

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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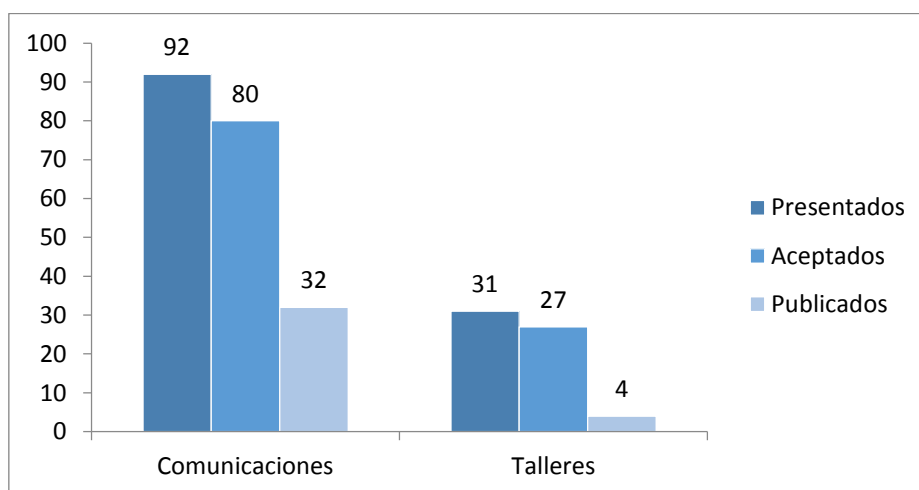
CIEB 2017

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.

TASK-BASED LEARNING THROUGH VIDEOS AND ETWINNING IN THE BILINGUAL PROGRAMME OF THE FACULTY OF EDUCATION IN ALBACETE

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Universidad de Castilla-La Mancha

Abstract: Castilla-La Mancha has always supported bilingual education, in line with both the European and national legal regulations. The Faculty of Education in Albacete has always tried to cater for future Primary teachers' needs since the creation of the first pilot project in CLIL training in 2005 until the implementation of the bilingual programme, which became official in 2014-2015 and has successfully evolved until these days. In the framework of a project for this degree, the course *English Language and English Language Teaching II* decided to develop two subprojects. In the former, students had to create two videos to promote the bilingual programme and their city and, thus, attract students from other universities. And in the latter, students had to design and elaborate activities to teach English and share their productions with students from a Polish university through the eTwinning platform.

Keywords: Primary Education, Trainee teacher, bilingual programme, task-based work, eTwinning

Resumen: Castilla-La Mancha siempre ha apostado por la educación bilingüe, en consonancia con la legislación tanto europea como nacional. La Facultad de Educación de Albacete siempre ha querido dar respuesta a las necesidades formativas de los futuros maestros de Primaria tanto en los primeros proyectos piloto orientados a la formación AICLE llevados a cabo desde 2005 como con la implantación de la modalidad bilingüe, oficializada en 2014-2015, y su avance hasta la actualidad. En el marco de un proyecto para dichos estudios, la asignatura de *Lengua Extranjera y su Didáctica II: Inglés* decidió llevar a cabo otros dos subproyectos. En el primero, los alumnos tenían que crear dos vídeos para promocionar la modalidad bilingüe y la ciudad y así atraer alumnos de otras universidades. Y en el segundo, los alumnos debían diseñar distintas actividades para enseñar inglés y compartir sus producciones con alumnos de una universidad polaca a través de la plataforma eTwinning.

Palabras clave: Educación Primaria, maestro en formación, modalidad bilingüe, aprendizaje basado en tareas, eTwinning

Introduction

The Faculty of Education in Albacete has always considered bilingual education a priority since the beginning of its first pilot project in 2005 until the implementation of its current bilingual programme. This programme, which became official in 2014-2015, was designed to cater for future Primary teachers' needs regarding languages, bilingual education, plurilingualism and CLIL. Castilla-La Mancha was one of the first regions to include English teaching at an early age (from 3 years old onwards). Since then, several actions –which started by introducing English in Early Childhood Education– to promote bilingual education and plurilingualism have been implemented, including the former European Sections until today's Comprehensive Plan on the Teaching of Foreign Languages. The evolution of bilingual education in this region is summarised in Table 1.

Table 1. Evolution of bilingual/plurilingual education in Castilla-La Mancha

Year	Programme	Law
1996	MECD-British Council Agreement. Bilingual Programme Schools	Orden de 5 de abril de 2000 (Ministerio de Educación y Cultura, 2000) Real Decreto 717/2005 (Ministerio de Educación y Ciencia, 2005)
2002	Introducing English as the first foreign language in Early Childhood Education and the first cycle of Primary Education	Orden de 23 de abril de 2002 (Consejería de Educación y Cultura, 2002)
2005	European Sections	Orden de 07-02-2005 (Consejería de Educación y Ciencia, 2005) Orden de 28-02-2006 (Consejería de Educación y Ciencia, 2006) Orden de 23-04-2007 (Consejería de Educación y Ciencia, 2007) Orden de 13-03-2008 (Consejería de Educación y Ciencia, 2008)
2010	Bilingual Sections	Ley 7/2010, de 20 de julio, de Educación de Castilla-La Mancha, Art. 147 (Jefatura de Estado, 2010)
2014	Linguistic Programmes, under the Plurilingualism Promotion Plan	Decreto 7/2014 (Consejería de Educación, Cultura y Deportes, 2014)
2017	Comprehensive Plan on the Teaching of Foreign Languages	Decreto 47/2017 (Consejería de Educación, Cultura y Deportes, 2017)

The original credit distribution of the official bilingual programme in 2014-2015 was a total of 150 ECTS; that is, 62.5% of the syllabus in English. Now, the programme offers students of the Degree in Primary Education the opportunity to study 24 courses, 189 ECTS, and a total of 78.75% of the whole syllabus in English. Moreover, in a near future, we expect to offer all the courses in English except for the ones offered by the Spanish Department¹. In fact, in 2017-2018, all the courses of the first grade are in English but the just mentioned.

In this scenario, research and seminars on CLIL and bilingual education along with several projects (Sánchez Ruiz & López Campillo, forthcoming) have been done to fulfil the needs of this programme. Two of those innovation projects are: 1) Elaboration of resources for the teaching and learning of courses in English based on CLIL methodology (2015-2016); and 2) Coordinated elaboration of CLIL materials and resources for the bilingual programme and degree in the English language of the Degree in Primary Education and for English friendly courses offered at the Faculty of Education in Albacete, applied –and pending– for the academic years 2017-2019. The former was born after observing that human resources and materials were not enough

¹ For the origin and evolution of this programme, see López Campillo & Sánchez Ruiz (forthcoming).

for the bilingual programme in the Faculty. So as to guarantee the quality of the teaching-learning process of the bilingual groups, more coordination regarding language, content and methods was needed between English and CLIL teachers. Likewise, departments have to be coordinated as well, since the difference between the bilingual and non-bilingual groups has to be just the language of evaluation. Under these premises and so as to obtain interdisciplinary and interdepartmental coordination, make the most of students' effort and achieve efficient learning, the project's main aim was to elaborate different resources and materials to teach the degree courses in English. Students also elaborated teaching materials for the different curricular areas in Primary to be used in the Linguistic Programmes of Primary Schools during their school placements or practical activities implemented in real schools.

We decided to carry out two task-based projects with sophomore students of the bilingual group of the Degree in Primary Education under the auspices of the abovementioned project. The first one consisted in the creation of two videos to promote the bilingual programme to attract both national and international students; in fact, both Erasmus students and an American lecturer participated in it. And the second one included the creation of videos, composed of an introduction, the presentation of activities to teach EFL in Primary and a farewell video, within the framework of an eTwinning project founded with Gdansk University in Poland.

Theoretical framework

“Project-based learning allows students to learn by doing and applying ideas” and is based on four pillars: active construction, situated learning², social interactions and cognitive tools (Krajcik & Blumenfeld, 2006, pp. 317-318). According to these same authors (2006, p. 318), this kind of learning –based, at the same time, on constructivism– engages students as they understand the purpose of activities better when they construct what they are learning and apply their ideas to solve real and meaningful problems. Higher order thinking skills (HOTS) and lower order thinking skills (LOTS) –framed within Bloom's taxonomy (Anderson & Krathwohl, 2001)– are applied as well, since students have to discuss their ideas, hypothesise, investigate, explain, challenge their peers' ideas and solve problems among others.

In 2001, *The Common European Framework of Reference for Languages* (Language Policy Division, Council of Europe, 2001, pp. 157-167) devoted a whole chapter –seven– to tasks and their role in language teaching. In this document, a task is defined as “a feature of everyday life” and it is stated that task accomplishment requires “the strategic activation of specific competences in order to carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome” (Language Policy Division, Council of Europe, 2001, p. 157). Tasks are particularly interesting in language learning since students use the language to communicate and achieve the abovementioned goal and so the focus is on communication (including

² This is related to *situated cognition*, which is understanding new information and being able to link it to one's own knowledge, experience or context so as to apply it in further similar situations (Brown, Collins, & Duguid, 1989).

reception, mediation, interaction and production) rather than the language *per se*, although language acquisition occurs.

The advantages of using tasks in the classroom setting are clear: while students develop the communicative language competence (including linguistic, sociolinguistic and pragmatic aspects), they also learn other skills, such as sociocultural knowledge, intercultural skills, “learning skills, and everyday practical skills and know-how”, they develop self-esteem through a positive self-image and lack of inhibition leading to self-confidence; and by involving students in their tasks, intrinsic motivation is sought (Language Policy Division, Council of Europe, 2001, pp. 158, 161). Thus, both national and regional educational regulations advocate for the task-based approach in the learning of languages (see Sánchez Ruiz & López Cirugeda, forthcoming).

The creation of videos also had the purpose of teaching students the possibility of using *flipped classrooms* as a method to teach English. Flipped classrooms are based on “teacher-created videos and interactive lessons”³ in a way that students watch instruction at home and classes are used to “work through problems, advance concepts, and engage in collaborative learning” (Tucker, 2012).

The projects

Both projects were carried out in the course *English Language and English Language Teaching II* of the bilingual groups of the Degree in Primary Education at the Faculty of Education. The first project was carried out with the 2015-2016 group. This class was composed of 28 students, 22 girls and 6 boys. Furthermore, an American language assistant from Kansas and two Polish Erasmus students participated in the project. The second project was developed by the 2016-2017 class. This class consisted of 36 students, 23 girls and 13 boys.

Project 1: Videos to promote the bilingual programme

For this first project, the class was divided into two halves: one group was led by the teacher of the abovementioned course and the other by the American language assistant. Students were told that each group would record a different video. On the one hand, the first group had to focus on the promotion of the bilingual group by telling the future bilingual students the advantages of studying in the bilingual programme. On the other hand, the second group would record a video to promote the city of Albacete by focusing on the most interesting aspects of the city to attract Erasmus students and have cultural exchanges with language assistants.

The task was divided into three subtasks. First, students brainstormed and thought of the aspects they would include in the video. Then, they distributed the roles to research, plan and write the first draft of their script. Once the video was sketched, they checked their drafts with the teacher and, after that, they rehearsed. They were told to check pronunciation (rhythm, stress and intonation) with the American language

³ These can include video lectures, screencasts and/or vodcasts teaching concepts and “freeing up valuable class time for more engaging (and often collaborative) activities” (Milman, 2014, p. 9).

assistant. Later, the video was recorded in class with a camera. There were both individual and group parts. After the parts were recorded, the video had to be edited. We decided to use Movie Maker, since it is free and easy-to-use software to create videos and add sounds, music, subtitles and/or transition animations.

The results were two videos. The first started with students introducing themselves and then stating they would explain the advantages of studying in the bilingual programme. Students highlighted the following points: as classes are in English, they gain fluency in English, which surely helps them if they want to pass official exams certifying their proficiency in English. They also acquire new vocabulary and terms, not only in the area of English but other curricular fields, which is essential for CLIL and non-language areas teachers. Moreover, as there is a lower number of students, they have more opportunities to speak in English in tasks and do more hands-on projects or activities. Their training in English is more intensive and extensive compared to non-bilingual groups, so their employment opportunities increase. Furthermore, they will be better prepared for the competitive state exam, which is also in English. Erasmus students usually join the bilingual group, so they can practise English more and have cultural exchanges. Almost 80% of the syllabus is taught in English, so they practise English every day and they also have the opportunity to apply what they have learnt or designed both in their school placements –which are done in bilingual sections, now called Linguistic Programmes– or other projects carried out in class like interactive groups. They usually have more presentations than non-bilingual groups and, thus, they are more used to speaking in public and so improve their oral skills. Finally, in the goodbye part of the video, students encouraged their peers to join the bilingual group.

The second video aimed to promote the city of Albacete by highlighting the advantages of living here from our students', Erasmus students' and the American language assistant's perspective, who began the video by introducing themselves. These were the positive aspects students stood out. Albacete is a very comfortable city in which you can go everywhere on foot or by bike, since there are very good bike paths. It is a very clean city and in a very good location, since it is close to the beach and important cities. Erasmus students think it is a good destination because of its university life and people and because it is close to three of the most important airports in Spain (Alicante, Valencia, Madrid) if you want to travel abroad. It also has a lot of parks and libraries; and almost all the Faculties are in the same campus. In September, people can enjoy folk dance and music and Manchego customs and culture in our Fair. Moreover, cultural events and diverse concerts take place along those ten days. Both in the Fair and in the city in general, there is a huge variety of restaurants in which people can enjoy typical Manchego food, especially cheese and wine, at a very good price. Finally, foreigners agree Albacete is a very safe city, small enough to get to know the community but offering all kinds of services as in a big city. They also stand out that local people are really friendly and supportive. The video ends with the same invitation as in the first video.

Project 2: Teaching EFL with Polish students through eTwinning

For this second project, teachers from the Faculty of Education in Albacete of Universidad de Castilla-La Mancha and the Faculty of Modern Languages in Gdansk University contacted in the eTwinning annual convention held in Brussels in May 2015. They agreed to carry out an eTwinning project with their BA teacher training students during the following academic year.

To carry out the abovementioned project, students were given the following instructions. Students had to first register in the eTwinning training platform (<https://www.etwinning-training.net/en/pub/index.htm>). eTwinning is a free, safe, European platform in which teachers across Europe and neighbouring countries can register to develop projects in the 29 languages of the European Union, 38 subjects – including European studies, ICT and foreign languages– and the eight key competences for lifelong learning (European Parliament and the Council, 2006). The project had three parts: first, they would create a video to introduce themselves to Polish students; second, they would design two CLIL activities and would explain them to Polish students; and finally, they would watch their counterparts' videos and make a summary and a conclusion to be included in their third farewell video. This project constituted 10% of the final mark of the course *English Language and English Language Teaching II*.

The results were ten videos where students introduced each member of their group, designed and elaborated activities to teach English as a foreign language in the six grades of Primary Education; reflected on the mentioned activities and said goodbye to their peers. The first group's activities revolved around Spanish culture, divided into three blocks: food, where pupils would be taught to make popular dishes; traditions, where pupils would have a debate about bullfighting; and festivities, including Las Fallas and Albacete's Fair. The second group designed two activities to teach children the parts of the body. In the first one, each pupil would be assigned a colour. When the teacher said 'let's go', children would stand up to pick the flashcard with their assigned colour; in it there would be a part of the body. They would form a circle and they would point at the specified part of the body. In the second activity, they would form a circle and the teacher would play music; (s)he would request students to dance with a particular part of the body. The third group relied on traditional games to promote speaking and oral interaction. Thus, they first would use a game called 'hot seat', similar to the popular game Taboo and then 'the hangman'. The fourth group had to teach vertebrate and invertebrate animals, so they created the game 'Who Am I?', in which a student would place a flashcard on their forehead and ask questions to guess it. After that, they would have to summarise the characteristics and classify a list of animals in two columns. The fifth group taught the parts of a town and geometry. First, pupils would watch a video, including music and subtitles. And then, they would write the parts that appeared in the video on the blackboard to later explain which their favourite part of a town is. Later pupils would learn about geometry through the cinema. They selected several films and they played a short extract; children would identify geometric shapes in particular scenes. The sixth group chose the topic of animals. In

their first activity, pupils would colour some pictures of animals; then, they would stick the pictures on a mural and then they would label those pictures. After that, they would play a memory game, in which they would have to match the pictures and their names by uncovering them in turns. The seventh group worked both the parts of the body and colours. For the first one, pupils would match the parts with their description; and then the teacher would give a definition and pupils would draw the part. For the second one, teachers would give students a table with three columns: some items, the name of their colour in colour, and the name of those colours in black and white. Covering the column in the middle, they would have to match the first and third colour and colour the name in the correct tone. The eighth group created activities to teach both wild animals and food. In the former, pupils would play with a modified board of Twister, including the names of the animals. In the latter, pupils would be divided into rows. They will seat one after the other. The last person would choose an object from toy food; they would write the name of the piece on the back of the student in front of them, and that student would have to write the name on the board. The ninth group created a cooperative activity called 'A Traveller's Book'. Classes would have to elaborate a page of a book describing their neighbourhood and including their own pictures. Then, all the pages would be collected to create a single book. Then groups from the same level would use those books to compare their neighbourhoods and practise their oral skills as well. Eventually, the tenth group dealt with daily routines. In a first activity, pupils would play Kahoot to review key action verbs. In a second activity, pupils would use iFunFace to talk about a daily-life object with their own voice.

Unfortunately, the Polish participation did not happen as expected and they were not able to record their videos due to a misunderstanding and the fact that it was the first time they used eTwinning. However, given the benefits of the experience, the Spanish teacher and groups decided to carry on with the project. In academic year 2017-2018, those problems have been solved and both countries are involved in a new project, together with the University of Milan, aimed at comparing the educational systems of the countries involved (Italy, Poland and Spain).

Conclusions

Using this kind of projects at university has a very positive impact on students as millennials love using technology in class and record their own performances in videos. They find it motivating and they also get used to employing technology with an educational purpose. Moreover, they also become accustomed to speaking in public and do not only practise their oral skills but also polish their pronunciation with the help of the native language assistant.

The first project did not only allow students to have cultural exchanges with Erasmus students and the language assistant, but also to appreciate the bilingual programme, and university studies in general, and their city. This serves two purposes at the same time: that students value what they have to be the best ambassadors abroad; and to preserve and promote those valuable commodities. It is sometimes observed that

students complain of the lack of something when it already exists because they have no knowledge of that existence.

The second project allowed students to work with technology, through the eTwinning platform. Even though the results were not as expected, students had the opportunity to learn from their mistakes. For instance, how misunderstandings in the registration process can lead to project abandonment. They also learnt how important it is to follow instructions not to create confusion or inconvenience; for instance, with the use of the real or training eTwinning platform. Moreover, both the teacher and students learnt that the eTwinning, at least training, platform does not work the same throughout the European countries; and so this must be considered in the creation of joint projects.

Both projects helped students to practise and develop the communicative competence in a foreign language and the digital competence; cultural awareness and expression was also worked since students displayed their creativity in the elaboration of their own activities. Moreover, through tasks and projects, not only the language is worked but also sociocultural aspects, such as food. In line with Sánchez Ruiz and López Cirugeda's (forthcoming) conclusions, this kind of projects contribute to examining how linking tasks to language allows learners to use the language with a real purpose in a particular context and knowledge is better fixed if ludic activities are involved, which allows meaningful learning to occur. Therefore, tasks are proven to be useful for real life since they do not only teach language and content but also values or social and civic behaviour. This is important for future Primary teachers since instruction is more useful and meaningful if teachers "can engage learners in scientific investigations, make use of cognitive tools, promote collaboration, and teach them the deeper conceptual understanding that traditional methods of instruction cannot" (Krajcik & Blumenfeld, 2006, p. 329).

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