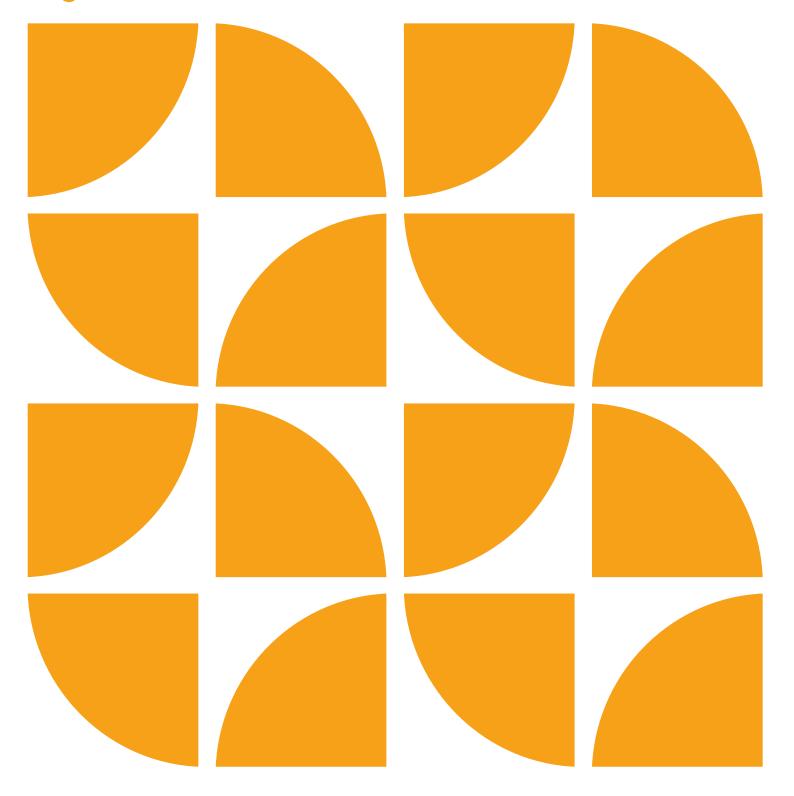


# Classroom language management and linguistic variation





### **Outcomes**

- 1. Knowing the properties and the characteristics of written and oral texts.
- 2. Identifying the mechanisms for the production of written and oral texts.
- 3. Developing the language of the classroom as a language model.
- 4. Understanding the importance of linguistic variation and registers.

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### 1. Introduction

This opening unit has been structured to put teaching tools and techniques into the wider context of the communicative competence. This is why topics such as oral and written registers, scaffolding, lexical resources and linguistic variation will be explained.

Learning a subject and a target language at the same time is both enriching and challenging. These opening pages intend to help educators navigate through this adventure and to provide them with a first kit of ideas and suggestions to create the right conditions to make their teaching more affective and more effective.

### 2. Classroom language

### 2.1 Content-obligatory language

Every subject has its own key vocabulary and key structures. It is up to CLIL teachers to decide and define the so-called content-obligatory language. Cloud, Genesee and Hamayan (2000) stated what it contains:

- 1. Technical vocabulary
- 2. Special expressions
- 3. Multiple meanings of words
- 4. Syntactical features
- 5. Relevant language functions (informing, analysing, classifying, predicting, inferring, explaining, justifying, etc.)

CLIL students need these five elements in order to acquire concepts, ask questions, explain understanding, demonstrate mastery and prepare for future learning in the subject.

### 2.2 The importance of scaffolding strategies

The aforementioned elements are necessary for students when dealing with the double challenge of language and content acquisition.

However, without the proper scaffolds, the language demands can obstruct English language learners' understanding of content. These language demands include understanding and making sense of investigation procedures, explaining processes, participating in discussions, acquiring specialised vocabulary, gathering information from books and writing observations and other expository texts.

As you will see in Unit 5, in order to overcome these difficulties, tools such as visual representations (e.g., concept maps and t-charts), inclusion of supplementary materials (books, maps, illustrations) and pre-teaching content vocabulary are necessary scaffolding strategies.

A proper scaffold combines immersion in an environment rich in vocabulary, elaborated interactions with important academic words, explicit instruction of a limited number of well-chosen words and instruction in strategies with which students can acquire words independently.



### 2.3 Essential elements in supporting language learning in class

In all this process, it is also important to bear in mind different tips in order to support language acquisition in a CLIL lesson (Ball, P. et al., 2015):

#### - Create a psychologically safe environment

Students must feel free to experiment with the language and not fear making mistakes. Students of all ages need to understand that they, too, must help create an environment where their classmates will feel comfortable.

This is done by having the class establish rules and through adherence to those classroom rules, by dealing with problems through discussion, by providing positive reinforcement for efforts to communicate constructively, and by encouraging students to analyse and improve their own commentary, i.e. verbal and non-verbal reactions and behaviours.

### - Consistently use one language

Always strive to use the target language. Initially, when necessary, a student can summarise in the first language what was said in the CLIL language.

### - In the beginning, it is acceptable for students to use the first language

Expect students at the primary level, who are at the start of a programme, to answer initially in their own language. They will often immediately verbalise structures taught to them in the target language. However, do not expect spontaneous self-expression in the target language from the very first moment.

### - Speak slowly and articulate clearly

Speak very clearly when introducing new language and structures.

#### - Use an appropriate level of language

Avoid structures that are too complicated for your students, but speak in a grammatically correct manner. In order to keep challenging your students, use a level of language in class that is one step ahead of theirs enough to make them work at it without making it too hard.

#### - Use facial expressions, gestures and pictures to reinforce meaning

Contrary to what is often common practice, have students listen carefully to the new words to try and discover the meaning in the target language before you show the visual aids.

#### - Repetition is required

Repetition will help students to grasp meaning and create a sense of security.

### - Make it meaningful

The language, themes and content of classroom lessons must be relevant and of interest to the students. Initially, this means focusing on the students themselves, their family, their school and the community. Later on, this content can include music, local issues, school events, the environment, problems in the community, community workers, sports, fashion, healthy lifestyles, etc.



#### - Provide a variety of language models

Students need to listen to the CLIL language spoken by different people in different contexts.

#### - Create a wealth of opportunities to use the language

Proactive strategies such as group-work, pair-work and activity centres are more effective than having a class do primarily written exercises.

#### - Communication is highly important

It is more important for students to communicate than to worry about having perfect grammar. A student should receive positive reinforcement for speaking and for speaking correctly. The teacher can model the right word or phrase.

## - Create a wide variety of opportunities to develop all four language skills - listening, speaking, reading and writing

Each language skill reinforces the other. Look for opportunities to combine all four skills.

### - Set high, but realistic expectations

Do not underestimate what your students or you can do. Have high, but realistic expectations.

#### - Find ways to recognise student effort and success

Reward effort. Also, reward co-operation, peer teaching, self-reliance, analysis of the learning process, task completion and progress in meeting planned outcomes, as well as achievement in all subject areas.

### 3. Oral expression

### 3.1 Oral expression

As we have seen in previous headings, there are essential elements which support learning language in class. All of them promote oral interaction in classrooms in terms of affective and effective conditions that make learners feel comfortable.

This atmosphere should provide plenty of opportunities for oral interaction among students. We do not learn to speak a language simply by listening, reading or writing but by using it in a conversation. From a CLIL approach, speaking is enhanced by a perspective focused on students' interests, peer co-operative work and the fostering of critical thinking, among other methodological strategies.



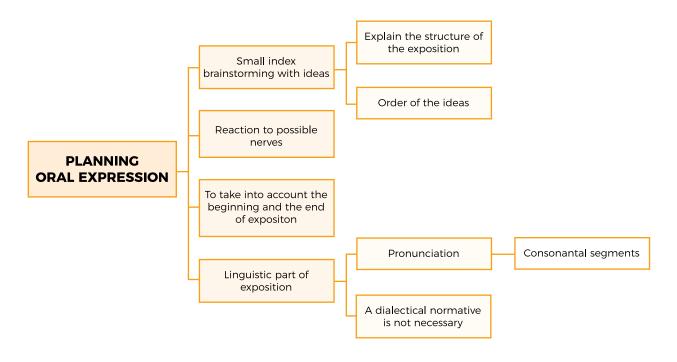
### 3.2 Speaking activities

However, it is not enough to bear in mind all these principles and teachers should plan different types of speaking activities in order to promote interaction in class. There are many types of speaking activities (Ball, P. et al., 2015):

- Individual talk and input (digital slideshow presentations, show and tell, delivering a report, videos...).
- Open and closed question-and-answer sessions (from teacher to class and from student to student).
- Speaking in pairs (discussions, sharing information, interviewing each other...).
- **Speaking in small groups** (discussions, making group decisions, finding solutions to problems as a group...).
- Role-playing of the subject (dialogues on specific themes).
- **Speaking within a small group** and then sharing information with members of other groups (for example, 'jigsaw reading and speaking').
- **Speaking as a whole class** (plenary discussions, searching for information from class peers, surveying the class...).
- **Reading aloud** (information transfer or giving instructions). There are texts related to expressive reading, recitation, etc. We are talking about texts designed to include the characteristics of orality. As an example, within the wide range of options available, we can include: greetings, texts for poetic recitals, radio script, rhymes, chants, etc.

### 3.3 Oral presentation and final tasks

Table 1. Planning of oral expression



Source: CEFIRE Específic de Plurilingüisme (2018).



#### Oral presentation.

It consists in developing a theme in front of an audience. In order to effectively communicate a clear and precise speech, we need to: look for and select the information, plan the oral presentation (with a previous script and speech structure), prepare support material and take into account both linguistic and non-verbal strategies.

#### - Oral discussion

It is an oral text with the aim of convincing someone or expressing our opinions in a logical way. In this oral text, it is necessary to use a deductive structure, which concludes with a clear idea at the end. In every oral discussion, we can appeal to feelings or persuade in order to convince.

For a good oral expression, it is recommended to draw our attention to:

- The control of gestures and body movements.
- Uncontrolled oral repetitions when thinking (eh, um, etc.). It is useful to use some expressions such as "In other words", "Let me think", etc.
- Intonation and tone.
- Different resources to keep the audience's attention (humour, ask the audience questions...).

Furthermore, it is worth considering the use of a brief script with ideas. The script should explain the structure of the presentation, the order of ideas and other support elements, such as the connectors with which the parts will be linked. It can be on paper or in a computer format (a slideshow programme).

### 3.4 Fluency or accuracy?

Language teachers might distinguish between 'accuracy' and 'fluency', since speaking activities tend to be orientated towards one or the other. Murphy (1991) offers a useful discussion of how accuracy and fluency speaking activities can be mapped onto each other but, in CLIL, a fluency activity will still need to be scaffolded and supported.

The key question for CLIL teachers is which language support is required for each activity. Therefore, in addition to talking about accuracy and fluency, we might talk about moving from activities which are 'more scaffolded' to 'less scaffolded' as learners develop more independence and become able to communicate more effectively and autonomously.

### 4. Written expression

Human language is a complex system which combines different units (phonetic or graphic, morphosyntactic, lexical, phraseological, etc.) which, at the same time, are organised in complex structures: texts. Texts can be considered linguistic units with a social basis, which create textual genres and typologies with clear characteristics (structure, modification, extension, register, etc.).

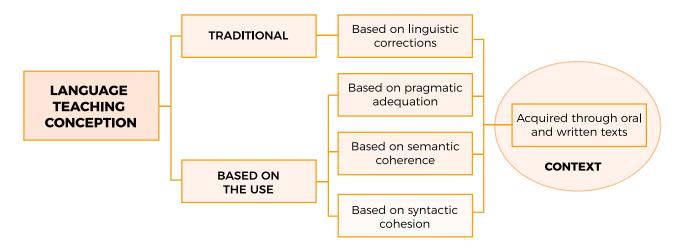


When teaching writing skills, we should build these elements taking into consideration two different levels:

- Specific contents of each language (spelling, morphosyntax, lexicon), referring to the linguistic norms and the various varieties of the language.
- Aspects related to the textuality, which are not specific of any language, and are easily coordinated between linguistic areas as well as other non-linguistic subjects.

It is obvious that these two levels require careful planning across the curriculum and all subjects should develop them by taking into account pragmatic adequacy, semantic coherence and syntactic cohesion, which are acquired through the production of written or oral language texts.

Table 2. Concept of language teaching



Source: CEFIRE Específic de Plurilingüisme (2018).

CLIL Teachers, like language teachers, must pay attention to all phases of production in a written text and not only to the final phase or task. This process can be easily guided by different steps or phases:

Table 3. Phases of production of written texts

	Think about the reader, the purpose, the situation of communication, the genre, the register, the extension, the degree of formality, etc.
PREWRITE	Use of information sources such as: encyclopedias, dictionaries, etc.
	Selection, grouping and ordering of ideas.
	Elaboration of schemes, conceptual maps, brainstorming, summaries, etc.
	Grouping the information in paragraphs.
WOITE	Punctuation marks.
WRITE	Connectors.
	Clear and precise style.



	Content review.
	Grammar revision.
REVISE	Review of conventions.
	Stylistic aspects: length of sentences, connectors, etc.
	Presentation.

Source: CEFIRE Específic de Plurilingüisme (2018).

### 4.1 Prewriting

In this phase, the main goal is to get information and ideas through: brainstorming, 6W (what, who, why, when, where, how) or from varied documentation (textbooks, encyclopaedias, etc.) which will provide us with a good base for the writing task. Then, contents from this previous information should be divided into logical criteria (analogy, contrast, chronology, situation, themes, objective facts, opinions, pros and cons, etc.) which will form the paragraphs.

These groups of related ideas will give us the basis for building the text. However, the key idea is to decide which information forms part of: the title of the text, the proper structures for the body or ideas for the closing paragraph (from general to more specific, in chronological order and from the most important to the least important).

### 4.2 Writing

Once the previous step has been completed, the text to write must be coherent, cohesive and stylistically correct.

**Cohesion:** it is achieved by using deixis resources, anaphoric elements, etc., and also with different elements such as:

- **Paragraphs:** they must be balanced in extension (too short, not too long) and they must have a content unit. One way to work them is to provide each paragraph with a title that gives you all the meaning.
- **Linking words:** they organise the most important ideas and explain the relationship amongst the meaning and the elements of the text (phrases, ideas, paragraphs, etc.). They must be adequate to the level of formality and varied in order to facilitate the reading and comprehension of the text.
- **Punctuation marks:** just like the connectors, they are essential in order to ensure a good understanding of the text.

### 4.3 The style

When a text is normative, it does not mean that it is stylistically correct. In fact, it is equally important to write with the proper register depending on the context (formal language, slang language, idioms, etc.).

As a general rule, a correct style facilitates reading. For example, it is better to use short sentences (usually not more than three lines) stylistically correct, properly linked, with punctuation marks and connectors, than to write long paragraphs without sense.



Other stylistic recommendations are:

- Do not repeat words in the same paragraph. Instead of this, use synonyms, definitions, etc.
- Use the logical structure of a sentence (subject, verb and complement).
- Present the text proper structure.
- Avoid high levels of abstraction.
- Do not write subsections which are too long.

### 4.4 The revision

When you revise the writing, you should pay attention to the content, the structure of the text, the objectives that you wanted to achieve and the elements explained in previous epigraphs. During this process, the student should use a dictionary, grammar and other language support resources.

Furthermore, other elements such as letter typography, line straightness or computer issues (paragraphs, margins, line spacing, font size, body, font, etc.) are also essential for an adequate presentation.

Table 4. Guide of questions to revise

#### Writing approach

- Is the text suitable for the situation?
- Does the text match my purpose? Is what I intend clear?
- Will the reader react as I expect when reading the text?
- Are the circumstances that motivate the writing clear enough?

#### Ideas and information

- Is there enough information? Not too much or too little?
- Do I understand everything that is written? Will the reader understand the text? Are the ideas clear enough?
- Is there a good balance between theory and practice, thesis and arguments, graphics and explanation, data and comments, information and opinion?

#### Structure

- Is it clear enough to help the reader understand the message? Does the structure reflect my point of view?
- Is the data well distributed in each section?
- Does the relevant information occupy important positions, at the beginning of the text, the epigraphs or paragraphs?

### **Paragraphs**

- Does the paragraph deal with a different sub-theme or aspect?
- Do they have the right size? Are they too long?
- Are they visually marked on the page?



#### Sentences

- Are there many sentences which are negative, passive or too long?
- Are they varied in extension, order, modality, style?
- Do I have the relevant information at the beginning?
- Did I detect repetitive words or structures?
- Are there not many subscribers or long subordinates?

#### Words

- Are there frequent repetitions?
- Are there many abstract or complex words?
- Do I use the precise lexicon or terminology?
- Do I use text markers appropriately?
- Will the reader understand all the words that appear in the text?

#### **Punctuation marks**

- Have I reviewed all the punctuation marks? Are they correctly used?
- Is the proportion of punctuation marks per phrase appropriate?
- Are there many unnecessary parentheses?

#### Formality level

- Is the image that the text gives me appropriate?
- Is the writing addressed to the reader correctly?
- Is there an expression or a word which is too informal or vulgar?
- Have I written any expressions or words which might be too complex or pretentious to understand?
- Are there any sexist or disrespectful expressions?

#### Rhetorical resources

- Does the text attract the reader's interest?
- Does the prose have a strong enough tone?
- Is there an introduction, a summary or a recapitulation? Are they necessary?
- Can I use a resource for comparisons, examples, rhetorical questions, idioms or games?

#### Presentation

- Is each page varied, different and attractive?
- Are cursives, bold and capitals used rationally?
- Are the schemes, graphics, columns and bands clear?
- Are margins, titles and paragraphs well marked?
- Does the text offer what the title promises?

Source: Daniel Cassany (1993). La cuina de l'escriptura (pàg. 190-191).



### 4.5 Structures and types of written texts

There are different types of written texts: narrative, descriptive, expository, argumentative, instructive, conversational or rhetorical.

The information of these texts is not always organised in the same structure and it is difficult to find the information written in a unique text typology. For instance, there are argumentative texts with expository sequences or narrative texts with conversational/descriptive sequences.

In the learning process, the majority of the texts are expository and argumentative because they are appropriate for a formal register. Furthermore, they are considered the basic text tipologies when completing different tasks of the syllabus.

The purpose of the expository text is to explain, describe or give information about a subject or a topic. Its text structure can be divided into three parts:

- **Introduction:** the subject is presented: its importance, the objectives, the documentary sources, etc. The introduction usually constitutes the first paragraph of the text.
- **Development:** the information on the subject is exposed in a clear and orderly manner. It is the central part of the text. The structure and the logical relations of the contents are relevant in these types of writings. We can find examples, comparisons, anecdotes, etc.
- **Conclusion:** summary of the main ideas that have been exposed or the personal opinion. There are typical closing formulas.

In spite of this general structure, the information in expository texts can be organised in different schemes:

- **Cause/consequence:** the information is organised in a way in which two or more important ideas are related. One of them is the cause of the other, which is the consequence.
- **Problem/solution:** in the information we can identify an exposition of the problem and possible solutions.
- **Comparison/contrast:** comparing and contrasting two facts, differences and coincidences.
- **Description of a process:** various elements of an object are specified. The contents are grouped around specific topics or features.
- **Temporary sequence:** the contents are ordered in a temporary sequence. A representative form is the description of processes.

Argumentative texts, instead, try to convince by exposing opinions and arguments. They start from shared premises and reach conclusions by using different ideas. In these texts, we can find: persuasion resources, irony, repetition, authority arguments, rhetorical resources, etc.

The structure of argumentative texts follows the following scheme:

- **Introduction or presentation:** presentation of the topic.
- **Development:** it is the presentation of the necessary ideas to defend the initial thesis.
- **Conclusion:** it is the synthesis or reaffirmation of the argued thesis. It has a recapitulative character with a summary. All the ideas are included and remembered.



### 5. Typology of dictionaries

If we follow the analysis carried out by Rafel, J. (2005: 35-58) dictionaries have traditionally been classified into the following types:

- Encyclopaedic dictionaries and dictionaries of language.
- General dictionaries and specialised dictionaries.
- Monolingual dictionaries and bilingual dictionaries.
- Descriptive dictionaries and prescriptive dictionaries.
- Synchronous dictionaries and diachronic dictionaries.

