Identifying Effective CLIL Teaching Practice in Higher Education: A Case Study of Integrated Practices in Pre-Service Teacher Education

Maria del Carmen Flores Muxí

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DOCTORAL THESIS

Identifying Effective CLIL Teaching Practice in Higher Education:

A Case Study of Integrated Practices in Pre-Service Teacher Education

Presented by Maria del Carmen Flores Muxí

At the Faculty of Psychology, Education and Sport Sciences Blanquerna

Department of Educational Sciences

Directed by Dr. Maria González-Davies (tutor) and Dr. Cristina Corcoll López

Acknowledgements

As the process of writing this thesis is near the end, I would like to share some of my feelings concerning the process and the outcome of what I am about to finish or to begin. First, there is doubt: was this long journey worth it? Have I really contributed to social science with consistent and interesting results? Will this study have enough implications for educational practice and research? Is it really finished? This sense of insecurity and self-doubt has accompanied me throughout the process of carrying out this study, as I took care not to lose sight of my focus on what I have always considered one of my passions: honest and coherent teaching. Being honest with myself and with others has been a leading principle in my professional and personal life and has consequently allowed me to feel I have acted and thought in accordance with who I am. Honest and coherent teaching also means honest and coherent learning, and this translates into gratitude for the support, encouragement and patience that I have always received. Finally, I would not be "honest" if I did not mention the relief that taking this final step has brought to both me and those around me. I won't let them know just yet that this final step may really be more of a new beginning.

Writing this thesis has been an enriching and enjoyable experience. However, as mentioned above, none of this would have been possible without the help and love of all the people who have accompanied me during this process.

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Mamà, què t'he de dir? Thanks for saying so much with few words and for teaching me how to be a woman, a mother and a teacher.

An enormous thank you to the rest of my family (especially my sister Isabel), who have asked me about the study and encouraged me at all times. Gràcies!

Per a tu, mamà / For my loving mother...

Flying kisses...

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ABBREVIATIONS

CLIL	Content and Language Integrated Learning
PTE	Pre-service Teacher Education
HE	Higher Education
FPESSB	Faculty of Psychology Education and Sport Sciences Blanquerna
AL	Additional Language
TE	Teacher Education
ECTP	Effective CLIL Teaching Practice
ECE	Early Childhood Education
CL	Content Learning
EU	European Union
FPESSB	Faculty of Psychology Education and Sport Sciences Blanquerna
GO-1	General Objective 1
GO-2	General Objective 2
HE	Higher Education
OT-1	Observation Tool 1
OT-2	Observation Tool 2: ECTP Observation Tool
PTE	Pre-service Teacher Education
RQ1	Research Question 1
RQ2	Research Question 2
SO-1	Specific Objective 1
SO-2	Specific Objective 2
SO-3	Specific Objective 3
SO-4	Specific Objective 4
TCETL	Tool for Classifying Effective Teaching from Literature Revision
TE	Teacher Education
TES-FG/A	Teacher Education Students: Focus Group Subject A
TES-FG/B	Teacher Education Students: Focus Group Subject B
TES-Q	Teacher Education Students: Questionnaire
TES-T	Teacher Education Students: Tests

I think it's because most of us talk one way and live another.

There are a few people who truly, truly walk the talk.

(Olympia Dukakis)

INTRODUCTION

This thesis has been carried out after many years of teaching. My experience, however, has always been marked by concerns about good teaching and professionalism, self-expectations and the wish to truly *walk the talk*.

Going through the process of conducting a research study on Content and Language Integrated Learning (henceforth CLIL), within the framework of effective teaching, has heightened my awareness of the importance of backing up words with actions, especially when teaching Pre-service Teacher Education (henceforth PTE) students.

At the beginning of the 90's, while teaching English at a small school in Barcelona, I started to think about the possibility of teaching English to young students through teaching other contents. I read about content-based instruction, which was rather popular in America at that time. It seemed a positive way to provide students with real and meaningful language learning experiences. The context was still the language class, because the system was not yet ready to consider other school subjects as learning contexts for new languages. I reflected upon my teaching, upon how children learned according to how I taught; and I tried to observe or listen to every reaction and to connect concepts, previous experiences, emotions and languages. Some years later, content-based instruction gave way to CLIL practices in most European countries, and a number of experiences in diverse educational stages spread all over the continent. Content and language integration focused on both language and non-language content aims, and this dual-focused approach became a priority for most language policies in Europe. In Catalonia, CLIL started to be implemented in primary and secondary education, but in Higher Education (henceforth HE) it took longer to become a reality. In 2010 I had the opportunity to get involved in the first CLIL experience at the Faculty of Psychology, Education and Sport Sciences Blanquerna (henceforth FPESSB), University Ramon Llull, and wrote about students' perceptions (Figueras, Flores & González-Davies, 2011). Since then, I have been teaching several CLIL training courses for teachers, and I have taught CLIL methodology to undergraduate and graduate students.

However, concerned as I am with effective teaching practices, at the forefront of my mind was the need to identify the elements for positive CLIL in relation to effective teaching and effective language teaching. What had often been considered educational innovation and a new methodological approach by scholars and practitioners might just distill some of the essentials of positive teaching.

Over all these years, two perspectives have been at play in my professional life: that of a teacher and that of a researcher. I was not really aware of them as separate, as they have both always been there but were merged in everyday practice and everyday being. As Cochran-Smith (2005) claim, university teachers, including teacher educators, are both teachers and researchers. The integration of these two perspectives was what finally triggered the development of this thesis, which aims to contribute to CLIL literature and to education in general.

The teacher's perspective has been essential in various ways. I have conducted this study with the belief that, on the one hand, it can shed new light onto how students perform in relation to language and content knowledge when CLIL subjects are taught in HE; and, on the other, the research may help CLIL practitioners to reflect upon and improve their teaching skills before, during and after implementing CLIL programmes at school. The findings may be generalizable and beneficial in other educational contexts and stages with students of different levels of proficiency.

CLIL refers to the learning and teaching of content by means of an additional language (henceforth AL), which in the context of this research, Catalonia, is English (Muñoz, 2001, 2006; Pérez & Juan, 2011). Content has been considered non-linguistic *per se* in order to contrast with the language perspective of clearly linguistic subjects. These two concepts might have wrongly been defined in opposition to one another, but this was done with the purpose of providing a concept and a terminology that would clarify teaching and learning practices where a new language is used to cover *other* contents. Content would thus not be considered an umbrella concept for language content and non-language content. This is the path CLIL has taken since Marsh coined the term (Marsh, 1994) and it will consequently be the choice applied in this thesis.

As a teacher researcher, a further relevant aspect concerns the characteristics of the participants in the study. They are first-year PTE students taking the English itinerary. This means that about 50% of the courses taken during their degree programme are taught in English. The purpose of this option in Teacher Education (henceforth TE) studies is, among others, to provide future primary school teachers with the fundamental skills and competences which will enable them to teach CLIL subjects and

to lead integrated programmes at their educational institutions. Experiencing CLIL as students may become the optimal way to learn how to approach CLIL with their future pupils.The possibility of knowing about their own language and content outcomes in two of their first-year CLIL subjects, of getting information about their attitudes and perceptions once the subjects have been taken and of discussing and reflecting upon CLIL teaching practice may have provided students with awareness and receptiveness towards CLIL, which may function as a bridge between student experience and teaching.

The role of the two CLIL teacher participants has also been studied, via a discussion of their perceptions on their CLIL teaching. The teachers' opinions may shed significant light on effective teaching practices and more specifically on CLIL teaching practices. Their reflective practice may have contributed to revisiting and thus improving their teaching skills.

The review of the literature on positive teaching, on positive language teaching practice and on integration was necessary in order to compare findings related to effective CLIL teaching practice (henceforth ECTP), which has often been considered one of the most innovative methodological approaches.

I believe that advancing in the knowledge of how teachers teach and students learn both content and language more effectively is especially important in a context where students are being trained to become future CLIL primary school teachers, and, accordingly, future primary school teachers.

As regards the researcher's perspective, one of my guiding principles has been the view of education as a social science. Education requires research to confront social changes that bring with them changes to the system of education, from early childhood education (henceforth ECE) to HE. Teacher educators have the advantage of being in touch with all educational stages, and this places great responsibility in their hands. On the other hand, research has found that effective teaching is one of the most important factors influencing student achievement (Hattie, 2009; Kyriakides et al., 2013). Consequently, much attention should be focused on how future teachers learn.

Unfortunately, many teachers and teacher educators do not see themselves as researchers. Some claim that their teaching load is too consuming for them to spend time to engage with research. Others simply prefer teaching to doing research. As Hargreaves states, "teaching is not at present a research-based profession. I have no doubt that if it were, teaching would be more effective and more satisfying" (Hargreaves, 2000: 200). Research helps teachers and teacher educators keep current

in their fields, which eventually makes them better and more informed professionals (Hensen, 1996; Tomlinson, 1995).

When facing real world problem-based research, it is important to adopt a "scientific attitude", in which research is conducted "systematically, sceptically and ethically" (Robson & McCartan, 2015: 16). Research based on this sort of perspective is more likely to be useful, effective and socially responsible.

Another guiding principle has been the wish to contribute to European CLIL research, which has evolved over the years, especially during the second decade of the 21st century (Bonnet, 2012; Meyer, 2010). CLIL optimism and the general belief of its limitless potential have given way to a more rigorous evidence-based perspective on content and language integration in the different educational stages. CLIL research has mosly focused on language competence and subject matter competence. However, process evidence research, which closely examines teacher and clasroom practices, and affective evidence research, which looks at participants' percepcions and attitudes, is still scarce. This is especially the case in HE, and even more so in TE studies. Dalton-Puffer (2007) and Viebrock (2007), for instance, suggest that many CLIL settings tend to be teacher-centred and weak on working with discourse-functions. This thesis has endevoured to address CLIL in an integrative way, meaning that a range of different types of evidence have been collected.

CLIL might offer opportunities for delving into what good teaching really means and for shedding light upon integration in education. These are the main reasons why this thesis focuses on effective CLIL teaching practices in PTE. The fact that I have been a teacher educator at the FPESSB for more than twenty years has provided me with the optimal setting, an institution where TE studies have been offered and developed since 1948.

The FPESSB is one of the founding institutions of Ramon Llull University, the first private university in Catalonia, which integrates several well known HE organisations and awards official and recognized degrees. As mentioned above, Blanquerna (now called the Blanquerna Foundation) was founded in 1948, and its commitment to education, among other fields, has been recognised by the Catalan goverment (*Creu de Sant Jordi* in 2012) and by society in general. The FPESSB offers degrees, postgraduate studies, PhDs and ongoing training. It has 250 faculty members and more than 3000 students enrolled. Some of the added values the FPESSB emphazises are: its personalized and active pedagogy, with work in seminars and small groups; student placements in renowned educational institutions; and its level of

internationalization. PTE studies may be completed in four years and cover professional training for guaranteeing the integral education of children aged 0 to 12.

Research on CLIL highlighs the need for studies that go beyond gathering evidence on language results (Coyle, 2007; Dalton-Puffer, 2011). Among other needs, past research has emphasised the value of CLIL teaching observation and of collecting perceptions from a range of educational agents (Dalton-Puffer & Smit, 2013; Pérez-Vidal, 2007; Pladevall-Ballester, 2015). The case study method has been used in this thesis in an attempt to address these concerns, due to the possibility this method offers of taking a deep look at a specific reality in a flexible way.

Based on a solid theoretical framework, this study aims for a rigurous integration of its scientific conceptualization with educational practice, which will allow us to analyze CLIL from diverse perspectives: first, students' language and content proficiency will be measured before and after a CLIL subject; secondly, students' and teachers' perceptions will be carefully examined; thirdly, teachers' practice during some of their sessions will be analyzed on a two-phase basis; finally, the revision and updating of the literature will be a constant exercise to integrate results and to provide consistent discussion and conclusions.

All in all, this thesis attempts to respond to two research questions through the attainment of two main objectives, which, at the same, have been broken down into several specific objectives. These two research questions follow:

1. How do we identify and implement Effective CLIL Teaching Practice (ECTP) in pre-service Teacher Education (PTE)?
2. Can we confirm that implementing CLIL in pre-service Teacher Education (PTE) improves students' Additional Language (AL) and Content Learning (henceforth CL)?

The final results and discussion should provide educational science with relevant evidence in relation to the development of CLIL in PTE.

Structure of the thesis

This thesis consists of two main parts: part I, which includes the theoretical framework on which the research has been based, and part II, which is devoted to presenting the case study conducted at the FPESSB. In order to organise the contents more clearly, each part is divided into two chapters. Part I comprises chapter 1 and chapter 2 and part II includes chapter 3 and chapter 4.

Part I:

Chapter 1 introduces the concept of effective teaching by focussing on integration and its multiple faces in education. A learner-centred perspective has been taken and set across educational stages. Next, the role of AL teaching in the world and, more specifically, in our Catalan context has been examined, bearing in mind the aforementioned concept of effective teaching. Chapter 2 is devoted to presenting the concept of CLIL via a thorough review of its development from its origins through the research carried out since the second decade of the twenty-first century. A special focus has been given to CLIL pedagogy, which is one of the most relevant points in the case study presented in part II. Consequently, process CLIL has been introduced, with a special reference made to the European contribution to CLIL teaching.

Part II:

Chapter 3 is concerned with the case study, which was based on both the research paradigm detailed in the previous section and the research questions and objectives set by the researcher. Secondly, the method and design of the study are described, including questions of temporatization, the choice of the setting, the description of participants and the instruments employed to collect the data. This chapter finishes with a reference to the ethical issues considered throughout the process of the research and the presentation of the results. These results, which are shown in relation to the objectives and research questions, are thoroughly discussed and compared with the prior findings of literature referred to in the theoretical framework of this thesis. Chapter 4 is devoted to presenting the main conclusions, which refer to the most relevant points covered in the study and sumarize the main findings to be shared and contrasted with the scientific community. Chapter 4 also includes the limitations of the study and several ideas for future research.

To conclude, a list of the references which support this research study has been included and, finally, relevant material has been added in the appendices in order to complement this thesis.

PART I: THEORETICAL FRAMEWORK

CHAPTER 1. EFFECTIVE TEACHING IN THE 21ST CENTURY: TOWARDS AN INTEGRATED PRACTICE

The aim of this chapter is to reflect on the fundamental aspects of any educational act, that is, teaching and learning and the relationship established between the two. This relationship implies the integration of several relevant elements that should be considered in effective educational practices. At the same time, the concepts of effective language teaching and learning will also be defined and contextualised.

Underlying the chapter is the assumption that a number of elements of effective practice are shared, and thus fused in the literature in relation to effective teaching, effective language teaching and effective CLIL teaching. There seems to be a widely accepted tradition of adopting more general features to define and specify more concrete concepts. If this is so, these specific concepts might be wrongly labelled as innovative educational proposals when in fact there may not be so many characteristics exclusively related to them.

1.1.   AN INTEGRATED PEDAGOGY FOR CONTEMPORARY CLASSROOMS

1.1.1. Effectiveness in educational practices

 1.1.1.1. Understanding effective teaching in a learner-focused paradigm

The aim of this section is to clarify the concept of effective teaching, through a review of the contributions made by educational theorists over the last fifty years. Before going into what is meant by effectiveness in education, a brief conceptualisation of teaching and learning should be provided in order to arrive at a solid understanding of their individual and interrelated meanings.

Our learning society no longer conceives of education as an inflexible and static construct. In this earlier conception, teachers were "the fount of wisdom", surrounded by truth, and where learners were perceived as passive receivers of information. However, over the last decades of the twentieth century this traditional view of teaching and learning gave way to a more dynamic, paradoxical, context-focused interpretation of what education implied (Jarvis, 2002).

At the beginning of the second half of the 20th Century, proponents of the scientific approach developed in America in instructional design (Gagné et al., 1974) claimed that correct preparation and adequate step-by-step lesson guidelines would lead to

desired outcomes. This view was soon questioned, and a learner-centred approach became more common in educational practices.

Methods have evolved from didacticism towards experiential teaching and learning. However, we should take into account that all types of methodologies are being used in today's schools and HE institutions. Teaching and learning take place in diverse environments and in many different formats.

1.1.1.1.1. Teaching and Learning

Teaching has changed over the years. Teachers today must play new roles. Hirst & Peters (1970: 80) first considered "content" as what distinguished teaching from other activities: "teaching had to indicate or express some content, that pupils are intended to learn". Their concept emphasizes rationality, scientific ideas, efficiency and end-products, which are traditional aspects of what teaching implied at that time.

From a content-focused perspective, the concept of teaching soon moved towards "who" provided that content. Brown & Atkins's (1988: 2) definition, "providing opportunities for students to learn", focuses more on the role of the teacher, who is responsible for providing such opportunities.

That same year, Pratt (1998) suggested a graded organisation of different aims of teaching and, in doing so, he identified some learner-focused perspectives of teaching. From the "transmission" view of effective delivery, moving through "apprenticeship" (modelling behavioural norms and professional skills) and "developmental" (taking the learner's point of view into account and developing more complex cognitive structures), teaching may also consider two broader objectives, "nurturing" (balancing academic and emotional support from the teacher and peers through challenging but still achievable goals), and "social reform" (seeking to change society and focusing on the collective, through challenging the status quo, rather than the individuals).

If we take Pratt's aims of teaching into consideration, there seems to be a strong relationship between the teacher and the learner. The action of teaching is intrinsically intentional (Jarvis, 2002) and it implies going beyond the classroom walls, to take in emotions and social consequences.

From the emphasis on managing teaching techniques in order to achieve a set of goals or outcomes in the latter half of the 20th century, approaches to teaching have evolved

towards personality, uniqueness and situatedness, where all conditions cannot be completely controlled. The paradoxical teaching conditions described by Palmer (1998) seem to reinforce the complexity of this human relationship:

> (…) the classroom space should: be bounded and open; be hospitable and "charged"; invite the voice of the individual and the voice of the group; honour the "little" stories of the students and the "big" stories of the disciplines and the tradition; support solitude and surround it with the resources of the community; and welcome both silence and speech.

> Palmer,1998: 74

Within this broader conceptualisation of "teaching", teaching styles play an important role. Lippitt & White (1958) were inspired by leadership management when they identified three teaching (management) styles: authoritarian, democratic and laissez-faire. Along the same lines, McGregor's (1960) approaches to managing people, Theory X and Theory Y, illuminated teachers in their educational practice by differentiating two types of teaching situations: on the one hand, there is an authoritarian style, where the learner is not motivated and therefore prefers to avoid responsibility and hard work. The Theory X teaching style assumes control of the process and directs learners towards set outcomes. On the other hand, there is a participative style, in which the learner accepts and seeks responsibility through hard work and applies self-control and self-direction while using creativity in solving problems. The Theory Y style thus focuses on the human side of learners and helps them grow.

Eble (1998) emphasizes the "character" of the teacher and his/her "performing art" and, by doing so, he highlights the individuality of teaching and teachers. This idea seems to connect with the more recent concept of leadership in teaching. However, a leader will inspire learners not through performance, but through *being*, in such a way that learners can improve their learning process:

> After three decades of trying to learn my craft, every class comes down to this: my students and I, face to face, engaged in an ancient and exacting exchange called education. The techniques I have mastered do not disappear but neither do they suffice. Face to face with my students, only one resource is at my immediate command: my identity, my selfhood, my sense of this "I" who teaches – without which I have no sense of the "Thou" who learns.

> Palmer, 1998: 10

Different types of teaching methodologies have been proposed throughout the years (Burden & Byrd, 2007; Dall'Alba, 1991; Fox, Jarvis, 2002; 1983; Ramsden, 1992; Sotto, 1994). The four methodologies below attempt to bring together and categorise the diversity of methods and their large amount of terminology:

Lecturing has been a teaching method mostly used in secondary and HE. Its "continued prevalence" (Gibbs, 1981), however, seems to fly in the face of the fact that literature on effective teaching considers lecturing as "an ineffective form of teaching which does not result in effective learning on the part of students" (Griffin, 2002). Lectures put the teacher in control and put the learner in a passive role. There is no chance for feedback or interaction, which may result in an alienating and boring note-taking situation or, conversely, in a surprising and powerful charismatic teacher performance, the latter unfortunately being less frequent. As Griffin (2002) states, "we have lost any sense of the learner, learning needs and, indeed, of learning itself". Lecturing must then be complemented by other teaching methods so that effective teaching and learning can be achieved. Lecturing as a teacher-centred method is challenged by a more reflexive and experiential learner-centeredness.

Enquiry-based teaching, also known as Socratic teaching, where problem-solving and project-work are included, is generated by a question which becomes effective for research, discussion, decision-making and interdisciplinarity. This methodology may be effective as long as the teacher knows "the art of creating disjuncture, of asking question" (Jarvis, 2002). Teachers need to learn how to use themselves the best they can.

A third method views teaching as helping learners realise their capacity to learn. *Facilitation* tries to provide the conditions that will allow learners access to their internal capacities to learn. It is a process in which the learner is curious, motivated and self-directing. Teaching guides learners towards self-knowledge through "being", or "presence" (Nervis, 1991), and through "doing", or "performance" (Gregory, 2000).

Finally, *experiential teaching* includes body, emotion and spirit in the process of learning, going beyond the acquisition of cognitive knowledge. Learning is a holistic process, where experience is the stimulus and where learners socially construct their process and emotions play an important role:

> (…) learning is all around us, it shapes and helps create our lives – who we are, what we do. It involves dealing with complex and intractable problems, it

requires personal commitment, it utilises interaction with others, it engages our emotions and feelings, all of which are inseparable from the influence of context and culture.

Boud et al., 1993: 1

It is thus advisable not to use just one of these methods without considering the others. As Northedge & McArthur (2009) claim, HE is "a complex process of becoming immersed in the ways of thinking and knowing of a significant community's discourses and practices (...)" (Northedge & McArthur, 2009: 109).

Similarly, Jarvis (2002) supports the balance kept between "the wise use of different teaching methods" and charismatic teaching in his attempt to identify professional and competent teachers. He defines teaching as "an intentional activity in which opportunities to learn are provided, and this is broad enough to include all types of teaching". These last words seem to advocate for the coexistence of different yet equally appropriate teaching methods. He completes his definition by stating that:

Teaching is about respecting the personhood of the learners and teachers and enabling human beings to achieve their own potential, without imposing on them predetermined outcomes of the teaching, although we recognise the importance of what is learned in the process.

Jarvis, 2002: 25

Jarvis's words thus emphasise the strong bond between teaching, learning and content, embedded in the uniqueness and diversity of any educational act.

The concept of learning has often been associated with institutional practices that take place in formal educational settings, without focusing so much on the understanding of the individual's mental processes that develop into outcomes. Hilgard & Atkinson (1967) defined learning as "a relatively permanent change in behaviours that occurs as a result of practice". Borger & Seaborne (1966) described it as "any more or less permanent change in behaviour which is the result of experience", and in doing so, they confirmed Hilgard & Atkinson's focus on the behavioural side of learning.

In 1980, another definition was provided, this time adding that what was to be changed was not only behaviour, but some other developmental aspects: "[learning] …refers both to the process which individuals go through as they attempt to change or enrich their knowledge, values, skills or strategies and to the resulting knowledge, values,

skills, strategies and behaviour possessed by each individual" (Brundage & Mackeracher, 1980).

Sotto (1994) provided another more recent interpretation of the concept of "learning", defining it as "what happens when we realize we don't know something which we consider worth knowing, form a hunch about it, and test that hunch actively. In doing that, we may have to find some information first, but notice that finding that information is only a part of that process". He follows by saying that "(…) unless a task is a very simple one, it isn't possible to master it by learning one fact after the other in rote fashion. One has to learn how the whole thing hangs together. In short, one has to see the pattern". Sotto reveals two aspects that a teacher should consider: first, that the teacher must help learners to realize they don't know something that is worth knowing; and second, that conditions must be provided for learners to be able to get information to work with their "hunches". The author also draws attention to important elements of learning, such as the importance of active engagement, the need to immerse oneself in a problem, striving for meaning and how we are helped when we test hunches. Finally, Sotto claims that "the personal" is very important in learning. Learning is best when one is personally engaged. Teachers can thus help to create a context in which learners have experiences that suit them.

Finally, Illeris (2007) provides a broader definition of learning, which takes in most of the previous ideas shared by learning theorists: "(learning is) any process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation or aging". Human beings are responsible for their new changes, that are continually taking place while some of the old ones are "forgotten" or "overlaid".

However, learning has also been holistically explained through contributions emerging from different academic fields, such as psychology, biology and sociology. In this sense, and in order to identify human learning, psychology should not be limited to behaviour and by what can be objectively observed. It implies a wider conception of personal experience in which subjectivity plays an important role. Emotions, for instance, may influence learning as much as what one could objectively identify. And it is in the brain where an individual's learning processes take place. Although brain research has made great strides in recent years, there is still a long way to go in the quest to identify and explain brain functions, including learning. One of the most significant findings, however, is that in a healthy brain, emotions and reason cannot

function separately (Damasio, 1994). Finally, learning always takes place in a social context, which will provide specific conditions for what can be learned and how.

Illeris (2015) illustrates, with his "learning triangle", two kinds of learning processes: the first would be the interaction between the learner and the environment; and the second a more internal process that includes "content" and "incentive". Learning "content" is considered to be "any kind of human capacity, such as knowledge, skills, attitudes, understandings, beliefs, behaviour, competences, etc." and "incentive" is "the mobilisation of mental energy to drive the process, i.e. the motivations, emotions and volition involved".
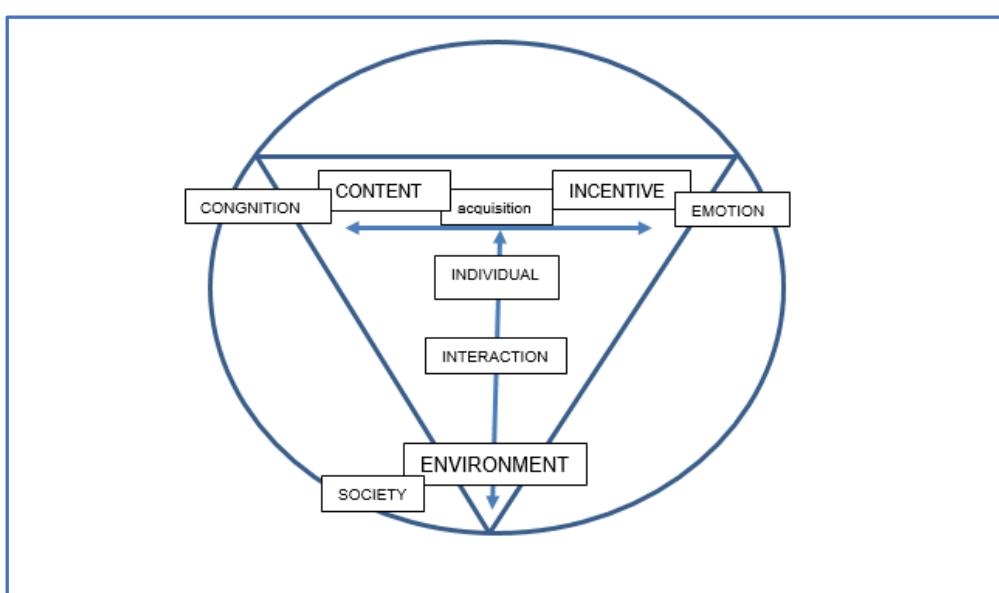
Figure 1. The Learning Triangle. Source: Illeris (2015)

The input the learner gets from his/her interaction with the environment may be absorbed through an acquisition process that connects this input to his/her prior learning, thus forming the learning outcome. The above-mentioned dimensions, environment, content and incentive, came to be called, by the same author, social (or societal), cognitive and psychodynamic (or emotional). All three are in constant interaction with one another:

> The central idea was that genuine learning implied a subjective and positive connection between the learner's objective interests and subjective motivation and the learning content, which always includes a cognitive, an emotional and a social dimension.

Illeris, 2015: 32

Illeris (2007) also distinguishes between learning as "addition" and learning as "change or reconstruction". Cummulation (new mental scheme) (Nissen, 1970) and Piaget's assimilation (adding new elements to existing schemes) would be considered addition learning, whereas accommodation (changing elements of existing schemes) (Piaget, 1952) and transformation ("changing elements of the individual identity") would be reconstruction learning. The author claims that innovative qualifications, such as flexibility, imagination, inventiveness, etc., which complement more traditional qualifications related to knowledge and skills, are acquired through accommodation. Illeris' ideas support two key elements of this thesis. The first consideration is that interrelationships are established among teaching, learning and environment. The second, which is intrinsically related to the first, is that the learner plays the leading role in such an integrated approach, making teaching a learner-centred phenomenon.

Finally, some evidence has confirmed the advisability of mixing or moving between learning styles (visual, audio and kinaesthetic) when developing a range of classroom tasks (Pritchard, 2009), rather than focusing on a specific learning style, according to students' prominent learning styles.

1.1.1.1.2. Effectiveness

After the above discussion of learner-centred teaching, this section will examine effectiveness, allowing us to take a deeper look at the whats and the hows of successful educational practice.

The concept of effectiveness has been interpreted differently over the years (Cameron, & McNaughtan, 2014). Early models of effective organisations emphasized the "efficient types", which focused on achieving the maximum output with minimum input. Bureaucracy was considered essential for stable, predictable and standardized practices.

Likert (1967) questioned this model by defending cooperation and participation. Effective organisations were supposed to prioritize the needs of their members and to enhance achievement of goals through teamwork and motivation. All these models referred to a universal and generalised model of effectiveness.

A new approach to effectiveness was offered by Laurence & Lorsh (1967) the same year. Their "Contingency theory" criticized the previous "ideal profile" and supported the balance between organisational practice and environmental conditions. Along the same

lines, thirty years later, Nadler & Tushman (1997) argued for an alignment between different variables inside and outside the organisation. The greater the alignment, the more effective the organisation, practice or person could become. The concept "alignment" was also used by John Biggs (1996), who spoke of "Constructive Alignment" in reference to effective teaching and learning in HE. But we will come back to this aspect in section 1.1.2.1.

