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# EL BILINGÜISMO A DEBATE

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## **El bilingüismo a debate**

# **Actas del IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos**

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# Actas del IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos

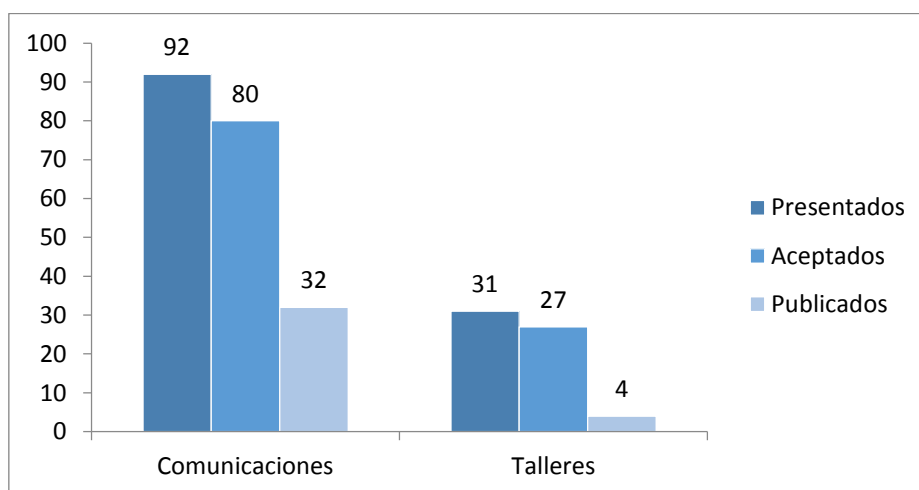
## CIEB 2017

En el IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos (CIEB 2017) se presentaron para su valoración un total de 92 comunicaciones y 31 talleres.

Tras la revisión de todas las propuestas por parte del Comité Científico, se aceptaron un total de 80 comunicaciones, siendo rechazadas 12 propuestas, y un total de 27 talleres, siendo rechazados cuatro propuestas. No obstante, no todos los participantes enviaron su artículo para su publicación dentro del plazo previsto.

Por tanto, en estas Actas no se recogen las ochenta comunicaciones y los veintisiete talleres que fueron presentadas oralmente durante el Congreso, sino solamente las treinta y dos comunicaciones y los cuatro talleres cuyo texto completo fue recibido, revisado, evaluado y aceptado por los editores para su publicación. El Programa completo del Congreso puede consultarse en la página web del congreso: <http://www.cieb.es/>.

Para la publicación de la Actas del Congreso, se propone un formato digital con ISBN. En el siguiente gráfico, se muestra un resumen de los datos finales.



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## **PRESENTACIÓN IV CONGRESO INTERNACIONAL DE ENSEÑANZA BILINGÜE EN CENTROS EDUCATIVOS “LA ENSEÑANZA BILINGÜE A DEBATE”**

La Universidad Rey Juan Carlos y la Asociación Enseñanza Bilingüe, fueron los organizadores del IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos –CIEB 2017– que se celebró en Madrid, en el Campus de Vicálvaro de la Universidad Rey Juan Carlos los días 20, 21 y 22 de octubre de 2017.

CIEB 2017, bajo el lema “La enseñanza bilingüe a debate”, planteo no solamente seguir analizando su funcionamiento sino también debatir sobre la enseñanza bilingüe, los programas, sus ventajas e inconvenientes, su desarrollo y su gestión, sus resultados, con el fin de contribuir a la búsqueda de soluciones para los problemas que se plantearon y por lo tanto, a la mejora de la calidad de todos los programas.

Un objetivo prioritario fue generar un foro de discusión, de debate, de intercambio de ideas y de experiencias entre profesionales de la enseñanza bilingüe y la enseñanza de idiomas y, a la vez, apoyar a los miles de maestros y profesores que han entendido perfectamente el potencial que supone ofrecer enseñanzas bilingües a sus alumnos, y que trabajan incansablemente, esforzándose por adquirir el mayor dominio de la lengua de instrucción y las máximas competencias posibles, tratando de incorporar a su labor docente los últimos avances tecnológicos y de utilizar en la enseñanza de idiomas, las variadas metodologías activas en boga hoy en día.

