

Actas

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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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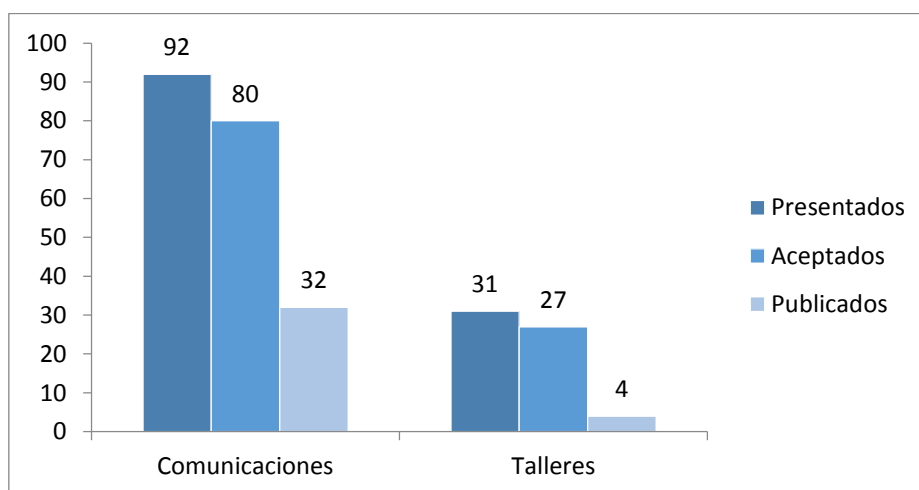
CIEB 2017

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.

ICT TOOLS: POWERFUL PATHS TO FOSTER DIFFERENT LEARNING STYLES IN ESL TEACHING AND LEARNING SCENARIOS

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Abstract: This paper has attempted to demonstrate the relevance of Information and Communication Technology (hereafter, ICT) tools to be integrated into the classroom. ICT is mainly intended to lead the way in the improvement of efficient educational processes. Furthermore, it has been shown that the use of ICT for educational purposes can help improve memory retention, increase motivation and generally there is substantial evidence that, if used properly for specific goals in particular contexts, ICT can become an excellent supportive tool to be used in the teaching/learning process as it fosters collaborative learning while communication channels are expanded.

These tools have turned out to be a catalyst in the changing scenario of communications and information exchange. The 21st century setting requires teachers to be aware of the new paths opened by this methodological revolution in the teaching/learning approach. ICT can provide real and authentic materials in ESL contextualized settings to reach meaningful learning experiences.

Key words: ICT, learning, teaching, ESL, communication

Resumen: Este artículo intenta mostrar la relevancia de la inclusión de herramientas basadas en las Tecnologías de la Información y Comunicación (en adelante, TIC) en el aula. La implementación de las TIC puede facilitar la optimización de los procesos educativos. Además, queda patente que su uso para fines educativos puede convertirse en un excelente apoyo en los procesos de enseñanza y aprendizaje al tiempo que impulsa el aprendizaje colaborativo y se amplían los canales comunicativos.

Estas herramientas se han convertido en catalizadores de los escenarios comunicativos que se encuentran en continua evolución. Los escenarios del siglo XXI demandan que los docentes sean conscientes de la apertura de nuevos itinerarios y enfoques propiciados por esta revolución tecnológica. Las herramientas TIC proporcionan materiales auténticos y reales en escenarios (ESL) contextualizados para lograr experiencias de aprendizaje significativas.

Palabras clave: TIC, aprendizaje, enseñanza, ESL, comunicación

Introduction

The twentieth century has become one of change and growth where media and communication have been between the most quickly developing. At the turn of the nineteenth century, theater, the telegraph and newspapers entertained and informed us. By the 1930s, telephones had turned into the primary line of communication. In this new century, Web technologies are replacing any former means of communication.

Information and communication technology (hereafter, ICT) in educational environments is transforming learning and teaching practices in meaningful ways. For instance, the integration of computer-mediated communication with multimedia software, electronic corpora and databases has encouraged the rising of a whole new kind of educational experience, namely e-learning or networked learning (Rosenberg, 2001; Steeples and Jones, 2002). The growing opportunities provided by ITC are also

causing educators and educational providers to remodel and restructure the nature of their educational practices (Gibson, 1977; Turvey, 1992).

A significant outcome of this reorganization includes a shift in the roles of teachers from being ‘providers and deliverers of content’ to become ‘monitors and facilitators of learning’ within student-centered models of learning and teaching.

The differences between the students of the twentieth century and the current ones are well known and documented. From these differences and in addition to those in the world we live in and the world our learners will occupy, it is clear to assume that education must change.