Another conceptualisation of "effectiveness" began to focus on the expectations of the organisation's constituencies rather than on the characteristics of the organisation itself (Connolly, Conlon & Deutsch, 1980). Effectiveness thus became more dynamic rather than static, as it had been previously considered:

> The organisation is flexible enough to respond to the demands of powerful interest groups such as unions, stockholders, customers, managers… Effectiveness is linked therefore to concepts such as customer satisfaction, learning, adaptability and legitimacy. (...) When the expectations of these various constituencies diverge from or contradict, however, the organisations are faced with a dilemma. Which constituencies should the organisation satisfy, and which criteria should be emphasized?

> Cameron, K., & McNaughtan, 2014: 354

Following Connolly, Conlon and Deutsch's ideas, an educational organisation should cater to the needs, interests and expectations of all members of the community, defined from a micro and a macro perspective (learners, teachers, heads of department, heads, families, educational authorities, educational networks...). The organisation would then be considered more or less effective according to its degree of success in responding its community's needs.

Finally, the paradox model (Cameron, 1986) appeared as a consequence of the growing awareness of the diversity of expectations and demands placed upon organisations and their participants, and it emphasized the paradoxical view of effectiveness, which incorporated elements from the other previous models: "(…) being both flexible and rigid, being both standardized and creative, and being both efficient and redundant". This contrast parallels Palmer's (1998) teaching conditions, which were also posed as opposites (see section 1.1.1.1.1.).

1.1.1.1.3. Effective teaching[1]

When focusing on effectiveness in teaching and in learning, Hattie's work constitutes an illuminating framework within which to understand effective practice in effective teaching:

Hattie (2009) identified 138 factors for successful school learning and grouped them into six categories: the student, the home, the school, the teacher, the curricula and the teaching approaches. His famous book *Visible Learning* was based on more than 800 meta-analyses into which more than 50,000 studies were integrated. Of the six categories, the teacher exerted the strongest effects. In his third chapter, "The Argument: visible teaching and visible learning", Hattie discusses the basis of his conception of effective teaching and learning:

> Visible teaching and learning occurs when learning is the explicit goal, when it is appropriately challenging, when the teacher and the student both (in their various ways) seek to ascertain whether and to what degree the challenging goal is attained, when there is deliberate practice aimed at attaining mastery of the goal, when there is feedback given and sought, and when there are active, passionate, and engaging people (teacher, student, peers, and so on) participating in the act of learning.

Hattie, 2009: 22

Effective teaching will take place only if teachers see learning through their pupils' eyes and students see themselves as teachers of their own process. When learners "teach" themselves, they can develop self-regulation processes that may guide learning effectively. But in order for this self-regulation to be successful, teachers must make a difference. They must be active participants, open to experience and designers of meaningful experiences; they must construct and criticize; they must reason and apply, be clear and provide learners with opportunities to develop both surface and deep learning, leading them in the construction of their "visible learning". Hattie reinforces the idea of dual feedback when he states that teachers should "have proficient knowledge and understanding of what progression means in their content to provide meaningful and appropriate feedback" (p.37) and "(…) seek and learn from feedback from students". (p.35).

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[1] See Appendix 1 and Appendix 4 for the classification and categorisation of Effective Teaching

Only "some" teachers will make a difference, by setting challenging goals, engaging learners in their learning towards the set goals, and providing confidence and support throughout the process: "It is what teachers get the students to do in the class that emerges as the strongest component of the accomplished teachers' repertoire, rather than what the teacher, specifically, does" (Hattie, 2009: 35).

Once again, the relationship between effective teaching and effective learning plays a central role. Table 1 shows how the most significant influences on learning achievement fall under the teacher's responsibility.

Influence	Effect Size	
Feedback	1.13	Teacher
Students' prior cognitive ability	1.04	STUDENT
Instructional quality	1.00	Teacher
Direct instruction	0.82	Teacher
Remediation feedback	0.65	Teacher
Students' disposition to learn	0.61	STUDENT
Class environment	0.56	Teacher
Challenge of Goals	0.52	Teacher
Peer tutoring	0.50	Teacher
Mastery learning	0.50	Teacher
Parent involvement	0.46	HOME
Homework	0.43	Teacher
Teacher Style	0.42	Teacher
Questioning	0.41	Teacher
Peer effects	0.38	PEERS
Advance organisers	0.37	Teacher
Simulation & games	0.34	Teacher
Computer-assisted instructions	0.31	Teacher
Testing	0.30	Teacher
Instructional media	0.30	Teacher
Aims & policy of the school	0.24	SCHOOL
Affective attributes of student	0.24	STUDENT
Physical attributes of students	0.21	STUDENT
Programmed instructions	0.18	Teacher
Ability grouping	0.18	SCHOOL
Audio-visual aids	0.16	Teacher
Individualisation	0.14	Teacher
Finances/money	0.12	SCHOOL
Behavioural objectives	0.12	Teacher
Team teaching	0.06	Teacher
Physical attributes (e.g. class size)	- 0.05	SCHOOL
Television	- 0.12	HOME
Retention	- 0.15	SCHOOL

Table 1. Influences on Students' Achievement. Source: Hattie (2009)

Similarly, Kyriakides et al. (2013) conducted another meta-analysis of studies exploring factors influencing effective teaching. They used the "dynamic model of educational effectiveness" (Creemers & Kyriakides, 2008) as a model to structure their analysis. This model focuses on teaching factors exclusively, unlike other models (Hattie, 2009; Seidel & Shavelson, 2007) that employ a broader focus. Another difference between Hattie's study and the other two, those by Seidel & Shavelson and Kyriakides et al., is that the former focuses only on students' cognitive outcomes whereas the latter two examine cognitive, psychomotor and affective outcomes. Finally, it is important to point out that Hattie's meta-analysis (800 meta-analyses) includes a much larger number of studies than the other two (112 studies in Seidel & Shavelson's and 167 in Kyriakides et al.'s). The dynamic model of educational effectiveness identifies eight observable factors which describe the instructional role of the teacher: orientation, structuring, questioning, teaching modelling, application, the classroom as a learning environment, time management and assessment. The model integrates characteristics of different teaching methodologies, including lecturing, questioning and more constructivist approaches.

Previous to Hattie's work, however, Marzano's (1998) contribution is worth mentioning, as his research design and methodology inspired Hattie's studies. His meta-analysis was done with the aim of improving the practice of teaching and learning. In it, he defines effective teaching as in terms of the presence of clear instructional goals, which are then communicated to students and to parents. Effective strategies and techniques are, among others, identifying similarities and differences, summarizing and note-taking, reinforcing effort, providing recognition, cooperative work, providing feedback and cues, questions and advance organizers.

Finally, concerning university teaching, three main features may be identified (Fortanet-Gómez, 2010; Kreber, 2009):

1. Knowledge of subject materials, with motivating and organised delivery of such knowledge.
2. Positive relationship with students through task focus, active and autonomous learning and coherent assessment.
3. Reflective and collaborative practice with other colleagues.

Thus, teaching and learning should be an integrative experience that includes self-directedness, empowerment and autonomy (Gregory, 2002).

In short, effective teaching involves having the necessary knowledge, skills and dispositions to help promote learning for all students (Burden & Byrd, 2007). In her book, Donna Erpelding, a third-grade teacher, describes her view of teaching. Her capacity to summarise appropriate knowledge, skills and dispositions through the uniqueness and situatedness of her students and her classroom is what makes it, from my point of view, an inspiring definition of effective teaching in a learner-focused paradigm:

> Decisions that I make in the classroom are affected by my views of teaching. An effective teacher understands the "art of teaching". Teaching is not just opening a book, making assignments, and grading papers. It's about understanding and supporting the development of a child. I believe that the classroom of an effective teacher is child-centred where student needs are understood and met. Students themselves need to be valued, respected, and appreciated. I believe that I am in the learning success business rather than the materials coverage business. There are no losers in my classroom – only winners!

> Effective teachers draw talents and uniqueness from their students, and then capture and build on that talent in a variety of ways using teaching methods and strategies. An effective teacher can "go with the flow" and change a lesson to capture a "teachable moment". Kids are so much more capable than we give them credit for.

> I know my kids leave the classroom with many talents and strategies for learning that are not measured on a standardized test. They have had a year of many and varied learning experiences – not just doing paper and pencil activities, reading the chapter, and answering the question at the end. My hope is they love learning and they believe in themselves and their unique talents when they go out to face the unknowns of a future world.

> Donna Erpelding, in Burden & Byrd, 2007: 5

1.1.1.2. Integration as an asset for effective teaching across educational stages

> A lot of Music is Mathematics. It's balance.

> Mel Brooks, 2005

While the director and screenwriter of the famous film "Young Frankenstein" may not have been trying to define or explain "integration" with this quote, Brooks provided a powerful message, one that may serve as a starting point in the description of the

concept from an educational point of view: two school disciplines (Music and Maths) that, at first sight, might seem unconnected in a number of aspects -in their conceptualisation and in their methodological approaches, for example- seem here to be given an interdependent and complementary status. Balance means the interweaving of the two disciplines, taken together and going beyond the sum of their parts.

Integration may be conceived, from a misleading simplistic perspective, as the act of making connections. These acts, however, turn out to be more complex upon further reflection if we zoom in on the diverse "connections" that one can make in relation to education. What elements are to be connected? Learning and real-life experience? Different content-subjects? School and community? Theory and practice? A number of teachers working with a single group of learners? (Beane, 1997; Drake & Burns, 2004; Roegiers, 2010).

Three main dimensions of educational integration could first be established in order to give us an overview of the concept.

1. Social dimension of integration in education
2. Learning and Teaching dimension of integration in education
3. Content dimension of integration in education

These three dimensions may be observed from an inter-integration perspective and from an intra-integration perspective. From the former perspective, the content dimension, the learning and teaching dimension and the social dimension are integrated in order to provide a complete conceptualisation of integration in education. Learning and teaching relate to what is to be learned and taught (content) in interaction with the environment (society).

From the latter perspective, each dimension is defined in relation to its interrelated elements. That is, within the content dimension, contents, whatever form they take (art, language/s, science, technology, etc.), relate to one another to a greater or lesser degree; within the learning and teaching dimension of integration, an initial integration takes place between learning and teaching, and this is followed by subsequent integrations among their different constituent parts; and finally, within the social dimension, integration takes place among all the agents in society that influence education.

Figure 2 attempts to visually display the Triangle of Integration in Education, inspired by Illeris' Learning Triangle, as the three dimensions seem to reflect Illeris' learning dimensions.
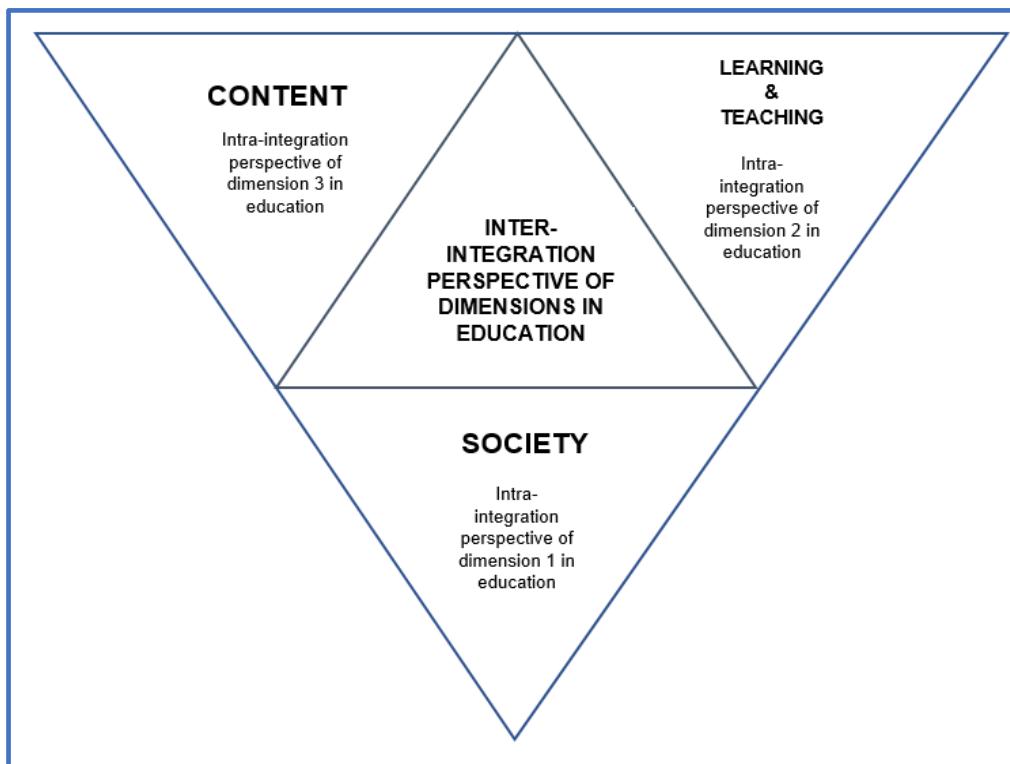
Figure 2. The Triangle of Integration in Education. Source: Researcher's design

1.1.1.2.1. The social dimension of integration

Looking back to the fourth century BC, Gnanakan (2011) highlights two philosophers of the time, Plato and Confucius. Their view of integration in education was based on the connection that was established between "true education" and a good society. In other words, the more one could do to transform his/her community, the more educated "for life" an individual would be. In his review of Gnanakan's work "Integrated Learning", Prasad (2012) writes:

> Plato pointed out that the good education could only bring a just society. He sees education on holistic perspectives which includes knowledge, facts, skills, physical discipline, music and arts. He considered this approach as the highest form of education. Confucius on the other hand like Plato advocated an ultimate ethical ideal that was to impact society. Confucius as a Chinese national, renaissance humanist gave foundations for social, political and religious thought and left a legacy of education that aimed at total transformation, starting from the individual and the family and to the whole country and the world. Confucius

aimed to produce learned people of the civilized intellectuals for a new society based on justice and wisdom.

Prasad, 2012: 67

Education is thus considered a social process, in line with Dewey (1916), who stressed that individuals should become responsible citizens. Experiential learning becomes crucial for the "social continuity of life". Integration in education thus implies social responsibility and experience, and it means learning beyond the walls of the school and engaging with the community. In the poem "A Poet's School", Tagore (1917) advocates education for everyone, welcoming a diversity of social backgrounds and cultures and, by doing so, he moves towards a wider and more globalised view of education, what Beane (1997) calls "social integration" or "school's role in promoting social unity".

The function of education is the transmission of society's values and the allocation of "human resources within the role structure of adult society" (Parson, 1959). Different social institutions – the family as well as political, economic and educational structures – strike a sort of balance as they interact. We may say that the concept of intra-integration in this social dimension becomes evident.

Another idea behind the connection between education and society is that, at present, the cultural reproduction traditionally provided by families and schools may be challenged by the unregulated growth of the mass media, institutions which did not previously perform this function.

Education is an instrument of social change and development, as it can change the attitudes and values of human beings. However, even though education aims for the elimination of social and economic inequality, it often paradoxically reflects the inequalities present in today's society.

Changes in methods and content are thus necessary in order for education to be effective and for society to advance.

1.1.1.2.2. Learning and Teaching dimension of integration

As stated in the previous section of this chapter (see section 1.1.1.1.3.), the concepts of teaching and learning cannot be understood without considering the influence of one concept on the other (Gregory, 2002). It is nonetheless important to underline the sub-

connections that can be established from an intra-integration perspective on the two concepts. Two examples could be the connection the teacher must establish between students' previous knowledge and experience and their encounters with new knowledge, or the connection the teacher tries to forge among the range of teaching materials used in each unit of work. The act of teaching connects the diverse variables that influence teaching and the act of learning connects many other variables that will undoubtedly affect learning.

Along the same lines, Hattie affirms that "teaching and learning combine teacher-centred teaching and student-centred learning and knowing" (Hattie, 2009:26), where teaching has to connect itself with the already existing ideas that students bring to the classroom.

1.1.1.2.3. Content dimension of integration

If this work wishes to remain coherent with the integrative view of education and of integration itself, it must not ignore the two dimensions of integration discussed above, besides the content dimension. As has been said, the three dimensions adopt an inter-integration perspective due to the continuous relationships established among them. However, and in order to meet the aims of this thesis, it is most relevant to focus more on this final dimension of integration.

A brief chronological review of the literature will now be presented in order to lay solid groundwork for the concept of content integration.

In the early nineteenth century, the Swiss educator Pestalozzi (1898, but written in 1801) maintained that the "Head", "Heart" and "Hands" should be integrally treated. The three elements had to be kept in balance, as it was dangerous to base education on just one of them. Emotions and feelings, along with physical/manual and art faculties, could become as important as cognition in the child's development. This argument amounts to an early endorsement of an integrated content approach to education, one that would cover the global dimension of human beings.

 Along the same lines, the Indian educationalist Tagore (1997) emphasised the inclusion of art in an integrated way:" We felt we would try to test everything," (...) "and no achievement seemed impossible…We wrote, we sang, we acted, we poured ourselves out on every side." (Tagore, 1917). He believed in creating educational settings close to nature rather than the classroom, in teaching crafts, and in combining

urban life, technology and science and with rural life, traditional knowledge and skills. (Bagchi, Fuchs & Rousmaniere, 2014).

The links Whitehead drew between education and the harmonic and rhythmical arts echo and expand upon the aforementioned contributions. Education should not be seen as merely the reception of disconnected "inert ideas" but as the used and combined discoveries that the child makes: "Let the main ideas which are introduced into a child's education be few and important, and let them be thrown into every combination possible" (Whitehead, 1929).

Some more ideas were added by Wentworth (1999), who discussed Montessori's thematic approach, one "that ties the separated disciplines together into studies of the physical universe, the world of nature and the human experience. In this way, one lesson leads to many others". Along the same lines, Beane (1997) refers to "integration of studies" in his book *Curriculum Integration*.

A more recent conception of integration is related to the concept of competence (Rogiers, 2010; Peyser et al., 2006), which may not be conceived of without the articulation of different skills. In their article, Peyser and her colleagues identify integration as the key element that distinguishes competences from objectives:

> The great merit of pedagogy by objectives is its emphasis on the fact that the student can learn to "do" something, beyond the simple acquisition of knowledge and facts. The risk, however, is that it may lead to learning (mastering) a series of individual know-hows, all equally important but isolated from each other, while failing to form an integrated whole that can prepare the student to cope adequately with real-life situations. Here is where the concepts of competence and integration fit in.

<div align="right">Peyser at al., 2006: 37</div>

Roegiers (2010) also establishes an intricate relationship between the two concepts in his book *Una pedagogia de la integración* (A Pedagogy of Integration). He provides an interesting definition of pedagogical integration, in which he underlines several conditions needed for integration to take place - interdependency, mobilisation of knowledge, harmony, set goals and meaningfulness – and defines competence as: "the possibility, for a person, to internally mobilise an integrated group of resources in order to solve a family of problem-situations". By "resources", the author refers to types of knowledge, experiences, schemes, capacities, different types of abilities… that must be mobilised in order to produce, act or reach a solution to a problem in a person's

specific context (i.e. educational practice) or daily life. He goes on to state that a competence takes place in an integration situation in the sense that previous knowledge plays an important role in the person's new situations, in the need to harmonically play with the different knowledges and abilities and in the fact that the situations he/she encounters are as close to reality as possible (Roegiers, 2010, p.89-91). The learner, Roegier adds, is the only "actor" of knowledge integration, the only one with the potential to mobilise, little by little, different resources in order to solidly enrich his or her own learning.

When there is no connection between learning and meaningfulness, excuses such as "You will need it for the test" or "You will find out when you get older, in real life", doled out by teachers asked about the usefulness of learning something, seem to perpetuate what Dewey, as far back as 1938, already considered a waste of time:

> Almost everyone has had occasions to look back upon his school days and wonder what has become of the knowledge he was supposed to have amassed during his years of schooling…, but it was so segregated when it was acquired and hence is so disconnected from the rest of experience that it is not available under the actual conditions of life.

Dewey, 1938: 48

Knowledge is truly understood and used to the extent that it is integrated into the context of real problems. Unfortunately, schools tend to present knowledge in an isolated and fragmented way, frequently claiming that, through subject-compartmentalisation, knowledge becomes more accessible. However, research (Beane, 1997) suggests that contextualisation is what really makes knowledge accessible: "Students learn by making connections; the more connections they can make, the more they learn" (Caine & Caine, 1997; Jensen, 1998).

At this point, there seems to be a gap between the concept of "integration" and the concept of "interdisciplinarity", two concepts that have been frequently used interchangeably in education. A more accurate and illuminating view would define the former as conceptually framing the latter. There might or might not be integration in a disciplined-based approach, whereas interdisciplinarity may be conceived as "the most elaborated" and "the richest" form of "integration", in the sense that it focuses on the articulation of disciplines in order to mobilize knowledge in complex situations. Interdisciplinary learning and teaching are thus integrated *per se*. (Roegiers, 2010).

1.1.1.2.3.1. Types of content integration

Integration has also been viewed as a matter of degree (Drake & Burns, 2004; Harden, 2000). Harden (2000) sketches out a continuum – or a "ladder" - joining two poles of integration, running from "isolation" to "transdisciplinary". In other words, the scale goes from a focus on disciplined-based teaching and learning to a more centralised curriculum, where no disciplines can be identified in the organisational structure and implementation of educational practice. Even though Harden focuses his studies on the medical sciences, his contribution might be useful for general pedagogy, especially for curriculum planning and assessment. Drake & Burns (2004) provide an extended description of three categories for interdisciplinary curriculum that can be developed in educational contexts:

In the following section, a summary of these categories is provided:

a. Multidisciplinary integration: multidisciplinary integration focuses on subjects. The teacher organizes his/her discipline around a theme and, depending on the degree of intensity, there may be different approaches:

Intradisciplinary approach: the teacher identifies different subdisciplines within a subject while students are pushed toward greater understanding of the connections between the different subdisciplines. An example would be integrating history, geography, economics, and government in an intradisciplinary social studies program.

Fusion: the teacher fuses some skills, knowledge and attitudes into every subject area. Education for peace, respect for the environment or ICT could be examples of this approach.

Service learning: the teacher involves students in community projects that occur during school time.

Learning centres/parallel disciplines: intradisciplinary work on a certain topic takes place at learning centres, or corners, or school areas, where students learn about concepts or topics from the perspective of different disciplines.

Theme-Based Units: a group of teachers plan collaboratively for a multidisciplinary unit. The unit may involve three or four subjects and the

work can last for several days or weeks, depending on the planning and the final integrated task.

b. Interdisciplinary integration: the course/stage teachers organize the curriculum across the different disciplines, which are still identifiable. Common learning is organised, and interdisciplinary skills and concepts are emphasised.
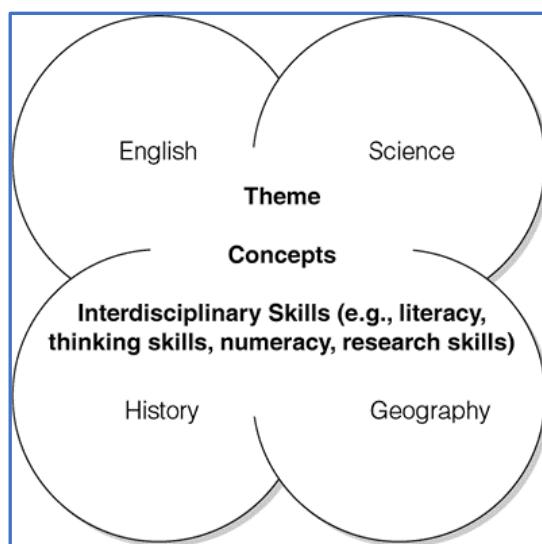
Figure 3. Interdisciplinary Integration. Source: Drake & Burns (2004)

c. Transdisciplinary integration: teachers organise the curriculum around students' questions and interests, and life skills are developed. There are two main transdisciplinary approaches:

Project-based learning: students deal with a local problem by generating a question around a topic of interest, exploring, working, sharing findings, displaying the results, reviewing and assessing the whole process. This implies connections among different subject areas, teamwork, critical thinking and problem solving.

Negotiating the Curriculum: students decide on their own curriculum through their own questions and interests. An example is Springer's negotiation of the whole curriculum with his class group (Brown, 2002).
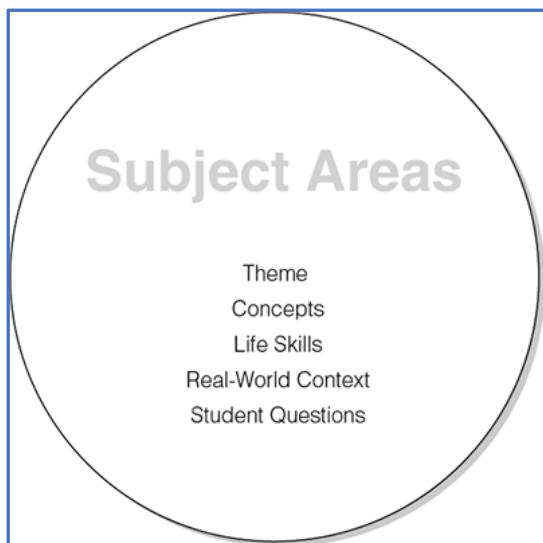
Figure 4. Transdisciplinary Integration. Source: Drake & Burns (2004)

This last category parallels Beane's (1997) concept of "curriculum integration". The curriculum is organized around problems of personal and/or social significance in the real world:

> (…), emphasis is placed on substantive projects and other activities that involve real application of knowledge, thus increasing the possibility for young people to integrate curriculum experiences into their schemes of meaning and to experience the democratic process of problem solving.

Beane, 1997: 8

Beane tries to clarify the concept of curriculum integration by separating it from the "multidisciplinary (or multisubject) curriculum", with its "attempts at reassembling fragmented pieces of a discipline of knowledge, such as social studies out of history and geography or whole language out of fragmented language arts". (Beane, 1997: 10). When planning an integrated curriculum, one should first think about a key theme and identify the "big ideas" related to the theme. Then, activities should be designed to explore those big ideas. The focus is then on the theme and its exploration rather than on what each subject can provide to the theme. Meanwhile, in a multidisciplinary approach, planning starts with the identification of the contents and skills emerging from the different subjects in order to then find a theme, to which each subject will need to contribute. The theme is taken as an excuse to work on content and skills from the subjects. Curriculum integration begins with a problem to be solved, and the necessary knowledge to solve the problem will come from different sources.

Discipline-based approaches are questioned in a world where "nothing is more certain than uncertainty, when yesterday's truth is repealed by today's discovery, which, in turn, is clearly in danger of tomorrow's breakthrough" (Beane, 1997: 16). Real problems cannot be solved out of a single discipline, but rather by integrating disciplines.
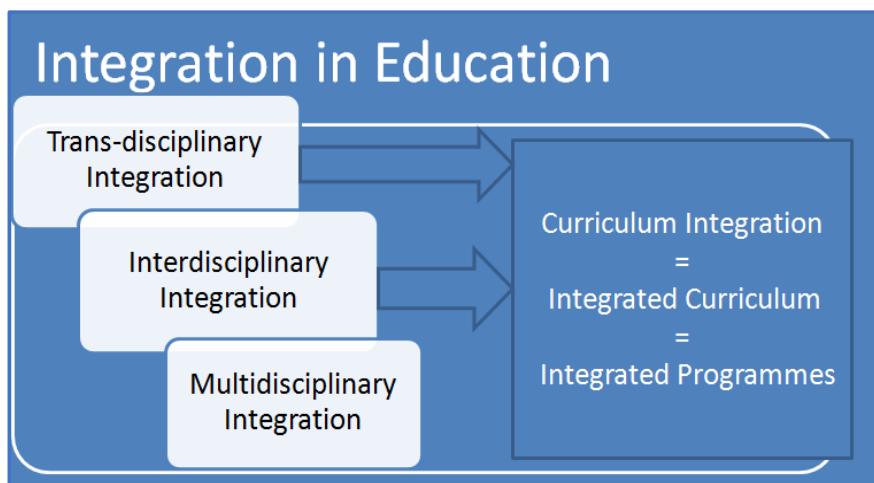
Figure 5: Integration in Education. Source: Researcher's design

Fourez (1994) conceived of this interdisciplinary approach as inherently related to projects:

> Un enfoque interdisciplinario cobra verdadero sentido en relación con un proyecto (…) Por ejemplo para construir una casa o elegir un régimen alimentario, se recurrirá a conocimientos provenientes de disciplinas diversas con objeto de representar la situación y de aclarar así las decisiones que se tomen.[2]

Fourez, 1994, in Rogiers, 2010: 114

Integrated programmes may also have an inclusive function. Although some studies have focused on interdisciplinary initiatives with gifted children (Tomlinson et al., 2002), research also gives us examples of how children at risk do better at school, and show greater enthusiasm, higher levels of participation, better understanding and fewer

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[2] In English: An interdisciplinary approach makes real sense in relation to a project (...) For example, in building a house or choosing a diet, knowledge from different disciplines will be used in order to represent the situation and clarify the decisions that should be made.

discipline conflicts (Burns, 1995; Fiske, 1999). Interdisciplinary work may also be a wonderful opportunity for collaborative work among teachers, leading to hard work but at the same time to greater enthusiasm and excitement.

However, school teachers may become worried about covering content and meeting standards when they engage with integrated curriculum. Administrators do little to help teachers be more flexible when they demand extreme accountability, which means clear specification of how each standard is to be met. Through integration, however, teachers can group standards into a well-thought-out plan: "Other teachers, we have heard, are bundling and dumping them [standards]; that is, they are bundling standards together in chunks that make sense and throwing out the rest" (Drake & Burns, 2004: 25).