El Congreso CIEB 2017 como siempre tuvo un carácter innovador y promovió la presencia de expertos nacionales, tanto en aspectos prácticos como teóricos del bilingüismo.

# TEACHER EDUCATION FOR CLIL IN PRIMARY EDUCATION

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**Abstract:** This workshop will present insights into successful practices in pre-service education for Teaching Foreign Languages in Primary school, related to three innovation projects funded by the Complutense University and that have been recently carried out at the Education Department. They are focalized around three areas to develop the competences required in pre-service teaching programmes: (a) technological pedagogical content knowledge (TPACK), (b) a genre-based pedagogy for the teaching and development of reading and writing in English across the curriculum, specifically “Reading to Learn”, and (c) student teaching placement in European schools. Finally, some conclusions will be drawn about the need for change in Initial Teacher Education for CLIL in the Madrid context.

**Key words:** initial teacher education, CLIL, technological pedagogical content knowledge TPACK, Reading to Learn, Erasmus +, key competences.

**Resumen:** En este taller se presentarán buenas prácticas en la formación inicial del profesorado en lenguas extranjeras, a través de tres proyectos de innovación financiados por la Universidad Complutense y que se han venido realizando recientemente en la Facultad de Educación. Se centran en tres ámbitos claves para el desarrollo de las competencias exigidas en la formación inicial del profesorado: a) el conocimiento pedagógico tecnológico (TPACK) en el aula, b) una pedagogía basada en el género para la enseñanza de la lectura y escritura en inglés siguiendo el modelo “Leer para aprender” (c) la realización del Practicum en centros europeos. Para concluir con la necesidad de un cambio en la formación inicial del profesorado en la metodología AICLE en el contexto madrileño.

**Palabras clave:** formación inicial del profesorado, AICLE, modelo “technological pedagogical content knowledge TPACK”, leer para aprender, Erasmus + , competencias clave

## Introduction

The importance of initial teacher education for CLIL is well documented in the literature (Coyle et al., 2010; Lasagabaster & Ruiz de Zarobe, 2010; Madrid & Pérez Cañado, 2012; Marsh & Langé, 2000; Navés, 2009). As reported by the European Commission (Blondin et al, 1999), both knowledge of methodology for the development of language and literacy skills, and student teaching practice, are of utmost relevance in preparing teachers for the Foreign Language Primary classroom,

Teachers should be educated in the following domains: proficiency in the target language; description of this language, including comparison with the mother tongue (and/or the majority language of the school); processes of first and second language acquisition; pedagogy for pre-primary and primary education and for language teaching at those levels” (Blondin et al, 1999, p. 41)

In addition, Marsh et al. (2010) point out the specific areas that CLIL teacher development involves". They range from personal reflection, understanding the CLIL core features, content and language awareness, knowledge and skills about methodology and assessment, research and evaluation in order to improve teaching and learning, learning resources tailored to meet the needs of CLIL students and an effective learning environment, where students can build cross-curricular links, besides classroom management for CLIL. Therefore, their "Framework for CLIL Teacher Education provides "a set of principles and ideas for designing CLIL professional development curricula" (p. 3).

However, the number of credit hours designated to Language Education in the various aspects of Foreign Language and Didactics has been considerably reduced in the new Teaching Degrees. Therefore, the tendency toward implementing English-medium courses at Schools of Education may provide the opportunity for complementing future teacher development (Toledo et al, 2012).