Another classification can be considered:

- **The dictionary of the language.** An alphabetical compilation of the words of a language, the terms of a science or an art, with its meaning. This dictionary can be monolingual or bilingual.
- **Encyclopaedic dictionary.** A dictionary that collects words with definitions that incorporate scientific, historical and geographical information.
- **Etymological dictionary.** This is the one which studies the origin of words.
- **Historical dictionary.** This one studies the lexicon of a language from its beginnings to the present. In addition, it indicates the evolution of the meaning and the use of words.
- Ideological dictionary. It presents the lexical units, alphabetically ordered in semantic fields.
- Reverse dictionary. In this type of dictionary, the words appear ordered alphabetically from right to left.
- Terminology dictionary. It defines the terms of a specific area of specialisation.
- **Visual dictionary.** It consists of thematically ordered illustrations in which the names of the objects they display are indicated.
- **Rhyming dictionary.** Words appear in reverse order. It is for word endings and is mainly used in versification.
- Dictionary of idioms. It collects idioms on diverse themes.
- **Dictionary of pronunciation.** It indicates the correct pronunciation of words with the help of a phonetic alphabet.

### 6. The linguistic variation and the English language

The goal of sociolinguistics is to study the variation of a language among social groups, situations or places and to find regular patterns in the variation of use. In all speech communities, these uses are determined by social conventions that vary as a result of the process they interpret, understand and perceive their lives. In fact, patterns in the variation of use are so specific that their analysis allows us to determine, for example, the origin of the speaker or his/her social and economic status.

From these ideas, we should also remark that language acquisition is a question of learning the code, but it is equally necessary to use it properly in several situations and uses.



### 6.1 Diachronic variation

The diachronic approach takes into account the study of variations in terms of linguistic changes through history.

### 6.1.1 Pronunciation change

It is obvious that pronunciation changes in all languages. However, modifications in pronunciation do not vary arbitrarily because sounds of related languages are similar in apparently systematic ways. This is what experts studying languages coined as "sound shift".

As a matter of fact, Rasmus Rask and Jacob Grimm, in the first quarter of the 19th century, demonstrated the relationship between Germanic (like Gothic or Old English) and the classical Indo-European languages (Greek and Latin).

Table 5. Relationship between Germanic and the classical Indo-European languages

GREEK	LATIN	GOTHIC	OLD ENGLISH	PRESENT-DAY ENGLISH
Patér	Pater	Fadar	Faeder	"Father"
Treis	Trēs	Þreis	Þri	"Three"

Source: Chacón, R. (2015).

### 6.1.2 Changes in syntax

Syntactic changes affect the patterning of sentences. Present day English and German changed from Proto-Indo-European in its underlying structure. For instance, there has been a gradual shift from OV to VO in the clause:

**Table 6.** Changes in syntax

English	That is the bookshop where <u>I</u> <u>bought your book</u> s v o
German	Das ist das Buchgeschäft, in dem <u>ich</u> <u>dein Buch gekauft habe</u> . s o v

Source: Chacón, R. (2015).

### 6.1.3 Semantic change

Semantic change is another important factor affecting meaning and uses. The wide range of meaning is caused by new demands of the lexical resources of a language. Actually, the change of meaning is closely related to social changes and they can be divided into various categories:

- Changes **in the range of meanings** of a word by means of generalisation, specification. New meanings can be added or lost.



- There are pairs of words with identical or similar referential meanings but with **different stylistic meaning.** The use depends on the communication situations:
  - To ask: to request (French: requête).
  - To answer: to reply (French: répliquer) respond (Latin).
  - Belly: abdomen (Latin), stomach (French: estomac, Latin: stomachus).
- The word stock. Vocabulary can be borrowed from other languages, new words can be coined and new terms can be easily created by means of derivation and compounding of existing ones. With media, TV or the Internet, new words are quickly introduced from other languages (borrowings).
- Native words can be replaced by words from other languages or dialects.

### **6.2 Synchronic variation**

It is the phenomenon observed in a language at a specific moment and time, without researching historical aspects. We can identify different types:

### 6.2.1 Diatopic variation

These variations are the small linguistic differences accumulated in distant parts of a region in which the speakers share the same language. In fact, the speech of each territory differs from the speech of their neighbours but without problems in mutual comprehension. All these little differences create dialects, a particular form of a language which is peculiar to a specific region or social group.

### 6.2.2 Diastratic variation

It takes into account linguistic uses of social classes which belong to the same speech community. These social dialects allow people to identify themselves with a social group. This variation is related to specialised languages (jobs, jargon, etc.) or slang language.

### 6.2.3 Diaphasic variation

It is the variation of a language in terms of register. We can easily identify two basic registers:

- Formal: an interview, work, etc.
- Informal: family, friends, etc.

### 6.3 Pidginisation and creolisation

We define pidginisation as the process that takes place when two languages come into contact. Consequently, there is a process of simplification or hybridisation. It occurs because there is a need to communicate between speakers of different languages with limited relations between them and the language is only used for a specific purpose in different fields (business, trade, etc.). In this process, some words from one language are acquired at the same time that people use syntactic structures of the other language.

The formation of pidgins was characteristic in the 16th and 17th centuries when European colonial powers reached other parts of the world with their language.



Finally, when pidgins are acquired as a mother tongue by children exposed to them, these variations become creoles. Some of them have become official languages in places such as Papua New Guinea and some others are quite widespread, such as English-based Hawaiian Creole and French-based Haitian Creole.

### 6.3.1 Some Instances of Pidgins

Most pidgins and creoles are based on European languages such as: English, French, Spanish, Dutch, Portuguese, Italian or German. English-based creoles are common in Africa, Asia and the Pacific Area. They tend to share some general characteristics:

- A lack of inflection in nouns, pronouns, verbs and adjectives.
- Nouns are unmarked for number or gender.
- Verbs lack tense markers.
- There is no distinction for case in personal pronouns, they/them.
- Syntactically, the absence of clausal structures.

### 6.3.2 Some Instances of Creoles

The 2 groups of English-based creoles can be divided into:

- The Atlantic group: spoken in West Africa and the Caribbean area, it counts with examples such as Jamaican Creole, the Lesser Antilles and Eastern Caribbean varieties.
- The Pacific group which includes Hawaiian Creole English and Tok Pisin.

Image 1. Creoles



Source: CEFIRE Específic de Plurilingüisme (2018)



#### 6.3.3 Decreolisation

This phenomenon takes place when creole speakers are in prolonged contact with the standard variety, on which they mirror their oral productions. As a consequence, a continuum emerges with the standard as a model at one end and the creole at the other. This process is clearly portrayed in places such as Barbados, Cameroon, India, Nigeria and Papua New Guinea. In those situations, creoles become socially stratified in different varieties:

- Educated society: acrolects.
- Social class: basilects.
- Identity among the speakers: mesolects.

### 7. Conclusion

The wide range of techniques, tips and tricks that has been presented in this unit intends to provide educators with plenty of ideas and resources to make communication with students more effective. Besides, oral and written registers have been analysed in order to raise consciousness on their peculiarities and on how to optimise the learning process, notably by creating positive environments and by scaffolding the delivery of new concepts.

In addition, as the English language is increasingly being used in subject-based teaching, all its richness, variety and world-wide polyphonic voices have also been highlighted. The ultimate aim of these opening pages has been, therefore, to set the right conditions for improving teachers' communicative competence and the quality of language-based lessons.

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### SECRETARIA AUTONÒMICA D'EDUCACIÓ I INVESTIGACIÓ

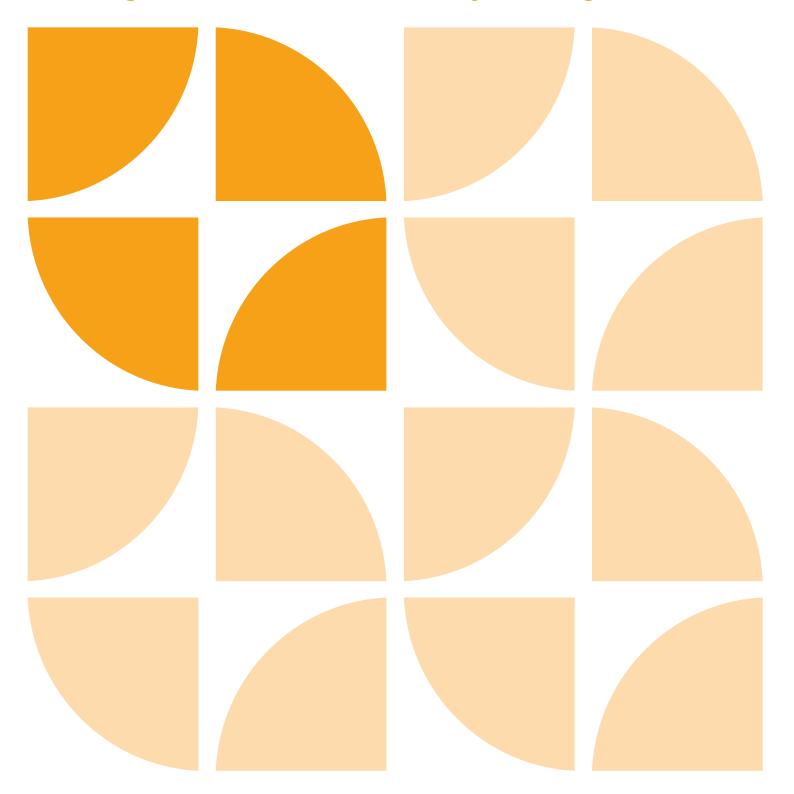
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Multilingualism in the educational system: legal framework





### **Outcomes**

- 1. Understanding the origin and characteristics of the Common European Framework of Reference.
- 2. Knowing the general organisation of the Valencian Educational System and the legal framework.
- 3. Showing the internationalisation alternatives for Valencian teachers.
- 4. Learning about the bilingual and multilingual education programmes and the school planning documents.

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### 1. Introduction

This unit aims to show the Council of Europe's interest and respect towards multilingualism. One of the most significant and influential documents has been the Common European Framework of Reference for Languages (2001), which has become a general reference for curricula, pedagogy and assessment all over the world. Its direct influence can be found in the recent educational laws in both European and non-European countries. Moreover, the multilingual and globalised features of our society face important challenges related to the balanced integration of different languages within the educational system.

Furthermore, in this social background, it is highly important to develop in our students the skills to understand the society in which they live and, at the same time, to become critical towards it. These goals can be achieved by linking our schools to Europe and the rest of the world and by sharing our interests and motivations with different countries and cultures. The intrinsic value of the internationalisation goes further if we think that interacting with different people and places promotes multiculturalism and multilingualism, among many other educational values.

### 2. The Common European Framework of Reference

# 2.1 Recommendations, contributions and orientations of the Council of Europe for the teaching and learning of languages

### 2.1.1 The Council of Europe

The European Council is an international organisation created in 1949. Any European state that accepts the rule of the law and that guarantees fundamental human rights such as the freedom of its citizens might be a member. A very important aspect to take into account is that the Council of Europe should be distinguished from the European Union, which is a different organisation. However, both of them promote European cultures and languages.

Therefore, the purpose of the Council of Europe is to defend human rights and parliamentary democracies, as well as to foster the European identity among all citizens in Europe. The Council of Europe aims:

- to foster and to facilitate the cooperation among institutions of different countries.
- to consolidate the reciprocal recognition of language qualifications.
- to help students, teachers, course designers, administrators, etc.
- to enhance multilingualism in a multicultural environment.
- to protect and develop diversity and the rich heritage that linguistic diversity means.
- to promote mutual understanding, tolerance and respect towards identities and cultural diversity by means of more effective international communication.
- to facilitate communication and mobility of European citizens, etc.



### 2.1.2 The Common European Framework of Reference

The Common European Framework of Reference (CEFR) has laid down a basis for the design of language courses, curricular orientations, tests and textbooks all across Europe. Its main goal is for European language students to have equal opportunities, regardless of their country.

It describes exhaustively what students of a particular language are supposed to learn so that they can use it and communicate. Likewise, it specifies the proper skills that they should develop to interact effectively. These recommendations focus on the fact that learning a language is not only to understand its grammar and vocabulary, but also to communicate and to know its culture.

It also defines the language competence levels that allow to measure student progress in the different education stages, which can also be applied to lifelong learning.

### 2.1.3 What is the meaning of 'multilingualism'?

In recent years, the concept of multilingualism has grown in importance in the Council of Europe's approach to language learning. The following five paragraphs have been taken from the document presented by the Strasbourg-based Modern Language Division (2001).

Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the coexistence of different languages in a given society. Multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system, by encouraging pupils to learn more than one foreign language or reducing the dominant position of English in international communication.

Beyond this, the plurilingual approach emphasises the fact that, as an individual's experience of language in its cultural contexts expands, from the language of the home to that of society. Then, the student does not keep these languages and cultures in strictly separated mental communicative compartments. There are metacognitive skills which are common to all languages.

From this perspective, the aim of language education is profoundly modified. It is no longer seen as simply to achieve mastery of one or two, or even three languages, each taken in isolation, with the 'ideal native speaker' as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place.

This implies, of course, that the languages offered in educational institutions should be diversified and students should be given the opportunity to develop a plurilingual competence. Furthermore, once it is recognised that language learning is a lifelong task, the development of a young person's motivation, skill and confidence in facing new language experience out of school comes to be of central importance.

The recent developments in the Council of Europe's language programme have been designed to produce tools to be used by all members of the language teaching profession in the promotion of plurilingualism. In particular, the European Language Portfolio (ELP) provides a format in which language learning and intercultural experiences of the most diverse kinds can be recorded and formally recognised.

The information about the ELP will be expanded in Unit 4, which tackles assessment in CLIL. Aswe have seen, the CEFR not only provides a scaling of overall language proficiency in a given language, but also a breakdown of language use and language competences which will make it easier for practitioners to specify objectives and describe achievements of the most diverse kinds in accordance with the varying needs, characteristics and resources of learners.



### 2.2 The Common Reference Levels

In practice, there appears to be a wide, though by no means universal, consensus on the number and nature of levels appropriate for the organisation of language learning and the public recognition of achievement. It seems that an outline framework of six broad levels gives an adequate coverage of the learning space relevant to European language learners.

### 2.2.1 Flexibility in a branching approach

As it is known, in 2001, the CEFR settled down the different levels for learning, teaching and assessment. We can see them in table 1 below. They are divided into three big blocks:

- The first one (basic user), divided into A1 and A2.
- The second one (independent user), divided into B1 and B2.
- The third one (proficient user), divided into C1 and C2.

The table shows the aspects that students should be able to do on the different stages of their teaching-learning process.

**Table 1.** Common Reference Levels: global scale.

Proficient user C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
Proficient user C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent user B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Independent user B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.



Basic user A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Basic user A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Modern Language Division, Strasbourg. (2001: 24).

To give you an example, below you can see a list of some skills that teachers should aim at when planning their lessons for basic users (A1 and A2).

#### For level A1:

- They can make simple purchases where pointing or other gestures can support the verbal reference.
- They can ask and tell day, time and date.
- They can use some basic greetings.
- They say 'no', 'excuse me', 'please', 'thank you' and 'sorry'.
- They can fill in uncomplicated forms with personal details, name, address, nationality and marital status.
- They can write a short and simple postcard.

#### For level A2:

- They can understand enough to be able to meet needs of a concrete type, provided that speech is clearly and slowly articulated.
- They can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided that speech is clearly and slowly articulated.

### 2.2.2 Communicative language competences

The CEFR facilitates scaled descriptors for linguistic, pragmatic and sociolinguistic competences. Grammatical forms and vocabulary, for example, are specified for every language. Teachers should take into consideration the CEFR guidelines of the different skills specified in table 2. Unlike the traditional approach done by teachers, listening and speaking should be privileged over reading and writing.



Table 2. Common Reference Levels: self-assessment grid

	LISTENING	READING	SPOKEN INTERACTION	SPOKEN PRODUCTION	WRITING
Α1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a senes of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.
В1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or jobrelated language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, wotk. travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write simple connected text on topics which are familiar or of personal interest I can write personal letters describing experiences and impressions.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.



C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can. present clear, detailed descriptions of complex subjects integrating sub- themes, developing particular points and rounding off with an appropriate conclusion.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly-flowing text in an appropnatc style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Source: Modern Language Division, Strasbourg. (2001:26).

### 3. The Education System and Languages in Contact

Languages are in contact when two or more of them share the same territory. It is a universal phenomenon as it is quite difficult to find a completely monolingual country. Besides, because of globalisation, it is increasingly frequent and it has a bigger impact.

The coexistence of two languages within the same community causes a number of phenomena, such as: interferences, borrowings, code-switch, etc. If we draw our attention to sociolinguistic aspects, this situation can be defined with concepts such as: bilingualism, diglossia or linguistic conflict. They are basic when it comes to organising the education model of a territory. Teachers should also know the sociolinguistic situation in the surrounding area.



### 3.1 The legal framework

General regulations			
Spanish Constitution (1978).	https://goo.gl/AodCfK		
Organic Law 1/2006, 10 April, Reforming Organic Law 5/1982, 1 July, of the Statute of Autonomy of the Valencian Community.	https://goo.gl/Qt8RGA		
Law of Use and Teaching of Valencian (Law 4/1983), 23 November.	https://goo.gl/NYZtHC		
Organic Law of Education 2/2006, 3 May.	https://goo.gl/hhfjxZ		
Organic law 8/2013, 9 December, modifying Organic Law 2/2006, for the Improvement of Education Quality.	https://goo.gl/wZAG9F		

Multilingualism (General regulations)		
Llei 4/2018, 21 February, of the <i>Generalitat Valenciana</i> , regulating and promoting multilingualism in the Valencian education system.	https://goo.gl/8Co8wp	
Decree 127/2012, 3 August, of the Valencian Government, regulating multilingualism in Pre-university stages in the Valencian Community (the programmes are in force, but not the decree.)	https://goo.gl/ir2FPx	
ORDER 88/2014, 9 December, of the Conselleria of Education, Culture and Sport, developing the authorisation process of the school linguistic project established by Decree 127/2012. (The programmes are in force, but not the law).	https://goo.gl/xCVtxH	

Pre-primary Education			
ROF	Decree 233/1997, 2 December, of the Valencian Government, approving the Organic and Functional Regulations for Pre-primary and Primary Education.  https://goo.gl/ab6C41		
0	Decree 37/2008, 28 March, of the Valencian Government, establishing educational contents for the first cycle of Pre-primary Education in the Valencian Community.  https://goo.gl/9j6m1W		
Currículum	Decree 38/2008, 28 March, of the Valencian Government, establishing the curriculum for the second cycle of Pre-primary Education in the Valencian Community.  https://goo.gl/o9pMwC		

Primary Education			
ROF	Decree 233/1997, 2 December, of the Valencian Government, approving the Organic and Functional Regulations for Primary Education schools in the Valencian Community.		
	https://goo.gl/ab6C41		



	Decree 108/2014, 4 July, of the Valencian Government, establishing the curriculum and developing the general regulations for Primary Education in the Valencian Community.  https://goo.gl/NKQU2q
Currículum	Decree 136/2015, 4 December, of the Valencian Government, modifying Decree 108/2014, 4 July, of the Valencian Government, establishing the curriculum and developing the general regulations for Primary Education in the Valencian Community, and Decree 87/2015, 5 June, of the Valencian Government, establishing the curriculum and developing the general regulations for Secondary Education and <i>Batxillerat</i> in the Valencian Community.  https://goo.gl/Sx7J8a
	Decree 88/2017, 7 July, of the Valencian Government, modifying Decree 108/2014, 4 July, of the Valencian Government, establishing the curriculum and developing the general regulations for Primary Education in the Valencian Community. <a href="https://goo.gl/kzVTNP">https://goo.gl/kzVTNP</a>

Obligatory Secondary Education, Batxillerat and Vocational Education and Training		
ROF	Decree 234/1997, 2 December, of the Valencian Government, approving the Organic and Functional Regulations for Secondary Education schools in the Valencian Community. <a href="https://goo.gl/CfXyks">https://goo.gl/CfXyks</a>	
Currículum	Decree 87/2015, 5 June, of the Valencian Government, establishing the curriculum and developing the general regulations for Obligatory Secondary Education and <i>Batxillerat</i> in the Valencian Community.  https://goo.gl/C2HyZo  Decree 136/2015, 4 December, of the Valencian Government, modifying Decree 108/2014, 4 July, of the Valencian Government, establishing the curriculum and developing the general regulations for Primary Education in the Valencian Community, and Decree 87/2015, 5 June, of the Valencian Government, establishing the curriculum and developing the general regulations for Secondary Education and <i>Batxillerat</i> in the Valencian Community.  https://goo.gl/JqmWjH  Decree 8/1988, 3 February, of the Valencian Government, establishing the general regulations for specific Vocational Education and Training and the guidelines for its certificates.	
	https://goo.gl/cLHVVD	

Adult Education		
Law 1/95, 20 January, of the Valencian Government, regulating Adult Education.	https://goo.gl/gjtJuK	
Decree 220/1999, 23 November, of the Valencian Government, regulating the training programmes defined by Law 1/1995, 20 January, of the Valencian Government, regulating Adult Education, and establishing the curriculum for the literacy programmes and the Adult Education programmes to acquire and update basic instruction leading to the Secondary Education Certificate in the Valencian Community.	https://goo.gl/EqTTib	
Order 14 July 2000 regulating the implementation of training programmes and the organisation and functioning of Adult Education schools.	https://goo.gl/Lz87j4	



#### Official certificates entitling language-based subject teaching

Order 17/2013, 15 April, of the Regional Ministry of Education, Investigation, Culture and Sport, regulating the official certificates entitling to teach Valencian, in Valencian and in foreign languages in Pre-university education stages in the Valencian Community.

#### https://goo.gl/ommqU7

Order 44/2016, 4 August, of the Regional Ministry of Education, Investigation, Culture and Sport modifying Order 17/2013, 15 April, of the Regional Ministry of Education, Investigation, Culture and Sport, regulating the official certificates entitling to teach Valencian, in Valencian and in foreign languages in Pre-university education stages in the Valencian Community.

### https://goo.gl/6xDiFk

Resolution 4 June 2013, of the General Directorate of Innovation, Organisation and Linguistic Policy, dictating instructions on the issuing of official certificates entitling the teaching of Valencian, in Valencian and in foreign languages in Pre-university education stages in the Valencian Community.

#### https://goo.gl/VLfC1S

Decree 61/2013, 17 May, of the Valencian Government, establishing the foreign language competence validation system in the Valencian Community and creating the Commission to validate the foreign language competence level in the Valencian Community.

### https://goo.gl/GYNV63

Order 93/2013, 11 November, of the Regional Ministry of Education, Culture and Sport, modifying the single annexe titled certificates and diplomas that entitle foreign language competence of Decree 61/2013, 17 May, of the Valencian Government, establishing the foreign language competence validation system in the Valencian Community and creating the Commission to validate the foreign language competence level in the Valencian Community.

https://goo.gl/632t7i

### 3.2 Bilingual Educational models

One of the basic premises of bilingual and multilingual education is that all students, as a whole, regardless of their geographical origin, of their habitual language and of their socio-cultural environment, must achieve the same goals by the end of obligatory studies. However, the day-to-day reality of schools, the makeup of their enrolment, their sociolinguistic circumstances and parents' attitudes and expectations diversify significantly the implementation context across our territory.

Over the last decades, great progress has been made, but the data regarding knowledge and use of Valencian suggest that there is room for improvement in terms of linguistic equity. Thus, the Consell Valencià de Cultura (the Valencian public consulting institution in cultural matters) points out that, whenever a majority and a minority language are in contact, the most effective model is full exposition to the least widespread one.

The Acadèmia Valenciana de la Llengua (Valencian Language Academy) states that, from the pedagogical perspective, the teaching and learning of Valencian and in Valencian should be completed, not replaced by Spanish, English or any other European and international language. The local language is the most positive and successful threshold towards multilingualism. Likewise, the report *Un nou model lingüístic educatiu per a l'educació plurilingüe i intercultural del sistema educatiu valencià* by the Valencian universities takes the view that, in the the academic world, there is an almost universal consensus on the fact that the minority language must be given the role of main learning language in order to make up for the existing asymmetric social bilingualism. It also points out that the model should be just one, applied and implemented gradually and with enough resources to respond to different geographical zones.



As for the introduction of the foreign language as a learning medium, it should be carried out progressively so that students can take advantage of the acquired strategies in both co-official languages.

Therefore, making sure that enough resources and efforts are awarded to the survival of the Valencian language and its coexistence in equal legal terms with Spanish becomes an exercise of social responsibility. Europe sees itself as a multilingual entity whose polyglot citizens embrace the diversity of worldwide people and places as an opportunity and not as a threat.

The Law 4/2018 (21/02/18), of the *Generalitat* (Valencian Government), has been passed with the aim of regulating the different learning languages in our education system, of ensuring student acquisition of multilingual and interlingual competences and of promoting the teaching of other languages.

### 3.3 Valencian linguistic model

### 3.3.1 Languages in the Valencian education system

The Valencian school system is multilingual and intercultural. Its learning languages are Valencian, Spanish, English and other foreign tongues.

In accordance with different pieces of legislation regulating the official administrative languages and with the so-called Language Normalisation Plan (*Pla de Normalització Lingüística*, LNP), schools are required to promote the use of Valencian. Likewise, provided it is laid down by the School Language Project (*Projecte Lingüístic de Centre*, SLP), Romani, the language of the Gypsy people, and the sign language used by Valencian deaf people could also be promoted and taught.

Schools are also supposed to take into consideration their linguistic minorities and to create, accordingly, culture exchange spaces. In addition, as special needs students have also a right to receive multilingual and intercultural education, all teaching and material adaptations have to be previewed.

### 3.3.2 Objectives of the multilingual and intercultural education programme

The law lays down one only programme, the so-called **Multilingual and Intercultural Education Programme** (MIEP, *Programa d'Educació Plurilingüe i Intercultural* in Valencian), whose objectives are the following:

- 1. To guarantee that all students in the Valencian education system acquire linguistic competence encompassing:
  - a. Speaking and writing proficiency in both official languages, functional proficiency in one or more foreign languages and enriching cultural contact with other extra-curricular languages spoken by some of the students.
  - b. Interest and curiosity about languages. Knowledge about what they are like and how they work. Procedures to observe, use and compare different classroom languages with a critical perspective.
- 2. To guarantee equal opportunities for all students in the Valencian education system and their integration within schools and society.
- 3. To guarantee the social and institutional use of Valencian within the education system.



### 3.3.3 Basic language reference levels

In order to achieve the aforementioned objectives, the MIEP will make sure that, by the time students conclude the different education stages, they have reached the CEFR speaking and writing competences that follow:

- On finishing obligatory education, at least, B1 in Valencian and Spanish and A1 in the first foreign language.
- On finishing post-obligatory pre-universitary stages, at least, B2 in Valencian and Spanish and A2 in the first foreign language.

### 3.3.4 Multilingual and Intercultural Education Programme (MIEP)

All Valencian public-funded schools will implement their Multicultural and Intercultural Education Programme. The socio-educational and socio-linguistic context will be taken into account so that the stated objectives can be achieved.

The following are the aspects that have to be considered when drafting the MIEP of a given school:

- a. The minimum amount of time devoted to either of the official languages throughout obligatory education must not be below 25% of the lessons. Beside the homonymous subject, at least, another non-linguistic core subject (*troncal* in Valencian) must be taught in either of the official languages.
- b. The amount of time devoted to teaching curricular contents in a foreign language throughout the obligatory education can oscillate between 15% and 25% of the lessons.
- c. In order to calculate these percentages, the following will be counted:
  - Lessons of the homonymous subject (Valencian or Spanish).
  - Lessons devoted to acquiring the oral communicative competence.
  - Lessons of other subjects taught in either of the official languages.

Those schools or classes that adopt the so-called Project Based Learning methodology, or any other across-the-curriculum approach, must, in any case, respect this language sharing proportion.

### 3.3.5 Language distribution across stages

Schools will implement the MIEP according to the following breakdown:

### **Second Pre-primary Education cycle**

- The methodological approach chosen to integrate English will be **language awareness** or **early incorporation**. Its classroom presence will be 10%.
- The lesson time devoted to both official languages will follow the guidelines already mentioned in 3.3.4.

### **Primary Education**

- Valencian, Spanish and English will be taught as separate language subjects from 1st grade upwards.
- The lesson time devoted to both official languages and to English will follow the guidelines already mentioned in 3.3.4.



#### **Obligatory Secondary Education and Batxillerat**

- Valencian, Spanish and English will continue to be taught as separate language subjects.
- A further (preferably Romanic) foreign language will be added as an option subject.
- The amount of lesson time devoted to Valencian, Spanish and the foreign language will follow the guidelines already mentioned in 3.3.4.
- The amount of time devoted to teaching curricular contents in a foreign language in batxillerat can oscillate between 10% and 20% of the total.

### **Special Education**

- Students attending special education schools will be taught in the language in which they are most proficient. Nevertheless, in order to train them according to their needs and capabilities, the widest possible contact with the other official and foreign languages will be guaranteed.
- Those students who attend ordinary schools with curricular accommodations will follow the School Language Project with the eventual adaptations dictated by the diagnosis.

#### **Adult Education**

- Both Valencian and Spanish will be considered modules on the levels of both cycles.
- In cycle II, English will be incorporated as a separate module.
- On both cycle II levels, either English or another foreign language determined by the School Council might be used in a non-linguistic module. English, anyway, will receive a priority treatment.
- The amount of time devoted to Valencian, Spanish and the foreign language will follow the guidelines already mentioned in 3.3.4.

#### **Vocational Education and Training**

- The amount of teaching time devoted to Valencian and Spanish will follow the guidelines already mentioned in 3.3.4. English presence in the classroom will oscillate between 10% and 25%.

### 3.3.6 Language distribution for newly arrived students and Adult Education

### Newly arrived students

Those students coming from other Spanish or foreign education systems who join Valencian schools on 1st grade or higher will have, if necessary, a curriculum accommodation.

### Adult Education

Those students enrolling in an Adult Education class who have not received formal instruction in Valencian because they attended school before the implementation of Law 4/83, which regulates the use and teaching of Valencian, or because they are newly arrived students into the Valencian education system, will have a curriculum accommodation to facilitate their access.



### 3.3.7 Promotion of Valencian and improvement of foreign language skills

All public-funded schools will be encouraged by the Valencian educational authorities to use Valencian as a learning language in 50% and English in 25% of the lessons.

### 3.4 The School Language Project (SLP)

#### 3.4.1 What is the SLP?

The SLP is the tool by which every school articulates and customises the MIEP. All public-funded Pre-university schools are required to have their own SLP, which will be one of the components of the School Education Project. When drafting it, the following aspects are to be taken into account: obligations, expectations and limitations derived from students' profile and the socio-educational context.

With the aim of avoiding student segregation, the SLP will preview for every single student the same teaching time distribution for every learning language on the same level.

### 3.4.2 Structure of the SLP

The following are its constituting elements:

- 1. A plan defining the learning languages stating:
  - a. The percentage of teaching time for every language.
  - b. The methodological approaches that will be privileged.
  - c. The moment, the sequence and approach for systematic initial literacy in all the languages.
  - d. The support education measures both inside and outside the school.
  - e. Measures for newly arrived students and for vulnerable students from deprived socio-cultural contexts or with language-acquisition difficulties.
  - f. The degree of presence of the different languages in extra-curricular activities.
  - g. Organisational measures guaranteeing:
    - Coherence and continuity of contents and methodology across levels.
    - Optimal student grouping.
    - Creation of optimal learning environments using existing or future resources, places and spaces for formal and informal contexts.
- 2. The school Language Normalisation Plan, which details the previewed measures to promote the use of Valencian, must have the following breakdown:
  - a. Administrative aspects.
  - b. School and classroom management.
  - c. Social aspects and relation with the surrounding area.
- 3. Project assessment tools that enable analysis and improvement of the project.



## 3.4.3 Drafting and approval

The SLP will be in force for four years, after which time it will have to be assessed and modified if necessary. The final version will be the result of a participative process based on pedagogical criteria. It will be presented by the school headteacher or principal to the Valencian educational authorities, who will make, if necessary, eventual modifications and approve it.

Prior to that, the school council, called social council in the case of VET schools, will have reached a consensus on the SLP, which must be approved by, at least, a qualified majority of two thirds of the votes.

Obligatory secondary schools are required to coordinate with their depending Primary Education counterparts to make sure that the MIEP has methodological coherence and continuity. As for public-funded private schools, it is up to their owner to carry out the drafting, coordination and application of this project.

## 3.4.4 Repercussion on the Annual General Plan and the Improvement Action Plan

The school Annual General Plan will have to contain all the pedagogical and organisational measures previewed by the SLP for every school year. The same goes for all the improvements and innovations derived from the SLP assessment, which will also be registered in the Improvement Action Plan.

## 3.5 Classroom didactic intervention

Valencian teachers will adapt the SLP to their lesson plans and will take the CLIL methodological approach as a reference framework. Teaching, learning and assessment procedures will be regulated by the Valencian educational authorities. Likewise, the use of adequate resources will be encouraged.

## 3.6 Foreign language skill accreditation of teachers

The minimum CEFR certificate in the corresponding language that teachers will be asked to hold to teach in Valencian, Spanish or English is C1. However, as a provisional measure until the 2026-2027 school year, those teachers holding a B2 certificate in English will also be entitled to teach content subjects in this language.

The Valencian educational authorities will regulate aspects concerning the degree of didactic competence that educators will have to achieve in order to teach in Valencian, English and other languages in Pre-university stages.

# 3.7 Implementation of the time schedule and applicable regulations in the meantime

This law will be implemented progressively according to the following time schedule:

- a. 2018-2019 school year. Pre-primary education and first teaching team of Primary Education.
- b. 2019-2020 school year. Second and third teaching teams of Primary Education and Special Education schools.
- c. 2020-2021. Obligatory Secondary Education, *Batxillerat*, Vocational Education and Training and Adult Education.

Until the complete implementation of the MIEP in all education stages, the bilingual and multilingual programmes in force will be those ones regulated by the pieces of legislation before Law 4/2018.



## 3.8 Bilingual and multilingual programmes before Law 4/2018

## 3.8.1 Primary education

The piece on legislation in force until the implementation of the new law is Decree 127/2012, which regulates two multilingual programmes:

- The Multilingual Programme of Valencian Teaching (*Programa Plurilingüe d'Ensenyament en Valencià* or PPEV) which uses Valencian as the basic learning language.
- The Multilingual Programme of Spanish Teaching (*Programa Plurilingüe d'Ensenyament en Castellà* or PPEC), which uses Spanish as the basic learning language.

Both of them are supposed to preview subjects taught in Valencian and in Spanish at every single level of this stage. Apart from the homonymous subject, at least, a further non-linguistic subject must be taught in Spanish and in Valencian. Provided it has been authorised, one subject can also be taught in English.

## 3.8.2 Obligatory Secondary Education and Batxillerat

As we have already seen, the scheduled implementation for the new law in both stages is school year 2020-2021. In the meantime, the piece of legislation in force will be Law 4/2018. Let us also remember that, according to Decree 234/1997 (article 102), those schools in predominantly Valencia-speaking areas will apply, at least, one of the following programmes:

- a. Teaching through Valencian programme (Programa d'Ensenyament en Valencià, PEV).
- b. Progressive incorporation programme (Programa d'Incorporació Progressiva, PIP).

As for schools in predominantly Spanish-speaking areas, they are authorised to apply either of the bilingual programmes as long as parents or legal tutors show their explicit willingness.

In PEV, all or most of non-linguistic subjects are taught in Valencian. In PIP, instead, it is implied that, at least, two non-linguistic subjects use Valencian as their learning language.

According to Decree 234/1997, all schools must draft and approve the so-called Linguistic Normalisation Project (Projecte de Normalització Lingüística, LNP). Those implementing a bilingual or multilingual programme must, in addition, elaborate the so-called Particular Programme Design (*Disseny Particular de Programa,* PPD). Both documents are explained in next heading.

## 3.8.3 Organisational documents for bilingual and multilingual programmes

## School Educational Project (Projecte Educatiu de Centre, SEP)

The SEP analyses the characteristics of the socio-cultural environment of the school. It answers the following questions:

- Where are we? (Context)
- Who are we? (Identity)
- What do we want? (Objectives)
- What will we do to achieve it? (Organisation and functions)



The SEP is the reference document that responds to the diversity of the personal and educational needs of the students in a plural society. In it, the different sectors of the school community must express their needs and state their priorities. This project will incorporate the criteria for teaching differentiation and will promote methodologies that value meaningful learning, collaboration and cooperation, as well as the use of resources from the environment.

Therefore, the content must be clear and must reflect the commitment of the entire school community to offer the best educational response to the social, economical and cultural diversity of its environment.

The SEP will include the basic lines and criteria that must be addressed in the medium and long term.

- a. The organisation and operation of the school.
- b. The participation in the various sectors of the school community.
- c. Decisions on the coordination with the services of the municipality, with public and private institutions, as well as the possible use of the school facilities by other entities to carry out educational, cultural, sports or other activities of social nature.
- d. The values, objectives and priorities of action, in accordance with the identity of the school.
- e. The forms of relationship and collaboration between the school and students' families.
- f. The aspects and common elements for the planning of the curricula, in which the transversal elements established by the current regulations will be included.
- g. The actions of awareness and information directed to the whole of the educational community.
- h. The adequate healthcare of students with chronic health problems during school hours.

#### Linguistic Normalisation Plan (El Pla de Normalització Lingüística, LNP)

The LNP is contained within the SEP and will include the following sections:

- a. Objectives.
- b. Actions in each of the intervention areas: administrative and social intervention, academic or pedagogical management, interrelation with the social-family context and educational interaction.
- c. Timing.
- d. Plan assessment criteria.

## The Particular Programme Design (Disseny particular del programa, PPD)

The PPD is the adaptation of a bilingual programme to the idiosyncrasy of a given school. It articulates a number of decisions concerning the use of Valencian and foreign languages as a learning medium, which will also affect other aspects regulated by the SEP. All the schools located in a predominantly Valencian speaking area must develop it. The same goes for schools willing to adopt a bilingual programme which are located in a predominantly Spanish speaking area. It must be approved by the School Council and sent to the competent educational department.



#### It must include:

- a. The way the general objectives of the Obligatory Secondary Education will be adapted to the programme and the reality of the school.
- b. Methodological approach for every language.
- c. Measures to be taken with newly arrived students.
- d. Teaching time distribution between both official languages.
- e. Teaching staff distribution across levels and stages according to linguistic certification.
- f. The Annual General Plan must include information on the degree of implementation of the PPD.

#### The School Linguistic Programme (SLP) before Law 4/2018

The schools that have adopted either of the bilingual programmes must have drafted an SLP according to the following structure:

#### 1. Context analysis

- Authorised programmes.
- Applied programmes.
- Planned actions to respond to the school linguistic reality.

#### 2. Linguistic Objectives

- List of involved teachers with language certificates and linguistic competence level.
- Teacher training plan.
- Language distribution across subjects and student differentiation.
- Human and material resources.
- Language policy for school management, classroom management and external communications.
- 3. Criteria and procedures for implementation, development, follow-up and assessment of the programme

# 4. Internationalisation and its importance in the Educational System

The internationalisation process is equally important for teachers and institutions in order to acquire new tools, improve the learning processes or simply approach the education from a different angle. Some experts studying this phenomenon have clearly demonstrated the transformative effects of the internationalisation in the institutions.

With the ideas previously commented, there are many options offered by the MECD or the Valencian Government which are a fantastic opportunity for teachers, students and institutions in order to take part in the internationalisation processes.



# 4.1 Internationalisation alternatives. MECD programmes and other programmes

#### 4.1.1 Personnel

The international activity of the Spanish Ministry of Education, Culture and Sports (MECD) deploys the following personnel abroad:

- Education Counsellors (Consejeros/as de Educación) who are the head of an education office.
- **Education Aggregates** (*Agregados/as de Educación*) who are under the authority of the counsellor and might be deployed to other cities in the same country or to neighbouring countries.
- **General Secretaries** (*Secretario/a General*) who are in charge of the economical and administrative management of the different education offices.
- **Teaching Technical Consultants** (*Asesores/as Técnicos/as Docentes*) who assist their counsellor or aggregate. Their activity takes place mainly in resource centres.
- Teachers

Counsellors, aggregates and general secretaries are appointed freely by the MECD for a five-year period. Teaching technical consultants, instead, are selected for up to five years throughout a merit-based contest which takes place roughly every year. As for teachers, the way they are selected for the different programmes is specified below.

#### 4.1.2 Centres

The MECD network of centres is divided into **education offices, schools** and **resource centres**. When the education offices are headed by an **education counsellor**, they are called *Consejerías*. This is the case in 17 countries: Andorra, Argentina, Australia, Belgium, Brazil, Bulgaria, China, France, Germany, Italy, Mexico, Morocco, Poland, Portugal, UK, USA and Switzerland.

Sometimes, in countries or cities where there is no counsellor, the education office is chaired by an **aggregate** (*Agregaduría*), who depends hierarchically on a counsellor in a neighbouring country or in the capital city. Such is the case in Canada, Colombia, Slovakia, USA (Los Angeles, Miami, New York), Hungary, Czech Republic, Romania and Russia.

Occasionally, the MECD deploys teaching technical consultants in cities where there is no counsellor or aggregate with the mission of managing a resource centre or an education office.

There are two countries (Equatorial Guinea and Turkey) where the MECD is present throughout a so-called **Programme Management** (*Dirección de programa*).

## 4.1.3 MECD programmes

The MECD has the following types of schools abroad:



**Table 3:** The MECD has the following types of schools abroad

MECD programmes	Type of students	Educational system	School levels
Schools owned by the Spanish State	Spanish and local students.	Spanish educational system.	Under-university studies.
(Argentina and Brazil).  Mixed ownership schools		Spanish educational system or the local one, provided they have an adequate proportion, in this case, of Spanish language and culture.	Under-university studies.
School groups of Spanish language and culture	Students enrolled in under- university studies. Only Spanish students living abroad.	Foreign educational systems.	After-school timetables. Extracurricular studies.
Spanish sections at schools owned by other states	Mostly local students.	Local educational system.  Double certificate in USA  and France.	Under-university studies.
European Schools	Pupils are divided according to linguistic sections.  On finishing post-obligatory secondary school, they obtain the European Baccalaureate.	Same legal status as the certificates and national leaving exams of all EU member states.	Under-university studies.
Bilingual sections in Central Europe, Eastern Europe, China and Turkey	Mostly local students in Iberoamerican countries.	Local educational system.  Double certificate.	Under-university studies.
Mostly local students in Iberoamerican countries.  Covenant schools (Centros de convenio)		Curricula of their own educational systems with these additional subjects: Spanish Literature, Geography of Spain and History of Spain, to which Spanish is added, should it not be the official language of the country.	Under-university studies.
International Spanish Academies	Mostly local students (USA and Canada).	Spanish-based CLIL curriculum.	Under-university studies.
Spanish private schools abroad	Mostly local students.	Spanish certificates.	Under-university studies.

Source: CEFIRE Específic de Plurilingüisme (2018). Schools owned by the Spanish State.



#### - Schools owned by the Spanish State

They are open to both Spanish and foreign students. The studies offered by these schools are the ones proper of the Spanish educational system, from nursery school to post-obligatory secondary school. All students must study the local language either as a mother tongue or as an extra foreign language. Besides, the teaching of some other subjects might also be in the local language.

Their staff are mainly Spanish civil servants commissioned throughout a merit-based competition that takes place annually, which entitles them with a two-year period abroad that can be renewed twice up to six years. Besides, there are also Spanish temporary teachers and locally hired teachers for the subjects taught in the local language.

A complete list of the schools is available on this link: https://goo.gl/94eyHU

#### - Mixed ownership schools

These schools are partially owned by the Spanish State along with local institutions and foundations. Their headteacher is always a Spanish civil servant. Their economical management is autonomous and they have their own organisational and working rules. The studies taught might be the ones of the Spanish educational system or the local one, provided they have an adequate proportion, in this case, of Spanish language and culture. A number of teachers is selected throughout the aforementioned merit-based contest.

There are just two schools in this category: https://goo.gl/dMz2Zg

## - School groups of Spanish language and culture

The teaching offered by these schools is addressed to students enrolled in under-university studies in foreign educational systems. Classes take place in after-school timetables and are divided into 5 levels and 10 years (from A1 to C1), equivalent to the ones described by the Common European Framework of Reference for Languages.

They are staffed by Primary school teachers who might be Spanish civil servants, commissioned through the above-mentioned merit-based contest or Spanish temporary teachers.

This is the list of existing schools of this category: <a href="https://goo.gl/Fghgqt">https://goo.gl/Fghgqt</a>

#### - Spanish sections at schools owned by other states

The Spanish sections are set up in under-university schools owned by other states. Their aim is to offer the teaching in Spanish within the educational system of the local country. Their curricula are mixed with subjects taught in the local language and in Spanish, such as Spanish language and literature and history and geography of Spain. In some sections, other subjects are also taught in Spanish. They must follow the working rules of the schools in which they are inserted and the ones agreed on in bilateral negotiations. Their studies are valid both in the local country and in the Spanish educational system through the process of validation and recognition of certificates. Nonetheless, in France and Miami Spanish certificates are also awarded.

They are staffed by both Primary and Secondary school teachers who might be Spanish civil servants, commissioned through the above-mentioned merit-based contest or Spanish interim teachers.

This is the list of the existing Spanish sections: <a href="https://goo.gl/RPa3Ss">https://goo.gl/RPa3Ss</a>

## - European Schools

The European Schools are educational centres created jointly by the Governments of the member states of the European Union which aim to offer multicultural and multilingual teaching. They cater, first and foremost,



for the children of the EU civil servants. The European Schools have the special legal status of being public schools in their respective countries. They offer nursery, Primary and Secondary school studies. Pupils are divided according to linguistic sections and, on finishing secondary school, they obtain the European Baccalaureate, which has the same legal status as the certificates and national leaving exams of all EU member states.

They are staffed by both Primary and Secondary school teachers. In the case of the Spanish language sections, they are Spanish civil servants, selected through the above-mentioned merit-based contest with the peculiarity that they can be commissioned for up to nine years. There are also interim teachers directly hired by the European Schools with no intervention of the Spanish authorities.

This is the list of the existing European Schools: https://goo.gl/BprqR9

## - Bilingual sections in Central Europe, Eastern Europe, China and Turkey

Bilingual sections are a cooperation programme between the MECD and the participant countries, through which Secondary schools, and Primary in the case of Russia and China, teach bilingual curricula in their own languages and in Spanish. The programme aims to contribute to the diffusion of the Spanish language and culture and to improve the quality of their teaching. It also intends to foster the cultural and educational collaboration with the participant countries and to provide Secondary Spanish students with training and developing opportunities.

However, teachers for the bilingual sections are selected in a different contest which is open to everybody who fits the diploma and experience requirements, regardless of their being or not civil servants. This is the list of existing bilingual sections: <a href="https://goo.gl/3PkF3M">https://goo.gl/3PkF3M</a>

Let us now focus on some types of schools whose teachers are hired locally by the managing authority or institution.

#### Covenant schools (Centros de convenio)

The MECD is currently honouring collaboration covenants with institutions and foundations that run underuniversity schools in different Ibero-American countries. These schools enrich the curricula of their own educational systems with these additional subjects: Spanish Literature, Geography of Spain and History of Spain, to which Spanish is added, should it not be the official language of the country.

Apart from the certificates of their local educational system, if students pass the corresponding exams, they are awarded by the MECD the ESO and *Bachillerato* certificates (with no mention of modality in the latter).

This is the list of the schools of this category: https://goo.gl/f77EFe

## - International Spanish Academies

The International Spanish Academies (ISAs) teach non-universitary stages (Pre-K, Elementary, Middle and High School). They must be widely recognised prestigious schools and all their students (or part of them) must follow a Spanish-based CLIL curriculum. A cooperation agreement is signed with the MECD. The programme falls within the framework of activities between the education office in USA and Canada and the North American educational authorities.

This is the list of ISAs: https://goo.gl/6RtXuc

#### - Spanish private schools abroad

They are privately owned and run schools. They are monitored by the MECD as their students receive Spanish certificates.



This is the list of this category of schools: https://goo.gl/9Sq9HA

As for **resource centres**, they are attached to an education office and staffed mainly by teaching technical consultants. They are open to the different sectors of the educational community and they have the following functions:

- Make available to teachers and educational policy makers books and didactic materials, both printed and audiovisual.
- Establish a loan system that allows educational institutions to use these bibliographic and audiovisual funds
- Maintain a permanent exhibition of books and other materials that may be visited by the different educational institutions.
- Organise workshops, seminars and working groups on topics related to teaching of Spanish in all its aspects.

## 4.1.4 Other programmes

Besides the ones run by the MECD, there are two other programmes which should be pointed out.

## - Visiting teachers to USA, Canada and UK

Thanks to this programme it is possible for teachers to work for some years in any of these countries. It comprises all educational stages from Nursery School to post-Obligatory Secondary school.

The programme is open to Spanish citizens, whether they are just graduates or education civil servants. The latter will be transferred under a special-services commission.

The selection is carried out throughout a merit-based contest and in a final interview. A CEFR certification is compulsory and, depending on the country, state or province, there are other eligibility requirements.

## - Language Assistants

This programme comprises a set of grants for Spanish graduates or students in the leaving year of their degree. Candidates can be assigned as Language Assistants to any of these countries: Australia, Austria, Belgium, Canada, France, Ireland, Italy, Germany, Malta, Norway, New Zealand, Russia, UK, USA or Sweden.

## 4.2 Erasmus+

The Erasmus+ Programme is based on the achievements of 30 years of programmes developed by the European Commission since 2007:

- Lifelong learning Programme.
- Youth in action Programme.
- Erasmus Mundus.
- Tempus.
- Alfa.
- Educalink.
- Grundtvig



These programmes have supported many actions in: Higher Education, lifelong learning, different professional profiles, school education, Adult Education and the youth.

Erasmus+ goes further in order to enrich the education for the youth. At the same time, the project removes frontiers between different actions and programmes, promoting new ideas or attracting new resources from the labour world, society and creating new ways for an effective international cooperation.

## 4.2.1 Key Action 1. Learning mobility of individuals

The aim of this action is to promote learning experiences through the mobility of students, young people, volunteers and teachers from different levels as well as educational institutions or organisations across Europe.

All of the people related to educational institutions or organisations will receive the support of the Erasmus+ programmes in order to take up projects which promote mobility. These projects will be developed in three different parts:

- **Preparation:** all the institutions taking part in the project should choose the participants, to reach agreements with partners or to plan the proper linguistic and intercultural skills before visiting a foreign country.
- The execution of the activities.
- Development of the project: the institutions should plan different moments in which they assess the
  project in order to diagnose strengths and weaknesses in each part of the project. The main aim of
  this assessment is to redefine or to establish new goals, depending on the necessities of each moment
  in the project.

## 4.2.2 Key Action 2. Cooperation for innovation and the exchange of good practices

All the actions supported by this Key Action should promote positive aspects in the organisations participating in the programme. The main goal of this action is to develop or to transfer innovative practices at different levels: local, regional, national or European. At the same time, this European action looks for modern, dynamic, compromised contexts, prepared to integrate good practices and new methods in their activities.

## 4.2.3 Key Action 3. Support for policy reform

This action offers grants for initiatives which help with innovation policies, policies which promote dialogue or the exchange of knowledge in the education, training or youth fields. Furthermore, it provides support to European NGOs and EU-wide networks, active in the fields of youth.

4.3 Other possibilities. "eTwinning". "Estancias profesionales para docentes. MECD." "Estades a l'estranger per a docents. Conselleria d'educació, investigació, cultura i esport."

## 4.3.1 eTwinning

The eTwinning project is part of the Erasmus+ initiative with the clear aim of promoting the contact, the exchange of ideas and cooperative work between teachers and students of the countries participating in eTwinning through ICTs.



All the eTwinning actions are coordinated through different Support Services in Europe:

- Central Support Service in Brussels.
- National Support Services per country.

In Spain, the National Support Service is located at the "Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado" of the Ministry of Education, Culture and Sports. Each autonomous community has an eTwinning representative.

In this project, 35 Member States of the European Union participate. With these countries, in March 2013, the platform was amplified by including different neighbouring countries. These countries are known as eTwinning Plus and they are: Armenia, Azerbaijan, Georgia, Moldova, Ukraine and Tunisia.

## 4.3.2 "Professional Internships for teachers." Ministry of Education, Culture and Sport MECD.

This programme, based on job shadowing, is developed by the MECD in different countries. Schools participating in the project host Spanish teachers for two weeks, in which they search and observe the characteristics of other foreign educational systems.

In this programme, permanent teachers of the Spanish educational system can apply for this internship. You need to have a B2 level of the official language in the following countries: Germany, Austria, Belgium, Denmark, Finland, France, Italy, Norway, Netherlands, Portugal, UK, Ireland, Sweden and Switzerland. Besides, with a B2 English level, you could go to Denmark, Finland, Norway, Netherlands and Sweden.

# 4.3.3 "Professional Internships for teachers - Conselleria d'Educació, Investigació, Cultura i Esport."

The main goal of this programme is to make plurilingualism in schools depending on the Valencian Government possible. As for option 1, this programme offers a one-week course (8 days and 7 nights) in different regions: Castilla La Mancha, Andalusia, Catalonia and the Valencian Community.

Regarding option 2, teachers are offered four-week courses in the United Kingdom and Ireland during the summer period.

In order to apply for these vacancies, teachers must belong to any public schools and to demonstrate, at least, a B1 level of English.

## 5. Conclusion

As we have seen, the Common European Framework of Reference has been presented in this unit. Especially its emphasis on plurilingualism in the education system has been highlighted. In addition, we have also remarked the importance of the legal framework to implement plurilingual programmes at school level.

Besides, all Valencian teachers (or would-be Valencian teachers) have been informed that they have at their disposal a wide range of opportunities to improve their professional competence and linguistic skills. Some of them require a significant commitment in terms of time and effort as participants might spend up to nine years living and working abroad. Nevertheless, getting involved in such an adventure is self-rewarding. Besides, there are shorter programmes less demanding time-wise, but equally enriching, professionally and linguistically.



Moreover, apart from the individual experiences, school-based projects should also be pointed out. Being part of a working team in an Erasmus+ or eTwinning project is bound to improve our students learning life and the way classes are taught in our schools.

When the experience comes to an end, the teacher will return home more polyglot and more competent, and the school will take its quality to another level and become more gifted to decipher the multicultural and multilingual context that is becoming more and more the default mode in our societies.

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## SECRETARIA AUTONÒMICA D'EDUCACIÓ I INVESTIGACIÓ

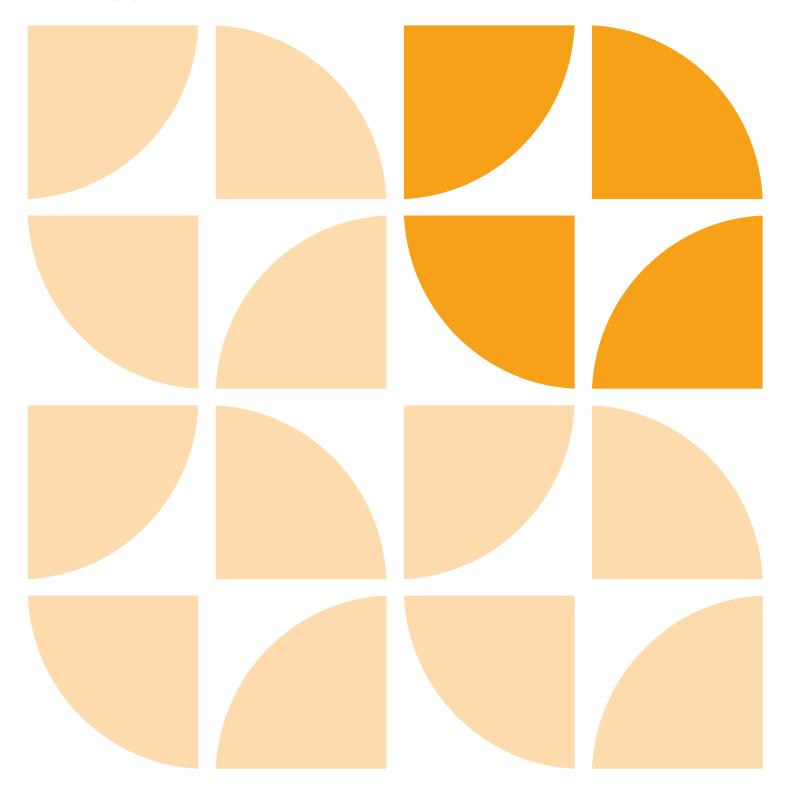
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# Theories about Language Acquisition and CLIL Approach





## **Outcomes**

- 1. Learning about the methodology used in second language acquisition.
- 2. Knowing the basics of learning first and second languages.
- 3. Learning about integration of language, content and learning skills.
- 4. Designing a lesson plan from a CLIL perspective.

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## 1. Introduction

We are living in a multilingual and multicultural society. It is decisive to highlight the importance of learning second languages. In Unit 2, the legal framework for implementing multilingual programmes has been analysed. In Unit 3, you will be informed about different theories and methodologies to bring it all to the classroom.

Throughout history, different academic approaches have established the building blocks of language acquisition theory. Most of them have made important contributions to the Content and Language Integrated Learning approach (CLIL for short), which, over time, has become one of the main tools to enhance multilingualism.

All in all, in order to design CLIL lesson plans, the increasing number of teachers that are using English as a medium of instruction should be familiar with the different theories, tips and tricks that will be suggested in this unit.

## 2. Second Language Acquisition Theories

There has been plenty of research on how exactly learners acquire a new language. Teachers should be aware of how the teaching-learning process takes place and be familiar with different methodologies before designing a lesson plan. This unit will, therefore, present some of the most outstanding theories on language, developed over the last decades by linguists, scholars and philosophers. Language acquisition should, indeed, be seen under different perspectives.

Linguistics studies elements such as grammar, vocabulary, socio-psychological aspects and the relationship between languages. Among the most important approaches in history, we could highlight the following ones:

- The **traditional approach**, also known as the old grammar-translation method, based on grammar and morphology. Its main unit of reference is the sentence.
- The **structuralist approach** appeared in the mid-20th century, inspired by the behaviourist school of psychology. It originated during World War II when the US army had to study other languages in order to communicate with people from different countries. This method is characterised by the emphasis on structures which are easy to repeat and memorise. Behaviourists take the view that children learn languages through imitation and positive-negative reinforcement.
- One of the most representative figures of the cognitive approach is Noam Chomsky. Contrary to what behaviourism states, this school theorises that all humans, regardless of their sociocultural differences, share the same underlying linguistic structure. The ability to acquire the language is a biologically innate capacity.
- The **interactionist view**, with authors such as Meissel and Long, goes further. They believe that children learn languages through interaction with the people who surround them, such as their family, friends and teachers.

Translating this theoretical framework into the teaching practice, we need to take into account that students will learn the language in a non-natural context. As the foreign language might not be spoken naturally where we live, we should create a positive atmosphere where students will feel comfortable to participate and practise it as much as possible.

The acquisition of a second language is an excellent asset for the cognitive process. In addition, there are some specific factors that affect it and can be analysed according to the following categories: age, attitude, ability and personality.



## 3. Theories supporting the CLIL Approach

## 3.1 Bloom's Taxonomy

In his taxonomy, Benjamin Bloom (1956) distinguished between lower and higher thinking skills. Starting from the simplest onwards, they are knowledge, comprehension, application, analysis, synthesis and evaluation. In 2001, a former student of his, Lorin Anderson, updated this classification using verbs rather than nouns to label the levels and swapping the order of the last two.

Table 1. Bloom's Revised Taxonomy

	creating	making, designing, constructing, planning, producing, inventing
higher order thinking skills	evaluating	checking, hypothesising, experimenting, judging, testing, monitoring
	analysing	comparing, organising, outlining, finding, structuring, integrating
	applying	implementing, carrying out, using
lower order thinking skills	understanding	comparing, explaining, classifying, exemplifying, summarizing
	remembering	recognising, listing, describing, identifying, retrieving, naming, finding, defining

Source: Self-elaboration. CEFIRE Específic de Plurilingüisme (2018) based on Lorin Anderson (2001).

The above-mentioned verbs describe most of the activities, actions and processes that take place in the classroom. These levels have undoubtedly an intuitive appeal to many teachers, as this classification might be useful to guide the way lessons are planned, starting from the most simple processes and ending up embarking on the most challenging ones.

## 3.2 Marzano's Taxonomy of skills in Education

Marzano, R. J. (2000) proposed a different skill classification moving from the most straight-forward to the most complex ones. He distinguished three systems: the self, the metacognitive and the cognitive systems.

The self system includes learners' attitudes, beliefs and feelings and how they determine their motivation. The metacognitive system relates to learning to learn: it helps the learner to set goals, make decisions and monitor which information is necessary and which cognitive processes are the best for the task in hand. Finally, the cognitive system presents mental skills with an ascending scale that resembles the lower and higher thinking orders devised by Bloom.



Table 2. Marzano's cognitive system

Knowledge retrieval	Comprehension	Analysis	Knowledge use
<b>Recalling:</b> information, facts, sequences and processes.	<b>Synthesis:</b> identifying what is important to remember. <b>Representation:</b> putting the information into categories.	Matching Classifying Error analysis Generalising Specifying	Decision making Problem solving Experimental inquiry Investigation

Source: Self-elaboration. CEFIRE Específic de Plurilingüisme (2018) based on R. J. Marzano (2000).

## 3.3 Learning styles and Gardner's multiple intelligences

Howard Gardner (1983) proposed the theory of multiple intelligences. Rather than a single block, different abilities are differentiated. Even if we all tend to be better in a particular aspect, he opposed the idea that students are labelled with just one of them. What matters is understanding which of the student's intelligences is the strongest in order to figure out what activities are advisable. The table below presents some of them and details the different ways that different intelligences have to decipher our world.

Table 3. Intelligences and learning styles

Intelligences	Characteristics	Classroom activities
Verbal intelligence	It involves knowledge through language: reading, writing, listening and speaking. It also involves verbal nuances such as idioms, plays on words and humour.	Word games, poetry and story-telling.
Logical-mathematical intelligence	This intelligence endeavours to understand the world by decoding recurrent patterns in terms of numbers and logical relationships.	Experiments, cosmic questions, puzzles and other problems.
Spatial intelligence	This is the intelligence that interprets what meets the eye: shapes, images, designs and textures.	Drawings, paintings, designs, patterns, clay-modelling, arts and crafts.
Kinaesthetic intelligence	It is the one at work when we speak of learning by doing, by moving our body and using our stamina.	Physical movement, dancing, roleplaying, making and inventing things.
Musical intelligence	Sound, vibration, beats and rhythm are the focus of this kind of intelligence.	Music and rhythmic patterns. Very sensitive to sounds in the environment.
Naturalist intelligence	It is our capability to admire and analyse the fauna, flora and phenomena of the natural world around us.	Outdoor activities, animals, plants, and almost any natural objects.



Interpersonal intelligence	It deals with social skills, our capacity to relate to our peers and for teamwork.	Team activities of all kinds.
Intrapersonal intelligence	It is the introspective intelligence. It is the one that deals with our capability of self-awareness: feelings, emotions, values and beliefs.	Individual work.

Source: Self-elaboration. CEFIRE Específic de Plurilingüisme (2018) based on Howard Gardner (1983).

## 3.4 Bloom's Taxonomy and Gardner's multiple intelligences matrix

As we have seen, Bloom divided the learning process into six different categories (grouped into higher and lower order thinking skills). When planning a lesson plan, teachers should bear in mind which ones are put at work.

By combining Bloom's and Gardner's theories, educators are provided with a wide spectrum of categories that enables them to customise and differentiate their lesson plan for the diversity of their students. Depending on their characteristics, some of them will be more performant and creative in some intellectual areas and struggle with their weaker ones. The table below intends to suggest some of the activities that can be proposed taking into account both the intelligence type and the thinking order.

**Table 4.** Multiple intelligences and Bloom's Taxonomy matrix

	knowing	understanding	applying	analysing	evaluating	creating
verbal	- Make a topic glossary  - Complete a facts quiz  - Make a word list  - Fill in missing words  - Match, list, locate, write, define, recall and label facts	- Retell or surmise - Find examples - Compare simple texts - Make up a facts quiz - Use in a sentence - Sort into categories - Summarise, - Describe	- Write using this style - Write a letter - Word games/puzzles - Write headlines - Write newspaper articles - Research facts - Report writing	- Identify main arguments  - Analyse plot/setting  - Analyse language  - Debate  - Identify significant events  - Identify bias	- Identify most/best and why/strongest argument - Rank texts/events - Suggest changes - Conclusions	- Plan/write scripts - Plan/write a story or a poem - Create a word game - Plan a research project - Compose an exam question/ essay - Title
logical-mathematical	- List dates - Write/number facts - List attributes - Describe a process - What makes X happen?	- Sort into correct order  - Predict cause/ effect  - Calculate/ estimate/weigh  - Devise number problems  - Make up quiz questions  - Explain results	- Conduct an experiment - Logic/maths/puzzle games - Follow a recipe - Show on a timeline - Find statistics about Make/interpret a graph	- Identify patterns - Interpret the results - Use matrix to compare - Identify key features - Make a budget - Make a concept map - Hypothesise and test - What if?	- Identify problems - Identify errors in logic - Evaluate research validity - Rank (the most to the least) - Select the best	- Plan/make a computer programme/ website - Create logic/ maths games - Plan and carry out data collection and display - Create a new classification scheme - Build a new machine



spatial	- Draw what you know - Show X on a map - Complete a visual quiz - Pictionary - Describe how something looks	- Illustrate/draw an example  - Visually summarise  - Compare two images  - Draw a diagram  - Multiple choice quiz	<ul> <li>Mind mapping</li> <li>Make a flow-chart</li> <li>Make a poster/brochure</li> <li>Draw cartoons</li> <li>Make slides</li> </ul>	- Mind mapping - Identify key features from an image  - Make a matrix for comparisons  - Develop a rubric	- Rank artwork/ images/designs  - Recommend changes  - Critically evaluate website/artwork/ image  - Which is best and why?	- Plan/present a slideshow - Plan/create artwork around a theme - Plan/design sets/ costumes/props/ fashions
kinaesthetic	- Describe how to perform a skill  - Describe how to make a  - Move or act like a  - Cut and paste examples  - Make one with plasticine  - Use hands to show a number	- Make a model to show - Mime/use your body to show	- Practise skills in games  - Play charades  - Make something from instructions  - Form an equation using students	- Develop a rubric to assess a performance/skills  - Use matrix to compare performances	- Evaluate a performance - Evaluate a roleplay	- Plan and perform a scene/roleplay  - Create a new sport  - Plan and make puppets
musical	- Make these sounds - Sing learned song - Play learned music - Music facts quiz	- Compare two songs/sounds  - List good/bad features of a song/sounds  - Name the song  - Associate this song/sound with	- Choose appropriate sound effects  - Musical performance  - Put learned facts into a song/a rap/a poem	- Analyse musical effects  - Use matrix to compare singers music	- Critically review music  - Critically review the use of music in media  - Recommend changes	- Plan/perform a rap/song/jingle/ poem - Rewrite lyrics of a song/jingle/rap for another purpose
naturalist	- Record and talk - Find photos - Categorise - Classify	- Take photos - Describe - Research	- Use magnifying glass/periscope - Design and make	- Group - Select	- Debate - Create	- Present mineral collections  - Present slideshows on nature  - Act as a guide in a local natural park
interpersonal	- Work together to list	- Describe this person - Act as this character - Compare two characters - List good/bad features of a character	- Teach someone  - Discuss social skills  - Work with others  - Interview someone  - Conduct surveys	- Explain/defend a person  - Do character analysis  - Identify social solutions  - Explain why people	- Critically review as a group  - Negotiate to decide on a solution  - Debate as a group  - Peer assessment	- Plan an investigation - Plan and conduct a peer assessment - Set targets for a peer
intrapersonal	- Describe yourself  - List your experiences  - Describe what you know	- Explain your views/opinions/ feelings/reactions - Explain what you have learned and how	- Make a personal timeline  - Set personal goals  - Keep a learning log  - Self-reflect	- Analyse personal strengths - Make a self-mind map - When would you do this?	- How do you learn best?  - Evaluate yourself  - Which character is most like you and why?  - Which of these applies to you and why?	- Plan ways to achieve your goals

Source: Self-elaboration. CEFIRE Específic de Plurilingüisme (2018) adapted from Pohl, M. (2000) and Anthony Steed (2012).



## 3.5 Lev Vygotsky's Scaffolding theory

Scaffolding instruction as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the *zone of proximal development* (from now on, ZPD) defined by Raymond (2000) such as:

The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance (p.176).

The scaffolding teaching strategy provides individualized support based on the learner's ZPD (Chang, Sung, & Chen, 2002). In scaffolding instruction, a more knowledgeable other provides scaffolds or supports to facilitate the learner's development. The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone (Olson & Pratt, 2000). The more capable other provides the scaffolds so that the learner can accomplish (with assistance) the tasks that he or she could otherwise not complete, thus helping the learner through the ZPD (Bransford, Brown, & Cocking, 2000).

Vygotsky's theory explains that the role of teachers and others (such as family members, a more competent partner...) is supporting the student development and providing scaffolding to get to that next stage or level that they are not ready to achieve on their own yet.

In the educational setting, scaffolds may include models, cues, prompts, hints, partial solutions, think-aloud modeling and direct instruction (Hartman, 2002). In *Teaching Children and Adolescents/teenager with Special Needs*, Olson, J. & Platt, J. (2000) provided an example of a procedural facilitator (hint, cue-card, partially completed example).

One of the primary benefits of scaffolding instruction is that it engages learners, who do not passively listen to the information presented by the teacher. They, instead, build on previous knowledge and move on to a new one through teacher prompting. The differentiation, potentiality of scaffolding, is both its strength and its weakness. It can fit different types of levels and learning styles, but it might be extremely time-consuming.

## 3.6 Bruner's Scaffolding

Jerome Bruner (1976) developed Vygotsky's theoretical model. He coined two terms: **routines** and **scaffolding.** The former are repetitive and highly predictable interactions, which take place between young learners and the adults around them. A good example of them is story-telling. The latter, instead, refers to the prompts given by educators to children. In due time, as higher levels are reached, like in a building site, scaffolding will become unnecessary and will be *dismantled*.

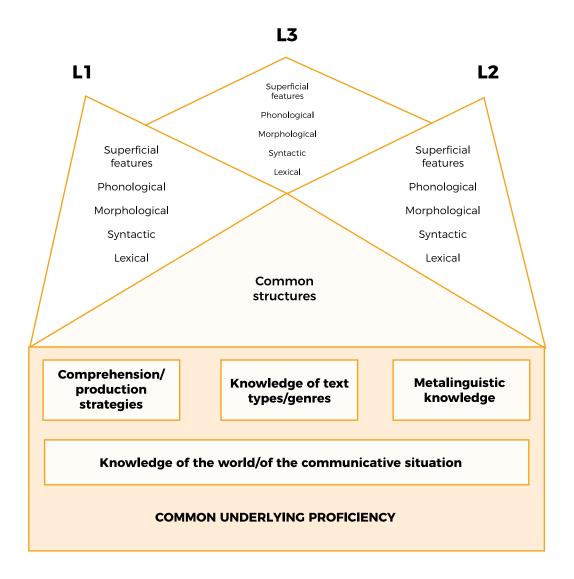
## 3.7 Jim Cummins' Common Underlying Proficiency Level (CUP)

Cummins' Common Underlying Proficiency theory (from now on, CUP) analyses the reasons why it is easier to learn additional languages. He explained that, when children are learning their mother tongue, they are also acquiring some skills and implicit metalinguistic knowledge that can be drawn upon when learning an L2.

According to him, CUP provides the base for the development of both languages, L1 and L2. This is to say, L1 has beneficial effects on the second language, and the other way around. Furthermore, students should be encouraged to continue their native language development. Besides, it is necessary, when learning a second language, to highlight some aspects which are relevant for the learning process, such as personal confidence, children's age, quantity of language exposure, quality of language exposure, cognitive abilities, L1 literacy, personality and motivation.



Image 1. Common Underlying Proficiency



Source: Self-elaboration. CEFIRE Específic de Plurilingüisme (2018) based on Cummins, Jim (1979).

## 3.8 The theory of Stephen Krashen

Stephen Krashen (1987) is an expert in the field of linguistics who has specialised in language acquisition and development. His contribution has been grouped into five hypotheses:

## - The Acquisition-Learning distinction

According to Krashen, there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. On the one hand, the first one is the product of a subconscious process, very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language in which speakers are concentrated not in the form of their utterances, but in the communicative act. On the other hand, the 'learned system' is the product of formal instruction and it comprises a conscious process, which results in conscious knowledge 'about' the language, of grammar rules, for example. In his view, 'learning' is less important than 'acquisition'.



#### The Monitor hypothesis

Once he has established the relationship between acquisition and learning, he defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. He explains that the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that second language learners have sufficient time at their disposal, that they focus on form or think about correctness and that they know the rule.

#### - The Natural Order hypothesis

It is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a predictable 'natural order'. For a given language, some grammatical structures tend to be acquired earlier than others. This order seemed to be independent of the learners' age, L1 background and conditions of exposure.

## - The Input hypothesis

The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to it, learners improve and progress along the 'natural order' when they receive second language 'input' that is one step beyond their current stage of linguistic competence.

#### - The Affective Filter hypothesis

According to Krashen, a number of 'affective variables' play a facilitative, but non-causal role in second language acquisition. They include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image and a low level of anxiety are better equipped for success in second language acquisition.

## 4. CLIL Approach

## 4.1 What Is CLIL?

Different terms have been coined to translate the Content and Language Integrated approach (CLIL). In French, EMILE is used (*Enseignement d'une matière intégré à une langue étrangère*). The Spanish version (AICLE) stands for *Aprendizaje Integrado de Contenido y Lenguas Extranjeras*. In our linguistic domain, TILC has been proposed (*Tractament Integrat de Llengües i Continguts*).

Put in a nutshell, this is its definition: "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels." (Maljers, Marsh, Wolff, Genesee, Frigols-Martín, Mehisto, 2010).

Therefore, CLIL is an umbrella term that embraces different programmes where an additional language is used to teach non-linguistic content. The CLIL approach will take a different shape depending on factors such as the education system, education stage or the wider socio-linguistic environment in which it is embedded.

According to David Marsh, his first theoretician, there is no single blueprint for CLIL. Its essence is in integration. The dual focus of having to reach both language and content outcomes is bound to transform the conventional teaching practice. Researchers are now even talking of a triple focus by adding to language and content another factor, students' thinking skills. (Coyle, Hood, Marsh, 2010).



## 4.2 CLIL core features

Many of the core features of CLIL are not specific to CLIL, but are part and parcel of basic good practice in education. Even so, all need to be taken into account during lesson planning and lesson delivery. It is precisely the integration of many of these techniques into an average lesson, and all these features into one's teaching repertoire, which can turn out to be a challenge for teachers. The following table lists them all.

CLIL core features

Table 5. CLIL core features

#### \_\_\_\_

#### **Multiple focus**

- Supporting language learning in content classes.
- Supporting content learning in language classes.
- Integrating several subjects.
- Organising learning through cross-curricular topics.
- Themes and projects.
- Supporting reflection on the learning process (cognition).

#### Safe and enriching learning environment

- Using routine activities and discourse.
- Displaying language and content throughout the classroom.
- Building student confidence to experiment with language and content.
- Using classroom learning centres (such as the maths corner, the science corner...).
- Guiding access to authentic learning materials and environments.
- Increasing student language awareness.

#### **Authenticity**

- Letting the students ask for language help.
- They need to maximise the accommodation of student interests (e.g. in the selection of the topics, tasks...).
- Making a regular connection between learning and the students' lives (e.g. personalising the tasks).
- Connecting with other speakers of the CLIL language (e.g. participating, Project Based Learning).
- Using current materials from the media and other sources (coins, dices, online games, etc.).

#### **Active learning**

- Students communicating more than the teacher (verbalisation of procedures).
- Students help set content, language and learning skills outcomes.
- Students evaluate progress in achieving learning outcomes.
- Favouring peer co-operative work (pair work, group work, whole class).
- Negotiating the meaning of language and content with students.
- Teachers acting as facilitators.

#### Scaffolding

- Building on a student's existing knowledge, skills, attitudes, interests and experience.
- Repackaging information in user-friendly ways (use of graphics, manipulatives, etc).
- Responding to different learning styles (visual, kinaesthetic, verbal...).
- Fostering creative and critical thinking (e.g. in problem solving).
- Challenging students to take another step forward and not just to remain in the comfort zone (e.g. thinking of a different way of solving a problem).

## Co-operation

- Planning courses/lessons/themes in co-operation with CLIL and non-CLIL teachers (e.g. through a Project Based Learning approach).
- Involving parents in learning about CLIL and how to support students (e.g. with meaningful homework).
- Involving the local community, authorities and employers (e.g. with a project studying geometry in public).

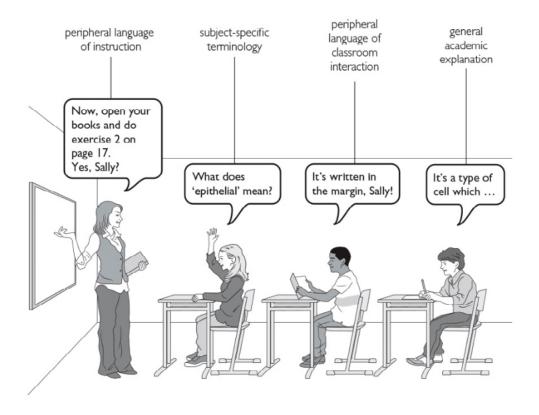


## 4.3 Language levels in CLIL

As we have already seen, CLIL is a term that encompasses different teaching approaches. Three dimensions should be differentiated: conceptual content, procedural choices and the language level derived from the discourse context. The 'mixing desk' metaphor illustrates the way these are combined. When proposing a task, CLIL teachers can adapt it to the characteristics of their class. Moreover, it is of utter importance to contrast the different language levels. These are the following ones:

- The **subject-specific language** refers to the obligatory contents of the syllabus. When planning CLIL, we should highlight the key vocabulary. For example, mind-maps, posters and other resources are perfect in order to provide scaffolding or to visualise the main concepts.
- **General academic language** has to do with thinking processes and skills such as inferring, manipulating, communicating, attributing, comparing, contrasting, grouping and analysing.
- **Peripheral language** includes words and expressions which are used to organise and carry out classroom routines, for instance assigning roles, giving instructions or organising tasks. Sometimes, there might be some overlapping with general academic language.

Image 2. CLIL language levels

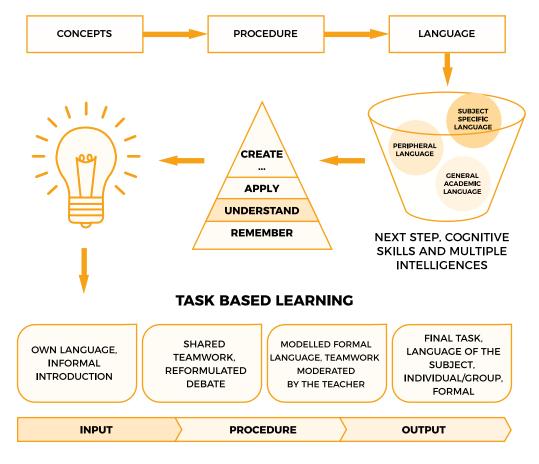


Source: Ball, P., Kelly, K., Clegg. J. (2015: 129).

The following infographic visualises the 'exploratory talk' theory (Barnes, Mercer & Hodgkinson, 2008) that puts into context the CLIL dimensions and language levels that have just been described.



Image 3. CLIL dimensions and language levels



Source: CEFIRE Específic de Plurilingüisme (2018).

Alternatively, P. Gibbons (2002) provides us with a complementary language articulation. Three stages of language production are distinguished. Their main features can be consulted in the table below.

Table 4. From private to public talk

Input process (private talk)	Own language/Informal language, warm-up activities with flashcards, board games, total Physical Response activities, etc. The goal is to introduce the main key concepts in a ludic way. Students use informal language and their own language.
<b>Procedure</b> (semi-public talk)	Students work cooperatively. They interact using the main concepts, previously introduced debating, giving opinions or reaching agreements in different activities. In this point, they start to pass from the private language to semi-public task. In other words, they use informal structures and, at the same time, they use the formal language linked to the subject.  The second step is to work cooperatively through different tasks with the continuous
	feedback of the teacher. Students carry on using the "semi-public" talk helped by the teacher, who models their speech.
<b>Output</b> (public talk)	A final task should be planned in the output phase, in which students use all the key structures of the subject and create a new product, either speaking or writing.

Source: Self-elaboration. CEFIRE específic de Plurilingüisme (2018) from Putting CLIL into practice.



## 4.4 The four Cs and their curricular specification

In CLIL, the primary focus is on the substance (content) as opposed to the form. In order to acquire new knowledge and skills, people usually need not only access to new information, but also to connect that information to their own existing knowledge, skills and attitudes. Moreover, as meaning-making is both a personal and a social process (culture or community), new knowledge and skills develop through personal as well as co-operative reflection/analysis (cognition) and through a communicative process (communication).

The 4Cs Framework integrates four contextualised building blocks: content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship). Then, it takes into account the integration of content learning and language learning within a specific context and acknowledges the relationship that links these elements (Coyle, Hood, & Marsh, 2010).

#### - Content:

It refers to the progression towards new knowledge, skills and understanding. It does not have to be part of a concrete curriculum discipline such as maths. It can be drawn from alternative approaches to a curriculum involving cross-curricular and integrated studies.

To give an example, we could think of a game in which students have to go shopping to a supermarket and have to use coins. They are expected to carry out different activities: solving addition and subtraction problems, choosing healthy food, considering the price, etc.

#### - Communication:

It refers to interaction using language and learning. Learners are encouraged to use the target language, both speaking and writing, and to take part in meaningful interactions. It is the case, for instance, when students verbalise the steps that they have followed to solve a problem.

#### - Cognition:

It involves engaging in High Order Thinking (HOT) processes, such as the ones we have already seen in Bloom's taxonomy. Learners are encouraged to construct their own understanding and to solve challenges by exploring, for example, different answers and procedures.

#### - Culture/community:

CLIL offers a rich potential for developing notions of multicultural citizenship and global understanding but these need to be planned and transparent (Commission of the European Communities, 2008).

## 5. Conclusion

The most outstanding theories on which Content and Language Integrated Learning (CLIL) is based have been presented in this unit. Special attention has also been paid to the CLIL core features, the so-called four Cs framework and, last but not least, different tools, frameworks and models that might be useful when planning the contents, language, activities and materials that are necessary for CLIL teaching.

Therefore, the basic principles for lesson planning have been argued. Different kinds of learning styles, stages and scaffolding techniques have been considered. All of them should be taken into account by educators who are going to teach a non-linguistic area in English, as they will require not only to be fluent in the foreign language, but also resourceful in methodology and teaching techniques.



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## SECRETARIA AUTONÒMICA D'EDUCACIÓ I INVESTIGACIÓ

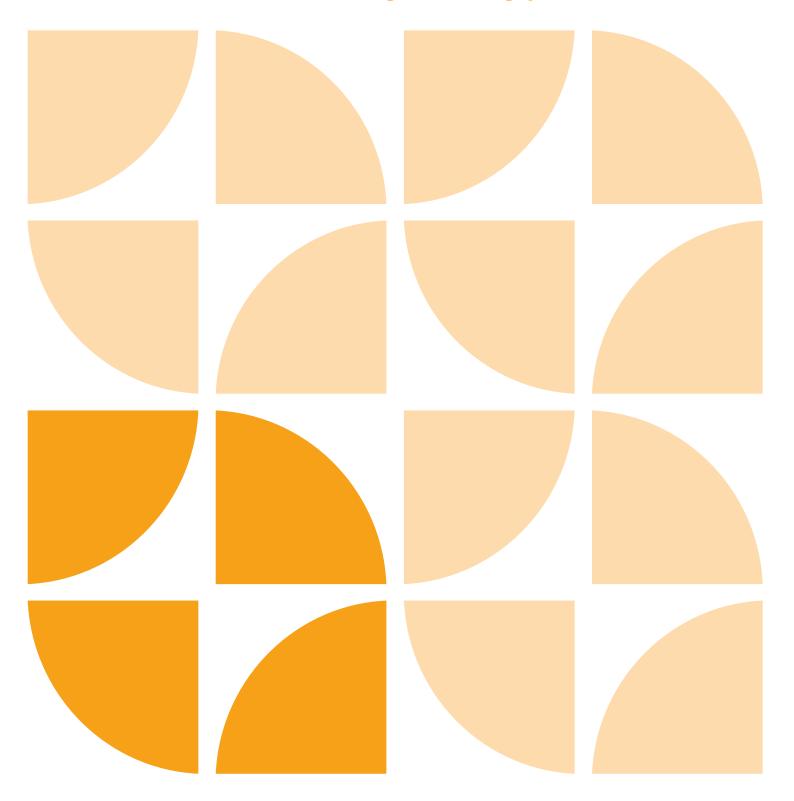
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# Assessment in the teaching learning process





## **Outcomes**

- 1. Knowing assessment types and its characteristics.
- 2. Assessing in language-based teaching.
- 3. Compiling traditional tools and formats for assessing.
- 4. Familiarising with ICT tools for assessing.
- 5. Understanding the European Language Portfolio.

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## 1. Introduction

Assessment is teachers' key competence. It should not be considered as a set of techniques to be applied just at the end of a term, but as one of the foundations of the learning process, essential all the way through. Baily and Jakicic (2012) put in a nutshell the key questions to find out what assessment is about:

- What do we want students to know and do?
- How do we know they are learning?
- What do we do when they are not learning?
- How do we respond when they have already learned the information?

When applied to language learning or to CLIL-based subject learning, it is important to overcome the traditional obsession with error detection and with 'correctness'. Students should, instead, be offered a system of regular feedback that enables them to know exactly what is expected, what they can achieve, where they are and what they can do in order to advance. Put in other words, we should not teach for the test, but for the quest. Exams are, as we will see, just one of a number of tools and techniques to assess our students and they must not, by any means, be the ultimate goal of the learning experience. Teachers should rather set the conditions for studying to become a continuous research of knowledge and a never-ending skill acquisition process.

## 2. Assessment types and characteristics

## 2.1 Self-assessment, peer-assessment and teacher assessment

Depending on who is carrying out the assessment process, the following categories can be distinguished:

- Teacher assessment is conducted by educators or by an external agent.
- We speak of **self-assessment** when every student individually checks the degree of content, skill and procedure acquisition.
- **Peer-assessment**, instead, takes place when students play a double role, both as assessed and as assessors. It can also be applied to teachers' practice being rated by their pupils.

When all three kinds are applied, assessment quality is related to the degree of coincidence.

## 2.2 Diagnostic assessment

Also known as initial assessment, placement assessment or pre-assessment, it is the evaluation system devised to check students' previous knowledge and to detect their individual characteristics. All of this in order to fine-tune teacher's explanations, material exploitation and to place pupils better in an instructional sequence.



# 2.3 Summative vs. formative assessment

Let us borrow the educational researcher Robert Stake's (2017) analogy to explain the difference between summative and formative assessment:

When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative.

Therefore, summative assessment only certifies the degree of achievement when everything has been said and done, whereas formative assessment is a series of checks that inform and generate feedback to fine-tune the applied strategy. The former presents itself as assessment of learning, the latter as assessment for learning.

Formative assessment relies on formal and informal evaluation procedures conducted by teachers all the way through lessons and classes, whereas summative assessment seeks to convert final outcomes into numerical or standardised grades.

Besides, formative evaluation facilitates the metacognitive process, as students can reflect on what and how they are learning and are given time to make any necessary changes long before term marks are awarded.

The table below, inspired on the one by R. Prégent (2000), encapsulates the main differences between both types of assessment.

Table 1: formative vs. summative assessment

	Formative Assessment	Summative Assessment
When	During a learning activity	At the end of a learning activity
Goal	To improve learning	To make a decision
Feedback	Return to material	Final judgement
Frame of reference	Always criterion (evaluating students according to the same criteria)  Sometimes normative (comparing each student against all others); sometimes of	
Motivation	Intrinsic	Extrinsic
Learning	Assessment for learning	Assessment of learning
Object	Assessment of a process	Assessment of a product

Source: CEFIRE Específic de Plurilingüisme (2018), based on R. Prégent (2000).

# 2.4 Assessment with no test

There are other assessment tools beyond and before tests, also known as **formal evaluating procedures**. When it comes to gathering facts and figures about student progress, teachers have at their disposal quite a few alternatives. The following is a list of the so-called **informal procedures** based on the compilation by Steve Wheeler (2017).



#### - Teacher assessment

It is a traditional time-tested method but an efficient one if used appropriately. Both **questioning** in class and **teacher observation** can give insight into the degree a pupil is mastering a particular topic and whether they are disengaged or motivated.

#### - Show and tell

As you have already seen in Unit 3, Bloom's taxonomy (1956) establishes a continuum of lower and higher thinking skills: knowledge, comprehension, application, analysis, synthesis, and evaluation. Roughly speaking, it could be said that the learning process goes from *presenting* to *re-presenting*. Once students have received new contents, they should be given the chance to make them their own by analysing and synthesising them. Hopefully, the final outcome will be a representation in the shape of a mini-lecture, a slide-show or a video, which are evaluable products.

Talking about what they have learned to the rest of the class creates a relevant and motivating context that students enjoy, especially if they feel passionate about the proposed topic. Besides, it helps them develop key skills such as listening, speaking in public and articulating their thought.

## - Project-based learning

It is a student-centred pedagogical approach. Rather than answers, students are provided with challenging real-world problems. A project may last just some lessons, a term or a complete school year. Students develop important skills such as resource and time management, negotiation, decision-making and leadership.

#### Games

Despite the fact that some of them are quite competitive, in-class games are always fun and a great asset to create a nice atmosphere. They are an efficient tool to present and review grammar and vocabulary points and, thanks to them, skills such as reasoning, problem solving, communication and teamwork are developed. They are also very useful for teachers to get insight into how far students have progressed by means of their levels and scores.

#### Portfolios

Portfolios in general and e-portfolios in particular are a fine tool to monitor students' performance. They only have the caveat that students should be given clear instructions and criteria about what they are expected to collect. Depending on the subject, a portfolio might contain projects, documents, maps, tables, experiments, interviews, recordings, CVs, surveys, questionnaires, slide shows, and much, much more. Besides, they facilitate metacognition and help students learn to learn, as they can also contain notes and comments by students themselves, classmates and teachers.

In the case of modern languages, an additional value of portfolios is the fact that they may easily be transformed into a lifelong vade mecum. They can contain the repository of the best written and spoken productions by the students, which will, undoubtedly, improve their future employability.

# 2.5 Backwards design

It is an approach linked to summative assessment. It consists of the idea that tests and exams should be conceived and developed first and that all the activities and lessons leading up to them should be created later.



# 2.6 Objective and subjective assessment

In this dichotomy, two types are distinguished. On the one hand, single correct-answer questioning practices and, on the other hand, questions whose answer has different right answers or various ways of expressing it. Examples of the former, known as objective assessment, are tests whose question-types are multiple-choice, true/false or matching questions. The latter, instead, which fall into the category of subjective assessment, include open-answer questions, extended-response questions and essays. The increasing popularity of computer-based or online assessment has brought about a more frequent use of objective exams.

# 2.7 Assessment quality and adequacy

When it comes to measuring the quality and adequacy of an assessment system, there are different terms that should be taken into account.

- **Reliability** is the consistency of a test to produce similar results with similar students. A multiple-choice test, for instance, should give analogous outcomes with students of the same profile.
- **Validity** is the capacity of testing correctly what a test is supposed to test. To give an example, a driving exam would not be valid, if it were only theoretical, as testing the on-the-street part is essential.
- **Norm-referenced tests** rank students from worst to best. This is the case, for example, of university entry exams that fix the maximum number of candidates admissible.
- **Criterion-referenced tests** are those in which each individual student's score depends solely on whether they answer the questions correctly, regardless of whether their neighbours did better or worse.
- **Academic dishonesty** is another factor to be considered. It encompasses issues such as identity fraud, cheating or plagiarism.

# 3. Language curricular integration and CLIL

## 3.1 Assessment elements

# 3.1.1 Assessment and language curricular integration

In Unit 2, we have studied different regulations on curricular language integration in our education system. All of them emphasise the necessity of an approach which integrates languages from a communicative point of view. This is why teachers should reach different agreements on the communicative methodology in their lesson plans. At the same time, they should integrate them with different assessment approaches (self-assessment, peer-assessment).

In order to reach these agreements, it is necessary to set up complementarities in languages such as: text genres, grammatical aspects, literary genres, types of correction, etc. Furthermore, differences between them should be established as well. By this, we mean phonetic, syntactic or morphological elements among other important points.

In this context, all the linguistic agreements should be reached taking into account the CEFR in order to articulate curricular language integration according to student language competence.



## 3.1.2 Assessment and CLIL

In CLIL contexts, teachers must assess the acquisition of language and content, which takes place within a linguistic framework. In order to assess both, we should bear in mind all the agreements previously commented in epigraph 3.1.1 and include the communicative approach agreed by the school. These elements provide valuable opportunities to assess languages or contents in all curricular subjects.

**Table 2.** CLIL teachers have in SIOP (Sheltered Instruction Observation Protocol) a very convenient assessment tool. The version presented below was adapted by Carme Florit in 2010.

SIOP Model: Lesson Observation Protocol

Date:	Time:	School:
Teacher:	Subject:	Grade:
N° pupils:	Classroom:	Materials:

Preparation	Highly	Highly evident		Somewhat evident		No answer
Planning	4	3	2	1	0	NA
Clearly define content objectives.						
Clearly define leanguage objectives.						
Use supplementary materials to make lessons clear and meaningful.						
Adapt content to all levels of student proficiency.						
Provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities.						
Building Background	4	3	2	1	0	NA
Make clear links between students' past learning and new concepts.						
Explicity link concepts to students' background experience.						
Emphasize key vocabulary.						
Comprehensible Input	4	3	2	1	0	NA
Speak appropriately to accommodate students* proficiency level.						
Clearly explain academic tasks.						
Use a variety of techniques to make content concepts clear.						
Strategies	4	3	2	1	0	NA
Consistently use scaffolding techniques throughout lesson.						
Employ a variety of question types.						
Interaction	4	3	2	1	0	NA
Provide frequent opportunities for interaction and discussion.						
Group students to support language and content objectives.						
Consistently afford sufficient wait time.						
Give ample opportunities for clarification for concepts in L1.						



Practice-Application	4	3	2	1	0	NA
Supply lots of hands-on materials.						
Provide activities for students to apply content/language knowledge.						
Integrate all language skills into each lesson.						
Lesson Delivery	4	3	2	1	0	NA
Clearly support content objectives.						
Clearly support language objectives.						
Engage students 90-100% of the lesson.						
Appropriately pace the lesson to students' ability level.						
Review/Assessment	4	3	2	1	0	NA
Provide comprehensive review of key vocabulary.						
Supply comprehensive review of key content concepts.						
Regularly give feedback to students on their output.						
Conduct assessment of student comprehension and learning.						

Source: Jana Echevarria, Mary Ellen Vogt and Deborah J. Short (2010). The SIOP Model Observation Protocol. Adapted by Carme Florit in *Pràctica Docent Efectiva* AICLE (2009-2010).

# 3.2 CLIL assessment in the classroom

#### 3.2.1 Content or language?

When assessing in CLIL, we must consider the balance between content and language. What do we assess: content, language or both? In fact, CLIL assessment is highly based on content. However, in the words of Coyle (2015), the teacher should consider the linguistic demand linked to the way the "unit" has been developed. From this statement, we can derive that, in CLIL contexts, language is an important factor that should not obstruct the ability of students to express the concepts or to demonstrate the skills and attitudes that are basic in the outcome objectives. The CLIL assessment process should not forget the three dimensions commented in Unit 3.



## 3.2.2 Transparency

In CLIL, and in every learning process, it is essential to share the assessment criteria with students so that they can understand the different implications derived from the different tasks and from their own actions.

The acronyms WALT (We are learning to...) and WILF (What I'm looking for...) are really useful for youngsters when learning. They are easy to share with quite young children, helping them to understand how assessment will be implemented. WALT and WILF can be transformed into poster characters who express messages. *Image 1* illustrates it.



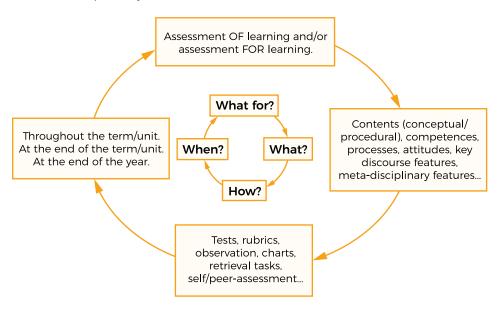
Image 1: Self-reflection

number	self reflection
24	I know this VERY well. I feel like I colud teach it to someone else.
<b>3</b>	I feel like I know this pretty well. I get amost every question right the first time.
2	I fell like I am still learning this. I still have some questions and am unsure sometimes.
1	I have LOTS of questions. I am not sure what to do most of the time.

Source. M. S. (2017, January 3). Self reflection. (N. T. Pencils, Ed.)

Assessment transparency might usefully be summarised with the broad categories of measurement represented in the *Image 2*.

Image 2: Assessment transparency



Source: Ball, P., Kelly, K., Clegg. J. (2015: 375).



#### 3.2.3 Assessment and students

As we have previously commented in heading 3.1.1, in CLIL contexts, language is important and it is a factor which should not obstruct the ability of students to express the concepts or to show the skills and attitudes that are basic in the outcome objectives. Thus, how could we approach assessment in CLIL? We should focus on these aspects:

- What is the linguistic demand of the lesson plan?
- What is the relationship between the text and the task (final task or project)?
- Does the communicative demand allow to complete the task?
- Does the task (the final task and the project) involve reading, writing, listening or speaking?

If these questions are rigorously planned, the CLIL learning process will allow the students to effectively manage the task by:

- Deciding the key point or the purpose of the task.
- Understanding the conceptual point of the task.
- Being able to structure the information of the task.
- Being able to use the language for interacting, contrasting, comparing and giving opinions.

# 4. Rubrics

In educational contexts, the term rubric is described as a particular type of assessment tool. Basically, they are tables that allow teachers to objectify the outcomes of learning tasks and projects. Their constituting elements are **criteria** (on the first column), which are the breakdown of what is expected to be achieved, **levels** (on the first line), which are the scaling rates, and **descriptors**, which are examples to illustrate the matching of both.

By combining them in a meaningful way, teachers establish a good parameter system to assess student learning and to facilitate lesson plans. Rubrics should also be shared (and even agreed on) with students at the beginning of the unit, term or school-year. Besides, on doing so, both self- and peer-assessment are promoted. In addition, Rubistar provides teachers with a wide range of rubrics to choose and customise.

Table 3. Rubrics to assess the didactic unit

		FAIL		
ASSESSMENT	EXCELLENT	GOOD	SUITABLE	IMPROVABLE
		Structure		
Unit	The unit has all the structural elements and it's really worthy because of the quality and purpose.	The unit has all the structural elements.	The unit has got most of the structural elements.	There are quite a lot of the structural elements missing.
Lesson	The lesson is structured taking into account the proposed model, with the learning objectives related to the 4Cs and the three types of activities.	The lesson is structured taking into account the proposed model, with the learning objectives related to the 4Cs and the three types of activities. There are some elements which are not fully explained.	The lesson is structured taking into account the proposed model, but there are some elements missing.	The lesson is not structured taking into account the proposed model even though there are some common elements.



		Objectives		
Student's learning objectives	There are content, cognitive, cultural and communicative learning objectives. The latter contain the language needed for the unit and for the interaction with the students.	There are content, cognitive, cultural and communicative learning objectives. The latter contain the language needed for the unit and for the interaction with the students. One of the objectives is not very represented or isn't represented at all.	There are one or two objectives missing.	There is no clear differentiation between the types of objectives due to how they are formulated or described.
		Resources		
Resources and materials	The materials and resources are varied and complementary. They are presented in different formats (audio, video, ICT) and they are adequate to the possibilities students have of comprehension, expression and interaction. Everything with CCC license.	The materials and resources are varied and complementary. They are presented in different formats (audio, video, ICT) but most of them are presented on printed resources. Everything with CCC license.	The materials and resources are varied and complementary but they are only presented on printed resources.	There are no resources. There is only a sequence of activities.
		Task		
Final task	The task the student has to do at the end of the unit is linked to the contents and abilities dealt with in the unit. Moreover, it is relevant, interesting, outstanding, motivating and inserted in the social practice.	The task the student has to do at the end of the unit is linked to the contents and abilities dealt with in the unit. Moreover, it is inserted in the social practice.	The task the student has to do at the end of the unit is linked to the contents and abilities dealt with in the unit, but it is not inserted in the social practice.	The task the student has to do at the end of the unit is neither linked to the contents and abilities dealt with in the unit, nor inserted in the social practice.
		Assessment		
Implementation	There are three planned steps in assessment: initial, continual and final. At the final assessment, there is an evaluation of both procedure and learning outcomes: materials, teacher's role and teaching-learning process.	There are three planned steps in assessment: initial, continual and final. At the final assessment, there is an evaluation of the learning outcomes and of some of the elements of the process: materials, teacher's role and teaching-learning process.	There are three planned steps in assessment: initial, continual and final. At the final assessment, the learning outcomes assessment or the process assessment is missing.	One/Some of the three steps in the assessment is missing: initial, continual or final.
Assessed elements	The assessment includes the linguistic contents, the specific content curriculum, the cognitive abilities development and the presence of cultural elements.	The assessment includes the linguistic contents, the specific content curriculum, the cognitive abilities development and the presence of cultural elements, but some of the four elements are not very represented.	The assessment includes the specific content curriculum and the cognitive ability development area, but there is no reference to the linguistic content or to the presence of cultural elements.	The assessment does not include most of the following elements: the linguistic contents, the specific content curriculum, the cognitive abilities development and the presence of cultural elements.
		Key competences		
Key competences presence	In this unit, all the key competences worked are specified.	In this unit, the linguistic key competence and that/ those related to the area/ subject are specified.	In this unit, only the key competences related to the area/subject are specified.	None of the key competences are specified in this unit.

Source: CEFIRE Específic de Plurilingüisme (2018).



# 5. European Language Portfolio (ELP)

# 5.1 What is the ELP?

The European Language Portfolio, along with the Common European Framework of Reference for Languages (CEFR), is the response to one of the aims of the Council of Europe: to promote the degree of plurilingualism and multiculturalism among the citizens of its member states. As we will see, even if it is a complete language learning approach, its emphasis on self-assessment and its potentialities as an assessment tool for the language or subject-based language class justify its presence in this unit.

The ELP was developed by the Strasbourg-based Language Policy Unit at the turn of the twenty-first century and its resolution was adopted by the Standing Conference of Ministers of Education in 2000. Basically, it is a repository where users can store their linguistic productions, register their achievements, self-assess their progress and reflect on the way their learning is taking place and can be improved. Let us take a look at it in detail.

# 5.2 Aims of the ELP

Besides its main goal, which is to promote plurilingualism and multiculturalism among its users, the following are the aims intended to be attained by the ELP:

- To enhance lifelong plurilingual learning, both in formal and informal contexts.
- To offer a coherent means to store and register the user's communicative competence in different languages.
- To motivate learners by incentivising their efforts to diversify the languages they speak and to upgrade their skills in all of them.
- To provide an internationally recognised record for the owner to be able to showcase their linguistic and multicultural achievements, both useful in academic and labour environments.

# 5.3 Components of the ELP

The ELP is made up of three elements:

- The passport, where the owner's languages are registered according to their CEFR competence levels.
- The **dossier** is a repository where the best spoken and written productions are stored.
- The **biography** is a document where the owner notes down his/her experiences in each language.



# 5.4 Functions of the ELP

The European Language Portfolio has a double function.

#### A pedagogical tool

- It intends to facilitate language learning by making it more transparent for students.
- The ELP is privately owned by the user, which makes of it, basically, a self-evaluation tool. When answering the passport checklists, the owner is assessing the reference level the learner has in the different language activities (reading, writing, listening, spoken production, spoken interaction).
- In a formal educative context, students can be asked to show and share what they consider their best spoken and written productions among the ones stored in their dossier, which provides teachers with a formative and summative assessment tool.
- Positive terminology is privileged (*can do* statements) and the obsession with grammatical correctness has been abandoned.
- Besides, it enhances the student's autonomy, as the reflections consigned in the biography go hand in hand with the learning to learn skill. The obstacles encountered, the proposed solutions and the way a language is learned are supposed to be written down by the learners.

#### An informative or recording tool

- The ELP works also as a repository for the best spoken and written productions by the student, which can be accessed, reused and built on in future academic challenges.
- Besides, as a lifelong tool, the ELP is intended to be used as a real or virtual folder for the owner to showcase their achievements in different languages and CEFR skills.
- Its standardised register aims also to facilitate the owner's mobility across borders, study enrollments and workplaces.

Some problems and misunderstandings may arise if the ELP philosophy is not properly understood and applied. Its use in the classroom should not be perceived as an extra burden in teachers' and students' workload. Nor as a collection of forms and files to be filled out with little or no connexion to the day-to-day praxis. It is, instead, a holistic methodological approach in which regular self-assessment on the part of students needs to be promoted by teachers.

## 5.5 The Valencian ELP

The Servei d'Educació Plurilingüe (SEP) is the department entitled by the Valencian educational authorities to promote and implement the European Language Portfolio in our territory. Besides the pen-and-paper version, there is also an online alternative (ELEP) for students over 14.

The <u>regulating resolution</u> is published roughly on a yearly basis. The involvement is at school level and both L1 and, at least, one L2 teachers are supposed to participate. A first year is previewed in which teachers receive tailored training and draft the guiding document for their school. From the second year on, the school is asked to apply the register and reflection principles of the European Language Portfolio.



# 6. Chalk-and-talk assessment tools

# 6.1 Traditional tools

Firstly, we should highlight the traditional assessment types for CLIL sessions: self- and peer-assessment worksheets.

- Group work/interaction assessment grids
- Task performance grid (accuracy, presentation, support, etc.)
- Tests in different formats and with the possibility of using manipulative materials

# 6.2 Formats

As for formats, below, there is a list of five alternative tools:

- 1.- Recording to a grid:
  - It requires little language knowledge to stimulate content recall.
  - It activates/organises thinking.
  - Once completed, the grid can be used for a further task, involving pair work (negotiating).
- 2.- Reading visual texts of all types:
  - Matching pictures to vocabulary.
  - True/false.
  - Gap-filling from a box.
  - Decision task (two versions are given and the correct one has to be chosen).
- 3.- Matching information:
  - With this format, showing comprehension should always involve real decisions based on concept understanding (ex.: matching sentence halves).
  - The focus is on meaning.
- 4.- Labelling:
  - The simplest of all the productive formats, it comes in single-word form.
  - It is very useful at elementary level or in the introduction-phase of the lesson.
- 5.- Other productive formats:
  - They are more complex.
  - When you want your students to speak or write, they need a model.
  - They also need scaffolding activities (note-taking, fill-in a grid).
  - First in pairs/groups, then individually.



# 7. ICT assessment tools

The following list of platforms and ICT tools is, by no means, a closed one. It just intends to be a compendium of some fine online resources that can be adopted easily by teachers.

# 7.1 Learning Management Systems (LMS)

LMS are an all-in-one toolkit for teachers because they are, when fully exploited, a gradebook, a document and media repository, an assignment and quiz-deliver system, a handover collector and a classroom-adapted social network. Let us take a look at some of them.

## - Mestre@casa 🔗

First and foremost, Mestre@casa should be mentioned, as it is the web portal set up by the Conselleria d'Educació, Investigació, Cultura i Esports. Its mail and repository services are at the disposal of both Valencian teachers and students to reach out to each other and to hand in and hand out documents and homework.

## - Google Classroom and Edmodo 🔗

They are two of the best. The former is one of the most popular ones. Its only drawback is that, even if it can be used by particular users, no teacher can adopt it legally on their own. The whole school involvement is compulsory.

# - Online spreadsheets 🔗

They are also a very valuable assessment tool, especially if we use third-party add-ons that enable us to share marks and comments with our students. Such is the case of DRIVE spreadsheets + <u>YAMM</u> or <u>AutoCrat</u>. Both work as a mail merge that allows us to send personalised e-mails to our students.

#### - Google Docs + Doctopus 🔗

The cloud store service provided by Google is, by itself, a nice platform to set up portfolio-like environments. The fact that documents can be owned and edited by both students and teachers opens a broad palette of possibilities. Handing in and handing out assignments is ubiquitous and instantaneous. Besides, students might receive personalised comments and indications on their productions from their teachers or even from classmates, provided the documents are shared with each other.

Doctopus is a third party add-on which facilitates enormously the task of creating, sharing and collecting assignments. A template is chosen and replicated to every student's (or team's) folder. If desired, documents can be closed down for correction when the set deadline is over.

## 7.2 Test-makers

Below, there is a list of just a few of the increasing number of platforms that allow teachers to create online questionnaires.

## - Google Forms 🔗

Over the last years, Google Forms have been updated to offer this service. They can easily be converted into quizzes.



#### - Flubaroo 🔗

It is a free tool that helps convert a Google Form into a multiple-choice or fill-in-the-blank assignment or test. Students can receive a personalised email with both marks and mistakes. Another interesting feature is that open-answer questions can be corrected manually online.

#### - Socrative 🔗

Besides quizzes, this platform is also very good at generating reports at student, class or question level. It also incorporates in-class questioning to get insight into student engagement and game-like activities.

# 7.3 In-class and online quizzes

The platforms selected here share some of the features of the ones in the previous heading. They have been packed together because of their emphasis on fun contest-like activities.

#### - Quizlet 🔗

This platform has reinvented flashcards. Teachers (or students) can set up collections and put them together in classes (folders). A particular student's activity can be tracked online and the flashcards can be accessed on different screen devices. Besides, different study and play modes are offered.

Among the in-class possibilities, *Quizlet.live* stands out. It is a game-like contest with a very high potential to create a nice classroom atmosphere that generates scores at the end of every game that can be transformed into assessment items.

#### - Kahoot 🔗

It is very popular and equally great when it comes to building a nice classroom climate. The team contests may take the shape of multiple-choice quizzes or jumbled pieces to be put in order. It is also very good to conduct class surveys and discussions. As for assessment, it should be pointed out that all scores are easily exported into a downloadable spreadsheet.

#### - Plickers 🔗

It shares some of the features of the previous ones but with a more austere approach, which makes of it the platform of choice when tablets and smartphones are not available or allowed in the classroom. An overhead projector, the teacher's handset and a computer are the only requisites.

## - Flippity 🔗

This Drive spreadsheet add-on offers lots of game-like and classroom management options, all of them worth exploring and experimenting in class. Anyway, the Quiz-Show should be highlighted, as it is a good tool for both improving the class atmosphere and reviewing studied points. The final score visualises every team's grasp of the topic and can be converted, if desired, into teacher's notes or marks.



# 7.4 Gamification

Gamification consists in using some elements of game playing (such as point scoring, competition with others, roles and rules) in an educational context with the aim of enhancing student engagement and motivation. Classcraft is a good example which uses the narrative elements of an epic adventure as a teaching and testing environment.

# 8. Conclusions

As we stated at the beginning of this unit, assessment is second to none in importance in the teaching profession. The different types and techniques that have been presented should be applied all the way through, from lesson planning to grading, and even more during class delivery. Language and CLIL-based subject teaching require from us a very attentive and generous look at what and how our students are learning. Error and mistake hunting are practices that should be left aside and replaced with an assessment system that checks pupil progress and gives rich feedback in order to modify learning strategies and to acquire key skills.

All in all, assessment should be a competence as intrinsically motivated as possible. The way we evaluate and teach to evaluate will be a valuable asset for our students to be able to respond to academic constraints to come and to showcase their achievements when it comes to dealing with future labour challenges.

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# Legal framework

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RESOLUCIÓ de 9 de juny de 2017, de la Direcció General de Política Educativa, per la qual es regula la sol·licitud de participació i l'aplicació del Portfolio Europeu de les Llengües i el Portfolio Europeu de les Llengües electrònic, e-PEL (+14), en els centres d'Educació Infantil i Primària, d'Educació Secundària i de Formació de Persones Adultes de la Comunitat Valenciana, i s'estableixen les condicions per al reconeixement com a activitat de formació del professorat. (DOGV 13/07/2017). Retrieved February 14, 2018, from https://goo.gl/ilvGVJ



## SECRETARIA AUTONÒMICA D'EDUCACIÓ I INVESTIGACIÓ

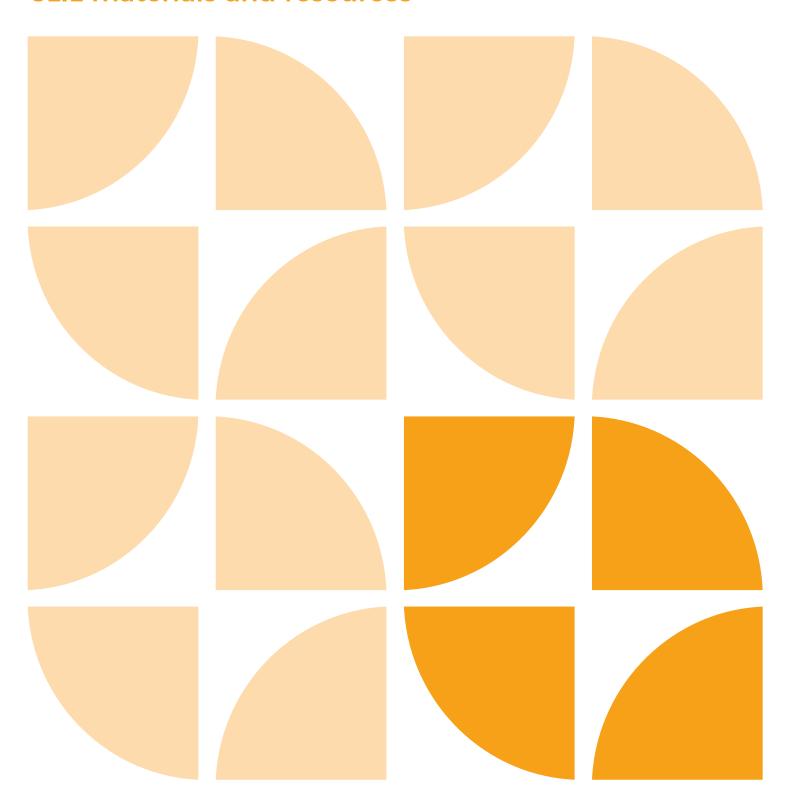
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# **CLIL** materials and resources





# **Outcomes**

- 1. Reflecting on the criteria for creating, selecting or adapting CLIL materials.
- 2. Designing teaching and learning material and tools adapted to students' linguistic needs.
- 3. Knowing and applying language learning ICT resources within a CLIL environment.
- 4. Knowing the importance of space organisation and furniture arrangement in language teaching.

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# 1. Introduction

Teachers starting a CLIL programme often comment on the shortage of ready-made resources, such as textbooks, and the workload it supposes to find and adapt existing learning materials. This perception is changing little by little, as an increasing number of websites are devoted to the exchange of CLIL material and because of the attempts made by some publishers to create textbooks with a CLIL approach.

The starting point of this unit is the fact that materials, places and spaces come third in importance after students and educators in the learning process. When designing a lesson plan, teachers should count with a varied tool-kit and with a very broad palette of resources. Throughout the unit, all sizes and shapes will be analysed: paid and free, textbooks and realia, pen-and-paper and ICT. Such a wide material catalogue should enable instructors to meet the differentiated needs of students, learning styles, education stages, thinking order skills and intelligence types.

This unit will also devote a point to rethinking the way furniture, fixtures and equipment are arranged in our classrooms. The model designed by the Future Classroom Lab will be presented as a possible template to combine in time and space methodological approaches and ICT tools.

To sum up, with the ultimate aim of helping educators make the best CLIL teaching decisions, the unit intends to promote a critical and creative vision towards resources and environments.

# 2. Materials for CLIL lessons

The quality of the learning process is greatly conditioned by the adaptability of teaching materials to different students' characteristics and to the content level that they are supposed to fit. When deciding which ones to choose, teachers should also include reinforcement and extension activities. The former are addressed to special needs students. The latter, to students who are exceptionally gifted or fast-finishers.

On the CCN (CLIL Consortium Network) website, Peter Mehisto presents a list of ten criteria for creating CLIL-specific learning materials and also provides examples of how to apply each proposed criterion.

The ten criteria are:

- 1. Making the learning intentions (language, content, learning skills) and process visible.
- 2. Systematically fostering academic language proficiency.
- 3. Fostering learning skills development and learner autonomy.
- 4. Including self, peer and other types of formative assessment.
- 5. Helping create a safe learning environment.
- 6. Fostering cooperative learning.
- 7. Seeking ways of incorporating authentic language and authentic language use.
- 8. Fostering critical thinking.
- 9. Fostering cognitive fluency through scaffolding of a) content, b) language, c) learning skills development.
- 10. Helping to make learning meaningful.

In fact, to truly realise the added value of CLIL, teachers need to embrace a new paradigm of teaching and learning and they need tools and templates that help them plan their lessons and create/adapt their materials.



# 2.1 Textbooks

Typically, they are presented as a commercially available package containing components such as a student's book, a teacher's book, tests, extra reading material, audio CDs, computer-assisted activities, etc. Let us get deeper into the pros and cons of using them.

On the one hand, textbooks make teachers' life easier because they are addressed to homogeneous groups of students (age, language level and emotional development). Besides, learners might feel very motivated and engaged by their visual richness (illustrations, audiovisual materials, games, etc.).

On the other hand, the fact that they are commercial products with a vast international or national target market hurdles their capability to address the different student profiles and learning styles that have already been dealt with in Unit 3 (Gardner, Howard 1983). Applying different methodological approaches is, indeed, quite difficult if teachers rely only on textbooks.

# 2.2 Authentic materials and realia

Authentic materials are a good asset to introduce the target culture to foreign language students. Examples of them are print-outs, audios and visuals. As they are products conceived for mother tongue speakers, teachers should be aware of the extra work their adaptation might require.

Realia is a wider concept that refers to real objects from the target culture which can be easily introduced in class. They are materials that are highly visual, contextualised and culturally authentic. This concept includes: posters, advertisements, labels, schedules, tickets, place mats and more.

Among the great variety of texts which have been introduced in the teaching world, we should highlight the following ones:

- Journalistic materials were the first ones to make the leap from reality into teaching. All textual typologies have been used: reporting, opinion, analysis.
- Advertising allows us to work, along with textual aspects, iconic elements.
- Personal texts such as letters, notes, emails, etc.
- Administrative texts.

According to Harlen, Wynne and Qualter, Anne (2009) authentic materials link the school to the real world, giving authentic cultural values and features of the foreign language, which results in a more reality-based lesson.

However, there are some disadvantages, such as the fact that they use a lot of unnecessary grammar and vocabulary, which might be sometimes difficult to decode and understand, especially in low levels. Therefore, using them could become demotivating.

To sum up, it is fair to say that we should set some limits to the use of authentic materials in our lessons. As we have previously stated, it would be better to use them in specific situations such as: restaurant menus, comics, supermarket advertisements or brochures. All these materials should be used in meaningful contexts such as a role-play or a short dialogue following a model.







# 2.3 ICTs (Information and Communication Technologies)

Our students have grown up with new technologies and many readily make use of ICT as part of their normal experiences, but this does not mean that they always learn what teachers may want them to learn, which leads us to the conclusion that a clear purpose for their activities is needed.

We assume there is a widespread use of computers and web technologies in schools, which is one of the main reasons why we should discuss the issue of digital teaching and learning materials. We should take into account that some teachers may show some doubts on how digital learning resources can help their daily tasks. But the fact is that most educators are likely to use digital lessons they find on the web, and get students' attention throughout games, videos published on the Internet, and with educational apps. Then, the irruption of ICTs into school life has gradually changed the role of teachers from instructors into coaches, as instruction is being taken over by digital media.

# 2.4 Collaborative material for practising routines with scaffolding

Using Vygotsky's scaffolding resources in the classroom, analysed in Unit 3, students have a say when designing and creating their own teaching material. Let us have a look at the following ones, mainly addressed to Primary Education:

Weather charts in order to create routines. Every morning, students observe the weather. They will have to stick a sun, a cloud or other weather symbols.

News boards are another tool used by students and teachers in order to write important announcements such as: events, festivities, etc.



Classroom rules have to be established at the beginning of the year.

BE S.M.A.R.T

Say please and thank you.

Make friends and be thoughtful.

Arrive on time, prepared, and ready to learn.

Respect yourself and others.

Try your best!

Language for interaction refers to some common sentences that students need to use every day.



Calendars with the students' birthdays to celebrate them in the classroom.



Classroom monitor charts used by teachers to provide students with different tasks.



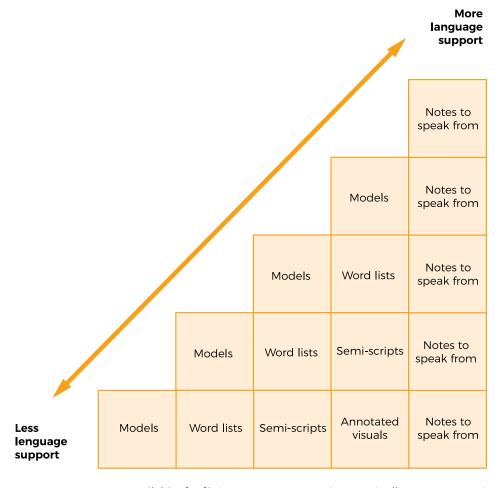


# 2.5 Scaffolding and input materials

Scaffolding and input materials are necessary through the different stages of a didactic sequence. Some good examples of these materials are:

- Real objects (realia), instruments and manipulatives.
- Vocabulary presentation through multisensorial media: videos, songs, picture flashcards, models, word lists, semi-scripts, annotated visuals, etc.
- Kinaesthetic activities or Total Physical Response (TPR) to teach vocabulary, expressions or procedures,
- Slideshow presentations with demonstrations, pictures, diagrams, etc.
- Interactive Digital Board (IDB) presentations<sup>1</sup>.

Image 1. Range of language support



Individual talk (PPT presentations, show and tell, giving a report)

Source: Ball, Phil., Kelly, Keith., Clegg, John. (2015: 215).

<sup>1.</sup> Most IDB firms have ready made lessons and images for mathematics, science, art, etc. in many different languages. The CLIL teacher's task is to adapt them and use those that are helpful for the unit development. There are also some tutorials for the use of tools in the IDB Link to a page of Smart Exchange where there are lots of IDB lessons. <a href="http://exchange.smarttech.com/">http://exchange.smarttech.com/</a>



# 2.6 Scaffolding and problem-solving materials

**Manipulatives** are objects used in mathematics and other subjects. They can be any object applied to solving a problem or accomplishing a task. They can be adapted to all learning styles (spatial, kinaesthetic, interpersonal and intrapersonal intelligences, auditory and logical reasoning). Besides, they give students a realistic understanding of concepts, making it easier for them to communicate and interact with their classmates, their teacher or their parents.

Besides manipulative materials, we can use: graphic organisers, thinking games such as <u>Thinker's Key</u>, online games for thinking skills, strategies of problem-solving challenges. On the whole, the equipment and resources used in Primary School classrooms are not complicated. Children learn best from first-hand experience when they explore things around them.

Table 2. Materials that can be used

RESOURCES FOR PROJECTS						
Everyday objects	Consumables	Specialist equipment	Support resources			
Boxes, plastic, bottles, string, scissors, rules, elastic bands, straws, pieces of fabric, marbles, plant pots	Flour, bicarbonate of soda, soap powder, mirror card, batteries, aluminium foil, seeds for planting	Torches, hand lenses, measuring cylinders, data loggers, pulleys, bathroom scales, magnets, bulbs, thermometers, stop clocks and watches, springs	Models such us a 3D eye, posters, CD ROMs, DVDs, websites showing events, books and other paper resources			

Source: "The teaching of Science in Primary Schools" by Harlen, Wynne and Qualter, Anne (2009).

# 2.7 Materials to develop cultural awareness

In multicultural contexts there are many differences in the way people approach daily situations. Consequently, there are many problems in terms of communication among language users who do not share the rules of other cultures. In this sense, a great solution for these problems is to help language students to learn the target culture while they learn the syllabus.

According to Pulverness (2003), one way of approaching the cultural awareness in students is throughout literary texts which clearly represent experiences from a specific cultural background. Besides, these texts should be approached bearing in mind elements such us: connotation, idioms, the construction of style and tone, rhetorical structure and critical language awareness.

Furthermore, there are plenty of materials on the web that can be used to develop cultural awareness across the curriculum. The main role of CLIL teachers is to select and adapt those resources through each didactic sequence. These are some websites which can help us develop this issue:

- 60 activities to learn and assess transversal attitudes, skills and knowledge: <a href="https://goo.gl/uJYc3w">https://goo.gl/uJYc3w</a>
- Teacher's Toolbox: https://goo.gl/h9AEqQ
- Awareness Activities: <a href="https://goo.gl/YQv1pr">https://goo.gl/YQv1pr</a>



- Multiculturalism and Diversity: https://goo.gl/hcllvm
- Kinder Art: https://goo.gl/zqgUiy

# 3. Evaluating the materials

## 3.1 How to evaluate materials

In the 21st century, textbooks and alternative resources should be considered. The chart below lists some categories that will inform teachers' decision-making when choosing the materials that best meet their pedagogical model and their students' needs.

Table 2. How to evaluate materials?

Student's role	Teaching approach	Underlying pedagogical model	Didactic strategy
passive student	teacher-centred task	positivist/technical approach	systematic activities for students
active student	teacher-facilitated task	practical approach	significant activities for students
peer-to-peer teaching	teacher/student- facilitated task	critical-dialogical approach	open activities for students

Source: CEFIRE Plurilingüisme (2017) based on Martinez Bonafé (1995) and Tadeu Da Silva (2001).

Passive students are those who repeat, memorise their teacher's orders and tend to do fill-in-the-gaps and pen-and-paper exercises. Active students, instead, do exercises outside the book and embark on analysing and expressing strategies. Finally, when pupils learn from their peers, they have a say on what materials to use. They search for extra information in resource books and go online in order to solve challenging problems.

As for teachers, there is quite a difference between an educator who directs the activity from start to finish with the sole help of the textbook, the one who doubles as a guide and a facilitator or the one who, side by side with his/her students, learns along with them as they progress in their research.

A final factor to be borne in mind is the underlying pedagogical model. If the so-called positivist/technical has the upper hand, the focus is on textbook-to-student instruction. In the practical one, instead, learning becomes active and hands-on. The critical/dialogical approach, however, is, by far, the most interesting. Students are encouraged to understand what they research and to show it to their classmates in different formats: slideshows, collective books, posters... This collaborative philosophy privileges teamwork and Project-Based Learning. It also has the added value of enriching the cognitive capacities of materials with affective and social aspects, such as motivation, self-image, group relationship, etc.

Whoever wishes to get further insight into this topic can consult the handbook by Richards, Jack and Rodgers, Theodore (1986), which is a broad catalogue of activities classified according to the methodological approach preferred by the teacher.



# 4. Rethinking spaces and ICT use in the CLIL classroom

Image 2. Future Classroom Lab



Source: Future Classroom Lab. Creative Commons.

As a final section in this unit, we have considered convenient to rethink how we organise the spaces where teaching takes place and which ICT resources are the ones that best suit different learning moments. Our main guideline will be the research on learning zones conducted by Schoolnet (2016). Six are proposed. They are, somehow, just another way of labelling the cycle present > analyse > synthesise > re-present that has already been commented in Unit 4.

Needless to say, this is just a state-of-the-art design by a think-tank. Its principles and proposals should be interpreted as the upper top of a continuum to be downsized to the reality of different schools and teachers. Anyway, in our opinion, the underlying philosophy is so attractive, innovative and thought-provoking that it is worth knowing and adapting. Besides, the sequence that it suggests (teacher-presentation, individual work, teamwork, student-presentation) enables better inclusive teaching, as more and less gifted students are combined to collaborate with each other when receiving, sharing and creating content. We have also been inspired by the article by López-Cómez, S. and Rodríguez-Rodríguez, J. (2017).

Let us, therefore, see the different learning areas.



#### A. Interact

#### - Key points:

Rather than witnessing a mere presentation of facts and figures, students should be engaged and get actively involved. Another important point is considering other furniture settings beyond the traditional row paradigm: horseshoe shape and small groups.

#### - ICT Equipment:

- Interactive whiteboard to present and interact with media-rich contents.
- 1:1 computer-equipped classroom.
- Bring Your Own Device (BYOD): Laptops, tablets, smartphones.
- Presentations + polling. Platforms such as <u>Socrative</u> and <u>Zeeting</u>, to name just a couple of them, enable teachers with built-in questionnaires that let them get instantaneous feedback from students as they are presenting a new topic.
- Learning Management Systems (LMS) like the ones commented in Unit 4.



Source: Kathy Cassidy (2006) Classroom Tour 3. CC 2.0.

#### **B.** Develop

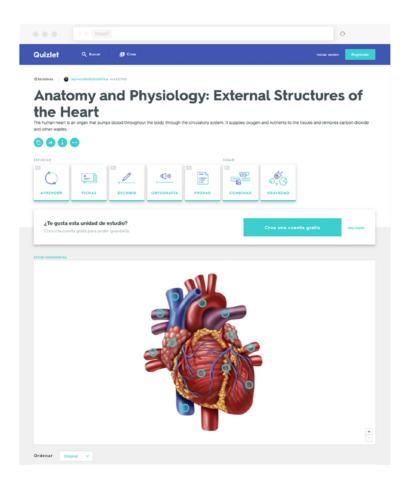
## - Key points:

This is the individual stage. Great emphasis is given to fostering informal learning and self-reflection on the part of the students. They should be allowed to conduct school classwork at their own pace, with very loose teacher-monitoring. The furniture arrangement should be casual and home-like. This is also the space where methodological approaches such the compilation and selection of materials for portfolios can take place. Differentiated learning corners such as the classroom library or the listening area should be previewed.



## - ICT Equipment:

- BYOD or mobile devices provided by the school.
- Audio devices and headphones for individual listening.
- E-book and media library.
- Online games such as Quizlet Diagrams.



Source: CEFIRE Específic de Plurilingüisme (2018). Quizlet Diagrams screenshot.

## C. Investigate

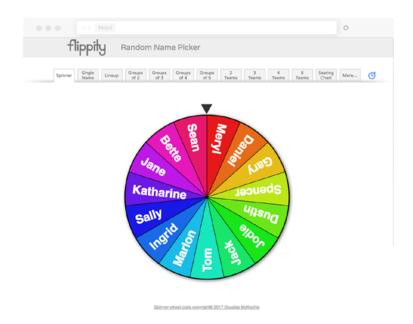
# - Key points:

Teachers should promote teamwork so that students can solve real-life challenges. Project-based learning is the methodological approach that best suits this learning stage. The furniture arrangement has to be as flexible as possible. If we do not have a different space, the desk and chair rows of the interact stage should be reorganised to create groups. The investigation can be carried out by reading, watching videos, conducting experiments or surveys, interviewing...



## - ICT Equipment.

- Classroom mapping randomisers such as Flippity to create groups.
- Google Forms to design questionnaires and conduct surveys.
- Smartphone audio-recorders.
- Smartphone built-in cameras for filming.
- Video conference apps such as Skype or Hangouts



Source: CEFIRE Específic de Plurilingüisme (2018). Flippity screenshot.

## D. Exchange

#### - Key points:

The ability to collaborate is essential throughout the paradigm proposed by the learning zones of the Future Classroom Lab. Skills such as shared responsibility, decision making and project ownership are developed at this stage. Thanks to ICT resources, collaboration is no longer bound to the brick-and-mortar limits of the classroom or to the subject timetable. Now, it can be ubiquitous and asynchronous.

## - ICT Equipment:

- Interactive whiteboards for discussion and brainstorming.
- Cloud computing such as <u>Google Docs</u>. Let us remember that add-ons such as Doctopus enable teachers to replicate assignments from a template.



#### E. Create

#### Key points:

When projects have been assigned, investigated, and facts and figures have been exchanged, students should get down to the job of creating a final product that can take the shape of a presentation, a lecture, a film, a radio programme, a written project, a portfolio or any other conceivable format. Simple repetition of knowledge is not enough. Students should build on what they have seen and shared to be able to show it with a twist. In Unit 4, we have already mentioned that students add pleasure and passion to knowledge if they are allowed to recreate it.

## - ICT Equipment:

- High definition video camera.
- Smartphone camera and audio recorder.
- Video editing software such as Movie-Maker or iMovie.
- Audio editing such as Audacity.
- Audio hosting services such as <u>Ivoox</u> or <u>SoundCloud</u>.

#### F. Present

#### - Key points:

All final products have to be presented, both in class and to the wider world. The classroom should accommodate a miniauditorium-like space where this final staging takes place. Speaking in public and orality are, after all, the very essence of language and subject-based CLIL teaching. Besides, getting familiar with the different ways information can be shared and shown in the 21st century is, by itself, a key competence to be acquired at school.

Presenting the final products provides teachers, pupils and classmates with a learning opportunity to assess how far knowledge and skill acquisition have gone. In addition, peer-reviewing is another competence equally important in today's society.

Besides, what students have done should be accessible online, be it on a video platform, a podcast provider, a blog or a website.

#### - ICT Equipment:

- · Chroma key.
- Projector.
- Interactive whiteboard.
- · High quality speakers.
- Tools to conduct an online quiz: Google Forms, Socrative, Zeetings.
- Blogging platforms: Blogger, Wordpress.
- School website.



Source: Picture Youth (2013). *Girl in front of a green background.* CC 2.0.



# 5. Conclusion

Times have changed and teaching techniques should change along with them. As has been shown, educators should explore the pros and cons of all the resources at their disposal (textbooks, realia, online, etc.) when implementing their syllabus. They should also consider striking a balance between the time-demanding cost and effectiveness of creating their own materials. All of it with the ultimate goal of responding to the needs of student differentiation and their methodological approach.

As for ICT resources, they have been placed in the physical context of the classroom. Furniture arrangement and e-tool adoption should go hand in hand with the different stages of the learning process, from the very first moment, when the contents are shown by the teacher, to the very end, when they are revisited by students.

In conclusion, as has been stated at the beginning of the unit, materials, spaces and places are the third most important factor in the teaching-learning process. It should also be borne in mind that the 21st century has its own ways of sharing and showing knowledge. The more schools adopt them when planning and delivering lessons, the higher their quality will be.

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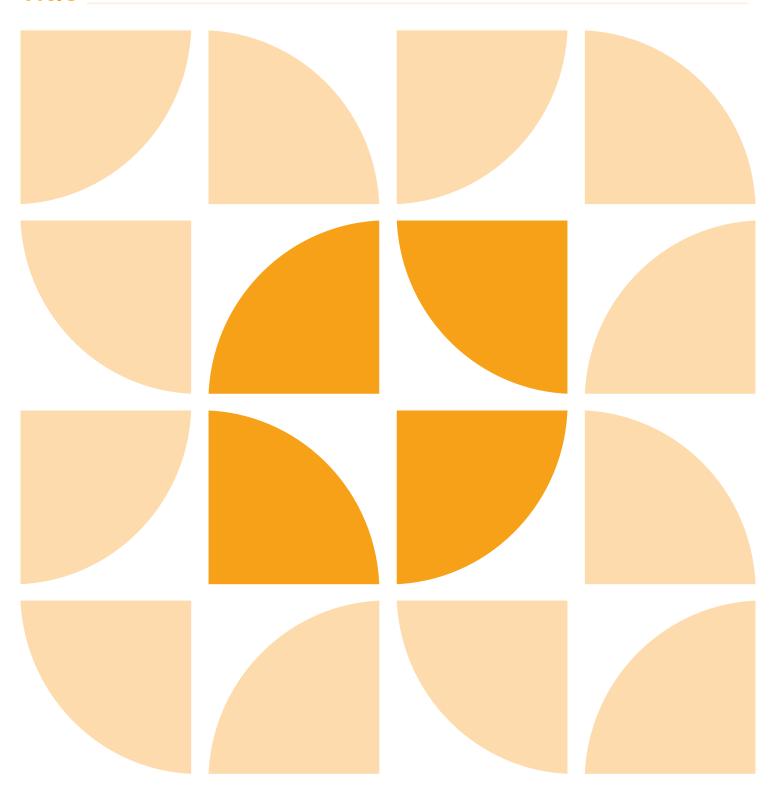


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Plurilingüisme
C/ Faustí Blasco, 11
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**Title** 





	LEVEL	
	SESSIONS	
UNIT LEARNING OUTCOMES / OBJECTIVES (NON LINGUISTIC C	ONTENTS)	
	UNIT LEARNING OUTCOMES / OBJECTIVES (NON LINGUISTIC C	

FINAL TASK	

	KEY COMPETENCES
Linguistic competence	
Mathematical competence and basic competen- ces in Science and Technology	
Digital Competence	
Social and Civic	
Cultural awareness and expression	
Learning to learn	
Sense of initiative and entrepreneurship	



	4 C's (CONTENT, C	OGNITION, CULTURE AND C	OMMUNICATION)
CONTENT			
	LANGUAGE FOR THE	KEY VOCABULARY	
COMMUNICATION	SUBJECT	KEY STRUCTURES	
	LANGUAGE FOI	R INTERACTION	
COGNITION			
CULTURE			

# ASSESSMENT CRITERIA ASSESSMENT TYPE WEIGHT (100%) Performance Assessment Peer Assessment % Self Assessment % Croup Work Assessment %



TEACHER ASSESSMENT					
Planning	0-2	3-4	5-6	7-8	9-10
Clearly define content objectives.					
Clearly define language objectives.					
Balanced distribution of the contents.					
Learning process	0-2	3-4	5-6	7-8	9-10
Make clear links between students' past learning and new concepts.					
Explicitly link concepts to students' background experience.					
Emphasize key vocabulary.					
Comprehensible input	0-2	3-4	5-6	7-8	9-10
Plan activities for introducing the key concepts.					
Adapt the language level to the pupils' language skills.					
Give clear instructions for tasks.					
Diversify the contents in the didactic sequence.					
Strategies	0-2	3-4	5-6	7-8	9-10
Consistently use scaffolding techniques throughout lesson.					
Employ a variety of question types.					
Application	0-2	3-4	5-6	7-8	9-10
Supply lots of hands-on materials.					
Provide activities for students to apply content / language knowledge.					
Interaction	0-2	3-4	5-6	7-8	9-10
Provide opportunities for the oral interaction.					
Group the students a big group, small group or pairs.					
Allow enough time in order to complete the tasks.					
Catch the attention of the students through the lesson plan.					
Learning process of special needs education pupils	0-2	3-4	5-6	7-8	9-10
Adapts the outcomes to the needs of the pupils.					
The linguistic level in the classroom is adapted to the linguistic skills of these pupils.					
The didactic resources are varied and adapted to their needs.					
Assessment	0-2	3-4	5-6	7-8	9-10
The tools provide a good review of the key vocabulary, the concepts and the production.					



UNIT	LESSON
LEARNING OUTCOMES	

WARMING UP (ENGAGE STAGE)			C's		SKILLS				
WARMING UP (ENGAGE STAGE)	С1	C2	C3	C4	L	s	R	w	
MAIN ACTIVITIES (COMMUNICATIVE STAGE)	C1	C2	<b>C</b> 3	C4	L	s	R	w	
ACTIVITY: 1									
ACTIVITY: 2									
ACTIVITY: 3									
FINAL TASK (ACTIVATE STAGE)	C1	C2	<b>C</b> 3	C4	L	S	R	w	



DIFFERENTIATION														
REINFORCEMENT ACTIVITIES EXTENSION ACTIVITIES														
KEY COMPETENCES														
Linguistic Math. Science. Tech. Digital Competence Social and Civic Social and Civic Entrepreneurship														
						ASSESSME	NT CRI	ITERIA						
						ASSES	SMEN	IT						
Perf. Assess.		Peer As	ssessmei	١	S	elf-Assessment			Portfolio Ass	sessment	:	Group W	ork Assessment	
MATERIALS AND RESOURCES (PLACES AND SPACES)														
MATERIALS AND RESOURCES (PLACES AND SPACES)														



## SECRETARIA AUTONÒMICA D'EDUCACIÓ I INVESTIGACIÓ

SERVEI DE FORMACIÓ DEL PROFESSORAT



Cefire específic
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