Professionals in all educational stages have viewed curriculum integration as a way to improve student learning. Making connections provides learners with meaningful real experiences and with contextualised problem-solving learning situations which are both challenging enough and achievable with the appropriate scaffolding from peers and adults. The centre is the learner, which is critical in achieving the goal of holistic education, and the focus is on big ideas, what others have called "organising themes" (Etim, 2005), topics that call for the forging of connections and creation of networks of interdisciplinary relationships (Holley, 2017).

Successful learning through integrated approaches has been confirmed with a large body of research (Fiske, 1999; Hartzler, 2000; Staff, 2001; Vars, 2000, 2001; Upitis & Smithirin, 2002;), which shows these learners do at least as well as, or better than, learners in more traditional programmes. Other research has confirmed that interdisciplinary classrooms become positive learning environments for teachers and learners (Burns, 1995; Drake, 1998; Kain, 1993). Finally, and interestingly, Drake and Burns (2004) seem to establish some connections between integration in education and effective teaching in finding "that the educators who actually implement integrated approaches are the same educators who are interested in the most effective ways to teach" (p.16).

1.1.1.2.3.2. Content integration across educational levels

An integrated curriculum in Early Childhood Education tries to connect children's learning experiences with their lives, inside and outside of the classroom:

> Curriculum must thus embrace the classroom environment as a place in which children can find traces of their past experiences as well as their current interests, plans and activities, emphasizing the need for connections and continuity among the children, their activities, and their multiple (home and school) contexts of their learning and development.

New, 2005: 4

ECE is integration *per se*. A compartmentalised view of learning should not be acceptable when the approach a child takes towards discovery, awareness and communication is completely global. The child is seen by most educators as an active and capable human being whose possibilities and languages will immediately be sparked by every activity and in each of the many moments that the child experiences. (Flores & Corcoll, 2011). Children's emotional, corporal and environmental resources, their previous knowledge and experience and their new meaningful encounters will come together in a web of acquisition and learning that will expand and grow denser through the years. (Corcoll & Flores, 2009). The brain is not separated into different compartments, each one for a different subject area. (Drake & Burns, 2004).

By the end of the twentieth century, early childhood educators were already supporting these ideas because they believed that children could not achieve higher levels of learning using a compartmentalised approach (Klein, 2002).

Primary school education has unfortunately tended toward a subject-differentiated curriculum, and integration has not been as successful as in ECE. Learning has not necessarily been viewed as an interconnected process of challenging, meaningful and contextualised experiences. Ó Duibhir & Cummins (2012) state that: "An integrated primary school curriculum should give children's learning a broader and richer perspective, emphasize the interconnectedness of knowledge and ideas and reinforce the learning process" (p.27).

In a longitudinal study with secondary education students carried out in thirty schools, Aikin (1942) saw that the students who finished their studies in the experimental interdisciplinary model were "strikingly more successful" (p.113). They could ask the appropriate questions, they were goal-oriented and could plan how to achieve their goals (Drake & Burns, 2004). More recently, Bautista et al. (2015) analysed how three

art teachers implemented a module which connected concepts from diverse art forms (drama, visual arts, music and dance). They found that more curricular freedom and providing teachers with adequate structures for interdisciplinary collaboration were the keys to achieving meaningful levels of integration.

In Spain, Castañer and Trigo (1995) focus on the potential of integration in secondary education when several conditions are guaranteed: professional implication, common discussion, fusion (rather than addition) of conceptual, methodological and procedural ideas and economisation of effort.

1.1.2. Teaching in Pre-service Teacher Education: towards an effective integrated practice

 1.1.2.1. Effective teaching (and learning) in Higher Education[3]

Before the 1970s, there were hardly any studies on educational practices in HE. As Butcher and Rudd (1972) wrote in their study on the topic: "ten years ago a book of this kind would necessarily have been very thin". Little attention had been paid to the process of learning from a student's perspective, probably due to the dominant role of university lecturers at the time. These lecturers were themselves successful former students of previous lecturers, who had left all responsibility to the individual learner (Entwistle & Ramsden, 1983).

Two of the first authors that contributed to university pedagogy were Marton and Säljö (1976a, 1976b), who identified two different approaches to learning: the surface and the deep approach. Illustrated several times in the literature by two opposite types of students, Robert and Susan (Biggs, 1999) or Antony and Melissa (Prosser & Trigwell, 1999), the surface and deep approaches show how students may access learning and consequently inspire teachers to modify learning contexts. "Deep approach" students are intrinsically interested in tasks. These learners seek understanding and delve into details in order to capture the whole picture. They connect previous learning and experience to new patterns and thus focus at "a high conceptual level" (Biggs & Tang, 2011). Conversely, "Surface approach" learners want to meet the set requirements and to get the task finished without thinking or troubling themselves too much. Low cognitive level tasks are used, where students work with "bits and pieces" of theory and

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[3] See Appendix 1 and Appendix 4 for the classification and categorisation of Effective Teaching.

isolated facts, put together without a coherent and consistent thread. Consequently, learning may become a chore that students are forced to perform. Biggs and Tang (2011) provide a good definition of effective teaching in HE when they state that:

> The conclusion to be drawn is simple but powerful: surface approach is to be discouraged, the deep approach to be encouraged, which is a good definition of good teaching. Preventing students from using a surface approach by discouraging the use of low levels and inappropriate learning activities (…).

<div align="right">Biggs & Tang, 2011: 28</div>

Another lesser-known approach found in the British and Swedish literature of the time is the strategic approach, based upon obtaining the highest grades (Richardson, 2005). In 1979, Säljö (1979) laid out the following five conceptions of learning[4], developed from the two main approaches described above:

1. Learning as the quantitative increase of knowledge;
2. Learning as memorising;
3. Learning as acquisition of facts, procedures, etc which can be retained and/or utilised in practice;
4. Learning as the abstraction of meaning; and
5. Learning as an interpretative process aimed at the understanding of reality.

These conceptions have been used to establish correlations over the years between students' adoption of a certain learning approach and the quality of learning outcomes: (Gow & Kember, 1993; Lizzio et al., 2002; Ramsden, 1979; Trigwell & Prosser 1991). For instance, Lizzio et al., (2002) argue that students who perceive a positive learning environment are pushed towards deep approaches to learning; on the contrary, students faced with a bad learning environment tend to adopt surface learning approaches. Along the same lines, Gow and Kember report that "Departments with high scores on knowledge transmission discouraged students from adopting a deep approach to study. Departments in which learning facilitation predominated seemed less likely to induce surface approaches". Finally, Trigwell and Prosser claim that

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[4] Van Rossum and Taylor (1987) found a sixth conception: 'Learning as a conscious process', driven by personal interest in order to achieve harmony in a changing world. They also argued that older learners adopted more sophisticated approaches than younger learners. Later on, Beaty; Dall' Alba & Marton (1990) also added one more conception, 'learning as changing as a person'.

"perceived environments which encourage deep approaches are more likely to facilitate higher quality (…)". Biggs (1999) connects McGregor's Theory X and Theory Y with Marton and Säljö's surface and deep approaches, saying that a learning climate based more on Theory Y will encourage a deep approach to learning. Finally, research has also confirmed that there is a relationship between students' perception of the quality of the courses and the approach to studying adopted (Richardson, 2005).

Learning and teaching in HE are, once again, two elements in a constant bidirectional relationship. The closer the teacher's perceptions of teaching and learning are to those of the learner, the greater the possibilities for effective university teaching practice. In this sense, Prosser & Trigwell (1999) define "good teaching" in HE as consisting of a three-step connection between teaching and learning:

> First, it is about teachers developing a coherent and well-articulated view of what they are trying to achieve and how they are planning to achieve that outcome. Second, it is about teachers discovering the variation in the ways students perceive that planned learning context. And, third, it is about working towards bringing their students into relation with, and understanding of, that articulated view.

> Prosser & Trigwell, 1999: 11

A student's previous experiences of learning will cause him/her to perceive a new teaching and learning situation in a certain way, which at the same time will prompt him/her to adopt a certain approach to learning. Thus, professors need to be aware of these different student perceptions of learning and provide a context in which the designed outcomes match with the students' experience of that learning situation. Effective teaching is then a complex construction of "presage-process-product" (Biggs, 1979; Prosser et al. 1994), previous experience-perceptions of the learning environment-approaches to learning-learning outcomes. This construction implies an analysis of individuals' awareness of the learning and teaching acts in which they are engaged.

Figure 6 shows the uniqueness of HE students' learning. The learning situation will be different for each student in that this new situation is built through the interaction between this one student and the learning context provided. Each student will subjectively perceive the new learning situation:
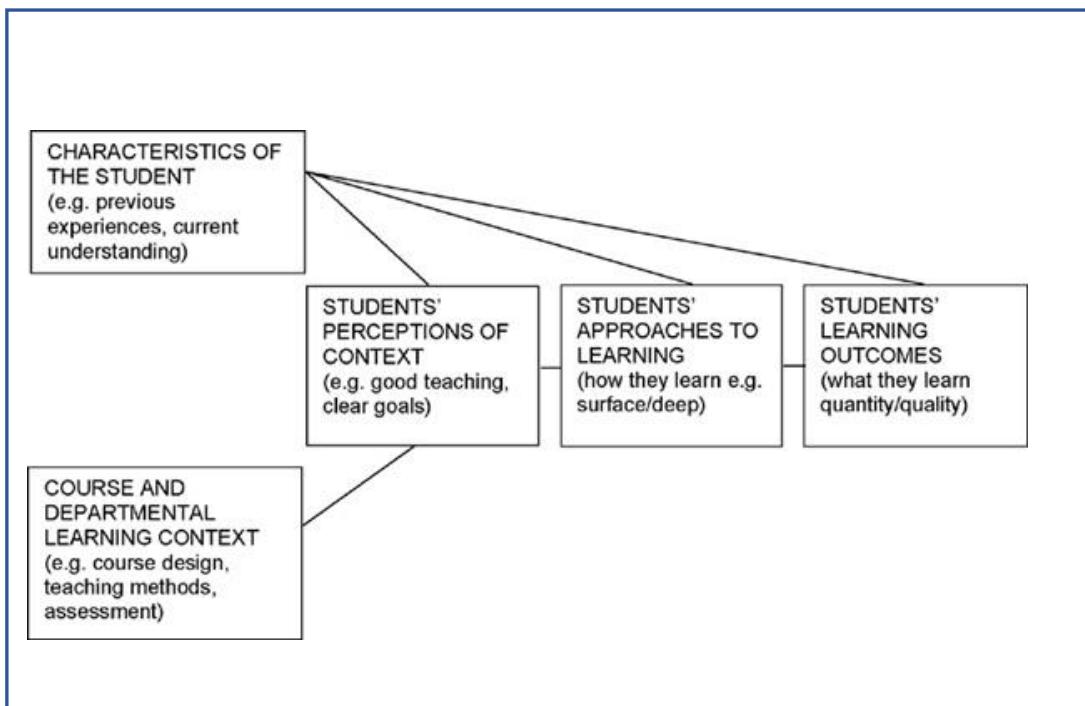
Figure 6. A Model of Student Learning. Source: Prosser and Trigwell (1999)

The same perspective can be taken when constructing a model of teaching. Based on the very few studies carried out on teachers' previous experiences and conceptions of teaching, Prosser & Trigwell's study (1997) found that more comprehensive conceptions of teaching were related to an awareness of more student-centred aspects of teaching, beyond information transmission and teacher-centred views of teaching, which were seen as limited conceptions. In another study, Trigwell & Prosser (1997) found that, when teachers believe they have control over what is to be taught and how, they tend to adopt a student-centred approach to teaching. Teaching outcomes would include, apart from student learning, an awareness of different aspects of the teaching experience (i.e. awareness of some students' feelings when writing an essay, awareness of the need to find better ways to stimulate pair-work discussion…).

Two more studies carried out by the same authors and their colleagues (Prosser & Trigwell, 1998; Trigwell et al., 1999) showed that, in classes where student-centred approaches to teaching were adopted, the students used deep, high-quality approaches to learning, whereas teacher-centred classes were characterised by more surface approaches to learning.

Going deeper into this close relationship between learning and teaching, Dall'Alba (1991) identified and ordered seven different teaching conceptions in a study carried out with 20 university teachers from diverse fields:

1. Teaching as presenting information
2. Teaching as transmitting information (from teacher to students)
3. Teaching as illustrating the application of theory to practice
4. Teaching as developing concepts/principles and their relation
5. Teaching as developing the capacity to be expert
6. Teaching as exploring ways of understanding from different perspectives
7. Teaching as bringing about conceptual change

Conceptions 1-4 are related to teacher-centred views of teaching. They are followed by a shift to content focus and students' understanding, finally reaching the last conception, which integrates teacher, student and content. Thus, we can conclude that teachers should consider not only their conceptions of teaching, but how they relate to their conceptions of learning.

Prosser et al. (1994) classified the conceptions of teaching and learning held by teachers that had been identified at the time, and in so doing they uncovered a correlation between the two types of conceptions:

Teachers' teaching conceptions from the most limited to the most complete:	Teachers' learning conceptions from the most limited to the most complete:
1. Teaching as transmitting concepts of the syllabus	1. Learning as accumulating more information to satisfy external demands
2. Teaching as transmitting the teacher's knowledge	2. Learning as acquiring concepts to satisfy external demands
3. Teaching as helping students acquire concepts of the syllabus	3. Learning as acquiring concepts to satisfy internal demands
4. Teaching as helping students acquire teacher's knowledge	4. Learning as conceptual development to satisfy internal demands
5. Teaching as helping students develop conceptions	5. Learning as conceptual change to satisfy internal demands
6. Teaching as helping students change conceptions	

Table 2. Teachers' Teaching and Learning Conceptions. Source: Researcher's design from Prosser et. al (1994)
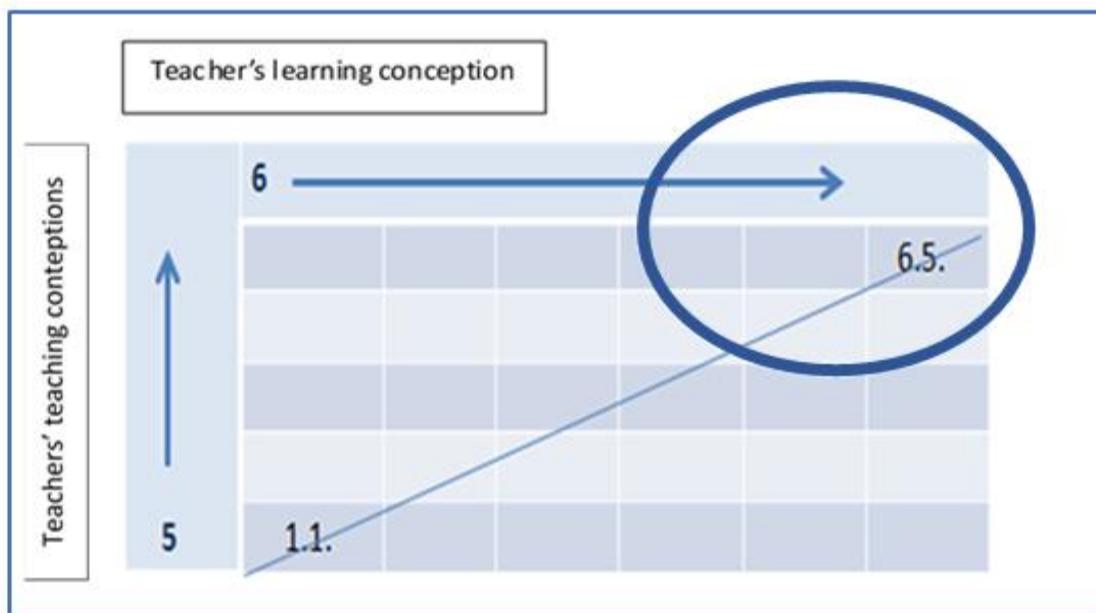
Figure 7. View of Learning from Teacher's Perceptions. Source: Researcher's design, from Prosser et. al (1994)

The view of learning presented in Figure 7 puts the learners and the teachers and their experiences at the centre of efforts to improve learning and teaching.

Some researchers argue that the teachers' conceptions of HE teaching change with experience, moving from a more teacher-centred and content-orientated conception to a student-centred and learning-orientated view of teaching (Richardson, 2005). However, there is too little evidence on the matter (Norton et al. 2005).

When referring to effective teaching in HE, Biggs & Tang (2011) state the following:

> Effective teaching requires that we eliminate those aspects of our teaching that encourage surface approaches to learning; and that we set the stage properly so that students will more readily use deep approaches to learning. This involves getting students to realize that appropriate task engagement is a good and impelling idea (otherwise known as "motivation"), and that we establish the kind of climate that will optimize appropriate interactions with our students. An important aspect to effective teaching is reflective practice, using transformative reflection.

Biggs & Tang, 2011: 34

There are several interesting elements worth highlighting here: first, the distinction drawn between the two types of approaches to learning, surface and deep, stresses the relationship established between teaching and learning, or in other words between how students learn and how teachers should teach. Second, students' motivation depends on the degree to which the teacher gets the students involved in learning, from how much the learners see the tasks as worth doing. Third, the "stage" needs to be set "properly", that is creating the necessary climate and conditions for deep learning to take place. McGregor's Theory Y (1960) climate will provide learners with an organised "stage", one that will guide learners through the process and offer them continuous, constructive feedback. Finally, Biggs and Tang add an interesting characteristic of effective teaching, namely, reflective teaching: "Expert teachers continually reflect on how they might teach even better" (Biggs & Tang, 2011, p.45). Schön (1983) coined the term "reflective practitioner" to refer to effective professionals revisiting their own practices. Being an effective HE teacher thus implies this sort of reflective practice. Biggs and Tang sharpened the concept by using the term "transformative reflection", representing a step forward to the idea of reflecting towards improvement. As these authors state: "University teachers have the theory relating to their discipline at their fingertips, but many do not have explicit and well-structured theories relating to teaching their discipline. Reflecting on your teaching, and seeing what is wrong and how it may be improved, requires an explicit theory of teaching" (Biggs & Tang, 2011, p. 45).

Biggs (1996) summarised his ideas on effective teaching in HE in his "theory of constructive alignment". When planning one's teaching practice within the framework of constructivist ideas of learning, teachers should take the intended learning outcome, which has previously been decided and needs to be achieved, as a taking off point for process design. The process will include the teaching and learning activities and assessment tasks, which will coherently feed into and support each other.
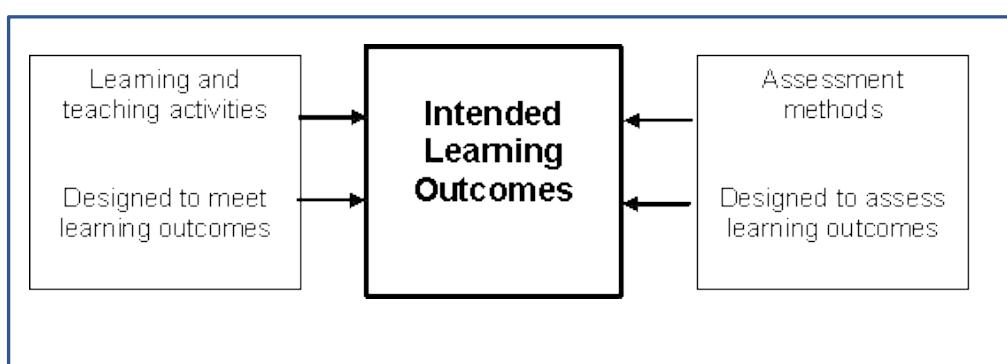
Figure 8. Aligning Learning Outcomes, Learning and Teaching Activities and the Assessment.
Souce: Houghton (2004) as adapted from Biggs (1999b)

From Hattie's meta-analysis (2009), Biggs and Tang list the factors that are applicable to HE with their effect sizes and, combining it with other studies, they identify seven characteristics that good learning environments should have:

	Characteristics of good learning environments in HE	Description
1	Metacognitive control, reflective learning	Self-management, self-assessment and study skills give students the possibility to control their own learning process.
2	Relevant learning activity	Memorable multisensory active proposals provide better learning; and learning through teaching is the best of all.
3	Formative feedback	Providing and getting feedback during learning helps students and teachers find out how they are doing and what they need to improve. It is a reciprocal process. Knowing how to correct students is crucial to the creation of a productive Theory Y working climate.
4	Appropriate motivation	"Aligned" teaching provides facilitation towards achieving learning outcomes; tasks should be valuable for students, challenging but achievable and conducted in a Theory Y organized climate.
5	A base of interconnected knowledge	Teaching needs to connect new learning with old, should find interconnections in topics, in ideas and in students' experiences, horizontally but also vertically; structured teaching should lead students to do their own structuring.
6	Social learning	Peer tutoring and group discussions are two examples of shared situations where student learning is facilitated. Sharing helps to recognise the diversity of perspectives and thus to reflect upon one's own process.
7	Teaching quality	Biggs and Tang call it the "way" the teacher-learner relationship is dealt with, no matter the teaching method used; variety and pacing are more structural aspects of teaching that are worth considering.

Table 3. Characteristics of Good Learning Environments in HE. Source: Researcher's design from Biggs & Tang (2011)

After extensive research on quality teaching, Rosenshine and Furst (1971), Sotto (1994, p.123) and Westwood (2004) found that some teaching behaviours helped students to learn.

Rosenshine & Furst (1971)	Westwood (2004)
Effective teachers tend to...	
• be clear	• use clear instructions and explanations
• be enthusiastic	• show enthusiasm • have high, rather than low, expectations of what students can achieve
• use a variety of approaches	• use a variety of teaching styles and resources • employ direct (explicit) teaching procedures • spend significant amounts of time in interactive whole-class teaching, but also use group work and partner activities when appropriate.
• ask good questions	• use high rates of questioning to involve students and to check for understanding
• be task-oriented (not wasting time)	• have well-managed classrooms • use strategies to keep students on task, motivated, and productive
• be indirect (not giving straight information)	• present new material in a step-by-step manner
• give learners an opportunity to learn	• provide students with the maximum opportunity to learn • provide frequent feedback to students • adjust instruction to individual needs, and re-teach where necessary
• make structuring comments (periodically summing up what has been done and signposting the way ahead)	• impose structure on the content to be covered • monitor closely what students are doing • frequently demonstrate appropriate task-approach strategies
	• maintain an academic focus
	• be business-like and work-oriented

Table 4. Effective Teaching by Rosenshine & Furst (1971) and by Westwood (2004). Source: Researcher's design

Other studies have described aspects of teaching practice which directly relate to effective classroom learning (Brophy & Good, 1986; Wang, Haertel & Walberg, 1993). Some examples of effective direct instruction are close monitoring, adequate pacing, classroom management, clarity of presentation, well-structured lessons and informative and encouraging feedback (TALIS, 2009). The TALIS report also establishes a framework wherein other aspect, such as motivation and learning outcomes, are also taken into account. The framework includes three dimensions of instructional quality:

clear and well-structured classroom management, student orientation (including a supportive climate and individualised instruction), and cognitive activation (including higher order thinking tasks and other demanding activities). The PISA-2015-questionnaire for teachers was based on these three dimensions of teaching quality.

Finally, Keeton et al. (2002) derive eight principles for enhancing effectiveness in learning from the findings of studies carried out in the late 80s and the 90s. The principles are the following:

Principle 1: Early and ongoing clarification of goals and of a route to their achievement will facilitate learning;
Principle 2: Deliberate practice in the route to the goals will enhance and deepen the learning;
Principle 3: Balancing the challenge of high expectations with supports tailored to the individual learner's needs in meeting the challenge can yield increased learning and development;
Principle 4: A rich body of experience is essential for optimum learning. Those who engage in direct experience of an object of study will normally learn more accurately and penetratingly about it than those who do not experience it directly;
Principle 5: Experience yields explicit (narrative) knowledge only if actively reflected upon. Such reflection often occurs best in interaction with peers, instructors, or other active questioners;
Principle 6: Using genuine problems as a focal point of inquiry serves as a catalyst that optimizes the interaction between broadening experience and reflection on it;
Principle 7: Early and continuing focus on the learners' becoming highly effective in learning can speed up and deepen learning in later work;
Principle 8: For an institution to assist learners best in their learning, it must embody a pervasive climate that creates a culture of learning by encouraging and supporting searching and unfettered inquiry.

Table 5. Principles for enhancing effectiveness in Learning. Source: Keeton et at. (2002)

In light of this analysis of the positive characteristics of HE teaching practices, one may think subject-matter knowledge and socio-affective attitudes and skills have been given short shrift. Should a teacher's knowledge and socio-affective attitudes be explicitly included as elements of defining positive teaching? Or is it just a matter of identifying pedagogical skills? It seems obvious that, in an integrated paradigm, the diverse elements that make teaching effective are interrelated and are thus implicitly recognised, but all of these elements, some of which relate specifically to knowledge, skills and attitudes, must be considered from a balanced perspective.

1.1.2.2. Content integration in Higher Education

1.1.2.2.1. Integrated programmes in Higher Education

Integrated Programmes in HE have come about as a reaction to the hyperspecialization that, for years, the development of academic fields has demanded. Content integration has thus been promoted not just with the aim of ending the compartmentalisation of subjects, but in order to provide a wider perspective that transcends the lines between disciplines (Gibbons et al., 1996; Muñoz & Jeris, 1995; Pozuelos et al., 2012;). As Holley (2017) states, "disciplines expand, integrate and scale down". She gives the example of Physical Education, one of the subjects studied in this thesis, whose trajectory draws on psychology and anatomy, among other fields.

A common structure is shared by disciplines that, nonetheless each maintain separate identities. Knowledge and competences do not belong to any single field but to a more complex integrated plural network of insights and accomplishments (Morin, 1998). Integration allows students and teachers from diverse disciplinary backgrounds "to engage in scholarly conversations around issues of shared interest and importance, while also exploring connections between their majors and other sources of knowledge and experience" (Holley, 2017).

Unfortunately, some evidence points to shortcomings in terms of the effects that compartmentalised teaching and learning have on students' final competences. Integrated programmes have been seen as meaningful opportunities for effective acquisition of real functional knowledge (Cuadrado, Ruiz Molina & Coca, 2009; Lin, 2008; Wall & Shankar, 2008). A framework for integration, strategies and tools are thus needed.

Holley (2017) focuses on three main elements seen as considered crucial for engagement and learning in integration: writing, team teaching and pedagogy. Boix-Mansilla et al.'s (2009) framework on assessment of writing in interdisciplinary contexts sets out four dimensions of understanding: purposefulness, disciplinary grounding, integration and critical awareness. In relation to team teaching, Shapiro and Dempsey (2008) emphasise student assessment as an important challenge that emerges along with the positive effects of teacher collaboration. Finally, studies from the field of pedagogy have considered the challenge of how to integrate diverse bodies of knowledge. One relevant contribution is Nikitina's (2006) grouping of approaches to interdisciplinary teaching: contextualizing (from disciplinary knowledge),

conceptualizing (identifying the core concepts from different disciplines) and finally problem-centring (when students learn how to apply their knowledge to problem-understanding-solving).

A study carried out by Pozuelos et al. (2012) in the field of Psychopedagogy found that many important changes must be considered when implementing an integrated programme: organizational decisions, class dynamics, assessments and the teacher's and students' new roles. And all the changes must take place at the same time, which means that a coordinated and dedicated team of teachers is needed.

The authors also argue that integrated approaches should be combined with more discipline-specific experiences, as it is difficult to cover all the contents through integration. There are some aspects that can only be tackled within a certain discipline. They further suggest that interdisciplinary work motivates teachers, enhances research and improves teaching practices. Collaboration thus becomes a key variable that determines professional development through reflective practice and commitment.

Finally, they conclude that future professionals can benefit from such integrated academic experiences. If you do now, you understand…and you *will* do.

1.1.2.2.2. Integrated programmes in Pre-service Teacher Education

The change in the teaching practice in PTE becomes critical for its eventual impact on mainstream education. If there is little evidence of integrated programmes/experiences in university classrooms, there is even less evidence in TE contexts. There is a need to share practice and research on interdisciplinarity in order to show its potential.

McDonald et al. (2013) designed a framework focusing on core practices that could invite teachers to share ideas around a common language and understanding among disciplines in TE. The authors write that their aim is not to provide a manual of practices to be adopted, but rather to contribute to the development of shared pedagogies that cut across content areas. An example of a core practice could be "eliciting student thinking", which, in their study, is identified in mathematics and applied in social studies.

Another study conducted by Levy et al. (2013) uses enquiry-based learning as a backbone for identifying integration in three different areas in TE (Science, Social Studies and English Language Arts) and for comparing processes. It was found that

there were similarities as well as differences across disciplines and that cross-collaboration was key.

Hardré et al. (2013) describe a project in which a collaborative partnership was established between secondary science and math teachers and university teachers, thus creating an interdisciplinary learning community.

In the Catalan context, it is relevant to mention the pilot study conducted by a multidisciplinary team of teacher trainers at the FPESSB in the academic year 2013-2014 (Folch et al., forthcoming) which focuses on teachers' perceptions after an integrated experience in the third year of the ECE degree. Two modules came into play: Art and Sciences. The conclusions show that the experience is enriching with regard to interdisciplinarity, to team-teaching and to the possibility for students to develop their creative competence. However, teachers' lack of time to get organized and the suitability of the spaces used for the tasks are both areas that need to be revised for future experiences.

To finish with this section, it is worth addressing the misleading but widespread concept of "content and language integration" within content integration, being this last "content" the framework for two types of content, language content and non-language content, language (or languages) and subject-matter content (excluding language). As was pointed out in the introduction to this thesis, when referring to CLIL, this conflict between "language as content" and "language as not content" arises. However, as CLIL has been so successfully employed and extensively studied, it needs to be given particular attention at the end of this section, especially considering that CLIL is the focus of this study. Content and language integrated learning is going to be covered in chapter 2, but it seems worthwhile to place the concept in the wider context of educational integration where, as explained in section 1.1.1.2., an inter-integration and an intra-integration perspective may be observed.