In 2004-05 the Autonomous Community of Madrid launched a CLIL programme in 26 state Primary Schools in the Madrid area, and more than ten years later, 46 % of the total State Schools joined the programme. Considering the demand for high quality initial teacher education and continuous professional development for CLIL that has arisen in such new bilingual educational contexts, this workshop provides an overview of several initiatives that have recently been carried out at the School of Education, Complutense University Madrid (UCM). We will offer insights into successful practices in pre-service education for foreign language teachers, related to three innovation projects funded by our university which center around three areas of competence developed required for CLIL teaching programmes:

1. Interdisciplinary teaching/learning in English-medium subjects; specifically, we will explore the nature of teacher collaboration, together with some activities that have been put into practice with ICT support and the TPACK (Technological Pedagogical and Content Knowledge) framework (Mishra & Koehler, 2006).
2. The development of expertise in the genre-based approach to literacy: "Reading to Learn" – R2L (Rose & Martin, 2012). We present a brief introduction to some of the techniques this systematic pedagogical cycle provides to scaffold learners' engagement in quality written communication in the school curriculum areas.
3. Consolidating teacher competences through Erasmus+ International teaching practice: activities involving visualization techniques and ICT for the guidance and interaction of future teachers through reflective observation and diary writing to enhance the awareness of key competences and metacognition in the educational context, along with in-person and distance tutoring for feedback and support in the teaching to learn process.

The three initiatives were carried out with students enrolled in the Primary Education Degree, Foreign Language Major, where the students need a B2 entry level of English (Common European Framework of Reference for Languages). There are two

strands, the first being implemented in 2011-12 in which more than 50% of their instruction from years 1 to 4 is carried out by language and content specialists. The second strand started one year later and their English instruction accounts only for about 20% of total instruction time. Unlike the first strand, the students have CLIL classes from year 2 to 4. However, students enrolled in the English major, regardless of the strand they take, must write their Practise Teaching Report and End of Degree Project (TFG) in English. The content lecturers, on the other hand, need a C1 level to be able to teach through the medium of English. In this workshop, we aim to provide an overview of how lecturers in this particular State university in the Madrid region, deal with the demands of initial teacher education for CLIL in both language and content disciplines which continues and culminate in the student teaching placement (locally or abroad).

### **1. A cross-curricular approach to teacher education: the pack framework**

Interdisciplinary collaboration across academic disciplines through joint planning, decision-making, and goal-setting essential in Spanish Faculties of Education. Despite the widespread implementation of bilingual programs nationwide, there still exists the need for Pre-service and In-service Teacher Education for CLIL (Coyle et al., 2010; Escobar, 2011; Madrid & Pérez Cañado, 2012; Marsh & Langé, 2000; Navés, 2006). The set of Projects for Innovation and Teaching Quality Improvement reported on in the present paper was developed in response to this need, and following the establishment of Bilingual Groups at the Undergraduate Degree in Primary Education at our university.

The main aims were twofold: 1) to familiarise students who are enrolled in bilingual education groups with the CLIL approach, through cross-curricular tasks in some of their Degree subjects and 2) to provide a forum for the exchange of ideas and experiences among university professors who instruct in these groups, to enhance the practices of each discipline.

In this first part of the workshop, we explore the nature of this collaboration, together with some of the activities that have been put into practice with ICT support and the Technical Pedagogical Content Knowledge (hereon, TPACK) framework as a reference for teachers' lesson planning, so as to effectively integrate digital competences and tools in the bilingual classroom (Mishra y Koehler, 2006). Furthermore, we will draw some conclusions about the implications of a collaborative approach to teachers' professional development.

We argue that the incorporation of ICT into teaching practice in CLIL contexts can contribute to the development of a new methodological paradigm, in a simple and effective way, by incorporating into the teaching programming model a process of analysis and reflection for the design of tasks that integrate the use of ICT in the classroom through Mishra and Koehler (2006)'s TPACK framework. The implementation of this programming model for the effective integration of technology in CLIL teaching demands certain competences from the teacher related to the management of ICT in a "content curator" and "community manager" role, requiring the knowledge and management of a series of 2.0 tools, of which we offer a small sample in our proposal of innovation for the pre-service teacher.

In response to these demands, our innovation project is centred on the following specific objectives: 1) Analyse the aspects that a CLIL teacher should be able to achieve in relation to digital integration. 2) Understand the roles that the teacher must play, as a content curator and content creator, to take advantage of the benefits of integrating ICT in the classroom. 3) Work with pre-service teachers who will teach their subjects in English so as, to offer them an efficient methodological framework in which to use web 2.0 tools to find and create content, in order to effectively integrate ICT in the classroom. In the next sections, we offer a brief description of the methodology applied in the innovation project under consideration, and the process of implementation of the TPACK framework in this particular context.

### **Methodology of the TPACK innovation project**

The project was implemented with the participation of a group of year 4 students, who were enrolled in strand 1 of the Primary Education Degree, English major. It was developed within the discipline called Initial Teacher Education for CLIL, and content and language lecturers were involved. The TPACK framework is based on Shulman (1986)'s construct of pedagogical knowledge of content as a tool to guide teaching practice in aspects such as: a) knowledge of how to structure and present academic content for direct instruction to students; (b) knowledge of the conceptions, misconceptions and difficulties students encounter when learning certain content; and (c) knowledge of specific teaching strategies that can be used to address the learning needs of students in particular classroom circumstances (Shulman,1986). In the Mishra and Koehler model mentioned above, a new dimension of knowledge is introduced that the teacher must master and interrelate with pedagogical and content knowledge: technological knowledge. Thus, the model argues that for the effective integration of technology in the classroom, the teacher should be competent in the pedagogical technological knowledge and the content that s/he teaches (more information regarding the development of the model can be consulted at <http://tpack.org/>).

Next, a set of 2.0 tools were used with the aim of helping teachers begin to find and create digital content suitable for their teaching and learning purposes. Finally, templates were provided for the practical development of the TPACK framework when programming, developing and evaluating tasks in CLIL contexts using digital content and/or tools in a collaborative way.

### **The framework implementation process**

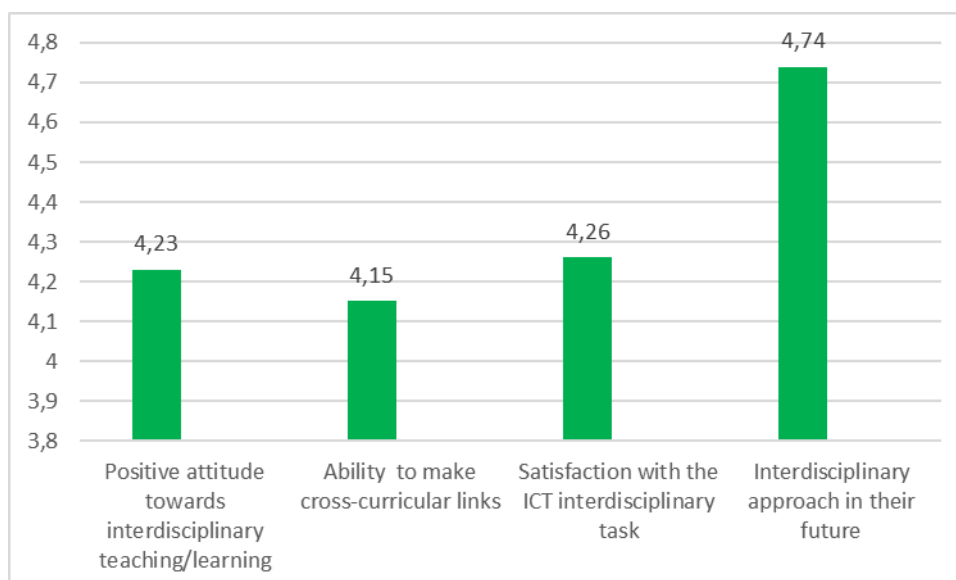
The process of implementation of the framework consists of three fundamental components:

- 1) Analysis of the curriculum CONTENT of the area being taught, the design of the learning objectives and the description of evaluation criteria and their learning standards oriented to the content, process and language.

- 2) The METHODOLOGY teachers are going to design to work on a particular content, taking into account the digital tool that is going to be integrated to improve the teaching and learning process. This section should include the activities or tasks that will be carried out, the final product that is expected to be achieved, the analysis of the roles of the teacher and the student in the methodological proposal, as well as the strategies for the evaluation.
- 3) The selection of the ICT tool capable of improving content learning and the development of communication and interaction processes in the classroom. This is when teachers will reflect on the following questions regarding the integration of a particular digital tool: Does it improve the language skills of the student? What are the linguistic demands involved in the management of the tool? What technical skills do teachers and students need to use the tool effectively? How is it going to be used? (Time, individual / group work, space, schedules, etc.)

To conclude, in this first part of the workshop, we have explored the nature of interdisciplinary collaboration through CLIL activities with ICT support. The results of the pre-test and post-test questionnaire that was administered to the students after the task show that the students have a positive attitude towards interdisciplinary teaching/learning and they view the project as a good opportunity to familiarise themselves with the CLIL approach. They express satisfaction with the ICT interdisciplinary activities they had carried out for university course work. Furthermore, they were able to make cross-curricular links among the different subject areas and express their intention to implement an interdisciplinary approach to primary education in their future teaching practice. See Graph 1.

**Graph 1: Students degree of satisfaction with the implementation of the TPACK framework**



We will argue that there is a need for teacher collaboration between language and content teachers, at all educational levels and teacher educators should not be an exception.

## 2. A genre-based approach to literacy in teacher education

This segment of the workshop reflects an experience in teaching and development of reading and writing across the curriculum model, specifically, Reading to Learn (hereon, R2L) (Rose & Martin, 2012) – within the same UCM degree course in Primary Education mentioned above.

Considering the enormous presence of CLIL programmes in Madrid primary schools, and the lack of consistent policy related to the development of literacy skills, the importance of teacher development in this field is currently a fundamental issue. In particular, there is an urgent need, we feel, to empower teachers by facilitating development not only knowledge OF the languages through which they teach, but also knowledge ABOUT language, and pedagogical skills, required to implement evidence-based approaches to literacy teaching.

Genre pedagogies like the R2L model acknowledge the essential role of the ability to recognise text types, or discourse genres, in effectively understanding, interpreting and communicating through both spoken and written language. However, at least in our context – the Spanish educational system – explicit and systematic instruction focused on building up this ability to recognise genres is very rare, thereby relegating its presence within educational practices to implicit and intuitive domains. In relation to these challenges, a Comenius project, *Teacher Education for European Literacy Education* (Whittaker, 2016), led to the introduction of the R2L model to a range of educational practitioners in Spain. Thanks to the impact of this project, the Spanish bilingual schools constitute one of the first settings in which the model is starting to be applied in both L1 and foreign language learning situations.

Meanwhile, within the UCM School of Education, since the 2014-15 academic year, student teachers in both strands 1 and 2 of the English major have received instruction, in both English and Spanish, on the theoretical aspects of the model, as well as practical development opportunities, over the duration of two successive innovation projects.<sup>1</sup> Among the findings obtained through the development of the projects, particular advantages for dealing with the content areas learnt through CLIL have been identified, as the implementation of R2L leads students to learning about subject-specific textual practices, enabling them to read and write across the school curriculum areas in the two languages through which they learn.

A characterising principle that the R2L model is based on is the need for teachers to be able to scaffold reading and writing work strongly enough to support every learners' understanding sufficiently, including students who may be struggling due to having diverse ethnolinguistic backgrounds and often lack support outside of school (Rose & Martin, 2013). This approach has been clearly proven to be effective for

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<sup>1</sup> *Genres and Society I and II* (refs. 128 and 112, respectively).



all learners, and therefore, despite the demands for strong preparation in understanding how language use varies according to different communicative purposes or genres, the educational advantages the model offers to students are becoming widely acknowledged both at the School of Education and by practising teachers alike (Whittaker, 2014).

### **3.1. The R2L pedagogical cycle**

The R2L approach was developed in Australia by a group of linguists known as “the Sydney School” (Rose, 2015), who analysed the texts used across the different schools and educational levels and devised a map of genres that was incorporated, together with a set of genre-based teaching strategies, into this model for literacy teaching. The model proposes a pedagogical cycle, in which reading a text begins at the level of context; the teacher chooses a ‘mentor text’ chosen for clearly exemplifying the genre to be learnt. Next the teacher discusses the background knowledge students need to access the text, and sum up how the content is presented through the different *stages* of the text – which is then read aloud. Next, the teacher guides students to read the text, or a passage in detail, sentence-by-sentence, and discusses each word group, successively. Certain words can be selected for spelling practice, focussing on the patterns of letter combinations that they include.

In this way, the teaching sequence unfolds through a hierarchy, beginning with the broadest level, the communicative context and background assumptions that it evokes, and progressing downwards to the word level, providing integrating practices that are meaningful thanks to their insertion in the context of the text and its purpose. As to the development of writing, the model, as occurs in other genre-based pedagogies, proposes that the detailed discussion described above constitutes a ‘deconstruction’ of the mentor text, from which the key wordings are selected and highlighted by the pupils, to be used in the following stage, which consists in a joint rewriting task. The teacher supervises a collaborative discussion in which the students are led to write a new version of the mentor text, or another text of the same genre, using the key patterns or wordings highlighted in the reading activity. The new version can be copied down individually after it has been collectively composed on the blackboard, with students taking turns to act as scribes. This constitutes preparation for learners to work in pairs or groups to write new texts in the same genre, dealing with related topics. Finally students are prepared to write independently using the resources and knowledge scaffolded across the previous activities.

### **The innovation project development**

The participating students received theoretical and practical sessions during the courses known as *Didáctica de la Lengua* (in Spanish) and *Teaching Literacy in Primary EFL* (in English). They practised genre analysis of a variety of texts, pertaining to several areas of the curriculum of primary education and written for children of up to 12 years of age. They were guided to develop teaching unit plans based on the R2L model, and put them into practice where possible. Their plans

covered factual texts such as descriptive reports, and narrative genres including recounts and stories. They included plans for how the texts would be introduced to pupils at primary school levels, and for the development of teacher-pupil interaction around the text, comprehension questions dealing with literal, inferential and interpretive understanding, and work on the sentence and word level.

Some of the teaching units produced through this project have been selected for integration into an online resource, as reported in García Parejo (2016), and will be available for consultation and use from this online repository.

Overall, the results of the projects have created a noteworthy impact on the student teachers involved in particular, as shown, for instance, by the range of undergraduate dissertations that have focussed on the R2L model itself or on related issues.

### **Metacognition and making learning visible and metacognition in Erasmus + practicum**

In the Primary Education degree student-teaching in schools is a fundamental stage, where general and transversal competences acquired throughout their studies are to be applied in a school context. During their Erasmus+ Practicum, Primary Education Degree students (English/Bilingual Education) progress from the “learning to teach” to the “teaching to learn” phase. Several innovation projects have been created and implemented to develop students’ professional competences throughout their Erasmus+ Practicum, by focusing on awareness, independent learning and active participation in the construction of their own knowledge. Reflective practice is one of the tools provided to enhance emergence from the “learning to teach” to the “teaching to learn” phase of professional development.

A CLIL approach is implemented, by developing future teachers through in-person tutoring individually and in groups before leaving and later at a distance when students are abroad, through emails, Skype, FaceTime or Hangouts. An innovative system of tutoring at a distance, facilitated by information technology, enabled “good practice” in “tutorial action”.

Prior to their student teaching placement in European schools, future teachers participate in five seminars aimed at educational *ownership*: engagement, awareness and metacognition in learning to teach, in order to apply it in their practise teaching in the classroom. They interactively learn to use tools for working on various teaching aspects, while implementing activities for the primary classroom, focusing on the European key competences and the professional competences developed during their Degree Programme. A team of professors and personnel at the School of Education designed this training (Departments: Language and Literature Teaching, Educational Systems and Organization, Educational Research Methods, Academic Library). Students were furthermore guided in dealing with inclusive education and the use of new technologies through the Universal Design for Learning (UDL). These personalized virtual teaching/practicing tools provide students full support, make them

aware of teaching/learning parameters, and are beneficial and complementary for “learning by doing”.

Making learning visible underlies the various activities implemented to get students engaged in their planning and preparations for Erasmus+ Practicum in an active and interactive way by using all CEF language skills in a CLIL context. There is a creative element, as students use drawings to try to understand the multiple aspects of teaching and learning. Discussion around a K-W-L chart focuses on metacognitive awareness about educational objectives. A personal *diary* based on objective observation of educational contexts allows students to reflect on and express their perceptions of classroom activities, methodologies and techniques in different European Education Systems. Future teachers thereafter record data collection on *active observation templates*, which they send to the home university tutor for feedback and guidance. Students share *innovative* ideas regarding their experiences in other countries on the university *campus virtual forum* called *CURIOSITY*, a site **they** created for their ongoing online seminar throughout the Erasmus Traineeship. They finally create their own film explaining the learning context in their European school placement, showing details of the three learning domains: cognitive, physical and affective. The last activities include finding a special word to create a *graffiti wall* and drawing a final picture of how they see themselves as teachers following their Erasmus Traineeship. Thus, they complete the full cycle of making learning visible: initial drawing of “*Me as a teacher*”, metacognition through the use of a *K-W-L chart*, sharing experiences in foreign school systems through a *CURIOSITY forum* on the university virtual campus, *filming a video* of the school and classrooms, educational context and learning/teaching activities, and a final drawing of “*Me as an Erasmus Practicum Teacher*”.

**Graph 2: Full cycle of activities for making learning visible.**



The active role of students, who have participated in the innovation projects (PIMCD 102, 2014-15-16, INNOVA DOCENCIA 166, 2016-17) have not only fulfilled

professional competences through the Erasmus+ Student-Teaching, they have laid the groundwork for communication between the university and European schools. This has enhanced tutor-mentor understanding of the teaching/learning processes, while reinforcing the key competences through making learning visible. These Erasmus students are given the opportunity to make a contribution to their own university, based on their ideas and experiences acquired in European Education Systems. Our educational proposal is to improve understanding and communication in the world, as students share their cultural and educational background, while appreciating and benefitting from that of the host country. Not only do these projects aim to fulfil university requirements, but they also consolidate the European key competences: learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression for *life-long learning* beyond national borders.

As indicated in the Harvard University Education Project Zero website,

Making Learning Visible has a goal to create and sustain powerful cultures of learning in classrooms and across schools that nurture individual and group learning. Though the project focuses on using documentation as a central pillar of group learning, MLV is ultimately a project about democracy. By learning in groups, we also learn about the cultures and values of others. By seeing how these unique perspectives influence the learning process, we gain a greater understanding of what we learn as well as each other. (<http://www.pz.harvard.edu/projects/making-learning-visible>)

## Conclusions

We believe that there is a need for change in Initial Teacher Education for CLIL and in this respect, the three longitudinal projects that have been carried out in our university have proved to be very pertinent to meet the demands of language and content teachers in our Autonomous Community. With the brief descriptions provided in this paper, we hope that some of the initiatives that have been developed at the UCM School of Education may serve as inspiration or as a source of ideas for other practitioners, and eventually, impact on different areas of CLIL practices in our region.

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