Whether we call them ‘Digital Natives’ (Prensky, 2001), ‘Digital Children’ (Jukes, 2006) or 21st Century Learners (Nussbaum-Beach and Ritter, 2012), they are increasingly becoming the future of teaching. They were born after 1982 and their access to online materials has influenced the way they learn. They are learners who are modeled by their rich, immediate, fast, engaging environment. It is an electronic and digital ambience. It is a communication medium with instant reward. 21st Century Learners are technology literate and adept, media savvy, multitasking and have multimodal learning styles. In the English as a Second Language classroom (hereafter, ESL), new models of learners demand new skilled teachers.

Education in the 21st century

Educational training in the 21st century is supported by theories of integration and practices of open and distance learning (Aldrich, 2003; Richards, 2004). New concerns are replacing the traditional views on the impossibility of integrating pedagogy and technology (Barab et al, 2004; Roblyer and Doering, 2010). Assisting learning in the digital age is aimed at devising innovative methods to implement ICT tools in education for optimal inclusion of learners with a redesigned pedagogical approach that frames quality in the learning activity by raising the interest and involvement of the student in dialogic learner centered approaches. (Salmon, 2002; Sandholtz et al, 2002).

The role of ICT tools in the teaching/learning process has been overwhelmingly equivalent and insufficient (Barab et al., 2000; Cope et al, 2000). ICT skills are either taught in vacuum without establishing relevance to learners' contexts or as add-on activities instructed by the teacher in the classroom (Cuban, 2001). Laurillard (2002), Loveless et al (2001), Gee (2003) and Kimber (2003) cited in Al-Kahatib (2009) offer hesitant assessment of the use and implementation of ICT in education and emphasize that “despite its wider aim at inclusion, the pedagogy associated with the practice reflected the transmission model that alienated the learner and did not bring about the desired engagement”. Kress (2003) and Jonassen (2000) argue that effective multimodal literacy learning needs to be grounded in everyday practices and contexts of the learners. Instead of instructional pedagogy involving ICT supported learning, ICT integration requires new models that ground processes and cycles in the context of the learners and their experiences in a practice-reflection duality in the learning process, committing the learner to a dialogical, applied and enquiry-based project in the pursuit of learning excellence (Richards, 2004). Reformed pedagogy need to promote engaging

learners in interesting and authentic contexts framed in project- based ICT supported modules integrating pretexts for learning across the curriculum. Web forums and conferencing as well as Internet resources and e-mails are utilized to support integrated applied learning.

In recent years, due to the impact of the ICT tools in the educational sphere, the literature dealing with their use and pedagogical implementation has increased dramatically. From a constructivist starting point of view the main goal is the research of the Web 2.0 and how to use these Internet technologies in the teaching/learning process highlighting the adaptation in the design of the tasks to this new setting in order to take the most of them (Area, 2009; Hernández, 2008). In their researches, these authors made a reflection and an analysis of the socio-cultural effects of these technologies and the educational challenges proposed with the provided new tools and learning scenarios.

Education cannot evolve at the same pace as the technological progress. Cobo and Moravec (2001) suggested the option of “building bridges towards an education that responds to the needs of a changing society” by means of informal and non-formal learning proposals. The key of this topic is not what is being learnt but how to learn it. What is important is not how to use these ICT tools but in which contexts and what is the main goal. These authors insist in the use of the technologies in informal and non-formal contexts fosters the distribution of knowledge and, due to this, the autonomy and cooperation; but, in order to make it happen it is required a digital wisdom that goes beyond the mere instrumental capacity and that must be aimed at acquiring the necessary competences to know how to “connect knowledge”.

E-learning

The Internet represents a third industrial revolution (Smith, 2000). It conveys a cultural, social and economic revolution at all levels of society. Its impact has resulted in significant changes within education. E-learning is considered to be a commonplace form of education.

In the past three centuries, there have been two industrial revolutions. The innovations implemented stimulated new means of transportation as well as new machinery, which together created significant socio-economic changes. Among the many socio-economic outcomes were greater mobility, a growing bourgeoisie and the starting point for a more widespread leisure time (Smith, 2001).

We are nowadays witnessing the third industrial revolution formed by the creation and development of Internet. Internet has changed the way people work, communicate and spend their leisure time. Within education, we have seen the move to online learning, or eLearning, with the convenience and flexibility that it offers with its (asynchronous) ‘anytime, anywhere, any place’ nature (Connolly et al., 2007).

E-learning deals with the intentional use of networking information and communication technology within the teaching-learning process. Researchers have also named it as online learning, virtual learning, distributed learning, network and web-based learning. All of them refer to educational processes when using information and

communication technologies to mediate asynchronous or synchronous learning and teaching activities.

This concept comprises more than the terms above mentioned. As the letter 'e' in e-learning stands for 'electronic', e-learning implies any type of educational activity that is carried out by an individual or group working online or offline, and synchronously or asynchronously via networked or standalone electronic devices.

According to Romiszowski (2004) the modalities of e-learning are:

- Individualized self-paced e-learning online
 - An individual learner is accessing resources via an Intranet or the Internet
- Individualized self-paced e-learning offline
 - An individual learner is using resources offline
- Group-based e-learning synchronously
 - Groups of learners are working together in real time via an Intranet or the Internet
- Group-based e-learning asynchronously
 - Groups of learners are working over an Intranet or the Internet where exchanges among participants occur with a time delay

Contemporary trends in e-learning

The uprising interest in elearning seems to be coming from several sources, among them, organizations that use to offer distance education programs either in a single, dual or mixed mode setting. These organizations see the incorporation of online learning in their repertoire as a logical extension of their distance education activities. The corporate sector, on the other hand, is interested in elearning as a way of rationalizing the costs of their in-house staff training activities (Horton, 2011). Elearning is of interest to residential campus-based educational organizations as well.

These organizations see elearning as a way of improving access to their programs. The growth of elearning is directly related to the increasing access to information and communications technology. Its capacity to support multimedia resource-based learning and teaching is also significant to the emerging interest in elearning.

Growing numbers of teachers are increasingly using information and communications technology to support their teaching. The contemporary student population, often called the "Next Generation", or "Millennials", (Tapscott, 1997) who have grown up using information and communications technology also expect to see it being used in their educational experiences (Brown, 2000; Oblinger, 2004; Oblinger and Oblinger, 2005). Educational organizations are aware of the advantages in making their programs accessible via a range of distributed locations, including on-campus, home and other community learning or resource centers.

The fundamental obstacle to the growth of elearning is lack of access to the necessary technology infrastructure, for without it there can be no elearning. Poor or insufficient technology infrastructure is just as bad, as it can lead to upsetting

experiences that can cause more damage than good to teachers, learners and the learning experience (Dron, 2007).

Elearning affords opportunities to design learning environments that are authentic, situated in the learning context, and also problem-based so as to provide students with 'learning by doing' experiences.

Web 2.0 and ICT Tools

Since its onset, changes in Web tools have been fast, as with previous revolutions, some people have adapted to the new technologies more easily than others. The term 'Web 2.0' was coined by Tim O'Reilly (2005). Since then it has gained widespread use, penetrating also the discourse of learning and teaching. Related terms such as the 'read and write web' and the 'social web' give an indication that the term refers to a shift in web tools and practices towards more participatory, user interaction. Although the term has no single definition, there is a widespread agreement that it applies to a wide set of functional characteristics, within the context of computer-mediated communication and networked digital media. These not only point to the increased possibilities for publication (compared to earlier generations of the web), but also encourage, and are supportive of, user participation in the uploading and sharing of digital artifacts.

Grosbeck (2009) defines Web 2.0 as 'The social use of the Web which allows people to collaborate, to get actively involved in creating content, to generate knowledge and to share information online'. Accordingly, Augustsson (2010) believes that Web 2.0 tools are well suited for 'collaborative learning, collective knowledge building, knowledge management, social networking and social interaction.

At the heart of many Web 2.0 definitions are communication, content creation and collaboration, in which information is shared 'many-to-many' rather than being transmitted from one to many. Given these underlying elements, educators have identified the potential of Web 2.0 for supporting and enhancing learning. No one can deny its potential although there is little empirical evidence of its effectiveness.

Selwyn (2008) provides taxonomy for Web 2.0 technologies based on four typically human dispositions:

- Expressive: media design, sharing and publication
- Reflective: blogs, wikis and social networking
- Exploratory: social bookmarking, syndication and folksonomies
- Playful: games and virtual worlds

According to Redecker (2008) based on current practice, there are four innovative ways of deploying Web 2.0 tools in education:

- Learning and achieving: used as methodological or didactic tools to directly support, facilitate, enhance and improve learning processes and outcomes. The Web 2.0 tools are seen as means of personalizing learning processes and

encouraging the students' individual learning progress, eventually leading to the learners' empowerment.

- Networking: used as communication tools among learners and between learners and teachers, supporting also the exchange of knowledge and material, but mainly creating an atmosphere of understanding and assistance, thus contributing to the establishment of social networks or communities between and among learners and teachers.
- Embracing diversity: used as a means of integrating learning into a wider community, reaching out to meet people from other age-groups, backgrounds and cultures, linking to experts, researchers in a particular field of study and thus opening up alternative channels for gaining knowledge and enhancing skills;
- Opening up to society: use tools for making institutional learning accessible and transparent for all members of society, promoting the involvement of third parties like parents, but also facilitating the access to information.

This technological environment within current education system is becoming increasingly complex. It offers new horizons but also gives rise to challenges and possible limitations.

Web 2.0 tools, virtual worlds; mobile technologies keep on this trend of evolution. Mayes and De Freitas (2004) suggest five technological trends that are likely to have a significant impact on education:

- A shift towards ubiquitous and networked technologies
- The emergence of context and location aware devices
- The increasingly rich and diverse different forms of representations and stimulatory environments possible
- A trend towards more mobile and adaptive and adaptive devices
- A technological infrastructure which is global, distributed and interoperable

The social interface of Web 2.0 offers novel ways for connecting people and sharing and discussing ideas. It can be used to support and enhance existing communities or to foster the development of new communities of inquiry and exploration. There seems to be a tantalizing alignment between the affordances of digital networked media (the focus on user-generated content, the emphasis on communication and collective collaboration) and the fundamentals of what is perceived to be good pedagogy (socio- constructivist approaches, personalized and experiential learning; Conole and McAndrew, 2010).

Conclusions

Introducing ICT tools into the ESL classroom can bring an immense impact on the practice of teachers and learners, especially when ICT is conceptualized as a tool that supports and fosters a real change in the pedagogical approach.

It is hard to figure out future learning environments that are not supported by ICT. ICT dissemination in modern societies and its use by the “digital children” (Jukes, 2006) makes it clear that ICT tools will affect the complete teaching/learning process today and in the future. Teachers and learners of the 21st century need to change their roles and class organization as well as acquire basic ICT skills.

Whilst it is hard to measure learners’ achievements in the educational field, the didactic exploitations offered in this research will definitely influence on their engagement, differentiation and creativity. The huge variety of tools offered in Internet will allow education professionals adapt their teaching strategies to the different learning styles (visual, kinaesthetic, etc.).

It is essential to permit students to select, manipulate, reason, discuss, create and disseminate information. As teachers, we have to take advantage of the entire options that are being offered by these tools as a realm to foster the equity of opportunities, the critical thinking and the learners’ autonomy as responsible of their own process of learning. The teaching/learning benefits these tools provide are listed below:

- Greater efficiency throughout the school
- Communication channels are increased through email, discussion groups and chat rooms
- Regular use of ICT across different curriculum subjects can have a beneficial motivational influence on students’ learning
- ICT facilitates sharing of resources, expertise and advice among teachers
- Greater flexibility in when and where tasks are carried out
- Easier planning and preparation of high quality lessons and designing materials that will be reused
- Enhancement of professional image projected to colleagues
- Learners are generally more ‘on task’ and express more positive feelings when they use computers than when they are given other tasks to do
- Computer use during lessons motivated students to continue using learning outside school hours
- More focused teaching, tailored to students’ strengths and weaknesses, through better analysis of their learning styles
- Development of reading comprehension and writing skills, also fluency, originality and elaboration
- Encouragement of independent and active learning, and self-responsibility for learning
- Flexibility of ‘anytime, anywhere’ access
- Development of higher level learning styles
- Learners’ production of higher quality output

Fast-growing technological progress ensures that ICT will proliferate in the classroom. It is predicted that there will be many benefits for both teachers and learners, including the support of shared working spaces and resources, better access to

information, the promotion of collaborative learning ways of teaching and learning. These tools may shade cross-cultural boundaries and their relationship with language, accents, etc.

As it has formerly mentioned in this paper, ICT will also demand a new pattern in the role of the teacher, who in addition to classroom teaching, will have other skills and responsibilities. Further research in relation to the role of different devices within the teaching/learning process is required.

The increasing pervasiveness of ICT must be taken into account by parents, teachers, and children's advocates to question its relationship to the cognitive, emotional, social, and developmental needs of young children.

To conclude, it is essential to be proactive and to build up a more solid comprehension of future learning needs and future learning environments. Prospective work on ICT-enabled learning would help to grasp the alternatives offered by ICT to prepare teachers and learners for learning in the 21st century that embraces digital technologies for better learning, for better assessment of learning outcomes and achievements, for better teaching and for better social inclusion.

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