1.2. ADDITIONAL LANGUAGE TEACHING IN AN EDUCATIONAL CONTINUUM

1.2.1. Effective Language Teaching: additional languages and effective teaching practices[5]

As has been mentioned in previous sections, over the years many efforts have been made to establish criteria to identify and assess effective teaching practices. A number of researchers have tried to agree on some common features of effective teaching that are applicable in a diverse range of disciplines and contexts: clarity of explanations, interaction, enthusiasm, expressiveness and feedback (Bell, 2005; Murray, 1991), are all among the characteristics reported to contribute to effective general teaching practices. However, depending on the teaching scenario, some features may become more relevant than others (Murray & Renaud, 1995). The Oxford Advanced Learner's Dictionary (2005) defines effectiveness as being successful in producing a desired or intended result. However, there may be a large number of other definitions which could be considered true, either partially or totally, taken on their own terms: "Every definition on the effectiveness of teachers only looks at the bigger picture from one of hundreds of windows" (Dinçer et al., 2013) (see section 1.1.1.1.3.). Cruickshank and Haefele (2001) described the effective teacher as someone who leads students to higher achievement and long-lasting learning.

The same applies to effective AL teaching. Teaching languages is complex and context-dependent, but over the years researchers have tried to gather the essential and shared practices that may be considered effective no matter the context or the educational level of the learners:

> Any attempt to characterize the nature of quality, expertise, professionalism, or effectiveness in language teaching is liable to the charge of different kinds of bias, since it is bound to reflect understandings that are shaped by culture, by context, by individual belief and preference, as well as by limitations in our present state of knowledge. These limitations however should not prevent us from reflecting on the beliefs and assumptions that shape the way we understand the nature of teacher knowledge and teacher development for language teachers. For when we do so we are in a better position to assess what the goals of teacher development for language teachers are, as well as the means by which we seek to achieve them.

> Richards, (in Burns & Richards, 2012: 54)

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[5] See Appendix 2 and Appendix 4 for the classification and categorisation of Effective Language Teaching.

What are the features of effective AL teaching? Before going deeper into this issue, it is worth taking the time to explain the concept "additional languages", which has been consciously used in this thesis instead of the more traditional and still powerful concept of "foreign languages". In our globalized world, the view of languages as free communicative tools for all human beings which can be spoken, listened to, read or written, everywhere and by everybody, cannot include "foreign" as one of its attributes. Once a first language is acquired, the rest of languages that are learned, each of them, "add" to every person's language repertoire, no matter which language and to which degree of proficiency (Corcoll, 2013; Judd, Tan & Walberg, 2001). In a plurilingual conception of language use and language learning, "additional" does not imply first or second-class languages, or more or less important ones, or closer or further languages from our everyday reality. "Addition" is also the term used by the European Union (henceforth the EU) (2016), implicitly showing a preference for this new term over the others. "One of the objectives of the EU's language policy is therefore that every European citizen should master two other languages in addition to their mother tongue".

As mentioned before, a distinction must be made between general effective teaching and effective AL teaching, as there seem to be several differences (Borg, 2006; Demiroz & Yesilyurt, 2015; Lee, 2010). Sternberg and Horvath (1995) argued that an effective teacher should have unique features of a given field in addition to the general characteristics of an effective teacher. There is a first feature that may influence the rest, which is the fact that the object of instruction is at the same time the means of instruction, at least, from a contemporary perspective of how languages should be taught.

The end of the twentieth century marked the end of a shift away from the more traditional approaches to language teaching, such as grammar-based or drills-based teacher-fronted practices (Lado, 1964; Skinner,1957), and toward more dynamic, communicative and interactive learner-focused models of teaching. A number of theories and approaches had described language acquisition, learning and teaching from different perspectives while taking diverse learners and contexts into account (Richards & Rodgers, 1986): Krashen's monitor model (Krashen, 1981) and natural approach (Krashen & Terrell, 1983), community language learning (Curran, 1976), Gategno's (1972) "silent way", "suggestopedia" (Lozanov, 1978), "total physical response, TPR" (Asher, 1966), communicative competence or communicative

language teaching (Lee & VanPatten, 2003; Nunan, 1989; Savignon, 1983) and processing instruction (VanPattern, 1992), among others.

Several definitions on effective language teaching have been provided from different perspectives taken over the years, ranging from affective factors to classroom management or knowledge of the field. Brown (1978) defined a good language teacher as a person that empathises with his/her students, insures the presence of meaningful communicative contexts in classroom and encourages students' self-esteem. Here, the author seems to emphasise the affective side of the concept. Other definitions have focused more on field knowledge or didactic strategies. Sanderson (1983), for instance, identified a good language teacher as someone who uses the AL most of the time, has clear and good pronunciation, stress and intonation, gets the students involved in activities and is flexible. Finally, Brosh (1996) focused on the role of the language teacher as a communicator who should have a fluid relationship with students.

The new century has very much valued the previous contributions to language education. However, practice and research have moved in the direction of a more eclectic, post-method connectivist perspective of how languages should be taught and learned. The literature seems to agree on the nature of language, which is defined as a means of communication among humans. A focus on communication is considered to be the prerequisite that language education must meet from the very beginning. However, under this umbrella approach to language teaching, it is not easy to come to a consensus definition of effective AL teaching.

Bell's (2005) definition of effective foreign language teaching (AL teaching in this thesis) details some general but critical features of effective teaching and then adds some specific ones: "effective foreign language teaching is clear and enthusiastic teaching that provides learners with the grammatical (syntactical and morphological), lexical, phonological, pragmatic, and sociocultural knowledge and interactive practice they need to communicate successfully in the target language". Werbinska (2009) provides a more recent definition of the role that a language teacher must take on: "facilitating learning, enabling the learner to learn or preparing the best conditions for learning". In both cases, there is a clear preference for a learner-centred approach to AL teaching.

In their review of more than 30 studies on effective language teaching, Dinçer et al. (2013) classified the main characteristics of good language teaching pedagogy under four main headings: socio-affective skills, pedagogical knowledge, subject-matter

knowledge and personality characteristics. Within each category, a number of features were identified:

	CATEGORIES			
	Socio-affective skills	Pedagogical knowledge	Subject-matter knowledge	Personality characteristics
EFFECTIVE LANGUAGE TEACHING PRACTICE	Motivating students, sparing time for students when they ask for help, being enthusiastic for teaching, having positive attitudes towards students, responding to students' needs and providing a stress-free classroom atmosphere. Establishing and keeping a positive relationship between teacher and students.	Providing students with an environment in which they can be relaxed in order to learn and produce well, guiding students, having the ability to organize, explain and clarify, as well as to inspire and sustain interest, motivating students, giving positive reinforcement, allocating more time to preparation and delivery, and teaching with effective classroom materials by integrating technology. Having classroom management skills, defined as practices and procedures that a teacher uses to maintain an environment in which instruction and learning van occur. Creating stress-free learning environments by lowering affective filter and raising motivation, and thus minimising the fear of making mistakes.	Using the target language effectively in class, integrating lessons based on students' backgrounds and preparing effective lesson plans. Having knowledge of the target language knowledge concerning fluency, accuracy, lexicon and pronunciation and being knowledgeable on target culture Making use of audio-visual materials when possible, guiding students toward learning strategies, teaching a topic in accordance with students' proficiency levels, and monitoring and informing students about their progress in language learning. Teachers are the providers of knowledge in the process; their study shows that one of the requirements of being an effective teacher is having the mastery of the subject matter knowledge in their specific field.	Being challenging and having reasonably high expectations, having a sense of humour, being enthusiastic and creative. Being tolerant, patient, kind, sensible and open-minded, flexible, optimistic, enthusiastic, having a positive attitude toward new ideas, and caring for students.

Table 6. Dinçer et al. Categorisation of Good Language Teaching Pedagogy. Source: Researcher's design from Dinçer et al. (2013)

Finally, Nation (2007) takes a step forward in his attempt to design an observation tool for language courses to ensure that they offer learning opportunities. His language

framework classifies such opportunities under four strands: a) meaning-focused input; b) meaning-focused output; c) language-focused learning; and d) fluency development. In order for a language course to be balanced, each strand must be carefully considered, with the appropriate amount of time devoted to each (a quarter of the total amount of time). However, this scheme seems to lack an account of the socio-affective features that undoubtedly shape quality language teaching.

1.2.2. Effective Additional Language Teaching Practices in Catalonia

1.2.2.1. English as an additional language in Early Childhood and Primary Education

The teaching of English as an additional Language (EAL) in Early Childhood Education in Catalonia is hardly a new phenomenon. Although officially it has never been compulsory, nor universally viewed as desirable, for schools to introduce the AL before primary education, a great number of schools have for some time been introducing EAL at the age of three or four. Unfortunately, the methodologies that have been used have not always been successful, for a number of reasons: first, ECE teachers have not been trained to provide the necessary immersion times and spaces to guarantee appropriate quality input and experience for children. Secondly, it was not until the latest TE study plans that specific English language and teaching competences were required, and there only in the vaguest of terms: "*Ser capaç de fer una primera aproximació a la llengua estrangera*"[6]. And how this first approximation should be accomplished is not even made explicit. Finally, introducing an AL has not been a shared commitment, as too often the teachers responsible for introducing the language have felt isolated and underappreciated by colleagues and other educational agents.

A positive first approximation to an AL in ECE means that the language should be introduced in a meaningful and communicative way. EAL should be lived at school, as if it were one among the many communicative tools children use for discovering, experiencing, feeling and socialising. This at the same time implies that teachers should feel confident enough to provide an effective and affective immersion environment for language use, where English becomes visible in children's lives at school. Corcoll & Flores (2009) identify the ECE stage as the richest educational stage for integration, as a compartmentalised view of learning is not possible when the

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[6] In English: To be able to provide a first encounter with the foreign language.

approach that the child takes towards learning is global in every way. The child's emotional and environmental resources, their previous knowledge and experiences and their new meaningful encounters may knit an acquisition and learning web that becomes thicker through the years and that brings more language and learning awareness with it. Thus, content development is language acquisition, and language development is in turn content acquisition. Coordination among teachers should be considered an essential condition for designing the sorts of teaching and learning processes where the different educational agents (the child, the teachers, the school project management and the families) each have important roles to play. Outdoor CLIL at setting, where English is taken out of the traditional classroom setting and used in a more real and interactive way (i.e. lunchtime, playground time, toilet time…), are examples of positive practices that have increasingly been incorporated into early childhood education (Flores & Corcoll, 2011).

Although most of the ECE conditions for AL learning could also be applied to primary education, it seems difficult to assert continuity between both stages. It is true that the first compulsory educational stage has been one of the most sensitive periods for educators in relation to AL learning during the last two decades. A number of official plans and language projects have been developed in Catalonia to promote better AL competence among primary school students. However, the results seemed not to be as effective as was expected. An increase in hours of English from first year of primary education, the new CLIL programmes initiated at many different schools, especially in Science and Social Science, the new possibilities for international exchanges (virtual and physical) and the staffing of language assistants at schools, among other initiatives, have not proven as satisfactory as was anticipated when the plans and their corresponding projects were launched. There has definitely been an improvement in language competence, especially over the last five years, as the Basic Competences Tests taken in sixth grade show, but there seem to be two critical aspects of successful language learning at schools that have not been prioritized: effective AL teaching (effectiveness) and correspondingly effective teacher training on the one hand, and meaningful language learning (integration) on the other. Teaching has been too dependent on publishing houses that have exerted a powerful influence on school administrations and their English departments. The "just the book" methodology has probably resulted in unstimulating teaching and learning environments which have affected students' attitudes towards English learning in primary education for the worse. Teachers' language competence has also been an important and controversial issue among institutional leaders, who have tried to ensure teaching quality at schools

and guarantee the necessary AL immersion in and out of the classroom. There have also been efforts to internationalize schools with natural, meaningful communication. TE institutions have faced the difficult tasks of training teachers on language didactics without enough time and credits (from TE study plans) and without enough previous knowledge and language competence (from students) to make sure that graduating teachers were able to lead innovative language projects at schools. This is the case at the FPESSB, where teacher trainees can choose to take a minor in EAL, but, unfortunately, without enough training hours compared with the hours that the previous three-year study plans included to gain an English specialisation in primary education. The new degrees have prioritised a generalist training of primary school teachers, which, on the one hand, has been viewed by many educationalists as a positive opportunity to train all teachers towards internationalisation. On the other hand, however, the four years of teacher training do not provide enough teaching practice, resources and subject credits for the desired quality to become a reality.

However, the effort of a great number a specialists, teachers and other educational agents should not be underestimated. A number of excellent projects have been carried out in recent years, most of them examples of good practices, and many schools have been inspired to change and improve their language projects and move towards an integrated view of language learning. Positive initiatives on CLIL, integrated treatment of languages (TIL) and project work, leaving behind the traditional prescriptive "just the book" view of teaching and learning languages and using other interesting and effective materials and resources for teachers, such as ARC (Departament d'Ensenyament), have placed AL learning on the right path. Also worthy of mention is the enormous work done by the Catalan association of English Teachers (APAC) and the Catalan Ministry of Education (Servei de Llengües Estrangeres) to support teacher development. One of its latest innitiatives is the programme *Avancem: Ensenyament i Aprenentatge integrat de les llengües* (Resolució ENS/2094/2017).

 1.2.2.2. English as an additional language in Secondary Education

For many years, compulsory secondary education has had to fight against the compartmentalisation of the academic departments, which have tended to avoid integration for epistemological and practical reasons. Subject content teachers have traditionally defended their respective subject territories as if they were under attack from the colonising forces of other disciplines, language teachers, pedagogy specialists and other more enthusiastic teachers are considered the enemies of the rest of the curriculum. This reality, although overstated at times, has been reinforced by the

organisational structure of secondary schools. Very few hours are spent on coordination meetings, school administration teams often offer little support and lack the power to make substantive changes and tests, final marks and external evaluations exert a great amount of pressure on the institutions. Textbooks have also long been overused in secondary education, and this habit seems far from being left behind. Language teachers are more competent in the AL than their primary school colleagues, but they are often less trained in language acquisition and didactics. This has not helped them see the advantages of designing integrated proposals where holistic learning is prioritised. It was not until the new TE masters were implemented (in 2009) that teachers felt confident enough to try out newer methodological approaches and to find the potential collaborative work has for teaching and learning. Again, the APAC and the Catalan government have lent their support, and teachers have a range of opportunities for professional development, project implementation and international exchanges in Europe. English classes that were once taught in students' first or second language are now taught mainly in English; several content subjects, such as Science, Technology and some elective courses, among others, have started to be offered in English, and the learning of another AL such as French or German has become a more common practice in most schools in Catalonia.

The Catalan Baccalaureate, which is the post-secondary non-compulsory education stage, has mainly focused on preparing students for their end-of-studies pre-university examinations (Selectivitat), and, consequently, on preparing students for university. Several institutions also give students the chance to take the Cambridge FCE or CAE examinations through special preparation courses and more hours of English. The requirement that students attain an official certificate of a B2 level according to the Common European Framework of Reference for Languages (CEFR, 2001) at the end of their university studies has prompted schools and families to look for ways to obtain the certificate before the end of students' post-secondary education. In the last five to ten years, there has also been an increased tendency towards students' participation in long-term study abroad programmes, but this initiative seems to be far from being generalised. The same is true of English extra-curricular classes outside school. Thus, there does not seem to be much room for methodological innovation and new ideas for enhancing students' learning of ALs inside the official Catalan post-secondary school system.

1.2.2.3. English as an additional language in Higher Education

Universities have been implementing language policies for many years (Fortanet-Gómez, 2013), but concern about language has very much increased in the wake of the Bologna Process and the internationalisation of the HE arena. English in HE has been considered the *lingua franca* for its potential value in forwarding the exchange of ideas in a globalized world (Alcón & Michavila, 2012).

In order to situate the English language in the context of HE, it seems necessary to understand Dewey's (2007) conceptualisation of English regarding three different perspectives, taking Held et al.'s (1999) framework for globalisation as a reference point (Jenkins, 2014). The three perspectives are: hyperglobalist, sceptical and transformationalist views. Hyperglobalizers believe that English is the property of its native speakers and should be spread around the world in its native form, either standard North American or standard British English; the sceptics think that the research findings of English as a *lingua franca* are not relevant enough to justify changing the way the language should be taught or learned. By contrast, believers in the transformationalist view of English "perceive the need to address the considerable reshaping that movements in the socio-political world order have produced" (Dewey, 2007: 334). English in intercultural communication emerges as a consequence of the wish to promote effective communication among English users:

> A shift ... away from English as part of an education that inducts you into a humanistic tradition, to an education that facilitates your communication for whatever you want with whoever you want: a shift therefore towards a notion of communicative competence where the communication is defined by the capacity of individuals of different cultures to interact.

> Brumfit, 2001: 120

This latter view of English is the perspective that most HE institutions have taken when designing their language policies within their triple mission of teaching, research and service. However, there is a difference between European and American universities, arising from the contrast between the European desire to maintain diversity and plurality and the American emphasis on uniformity (Bueno & Nieto, 2009; Alcón & Michavila, 2012). Spain and Catalonia, for instance, have taken advantage of the opportunity of internationalising their HE institutions through language policies that, on the one hand, strengthen and increase the presence of their official languages, Spanish and Catalan, in all areas of the university; and, on the other hand, grant English the status of an academic/working language.

Art. 165 of the Treaty on the Functioning of the EU states that "the community shall contribute to the development of quality education by encouraging cooperation between Member States, through actions such promoting the mobility of citizens, designing joint study programmes, establishing networks, exchanging information or teaching languages of the European Union". EU policy stimulates its citizens to become multilingual and, specifically, encourages them to be competent in two languages in addition to their mother tongue. The Bologna Declaration of 1999, signed at first by twenty-nine European countries, has now reached forty-seven member states, joining together with the aim of creating a competitive HE area. With the European Credit Transfer System (ECTS), universities have found an effective way to award academic qualifications that are recognised around Europe and meet the challenges of the globalised markets of the 21st Century. As part of the efforts to ensure this global competitiveness, the English language has become a compulsory subject at many HE institutions. And teaching *in* this language, rather than teaching the language as such, has become the most general praxis in many European countries. The Berlin Communiqué (2003) mentioned the importance of language learning for the Bologna Process and, in the same year, the European Commission issued a report entitled *Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006*, in which universities were encouraged to play a "key role in promoting societal and individual multilingualism". Future graduates would be prepared for the challenges of the world's marketplace, which implied "a shift from traditional input-driven and theory-focused teaching to a focus on the learner and the learning outcomes and objectives of that being taught".

The considerable increase in student and teacher mobility in the European multilingual and multicultural context is also worth mentioning (Smit & Dafouz, 2012, Wilkinson & Zegers, 2007). With more than 20 national languages, Europe must also face the linguistic challenges associated with academic mobility, but this movement of people can help boost professional communication skills for conferences, reports or articles, and enhance socialisation skills to promote professional networking, access to specialised material and participation in international projects (Tudor, 2005).

Lifelong learning is of special relevance with respect to languages (Mackiewicz, 2002). With all the different languages spoken, European graduates will need to be ready to improve their language learning skills. However, instead of taking a product-based perspective on learning, it will be necessary to take a process-based approach to

language use and learning, which implies self-regulated learning. Tudor (2005) uses the term learner empowerment to refer to:

> (…) the quality of the learner's interaction with both the use and the learning of languages. An empowered learner would thus be able to analyse their strengths and weaknesses with respect to specific situations of language use, to evaluate what they need to learn in order to meet their objectives, and to make informed decisions about how to go about achieving these goals.

Tudor, 2005: 8

In this sense, the author seems to suggest that language teaching must be effective, for it should empower learners to be responsible for their own language learning processes.

Language policies are thus viewed as a strategic issue for HE institutions to position themselves in the competitive international academic arena (Langner & Imbach 2000). Questions such as how language courses should be designed and organised throughout the academic continuum of HE, in other words from undergraduate to graduate studies, how decisions should be made in relation to the kind of structures responsible for the implementation of language teaching and learning (departments, language centres/services…), how student and teacher mobility programmes should be carried out, and how content subjects should be taught in an AL are all examples, among many others, of the challenges that universities must carefully address. Tudor (2005), in the project European Network for the Promotion of Language Learning among Undergraduates (ENLU), conducted a survey that found out of 32 institutions, only 10 had a language policy and 13 were developing one. Along the same lines, Fortanet-Gómez (2013) gives an overview of the most interesting HE language policies worldwide, covering examples from Asia and South Africa and moving on to European universities in Finland and Luxembourg. She finally focuses on the Catalan context, in which universities need to accommodate their bilingual complexity to European needs. University Pompeu Fabra (UPF) published its Pla d'Acció pel Multilingüisme a la Universitat Pompeu Fabra (Plan of Action for Multilingualism at Pompeu Fabra University) in 2007. One year later, in 2008, the Autonomous University of Barcelona (UAB) established the UAB Plan for Languages. A Strategic Pledge for Multilingualism; and in 2010, the University of Barcelona (UB) approved a Plan for Languages. All three universities include strategic lines in relation to teaching and learning languages in undergraduate and graduate studies, in relation to research, to institutional

communication and management areas and finally to linguistic and integration areas (Fortanet-Gómez, 2013).

The above mentioned universities, together with many other institutions in the Catalan and Spanish territory, need to cater to the complex tensions between the global and the local (Alcón & Michavilla, 2012), between the role of ALs other than English and the role of English itself, between the priority given to English undergraduate courses and to English graduate courses, between face-to-face and online language teaching and learning, between English within the curriculum and English outside the curriculum, between language specialists and faculty members from other disciplines and, finally, between language or content and language and content.

Careful attention should be paid to the current diversity of language teaching and learning contexts and of language use that may be present in different HE institutions. In table 7, this diversity is classified with the aim of explaining how options may be discussed and considered on a complementary basis. Different contexts should first be distinguished in relation to whether EAL learning and teaching and use may be included in the curricular design or not and, consequently, in relation to whether the context would be obligatory or non-obligatory for students. The chart identifies ten different contexts (1-10), each with its own characteristics.

The table contrasts with the classification provided by Fortanet-Gómez (2013), where she identifies six scenarios for multilingual HE institutions. The purpose of the two tables is slightly different, in the sense that Fortanet-Gómez describes multilingual realities in which students may or may not participate, whereas the table below focuses on English as an AL learning/use and on the possible formal contexts this learning/use can take place. Fortanet's scenarios range from immigrant students in majority-oriented programmes and students with ethnolinguistic minority backgrounds to students involved in programmes that aim at majoring in a modern language, organised and individual mobility and finally standard courses in which several languages are used in combination.

CONTEXTS FOR ENGLISH AS ADDITIONAL LANGUAGE LEARNING AND TEACHING AND ADDITIONAL LANGUAGE USE IN HIGHER EDUCATION (C-ALLT + ALU IN HE)			
CONTEXTS WITHIN CURRICULAR DESIGN (C-ICD)		CONTEXTS OUTSIDE CURRICULAR DESIGN (C-OCD)	
OBLIGATORY CONTEXT(OBC)	ELECTIVE CONTEXT (EC)	OPTIONAL CONTEXT (OPC)	
		EXTRA-CURRICULAR MODULES (EC-M)	SPECIAL ACTIONS FOR ADDITIONAL LANGUAGE USE (SA-ALU)
GENERAL ENGLISH MODULES (GE-M) 1	GENERAL ENGLISH MODULES (GE-M) 4	GENERAL ENGLISH MODULES (GE-M) 7	MOBILITY PROGRAMMES (MP) SELF-ACCESS CENTRES (SAC) SPECIAL EVENTS (CONFERENCES, LECTURES...) (SE) ENGLISH COFFEE TIME (ECT) VOLUNTEERING ACTIONS (VA) INDIVIDUAL ATTITUDES (IA) ... 10
ENGLISH FOR SPECIFIC PURPOSES MODULES (ESP-M) 2	ENGLISH FOR SPECIFIC PURPOSES MODULES (ESP-M) 5	ENGLISH FOR SPECIFIC PURPOSES MODULES (ESP-M) 8	
CONTENT AND LANGUAGE INTEGRATED LEARNING / INTEGRATED CONTENT AND LANGUAGE MODULES (CLIL-M / ICL-M) 3	CONTENT AND LANGUAGE INTEGRATED LEARNING / INTEGRATED CONTENT AND LANGUAGE MODULES (CLIL-M / ICL-M) 6	CONTENT AND LANGUAGE INTEGRATED LEARNING / INTEGRATED CONTENT AND LANGUAGE MODULES (CLIL-M / ICL-M) 9	

Table 7. Contexts for English as an Additional Language Learning and Teaching and Additional Language Use in Higher Education. Source: Researcher's design

It is important to describe each context separately in order to provide HE policies with clear scenarios for AL learning and teaching and for AL use:

Context 1 (GE-M in OBC): General English Modules are courses that need to be taken by students as part of their degree (first to last year). The contents of the module(s) include the development of the four communicative skills, where grammar, structures, phonetics and cultural aspects are implicit and sporadically addressed. The aim of the course is to improve students' communicative competence, and classes are often designed with the goal of attaining the B2 intermediate CEFL level, which is currently the level all Catalan university students must officially accredit at the end of their studies.

Context 2 (ESP-M in OBC): English for Specific Purposes Modules are courses that need to be taken by students as part of their degree (first to last year) The contents of the module(s) include the learning of specialized language to cater to the specific situations and purposes for which English may be needed in the academic and/or future professional fields of the students. Academic English may thus be considered ESP. The level may vary from the pre-intermediate to the upper-intermediate level (B1, B2 or C1 levels).

Context 3 (CLIL-M / ICL-M in OBC): Content and Language Integrated Learning Modules, also called Integrated Content and Language, are courses that need to be taken by students as part of their degree (first to last year). They are usually content courses taught in English, but this is done with a dual focus: on content development and on language development. The degree of focus may change depending on how the CLIL module is conceived of from the beginning. A module on Psychological Processes taught in English in Education studies or a module on Quantum Physics as part of a degree in Physics may be examples of CLIL-M in OBC. The level may vary from pre-intermediate to upper-intermediate (B1, B2 or C1 levels).

Context 4 (GE-M in EC): General English Modules are courses that students are not required to take because they are elective classes, but they are suggested within the curricular design of the individual degree programme's academic plans. This means that official credits are given when the module is successfully accomplished. Students may or may not enrol in the module. The contents of the module(s) include the development of the four communicative skills, where grammar, structures, phonetics and cultural aspects are implicit and sporadically addressed. The aim of the course is to improve students' communicative competence and classes are often designed with the goal of attaining the B2 intermediate CEFL level, which is currently the level all Catalan university students must officially accredit at the end of their studies.

Context 5 (ESP-M in EC): English for Specific Purposes are courses students are not required to take because they are elective classes, but they are suggested within the curricular design of the individual degree programme's academic plans. This means that official credits are given when the module is successfully accomplished. Students may or may not enrol in the module. The contents of the module(s) include the learning of specialized language to cater to the specific situations and purposes for which English may be needed in the academic and/or future professional fields of the students. Academic English may thus be considered ESP. The level may vary from pre-intermediate to upper-intermediate (B1, B2 or C1 levels).

Context 6 (CLIL-M / ICL-M in EC): Content and Language Integrated Learning Modules, also called Integrated Content and Language, are courses that students are not required to take because they are elective classes, but they are suggested within the individual degree programme's academic plans. This means that official credits are given when the module is successfully accomplished. Students may or may not enrol in the module. It is usually a content subject taught in English, but with a dual focus: on

content development and on language development. The degree of focus may change depending on how the CLIL module is conceived from the beginning. The level may vary from pre-intermediate to upper-intermediate (B1, B2 or C1 levels).

Context 7 (GE-M in EC-M in OPC): General English Modules are courses that students are not required to take because they are optional classes and are not included in the curricular design of the individual degree programme's academic plans. The module may or may not offer credits. The contents of the module(s) include the development of the four communicative skills where grammar, structures, phonetics and cultural aspects are implicit and sporadically addressed. The aim of the course is to improve students' communicative competence and classes are often designed with the goal of attaining the B2 intermediate CEFL level, which is currently the level all Catalan university students must officially accredit at the end of their studies.

Context 8 (ESP-M in EC-M in OPC): English for Specific Purposes are courses that students are not required to take because they are optional classes and are not included in the curricular design of the individual degree programme's academic plans. The module may or may not give credits. The contents of the module(s) include the learning of specialized language to cater to the specific situations and purposes for which English may be needed in the academic and/or future professional fields of the students. Academic English may thus be considered EFP. The level may vary from pre-intermediate to upper-intermediate (B1, B2 or C1 levels).

Context 9 (CLIL-M / ICL-M in EC-M in OPC): Content and Language Integrated Learning Modules, also called Integrated Content and Language, are courses students are not required to take because they are optional classes and are not included in the curricular design of the individual degree programme's academic plans. The module may or may not give credits. It is usually a content subject taught in English, but with a dual focus: on content development and on language development. The degree of focus may change depending on how the CLIL module is conceived from the beginning. The level may vary from pre-intermediate to upper-intermediate (B1, B2 or C1 levels).

Context 10 (SA-ALU in OPC): Special actions for AL use are specific events or projects, big or small, offered to students and to the rest of the community to guarantee the university's internationalisation-at-home action plan. They may include a number of different proposals, going from international exchange/mobility programs to the positively welcomed English coffee times or English literary circles, from a self-access

language centre to a lecture on Shakespeare given in English. A positive attitude towards English language use definitely improves one's language competence. It is about use, but also about learning. This context must be carefully planned and publicised to the whole community in advance and should consider quality standards and guarantee continuity over a period of time.

One might be tempted to classify these scenarios in terms of two relevant categories for this thesis: content integration and effectiveness. With regard to the former, 3, 6 and 9 seem to lend themselves the most to content integration, without highlighting one over the others. However, context 10 may also offer ideal opportunities for integration. The content of programmes and the teachers can influence the amount of integration that a specific context may provide. At this point, it seems clear that integration depends on teaching and learning practices, and thus effectiveness becomes critical.

On the other hand, as has been covered in previous sections and observed in the literature, effectiveness also depends on different variables, which may be identified. However, a specific context does not provide enough information for a consistent rating of effectiveness. Thus, it is simply not possible to rate contexts for English learning and use in HE solely in terms of effectiveness.

1.3. CONCLUSION TO THIS CHAPTER

This chapter has discussed the main characteristics of effective teaching in a learner-centred paradigm, where integrated practices become critical and consistent with the findings and conclusions that educational research has provided since the last decades of the twentieth century.

Effective teaching in HE became an object of study when the dominant role of university teachers started to be questioned. Martom and Säljö's surface approach and deep approach to learning have sparked teachers to reflect on how students access learning and how effective learning conditions may be provided. Those conditions should include experiences with high cognitive level tasks, where a deep approach to learning is encouraged.

Teaching and learning are in continuous relationship. Prosser et al. (1994) integrate, from the teacher's perspective, teaching and learning conceptions. Teaching should aim to help students change their conceptions, a change that emerges from students' internal demands. Biggs's (1996) theory of constructive alignment takes the intended learning outcomes as the backbone of the whole process of teaching, from which the teaching and learning activities and the assessment tasks will be coherently aligned. A number of characteristics of effective learning environments and effective teaching behaviours have been provided. However, little attention has been paid to features related to socio-affective attitudes or to subject-matter knowledge. The act of teaching is unique and situated, open to a diversity of methods and styles, but highly influenced by personality.

Integration in education is based on this learner-based teaching, which fuses with content and with the social commitment of human beings.

Content Integration, from Pestalozzi's "Head, Heart and Hands" to Rogiers's concept of competence, which takes place in a context of real problems, is what provides the necessary conditions for learning to become successful, a space where connections can be made. Several types of content integration have been described. In order to account for effective integration programmes in education, interdisciplinary and transdisciplinary approaches should be considered. Multidisciplinarity, however, may remain distinct, due to the unavoidable dominance of disciplines. The concept of "big ideas" related to integrated curriculum becomes critical, as it is engaging for teachers and students, who find problem solving motivating and meaningful. Collaborative work and greater inclusiveness may also be achieved through integrated programmes.

Chapter one has also provided an overview of content integration across the different educational levels, from ECE and compulsory education to HE, with a special focus on PTE. The brain is not divided up into isolated, unconnected compartments; it is rather a network that needs to be "switched on". Evidence from research on integrated programmes tends to support the idea that students in these programmes eventually perform more successfully than students following a more compartmentalised curriculum, although more studies should be conducted on the matter. Research on HE is of special relevance (Cuadrado, Ruiz Molina & Coca, 2009; Lin, 2008; Wall & Shankar, 2008), but studies of PTE are still scarce.

There has also been an attempt to describe the features that identify effective AL teaching. A post-method connectivist perspective to language teaching and learning is

the common framework of some of the contributions provided by several authors (Bell, 2005; Nation, 2007; Werbinska, 2009). Dinçer et al.'s (2013) classification of categories, produced after a review of more than 30 studies on effective language teaching, is of particular interest.

All educational stages have been considered when discussing the reality of AL teaching in Catalonia, where the efforts of all educational agents should not be underestimated. There are challenges to overcome, but several initiatives led by individual teachers and by the Catalan government have also become realities and have been labelled as innovative and original.

The twenty-first century has been marked by innovative ideas, especially those that are embedded in what are often viewed as revolutionary approaches. However, attention must be paid to the features that define those new ideas so that they can be truly considered revolutionary. As Grossman and McDonald (2008) state, research suffers from "a kind of historical amnesia, forgetting the past in the rush to invent the future" (p.200).

Different contexts have been provided for AL use/learning in HE, following the coherent continuity that mainstream education and post-secondary education has granted, and all of them must be taken into consideration when designing language policies at the university, within the wider framework of internationalisation.

It is now time to focus on content and language integration and on what CLIL has to offer to educational sciences and the extent to which it can be considered a new, effective teaching and learning approach. Only by systematically identifying specific optimal features of CLIL and analysing results from research on content and language integration can we determine whether to regard CLIL as one of the important educational innovations of the twenty-first century.

CHAPTER 2. INTEGRATION IN CONTENT AND LANGUAGE TEACHING AND LEARNING

2.1.   CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

2.1.1. Historical overview of CLIL

Content and Language Integrated Learning (CLIL) has been the term adopted by most European countries to define a range of educational practices with a similar common denominator. The use of a non-L1 to teach a non-language subject is considered to be the only condition that must be met and guaranteed: "Within CLIL, language is used as a medium for learning content, and the content is used in turn as a resource for language learning". (European Commission, European Language Policy and CLIL, 2005, p.2). The Eurydice Report on CLIL in Europe (2006, p.8) provides a similar definition: "CLIL is a generic term to describe all types of provision in which a second language (foreign, regional, minority, official language) is used to teach non-language subjects".

CLIL has mostly been associated with ALs, especially English (Marsh, 2002). Marsh used the term for the first time in the early 90s and placed special emphasis on CLIL's "dual-focused aims", the learning of content and the simultaneous learning of an AL (Fortanet-Gómez & Ruiz-Garrido, 2009; Marsh & Wolff, 2007). Garcia (2009, p.208) provides a wider perspective on CLIL, defining it as "an umbrella term that embraces any type of program where a second language is used to teach non-linguistic content-matter", but, focusing on her American contexts, also excludes "minority or lesser-used languages, where the entire curriculum is given in these languages for their speakers". However, Fortanet-Gómez (2013, p.40) points out that Garcia's definition might cause controversy in Europe where some national languages (Estonian or Maltese, among others) could be included in the group of "lesser-used languages".

Dalton-Puffer (2011, p.183) adds the diversity of educational contexts component when she defines CLIL: "CLIL can be described as an educational approach where curricular content is taught through the medium of a foreign language, typically to students participating in some form of mainstream education at the primary, secondary, or tertiary level". Along the same lines, Fortanet-Gómez (p.41) points out the potential for CLIL across stages, writing that: "(...), it has been shown that one of the secrets of success for CLIL is the continuity throughout the education process".

In this thesis, I have used Maljers et al.'s definition (2010) of CLIL, expanded upon by Lorenzo (2012, p.4): "CLIL is a dual-focused educational approach in which an AL is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels". Lorenzo goes on to present CLIL as a revolutionary socio-educational approach: "...and with the objective of promoting learning strategies, creative curiosity, cognitive growth, active participation, social engagement, active citizenship, entrepreneurship...".

There are several reasons for my choice of this definition:

a) the term additional language (AL) is used instead of other terms, such as second or foreign language; "(...) the term "additional" underscores my belief that ALs are not necessarily inferior nor superior nor a replacement for a student's first language" (Corcoll, 2013; Corcoll & González-Davies, 2016; Fortanet-Gómez, 2013; Judd, Tan & Walberg, 2001) (see section 1.2.1. for further discussion);

b) the interweaving of content and language for teaching and learning remains the distinctive element that gives its own identity (Fortanet-Gómez, 2013);

c) the authors seem to refer to methodological changes, by adding objectives to their definitions;

d) Lorenzo focuses on contemporary professional competences, particularly related to innovation and leadership, two of the most powerful concepts in 21st century pedagogical approaches (OECD, 2013).

However, the very aspects that seem easy to label as revolutionary might represent one of the major challenges for the consolidation of CLIL, preventing it from taking a place of prominence among the latest pedagogical innovations. Because of CLIL's flexibility in terms of focus, modality and context, there is a need to provide rigorous evidence to lay the theoretical groundwork that will make it possible to bring together CLIL practice and research on a consistent basis.

But what is new about CLIL that makes it different from other "content through language" settings? Some authors have gone back to 2000 years ago to relate similar practices in an attempt to view CLIL as a natural consequence of teaching and learning embedded in a historical perspective on education (Coyle, Hood & Marsh, 2010; Mehisto, Marsh & Frigols, 2008;).

Bruner's constructivist learning theory (1983) and Vygotsky's theory of socio-cognitive development (1978, but originally published in 1934), together with other related approaches such as multiple intelligences (Gardner, 1983), experiential learning (Kolb & Fry, 1975), learner autonomy (Holec, 1981) and language-learning strategies (O'Malley & Chamot, 1990), constitute the previous educational stage that made room for CLIL to flourish and become consolidated.

The Canadian language immersion programmes and other North American bilingual projects provided the spark of inspiration for the variety of CLIL forms in Europe once the results from research had indicated that language immersion favoured content and language learning, cognitive skills and attitudes (Bialystok, 1991; Canale & Swain, 1980; Cummins & Swain, 1986; Genesee, 1994). The challenges encountered, such as the need for more form-focused instruction and more emphasis on speaking skills (Cummins 1991; Genesee, 1987; Johnson & Swain, 1997), have also been considered catalysts for CLIL, in its first definitions and subsequent reformulations. Catalan and Basque schools, together with other European minority language contexts (i.e. Welsh or Gaelic in the UK), were stimulated by the findings across the ocean and started to implement their own immersion programmes for "reactive" reasons (Coyle, Hood & Marsh, 2010), with the aim of protecting their own languages. But Europe was also concerned with plurilingualism and how languages could be promoted. Therefore, there were also "proactive" reasons for CLIL to develop.

Globalisation has played a key role in CLIL's success in Europe, where the need to "communicate" among countries in all areas brought with it calls for better language competence and educational results from most member states. When the Council of Europe[7] suggested, for the first time, CL through an AL as one of the three innovative methodologies to be used to improve the linguistic competence of students, CLIL became a priority for most educational stakeholders, researchers and organisations. The same year, the European Commission underlined the importance of teaching

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[7] "*The teaching of classes in a foreign language for disciplines other than languages,...*" Council Resolution, of 31 March 1995, on improving and diversifying language learning and teaching within the education systems of the EU. The other two innovative proposals were: (1) *periods of intensive teaching and learning*; and (2) the *opportunity for teaching staff on mobility schemes or on sabbatical leave and visiting teaching staff whose mother tongue is one of the languages of the EU to be able to teach in that language*.

content subjects in an AL in secondary education (The European Commission's White Paper, 1995). The idea of providing more exposure to the AL was viewed as one possible solution to the need to improve language competence in Europe, together with the need to revise methodologies and approaches that would provide authenticity, motivation and challenging experiential processes.

Over the years, practitioners and researchers have come together to create several European projects and networks in order to lend continuity to the different immersion approaches that have been followed and to converge under the umbrella term CLIL:

- The TIE-CLIL (Translanguage in Europe – Content and Language Integrated Learning) since 1998;
- The MOLAN project (a network for the exchange of information about good practices that serve to Motivate LANguage learners) since 2007;
- The ECLIL (European Resource Centre. European project building CLIL resources for language learning since 2010;
- The CLIL-CD Curriculum Development for Content and Language Integrated Learning since 2011;
- The CLIL ReN (CLIL Research Network), since 2006 and supported by the International Association of Applied Linguistics (AILA).

An example of the role that the Council of Europe has played in CLIL is the project called Languages in Education, Languages for Education (Council of Europe, 2005), which first aimed to expand the Common European Framework of Reference for Languages (Council of Europe, 2001). However, the project soon provided curriculum writers with relevant cross-curricular information, which has helped educators and policymakers draft integrated national curricula (Beacco, 2010; Beacco et al. 2010; Nikula et al., 2016).

In Spain, the CLIL Language Teachers' Network (A Project of the Modern Language Teachers' Association of Vitoria) and the CLIL section in the *CESIRE CIREL Àmbit Lingüístic* in Catalonia, available on the centre's website, are two examples of the wide range of quality information on CLIL that can be accessed. In addition to the initiatives mentioned above, international mobility for professional development on CLIL has been funded by the European Commission through the Socrates, Comenius and Erasmus programmes (Dalton-Puffer, 2008; Lasagabaster & Ruiz de Zarobe, 2010).

As mentioned above, the term CLIL was first used in 1994 in Europe to identify good practice in educational contexts where an AL was used to learn content, and it was soon supported by effective results. These results have been thoroughly discussed once research began to suggest that this *dual-focused approach* (Marsh, 2002) provides advantageous outcomes at different scales within the learning process.

In sections 2.1.4. and 2.2., results from research on CLIL will be presented, and the evidence for its effectiveness will be reviewed. In this section, however, a few advantages of CLIL are provided. Figure 9 presents the most relevant ones.

LANGUAGE LEARNING
- ✓ Contributes to raising standards in additional languages
- ✓ Has a positive effect on Language learning
- ✓ Emphasizes meaning rather than form
- ✓ Develops cognitive academic language proficiency more effectively and faster
- ✓ Increases the amount of exposure
- ✓ Promotes the use of language strategies

CLIL...

CONTENT
- ✓ Tends not to have a negative effect on subject learning
- ✓ Promotes the use of complex cognitive processes

STUDENT'S INVOLVEMENT
- ✓ Improves motivation (towards languages and cultures)
- ✓ Promotes active participation and involvement
- ✓ Provides a purpose for language use
- ✓ Increases learners' confidence
- ✓ Puts local and newly-arrived students in similar conditions

TEACHING and LEARNING
- ✓ Allows content teachers and language teachers to enrich their teaching practice and to share their fields
- ✓ May involve interdisciplinary projects (citizenship, health education...)
- ✓ Goes beyond communicative language teaching
- ✓ May involve collaborative problem-solving tasks
- ✓ May involve International partnerships

Figure 9. CLIL Advantages. Source: Researcher's design

For years, SLA research has supported the notion that the limitations of the classroom setting should give way to more natural opportunities, diminishing less engaging parts of language learning and creating spaces for real communication. Krashen (1982), Lightbown and Spada (2006) and Long (1990), among others, maintain that the best conditions for second language and AL acquisition and learning are those that are similar to first-language acquisition. Following this idea, CLIL provides a purpose for language use through communicative exchanges and meaningful experiences,

increases the amount of exposure to the AL and has a positive effect on language learning by emphasizing meaning rather than form (Dalton-Puffer & Smit, 2007; Navés 2009; Wiesemes, 2009).

Graddol (2006) emphasizes how CLIL practice can go beyond communicative language teaching in terms of catering to certain essential features that have been ignored or given too little attention. CLIL then:

> (...) involves the learners being active participants in developing their potential for acquiring knowledge and skills (education) through a process of inquiry (research) and by using complex cognitive processes and means for problem solving (innovation).
>
> Coyle, Hood & Marsh, 2010: 6

At the same time, CLIL allows content teachers and language teachers to enrich their teaching practice by sharing their fields and thus improving their professional exchange: "CLIL approaches allow to break down departmental barriers through developing the need for dialogue on pedagogical issues and principles that apply through all subject areas" (Wiesemes, 2009).

Regarding language proficiency, CLIL raises standards in ALs (Wiesemes, 2009). It is also seen as a means for developing Cognitive Academic Language Proficiency (CALP) (Cummins, 1981) more effectively and faster, as this sort of proficiency takes much longer to acquire than acquiring Basic Interpersonal Communicative Skills (BICS), or conversational proficiency (7-10 years *versus* 1-3 years). The CALP learning process can be improved as long as learners are provided with contextualized and cognitively demanding tasks (Collier, 1989; Cummins, 1984; Cummins, 2000; Smith & Paterson, 1998; Wong-Fillmore, 1991):

> Postponing content instruction while students develop more advanced academic language is impractical and ignores students' complex educational needs. Students need to be learning content information while they are acquiring CALP. Moreover, such skills, because they are more academically oriented and require more complex language abilities, are best taught within a framework that manipulates more complex and authentic content. In this sense, the language of CALP is the language of academic content areas.
>
> Grabe & Stolle in Snow & Brinton, 1997: 8

Finally, CLIL tends not to have negative effects on subject learning (Wiesemes, 2009).

2.1.2. The role of CLIL in European schools

CLIL involves many different language and content focused educational practices that are carried out in a number of educational settings. English, French and German are the most common ALs used in such settings. The range of possible models can go from "soft", "language driven" CLIL practices to "hard", "content driven" types (Ball, 2009), from a few hours of AL exposure per week to high intensity exposure.

Most CLIL practices have been developed at the primary and secondary school levels, but we can also find examples in pre-schools, on the one hand, and vocational training and HE on the other "...to give language and non-language subject matter a joint curricular role in the domain of mainstream education, pre-schooling and adult lifelong education" (Marsh 2002: 58).

Regarding ECE, Flores & Corcoll (2008) justify AL acquisition at this stage only if a CLIL perspective is taken:

> Didactic proposals must take into account the time and space variables and, at the same time, meet the aims and contents of the stage (...); (...)this coordination should mean developing a joint project that integrates all the activities in order to attain joint aims. The classroom language will change (...) children, on their part, will try to understand the global message (...); there will also be specific didactic resources (...). Despite all this, the methodology will be the same: the methodology that is appropriate to the stage and aiming at accompanying children in their process of socialisation towards autonomy and reflection.

> Flores & Corcoll, 2008:4

Games and other ludic-based activities are mainly present in ECE where children are immersed in a "learning by doing" context (Corcoll & Flores, 2009). Integrated Learning Units (ILUs) and O'CLILS (Outdoor CLIL at Setting) (Corcoll & Flores, 2009; Flores & Corcoll, 2011) are based on integration and on the coherent approach that practitioners must take. Coyle, Hood & Marsh (2010) support Corcoll and Flores' view of CLIL, as "it is often hard to distinguish CLIL from standard forms of good practice in early language learning" (Coyle, Hood & Marsh, 2010). The reasons may be found in the type of experiences very young children have, which should be meaningful, context-based and fun, in a context where "the learning topic is often highly authentic for the children" (Coyle, Hood & Marsh, 2010).

In primary education, CLIL has been implemented in a number of countries such as Spain, Liechtenstein and Poland, among others (Eurydice, 2008). "The earlier the better" assumption[8] (Garcia Mayo & García Lecumberri, 2003; Muñoz, 2002; Muñoz, 2006; Ruiz de Zarobe, 2005), together with the view that AL learning should be as naturalistic as possible, has favoured the presence of CLIL in primary school classrooms (Lightbown & Spada, 2006). Most CLIL teachers qualified for teaching an AL in primary education are usually content teachers as well. This *double training* gives them the advantage of approaching CLIL in an integrated way from the very beginning. This is the case in Spain, where several CLIL experiences have been successfully carried out for students age 6-12. The weakness of CLIL practice in primary schools in Spain, however, seems to be the level of AL competence of CLIL teachers because, in general, it is not as high as it should be.

CLIL proposals in primary education may include more recent methodologies, such as experimentation, task-based learning or project work, and they involve positive collaborative work. Other proposals may be considered more traditional, but emphasis is put on motivation towards language learning and cultures and on building learner self-confidence (Coyle, Hood & Marsh, 2010; Mehisto, 2012; Meyer, 2010).

> Our project is grounded in CLIL in the area of Natural Science, as we believe that this area allows pupils to experiment, and our students have traditionally been involved in natural science projects and workshops. Our project was initially intended for second, third and fourth grade but, due to its great results and acceptance, we are now extending it to 3rd cycle of primary (fifth and sixth grade).

> Micó & Marcos, 2008: 29

Secondary education leads the list of CLIL practice and research in Europe. There seem to be a few reasons for CLIL's success at this educational stage: learners have better language competence, they have developed more advanced learning skills, and they are more interested in ICT, music and in moving beyond known borders. English, for the above reasons, takes a dominant position. CLIL teachers are normally speakers

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[8] Studies carried out by the Research Group on Language Acquisition coordinated by Prof. Carme Muñoz at the *Universitat de Barcelona* have not obtained results supporting the idea that "the earlier the better". Even though the results seem to indicate that it may not be necessary to introduce an AL in early stages of education, some essential variables are presented. Methodological variables and exposure seem to be fundamental to support the introduction of the AL at this key stage.

of the instructional language but tend to be subject content specialists rather than having specific language teaching qualifications. AL classes are usually taught separately from CLIL lessons, which are considered subject content lessons.

CLIL learning may involve collaborative problem-solving tasks, interdisciplinary projects (citizenship, health education, environmental studies, etc.) and international partnerships, among other practices (Marsh, 2000; Sierra, 2016). Hernández (2006), a secondary school science teacher, puts forward an interesting idea that could be included on the list of CLIL advantages:

> In our teaching practice, we have confirmed that pupils who were relatively weak in the foreign language but who had adequate ability in science and technology increase their linguistic strategies in the CLIL classes, and little by little gain in confidence in the use of the foreign language as a means to solve the problems posed or to reason out a hypothesis.

Hernández, 2006: 58

In a Finnish research study, Nikula (2005) found that in AL classes, secondary school students only used EAL when they were immersed in classroom tasks, while in CLIL classes students used English all the time and were much more involved.

Moreover, González-Davies (2007) emphasizes the benefits of CLIL in primary and secondary schools where there is a high percentage of newly arrived students that speak different languages. Local and newly-arrived students are in similar conditions when using an AL, a language that is not their L1. This situation could be comparable to university contexts where Erasmus students and local students often communicate in the AL.

Finally, Dalton-Puffer & Smit (2007) summarize several reasons that have been suggested in the literature: CLIL offers "a more naturalistic atmosphere", greater opportunities to "situate language learning" and better "efficiency".

2.1.3. The role of CLIL in Higher Education

CLIL in HE is rather heterogeneous. Universities design graduate and postgraduate studies for different reasons and using different CLIL models (Coyle, Hood & Marsh, 2010). They are all aware of the importance and prestige of internationalisation and the added value of plurilingual competence (Alcón & Michavila, 2012; Doiz & Lasagaster, 2016). According to Dafouz and Llinares (2008), in the year 2008 there were 30

institutions in Spain that offered bilingual studies (English being the AL), especially dealing with economics, tourism, law and engineering. This number has rapidly increased (Doiz & Lasagaster, 2016), especially considering the "status of English as a *lingua franca* in so many areas, not merely the academic field" (Ball & Lindsay, 2013).

Although CLIL has been mostly associated with primary, secondary and vocational education, there seems to be no reason to underestimate its potential in HE: "quite the reverse, it has been proved that one of the secrets of success for CLIL is continuity throughout the educational process" (Fortanet-Gómez, 2013).

Some specialists have seen the need to differentiate CLIL from the practice of using an AL in a university context, as one can assume that students are already proficient in the language: "Maybe another terminology is needed for university-level CLIL (…); (…) but at university level the FL is "known" so to speak, so students are working on content, learning their field (major) while practicing/keeping up their LS – is this really CLIL?" (Ting et al., 2007, p.7). This assumption has pushed some authors to look for alternative terms to refer to the teaching of content subjects through an AL specifically in university contexts (ICLHE[9], ICL[10], EMI in HE[11], ELFA[12]). The term CLIL, however, has become very familiar in the international arena and has transcended ideological and geographical boundaries (i.e. Latin American Journal of Content and Language Integrated Learning) (Fortanet-Gómez, 2013).

There has also been discussion over whether AL competence should be considered a basic competence to be covered at university. Should language and ICT competences be considered secondary competences in HE or should they be considered fundamental? "(…) the rising importance of a global language such as English has led to some re-positioning of this specific profession [language teaching in higher education]". (Coyle, Hood & Marsh, 2010, p.24). Employers and society in general, however, believe that language competence and ICT are essential and necessary for any future professional to succeed. And this means that special focus should be placed on communication competence throughout the different university degrees (Räsänen,

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[9] ICLHE: Integrating Content and Language in Higher Education (Wilkinson and Zegers, 2008)

[10] ICL: Integrating Content and Language (Gustafsson, M. et al. , 2011)

[11] EMI in HE: English-Medium Instruction in Higher Education (Doiz et al., 2013)

[12] ELFA: English as a Lingua Franca in Academic Settings (Jenkins, 2014)

2008). Unfortunately, this competence still remains a challenge for many students in a number of European countries (Eurostat, 2014).

Räsänen visually shows the different potential approaches to CLIL in HE and defines them as a continuum. Figure 10 describes six possible realities where AL and content respectively play more or less important roles in HE teaching and learning:
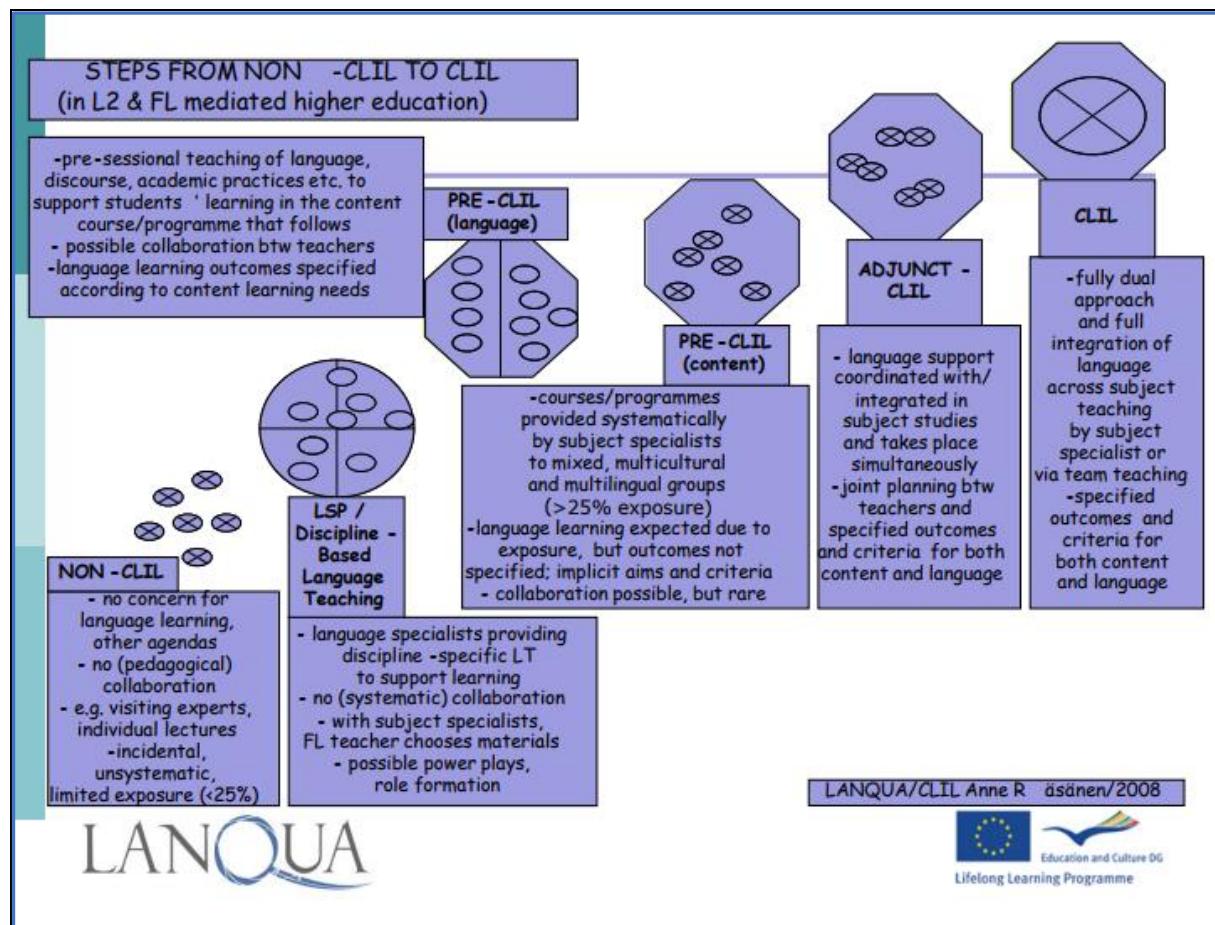
Figure 10. Anne Räsänen's Continuum. Source: Räsänen (2008)

We should focus on the last four models to coherently identify CLIL university practice. Several institutions in Europe have already developed pre-CLIL experiences. Students are offered language support before taking the subject courses, or they have LSP/LAP[13] courses coordinated with the subject specialist. Adjunt-*CLIL* and pure *CLIL*, using Räsänen's words, are also being implemented in some European countries, but

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[13] LSP: Language for Specific Purposes

LAP: Language for Academic Purposes

coordination between subject teachers and language teachers is a must, via either joint planning of the CLIL module or by co-teaching. The planning should involve learning outcomes and assessment criteria, which could also consider a possible distribution of credits.

Reflection, agreement and gradual development of CLIL in HE is a challenging but potentially encouraging opportunity for the students and teachers of the 21st century, as it implies innovation in education.

The reasons for CLIL in HE may be classified into four main categories: reasons related to teaching and learning, intercultural reasons, institutional reasons and professional reasons. Table 8 shows the advantages that researchers in the field have provided regarding CLIL in HE. Some of them may be similar to the advantages presented in section 2.1.1., but most of them relate to academic, professional and international issues (Lasagabaster, 2008; Lasagabaster & Ruiz de Zarobe, 2010; Räsänen, 2008). Räsänen, for instance, provides justifications in line with the objectives set by the European HE Area. Some reasons are: to enhance the institutional profile, to promote plurilingualism (social, citizenship and intercultural competence, employability), to open working possibilities, to promote future academic/research/professional networking and to develop the European dimension, among others.

ADVANTAGES OF CLIL IN HIGHER EDUCATION: CLIL…	Based on: Beatens Beardsmore, 2002; Boughey, 2011; Curry & Lillis, 2013; Dafouz & Nuñez, 2009; Dale & Tanner, 2012; Doiz & Lasagabaster, 2016; Fortanet-Gómez, 2013; Hellekjær, 2010; Kirkpatrick, 2011; Räsänen, 2008		
REASONS RELATED TO TEACHING AND LEARNING	INTERCULTURAL REASONS	INSTITUTIONAL REASONS	PROFESSIONAL REASONS
TEACHERS | LEARNERS			
Enhances motivation	Develops intercultural awareness	Raises the profile of the institution	Prepares multi-skilled professionals ready for internationalization
Increases participation			
Is an opportunity for professional development | Promotes cognitive development	Develops the European dimension	Provides experiences in teaching/learning languages in a context where such experiences have been minimal or non-existent	Prepares domestic students for the global labour market
Improves oral and written communicative skills			
Promotes teacher mobility and international collaboration | Develops language proficiency at no cost to other skills and knowledge	Attracts international students (courses)	Promotes cooperation among universities	Opens working possibilities
Requires a diversity of learning and teaching processes		Helps recruit foreign specialist teachers	
Promotes future academic, research and professional networking		Promotes funding	
Increases accessibility to the academic world and to the knowledge of the discipline		Supports the perception that some international subjects should be taught through an international language	
Promotes plurilingualism (citizenship, intercultural competence, employability)			

Table 8. Advantages of CLIL in Higher Education. Source: Researcher's design based on different authors

Experiences in teaching languages in HE have been minimal or non-existent due to the compact degrees and the competition for hours among departments, especially after the Bologna Agreement. The economic crisis has also affected university budgets and consequently the courses offered to students. Fortanet-Gómez (2013) sees CLIL as a possible solution to these two problems.

Dale & Tanner (2012) highlight reasons related to motivation and cognitive development, to the improvement of oral and written communicative skills, intercultural awareness and to the diversity of learning and teaching processes, among others.

Emphasis on the need to offer courses for international students, on cooperation among universities and on the recruitment of foreign specialist teachers support CLIL in HE, as does the positive perception in some university departments that some international subjects should be taught through an international language (Hellekjær,

2010). Boughey (2011) and Curry and Lillis (2013) add other reasons, such as the increase in participation and accessibility to the academic world and to the knowledge of the discipline, which eventually enhances the quality of the future professional/researcher's pre-service training. Finally, Doiz and Lasagabaster (2016) justify the academic "jump on the EMI[14] bandwagon" through the survey carried out by the European Commission (2008), which concluded that "Universities are motivated to offer the programmes in order to attract international students (circa 83% of institutions), to prepare domestic students for the global labour market (around 80%) and to raise the profile of the institution (53%)".

Integrating Content and Language in HE may also be an opportunity for professional development, as some teachers and researchers may not have been trained in educational methodologies and may not be familiar with interactional modes of teaching, fundamental in CLIL pedagogy (Dafouz & Nuñez, 2009). Moreover, teacher mobility and international collaboration and funding require multi-skilled professionals ready for internationalisation (Kirkpatrick, 2011). Therefore, university professionals could take the advantages and challenges that CLIL provides as new opportunities for improving their professional status.

2.1.4. Performance and affective evidence research on CLIL carried out in the 2000s

CLIL has been studied from different perspectives (Llinares, 2015). Coyle, Hood & Marsh (2010) identify four types of research evidence in the field of CLIL: performance evidence, affective evidence, process evidence and materials and task evidence, and show that performance, especially language performance, has been the main focus of investigation for a number of researchers, whereas other interesting areas have been given less attention (Meyer et al., 2015). Performance evidence research refers to studies focused on how well participants perform. Assessing outcomes becomes critical to guarantee continuity and institutional support. In CLIL, performance evidence has been provided in relation to both content and language. Affective evidence research gathers evidence concerning the perceptions, attitudes and opinions of participants. How participants feel about CLIL teaching and learning provides relevant information that should not be ignored. Process evidence research refers to studies dealing with the different variables at play throughout the process, with the purpose of

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[14] EMI:English Medium of Instruction

improving quality and outcomes. In CLIL, process evidence attempts to provide results in order to promote effectiveness and reflective practice. Finally, materials and tasks evidence research focuses on the analysis of the different tasks and materials employed.

A previous classification of the variety of CLIL research was provided by Dalton-Puffer & Smit (2007) and completed later by the same research team (Dalton-Puffer, Nikula & Smit, 2010). Under this scheme, all publications could be placed along a continuum consisting of three main dimensions: the macro-micro dimension, the process-product dimension and the language and content dimension.

Although Dalton-Puffer, Nikula and Smit's classification might seem more detailed in placing the different research studies in a three-dimensional continuum, Coyle, Hood & Marsh's (2010) classification tends to be less ambiguous and thus clearer and sufficiently informative. The distinction they make between affective and performance evidence on the one hand and process evidence on the other lets us discriminate the former two kinds of evidence from the latter, which will be the type of evidence this research study will focus on most. However, from my perspective, process evidence would include task evidence, whereas materials evidence would be taken as separate. The reason for this change is my belief that task evidence could have too much of an overlap with process evidence.

Figure 11 shows the types of CLIL research studies that this thesis takes as a framework and where performance evidence, affective evidence and process evidence will be provided. The size of the circles approximately indicates the amount of research conducted up to the year 2017 in relation to other types of research. The bigger the circle, the more research evidence that has been collected.
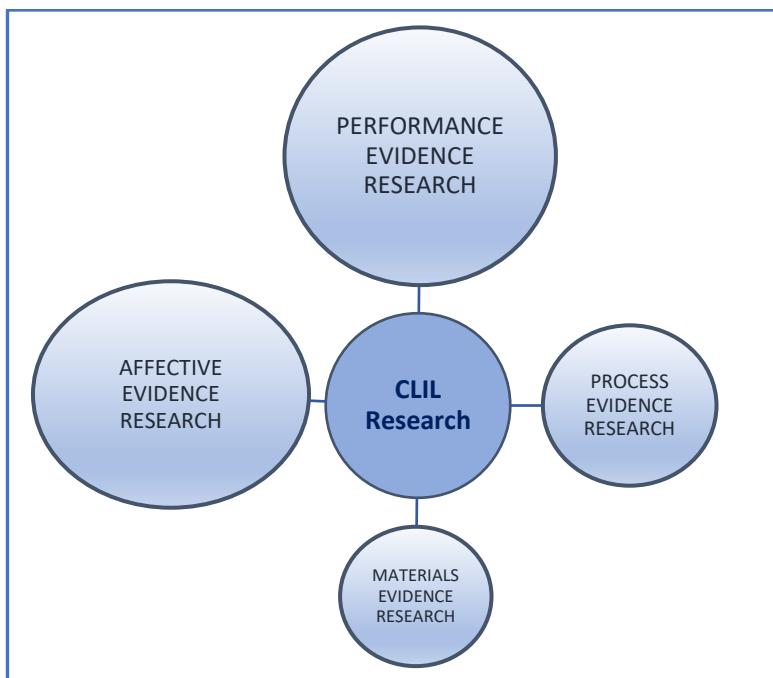
Figure 11. Types and Amount of CLIL Research Studies. Source: Reseacher's design

2.1.4.1. Performance evidence research: Content

The word *content* has had many different interpretations throughout history (Snow, 1991, 1998). We should analyse the concept in relation with learning and in relation with language and integration.

Suitable areas of knowledge seem limitless to fit in both traditional and more recent syllabi. Prodromou (1992) and Shih (1992) suggest culture, personal and professional interests as examples of wider topic areas. More specific fields, such as science, music, physical education, pedagogy or project management, among many others, are content proposals offered to cater to educational needs. The proposals may vary according to different variables, such as the amount of time devoted, teacher availability, assessment, language support, learners' age and the social demands of the learning environment (Coyle, Hood & Marsh, 2010).

What is important, however, is not to view content as just a set of objectives with teaching and learning goals and outcomes. Content should estimate the value of effective learning and teaching practice that provides cognitive engagement: "The teacher's role involves facilitating cognitive challenge within an individual's ZPD" (Vygotsky, 1978). This involves the teacher in maintaining a balance between cognitive challenge for learners and appropriate and decreasing support as learners progress". (Coyle, Hood & Marsh, 2010: 29). In this sense, learners are seen as active

participants, working collaboratively and while fully aware of their learning process thanks to the metacognitive skills they develop. CLIL practice must then consider not only knowledge and skills, but also the challenge of constructing this knowledge.

In this sense, Bloom's taxonomy (1956), later updated by Anderson and Krathwohl (2001), has been taken as a focal point in CLIL practices, as it identifies six domains in the cognitive process dimension and, at the same time, establishes connections between thinking processes, knowledge and knowledge construction.
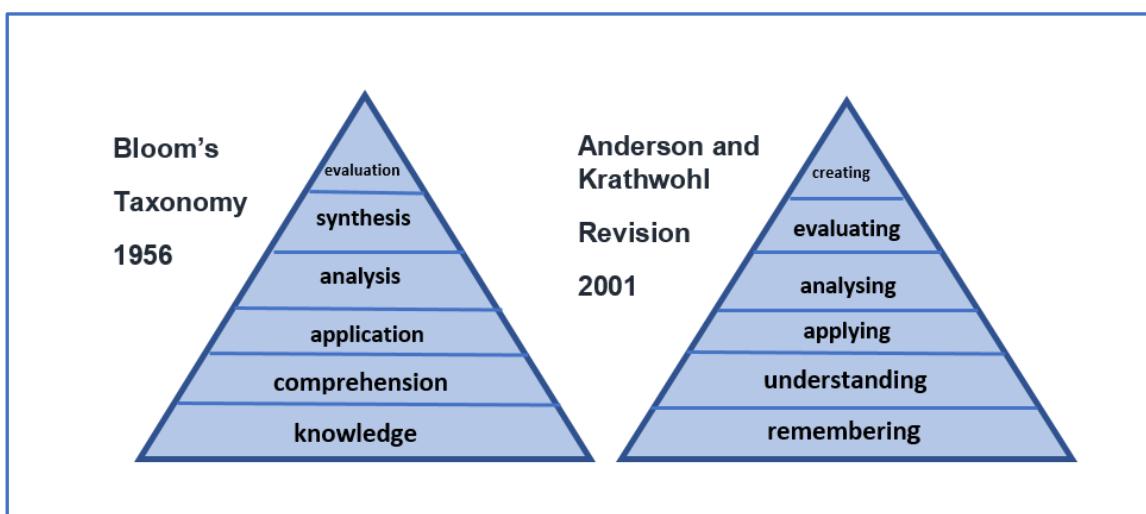
Figure 12. Bloom's Taxonomy (1956) and Anderson & Krathwohl's revision (2001). Researcher's design from Bloom (1956) and Anderson & Krathwohl (2001)

According to figure 12, the cognitive process dimension includes lower-order thinking skills, which are placed at the bottom part of the pyramid (remembering, understanding and applying), and higher-order thinking skills, which can be found at the top part of the pyramid (analysing, evaluating and creating). All these skills are necessary to promote deep learning processes, but the ones at the top are those that will help learners develop critical and autonomous thinking,

The most relevant studies based on content evidence have been mostly conducted in secondary education, and they show that successful CL is achieved if CLIL is "well implemented" (Bøhn et al., 2004 in Svenhardt et al., 2007; Grisaleña et al., 2009; Lorenzo et al., 2009; Mariotti, 2006; Merino, 2016; San Isidro, 2009; Wiesemes, 2009). This may imply that positive CLIL teaching becomes critical for successful results.

Previous research had been conducted comparing French immersion and non-immersion programmes (Cummins, 1998; Day & Shapson, 1996; Genesee, 2004;

Lyster, 2007) where results showed that no differences were noticed in CL. In the Basque Country and in other European countries, especially Switzerland and Sweden, results did not reveal any negative impact on CL (Admiral et al., 2006; Badertscher & Bieri, 2009; Bergroth, 2006; Jäppinen, 2005; Merino, 2016; Seikkula-Leino, 2007; Serra, 2007; Stohler, 2006; Sylvén, 2013).

Other empirical studies have shown that positive results have been obtained in CLIL contexts, that is better performance in CL (Bonnet, 2004; Gajo & Serra, 2002; Lamsfuss-Schenk, 2008; Van de Craen et al., 2007;). However, Washburn (1997) found worse performance in CLIL than in non-CLIL learners.

As for content testing, Coyle, Hood & Marsh (2010) question the way assessment is dealt with in CLIL research:

> Tests in the CLIL vehicular language which are simply a translation of a test set in the first language may not provide reliable comparative data if, for example, they demand responses in continuous text which might be beyond the additional language competence of the learner.

> Coyle, Hood & Marsh, 2010: 138

They suggest alternative ways to measure content performance, such as instruments that require less linear writing (visuals, tabular writing or oral presentation), assessing through students' L1 and gathering a portfolio of work, which can also serve to check knowledge and understanding of subject matter.

Finally, it should be mentioned that, although some content evidence shows no differences in CL between CLIL and non-CLIL contexts, language performance evidence is sufficiently conclusive to consider CLIL implementation potentially rewarding for students and teachers.

 2.1.4.2. Performance evidence research: Language

Language needs to be learned and used communicatively[15] and thus interaction is fundamental. CLIL is believed to improve language competence in the AL, particularly oral skills. Lasagabaster (2008), for instance, summarizes the benefits of CLIL for language competence that have been found in recent research (Dalton- Puffer, 2007; Escobar & Pérez-Vidal, 2004) and particularly stresses receptive skills, vocabulary, morphology, creativity and fluency achievements.

Language needs to be meaningful and social. CLIL gives the use of the AL a purpose beyond learning the language itself. This emphasis on meaning has an effect on affectivity as well as on motivation (Brinton, Snow & Wesche, 1989). The social purpose of the language in content and language integration entails "authentic" communication and thus, participant roles and discourse become important in the learning process.

Krashen's influence on CLIL has been complemented by Swain's Output Hypothesis, which has moved attention towards form in language learning. Krashen's Input Hypothesis (1985) states that rich comprehensible input is what is needed for language acquisition to occur. Immersion environments, then, are optimal learning contexts, as learners are surrounded by plentiful input, which is slightly above the learner's level (i+1) and meaningful in the sense that it consists of subject contents drawn from subject syllabi. Swain's (1985) Output Hypothesis, as a reaction to Krashen's, emphasizes the idea that demanding spoken activities challenge and stretch the speaker's limits of language ability and force the learner's interlingua to develop.

More recent socio-cultural and constructivist approaches have shown how, if learners are given opportunities for knowledge negotiation, private speech (Lantolf & Pavlenko, 1995) and appropriation of learning tasks (Schunk & Zimmerman, 1994), AL learning benefits from content and language integration.

The *form versus meaning* focused language learning debate (Lightbown & Spada, 1994; Lister & Ranta, 1997; Tarone & Swain, 1995, Van Lier, 1996) seems to build

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[15] Coyle (2006) uses the term Communication to refer to language (4Cs framework) in order to emphasize the communicative aim of language learning and of learning in general.

bridges when both form and meaning are seen as content. Van Lier's *focus on language in practice* synthesizes the idea that communication implies formal accuracy and relevant meaning within every utterance or written sentence. Similarly, Gajo (2007) poses a *new* communicative competence to refer to this dual consideration:

> Linguistic skills and subject achievement are considered as part of a "new" communicative competence. While several structures of this competence (grammar, vocabulary, discourse) are focused on in classroom activities, particular attention is paid to lexical and discourse structures, which represent an important issue for the language as well as for the subject.

Gajo, 2007: 564

Another dichotomy that is worth considering is "content-obligatory language" versus "content-compatible language" proposed by Snow, Met and Genesee (1989) in an attempt to provide a framework for supporting collaborative work between content and language teachers. Content-obligatory language is the language that is required in order to master content concepts and materials. Without this language, academic tasks will be very hard, due to their cognitive challenge and reduced contextualisation. Content-compatible language, on the other hand, pairs naturally with content material. This material can be taught and learned without knowledge of the vocabulary, grammar and functions embedded in the language. A balance must also be struck between these two types of language foci in any CLIL setting.

It follows that the role of language needs to be revisited. We must aim for an integrated model of language that shares learning goals with content. Coyle (2006) suggested what would later be called *The Language Triptych* (Coyle, Hood & Marsh, 2010). Here, she appealed to linguistic demands and provided the tools for analysing CLIL language from *three interrelated perspectives*:
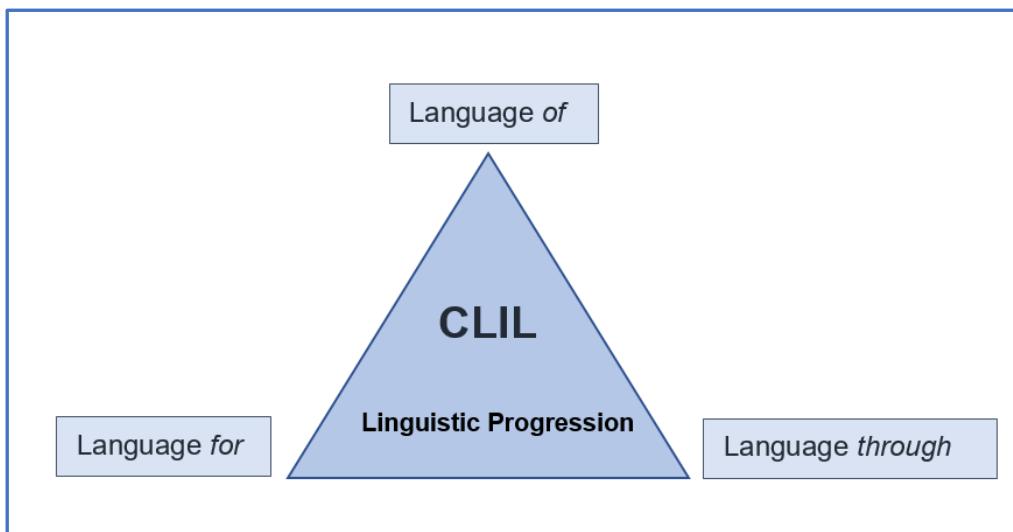
Figure 13. The Language Triptych. Source: Coyle, Hood & Marsh (2010)

Language *of* learning: This language is specific to the content. It's content-obligatory language in the sense that learners need it to access concepts and skills. We can approach this language from a functional perspective where language is always purposeful and contextualised.

Language *for* learning: Learners need to manage a whole range of language when learning in an AL environment. Developing skills such as pair-work, group-work, discussing, organising tasks, questioning, giving reasons, reporting, describing, summarising and evaluating is completely essential for CLIL tasks to be effective. Here one may question the dichotomy "content-obligatory versus content-compatible", as without this language *for* learning, which could be considered unnecessary, CL may not be possible.

Language *through* learning: This is the language generated when the learner reflects and speaks, and the teacher invites participation. It is via this interaction that other language needs emerge, and they then be harnessed into continuous language development, creating an "upward spiral for progression" (Coyle, Hood & Marsh, 2010).

Language performance has been the focus of a number of European linguists (Admiraal, Westhoff & de Bot, 2006; Dalton-Puffer, 2007; Loranc-Paszylk, 2009; Zydatiβ, 2012), whose findings have confirmed the advantages of CLIL programmes as regards language outcomes. Dalton-Puffer (2007) lists the language areas that are affected by CLIL favourably and the ones that either remain unaffected or have not been studied systematically:

Favourably affected language competences	Unaffected language competences
Receptive skills	Syntax
Vocabulary	Writing
Morphology	Informal/non-technical
Creativity, risk-taking, fluency, quantity	Pronunciation
Affective outcomes	Pragmatics

Table 9. Affected and Unaffected Language Competences. Source: Researcher's design from Dalton-Puffer (2007)

According to Mewald (2004) and Hüttner and Rieder-Bünemann (2007), CLIL learners show greater fluency, quantity, creativity and risk taking. As for lexicon, technical and academic language vocabulary seem to benefit greatly from CLIL, but informal registers do not improve, at least not to the same extent (Sylvén, 2004). Admiraal, Westhoff and de Bot (2006) conducted a research study of secondary school students in the Netherlands, showing gains in English language proficiency and at the same time no negative effects on Dutch language proficiency. Language testing issues again stand in the way of more conclusive results, as the instruments chosen to measure language performance were Cambridge TESOL tests or other vocabulary, reading comprehensions and oral proficiency tests (Admiraal Westhoff & de Bot, 2006; Campo, Grisaleña & Alonso, 2007; Grisaleña et al., 2009;). In Germany, Zydatiß (2012) observed significant correlations between linguistic competences (general proficiency) and task performance in CLIL learning.

The large-scale national DESI study (DESI, 2008) supports positive evidence in the results obtained from groups of 15-year-olds on language competence.

In HE, Loranc-Paszylk (2009) conducted a research study in Poland with undergraduate students and found that CLIL learners make significant progress in academic reading and writing skills and in their grammar competence.

As far as Spanish research on language performance evidence is concerned, it is worth mentioning the compilation of studies made by Ruiz de Zarobe and Jiménez Catalán (2009) on different aspects of language, such as assessment of English pronunciation (Gallardo del Puerto, Gómez & García), word association responses (Moreno), vocabulary use (Agustín-Llach & Canga), tense and agreement morphology (Villareal & García Mayo), syntax (Martínez Adrián & Gutiérrez Mangado) and spoken/written production (Whittaker & Llinares), among others. Ruiz de Zarobe (2008)

studied the oral and written competence of students in the Basque Country, concluding that CLIL learners outperform non-CLIL students in both skills, especially in oral competence. In the same context, Lasagabaster's (2008) results show advantages in terms of overall English competence and of diminishing sociocultural differences as regards language competence, but the findings do not show that CLIL helps to balance English results in terms of gender differences, as females still performed better than males. San Isidro (2009) confirms Lasagabaster's conclusions on the effectiveness of CLIL in another bilingual context where the AL is a third language, this time in Galicia. Finally, in the Balearic Islands, Gené-Gil, Juan-Garau and Salazar-Noguera (2015) support the greater effectiveness of CLIL in their three-year longitudinal study on writing in secondary education.

In Catalonia, the studies carried out on CLIL language evidence by the GRAL research group at the University of Barcelona (Muñoz & Navés, 2007; Navés & Victori, 2010) are of special relevance. The results seemed to confirm that grade 7-9 learners achieve a language level equivalent to or higher than learners two years ahead of them in different language domains. The study conducted by Victori and Vallbona (2008) in primary and secondary education on language proficiency gains in CLIL contexts showed relevant results in both productive and receptive skills. CLIL learners were better than non-CLIL students in dictation and in lexical complexity, fluency and accuracy, respectively. Coral's (2013) research study on the effects of CLIL in Physical Education in primary education also show better results for listening comprehension. Pérez-Vidal and Roquet's (2015) study on science CLIL in secondary education confirms the linguistic gains resulting from the CLIL science programme, and Vallbona and Pladevall-Ballester (2014) provide similar results in primary science and arts CLIL. A recent longitudinal research study carried out by Pladevall-Ballester and Vallbona (2016) in primary school, however, seems to condition positive results in receptive skills to the degree of intensity of input students get, as no significant differences were found between CLIL and non-CLIL groups with regard to reading skills upon minimal exposure.

2.1.4.3. Affective evidence research

Affective evidence is still scarce. Qualitative data collected from interviews and focus groups and questionnaires on students' perceptions are wrongly considered to be less rigorous than large-scale statistical measures of performance. It is essential not to underestimate the potential of questionnaires as research instruments to measure

students' beliefs and to place qualitative research in the place it deserves (see sections 3.1. and 3.3. for further justification).

In Madrid, Fernández et al. (2005) studied primary school teachers' motivations. The results showed that CLIL was viewed as a way to improve education in the country and to adapt to European needs. Teachers also thought that it was an opportunity to improve linguistic competence in the AL and language methodology.

As for secondary education, Lasagabaster and Sierra (2009) analysed students' perceptions of their CLIL lessons. They administered a questionnaire to collect data on attitudes towards English and the other two languages used at school, Basque and Spanish, and on gender. Their findings are clear in the sense that the CLIL experience had developed positive attitudes in the learners towards other languages, more evidently seen among females. Campo, Grisaleña & Alonso (2007) turned to teachers to collect data concerning their level of confidence. Whereas the teachers could see the advantages of CLIL for learners, they seemed not to take into account the benefits for them, as CLIL teaching requires hard work and commitment.

Along the same lines, research in the Balearic Islands and Catalonia (Juan-Garau, 2008; Juan-Garau, Marcos-Llinàs & Salazar-Noguera, 2008; Pérez-Vidal, 2007) adds more evidence on teachers' and students' perceptions of CLIL, as the experiences carried out were valued very positively by both teachers and learners, who found CLIL to be an effective way to stimulate multilingualism. Teachers also admitted that more focus-on-form was needed.

Concerning vocational training, Dalton-Puffer et al. (2009) gathered interesting opinions from CLIL students who viewed their language competence as higher than that of non-CLIL students and considered the teacher's lack of proficient CLIL language to be an opportunity for more independent work, risk taking and building greater self-confidence.

In HE, Vilkanciené (2011) conducted a research study of first-year undergraduates in Lithuania. The study wanted to provide evidence on learners' perceptions of language improvement, CL and motivation. Students believed that they had improved in both language and content and their level of motivation had been higher. The author considers CLIL to be an opportunity for revisiting innovative pedagogical approaches: "CLIL has definitely a lot to offer at university level" (Vilkanciené, 2011: 115). Airey and Linder (2007), however, do not characterise CLIL as the panacea for successful HE learning experiences that Vilkanciené seems to believe it to be. They underline a

number of problems that were found when CLIL was introduced in Swedish universities: first, students thought that language was not so important for their discipline; second, students did not participate as much because they did not find it easy to ask and answer questions; third, note-taking focused students on writing rather than on understanding the content, which had to be dealt with additional work after the sessions; and fourth, students' questions on content were left for the end of the lesson, when there was not enough time for discussion. Fortanet-Gómez (2013) questions whether the approach teachers had followed was really CLIL, as "no pedagogical change associated with the introduction of a new language of instruction" had been implemented.

In Spain, Dafouz et al. (2007) and Dafouz (2008) were pioneers in studying university students' and teachers' attitudes and motivations. In the first research study at Universidad Complutense de Madrid and Universidad Politécnica with seventy teachers, conclusions pointed to the necessary changes for successful CLIL teaching: adapting materials, slowing down the rhythm of the class and improving the organisation of content delivery. Students perceived improvement in content-subject vocabulary and oral skills. As for the question of expanding CLIL to more subjects, teachers and students thought it was positive, although there was concern about administrative recognition and methodological and financial support on the part of teachers and on context and language complexity on the part of students. In the second study, Dafouz underlines teachers' positive assessment of their CLIL experience, although there were institutional challenges that had to be overcome through consistent planning and implementation of CLIL subjects. Possible forms of institutional support for CLIL might include funding research groups studying CLIL and granting professional recognition to teachers, perhaps by issuing them European certificates. Teachers would also be incentivised if universities were to consider CLIL teaching as a plus in terms of teacher assessment and if CLIL teachers were offered reductions in their overall teaching hours.

Freixas et al. (2009) examined university teachers' and students' perceptions in two different university contexts. Positive gains were perceived by both teachers and students, especially as regards language learning and motivation. However, findings showed that there were some obstacles that had to be taken into account, such as the lack of language competence of students, which made it difficult to communicate content in the AL. The same conclusions were reached in another research project carried out at Universidad de Huelva by Toledo, Rubio and Hermosín (2012), where

students had the impression of having developed their language competence after some initial uncertainty and extra effort on their part.

Figueras, Flores and González-Davies (2011) also focused on students' perceptions in their study at the FPESSB, University Ramon Llull, where CLIL subjects had been introduced. TE students were satisfied with their Physical Education CLIL module for three reasons: first, team-teaching and collaborative learning played an important role in the implementation of the module; second, students faced a cognitive challenge that engaged them in their learning more effectively; and third, content learning was not affected by CLIL teaching and language learning improved in relation to vocabulary and listening comprehension. The authors view CLIL in HE as a challenge but, at the same time, as an opportunity for internationalisation and for revising methodology (Figueras & Flores, 2013).

In the same Catalan context, Aguilar and Rodríguez (2012) analysed teachers' and students' perceptions of CLIL subjects at the School of Engineering at the Universitat Politècnica de Catalunya (UPC). According to teachers, content was not affected by CLIL teaching, and the language courses offered had a positive effect on the lecturers' language competence. However, methodology courses were not seen important or necessary. The authors think this perception is generalized, as it "somewhat resembles Spanish lecturers' lack of willingness to follow teacher training courses in several Spanish universities because they are reluctant to study methodology in general, as well as CLIL methodology" (Aguilar & Rodriguez 2011: 192). As for students' perceptions, there was a general impression that there had been improvement in oral language competence and vocabulary. As a negative aspect, they thought CLIL teachers did not have enough competence in the AL.

In the Basque Country, three research studies are relevant in relation to affective evidence: The three studies, by Doiz et al. (2011), by Ball and Lindsay (2013) and by Ipiña and Sagasta (2013), show personal and pedagogical advantages to CLIL implementation in HE. Doiz et al. highlight the effort teachers must make when teaching in an AL, as it is more demanding and takes more preparation time. Ball and Lindsay analysed perceptions from forty-four teachers who stated that CLIL was an opportunity to work collaboratively with colleagues from different departments, to become aware of CLIL's methodological potential and to improve their language competence. They also studied students' perceptions, which were positive in general terms. Finally, Ipiña and Sagasta focused on one hundred TE students who had

participated in a CLIL experience, finding that their positive attitudes towards languages improved remarkably. As Sagasta & Ipiña (2016) have later stated: "Likewise, it [CLIL] will motivate learners and make their learning more meaningful".

2.2. CLIL PEDAGOGY IN EUROPE

2.2.1. Conceptualisation: a focus on Process CLIL[16]

In the previous sections a revision of performance and affective CLIL has been covered extensively, which will provide the following section with the necessary reference framework. Process CLIL tries to focus on the CLIL teaching and learning variables and practices that have been discussed and put into practice by researchers and practitioners in order to reach optimal results in CLIL.

The concept of CLIL Pedagogy has been under discussion since the first CLIL experiences took place. Several authors (Anikina, & Westhoff, 2007; Coyle, 2006; De Graaff, Koopman, Novotná et al., 2001) have tried to define it by providing observation tools, a framework or a list of competences that should be acquired to guarantee effective practice. Most of the authors, however, seem to use the concept as a catchall. Collaborative[17] learning, scaffolding, meta-discussion, cognitive engagement and language frames are just a few components of what has been considered CLIL Pedagogy.

Positive CLIL teaching may imply, among other aspects, being proficient enough to use the AL, explaining materials in different ways, managing debates and reflecting upon, acquiring and deepening content knowledge. However, some teachers may lack academic language competence (Hellekjær, 2007; Klaassen, 2001). Along the same lines, Räisänen and Fortanet-Gómez (2008) underline the need to identify and design

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[16] See Appendix 3 and Appendix 4 for the classification and categorisation of Effective CLIL Teaching.

[17] Although some authors use the terms collaborative and cooperative learning indistinctly, for the purpose of our research study we have chosen the former. According to Rockwood (1995), collaborative learning is connected to the social constructionist view that knowledge is a social construct. Rockwood favours the more structured cooperative learning style for foundational knowledge typified in gateway courses, and depends on the laissez faire approach of collaborative learning for higher level, less foundational knowledge content.

adequate communicative tasks with the academic language they require. Klaassen, however, gives more importance to teachers' effective general teaching practice (session structure, rhythm, good use of visual support, meta-discursive comments, etc.).

The teaching-learning processes concerning the development of content and language integration in education become critical to justify and identify positive methodology. Classroom settings provide critical moments that can show effective learning, from a social-constructivist perspective, as well as higher-level thinking. Teachers have thus started sharing good practice, needs and reflection regarding CLIL. Professional learning communities have been built, and so collaboration and networking have become the means through which CLIL teaching practice has become visible. An example of such professional collaboration is the "Lesson Observation and Critical Incident Technique (LOCIT) process" (Coyle, 2006), which involves teachers in supporting each other by providing constructive feedback on learning moments that have been carefully chosen and edited by the CLIL practitioner from classroom practice video recordings.

It is however worthwhile to first refer to the previous and contemporary contributions on content and language integration provided by North American content-based experiences.

2.2.2. Previous contributions from North American scholars

At the end of the twentieth century, North American authors in content-based contexts had already shared their "tools" in order to coherently plan effective content teaching in the AL. Snow (in Celce-Murcia, 1991), for instance, categorises a variety of techniques and strategies in order to make content comprehensible: (1) modifying input; (2) use of contextualised cues; (3) checking for understanding; and (4) designing appropriate lessons. This last category is the one that involves teachers working together in the planning of vocabulary instruction, prioritising objectives, providing schema-building activities to develop in students a frame of reference and, finally, learner grouping strategies.

Teemant et al. (1996) and Grabe and Stoller (in Snow & Brinton, 1997) suggested what content and language teachers "need to share", in an attempt to bridge the gap between the two approaches. The former, however, in accordance with the content-based approach, still adopt a "language learning" position when they identify ten

principles that "summarize what content-area teachers need to know about ESL[18] students in their classes, and what strategies ESL professionals can offer to help them".

Teemant et al. also suggest some collaboration strategies, such as clarifying teaching roles, focussing on reasons for activities and building bridges between language and content objectives.

Effective content teaching found in North American scientific literature (end of 20th century): Principles and key elements	
Teemant et al. (1996)	Grabe & Stoller (in Snow & Brinton, 1997) Six-T's approach to content-based instruction (6 components that need to be defined):
1. Language and content go hand in hand	1. Themes, central ideas chosen to suit students' needs and interests
2. Concept and language gaps require different approaches	2. Texts, content resources, written and aural, dependent on a number of criteria
3. Second language learning is developmental	3. Topics, the subunits of content selected to complement interests and preferences
4. Content should not be compromised or diluted	4. Threads, the links across themes which create greater curricular coherence
5. Linguistic adjustments make content accessible to students	5. Tasks, the basic units of instructions, activities, techniques and class management
6. Strategic use of reading and writing activities is important	6. Transitions, the specific actions that provide coherence across topics and across tasks
7. Grading should be fair to ESL students (multiple assessment)	
8. Affective factors influence learning	
9. Academic language should be developed	
10. Cross-disciplinary collaboration is essential	

Table 10. Effective Content Teaching found in North American Literature (end of 20th century). Source: Researcher's design

Dalton's (1998) five standards for effective teaching also need to be considered. She compiled collaborative research on teaching practice in all kinds of educational contexts, but particularly in complex social situations with students whose L1 was not

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[18] ESL: English as a second language.

English. With the support of CREDE (Center for Research on Education, Diversity and Excellence), in California, Dalton provides thirty-seven indicators grouped into five main standards: 1) joint productive activity: teacher and students producing together; 2) developing language and literacy across the curriculum; 3) making meaning: connecting school to students' lives; 4) teaching complex thinking, and 5) teaching through conversation.

More recently, a well-known model to monitor Sheltered Instruction has been used in the United States to help students from other language backgrounds with content comprehension and acquisition (Echevarría et al.,2010). The SIOP Model (Sheltered Instruction Observation Protocol), which consists of eight categories and thirty indicators of effective design and development of the teaching practice, includes five levels of observable evidence together with the NA (no answer) choice. The categories are: 1) preparation; 2) building background; 3) comprehensible input; 4) strategies; 5) interaction; 6) practice-application; 7) lesson delivery; and 8) review/assessment. It thus integrates content and language without explicitly referring to the concept CLIL and emphasizes the need to make use of scaffolding to guide students through the learning process.

Finally, it also seems important to refer to The Immersion Teaching Strategies Observation Checklist, first published by the Center for Advanced Research on Language Acquisition (CARLA, 2000), University of Minnesota, and eventually adapted by Coyle et al. (2010) for their CLIL observation tool. The checklist includes seven categories, and their descriptors identify key pedagogical goals in content and language integration. At the same time, each descriptor includes its corresponding indicators. The seven categories/aims are: the immersion teacher aims to… a) integrate language, content, and culture; b) attend to continuous language growth and improve accuracy; c) make input comprehensible; d) create an L2-rich learning environment; d) use teacher talk effectively; e) promote extended student output; and f) attend to diverse learner needs.

Even though North American research has contributed to shedding some light on CLIL, it was not until Coyle's (2006) contributions that CLIL teaching practice was explicitly developed.

2.2.3. European contributions on CLIL teaching

 2.2.3.1. Coyle's framework

Coyle (2006) developed the 4Cs Framework (Content, Cognition, Communication and Culture), adapted later by several authors (Agolli, 2013; Coyle, Hood & Marsh, 2010). The framework represented an attempt to pose a practical theory in order to support CLIL pedagogy. In setting out the theory, the author stressed the positive cross-fertilisation effects of developing CLIL approaches (Wiesemes, 2009). In the following quotation, she summarizes the 4Cs exactly as she wishes CLIL to be viewed, which is smoothly integrating all the different facets:

> The 4Cs Framework suggests that it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and "otherness", that effective CLIL takes place. From this perspective, CLIL involves learning to use language appropriately whilst using language to learn effectively.

<div align="right">Coyle, 2006: 15</div>
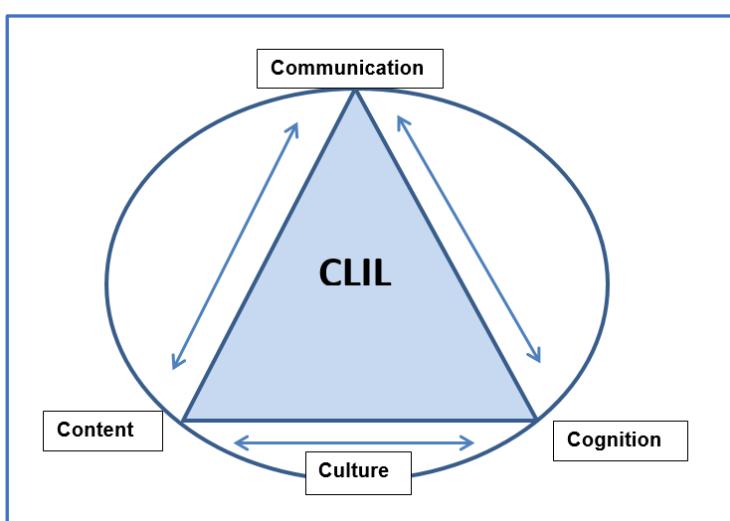
Figure 14. The 4Cs Framework. Source: Coyle (2016)

Content: CLIL relates to the content covered on tasks, topics, projects or subjects (Coral & Lleixà, 2013). It includes progression in understanding, skills and knowledge related to specific elements of a defined curriculum. The teacher must decide how the planned content can be made into tasks that explain the material and engage the learners in processing it.

Cognition: Content also relates to cognitive and metacognitive abilities, which enable learners to think more or less deeply over knowledge construction or to regulate their own learning processes. Learners are challenged to think, and review and engage from lower to higher thinking skills.

Communication: Communication refers to language competence and involves the three aforementioned types of language which must be considered in CLIL teaching (see section 2.1.4.2.): language "of", language "for" and language "through". Communication thus goes beyond grammar and vocabulary.

Culture: Developing intercultural understanding and global citizenship has become another central concern for most European policies, as numerous projects aim at promoting pluriculturality and plurilingualism. Awareness of the intercultural implications is fundamental to CLIL. As Coyle reflects in her framework, s*tudying a subject through the language of a different culture paves the way for understanding and tolerating different perspectives.* (Coyle, quoted in Wiesemes, in Ruiz de Zarobe & Jiménez Catalán, 2009: 50). If culture determines the way we interpret our world and language is the means through which we express this interpretation, CLIL may provide rich settings for intercultural experiences. The social role of language implies cultural awareness, not just at the classroom or school level, promoting positive interaction and understanding among learners and teachers, but at the community, local, national and international levels. In this way, we may also develop our own understanding. Byram's four "savoirs" (1997) include cultural knowledge, skills and attitudes, such as curiosity, openness, reflexivity, making discoveries through personal involvement in social interaction, interpreting and comparing cultural practices with one's own culture, that string together the culture thread of CLIL and may lead to a deeper understanding of "self" and "otherness". Mediation skills, reflective thinking and an analysis of social processes, tolerance and respect can also be part of the cultural dimension of CLIL classes. Coyle, Hood & Marsh (2010) suggest possible ways of approaching culture as "content", either by expanding subject content, by trying to place the context of the content in different cultures or by thinking and discussing how other learners from other cultures might look at the same content topic. Culture implies content, language and cognition, and should remain at the core of educational theory and practice.

The 4Cs Framework has recently been revised in an attempt to incorporate new Cs, which are considered also essential for the development of students' new competences

(competences, collaboration, choices, creativity, connections and citizenship, among others).

Concerning integration, Coyle supports Marsh's concern with the concept (Marsh, 2002) by placing subject or CL and AL learning on "equal" footing. The focus might be on either language or content, but it is the learning and teaching practice that blends them within a planned pedagogic integration that leads to positive educational results. Dalton-Puffer (2007), however, uncovers the challenge of such integration by describing a good deal of tension and sometimes conflict between content and language foci. Content teachers are afraid of slowing down proceedings so that subject coverage can be adapted and of having to reduce the cognitive complexity of the subject matter because of the lower language proficiency of both learners and teachers. Language teachers, on the other hand, advocate for the prominence of language in CLIL, an "integral part of modern foreign language teaching" (Heindler, 1998 quoted in Dalton-Puffer, 2007), by prioritising language-related goals above content subject-related ones: "...or else what would be the point of doing CLIL at all?" (Dalton-Puffer, 2007, p.6). Articulating a theory of practice (van Lier, 1996), what Coyle (2006) calls "a dynamic theory of CLIL practice", would provide the right conditions for potential tensions to be reduced and for effective teaching and learning to be guaranteed. Teachers would be able to engage more reflective teaching in their classroom practice in an effort to find ways to better support students' learning.

Integration also demands appropriate cognitive engagement. Coyle (2006) adapts Cummins' Matrix (Cummins, 1984) in order to make sense of cognitive and linguistic demands and to provide a "platform for reflection and a space for decision-making with regard to planning for learning".

> In CLIL, learners need language to assist their thinking and develop their higher order thinking skills to assist their language learning. To trigger and nurture this symbiotic relationship then CLIL teaching must challenge learners to develop their thinking skills as well as support their language development to aid their thinking.

> Coyle, 2006: 18
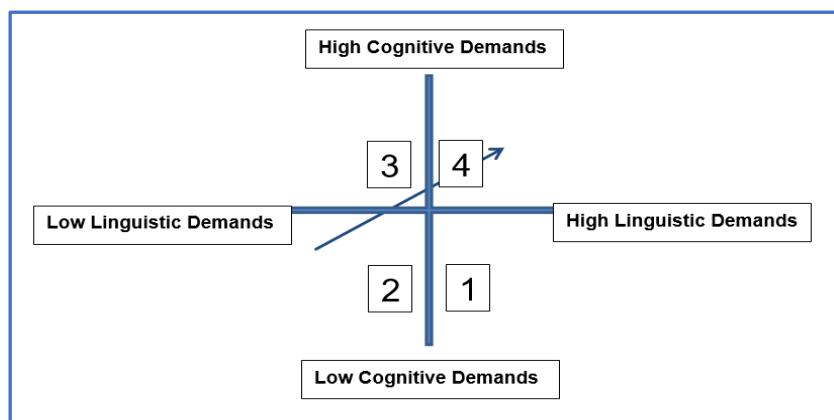
Figure 15. The CLIL Matrix. Source: Coyle (2016) from Cummins' Matrix (1984)

According to Coyle, CLIL practice should follow a route from low linguistic and cognitive demands to high linguistic and cognitive demands, and it requires reflection on balanced types of tasks, choice of materials, planning and constant revision. The CLIL Matrix (Figure 15) together with Bloom's Taxonomy (Figure 12 from section 2.1.4.1.) are helpful tools in identifying the language and cognitive demands of CLIL contexts (Coral, 2012). CLIL tasks should be mainly placed in quadrants 3 and 4.

2.2.3.2. CLIL teaching in Higher Education

University classroom settings provide critical moments that can show effective learning, from a social-constructivist perspective, and higher-level thinking. Dalton-Puffer & Nikula (2006) studied classroom management discourse, and one of their conclusions was that classroom and school settings still placed limitations on the evolution of discourse. Dafouz & Linares (2008) studied the role of repetition in CLIL teacher discourse and concluded that teacher repetition is more frequent in the instructional register (Christie, 2002), when the teacher focuses on the content and not so much on the instructions on how to proceed. They found IRF structure (i.e. Initiate, Response, Feedback) (Sinclair & Coulthard, 1975) in CLIL classes less rigid than in AL classes.

Fortanet-Gómez (2013) contextualises the special pedagogy for CLIL in European HE institutions in a multilingual environment and places plurilingual awareness and practices as one of its main priorities:

> (…) that is, even though only the priority languages are included in the curriculum, all other languages known by students, either as first or subsequent languages, are respected and can be used as a resource by teachers in order to clarify concepts or compare specific terms in several languages.

Fortanet-Gómez, 2013: 147

She refers to CLIL's multimodality when she calls for the use of visual support, audios and computer-based materials. Fortanet-Gómez also states that deductive methods of teaching have unfortunately had a strong tradition in several countries in Europe, whereas inductive methods have been less common. She provides examples of European settings where collaborative learning through classroom discourse between teacher and learner is not supported by university practices. García (2009) relies on the combination of three methodological approaches generally related to language learning when trying to provide elements for CLIL pedagogy: a) the grammatical approach: focus on form, language patterns, discourse markers in academic discourse; b) the communicative approach (which derives from the constructivist and socio-constructivist frameworks): simplified discourse, higher order thinking skills, collaborative learning by means of interaction, project work (Stoller, 2002) and case studies (Almagro Esteban & Pérez Cañado, 2004); and c) the cognitive approach: emphasis on the learner's meta-cognitive processes, relating new knowledge to students' previous experiences, to what they have learned and to the world at large. García, however, does not mention content or culture (two of Coyle's Cs) in her attempt to list elements for CLIL pedagogy, nor does she mention socio-affective features.

2.2.3.3. CLIL In-service and Pre-service Teacher Education

CLIL TE needs to be promoted at a pre-service and in-service level in order to guarantee teacher supply and the quality of CLIL teaching practice, which requires skilled multilingual practitioners. Kelly et al. (2004) identify 40 elements that should be included in any programme of CLIL pre-service and in-service TE. With the same aim, the final report of the Socrates-Comenius 2.1 Project (2006) provides eight main areas for the development of CLIL competences.
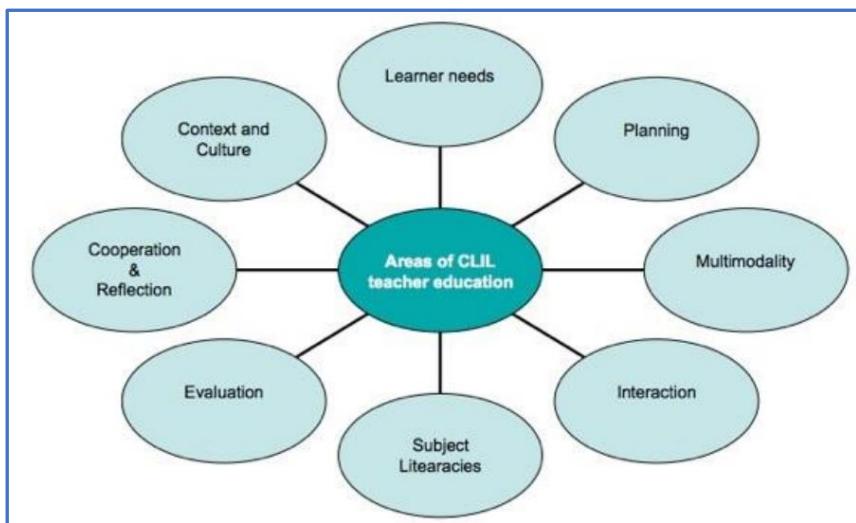
Figure 16. Areas of CLIL Teacher Education. CLIL Competences. Source: Socrates-Comenius 2.1. Project (2006)

Marsh et al. (2010) also suggest eight professional competences for CLIL TE and a series of corresponding modules which should be implemented in order to acquire the competences: a) Personal reflection; b) CLIL fundamentals; c) Content and language awareness; d) Methodology and assessment; e) Research and evaluation; f) Learning resources and environments; g) Classroom management; and h) CLIL management.

Escobar Urmeneta (2010) presents the model of PTE (TED for CLIL) developed at the UAB and which has been "the result of an on-going process of design, experimentation and discussion among all stakeholders: student-teachers, school mentors, university tutors and researchers" (p.188). Although the experience has been basically implemented in a Master Course context, where student-teachers were to be secondary school teachers at the end of the course, there are several aspects that are worth considering when thinking in PTE (primary education). She especially highlights the importance of the collaborative element of the research carried out among all the participants, and of considering teachers as a "Community of Practice". The TED for CLIL component described by Escobar offers students, teachers, tutors, mentors and the rest of the school the opportunity to act and reflect, learn and develop, to keep and to change, to become a real community with a "living curriculum for the apprentice" (p.192).

CLIL pedagogy implies other views of how we should approach CLIL teaching.

Novotná et al. (2001) suggest several CLIL competences classified into two categories: the verbal-visual-meta-cognitive category and the peer-affective category. The first

group includes competences such as showing an understanding of the amount and type of content language she/he should use during the lesson, contextualising new content language items and presenting them in a comprehensible way, using a variety of non-verbal communicative techniques and authentic situations, speaking clearly, breaking tasks down into component parts and giving instructions for each part, teaching thinking skills and learning strategies, clustering content material and relating it to past classroom experience. The second category comprises competences such as showing an understanding of and sensitivity to individual learners' needs, involving learners, encouraging collaborative learning, praise, feedback and encouragement.

Navés (2002) identifies several macro features that may influence effective CLIL and that should be taken into consideration before implementing content and language integration: (1) respect and support for learners' L1 and home culture; (2) multilingual and bilingual teachers; (3) integrated dual language optional programmes; (4) long-term teaching staff; (5) parental involvement; (6) joint effort of all parties involved; (7) teachers' profile and training; (8) high expectations and assessment; (9) materials; and (10) underlying CLIL methodology. There is no doubt that all these features have their role to play and may affect outcomes considerably. Empathy and respect towards cultures and languages, collaboration and professionalism from teachers, parents and educational stakeholders, and optimism and help in meeting the challenges that programming and assessment entail are all conditions that should go along with any educational practice. Navés provides some examples of positive CLIL teaching by listing a number of strategies that involve some of the features mentioned above. Some of these strategies are: giving instructions clearly, describing tasks accurately, maintaining learners' engagement by maintaining task focus, demonstrating, outlining, using visuals, scaffolding, rephrasing, linking new information to learners' previous knowledge, checking comprehension and allowing learners to respond in different ways. In some of these teaching strategies we can see how the learner is invited to take a more active role. These strategies, however, may not be different from successful language teaching. In fact, they might even be some of the components of positive teaching.

All the aforementioned authors seem to list a large number of competences and conditions without distinguishing them from positive language teaching practice or positive teaching practice in general. The accounting of effective CLIL practices is thus slightly imprecise.

2.2.3.4. CLIL Teaching Practice Tools

For the purpose of going deeper into identifying and measuring specific elements of positive CLIL teaching, several authors have designed and employed different tools.

In recent years, many European CLIL practitioners have been satisfied with the *CLIL observation tool* (De Graaff et al. 2007), which includes five principles from second language learning that can also be applied to optimal CLIL pedagogy. The teacher then becomes the facilitator of what they call "essential conditions" for "effective language teaching performance": (1) exposure to input; (2) content-oriented processing; (3) form-oriented processing; (4) (pushed) output; and (5) strategic language use. Each of the five categories includes indicators that are worth mentioning.

Even though de Graaff et al. prioritise a language learning approach, likely drawn from the field of Linguistics, the variables considered may integrate some of the components of positive CLIL teaching. However, a more CL view of CLIL teaching practice might be needed. Or is it a more teaching practice *per se* perspective that is needed?

Coyle et al. (2010)'s CLIL Unit Checklist has also become a user-friendly tool for CLIL teaching assessment. It was designed by a group of CLIL teachers and has proved useful for reflective practice.

Sagasta & Ipiña (2016) introduce their Tool for analysing CLIL units of work, where several criteria are classified into five essential dimensions: a) contextualisation of the unit of work; b) competences and learning outcomes, c) assessment; d) input; and e) activities.

More recently, Coral et al. (2017) have designed a task evaluation tool specifically for CLIL Physical Education, and Escobar Urmeneta (2017) has published a manual for HE CLIL teachers on linguistic uses, and discusses variables and recommendations in relation to: a) selection of teaching materials; b) classroom language interaction (teacher-students, students-students, oral production and feedback); and c) tasks and assessment criteria.

Finally, Soler (2017) suggests another CLIL observation tool, which is an adaptation of two previous ones (CARLA, 2000; Coyle et al., 2010). He adds another dimension to the existing ones, as he also focuses on leadership and internationalisation.

2.3. CONCLUSIONS TO THIS CHAPTER

This chapter has taken an in-depth look at the rationale and characteristics of content and language integration throughout educational stages, moving from a macro-contextualisation to a more local perspective of CLIL realities.

The European dual-focused concept of content and language integrated learning, inspired by North American immersion programmes and research findings, has canopied a number of different educational experiences. CLIL conceives languages as a means for content instruction and, at the same time, languages are taken as object of study through content delivery. But the concept goes beyond the interweaving of content and language for learning when its implementation requires methodological changes and contemporary professional competences.

CLIL practices have spread all over the world in less than thirty years, and this fact has made it urgent to conduct studies that might back practitioners' intuitions. There is an ambitious desire to improve performance and a general belief that CLIL brings positive learning and teaching experiences. The accelerated success of CLIL has been supported by several associations on a national and international level, by the Council of Europe and by the findings of researchers. A number of advantages of CLIL programmes have been underlined: real communication, more exposure to language, real purposes and active participation, development of more complex cognitive processes and collaborative practices, among others. And CL does not seem to diminish. CLIL implies integration and, as previously mentioned, integrated practices engage students in meaningful challenges. CLIL should then consider "big ideas" as the starting point for students and teachers to get involved in "real problems". This last statement matches with the definition of CLIL selected for this thesis.

CLIL in ECE has often been considered rare or even impossible to realise. This assumption reflects how this educational stage has been ignored by the CLIL community, because if there is a period in which integration of content and language is patently real, that is in the early years. Compulsory education tries to cope with the challenges of teachers' language competence and with traditional compartmentalisation, both of which threaten successful CLIL implementation.

Räsänen (2008) provides six potential scenarios where AL and content meet in HE. In this context, CLIL may promote reflection, professional development and internationalisation, and, consequently, offer opportunities for educational innovation.

Findings on performance evidence have been given priority in CLIL research, due to the need for accountability and efficiency that European educational policies have been committed to. Teachers' and students' perceptions on CLIL experiences have also been collected through consistent research studies, whose findings reflect an increase in motivation, an impression of improvement in language competence and a sense of risk taking and self-confidence from students' perspective, and an opportunity for revisiting educational practices, for collaboration and language improvement, from teachers' point of view, among other benefits.

However, university scholars and practitioners have stressed the importance of careful attention to the processes involved in CLIL contexts, where practices must be backed by continuous reflection and research. CLIL pedagogy has been studied with the aim of helping practitioners reflect and improve their teaching practices. Specific strategies, categories, competences, observation tools or guidelines include what should be identified as effective CLIL teaching. The question about which features can be considered specific indicators of positive CLIL remains unanswered, as most contributions refer to effective practices that could apply to general teaching.

The focus on the processes that teaching and learning are involved in has started to shed some light on the kinds of practices that could be considered effective and thus innovative by CLIL supporting literature. This type of experience, however, is still limited, especially in HE, and even more scarce in TE.

The research study carried out in this thesis has allowed us to contribute to CLIL pedagogy via an integrative perspective of CLIL teaching and learning. The aim of the following chapter is to provide an in-depth account of the case study carried out with TE students at the FPESSB during the academic year 2015-2016. The results and the discussion emerging from them may clarify, confirm and/or question existing evidence on CLIL, which is indeed the main mission of research.

PART II: THE CASE STUDY

CHAPTER 3. THE STUDY

3.1. INTRODUCTION: RESEARCH PARADIGM

This chapter addresses the study developed for this thesis. The study was carried out at the FPESSB (University Ramon Llull) during the first and second semesters of the 2015-16 academic year. This case study thus focuses on a specific organisation and "involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence" (Robson & McCartan, 2015: 150). Even though this research study focuses on a specific reality, its contribution to the literature may be justified by Erikson's statement in support of case studies: "The paradox is that to achieve valid discovery of universals one must stay very close to concrete cases" (Erikson, 1986: 130). Along the same lines, Valsiner (1986) writes that "the study of individual cases has always been the major (albeit often unrecognized) strategy in the advancement of knowledge about human beings" (p.11).

The study can be called applied research as it involves applicability. The results will expand on the question "What does research on CLIL in HE have to say to teachers, students and other educational stakeholders?". The application of the study results should contribute to addressing educational challenges. The study is also descriptive, with the aim of making explicit the significant effects of a phenomenon within a specific context by means of providing a rich account of the whole situation in relation to the topic of study (McDonough & McDonough,1997). This study attempts to thoroughly detail the process of implementation of two CLIL subjects in pre-service TE in relation to the teaching practice developed and the learners' language and content subject performance.

This case study is potentially capable "of generating hypotheses and discoveries, of focusing on the individual, fact or organisation and is flexible and applicable to natural situations" (Latorre et al., 1996: 233). The case study deals with a contemporary topic (Zainal, 2007), namely CLIL in HE. According to Stake's (1995) classification of the types of case studies, ours is an instrumental study, as it features an attempt to delve deeply into a specific topic or to confirm a theory. The case study is a mechanism that may enhance comprehension of a specific theory or may be used to build a new theory through a range of cases.

The study is based on both the interpretivist and socio-critical research paradigms, as it aims at understanding and interpreting reality through teachers' and students' perceptions, intentions and actions. At the same time, it attemps to identify how reality can be changed and improved (Latorre, Del Rincón & Arnal, 1996; van Peer, Hakemulder & Zyngier, 2012).

Interpretivist approaches to educational research are situated in natural groupings, such as real classes and organisations. However, as mentioned before, interpretation of a particular context and what an action means to its participants can be compared to other actions in other contexts, thus inspiring and illuminating other researchers (McDonough & McDonough,1997). This is the purpose of this case study, which seeks to contribute to the literature on CLIL in HE through the detailed study of the implementation of CLIL at the FPESSB (University Ramon Llull).

The interpretivist paradigm also includes several principles of ethnography (Van Lier, 1989; Watson-Gegeo,1988), which must also be considered:

1. The "emic" principle, which refers to the "rules, concepts, beliefs, and meanings of the people themselves, functioning within their own group" (Van Lier, 1989: 43): in this sense, participants' beliefs, views and attitudes have been collected and analysed;

2. The "holistic" principle, by which one tries to understand reality in the location and situation of the reality: the study is an attempt to translate its findings into reality, within the limitations of its design and development;

3. The emphasis on "context": the setting of this research study will be carefully considered throughout the process;

4. The openness of the process of research and specification of its procedures and design decisions: case studies have often been considered essentially qualitative (Johnson & Christensen, 2008; Stake, 1995). However, as is the case in this research study, it is now widely accepted that they may use both quantitative and qualitative data methods (Yin, 2009). The concern is to ensure a flexible but rigorous approach to the research process: "the purpose or purposes of the study are likely to be pretty clear from the outset, but *flexible designs* are a work in progress and therefore can adapt as the research evolves (Robson & McCartan, 2015: 146).

As mentioned above, this case study also follows a socio-critical research paradigm, in the sense that one of its goals is to challenge interpretations and values in order to bring about change. The meaning of inquiry, especially in the field of education, implicitly includes a willingness to transform society for the better, especially.

Thus, the study needs to rely on observations, interviews, field data records, focus groups and questionnaires, among other methods of data collection. However, it also requires a coherent progression of rigourous evidence and the honest assumption that conclusions need to be confirmed by other research studies.

Finally, Erikson provides several rules of evidence (1986:140), which have been preserved throughout the study:

1. Evidence must be adequate in amount to support interpretation;
2. Evidence should come from diverse types of data collection;
3. Careful attention should be paid to avoiding the misunderstanding of features in the data;
4. Disconfirming evidence should be included and sought;
5. Discrepant cases should be taken into account, as they help researchers to avoid looking only for evidence to support their conclusions.

3.2. RESEARCH QUESTIONS AND OBJECTIVES

I shall now list the main research questions and the objectives set for this study, which aims at finding relevant evidence in relation to the development and impact of CLIL in TE. Each research question will relate to a general objective. Concurrently, each general objective will specify a number of specific objectives which will allow the study to go deeply into more precise points of discussion.

3.2.1. Research Questions

Reseach Question 1 (RQ1): How do we identify and implement Effective CLIL Teaching Practice (ECTP) in pre-service Teacher Education?

Research Question 2 (RQ2): Can we confirm that implementing CLIL in pre-service Teacher Education improves students' Additional Language (AL) and Content Learning (CL)?

3.2.2. Research Objectives

General Objective 1 (GO1): Identify the indicators that specifically belong to effective CLIL teaching practice (ECTP).

Specific Objective 1 (SO1): Design an ECTP observation tool through the analysis of the literature and data gathered in classroom observation.

Specific Objective 2 (SO2): Observe and explore ECTP in subjects taught in CLIL mode in a Teacher Education degree.

General Objective 2 (GO2): Describe how teaching in CLIL mode in a Teacher Education degree affects the acquisition of content knowledge, of subject-specific language and of ECTP knowledge.

Specific Objective 3 (SO3): Explore whether teaching in CLIL mode positively affects the acquisition of the subject contents and of the subject-specific language regarding student and teacher's perceptions and performance.

Specific Objective 4 (SO4): Explore whether teaching in CLIL mode positively affects the acquisition of ECTP knowledge regarding student and teacher's perceptions and performance.

3.3. METHOD AND DESIGN

The discussion of current German studies on CLIL has come to the conclusion that creating an evidence base is currently the paramount goal of CLIL research. The methodological analysis has argued that this requires a twofold integration. This means bringing together the "3Ps", i.e. product, process and participant perspective, which in turn implies combining the "2Qs", i.e. quantitative and qualitative approaches. (…) A closer look at the sociology of knowledge and the documentary method has revealed that this methodological programme is a suitable framework for integrative CLIL research, because it can yield relevant and innovative insights in key areas of CLIL classroom practice.

Bonnet, 2012: 76

As Bonnet states, an integrative methodological approach is required in order to move forward with CLIL research and classroom practices. He suggests a combination of the 3Ps and the 2Qs to guaratee this integration. In light of the general and specific

objectives of this thesis, evidence has been sought using quantitative and qualitative methods, with data gathered on product (performance), process (teaching practice) and participants (students and teachers). This study has thus attempted to be coherent with integrative approaches to provide "relevant and innovative insights" into CLIL.

Taking the two aforementioned research paradigms into account, we can say that this case study follows a path from first to the second and then the third quadrant in Van Lier's (1988:57) table (see table 11), in which he uses two dimensions (control and structure) to classify the variety of approaches available to researchers. Van Lier's dimension of "control" runs between the "description" (-) and "intervention" (+) poles, whereas the dimension of "structure" shows the traditional contrast between "qualitative" (-) and "quantitative" (+) approaches.
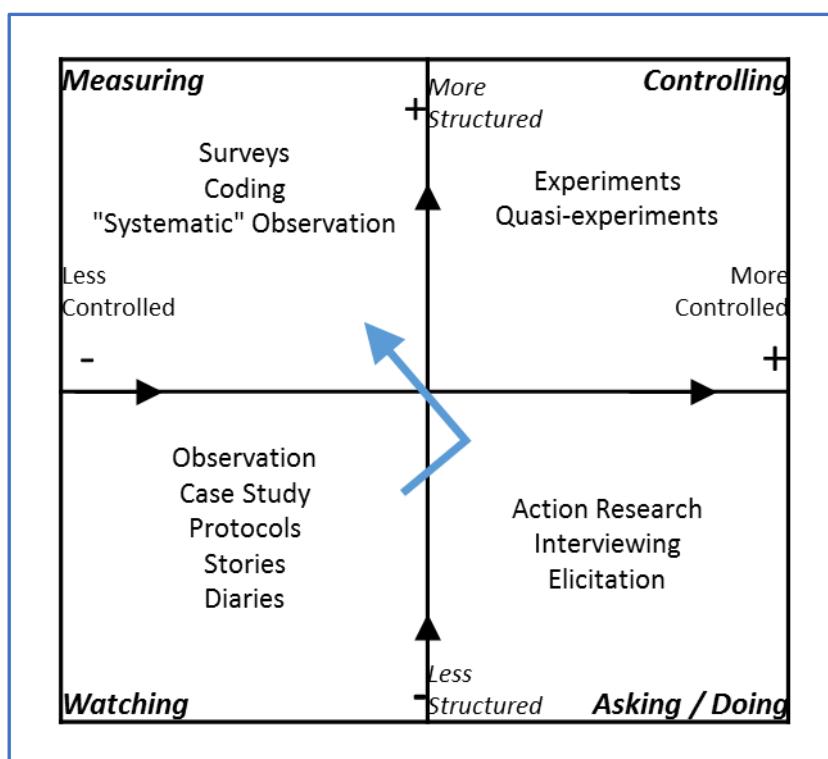
Table 11. Van Lier's Approaches to Research. Source: Researcher's design from Van Lier (1988)

In the upper-right hand quadrant, the researcher both controls the research process and tags specific groups of participants to undertake certain activities, which are also decided upon and defined by the researcher. In the lower-left hand quadrant, there is no intervention in the composition of the group of participants. The researcher observes and does not structure the activities in any specific way.

The study aims to watch and to measure phenomena, up to a certain point and within a specific context, but it also attemps to find answers to questions, which may involve a certain action being taken by individuals, organisations and, eventually, from society at large.

3.3.1. Temporization

This study was carried out between the academic years 2014-15 and 2017-18. There have been four main stages through which a specification process has taken place, moving from a wider perspective on the topic towards a focus on the reality of the setting.

The four stages of this research study have been the following:

1. Preparation stage: This stage consisted of building the theoretical framework, defining the methodology to follow, choosing the setting and participants and analysing results of the pilot study, which has also allowed us to validate instruments.
2. Execution stage: During this stage, the field work was carried out and the research instruments for data collection were applied.
3. Analysis stage: This phase consisted of processing the data obtained, identifying, synthesising and describing the relationships established in the results.
4. Writing stage: Finally, the last stage has implied writing up the results, the conclusions and the final report of this research study.

(September 2014-July 2015)	Set'14	Oct'14	Nov'14	Dec'14	Jan'15	Feb'15	Mar'15	Apr'15	May'15	Jun'15	Jul'15
(Preparation stage)											
Literature review											
Elaboration of theoretical framework and state of the art											
Pilot study: method design (identification of participants)											
Pilot study: method design (instruments)											
Pilot study: validation of instruments and data collection											
Final drafting of *Pla de Recerca*											
Analysis of results from pilot study											
Revision of method design (instruments)											

(September 2015-July 2016)	Set'15	Oct'15	Nov'15	Dec'15	Jan'16	Feb'16	Mar'16	Apr'16	May'16	Jun'16	Jul'16
Literature review											
Revision of method design (instruments)											
Presentation of *Pla de Recerca*											
(Execution stage)											
Distribution of Pre-tests on Content and on Subject-specific Language											
Implementation of CLIL teaching practices (to TE – English- group)											
Observation of CLIL teaching practices (to TE – English - group)											
Focus groups (students)											
Interviews with teachers											
Focus group (teachers)											
Distribution of Post-tests on Content and on											

Subject-specific Language												
Distribution of questionnaire (TE –English-students)												
(Analysis stage)												
Categorising, processing and analysis of data												
Presentation/poster at conference												

(September 2016-July 2017)	Set'16	Oct'16	Nov'16	Dec'16	Jan'17	Feb'17	Mar'17	Apr'17	May'17	Jun'17	Jul'17
Literature review											
Categorising, processing and analysis of data											
Analysis of the results											
(Writing stage)											
Establishing Conclusions											
Drafting of doctoral thesis											
(September 2017-July 2018)	Set'17	Oct'17	Nov'17	Dec'17	Jan'18	Feb'18	Mar'18	Apr'18	May'18	Jun'18	Jul'18
Drafting of doctoral thesis											
Publication of scientific article											
Doctoral thesis Viva											

Table 12. Chronogram of the Research Process

3.3.2. Setting

With the new Bologna degrees, AL teaching and learning have become a topic of interest in European HE institutions. The FPESSB (University Ramon Llull) has also revisited the role of EAL in its different degrees. However, this language has been present in the study plans for many years. In the TE degrees, for instance, English was already a compulsory subject for many students under the study plan of 1970. What Bologna has meant is not the presence of English language teaching and learning where it had not existed before, but rather an opportunity to revise what had previously been done and to offer non-language subjects taught in English. This second aspect was first studied and discussed by the university administration, together with the English department, when the first four-year degree in TE was going to be implemented in 2009, after analysing the results that research on the topic had yielded

up to that moment. The possibility to offer students at least one subject taught in English was considered an interesting opportunity to complement the compulsory English language subject, especially because of the meaningfulness of language use within a content-driven context. At the same time, there had been some initiatives developed by individual university teachers who wanted to try out new proposals and to revisit their own methodologies. This is the case of the subject *Educació Física i Didàctica* (Physical Education and Didactics) taught to first year students when TE was still a three-year degree (Figueras, Flores & González-Davies, 2011). The subject teacher, together with the language teacher, redesigned 50% of the subject so that it could be taught in English.

When the Faculty's new study plans were implemented, there was at least one subject throughout the four years of the degrees that would be taught "using CLIL". This concept of "using CLIL" was so new to the teachers and administrators that the first official experiences turned out to be too much of a challenge for the participating teachers and the students. The English Department was asked to offer an in-service course for the teachers whose subject was the "CLIL subject" and for any teacher interested in CLIL. As I had been studying content and language integration in education for several years, I offered to teach the CLIL course. Since that moment, more than sixty teachers have enrolled in language competence courses, specially offered to them and to university staff, and thirty teachers have also enrolled in CLIL teaching courses.

At this point, I would like to mention that I consider my experience at Blanquerna relevant enough to provide justification of my interest in this research topic. More than twenty years of experience in Pre-service TE have left me highly aware of the needs of the educational community and helped me remain up to date on the theory and practice of AL teaching and learning in Catalonia and in the world. This is one of the main reasons why I have chosen this context to carry out my research.

The opportunity to conduct this research study in this setting has also implied a great deal of responsibility, as it is recognised how much of a significant impact TE studies can have (Borg et al., 2014; Hammerness et al., 2005) on students and, eventually, on pupils' learning in primary schools.

In the academic year 2014-2015, the first TE (Primary Education) group of students started the degree with at least 50% of the subjects of the four-year degree to be taught in English. In 2017-2018, this first group will become Primary Education

teachers with a special academic record, featuring the recognition of the percentage of subjects these students will have taken in English.

The official website of the faculty introduces the degree in Primary Education (English) as follows:

The Degree in Primary Education (English) meets the increasing need of schools to have a group of professionals among their staff that can teach any Primary Education curricular area in English.

The training itinerary is part of the Programme to improve and innovate teacher training (MIF in Spanish) developed by the Catalan Secretariat of Universities and Research and the Education Department, Generalitat of Catalonia.

Primary Education (English) teacher training offered at Blanquerna is supported by 65 years of experience and innovation in teacher training which has always met the needs of educational centres and of our changing world that demands for new training proposals. (…) Thus, Primary Education (English) teachers, following this tradition, will have sound and demanding training with a high level of multilingual and intercultural competence, and will be able to lead and be part of multilingual educational projects in Primary Education centres, in the framework of a school open to families and the environment.

The curriculum is the same as that of the Degree in Primary Education. The specificity of this proposal lies in the fact that more than half of class sessions are in English.

Primary Education (English) undergraduates have the chance to:

- Achieve the level of English needed to teach using this language.
- Take most subjects of the curriculum in English or as a CLIL subject.
- Take part in forums, conferences and congresses connected with the multilingual school.
- Take part in international exchange programmes.
- Develop practical activities in educational centres with multilingual linguistic projects in all the years of their degree course.
- Extend their professional possibilities by taking the Primary Education / Early Childhood Education Double Degree course.
- Take part in national and international solidarity projects and in activities connected to their land.

3.3.3. Description of participants

For the purposes of this study, two different types of participants have been chosen:

a. The group of first year (2015-2016) TE (English) students (TES): This group enrolled in the TE modality on a voluntary basis and were informed about the percentage of English subjects they were going to take before the course started. Students are required to pass a B2 level by the end of their second year and a C1 level when they finish their studies. The previous academic year (2014-2015), another first group of TE (English) students were taken as participants in a pilot study which provided the researcher with validated instruments. There was a total of 69 students, 60 women and 9 men; that is, 86.95% women and 13.05% of men. All of them agreed to participate in this

study, and informed consent forms were administered before starting the research process. However, there were eighteen students who could not sign the form because they had not turned eighteen at that time. They took the form home and had it signed by one of their parents or guardians.

b. The teachers teaching a CLIL subject to the TE (English) group (CT/A + CT/B): The two participant teachers are content specialists in two subjects taught during the first years of the degree. The subjects that were chosen are *Processos educatius* (Educational processes), (SUBJECT A) and *Educació a través del cos i el moviment* (Education through body and movement), (SUBJECT B). The lecturer teaching Educational processes has been considered CLIL Teacher A (CT/A) in this study, while the participant teacher in charge of the subject Education through body and movement has been considered CLIL Teacher B (CT/B).

CLIL Teacher A (CT/A): CT/A holds a diploma in Education (Primary Education) (Blanquerna, 2003), a degree in Psychology (Blanquerna, 2006) and earned her PhD in Psychology from University Ramon Llull in 2012. She has had more than ten years of teaching experience both in primary school and in HE and is a member of the Research Group Couple and Family (GRPF), University Ramon Llull and Vidal i Barraquer Institute.

CLIL Teacher B (CT/B): CT/B holds a diploma in Education (Primary Education) (Blanquerna, 1993), a degree in Pedagogy (Blanquerna, 1995) and earned her PhD in Pedagogy from University Ramon Llull in 2008. She has had more than twenty years of teaching experience and is a member of the Research and Innovation Group on Sport and Society (GRIES), University Ramon Llull.

It may be relevant to this study to point out the similar training and career trajectories the two teacher participants have experienced throughout the years, both having been primary school teachers and specialists in their fields; both former students of the FPCEEB and with experience in international education programmes. It must be said that those features were not in any way considered as conditions nor even as positive elements in the choice of teacher participants. The two teachers selected were the ones in charge of teaching two of the four CLIL subjects to first year students and agreed to be recorded and interviewed during the research process.

As mentioned before, the two CLIL subjects have been Educational processes (CS/A) and Education through body and movement (CS/B). According to the official programmes available on the institutional website, each subject has its own characteristics. The following is a general description of the courses:

	CONTENTS	METHODOLOGY	ASSESSMENT
CS/A	1. Psychology and the study of human behaviour in educational processes and contexts. 1.1. The historical framework of the development of Psychology. 1.2. Different theoretical models: Dynamic psychology, behavioural psychology, humanist psychology, cognitive psychology, systemic psychology and ecological psychology. 1.3. Bio-psycho-social bases of human behaviour. Inheritance and the environment: its interaction and influence on human development. 1.4. Developmental contexts. 2. Basic psychological processes and neurosciences: 2.1. Teaching and building knowledge. 2.2. Attention, memory, perception, thought and language. 2.3. The role of motivation in educational processes. 3. Process of socialisation, interpersonal relationships and emotions: 3.1. Emotions, feelings and cognition in the processes of socialisation. 3.2. Agents and socializing communities involved in the development of children. 3.3. Interpersonal relationships in educational contexts: relationships between adults and children and among peers	The methodology is based on the interconnection between theory and practice. It promotes the active participation of students, both individually and in small groups. The design of the actions and learning activities is coherent: face-to-face teaching methods, small group sessions, teaching tutorials and student self-learning. In the design of the learning activities, the student's involvement in the achievement of the objectives is considered, for which it is essential to have keep continuous attendance throughout the semester, in the different scenarios of learning (big group and small group). The main resources are: Guidelines for work; teacher's lectures to introduce and expand on the content of the syllabus; individualized work and / or group work; tutorials and activities; oral presentations in the classroom on some of the topics covered; strategies for text analysis; writing tasks, audio-visuals; analysis of theoretical-practical contexts; participation of students in the activities carried out outside university during the week of educational practice and reflection. Some modular activities are carried out jointly with the subject of History and Anthropology of Education	Assessment is carried out through: a. Participation in activities outside the classroom and in the classroom (large group and small group). b. Successful accomplishment of the different exercises and individual or group tests, including not only aspects related to concepts, but also with procedures and attitudes. c. The seminar mark will count 20% on the final mark of the subject. The instruments used to evaluate the subject are: written assignments, oral activities, guidelines for readings, oral presentations, debates and exams, among others. Actions have been designed to allow the continuous evaluation of the competences and of the learning. The assessment criteria include the level of mastery of the contents, procedures, strategies, techniques, instruments, abilities and skills of academic and professional qualification, encouraging self-evaluation of the student.
CS/B	1. Introduction to the concept of Physical Education: 1.1. Evolution of physical education throughout history and its role in the Primary education stage; 1.2. Process in the construction of the current paradigm of physical education; 1.3. Different motor and body currents that allow to build the current paradigm of physical education.	Face to face lessons in small and big groups. Practical and theoretical classes are carried out with a high level of participation and an active role on the part of the student. The methodology is varied in relation to the contents, spaces or needs of the students. Participatory activities are enhanced both in practical sessions and in the form of discussions, exercises, oral presentations, meetings, reflections… Some	The assessment criteria are the following: a. Having achieved the critical competences of the subject in the various learning spaces (big group/ small and seminar). b. To integrate the physical education paradigm that is followed, attendance is necessary (at least 80% of the theoretical - practical classes). The methodology allows students, in spite of physical impediments, to participate in

	2. Physical education and curriculum: 2.1. Curricular framework and physical education; 2.2. The contents of physical education (6-12 years); 2.3. Motor development and its relationship with the biological, psychological (cognitive, emotional-emotional), social and moral spheres. 3. Didactic fundamentals of Physical Education: 3.1. Bases and foundations for the organisation of sessions; 3.2. Methods, resources and teaching strategies - learning in physical education; 3.3. Physical education and interdisciplinary work; 3.4. The cross-curricular themes; 3.5. Attitudinal foundations and social skills of the teacher in the field of physical education.	methodologies are used according to the group are: lectures, guided discovery, allocation of tasks, solving cooperative challenges and Service Learning, among others.	the different sessions. c. Implication of quality (good oral expression, mastery of the topic, grounding of arguments and critical reflection), participation and regular attendance in the different spaces. d. Keeping an attitude of interest, involvement and respect in all moments and learning contexts. Assessment is carried out through: Written test to evaluate the conceptual contents; group and individual work; group discussions; attendance register.

Table 13. Summary of Subject A and Subject B main characteristics

3.3.4. Instruments

In the following section I shall list and explain the different instruments designed for this study. Data were collected from the TES, the CLIL teachers and the researcher. As mentioned above, instruments to obtain qualitative and quantitative data were employed. Firstly, I shall present the instruments and their date of administration, and then I will divide them into qualitative and quantitative instruments and describe each one individually and in depth. The explanation of how the data drawn from the instruments was analysed is explained in the section 3.5. (Results and Discussion). Principles of Grounded Theory were followed, meaning that the researcher uses "a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon" (Strauss & Corbin, 1990). The data obtained from the research instruments were classified, categorised and constantly compared, in order to establish tentative interpretations and develop a possible theoretical understanding of the results.

ORGANISATION OF THE INSTRUMENTS THROUGHOUT THE RESEARCH PROCESS IN RELATION TO THE OBJECTIVES

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	INSTRUMENTS	PARTICIPANTS	DATE OF ADMINISTRATION
GO-1) Identify the indicators that specifically belong to effective CLIL teaching practice (ECTP).	(SO-1) Design an ECTP observation tool through the analysis of the literature and data gathered in classroom observation.	Tool for Classifying Effective Teaching from Literature Revision (TCETL)	Researcher	--
		Results from classroom observation using Observation Tool 1 (OT-1)	Researcher	--
	(SO-2) Observe and explore ECTP in subjects taught in CLIL mode in a pre-service Teacher Education degree.	1st stage: Observation Tool 1 (OT-1)	CT/A + CT/B	--
		2nd stage: Observation Tool 2 (OT-2: ECTP Observation Tool)	CT/A + CT/B	--
(GO-2) Describe how teaching in CLIL mode in a Teacher Education degree affects the acquisition of content knowledge, of subject-specific language and of ECTP knowledge.	(SO-3) Explore whether teaching in CLIL mode positively affects the acquisition of the subject contents and of the subject-specific language regarding student and teacher's perceptions and performance.	TE Students: Tests (TES-T)	TES	18/09/2015 (pre s. A) 19/01/2016 (post s. B) 03/02/2016 (pre s. A) 12/05/2016 (posts. B)
		TE Students: Focus Group (TES-FG)	TES	12/05/2016 (subj A) 12/05/2016 (subj B)
		CLIL Teacher Interview (CT/A-I + CT/B-I)	CT/A + CT/B	15/06/2016 (subj B) 05/09/2016 (subj A)
		TE Students: Questionnaire (TES-Q)	TES	12/05/2016
	(SO-4) Explore whether teaching in CLIL mode positively affects the acquisition of ECTP knowledge regarding student and teacher's perceptions and performance.	TE Students: Focus Group (TES-FG)	TES	12/05/2016(subj A) 12/05/2016 (subj B)
		CLIL Teacher Interview (CT/A-I + CT/B-I)	CT/A + CT/B	15/06/2016 (subj B) 05/09/2016 (subj A)
		TE Students: Questionnaire (TES-Q)	TES	12/05/2016

Table 14. Organisation of the Instruments throughout the Research Process in Relation to the Objectives

3.3.4.1. Quantitative instruments

TE Students: Tests (TES-T)

Four types of tests were administered during the academic year 2015-2016, all of which were administered both before and after the subject was taught (two tests were given twice, pre- and post-, during the first term, and two tests were given twice, pre- and post-, during the second term).

a. The first test (CSCT-A: CLIL SUBJECT CONTENT TEST -SUBJECT A-) collected data on students' CLIL subject content knowledge, which involved content belonging to the subject Educational Processes (*Processos Educatius*). The test was designed by the subject teacher and supervised by me, especially in relation to structure. The test was bilingual (Catalan and English) to avoid errors in meaning comprehension, as the focus here was only on subject content knowledge. It was divided into two parts: 1) a battery of ten multiple choice questions with four options (A-D) and only one valid answer; 2) and three open answer questions, of which students had to choose one and answer it in the language they preferred (see Appendix 6 for a sample of CSCT-A). By administering the test before and after the implementation of subject A, we could gather results as to whether students could achieve the aims set by the subject syllabus.

b. The second test (CSSLT-A: CLIL SUBJECT SPECIFIC LANGUAGE TEST - SUBJECT A-) was administered on the same date and time as the first (CSCT-A) and collected data on students' CLIL subject specific language knowledge, dealing with the content of the course on Educational Processes *(Processos Educatius)*. The test was designed by the subject teacher and me, as the language component was carefully taken into consideration. Key language was specially selected for the vocabulary section, and the choice of texts was based on how much subject specific language they contained. The test was divided into five parts: 1) a reading comprehension task, with five multiple choice questions with 5 options (A-E) and only one valid answer; 2) a listening comprehension task, with 6 multiple choice questions with 4 options (A-D) and only one valid answer; 3) a vocabulary translation task, with a list of ten phrases/words to translate (five from English to Catalan and five from Catalan to English); a writing task, with a question to answer in English in about one hundred words; 4) and finally, a speaking task, in which students were asked to

first introduce themselves and then to answer one of three possible questions orally. The questions and answers were recorded and saved. (see Appendix 7 for a sample of CSSLT-A). Results from an initial and a final test have shown us whether students were able to make improvements in terms of the language associated with subject A, which is specific to the field of Psychology.

c. The third test (CSCT-B: CLIL SUBJECT CONTENT TEST -SUBJECT B-) collected data from students' CLIL subject content knowledge, consisting of content belonging to the subject Education through Body and Movement (*Educació a través del Cos i el Moviment*). This test was administered during the second term and it was designed by the subject teacher and supervised by me, especially in relation to structure. It was divided into two parts: 1) a battery of ten multiple choice questions with four options (A-D) and only one valid answer. This part was in Catalan to avoid errors in meaning comprehension, as the focus here was only on subject content knowledge; 2) and three open answer questions from which students had to choose one and answer it in the language they preferred. In this second part, the questions were written in English and in Catalan to invite students to choose either language when writing their answer. (see Appendix 8 for a sample of CSCT-B). The third instrument was designed to obtain data on the amount of content knowledge that students would acquire via Subject B. By administering the test before and after the implementation of subject A, results could indicate whether students were able to achieve the aims set by the subject syllabus and thus by the teacher.

d. The fourth test (CSSLT-B: CLIL SUBJECT SPECIFIC LANGUAGE TEST -SUBJECT B-) was administered the same date and time as the previous one (CSCT-B) and gathered data on students' CLIL subject specific language knowledge, related to the subject Education through Body and Movement (*Educació a través del Cos i el Moviment*). The test was designed by the subject teacher and me, as the language component was carefully taken into consideration. Key language was selected specially for the vocabulary section and the choice of texts was based on how much subject specific language they contained. The test was divided into five parts: 1) a reading comprehension task, with five multiple choice questions with 5 options: (A-E) and only one valid answer; 2) a listening comprehension task, with 6 multiple choice questions with 4 options(A-D) and only one valid answer each; 3) a vocabulary translation task, with a list of ten phrases/words to translate (five from English to Catalan and five from Catalan to English); a writing task, with a question to answer in

English in about one hundred words; 4) finally, a speaking task, in which students were asked to first introduce themselves and then to answer one of three possible questions orally. The questions and answers were recorded and saved. (see Appendix 9 for a sample of CSSLT-B). The test was designed to obtain data in relation to the amount of subject specific language that students would acquire in the subject Education through Body and Movement. Results have shown us whether students were able to make improvements in terms of the language that is specific to the field of Physical Education.

TE Students: Questionnaire (TES-Q)

The TES' Questionnaire (TES-Q) was administered after the two subjects were taught. This instrument collected data on the students' perceptions in relation to the two CLIL subjects. The questionnaire had been previously validated by three experts in the field and piloted a year before with another group of first year TES. It consisted of a total of sixteen multiple choice questions: twelve questions included four options -to choose one from the four-; two questions included two options – to choose one from the two-; and two questions included fourteen options of which up to six options could be selected. (see Appendix 10 for an empty sample of TES-Q). The purpose of the questionnaire was to gather data regarding students' perceptions of their experience after having taken the two CLIL subjects. Results from the questionnaire could be considered relevant to complement results obtained with other qualitative instruments, such as the focus groups, the teacher interviews and the observation tools.

3.3.4.2. Qualitative instruments

TE Students: Focus Group Subject A + Subject B (TES-FG/A + TES-FG/B)

Two different focus group sessions were held with TES, each one corresponding to one CLIL subject, Educational Processes and Education through Body and Movement. Focus group -Subject A- (TES-FG/A) and focus group -Subject B- (TES-FG/B) took place on May 24th, 2016. They gathered information about students' perceptions of their experience taking the CLIL subject and lasted 48:12 minutes (TES-FG/A) and 42:50 minutes (TES-FG/B). A group of five students was chosen at random for each of the focus groups. The guidelines provided at the beginning of each focus group emphasised that the focus group was participatory and that each participant had the same rights and opportunities to share his or her point of view about the topic under discussion. Attendance and participation were voluntary (see section 3.4.for ethical

considerations in this thesis) and the perceptions and opinions were freely expressed and with no consequences in relation to the subjects' assessment. The indicators employed in both focus groups were divided into four dimensions: 1) "Teaching and learning subject contents" dimension; 2) "Learning the additional language (English)" dimension; 3) "Relational and emotional aspects" dimension; and 4) "Synthesis" dimension. (see Appendix 11 for the guidelines followed for FG-A and FG-B).

CLIL Teachers: CLIL Teacher Interview (CTI-A and CTI-B)

After the subjects were taught by the CLIL Teachers, two semi-structured interviews were carried out: CLIL Teacher Interview –subject A-, corresponding to the CLIL subject Educational Processes (CTI-A); and CLIL Teacher Interview -Subject B-, corresponding to the CLIL subject Education through Body and Movement (CTI-B). There were fourteen questions which were classified in several categories: 1) General perceptions about CLIL; 2) Previous knowledge and experience of CLIL; 3) Teaching strategies and effective CLIL Teaching Practice; 4) Students' reactions; 5) Results; 6) Proposals for improvement; and 7) Knowledge transfer. The two interviews lasted 34:49 minutes (CTI-A) and 48:35 minutes (CTI-B) (see Appendix 12 for the questions used in the interviews). The CLIL teachers' perspectives were considered essential in this case study, where the teacher's role played a key role in the identification of effective teaching and of effective CLIL teaching practice (ECTP).

CLIL Teachers: Observation Tool 1 (OT-1) (Appendix 5)

Several CLIL sessions were recorded throughout the process of the research. The focus of the recordings was the CLIL teacher and her CLIL teaching practice. The videos were saved and eventually used to analyse the CLIL teachers' CLIL practices.

The observation tool used for a first analysis was an adaptation of the "Tool for analysing units of work: Dimensions and Criteria considered in the analysis of CLIL units of work" (Sagasta & Ipiña, 2016) and the "Manual d'usos lingüístics per a Graus universitaris amb docència en anglès' (Guidelines for language use in university degrees taught in English) (Escobar Urmeneta, 2017).

After thorough analysis of the tools published in the literature in relation to CLIL teaching practice, