d'aprenentatge cooperatiu.

5. Conclusions

S'interpreta que els participants mostren les següents creences i percepcions en relació a l'experiència del format AICLE viscuda a la universitat:

- a. L'aprenentatge dels continguts de l'assignatura Educació Física i la seva didàctica no s'ha vist afectat per la implementació del format AICLE.
- b. S'ha produït un aprenentatge quant a la competència en anglès centrada en l'adquisició de nou vocabulari i en les destreses comunicatives, especialment en la comprensió oral.
- c. Les innovacions metodològiques proposades en el projecte AICLE han contribuït de forma directa i indirecta en l'èxit de l'experiència.
- d. Les innovacions metodològiques implementades han afavorit un tipus d'aprenentatge cooperatiu entre els participants que els ha facilitat l'adquisició de les competències pròpies de l'assignatura, així com les relatives a la llengua anglesa en la seva dimensió oral.
- e. L'aprenentatge dels continguts conceptuals i procedimentals ha generat un conflicte cognitiu que ha contribuït a un aprenentatge basat en els postulats de la epistemologia (socio)constructivista. El procés ha estat percebut de forma molt positiva entre els estudiants, que, tot i no saber identificar exactament el tipus d'aprenentatge al qual estaven sotmesos, han tingut clar que es tractava d'un aprenentatge diferent.
- f. S'identifiquen una sèrie de paràmetres inicials que afavoririen la baixada de l'ansietat de l'alumnat davant d'experiències AICLE a la universitat.

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PRÀCTICA DOCENT EFECTIVA AICLE

EFFECTIVE CLIL TEACHING PRACTICE

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1. Marc teòric

No és fàcil trobar professionals de l'ensenyament que puguin posar en pràctica un programa AICLE. Les dificultats van més enllà dels requisits de formació imprescindibles: tenir un domini suficient de la llengua estrangera i de la matèria a ensenyar (Infante, Benvenuto & Lastrucci, 2009). La diferència que hi ha entre ensenyar continguts en la pròpia llengua o ensenyar-los en llengua estrangera es troba en el fet d'afegir els objectius de llengua (De Graaff, Koopman, Anikina & Westhoff, 2007).

La finalitat d'aquest treball de recerca era caracteritzar les pràctiques docents que es desenvolupen en l'ensenyament integrat de continguts i llengua estrangera al nostre país, Catalunya. El propòsit de l'estudi era fer evidents aquelles pràctiques més reeixides per fer-ne difusió en cursos de formació del professorat. Gràcies a la Llicència d'Estudis A que el Departament d'Ensenyament em va concedir el curs 2009-2010, avalada pel CIREL, vaig poder dur a terme aquesta recerca.

2. Objectius o preguntes

El principal objectiu es va centrar en trobar exemples de pràctiques docents AICLE efectives (Navés, 2009).

Les preguntes d'inici de la recerca van ser:

- a. Quines són les pràctiques docents efectives AICLE? És possible descriure-les?
- b. Com cal fer la docència d'una àrea per mitjà d'una llengua estrangera per tal que l'alumnat pugui assolir un bon rendiment tant en els continguts com en la llengua estrangera?
- c. Quins són els reptes amb què el professorat AICLE es troba en la seva tasca diària?
- d. Quins elements externs i/o interns poden afavorir o perjudicar l'èxit dels programes AICLE?

3. Metodologia (marc, participants, dades, procediment d'anàlisi, etc.)

Aquesta recerca es va dur a terme per mitjà de tres instruments de recollida de dades:

- a- Qüestionari *on-line*
- b- Entrevista
- c- Observació de classe

La mostra va incloure trenta-vuit mestres que van participar en el qüestionari *on-line* i setze mestres que van ésser entrevistats. D'aquests, nou docents van col·laborar amb l'estudi permetent l'observació de les seves classes AICLE.

L'anàlisi posterior de les dades recollides va tenir un caràcter qualitatiu. No es van intentar predir actuacions ni tampoc manipular cap variable (Pessoa, Hendry, Donato, Tucker & Lee, 2008). Les dades no aspiraven a ésser representatives (ni pel tamany, ni per l'origen geogràfic, ni pel seu tractament posterior). El coneixement que se n'extreu no tenia el propòsit de generalitzar la realitat educativa AICLE de les escoles catalanes.

4. Resultats obtinguts

AICLE s'implementa de diverses formes entre el professorat estudiat: 13 docents ho desenvolupen en assignatures de tot l'any, 15 ho implementen basant-se en unitats de programació, 6 treballen en tallers AICLE i 5 ho fan en crèdits variables. La major part dels alumnes cursen el seu primer o segon any AICLE (87% del professorat enquestat).

D'acord amb les dades recollides en el qüestionari, els/les professionals enquestats són personal docent amb una alta qualificació i preparació i mostren motivació per dur a terme projectes d'innovació en els seus centres educatius. El professorat amb una bona preparació i un alt domini del contingut i discurs de la matèria es considera professorat eficient (Draper, 2008; Ingvarson, Beavis & Kleinhenz, 2007). Es tracta d'un professorat que es troba en una posició privilegiada tant pels seus estudis i formació com per la seva vinculació amb temes AICLE. Una part d'aquesta recerca es basa en la seva perspectiva privilegiada i en el coneixement que ens pot aportar.

Els temes que més els preocupen en referència a la implementació d'AICLE als seus centres educatius són els següents:

- *Planificació i treball en equip*: es fa palesa la gran necessitat de temps per a planificar i la conveniència de treballar en equip.
- *Adquisició dels continguts*: un 77% creu que és igual que si es fes en català; les matèries escollides per impartir AICLE i en especial la selecció dels continguts es veuen com elements clau per l'èxit.
- *Materials*: trobar materials adients acaba en una sobrecàrrega de feina pel professorat. La falta de materials és considerat un dels punts difícils pel 80% del professorat enquestat.
- *Comprensió i expressió en la llengua estrangera*: l'augment de les hores de contacte i d'ús de la llengua estrangera és el benefici més gran d'AICLE.
- *Canvis metodològics i didàctics*: passen de l'ensenyament tradicional centrat en les explicacions i els coneixements del professorat a un ensenyament-aprenentatge centrat en l'alumnat.
- *Motivació de l'alumnat*: AICLE ajuda a crear una atmosfera acollidora on els estudiants se senten més motivats però també enfrontats a un repte.

- *Noves tecnologies*: les noves tecnologies són d'ús gairebé exclusiu del professorat en aquest moment, però estendre el seu ús entre l'alumnat és un aspecte que caldrà tenir en compte de cara al futur, en entorns en línia i/o interactius.
- *Avaluació*: s'avalua d'una forma diferent i s'intenta sense un ús inexcusable de la llengua.
- *Influència d'AICLE en la docència*: una idea compartida és la transferència de la metodologia AICLE a les altres hores de classe no AICLE.

5. Conclusions

Els punts forts de la implementació d'AICLE:

- Grup professional de perfil excel·lent.
- Bona formació per personal en actiu però molt limitada.
- Banc de recursos notable en qualitat.
- Marc normatiu favorable però no suficient.
- Canvis metodològics necessaris que influeixen en l'ensenyament en llengua no estrangera.

Els punts febles de la implementació AICLE:

- Falta de temps per planificar i treballar en equip.
- Falta de recursos i materials adequats i a l'abast.
- Aïllament professional en cada centre docent.
- Falta d'avaluació externa de la implementació i sobretot de la millora de la competència lingüística.
- Falta de professorat competent.
- Falta d'una política clara de suport als programes AICLE.

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**APPROXIMATION TO A SCIENCE IN ENGLISH (CLIL) UNIT
TEST: STUDENTS' OUTCOMES AND GRADING**

**APROXIMACIÓN A UN TEST DE CIENCIAS EN INGLÉS
(AICLE): RESPUESTAS DE LOS ESTUDIANTES Y
CALIFICACIÓN**

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Key words: science learning, language learning, classroom-based evaluation, teacher education, Content and Language Integrated Learning (CLIL).

Palabras clave: aprendizaje de ciencias, aprendizaje de lengua, evaluación en clase, formación de profesorado, Aprendizaje Integrado de Contenidos y Lengua (AICLE).

1. Theoretical framework

In an attempt at describing the relation between language and cognition, Jorba, Gómez and Prat (2000) propose a range of cognitive abilities which are activated so as to produce different text typologies. These abilities are deemed as “cognitive-linguistic”, due to them being bound to a set of text typologies. Abilities like “describing”, “defining”, “summarizing”, “explaining”, “justifying”, “arguing” or “demonstrating” can be recognized as such.

Regarding the exploration of cognitive domain, based on Bloom’s original taxonomy (1956), Krathwohl (2002) proposed a revision of the former nomenclature and definitions (with the result being, arranged from lower-order to higher-order, “remember”, “understand”, “apply”, “analyze”, “evaluate” and “create”).

Following Vygotskian ideas, Lemke (1990) proposes a model of teaching and learning science through talking science. This statement is not simply reduced to talking

about science, but refers to a broader vision centered on the fact that language is not just vocabulary and grammar, but also a system of resources for making meanings, which allows reasoning and problem solving.

Taking into account these implications, teaching science by talking science in a foreign language leads to a double tension for students: that of learning the language in which Science is taught and, simultaneously, that of learning science related content. Laplante (1997) proposes that “some of the classroom time allotted to language arts can be combined with that of science” (p.65). This vision germinates from Lemke’s vision of science as language, as students talking science need to use language to succeed using this set of processes on various cognitive skills, further drawing from the vygotskian socio-constructivist model of learning. The development of a set of specific abilities and particular knowledge are parallel and interdependent processes, taking into account the fact that cultural appropriation, or learning, constitutes the motor for a person’s development (Vygotsky, 1934, 1979).

Regarding the assessment of students’ responses, this study follows Jorba et al.’s (1998) proposal, with the following criteria to analyze texts created by students: appropriateness, completeness, precision, breadth of knowledge and organization of the text (p. 55-58).

This study is part of the larger research project “Academic discourse in a foreign language: learning and assessment of science content in the multilingual CLIL classroom (DALE-APECS)” (Ref. EDU2010-15783).

2. Objectives

This study focuses on the two following objectives:

1. to understand the rationale the teacher uses to set tasks and to grade students.
2. to describe the students’ performance in relation to the demands set by the teacher.

There is, however, a third sub-focus of interest, which is covered to a lesser extent:

3. to describe the relationship between the content knowledge displayed and linguistic tools used by the students to display that knowledge.

3. Method

The school where the sample was collected belongs to a state secondary school in the metropolitan area of Barcelona. The school is implementing a Foreign Language Educative Project based in the use of a foreign language to work on the curriculum of content-based subjects. This project includes teaching Science in English. The teacher received support from the collaborative research team CLIL-SI from the Universitat Autònoma de Barcelona. The teaching unit was implemented during the 2009-2010 course on a first year of secondary education and its materials were designed with the support of the collaborative research team CLIL-SI. The unit, titled “Life”, broadly covers the topic of the Catalan 1st year of secondary education Science curriculum “Life in Action” (Departament d’Educació, 2008: 92). Sixteen students went through the unit and took the test. The study focuses on the outcomes of the test from these students with the respective teacher’s grading and comments.

Fig.1. summarizes the methodological approach of the study, which consists in two foci:

Focus	Data	Method	Method to ensure reliability
Grading system of the test	Students’ responses of the test items, teachers’ grading of the test items, teachers’ comments.	Quantitative analysis of the students’ score.	Focused semi-structured interview between the researcher who gathered the data and the teacher. Teacher’s reflections.
Students’ discourse	Students’ responses of the test items.	Qualitative analysis of the responses. Qualitative analysis of the criteria (Jorba <i>et al.</i>).	Teacher’s comments, teacher’s reflections,

Fig.1. Methodological approach

4. Results

Fig.2. summarizes the teacher's attitude towards the language mistakes in the students' responses:

The teacher highlights the mistake and deducts score for it.	The teacher highlights the mistake but does not deduct score for it.	The teacher ignores the mistake.
<ul style="list-style-type: none"> • Mistakes which affect comprehensibility. • Mistakes related to the target language used throughout the unit. 	<ul style="list-style-type: none"> • Mistakes which do not seriously affect comprehensibility. • Language mixing (Catalan and Spanish). 	<ul style="list-style-type: none"> • Mistakes which do not seriously affect comprehensibility.

Fig.2. Teacher's attitude towards language mistakes in the test

5. Conclusions

The teacher states that she expected students to be able to extrapolate their knowledge and build interrelations within the target knowledge presented, rather than the memorization of facts and nomenclature. The test mirrors the tasks undergone in the classroom, as students are asked for written production but are also presented the chance of non-linguistic production as support (as in the task where students are asked to recognize the parts of the cells). Interestingly, even though the teacher expresses her wish to avoid percentages when assessing students, the written test features a percentage system.

In order to assess the linguistic tools used by students to display their knowledge in the test, it can be seen that the teacher focused on the precision of the students' lexical choices, providing in many cases the more appropriate alternatives in her corrections. Also, the completeness of the students' responses were key for achieving higher scores, with the teacher highlighting the parts of the question which were not answered by students and adding comments demanding explanations and justifications or adding target knowledge not mentioned as a comment. Other aspects taken into account were the breadth of knowledge displayed, closely related to the completeness of the answers, and the organization of the content displayed, as there were questions in the test which expressly asked students to order items.

Further studies within the framework of CLIL framework have been and are currently being carried out by CLIL-SI members within the area (see, for example, Canet & Evnitskaya, 2011; Eixarch, 2010; Escobar Urmeneta, 2010; Escobar Urmeneta & Nussbaum, 2011 and Evnitskaya & Morton, 2011).

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**METODOLOGIA AICLE EN EL ENTORNO UNIVERSITARIO:
APRENDIZAJE AUTÓNOMO Y DESARROLLO DE
COMPETENCIAS PROFESIONALES**

**CLIL METHODOLOGY IN THE UNIVERSITY CONTEXT:
AUTONOMOUS LEARNING AND DEVELOPMENT OF
PROFESSIONAL COMPETENCES**

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Palabras clave: AICLE, e-PEL, competencias profesionales, actividades audiovisuales

Keywords: CLIL, e-ELP, professional competences, audiovisual activities

1. Marco teórico

El nuevo marco estratégico para la cooperación europea en el ámbito de la educación y formación “Educación y Formación 2020” (Consejo de Europa, 2009) pone de manifiesto la necesidad de intensificar la movilidad transnacional con fines educativos, al haberse constatado su positiva repercusión en la formación universitaria y en el acceso al mercado laboral de los jóvenes europeos. En este marco de formación profesional cualificada, con clara orientación al dominio comunicativo en lenguas extranjeras, se ajusta de manera clara la metodología AICLE en combinación con los objetivos de LSP (*Language for Specific Purposes*). Experiencias previas como las de Foran & Sancho (2009: 114) apuntaban ya en esta dirección:

The basic goal of the CLIL approach is the acquisition of solid communicative 'content-specific' competence in a foreign language. The added advantage of learning teamwork and other negotiation skills is as valuable for the students's future as learning content.

2. Objetivos

Durante el curso académico 2011-12 nos propusimos utilizar el *Portfolio* Europeo de las Lenguas (PEL) en la versión electrónica realizada desde el Organismo Autónomo para Programas Educativos Internacionales (OAPEE) en el módulo obligatorio *English for Business Administration* y en el módulo opcional *Wirtschaftsdeutsch* del máster *International Business Administration and Modern Languages* que ofrece la Facultad de Ciencias Económicas y Empresariales de la Universidad de Almería desde el curso académico 2010-11. Se trata de un máster oficial de tipo profesional cuya impartición se realiza en idiomas diferentes al castellano (inglés, francés y alemán), facilitándose de esta forma al alumnado la adquisición y desarrollo de las competencias multilingüe y plurilingüe (Alcón Soler, 2011: 119-127).

La actividad realizada en las asignaturas mencionadas de lengua alemana e inglesa mediante la aplicación del e-PEL se programó en dos fases consecutivas:

1. Los alumnos cumplimentaban el Pasaporte de Lenguas y la Biografía Lingüística para la evaluación de su capacidad auto-evaluadora, así como del impacto del trabajo autónomo, la movilidad internacional o la adquisición de las competencias plurilingüe e intercultural en el proceso de aprendizaje de la(s) lengua(s) extranjera(s).
2. Los alumnos realizaban una actividad audiovisual en grupo que posteriormente podrían añadir al *Dossier*. Mediante esta actividad nos proponíamos favorecer el aprendizaje individual y en equipo al ofrecerles la opción de elegir actividades profesionales en las que debían comunicarse en lengua inglesa y/o alemana.

3. Metodología

La actividad audiovisual propuesta en ambas asignaturas fue muy similar: se presentó a los alumnos información relevante sobre la empresa almeriense “Luis Sánchez S.L.” del sector de la transformación de la piedra, que ha aumentado durante los dos últimos años su presencia en el mercado europeo y norteamericano. Los estudiantes debían realizar un trabajo en equipo utilizando esta información real suministrada por las docentes, y organizar una actividad en la que pudieran aplicar conocimientos y capacidades ya adquiridas en estas asignaturas u otras cursadas durante el primer cuatrimestre, así como su experiencia profesional. Estas actividades audiovisuales, posteriormente incluidas en el *dossier* del e-PEL, serían realizadas en el laboratorio de producción y experimentación audiovisual que posee la Unidad de Tecnologías de Apoyo a la Docencia y Docencia Virtual (EVA) de la Universidad de Almería.

En la asignatura de “*English for Business Administration B1*”, módulo obligatorio con 32 alumnos inscritos, nos encontramos un grupo heterogéneo formado por alumnos nacionales e internacionales con un nivel medio B2. Se formaron grupos de trabajo constituidos por 5 estudiantes que debían realizar una presentación oral simulando situaciones reales profesionales en la empresa de mármoles “Luis Sánchez S.L.”, como la participación en una feria internacional, una reunión de trabajo, presentación de productos a clientes, presentación de datos económicos, recepción de clientes o análisis de estrategias de marketing. Tras la presentación de los distintos trabajos en el aula, se realizó una selección de dos de ellos para su posterior grabación, atendiendo a criterios de calidad de la presentación y evaluación positiva por parte del resto de grupos.

En la asignatura “*Wirtschaftsdeutsch I*” se constató también una gran diversidad de niveles de competencia comunicativa en lengua alemana entre el alumnado, por lo que se seleccionó a los estudiantes que alcanzaran al menos el nivel B1 para realizar la actividad audiovisual. Se crearon para ello dos grupos formados por 5 y 7 estudiantes respectivamente, contando cada grupo con el asesoramiento de uno de los estudiantes nativos. En el caso de la asignatura de lengua alemana, las actividades realizadas por los dos grupos estaban interrelacionadas temática y cronológicamente. El grupo A eligió como escenario la participación en una feria internacional alemana donde los estudiantes podían practicar situaciones comunicativas ya conocidas como atención a clientes, información sobre empresa y/o productos y concertación de futuros contactos

comerciales, y el grupo B una reunión de trabajo en la Cámara de Comercio de Berlín en el que participaban un “representante” de esta institución, algunos “ejecutivos” de la empresa española, el representante “alemán” de varias empresas internacionales punteras en el sector de la construcción y la representante “alemana” de una de las editoriales más prestigiosas sobre innovación en este sector.

4. Resultados obtenidos

La mayoría de los estudiantes de ambas asignaturas se mostraron satisfechos al utilizar un documento europeo que desarrolla el aprendizaje autónomo y fomenta su proceso de reflexión en la adquisición de una lengua extranjera. Los grupos que realizaron las grabaciones valoraron además positivamente la participación en una experiencia novedosa y que les permitía familiarizarse con la producción audiovisual y el desarrollo de habilidades dramáticas.

5. Conclusiones

El Máster de Gestión Internacional de la Empresa de la Universidad de Almería ha apostado de manera clara por la metodología AICLE y la inclusión del aprendizaje autónomo como herramientas fundamentales para la formación de estudiantes cualificados a nivel internacional. Esta experiencia presenta además el carácter novedoso de la aplicación del e-PEL en el entorno académico a niveles de posgrado donde aún no se ha desarrollado de manera extensa (Guasch, Guàrdia & Barberà, 2009).

Esta actividad ha demostrado también que el e-PEL es una herramienta de aprendizaje adecuada a la metodología AICLE que modifica el escenario de la tarea docente, pues requiere la introducción de metodologías activas dentro y fuera del aula y una reflexión sobre la propia práctica docente (Blanch & Fuentes Agustí, 2009: 4).

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**MÁS ALLÁ DE LAS CIENCIAS Y LA LENGUA: CONSTRUCCIÓN
DE LA AUTOIMAGEN Y LA AUTOESTIMA EN ALUMNADO
CON NECESIDADES EDUCATIVAS ESPECÍFICAS EN UN
CONTEXTO AICLE. UN ESTUDIO DE CASO³**

**BEYOND SCIENCE AND LANGUAGE: THE CONSTRUCTION OF
SELF-IMAGE AND SELF-ESTEEM IN STUDENTS WITH
SPECIAL EDUCATIONAL NEEDS IN A CLIL CONTEXT. A CASE
STUDY**

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Palabras clave: AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera), educación inclusiva, alumnos con necesidades educativas específicas, autoimagen

Keywords: CLIL (Content and Language Integrated Learning), inclusive education, students with special educational needs, self-image

Una de las ideas más extendidas entre el profesorado en relación a los contextos AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera) es que para poder llevar a cabo una unidad didáctica en la que la lengua vehicular sea una lengua diferente de las lenguas primeras de los alumnos, éstos deben poseer un buen nivel de la lengua extranjera porque, en caso contrario, se tienen que bajar el nivel de los contenidos y el ritmo de aprendizaje. El presente trabajo se sitúa en el punto de vista contrario: la enseñanza AICLE es sinónimo de enseñanza de calidad y, como tal, debe estar al alcance de todos los alumnos, sin excepción, sea cual sea su nivel de lengua extranjera. Partiendo de esta idea, en un instituto del *Vallès Occidental* de Cataluña se diseñó e

³ El presente estudio ha contado con el apoyo del proyecto MICINN Ref. EDU2010-15783.

implementó una unidad didáctica de seis sesiones en las que nueve alumnos de tercero de la ESO con necesidades educativas específicas estudiaron el principio de Arquímedes en inglés. Durante la implementación de la experiencia se recogieron datos conversacionales (grabaciones en vídeo) y documentales (cuadernos de los alumnos, notas de campo, diario de la profesora y correos).

Una primera aproximación a los datos reveló unos resultados satisfactorios (Jiménez, 2009). Con el objetivo de mirar con más detalle esas sesiones para buscar pistas de por qué se habían podido conseguir esos resultados, se puso en marcha el presente estudio. El marco teórico-metodológico se nutre de cuatro tipos de fuentes: una primera aborda el concepto AICLE (Dalton-Puffer, 2007; Escobar Urmeneta & Nussbaum, 2008); una segunda, sobre la democratización de los programas AICLE (Pérez Vidal, 2005); una tercera, sobre las teorías socioculturales del aprendizaje (Mercer, 1995; Mondada & Pekarek, 2004; Vygotsky, 1962; Wood, Bruner & Ross, 1976); y, por último, los trabajos sobre el discurso en el aula (Nussbaum, 1999; Sinclair & Coulthard, 1975).

El objetivo del estudio es describir el proceso de aprendizaje que mostraba uno de los estudiantes del grupo mencionado (Ramón), que fue escogido como foco del estudio por ser un buen informante. En concreto, las preguntas de investigación son:

- (1) ¿qué actividades realiza este estudiante para apropiarse del contenido?; y
- (2) ¿qué aprendizajes se observan y cómo se muestran discursivamente esos aprendizajes?

La investigación llevada a cabo es de carácter cualitativo y etnográfico, por lo que los datos recogidos son naturales. Para el estudio se grabaron en vídeo la mayoría de las sesiones de la unidad didáctica, se trataron los datos según la tradición etnográfica y de análisis conversacional (AC) (Nussbaum, Escobar & Unamuno, 2006, entre otros) y finalmente se observaron detalladamente los 22 primeros minutos de la segunda sesión. En aquel momento había en clase 8 alumnos y dos profesores: el profesor de los alumnos, psicopedagogo del centro, y una profesora de inglés en prácticas. Una vez acabada la recogida de datos, se procedió a su análisis en dos fases. En la primera de ellas se dividió el fragmento de 22 minutos en diferentes episodios,

atendiendo al tema de conversación; y en la segunda fase se analizaron en detalle las secuencias más interesantes de los cuatro episodios mencionados anteriormente. Para ello, se hizo una transcripción detallada de dichas secuencias y, mediante análisis conversacional (Markee, 2000; Seedhouse, 2005), se identificaron las secuencias conversacionales en las que participa Ramón en interacción con la profesora y/o con sus compañeros de aula, que resultan significativas en relación al objetivo del estudio. En una segunda fase, se aislaron aquellas secuencias en las que se pueden identificar evidencias de aprendizaje lingüístico y/o curricular.

Los resultados del análisis muestran, en relación a la primera pregunta de investigación, que Ramón realiza gran cantidad de actividades para intentar apropiarse del contenido meta y, en general, se observa una actitud muy activa por su parte. Por otro lado, en relación a la segunda pregunta de investigación, el estudio concluye que Ramón muestra indicios de aprendizaje a corto plazo sobre la mayoría de los ítems de información presentados por los profesores.

Éstos son los resultados de la investigación que guardan relación directa con las preguntas que guían el estudio. Es decir, aquellos resultados que tenían que ver con el proceso de aprendizaje que muestra el alumno. Sin embargo, se ha observado también otro proceso paralelo igual de relevante: la construcción de una nueva identidad como estudiante. Ramón es un alumno que presenta un desfase curricular respecto del resto de sus compañeros del aula ordinaria debido a su desmotivación académica y a su comportamiento. Ramón muestra ser consciente de ello en su discurso cuando se categoriza a sí mismo como un estudiante no muy bueno. A pesar de esto, a medida que avanza la unidad didáctica AICLE y va consiguiendo algunos logros, empieza a mostrar señales que indican ciertos cambios en cómo él se ve a sí mismo en el contexto escolar y cómo lucha entre el no querer desprenderse de la imagen que ya tienen de él profesores y compañeros y, al mismo tiempo, la ilusión de verse a sí mismo como un nuevo y mejor estudiante, y que esta nueva imagen también sea aceptada públicamente. El trabajo concluye planteando la necesidad de que se lleven a cabo más investigaciones en este campo, en las que la educación inclusiva y los programas AICLE vayan de la mano.

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**UN ESTUDIO SOBRE EL PROFESORADO
AICLE EN EL AULA UNIVERSITARIA**

**A STUDY ON CLIL TEACHERS
AT THE UNIVERSITY CLASSROOM**

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Palabras clave: Perfil del profesorado, enseñanza de contenidos, inglés como lengua de instrucción

Keywords: Teacher's background, content teaching, English as a medium of instruction

Las estadísticas provenientes de las instituciones europeas coinciden en apuntar que el sistema educativo español es uno de los menos efectivos cuando se trata de impulsar el grado de competencia en inglés de nuestro alumnado. La insatisfacción general ante esta situación ha llevado a que muchas administraciones educativas de las diversas comunidades autónomas españolas hayan visto en la implementación del enfoque AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera) una de las posibles salidas a este mal lingüístico que podríamos tildar de endémico en nuestro contexto. Así, el enfoque AICLE está viviendo durante los últimos años un gran *boom* en todos los niveles del sistema educativo español. Esto ha traído consigo que los estudios que analizan qué está ocurriendo en las aulas AICLE también hayan aumentado considerablemente, aunque son todavía muchas las preguntas de investigación que necesitan ser examinadas. Una de las cuestiones que todavía no ha sido abordada es la relativa a la influencia que el perfil del profesorado puede ejercer en las percepciones que el alumnado muestra sobre su aprendizaje de lengua extranjera y contenidos. En ocasiones la enseñanza de contenidos en una segunda lengua se lleva a cabo sin prestar atención al uso que de la lengua meta hace el alumnado y sin analizar las características

de la lengua utilizada. Sin embargo, parece existir la creencia generalizada de que el alumnado AICLE aprende la lengua meta sin realmente percatarse de dicho aprendizaje, es decir, que el aprendizaje tiene lugar por medio de la exposición y la práctica en clase, aunque autores como Lyster (2007) relativizan esta idea y apuntan que este aprendizaje no es sistemático y que es necesario prestar atención a las formas lingüísticas. El estudio de Rodgers (2006) vendría a confirmar esta perspectiva, ya que estudiantes universitarios que cursaban la asignatura de geografía en inglés lograban progresar tanto en aspectos de contenido como lingüísticos gracias al efecto beneficioso de la incorporación de actividades dirigidas a practicar las formas lingüísticas. Sin embargo, estudios realizados en el contexto español confirman que parte del profesorado universitario coincide en que la mejora lingüística es inherente al enfoque AICLE, incluso en aquellos casos en los que no se presta una atención sistematizada a las formas lingüísticas.

En el estudio que aquí se resume se pretende analizar si el perfil del profesor influye en la percepción que el alumnado AICLE tiene de su aprendizaje. Los participantes en el estudio fueron 23 alumnos universitarios que cursaban la asignatura “Literatura Inglesa” en inglés, después de haber cursado en los cursos anteriores dos asignaturas de lengua inglesa. Para todos ellos era la primera vez que recibían instrucción de contenidos a través de la lengua extranjera. La asignatura de literatura inglesa estaba formada por dos módulos de 6 créditos, el primero de los cuales fue impartido por un profesor especialista en literatura inglesa y el segundo por un profesor especialista en lengua inglesa.

Puesto que habitualmente se tiende a separar el papel del profesor de lengua (que se centra más en cuestiones lingüísticas) del profesor de una disciplina (que se centra sobre todo en el sentido) (Gajo, 2011), el objetivo del presente estudio radica en analizar si el perfil del profesor ejerce algún tipo de influencia en la percepción que los alumnos tienen sobre si se produce una mejora en su competencia en inglés una vez cursados ambos módulos y cómo se ve afectado el aprendizaje de contenidos. El instrumento utilizado para la recogida de datos fue un cuestionario con preguntas abiertas y cerradas. Una vez codificados los datos cuantitativos se procedió a su análisis por medio del programa estadístico SPSS, mientras que los datos cualitativos correspondientes a las

preguntas abiertas fueron examinados por medio de las correspondientes categorizaciones.

En esta presentación se analiza la motivación del alumnado ante esta experiencia AICLE, sus percepciones sobre su mejora en las distintas habilidades lingüísticas y sus reflexiones sobre qué aspectos deben recibir más atención, así como el efecto ejercido por el bagaje más lingüístico o literario del profesor. Aunque en general el alumnado se sintió motivado por esta nueva experiencia educativa, algunos mostraron una actitud reluctante y lo consideraron una imposición que atentaba contra sus derechos lingüísticos. Estos dos extremos del *continuum* actitudinal (partidarios de los beneficios del enfoque AICLE y detractores de su implementación) son también analizados en esta presentación.

En la sección de conclusiones se relacionan los resultados obtenidos con la actual falta de formación del profesorado AICLE en el ámbito universitario. De hecho, la diferencia de perfil de los dos profesores examinados en este estudio no conlleva una mayor percepción de mejora en el caso del curso impartido por aquél que creaba un contexto de aprendizaje donde se producía una mayor atención a la forma lingüística. Así, los alumnos no consideraron que dicha atención adicional conllevase una mejora relevante ni resultara en un aumento de su motivación. Las explicaciones a estas percepciones de falta de mejora reseñable no son sencillas, pero deberían considerarse al menos tres. En primer lugar, podría concluirse que la mayor atención a la lengua precisa de una formación específica que produzca mayores réditos. En segundo lugar, parece necesario hacer de modo más explícito la reflexión lingüística entre el alumnado, de manera que esa atención especial prestada a la integración de lengua y contenido termine por ser percibida por éste como mejora real. En tercer lugar, una posible explicación de los resultados puede radicar en que, a pesar de que el profesor con perfil de lengua concediera una presencia mayor a las formas lingüísticas en sus clases, dicha presencia no fuera aún así la suficiente.

En cualquier caso, esta línea de investigación puede ayudar a obtener una imagen más precisa de lo que ocurre en las clases AICLE universitarias, por lo que sería interesante realizar estudios similares en otros contextos, con asignaturas diferentes y con un mayor grado de exposición.

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ASSESSMENT FOR LEARNING AND MOTIVATION IN PRIMARY BILINGUAL CLASSROOMS

EVALUACIÓN PARA EL APRENDIZAJE Y MOTIVACIÓN EN COLEGIOS BILINGÜES

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Keywords: bilingual education, assessment for learning, student l2 motivation, classroom discourse analysis

Palabras clave: educación bilingüe, evaluación para el aprendizaje, motivación para aprender un segundo idioma, el análisis del discurso en el aula

1. Objectives of the Study

This paper presents research carried out on the evaluation practice of Assessment for Learning (AfL) and its impact on student motivation in primary bilingual classrooms in Madrid, Spain. The purpose of this pilot study was to determine whether the use of AfL as an assessment strategy allows teachers to provide increased second language (L2) motivational techniques in the classroom than the use of traditional assessment practices. The second objective was to determine whether the presence of AfL techniques in the classroom increased student motivation to learn a second language.

2. Theoretical Framework

Assessment for Learning is an alternative approach to traditional summative assessment that encourages teachers to describe basic learning objectives at the beginning of a unit and provide continuous feedback (Sutton, 1995) in order for students to fill learning

gaps as they arise and continue setting new goals (Black & Wiliam, 1998). AfL developed out of a push for assessment reform implemented by groups such as the Assessment Reform Group (ARG, 2002) in Great Britain and the Pearson Assessment Training Institute (ATI, 1992) in the United States.

The consensus of these groups was that schools and governmental programs must move away from standardized testing which may be emotionally damaging to students (Shohamy, 2001) and instead use assessment as a tool to empower and motivate students (Stiggins, 2007). Previous studies have connected summative testing to lowering students' motivation and self-esteem (ARG, 2002), whereas research has proven that formative assessment has the potential to increase overall student marks (Black & Wiliam, 1998). However, there are no previous studies examining how Assessment for Learning influences L2 motivation using empirical classroom data.

3. Methodology

Data for this study was obtained by recording one full didactic unit from two bilingual schools in the Madrid Community led by one teacher trained in AfL strategies and another trained using traditional summative assessment techniques. The two groups were in Year 5 (ages 10-11) of primary school and each class was comprised of 22 students. The recorded units came from Citizenship classes; the theme of the AfL unit was "emotions" and the topic for the non-AfL unit was "democracy." After each unit was recorded, the students were asked to fill out a questionnaire measuring their motivation.

The instrument used to measure motivational features present in the classroom recordings was the MOLT Classroom Observation Framework (Dörnyei & Guilloteaux, 2008), which includes several motivational strategies for second language learning. These strategies are grouped into five categories including: learner's motivated behavior, encouraging positive retrospective self-evaluation, activity design, participation structure and teacher discourse (Dörnyei & Guilloteaux, 2008). The codings focused on the four latter categories, as it was observed that the level of learner's motivated behavior was similar for both groups. After the recordings were completed, they were transcribed and coded according to the MOLT Observation

scheme using the UAM CorpusTool (O'Donnell, 2010). The datasets were then compared in order to analyze motivational techniques used by the AfL and non-AfL teacher.

The student questionnaire was divided into two parts. The first part was based on the Motivated Strategies for Learning Questionnaire (MSLQ) and measured student motivation based on five categories; self-efficacy, self-regulation, intrinsic value, cognitive strategies use and test anxiety (Pintrich & DeGroot, 1989). The second part of the survey was designed to measure intrinsic (internal) motivation by asking students how they felt in certain classroom situations, asking them to select from a list of positive or negative adjectives. The questionnaire was given to the students in their native language, Spanish, in order to ensure that they felt comfortable expressing their opinions.

4. Results

	AfL Teacher	Non-AfL Teacher	T-Test	Chi Square
Teacher Discourse	183 (51.0%)	196 (74.0%)	5.97+++	33.78+++
Encouraging Self-Evaluation	85 (23.7%)	52 (19.6%)	1.21	1.46
Feedback	48 (56.5%)	52 (100.0%)	6.28 +++	31.01 +++
Peer and Self-Correction	15 (17.6%)	0 (0.0%)	0.00	10.30 +++
Classroom Applause	22 (25.9%)	0 (0.0%)	0.00	16.03 +++
Activity Design	88 (24.5%)	13 (4.9%)	6.80 +++	43.20 +++
Personalization	78 (88.6%)	9 (69.2%)	1.91 +	3.57 +
Tangible Reward	0 (0.00%)	1 (7.7%)	0.00	6.84 +++
Group and Pair Work	3 (0.8%)	4 (1.5%)	0.79	0.62
Totals	359 Techniques	265 Techniques		

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Fig.1. Results of Motivational Strategies Present in AfL and Non-AfL Classrooms⁴

Based on the codings, the AfL teacher used a total of 359 motivational techniques throughout the didactic unit and the non-AfL teacher used 265 techniques. While 74% of the techniques used by the non-AfL teacher were from the category of teacher discourse, the AfL teacher used a more varied distribution of techniques throughout the four categories (Fig.1). One of the most notable differences was the use of peer and self-correction, which was present only in the AfL classroom.

The results of the motivational surveys demonstrated that the non-AfL students showed a stronger sense of self-efficacy, use of cognitive strategies and intrinsic value than their AfL counterparts. However, the AfL students felt less test anxiety when taking an examination. Results from the second part of the survey demonstrated a greater sense of intrinsic motivation in AfL students.

5. Conclusions

Based on the results of this pilot study, it is clear that the presence of AfL techniques led to an increase of motivational strategies found in the classroom. While the effect of these techniques on increasing student motivation was not proven, this pilot study showed that AfL plays a part in providing students with higher levels of intrinsic motivation and decreasing anxiety related to examinations. While AfL may never replace traditional summative assessment, which has become ingrained into classroom culture worldwide, when integrated alongside traditional assessment has the potential to positively affect student motivation to learn a second language.

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⁴ In relation to t-test and ChiSquare, +++ signifies strong significance and + signifies weak significance

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PLANNING FOREIGN LANGUAGE LEARNING IN ENGINEERING BOLOGNA-ADAPTED DEGREES

PLANIFICACIÓ DE L'APRENTATGE D'UNA SEGONA LLENGUA EN GRAUS D'ENGINYERIA ADAPTATS AL PLA BOLONYA

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Keywords: CLIL, foreign language learning, engineering studies

Paraules clau: AICLE, aprenentatge d'una llengua estrangera, estudis d'enginyeria

CLIL is a recent phenomenon for European universities. The offer of CLIL is justified due to the need to improve local students' foreign language proficiency so as to prepare them for the global labour market (cf. Coleman, 2006; Wätcher & Maiworm, 2008). The University of Lleida (Universitat de Lleida, UdL) is no exception of this trend, as its white books show. In fact, given that UdL's policy-makers consider graduates' foreign language proficiency as one institutional strategic competence, UdL's linguistic policy recommends offering modules in English in the Bologna-adapted degrees. Moreover, regulation has been issued about the mechanisms to accredit the B1 level in a foreign language (2010), such as passing 12 ECTS taught in a third language (CLIL) within the degrees.

In this changing scenario where foreign language learning becomes institutionally strategic, this paper presents research conducted at the UdL on the planning process of foreign language learning in Bologna-adapted degrees. The research questions are (i) whether the degrees offer mechanisms so that graduates can obtain their foreign language accreditation; and (2) how these mechanisms may enhance foreign language learning. Four degrees are examined as institutional samples:

Agronomy and Food Engineering (AFE), Forestry Engineering (FE), Automation and Industrial Electronic Engineering (AIEE), and Mechanical Engineering (ME). The first two belong to the Agronomy School (ETSEA) and the last two to the Polytechnic School (EPS). These degrees have been under development in the last two years, so only the corresponding subjects have been considered—together with elective subjects already public. All the data are taken from the public websites of the degrees and the subject syllabi.

The results show that the four degrees' websites list foreign language proficiency as one of their graduates' competences; in two cases, this competence is shaped as being able to work in multilingual environments. However, none of the degrees plans for foreign language learning. In fact, no ESP subject is mentioned in any of the degrees. But students may enrol in an elective cross-curricular subject, EAP-focused, and offered by the UdL's Linguistic Service⁵ Additionally, 15 subjects belonging to the four degrees incorporate the competence of foreign language proficiency in their syllabi. However, this competence is only practiced in 9 of these subjects – amounting to 12% of the 74 subjects examined – by teaching through the medium of English and with bibliographic references in English. The rest of the subjects mention either some basic bibliographic references in English without any tuition in English; or simply they mention the competence but without any foreign language learning provision. So these 6 subjects are disregarded in the subsequent discussion. Table 1 shows the ECTS load per subject and the percentage distribution of the languages employed in class.

School	Degree	Subject	ECTS	% of classes in English	% of classes in Catalan/ Spanish
ETSEA	AFE	<i>Topografia...</i>	6	1 small group	--
	FE	<i>Topografia...</i>	6	1 small group	--
		<i>Economia...</i>	6	10%	90%
EPS	AIEE	<i>Enginyeria Tèrmica...</i>	6	10%	90%
		<i>Tecnologies del Medi...</i>	6	55%	45%

⁵http://www.udl.cat/export/sites/UdL/serveis/upd/Materia_Transversal/Materia_Transversal_CG_2011-2012.pdf

		<i>Automatització Industrial</i>	6	5%	95%
	ME	<i>Enginyeria Tèrmica...</i>	6	10%	90%
		<i>Tecnologies del Medi...</i>	6	55%	45%
		<i>Automatització Industrial</i>	6	5%	95%

Fig.1. Distribution of ECTS and percentages of languages used in class

Foreign language learning is planned in several ways in these degrees. On the one hand, curriculum-designers give the option to undergraduates to enrol in the elective cross-curricular subject imparted by the UdL's Linguistic Service, which amounts to 3-ECTS credits and is entitled "Let's communicate: oral presentations and written essays in English". On the other hand, the graduates of both EPS degrees will have studied already 18 ECTS in English by the end of their second year. In turn, ETSEA's degrees offer fewer numbers of courses in English for their undergraduates: there is only one 6-ECTS subject in English (but restricted to one small-sized group) in the AFE degree, while the FE degree has on offer the same subject and another 6-ECTS course. In all, the EPS degrees have already complied with the recommendations to obtain the foreign language accreditation, unlike ETSEA, whose graduates may need to follow any other mechanisms to obtain such accreditation.

The second research question reveals that the EPS degrees rely heavily on only one subject for foreign language learning: *Tecnologies...* with 55% of its time using English as a language of instruction. The same situation is found in the ETSEA degrees with only one subject using English as the medium of instruction, *Topografia...* However, unlike *Tecnologies...*, only one small-sized group benefits from this, as the remaining groups will be taught in Spanish/. No criterion is written about the student distribution in these two linguistically distinct small-sized groups. The other subjects from Table 1 expose their learners 10% or less to foreign language input, so foreign language use may be rather incidental and unsystematic (cf. Greere & Räsänen, 2008).

Furthermore, apart from a general recommendation in the *Topografia...* subject about the need to have a basic competence in reading comprehension in English, the public syllabi of the two English-partially imparted subjects make no explicit mention of linguistic objectives or linguistic outcomes, although the foreign language proficiency competence is listed. Given that the instructors do not belong to the English

and Linguistics Department, the subjects may not be the result of collaboration between content and ESP language specialists. Therefore these two subjects typify as NON-CLIL as language and content is not learnt and practiced in an integrated way (cf. Greere & Räsänen, 2008).

In conclusion, curriculum-makers of the four degrees examined generally show an interest to facilitate foreign language accreditation to their undergraduates by offering content subjects taught through the medium of English. However, a closer look at two syllabi show that foreign language learning relies basically on two subjects and that the integration of language and content in the syllabi is not guaranteed. Hence real foreign language proficiency may not be promoted.

A suggested future direction for these programs is to build bridges between ESP language specialists and content instructors so as to plan effective programs that improve local students' foreign language proficiency.

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LEARNERS' ORAL OUTPUT IN CLIL AND EFL INSTRUCTIONAL SEQUENCES

LA PRODUCCIÓ ORAL DELS APRENENTS EN SEQÜÈNCIES D'ENSENYAMENT AICLE I D'ANGLÈS COM A LLENGUA ESTRANGERA

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Keywords: Content and Language Integrated Learning (CLIL), English as a foreign language (EFL), classroom discourse, learner oral output

Paraules clau: aprenentatge integrat de continguts i llengua estrangera (AICLE), anglès com a llengua estrangera, discurs de l'aula, producció oral de l'aprenent

1. Theoretical framework

With the aim of describing CLIL (Content and Language Integrated Learning) lessons as language learning environments side by side regular EFL (English as a Foreign Language) lessons, the present study inscribes itself within an SLA tradition and mainly draws on Swain's (1996) 'output hypothesis' which considers comprehensible output to be crucial to the development of language competence in the acquisition of a second or foreign language (Swain, 1996). Furthermore, cognitive theories dealing with the interplay between *cognitive engagement* and *language demands* (Cummins, 1984) also hold central stage in the study of learners' oral output in the two classroom context under investigation. In CLIL classrooms, learners are dealing with subject-matter knowledge and, at the same time, they are learning the language as vehicle for this subject-learning. Drawing on Bloom's (1956) conceptualization of cognitive engagement, higher-order thinking skills are in principle required from CLIL learners.

Thus, this cognitive load needs to be compensated with linguistic scaffolding if the learners are to spell out their thoughts effectively. In the EFL classroom, learners are considered to get engaged in cognitive processes of a lower order, which might somehow free up their processing capacity and, consequently, have an effect on the nature of their output and the linguistic support required to succeed.

2. Objective

This study aims at examining the nature of learners' oral output during a number of instructional sequences in CLIL and EFL classrooms. Aspects such as the level of cognitive engagement and linguistic complexity, on the one hand, and the amount of linguistic support through scaffolding, on the other hand, in relation to the sequencing of tasks/activities are carefully studied in order to characterize the nature of each language learning environment.

3. Methodology

Two public primary education schools located in Catalonia participated in the present study. The two of them had previously been granted a PELE project (*Pla Experimental de Llengües Estrangeres*) by the Catalan Department of Education and had received funding as well as specific training to start offering CLIL instruction in addition to regular EFL teaching. In each school, the *same* teacher was responsible for CLIL lessons and EFL lessons since the two of them had been trained as primary teachers and as English experts as well. With a vast teaching experience of more than 15 years, the two of them had spent a period of time in Britain to produce CLIL materials. While for one school it was the first year of CLIL instruction, for the other school that was the third year. The target group in each school was in the 5th year of primary education (10-11 years of age) including children from different linguistic backgrounds and mixed abilities.

Primary data consists of a series of classroom recordings which include 7 CLIL lessons and 11 EFL lessons that make up two different CLIL units entitled "The respiratory system" and "The germination of plants" and two EFL units on "Family

reunion” and “The legend of the poplar tree”. All the lessons were audio- and video-recorded with the presence of a researcher. Recorded classroom discourse was orthographically transcribed by means of a word processor and instructional sequences were codified by means of N-Vivo in accordance with the following categories that have to do with classroom configuration (whole-class, pair/group work and individual seatwork) and their main instructional focus (form-focused or content-based). This served as the basis to conduct a qualitative analysis of the data. Secondary data included field notes taken by the researcher during data collection as well as informal out-of-class teacher comments on the learners’ performance during the unfolding of the units.

4. Results and conclusion

The results obtained show that the overall architecture and sequencing of the CLIL and the EFL units greatly differ and so learner oral output is very much attuned to the way target language items and structures are introduced and dealt with. In this respect, it can be claimed that the CLIL units mainly follow a task-based design and so revolve around a main task, whereas EFL units are rather textbook-based and grammatical structures are presented to learners following an inductive approach. This turns out to be a common denominator of the two primary schools involved in the study.

As for the nature of learner oral output itself, in the CLIL context, complex linguistic structures –involving subordination, for instance– are required from students while engaging in cognitive processes like reasoning or evaluating. Thus, all the learners are provided with language support to cope with it either in the form of visual/written support (talking frames and/or substitution tables) or through teacher’s scaffolding during teacher-learner oral exchanges.

Otherwise, in the EFL context, less linguistically complex structures are elicited during less cognitively demanding activities. Following an inductive approach to grammar, learner output mostly occurs during productive language practice activities. Furthermore, while most language structures tend to be pre-empted by the teacher in the EFL context, more spontaneous and less structured forms occur in the CLIL context. Nevertheless, it must be pinpointed that CLIL learners with greater language abilities are the ones who are somehow able to depart from these pre-defined structures.

To conclude, As Nikula (2007) puts it, “CLIL instruction provides an arena in which students can put their foreign language skills into a different use than in foreign language classrooms and, in consequence, learn different things.” Therefore, both forms of language education can be considered to be complementing one another. The results of the present study might shed some light on the current practice of CLIL and EFL teachers and inform potential CLIL teacher who will be embarking on this challenging adventure in the future.

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**THE USE OF COH-METRIX, CAF AND HOLISTIC ANALYSIS TO
ASSESS THE DEVELOPMENT OF WRITING PERFORMANCE
AT A SECONDARY SCHOOL CLIL CONTEXT**

**UTILITZACIÓ DE COH-METRIX, MESURES DE FCC I ANÀLISI
HOLÍSTIC PER AVALUAR EL DESENVOLUPAMENT DE
L'ESCRITURA EN UN ENTORN CLIL A SECUNDÀRIA**

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Keywords: CLIL, writing, development, Coh-Metrix, proficiency, holistic

Paraules clau: AICLE, escriptura, desenvolupament, Coh-Metrix, proficiència, holístic

1. Theoretical framework

Previous research in SLA has suggested that CLIL may provide learners of a foreign language with an advantage of two school years over mainstream learners (For a critical review see Muñoz & Navés, 2007).

Nevertheless, research in this field is still scarce and almost inexistent when the target is secondary education. In the few previous studies which tested the effectiveness of CLIL at secondary school, results were positive for CLIL students in relation to overall proficiency when compared to regular EFL learners. Dalton-Puffer (2007) suggested that the benefits of CLIL were more likely to take place in oral than in writing skills. Some studies, comparing the writing competence of CLIL and non-CLIL

groups, found however, the opposite (Miret, 2009). This study, part of ongoing research, aims at investigating students' writing development in a CLIL and EFL context.

While there is a consensus on how to measure second language (L2) learners' writing ability holistically, i.e. band scales like Hamp-Lyons (1991) or Jacobs, Zinkgraf, Wormuth, Hartfield & Hughey (1981), research on the best analytical measures for L2 learners' writing development is still controversial. Holistic scorings do not seem to work well at capturing learners' specific strengths and weaknesses in writing, especially since L2 learners are still developing their writing skills and tend to show uneven profiles across different aspects of writing (Lee, Mikesell, Joacquin, Mates & Schumann, 2009; Weigle, 2002). Most research, including ours, has used a wide range of measurements following Wolfe-Quintero, Inagaki & Kim (1998) in the areas of Lexical and Syntactic Complexity, Accuracy and Fluency (CAF) to assess L2 learners' writing development (see Pallotti, 2009, among others). Previous research (Celaya & Navés, 2009; Navés, Torras & Celaya, 2003) found not only that the components of CAF did not develop in parallel but that, depending on the learners' age and proficiency, these components interact differently. CAF metrics have been criticized on the grounds that components such as coherence and cohesion are not taken into account.

A recent computer tool Coh-Metrix (McNamara, Louwerse & Graesser, 2002) is capable of calculating not only the most widely used measures in CAF but also coherence and cohesion of texts. It remains to be seen to what extent features realizing the interpersonal function of language (Halliday & Matthiessen, 2004), or appraisal (Martin & White, 2005) can be automatically computed. Coh-Metrix was originally designed by McNamara et al. (2002) to evaluate readability, i.e. text difficulty in L1 English texts. It calculates coherence of texts on a wide range of measures. Only recently it has also been used to assess L2 learners' writing development (Kormos, 2011). Navés & Celaya (2011) have used Coh-Metrix successfully in order to assess the writing development of EFL university students. The authors found that only some of the measures discriminated among the groups of learners.

At this preliminary stage of the study, one hundred students from a secondary school in Barcelona were randomly chosen from a bigger sample to see the development of their writing ability and their proficiency in a CLIL context. Fifty CLIL

grade 7 students after 35 hours of exposure to CLIL were compared to a group of fifty Non-CLIL grade 8 learners both in proficiency and writing performance.

2. Objectives

The purpose of this study is twofold: (a) to investigate the writing development of secondary school CLIL learners and (b) to determine whether Coh-Metrix can also be used to assess secondary school students' written production.

3. Methodology

Three types of tests were administered before and after the 35 hours of CLIL:

- a) Background test. The aim of this test was to gather basic information on the previous experience of the learner. Knowing the amount of hours of instruction, previous experience on CLIL and stays abroad will be some of the objectives of this test.
- b) Writing performance test. Students were asked to write an essay on a specific topic. Their writing performance was holistically assessed using the Jacobs et al.'s (1981) scale. Later on, their compositions were analyzed for Fluency, Accuracy and Complexity. The writing development was also tested by means of Coh-Metrix, computational tool developed to describe the characteristics of narrative texts, previously used by Kormos (2011) and Navés & Celaya (2011) to assess writing development.
- c) Proficiency test. This test, an adaptation of the Oxford Placement Test, aimed at checking the proficiency level of learners before and after the treatment.

4. Results

Preliminary results showed no significant differences at syntactic and lexical levels when grade 7 learners were compared to grade 8 students. As regards Coh-Metrix, the results were in line with those found at tertiary level, i.e. CLIL students were capable of

writing more coherent texts than their counterparts, even though no significant differences were found between the two groups.

5. Conclusions

Coh-Metrix seems to be a good tool to be used to assess writing development at intensive school secondary settings like that of CLIL where students are exposed to the target language six hours a week. The measures which best captured the development of writing at secondary CLIL school settings will be discussed.

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**OPENING THE HORIZONS:
INTEGRATING CLIL AND WEB 2.0 WITH YOUNG LANGUAGE
LEARNERS**

**OBRINT ELS HORIZONS:
LA INTEGRACIÓ D'AICLE I LA WEB 2.0 AMB APRENENTS DE
LLENGUA A EDUCACIÓ PRIMÀRIA**

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Paraules clau: projecte interdisciplinar, TIC, telecol·laboració, aprenentatge de llengües basat en projectes, AICLE, anglès LE

1. Theoretical framework

The growing popularity of the use of the Internet in language teaching and learning is quite often theoretically associated with the pedagogical paradigms of socio-

constructivism and situated learning within a dynamic social process (Dooly, 2010; Guth & Helm, 2010; Lamy & Hampel, 2007; Rueschoff & Ritter, 2001). In such approaches, learning is understood as part of socially and culturally situated interactions in which new meanings and knowledge are ‘constructed’, all this through the collaboration of sharing knowledge. That is, the socio-cultural approach to SLA postulates that learning is situated and rooted in the learner’s participation in social practices (Masats, Nussbaum & Unamuno, 2007; Mondada & Pekarek Doehler, 2004), accomplished accordingly to the rules operating in a specific community of practice (Lave & Wenger, 1991; Wenger, 1998). Context-bound social actions take place within these communities.

The acceptance that learning is rooted in social participation implies accepting that language education or digital education per se is meaningless. Learning is activated when language and technology have to be used to attain a personal or communal goal. The adoption of project-based learning (PBL) as a methodological proposal makes it possible, as projects are structured through goal-oriented tasks that help learners develop cognitive, social and communicative skills while they work together in the production of a final product (a video clip, a poster, an e-book, etc.). PBL is not a new methodology in the field of language learning but it often has met with scepticism, especially by novice teachers. Yet, it is a powerful tool for enhancing the integrative development of linguistic competences, audiovisual competences, digital competences and the competences linked to the acquisition of field knowledge (Dooly & Masats, 2011; Masats & Dooly, 2011).

In this digital era, the acquisition of such competences, however, should not occur only inside the classroom doors. Language education cannot ignore that “today’s children are brought up in a ‘wired’ society and soon grow into skilful and eager users of technology” (Masats, Dooly & Costa, 2009: 341), which means that some of the social activities they will engage in will take part in virtual communities. Hence, as barriers come down, at least in the sense of speed and access to global information and communication, virtual learning environments and computer mediated discursive practices should become more present and relevant in the everyday classrooms.

2. Objectives

The applied linguistics research project, funded by the Spanish Ministry of Education (Project Title: PADS, EDU2010-17859⁶), aimed to design, experiment and evaluate telecollaborative, cross-disciplinary Project-Based Language Learning (PBL) approaches in primary education. The project was first piloted in the academic year 2010-2011, based on an Internet-mediated exchange between a school in Catalonia, Spain and a school in Ontario, Canada. The pedagogical design and subsequent research was triangulated and coordinated by two teacher educators from the Universitat Autònoma de Barcelona. The students from Catalonia were six-year old beginners in English as a Foreign Language (EFL) and the students from Canada were eight-year old students, working from a focus of language arts (in English). In order to break away from a ‘language-only’ focus, the project was deliberately designed to be cross-disciplinary so that multiple competences would come into play. The research aimed to see what, if any, development took place in various literacies – linguistic (e.g., communicative) competences, digital competences, artistic competences and intercultural competences.

3. Analysis Framework

The case study takes an educational ethnography perspective. The compiled data consists of: video and audio recordings of all the sessions (transcribed), collection of specific output from the students, evaluative feedback from the teachers (all the disciplines), student self-evaluation of learning and post-PBL recall activities. The analysis departs from a perspective that “cognition is as much a socially situated activity as it is an individual phenomenon” (Markee, 2011: 604), a sequential analysis of language learning behaviors, enacted in the language learners’ different speech events during the PBL exchange, shows language skills evolving during the whole process. Thus, the analysis takes recurrence as a factor to select examples patterns of language use that are clearly situated in response to the social context (e.g. the use of Virtual

⁶ For more information, see <http://pagines.uab.cat/pads/en/content/pilot-project-0>

Worlds in the language classroom), versus what might be called ‘teacher prompting’ in the format of initiation response feedback.

4. Results

Our preliminary analysis pinpoints ‘learning events’ centred around the abilities of Catalan students to understand, reiterate and produce language for a variety of purposes in different communicative contexts (in Second Life, in face-to-face sessions). First results indicate that teacher guided-interaction and goal-directed social actions undertaken in the virtual context favoured the development of communicative abilities that learners, as language users, extrapolate to other communicative contexts.

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**LES INTERACCIONS VERBALS ENTRE ALUMNES:
UNA OPORTUNITAT D'APRENENTATGE
COGNITIU, SOCIAL I IDENTITARI**

**LAS INTERACCIONES VERBALES ENTRE ALUMNOS:
UNA OPORTUNIDAD DE APRENDIZAJE
COGNITIVO, SOCIAL E IDENTITARIO**

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Paraules clau: interacció, construcció cognitiva, papers enunciatius

Palabras clave: Interacción, construcción cognitiva, roles enunciativos

1. Introducció

Tradicionalment en el món educatiu s'ha considerat que la principal interacció a l'aula era la de professor-alumne. Les altres, en especial les que s'establien entre alumnes, eren supèrflues i fins i tot molestes. Ara se sap que quan els alumnes interactuen per donar resposta a un problema complex es produeixen modificacions rellevants a nivell cognitiu i identitari, al mateix temps que s'afavoreix el procés de socialització. L'element decisiu no és la quantitat d'interacció, sinó la seva naturalesa.

La comunicació que proposem centra la seva atenció en l'anàlisi d'interaccions en contextos bilingües i té com a punt de partida l'observació de les interaccions que es produeixen a l'aula de primària amb alumnes, quan aquests treballen en petits grups.

2. Marc teòric

La investigació que presentem es fonamenta en les aportacions provinents de diversos àmbits. Per una banda, les que ens proporciona la lingüística (Pekarek & Pochon-Berger, 2009; Rabatel, 2003, 2008, 2011) i l'anàlisi del discurs (Kerbrat-Orecchioni, 1990, 1992, 2005) i per l'altra les que ens descriu la psicolingüística (Mercer, 1997, 2001, 2005). Des de l'anàlisi del discurs, i més concretament de l'anàlisi del discurs en interacció, Kerbrat-Orecchioni ens proporciona les eines necessàries per poder analitzar els enunciatius que els participants emeten en situacions d'interacció a l'aula. Partim de les categories enunciatives descrites per Alain Rabatel perquè ens ofereixen un marc teòric idoni per a poder descriure si es produeixen moviments enunciatius i si aquests faciliten la construcció cognitiva en els alumnes. Els enunciatius que emeten els participants de l'aula s'inscriuen en situacions de conversa i debat que des de la psicolingüística Edwards & Mercer (1988) consideren fonamentals per a la construcció de coneixement.

3. Objectius o preguntes d'investigació

En la nostra recerca hem analitzat allò que succeeix a la classe des del punt de vista discursiu amb l'objectiu d'observar les interaccions que es produeixen entre alumnes quan aquests treballen en petits grups. A partir d'aquí, el nostre objectiu és veure quin tipus d'enunciatius emeten els alumnes, quins papers enunciatius adopta cada participant i si es produeixen moviments enunciatius entre els alumnes que intervenen en la conversa.

Quan la situació interactiva entre aprenents es produeix en contextos bilingües, català-castellà en el nostre cas, hi ha un fenomen que és interessant d'analitzar: el canvi de codi. Es tracta d'observar en quins moments de la interacció s'usa una llengua o una altra i amb quina finalitat. Pel que fa a l'ús de la llengua, les preguntes que ens hem plantejat han estat les següents: els alumnes canvien de llengua en funció de la gestió de mateixa conversa, de la interacció o de la persona, o de les dues coses a la vegada? de

quina manera el canvi de llengua influeix en l'elaboració del coneixement, en la gestió social i identitària?

4. Metodologia

La metodologia utilitzada per analitzar amb rigor les produccions orals dels alumnes i els canvis de codi es fonamenta principalment en el paradigma etnogràfic perquè, com comenta Cambra (2003), ens permet comprendre els fenòmens que succeeixen en situacions educatives. Des d'aquesta perspectiva podem analitzar millor el discurs educatiu si pretenem entendre els processos d'interacció pedagògica que es produeixen en la construcció de significats. En el cas del nostre treball, l'àmbit de la classe esdevé un grup identificable amb característiques culturals pròpies i completes.

5. Resultats obtinguts

Els resultats de la nostra recerca no els podem considerar com a resultats del tot tancats perquè es tracta d'un estudi en procés d'elaboració. Ara bé, després de l'anàlisi de les dades recollides i de la posterior valoració, podem assenyalar que els alumnes quan interactuen assumeixen un paper enunciatiu determinat que en el cas d'alguns participants canvia al llarg de la conversa. Aquest canvi de rol es produeix perquè els alumnes assumeixen diferents funcions en la interacció (de gestió didàctica, cognitiva o social) i això determina aquests moviments enunciatius. Quan els alumnes contrasten punts de vista diferents i són capaços de reprendre'ls amb l'objectiu d'elaborar una nova significació, podem constatar que es construeix coneixement i un coneixement que es fonamenta en un discurs construït amb l'altre. Cal assenyalar, però, que altres participants mantenen el seu paper enunciatiu al llarg de totes les converses sense que hi hagi cap canvi de rol. Pel que fa a l'ús de les llengües i al canvi de codi, podem afirmar que els alumnes observats, que majoritàriament són catalanoparlants, es dirigeixen en una llengua o en una altra als altres, no tant en funció dels participants, sinó i sobretot de la finalitat que persegueixen. Així, doncs, quan exposen els sabers, els alumnes utilitzen, de forma majoritària, el castellà perquè és la llengua de l'àrea curricular on s'ha fet l'anàlisi; mentre que si allò que intenten és convèncer, qüestionar, gestionar

aspectes socials o bé intenten convèncer els altres, la llengua que més utilitzen és el català. Molt sovint aquest canvi de codi es produeix de forma automàtica i espontània i això explica per què en una mateixa oració d'un enunciat apareix aquest canvi de llengua.

6. Conclusions

És indubtable que si els alumnes actuen de manera conjunta és més fàcil que desenvolupin diferents papers enunciatius en la interacció. Aquests rols enunciatius els ajuden a estructurar de forma adequada les activitats del grup i a explicitar i confrontar els seus punts de vista per tal d'elaborar un coneixement compartit, sense que això comporti que una única persona hagi d'atribuir-se la responsabilitat de la tasca.

Aquest treball ens fa reflexionar sobre la importància de l'alteritat. Els rols enunciatius que es produeixen, els seus moviments, la construcció del coneixement i les construccions identitàries tenen lloc, precisament, perquè hi ha l'alteritat, hi ha l'altre. La presència de l'altre i els seus punts de vista sovint impliquen tensions que cal gestionar i és a partir d'aquesta gestió de les tensions que s'avança.

En aquest sentit, ens sembla fonamental insistir en el paper del docent com a mediador i estimulador d'aquests papers enunciatius quan es treballa amb el gran grup però també quan els alumnes estableixen una conversa en petit grup.

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**ARE TEACHERS READY FOR BILINGUAL EDUCATION?
EVIDENCE FROM A EUROPEAN STUDY**

**ESTÀ EL PROFESSORAT PREPARAT PER A L'ENSENYAMENT
BILINGÜE? LES EVIDÈNCIES D'UN ESTUDI EUROPEU**

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Keywords: needs analysis, teacher training, bilingual education, CLIL, ongoing professional development

Paraules clau: anàlisi de necessitats, formació del professorat, ensenyament bilingüe, AICLE, desenvolupament professional continuat

It is widely consensual in the specialized literature that CLIL places increased demands on the in-service practitioner. A first of them is the relative novelty of the project: teachers who embark on this difficult enterprise can apply little of others' navigational knowledge. A further issue which is highlighted as a possible pitfall is the increased workload which CLIL entails for instructors: it requires a great deal of initiative and effort on their part, as well as learning to collaborate and liaise with other content and/or language colleagues in order to guarantee integration. Instructors must be prepared to work collaboratively to achieve language and content integration and the teacher thus ceases to be "a lone rider" (Marsh, 2006: 32). A final oft-cited problem which needs to be circumvented is the qualification of teachers: their insufficient mastery of the target language has surfaced as a major concern, together with the lack of support they receive from educational authorities and the shortage of teacher training programs. They must not only master the foreign or second language, but must also have expertise in the subject content and training in second language pedagogy. This requires intensive staff training in pedagogical and theoretical aspects of language acquisition, as numerous

authors underscore (Muñoz Barredo, 2011; Rennie, 1993; Richards & Rodgers, 2001). It is thus not surprising that the shortage of CLIL teachers is documented in the official literature: the implementation of this approach is outpacing teacher education provision.

Given the heightened importance of CLIL as the answer to Europe's need for plurilingualism, and the dearth of teacher training actions to prepare practitioners to successfully step up to this novel approach, it becomes increasingly urgent to equip them for one the key challenges of the 21st century: plurilingual education. To this end, the present paper reports on a European investigation⁷ which has just been carried out to determine the training needs which language and non-linguistic area teachers currently have in facing up to bilingual education, in terms of linguistic and intercultural competence, theoretical and methodological aspects of CLIL, materials and resources, and ongoing professional development.

The broad objective of the study has thus been to conduct a large-scale multi-faceted CLIL evaluation project into the main training needs which teachers currently have across Europe in order to successfully implement bilingual education programs. Four key metaconcerns have driven the study and served as cornerstones for the project.

Metaconcern 1 has involved the design and validation of four sets of questionnaires in order to determine the training needs of bilingual teachers across Spain and Europe via data triangulation (teacher trainers – in-service teachers – pre-service teachers – bilingual coordinators).

Metaconcern 2 has entailed carrying out a needs analysis in Spain and Europe vis-à-vis linguistic and intercultural competence, the theoretical underpinnings of CLIL, methodological aspects, materials and resources, and ongoing professional development.

Metaconcern 3, in turn, has determined the existence of statistically significant differences within and across cohorts in terms of a series of intervening variables which have been factored in for each of the main stakeholders.

Finally, the fourth *Metaconcern* has involved the design of an original CLIL Master's (*Máster Universitario en AICLE*) for teachers involved in CLIL programs based on the research outcomes of the project.

⁷ NALTT: Needs Analysis of Language Teacher Training, financed by the *Ministerio de Educación, Programa Estudios y Análisis*, Ref. EA2010-0087

The research design has thus been a mixed quantitative-qualitative one which has employed survey tools (questionnaires) and multiple triangulation: *data triangulation* (as multiple sources of information have been consulted to mediate biases interjected by people with different roles in the language teaching context: pre-service teachers, teacher trainers, coordinators, and in-service teachers, and within the latter, non-linguistic area teachers, English language teachers, and teaching assistants); *investigator triangulation* (due to the fact that three different researchers have analyzed the open-response items on the questionnaires, written up their conclusions, and collated their findings); and *location triangulation* (given that language learning data has been collected from multiple data-gathering sites: Primary Schools, Secondary Schools, universities, and the provincial educational administration). The questionnaires have been validated following a double-fold pilot process: the external ratings approach and administration to a representative sample of 39 informants. They have then been applied online (via *Surveypro*), through both self- and group-administration, to a total of 706 respondents from over 11 different European countries.

The results reveal, to begin with, that, in line with Metaconcern 1 (objective 1), the surveys designed are valid and reliable, as extremely high coefficients have been obtained through *Cronbach alpha* for the questionnaire as a whole and for each and every one of its parts.

With respect to Metaconcern 2 (objectives 2 to 6), our investigation has enabled us to carry out a detailed diagnosis of the current level and training needs which the key CLIL stakeholders have in terms of linguistic and intercultural competence, the theoretical underpinnings of CLIL, methodological aspects, materials and resources, and ongoing professional development. The overriding impression is that current level is higher on linguistic and intercultural competence (something not surprising if we consider that the majority of respondents in the in- and pre-service teacher cohorts have been English language teachers and students with a B2 to C1 level) and insufficient or non-existent for the theoretical underpinnings of CLIL and ongoing professional development. More mixed results are obtained for methodological aspects and materials and resources, where roughly equal percentages of respondents claim to have an adequate and insufficient level (cf. Fig.1).

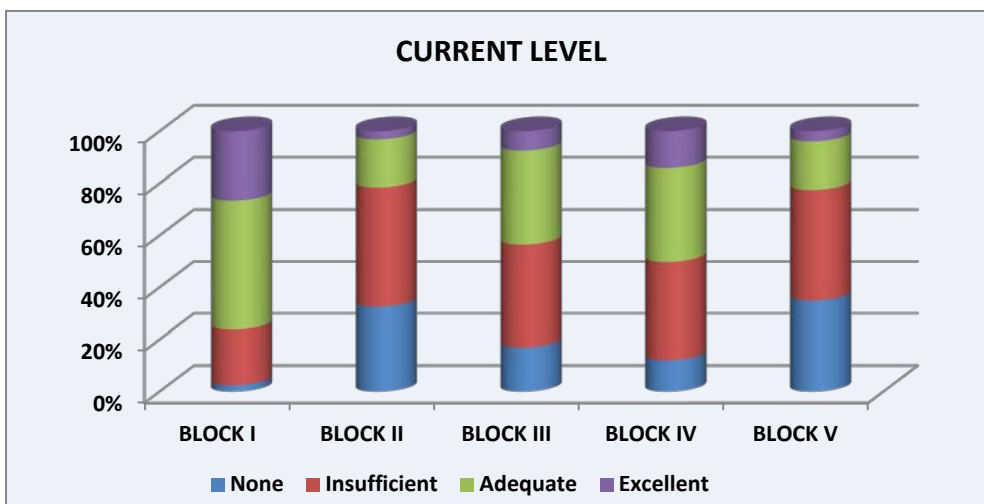


Fig.1. Current level of stakeholders by thematic blocks

Interestingly, however, training needs are deemed considerable across all five thematic blocks, to a lesser extent on linguistic and intercultural competence and to a much greater one on theoretical underpinnings and ongoing professional development, thereby confirming the overall consistency of results between current level and training needs. They are also from considerable to high on methodology and materials, which points to the generalized training needs of all the key players in CLIL settings (cf. Fig.2).

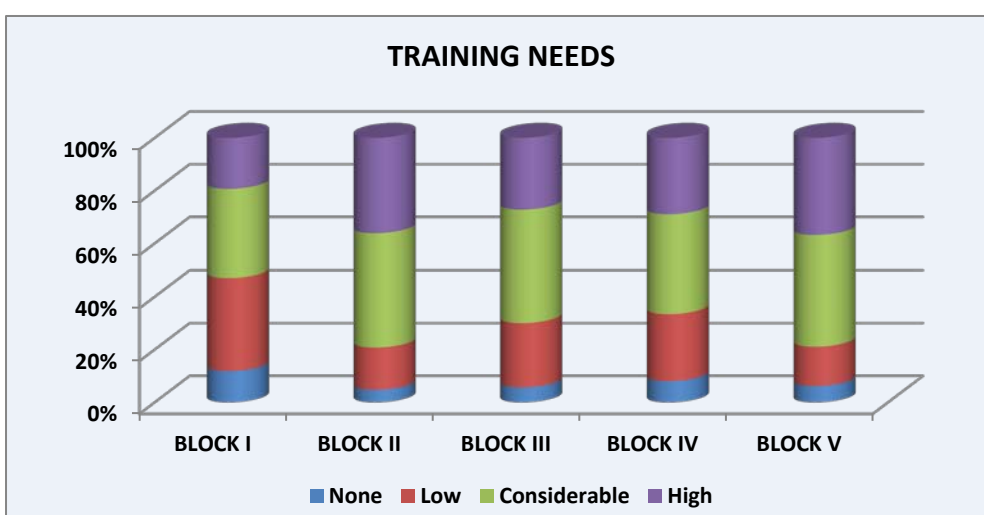


Fig.2. Training needs of stakeholders by thematic blocks

The ANOVA and t test, in line with Metaconcern 3 (objective 7), have then allowed us to ascertain that there are numerous statistically significant differences (at

extremely high confidence levels) across groups on absolutely all questionnaire items for training needs (normally in favor of pre-service teachers and teacher trainers), and on 47 out of 52 for current level (particularly in favor of in-service practitioners). If statistically significant differences are considered within each cohort in terms of our identification variables (objectives 8 through 11), equally interesting findings emerge, with differences diminishing from in-service practitioners to pre-service teachers to teacher trainers to coordinators.

The final step has been to have this empirical evidence inform a specific teacher training model for pre- and in-service practitioners involved in CLIL programs, thereby favoring evidence-based practice (Coyle, 2011). This is our fourth Metaconcern and final objective (12), which has been met via the specific and originally designed CLIL Master's we propose in the final section of the paper. The ultimate aim has been to base decisions regarding language degrees and teacher training courses on empirically-grounded guidelines in order to guarantee a success-prone implementation of CLIL in our continent, country, and region.

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**A STUDY OF THE ACQUISITION OF ENGLISH AS A FOREIGN
LANGUAGE: INTEGRATING CONTENT AND LANGUAGE IN
MAINSTREAM EDUCATION IN BARCELONA**

**ESTUDI SOBRE L'ADQUISICIÓ DE L'ANGLÈS COM A LLENGUA
ESTRANGERA: INTEGRANT CONTINGUT I LLENGUA A L'EDUCACIÓ
CURRICULAR A BARCELONA**

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Paraules clau: AICLE, instrucció formal, bilingüisme, beneficis lingüístics, edat, gènere

1. Theoretical background

The contrast of different learning contexts and the effects these have on learner's linguistic development is one of the main current areas of interest in SLA research these days.

As regards research conducted in the European continent concerning this issue, several recent publications attest of the enormous impact of CLIL approaches on linguistic development (Ackerl, 2007; Dalton-Puffer, 2007, 2008; Escobar Urmeneta, 2006; Hellekjaer, 2006; Lasagabaster, 2008; Lasagabaster & Ruiz de Zarobe, 2010; Moore, 2009; Lorenzo, Casal & Moore, 2008, 2010; Pérez-Vidal & Escobar Urmeneta, 2002; Ruiz de Zarobe & Jiménez Catalán, 2009).

The present study focuses on whether or not the acquisition of a language which is almost only heard and practised in the language classroom as the object of instruction, i.e. a formal instruction (FI) context, presents significant differences with respect to the acquisition of the same language which is, in addition to the FI context, also heard and practised in the language classroom as the vehicle of instruction, i.e. a CLIL context.

2.1. Research questions

This study will try to answer the following main research question and a subquestion derived from it:

RQ1: How does context of learning affect the linguistic development of young bilingual secondary education EFL learners when contrasting a group experiencing FI only and a group experiencing FI in combination with CLIL? Namely,

RQ1a) When contrasting the differential effects of the two different programmes, a FI only and a FI+CLIL, that is with an additional CLIL component, which programme results in linguistic benefits if any and which skills benefit the most if any?

2.2. Hypotheses

H1: When contrasting the linguistic development of two groups of bilingual secondary education EFL learners experiencing FI only and FI in combination with CLIL respectively, the CLIL context of learning will affect in several different domains of language competence and forms.

H1a) When contrasting the differential effects on learners' linguistic progress of two programmes a FI programme, and a FI+CLIL with the additional hours, the group in the FI+CLIL will improve significantly more than the other especially in receptive skills.

3. Method

3.1. Participants

For the purpose of this study the linguistic production of 100 Catalan/Spanish bilingual EFL learners was analysed.

As Fig.1 summarises, Group A, the experimental group, had received conventional formal instruction in the foreign language classroom, and, in addition,

being part of the school’s CLIL programme, they had studied Science with English as its medium of instruction two hours per week since Grade 5 (10 years old). On the other hand, Group B, the control group, acquired English following conventional formal instruction in the foreign language classroom. Having been placed together in the same school since nursery, they had all started learning English at the age of 6 (Grade 1), so both groups shared a common age of onset of exposure to English as their L3.

Onset Age	Time1 (2005)	Time2 (2006)
GROUP A: FI + CLIL FI: 5 yrs. CLIL: 10 yrs.	Grade7 /1st ESO (12 yrs.)	Grade8/2nd ESO (13 yrs.)
GROUP B: FI FI: 5 yrs.	Grade8/2nd ESO (13 yrs.)	Grade9/3rd ESO (14 yrs.)

Fig.1.Participants (N=50)

3.2.Design

The results obtained along two consecutive academic years (2004-2005, 2005-2006) were analysed. Fig.2 below shows its longitudinal pre-test, post-test design.

This design allows for a between-groups comparison of the effect of 210 hours (140 FI + 70 CLIL) in Group A versus 140 (FI) in Group B. Hence, the difference in the gains obtained by each group over a year treatment.

	Time1 (2005)	Time2 (2006)
A: FI + CLIL	Grade7 / 1st ESO (12 yrs.) FI: 1120 h + CLIL: 210h = 1330	Grade8 / 2nd ESO (13 yrs.) FI: 1260 h + CLIL: 280h = 1540 (+ 210h)
B: FI	Grade8 / 2nd ESO (13 yrs.) FI: 1260 h CLIL: 0h	Grade9 / 3rd ESO (14 yrs.) FI: 1400 h CLIL: 0h (+ 140h)

Fig.2. Design

3.3.Instruments and data collection procedure

As can be seen in Fig.3, in order to gauge production, students were administered a written task. In order to analyse comprehension, a reading task and a dictation were administered. Finally, lexico-grammatical ability was also measured.

Production	<ul style="list-style-type: none"> • Written ability 	- Composition
Comprehension	<ul style="list-style-type: none"> • Reading ability <hr/> <ul style="list-style-type: none"> • Oral ability 	<ul style="list-style-type: none"> - Cloze <hr/> <ul style="list-style-type: none"> - Dictation
Lexico-grammatical ability	<ul style="list-style-type: none"> • Grammar test <ul style="list-style-type: none"> • Grammaticality judgement test 	<ul style="list-style-type: none"> - Multiple choice <ul style="list-style-type: none"> - Multiple choice

Fig.3. Instruments

3.4. Analysis / Measures (analytic qualitative, quantitative)

On the one hand, the reading task, the dictation, the grammar and grammaticality judgement tests were straightforward marked following objective criteria. A correcting matrix was used with the right answers.

On the other hand, the written task was corrected on the basis of standard objective and subjective procedures.

As can be seen in Fig.4, the writing test is analysed quantitatively following an adapted matrix (Wolfe-Quintero, Inagaki & Kim, 1998) and also qualitatively following a rating scale (Friedl & Auer, 2007).

Quantitative measures:	Syntactic complexity	Lexical complexity	Accuracy	Fluency
Qualitative measures:	Task fulfilment	Organisation	Grammar	Vocabulary

Fig.4. Measures used to analyse written development

4. Results

Fig.5 below displays the results obtained through the statistical analyses. The left hand-side column lists the different skills gauged. The central column shows the results obtained by Group A, experiencing a FI+CLIL context of learning, and the right hand-side column those by Group B, experiencing a FI only. The upper boxes include the number of hours of instruction accumulated by each group. It must be remembered that bold results are those that reach significance.

	CLIL(Group A) AT1: 12 yrs. 210CLIL+1120FI=1330h AT2:13 yrs. 280CLIL+1260FI=1540h	FI(Group B) BT1:13 yrs. 0CLIL+1260FI=1260h BT2: 14 yrs. 0CLIL+1400FI=1400h
Writing		
Syntactic complexity	AT1: 0.40 ; AT2: 0.39 (+0.01)	BT1: 0.47 ; BT2: 0.49 (-0.02)
Lexical complexity	AT1: 6.50 ; AT2: 6.71 (+0.21)	BT1: 6.31 ; BT2: 6.73 (+0.42)
Accuracy	AT1: 0.120 ; AT2: 0.078 (+0.042*)	BT1: 0.092 ; BT2: 0.086 (+0.006)
Fluency	AT1: 146.2 ; AT2: 145.1 (-1.1)	BT1: 149.1 ; BT2: 144.7 (-4.4)
Task Fulfilment	AT1: 2.92 ; AT2: 3.29 (+0.37)	BT1: 2.63 ; BT2: 2.87 (+0.24)
Organisation	AT1: 2.84 ; AT2: 3.24 (+0.4)	BT1: 2.49 ; BT2: 2.76 (+0.27)
Grammar	AT1: 2.40 ; AT2: 3.06 (+0.66)	BT1: 2.34 ; BT2: 2.70 (+0.36)
Vocabulary	AT1: 2.52 ; AT2: 3.18 (+0.66)	BT1: 2.53 ; BT2: 2.74 (+0.21)
Reading	AT1: 14.3 ; AT2: 16.1 (+1.69*)	BT1: 14.6 ; BT2: 14.8 (+0.22)
Listening	AT1: 109.4 ; AT2: 112.2 (+2.8)	BT1: 109.7 ; BT2: 112.7 (+3.1)
Grammar	AT1: 37.1 ; AT2: 39.8	BT1: 38.5 ; BT2: 38.8 (+0.3)

(Lexico-grammatical ability)	(+2.72*)	
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Fig.5. Skill Results per Context (progress)

Note: the higher the value for syntactic complexity and accuracy the lower the competence level

T1: first data collection time T2: second data collection time

A: Group A B: Group B

5. Conclusions

Results obtained confirmed the effectiveness of the CLIL programme, something which previous research had already shown. However, significant benefits did not accrue in all skills and measurements. Therefore, Hypothesis 1a) can be only partially confirmed. Reading but not listening improves significantly. Furthermore, our findings show significant improvement in productive skills on behalf of the FI+CLIL group, something which we had not hypothesised, as writing and particularly accuracy, significantly progress and so do lexico-grammatical abilities. This is in contrast with findings published in previous studies.

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CLIL EXPERIENCES IN HIGHER EDUCATION: AN INNOVATIVE PRACTICE IN THE PSYCHOLOGY CLASSROOM

EXPERIENCIAS CLIL EN EDUCACIÓN SUPERIOR: UNA PRÁCTICA INNOVADORA EN EL AULA DE PSICOLOGÍA

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Palabras clave: AICLE, Educación Superior, Psicología, prácticas docentes.

1. Introduction

In recent years, we have witnessed a continuous growth of interest and concern for the domain of languages different from the native ones. We have seen how programmes and projects related to bilingualism have increased becoming more accessible to everyone.

The Content and Language Integrated Learning (CLIL) initiative has experienced a considerable growth and is being integrated into curricula all across Europe. The domain of at least three languages is regarded as one of the basic skills that everyone should acquire in European educational spaces during the course of their

learning life. Although this teaching approach has been mainly practiced in basic educational levels, it is currently being displaced to Universities.

2. CLIL approach

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language with the objective of promoting both content mastery and language to pre-defined levels. CLIL has gained a tremendous success and its influence on practice is currently expanding quickly across Europe and beyond. The positive effects of CLIL demonstrated by recent research are highly notorious (Cenoz, 2009; Coyle, Hood & Marsh, 2010; Dalton-Puffer & Smit, 2007; Escobar Urmeneta & Nussbaum, 2011; Lasagabaster & Ruiz de Zarobe, 2010; Lorenzo, Moore & Casal, 2011; Salaberri & Sánchez, 2011). Unlike the traditional teaching methodology usually used in monolingual university classrooms, bilingual teaching requires a series of changes based on specific criteria in accordance with the CLIL approach. These most relevant principles could be summarized as follows (Marsh, 2000): learner-centered teaching; active role of students in classroom activities; cooperative learning; development of learner autonomy; task-based approach; process-approach; variety of teaching techniques with a variety of materials, including computer-assisted learning; context-based learning placed in natural contexts; development of different language skills; well-balanced approach to the teaching of content and language.

3. Objective

The aim of this study is to present an innovative practice in a bilingual Psychology classroom proposed to achieve a proper acquisition of content and language integrated learning. We will show how the use of multimodal resources may encourage the participation and motivation of students towards a content lesson taught in a foreign language.

4.1.Context

The present study stands at the University of Almería (South-East Spain), one of the pioneer Andalusian institutions implementing an official Plurilingualism Promotion Plan across its studies. It belongs to the course Psychometrics, a compulsory course entirely taught in English developed at the third academic year in the Degree of Psychology at the University of Almería, during the period 2010-2011. The sample was taken from a group of 91 students, 63 women (69.23%) and 28 men (30.77%).

4.2. Structure of the subject

The subject was divided into 4 didactic units, all of them taught in English.

UNIT I	UNIT II	UNIT III	UNIT IV
<i>Historical and Conceptual Introduction to Psychometrics</i>	<i>Introduction to Test Theory</i>	<i>Reliability</i>	<i>Validity</i>

Fig.1. Structure of the subject

One of the main features of the course development was the use of multimodal resources to facilitate the acquisition of content knowledge as well as linguistic competences, especially, the use of ICTs resources.

4.2.1. Assessment criteria

	Theoretical Part	Practice Part	Volunteering task
Maximum mark	5	5	2.1
Type of task	Multiple choice test (+ Attendance & Participation)	Research work in groups	Short Film

Fig.2. Marks distribution

4.3. Activity proposed

The task assigned to the students, of a volunteering character, was the creation of a short film in English based on the book “The mismeasure of man” by Stephen Jay Gould, closely related to the contents of the course under study. The preferable language for the

short was English. The book deeply develops some critical points in the program of the subject and we could identify, at least, one point in each didactical unit related to the content of the book.

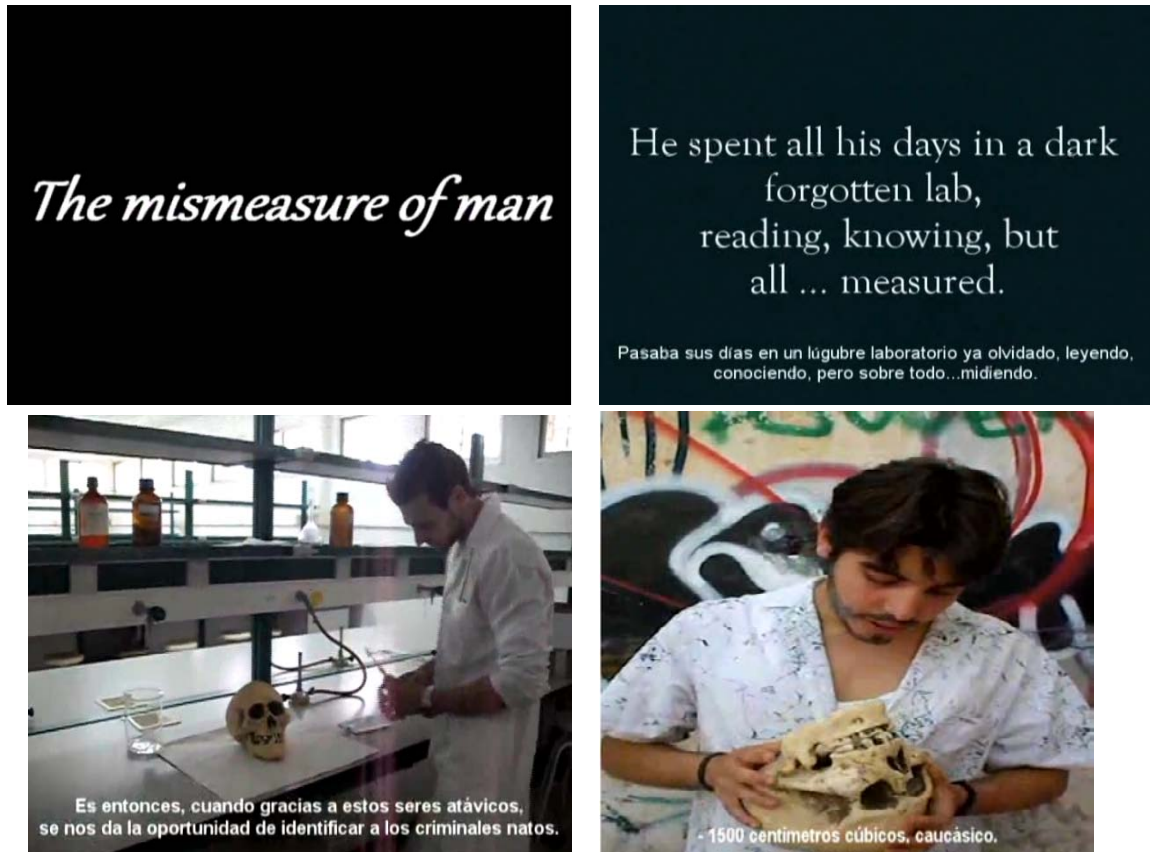


Fig.3.

4.3.1. Objectives of the activity

The central objective was to encourage students to work in groups, to develop skills to cooperate in an unstructured task and to develop a preference for team work. Additionally, the task was designed to promote class participation using a second language. With regard to the content and language learning, the main objective was to facilitate the acquisition of specific lexicon and content knowledge related to the test development tradition in the last century. Secondly, students were thought to learn important terms and concepts related to the problems on psychological measurement using tests.

5. Results

A 27-minute short film in English with Spanish subtitles was finally created, despite the little interest in the proposal arisen among the students at the beginning. Specifically, 64 students participated in the short, which represents 72.72% of the total group. Although the fact of passing the subject seemed not to be related to the participation in the short, a negative biased distribution of marks was observed (see Fig.4 and 5 – adapted from López, 2011).

5.2.Content and language knowledge acquired within the task

The task allowed students to learn specific contents included in units I to IV. With regard to the CLIL principles, the task successfully developed the following aspects: it was undoubtedly a learner-centered activity where the interaction among mates was actively promoted. Students kept an active role in the whole process which was always based on a cooperative learning. As they had to define roles for each participant, they had to develop a high responsible autonomy. The activity allowed students to become the main characters of their own development, training and learning. The use of ICTs was present throughout the whole task, from the recording of the scenes to the subtitling process.

6. Conclusions

Results show that the development of this task enabled the achievement of the course objectives. It unexpectedly increased the students' participation and motivation towards the course, remarkably lacking at the beginning. The present paper evidences the usefulness of multimodal resources to facilitate the simultaneous acquisition of content and language knowledge in a bilingual university setting. This experience is intended to be useful for professors trying to implement programmes based on the CLIL approach.

The authors' intention is to provide colleagues with some tips that facilitate their work and that can be reinforced by further contributions so that a major methodological plan that cover lesson planning procedures as well as certain teaching strategies that meets the needs of the increasing number of bilingual learners can be established.

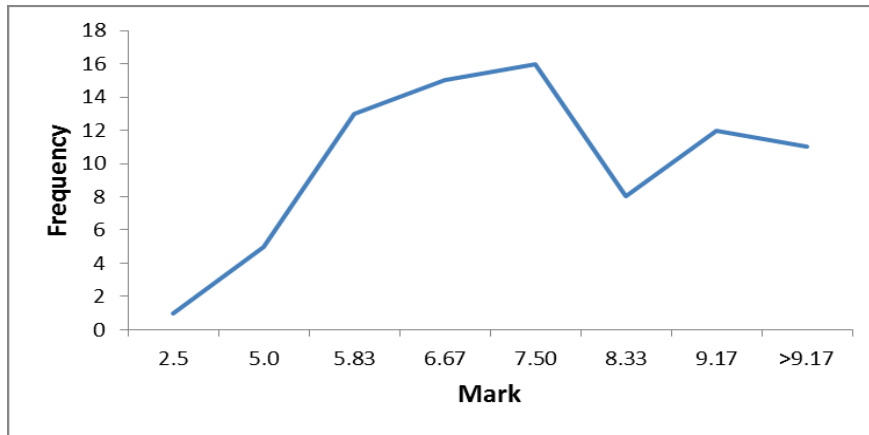


Fig.4. Distribution of marks

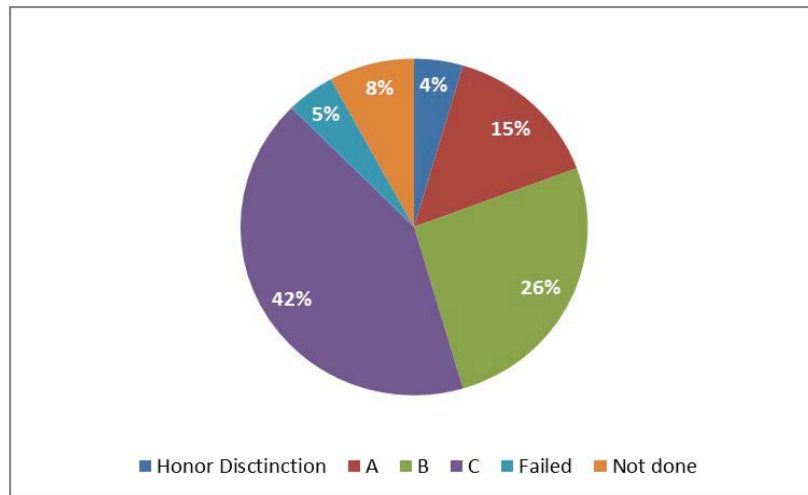


Fig.5. Distribution of marks

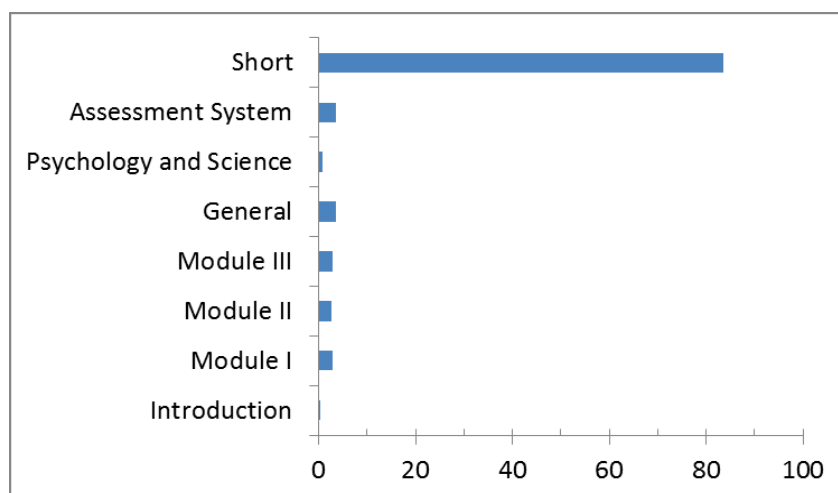


Fig.6. Percentage of post in the virtual forum

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SEMI-STRUCTURED INTERVIEWS WITH SIX TEACHERS AT TWO SWEDISH UPPER SECONDARY SCHOOLS: A SMALL- SCALE STUDY

ENTREVISTAS SEMI-ESTRUCTURADAS CON SEIS PROFESORES DE DOS INSTITUTOS SUECOS: UN ESTUDIO A PEQUEÑA ESCALA

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Keywords: Semi-structured interviews, Swedish upper secondary school syllabi, CLIL teacher and learner strategies, Academic literacy

Palabras clave: entrevistas semi-estructuradas, currículum de educación secundaria superior, estrategias de enseñanza y aprendizaje AICLE, alfabetización académica

1. Theoretical framework

The theoretical underpinnings of this work come from sociocultural theory, where learning is perceived to occur as a result of dialogic activity (Bakhtin) and knowledge-building is found to be a collaborative process, encompassing negotiation of meaning (Vygotsky). In Merriam's (2002: 3) words, "meaning is socially constructed by individuals in interaction with their world".

The present study takes on a constructivist view of the world, where "reality is being defined as "person-, context- and time-bound" (Croker, 2009: 6). More specifically, the researcher's interest lies in that area of applied linguistics that is investigating contexts and experiences of language use (Croker, 2009: 4).

Throughout the research process a particular focus on teacher cognition has emerged, seeking to understand teaching from within rather than from an external perspective; that is, to seek the viewpoint of the participants themselves.

Qualitative research methodology, which finds its origin in the academic disciplines anthropology, sociology, and applied linguistics, has been chosen, since the main focus of the study is on “collecting primarily textual data and examining it using interpretive analysis” (Croker, 2009: 5).

As current research in Sweden takes interest in and shows multiple views on the effects of English as language of instruction on students’ linguistic development and successful learning by using case studies (Airey, 2011; Airey & Linder, 2007), ethnography (Söderlundh, 2010), text analysis (Edlund, 2011) and classroom observation (Lim Falk, 2008), the present study finds it interesting to add to this field by means of semi-structured interviews with teachers.

2. Objectives

More specifically, the aim of the present study is to describe the professional identities of six upper secondary school teachers, the views they hold of the subjects they teach, their perspectives on how to teach these subjects, and the role language is assigned for learning by means of ‘thick description’ (Geertz, 1973 in Cowie, 2009: 171).

3. Methodology

3.1. Framework

A characteristic of qualitative research is that it is data-driven rather than hypothesis-driven. In contrast to quantitative research, which is typically linear, qualitative research is more simultaneous, nonlinear and iterative. Collecting, analyzing and interpreting data are done largely at the same time, in a recursive process, with researchers constantly moving back and forth between all three until new information does not add to their understanding of a topic, a point called ‘data saturation’ (Croker, 2009: 10).

3.2. Participants

All of these six teachers are teaching in Content and Language Integrated Learning (CLIL) classrooms, where the major part of the content is taught through an additional language (Coyle, Hood & Marsh, 2010: 3) or a language other than the learners' first language. The six teachers are working at two different upper secondary schools with about 2,000 students, located in two medium-size towns in Sweden.

The three teachers interviewed at school no.1 are subject teachers of Physics and Mathematics (T1), English and Swedish (T2) and Biology and Chemistry (T3), respectively, and they are experienced teachers, having spent more than 25 years in the profession. At the time of drafting, a description of the teacher participants at school no. 2 was unavailable as data collection was incomplete.

3.3.Data collection

The major research tool has been interviews. It has been my aim to “look at what can't be observed – people's thoughts, expressions and opinions” (Burns, 2010: 74). The semi-structured interview was chosen, since it is open and flexible in its character, allowing for a conversational feel to the interview and a sense of exploring the key topics more in depth (ibid).

The semi-structured interviews have been conducted with one teacher at a time, using audio recording. The length of the interviews has been 30 minutes. The topic areas have been presented on a sheet of paper visible to both interlocutor and interviewer. As qualitative research requires, the interviews were not conducted ad hoc, but after contact had been established and a relationship had been created between the researcher and the teacher.

3.4.Analytical procedures

“Qualitative data are those that are analysed without using numbers” (Burns, 2010: 106). By means of iterative interpretation and continuous refinement of categories, the researcher's endeavour throughout the study has been to “discover patterns of behavior and thinking” (Croker, 2009: 8).

Methods of analytical triangulation, such as letting the participants re-listen to parts of the interviews for verification, passing on the data analysis to a colleague for peer-review, keeping field notes for classroom observations and, to some extent,

carrying out focus group interviews with students for comparative purposes, have been used. These efforts contribute to making the present study reliable, an aspect that cannot be disregarded in any piece of research.

4. Results

Surprisingly, at school no. 1, none of the three teachers initially intended to become a teacher. Today, however, their job is being referred to as “enjoyable” and “increasingly important” (T1). In describing the status of their subject, they mention that “Mathematics has a worth of its own: it sharpens logical thinking” (T1); “there is nobody who questions why one has to study English... If I ask my students, they place English before Swedish” (T2) and “it is good citizenship education; it gives students a good understanding of important issues in society: environment, energy” (T3).

Interestingly, over time the teachers have developed different strategies for teaching and learning in English: “I always lecture in English” (T1-T3). “Whether the students themselves are able to make long explanations in English or not is not interesting to me, I want them to learn Physics” (T1). “When they are working in small groups ... if they address me in English, I answer in English, this is my strategy” (T3). “All the new teachers who join the CLIL program bring in their own perspective and develop their own strategies for teaching English through the medium of English in these classes” (T2), says one of the founders of the CLIL program at this school.

5. Conclusions

The most striking thing so far is that language is not found to be an obstacle.

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**FIRST STEPS TOWARDS CLIL: PERCEPTIONS AND TRAINING
AT A CATALAN UNIVERSITY**

**PRIMERS PASSOS CAP A L'AICLE: PERCEPCIONS I
FORMACIÓ EN UNA UNIVERSITAT CATALANA**

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Paraules clau: AICLE (Aprentatge Integrat de Contingut i Llengües Estrangeres), la integració de llengua i contingut en l'ensenyament superior, ensenyament superior, formació del professorat, percepcions del professorat

1. Introduction

Educational institutions are increasingly committing themselves to plurilingualism in their language education policies. As part of this commitment to improve learners' L2 communication skills, content and language integrated programmes are becoming increasingly popular in Spain, especially in primary and secondary education (Ruiz de Zarobe & Lasagabaster, 2010). As Content and Language Integrated Learning (CLIL) is a relatively new area of research, empirical data has only just begun to emerge from initiatives in these contexts (Lasagabaster & Sierra, 2010; Lorenzo, Casal & Moore,

2010; Navés, 2009; Navés & Victori, 2010; Vallbona, 2009). However, far less of the literature examines CLIL in tertiary education (Dafouz & Nuñez, 2009; Dafouz, Núñez, Sancho & Foran, 2007; Fortanet, 2008; Pinyana & Khan, 2007). For this reason the study described here makes a modest contribution to the literature on Integrating Content and Language in Higher Education (ICLHE). More specifically, the purpose of this paper is to examine university teachers' perspectives before and after teaching their first CLIL subject.

Three main questions were addressed:

- a. What are teachers' perceptions before teaching a CLIL subject?
- b. How do perceptions influence their lesson planning?
- c. What are teachers' perceptions after implementing a CLIL subject?

2. Context

Following the requirements of the Bologna Plan the University of Vic (UVIC) has introduced a 6-credit compulsory English course and at least further 6 optional credits in CLIL subjects on all degree courses. With a view to supporting teachers assigned to CLIL subjects, CIFE (*Centre d'Innovació i Formació en Educació*) at UVIC held its first 10-hour CLIL training course for 15 teachers. Teachers were compensated financially by attending the course and presenting a course adaptation.

3. The CLIL training course

Four sessions were held at the beginning of the first semester of 2011 with a final session at the end of the semester. A pre-course questionnaire gathered information about teachers' backgrounds, their CLIL subjects, their motivation for teaching CLIL and initial perceptions. The first two sessions introduced theoretical aspects of CLIL and their connection to linguistic and methodological strategies, followed by two practical sessions of microteaching led by participants. The course ended with the submission of a CLIL lesson plan and/or course plan.

Course participants were of Catalan/Spanish (11), English (3) and Italian (1) origin, representing three of the four main centres (Education, Business, Polytechnic) at the UVIC. Their CLIL subjects (80%) had been scheduled mainly in the 3rd and 4th academic years, with 20% in first and second years, and with only two subjects providing parallel courses in L1. Courses were aimed at either local (60%) or both local and international students (40%).

In terms of motivation, teachers' claimed mainly to be intrinsically motivated (71%) to teach CLIL, although extrinsic motivation (29%) was also mentioned. Among non-native teachers self-reported levels of English ranged from upper intermediate (2), advanced (7) to proficient (3), with the majority (9) having previous teaching experience abroad. However, none had had any previous CLIL training.

3.2.Pre-course Perceptions

Teachers' perceptions of CLIL are summarized below. Perceptions were discovered through answers to the pre-course questionnaire, during the microteaching and discussion sessions and in their lesson plans.

The main advantage of CLIL (67%), according to teachers, was that it would prepare students better, academically, with 78% identifying content as the main focus of lessons compared to 22% who identified both content and language. Other advantages were that materials already existed in English (27%), CLIL would be better for authentic communication (13%) and CLIL classes would be smaller. On the other hand, the difficulties envisaged in teaching CLIL classes were students' difficulty with the language (35%), teachers' difficulty with the language (25%), assessment (25%), students' difficulty with content (10%) and the language of tutorials (5%). All teachers called for clear and precise teaching guidelines.

Considering these pros and cons teachers were asked to suggest possible lesson adaptations. Due to lack of experience 4 teachers claimed they could not answer this question and remaining teachers suggested: individual/small group work, reducing the amount of content taught, using a variety of materials, using authentic English materials, providing study guides and communication strategies such as repetition, rephrasing, giving examples and comprehension checks.

Microteaching uncovered a diversity of teaching strategies across academic genres, with some incorporation of strategies introduced during the course. Some teachers used communication strategies, others demonstrated tasks or combined a variety of language skills.

As for lesson planning, there were three basic differences in teachers' approaches: the workload, the language support and the language of assessment. Some teachers planned a much heavier workload than others. Some teachers actually timetabled language support into their courses. Although all teachers included more than one type of assessment, for some the language of assessment was English only, whereas for others it was both English and L1.

3.3. Post-Course Perceptions

After teaching their CLIL subjects teachers' perceptions were gathered from a post-course questionnaire and discussions in a final course session. Despite pre-course reticence the general perception was that the CLIL courses had gone well, and according to informal feedback, students had been more motivated than expected.

Most specifically, teachers perceived that they had been unable to include as much content as intended, as they had had to provide more time for language support, particularly with regard to written or oral tasks. The fact that teachers had small groups was, therefore, valued as a great advantage. Furthermore, teachers pointed out that students' attention span in CLIL classes was much shorter, requiring them to break down their lectures. These factors (time allocation and workload) had been highlighted before the course but not all teachers had been convinced. Another significant and unexpected aspect of the classes was the mixture of language levels among students, which for some teachers instructed the way they managed tasks. Curiously, teachers who had been concerned with their own language level did not mention this factor after teaching their subject. As for the language of assessment, there had been no university guidelines so teachers were free to choose for themselves. Interestingly, although some assessment included an element in L1, teachers evaluated in English more than they had initially intended.

4. Conclusion

In sum, teachers evaluated the CLIL training course positively. They acknowledged the microteaching as by far the most useful course component as they could observe or experience different strategies and tasks firsthand, as well as receive constructive feedback from both trainers and peers. The sessions had provided a meeting place for CLIL teachers at the university where they were able to share concerns and experiences gained. In light of this fruitful exchange a working group has been created to 1) share and promote information on ICLHE training and good practices, 2) assess ICLHE-related problems and 3) to design cognitively and linguistically appropriate teaching resources.

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**ENCOUNTERING ENGLISH: A CASE STUDY OF THREE
SWEDISH STUDENTS IN AN ENGLISH-MEDIUM UPPER
SECONDARY SCHOOL PROGRAMME**

**ACERCÁNDOSE AL INGLÉS: UN ESTUDIO DE CASO DE TRES
ESTUDIANTES SUECOS EN UN PROGRAMA DE ENSEÑANZA
EN INGLÉS EN LA ESCUELA SECUNDARIA**

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Keywords: Swedish upper secondary school, English-medium instruction, target language usage, code-switching

Palabras clave: escuela secundaria superior en Suecia, enseñanza en inglés, uso de la lengua meta, alternancia de código

This paper presents a recent case study that addresses one aspect of Content and Language Integrated Learning (CLIL) in the Swedish context, namely how much English the students in an English-medium CLIL programme in an upper secondary school encounter throughout the day. It has been indicated in Swedish research that students in CLIL programmes are not exposed to as much English as expected (Lim Falk, 2008) and that students may experience more English outside of the classroom during their extramural activities than they do in school, with this factor affecting their English proficiency more than their time spent in a CLIL school (Sylvén, 2004, 2011). Thus, the main research question for this study is as follows: How do students in a Swedish CLIL class encounter English throughout a school day? Encountering English may include listening to teachers or peers, speaking to teachers or peers, reading subject material in English, or writing notes or assignments in English. One focus is on the activities they conduct in English, asking when and why they produce English in

writing or speaking, as well as who is speaking English to and with the students. Another focus is on how English is afforded in the CLIL classroom.

This study is ethnographical in orientation and strives to allow for a deep immersion in the culture of the Swedish CLIL school. The object of this study is a case study, which in qualitative research allows for a focus on 'rich, real, and uniquely human material' (Heigham & Croker, 2009:67). Case study offers an emic perspective, afforded through a close observation and shadowing of a single individual in the culture being studied. While case study is usually limited by certain boundaries and often focuses on only one participant or event, this case study involves three parts, as three individual learners have been observed on three different full school days, making it a collective or multiple case study. Both what is common and what is individually specific in the school day of the three students are of interest. A socio-cultural perspective provides the theoretical framework, as this approach focuses on how actions are situated in a social context. Learning is grounded in social interaction, as both learning and development occur in and through participation in social practices (Säljö, 2000: 236). Although the case study is primarily descriptive, this socio-cultural theoretical approach facilitates the investigation of the use of language not only by each individual informant but also of how their interaction with other participants in their particular class context and culture unfolds.

This study was conducted in early 2012, during a period of three consecutive school days, at a Swedish upper secondary school (ages 15-19). This school, located in a mid-sized Swedish city, has approximately 1900 students, divided into programme classes of approximately 20 students each. The participants of this study all have Swedish as their mother tongue and are all attending a natural sciences programme that prepares them for higher education, with the majority of lessons taught in English. One student from each of three class years (Grade 1, Grade 2, and Grade 3) participated.

The material collected during each day included audio-recorded speech, field notes, and documents (such as written lesson material), and photographs. The methods used for data collection included participant observation, on-going open interviews, and audio recordings using a small hand-held mp3 player. Language usage was noted, indicating which language was being used (i.e. Swedish or English), which activity was being conducted (during the lessons and in between lessons), which modality was being

used (reading, writing, listening, speaking), and who the actors were during the specific activity. The physical environment was also noted. This triangulation affords a deeper understanding of the details recorded throughout each informant's school day.

The data extracted from the material has been analysed for thematic patterns of language usage, allowing for the development of theories about CLIL students' encounters with the English language during a typical school day. These patterns have been considered in light of the context of both this particular school and of CLIL schools in general in Sweden, as indicated by previous research. Several themes across the data of the three participants have been identified, including the following:

- a. The students generally take their language cues from the teachers and do not usually switch languages unless the teacher does.
- b. Swedish is used nearly exclusively for all social interaction in and out of the classroom, except for the cases listed below.
- c. In Swedish conversations, English is used mainly in these instances: Quoting something that is usually familiar to the other speakers (e.g. from a film or video game); using prefabricated expressions or idioms; or playing with words.
- d. All three students mention that code-switching with classmates – but not others outside of the class, such as family members – is acceptable and common.
- e. None of the three students feel that the English-medium instruction is a hinder to their studies. All three students comment on how useful it is to have textbooks in both English and Swedish for most subjects, explaining that it is necessary to be able to know the subject-specific terms in both languages.

In line with previous research, the students do indeed encounter less English than might be expected. However, the use of Swedish is noted to fulfil specific academic or social functions and is not usually random but instead tends to be strategic. The final conclusions from this case study will be presented at the TRICLIL 2012 Conference and will be illustrated with transcriptions from the lessons and student interviews as well as with photographs of the lesson material and learning environment.

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TEACHER COGNITION IN UNIVERSITY CLIL: LINGUISTIC LIFE STORIES OF UNIVERSITY CLIL PROFESSORS

LES COGNICIONS DEL PROFESSORAT EN UN CONTEXT UNIVERSITARI AICLE: RELATS DE VIDA LINGÜÍSTICS DE PROFESSORAT AICLE UNIVERSITARI

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Keywords: CLIL, teacher cognition, plurilingualism, university professors

Paraules clau: AICLE, cognicions del professorat, plurilingüisme, professorat universitari

1. Theoretical Framework

This paper looks at the dynamics of teacher cognition, plurilingual contexts and the instruction of CLIL by university professors in Barcelona. The research is qualitative in nature and ethnographic in orientation.

The central theme of this paper concerns teacher cognition: the beliefs, knowledge and representations of university professors (*CRS* in Spanish: *Creencias, Representaciones y Saberes*) (Cambra Giné, 2003) at the University of Barcelona. Teacher cognition research looks at what teachers think, know, and believe” (Borg, 2003). Within the study of classroom teaching practices, teacher cognition research tries to better understand how these mental constructs are related to what teachers do and accomplish in the classroom. (Woods, 1996, 2009; Borg, 2003, 2006, 2009). While there is a significant body of literature concerning teacher cognition, very little research has been published concerning teacher cognition of university professors engaged in CLIL.

This paper is also about the nature of plurilingual contexts, and how university teachers are responding to a new and changing educational university context where students from different countries and cultures form a part of their classroom. These changes in university classroom compositions in Catalunya are largely the result of the implementation of the Plan Bologna, a European education policy to unify the standards and degrees offered by Catalan universities to permit mobility cross Europe and its member states.

Finally, this paper is also concerned with the basic skills and instructional tools university professors need in order to teach their specialized content material in English. Within the public university system here in Catalunya and Spain, the possibility for university professors to give their classes in English is a relatively new phenomena with new experiences currently underway. To date, this area has received less study particularly at the undergraduate level. (Naves & Victori, 2010)

2. Objectives of the Research

The objectives of this research include the following:

1. Explore university professor beliefs, attitudes, knowledge and representations concerning CLIL in plurilingual university contexts.
2. Explore our understanding of the plurilingual phenomena in our universities occasioned by the Plan Bologna.
3. Contribute towards a greater understanding and use of effective and informed instructional practices of CLIL within a plurilingual context amongst the university community.
4. Encourage an awareness of and a reflection on the reality of plurilingualism amongst the research participants through the use and analysis of linguistic biographies, oral interviews, and class debates.
5. Identify and put into practice, instructional practices which could serve as new pedagogical approaches and resources for university professors in order to proffer and deliver effective CLIL classes.

3. Methodology

This explorative, qualitative ongoing research project involves 9 university professors at the University of Barcelona from various faculties who signed up to participate in an in-service course entitled, “Basic skills and tools to teach content subjects in English”. This course was organized and offered by the Institut de Ciències d’Educació, University of Barcelona.

The body of data to be presented includes the linguistic biographies written by the professors and the recorded transcriptions of oral interviews and class discussions. The qualitative analysis of this data (both descriptive and interpretive) as well as the presentation and discussion of strategies and classroom approaches used during the 30 hours of instruction to explore basic skills and tools to teach content subjects in English forms the basis of this paper.

4. Results and Discussion

With this paper, I am presenting the findings of this research currently in progress, at the University of Barcelona. I will show how 9 university professors through written linguistic life stories, oral interviews and a class discussion reveal their linguistic repertoires and beliefs concerning linguistic diversity and the offering of specialized university content in English to students from all over the world. The analysis and interpretation of this data, offers an insight into how ideas and beliefs about plurilingualism and the instruction of specialized matter in English are constructed within this learning community. It also highlights concerns and areas of tension related to individual linguistic and methodology capabilities. Finally, this paper provides a discussion of approaches and strategies for professionals working with university professors to provide CLIL.

The researcher is part of the PLURAL (Plurilingualism in the Classroom and Language Learning) research group, at the Faculty of Teacher Training, University of Barcelona. PLURAL’s work is dedicated to investigating, revealing and learning more about teacher thinking, specifically teacher beliefs, representations and knowledge in plurilingual environments.

5. References

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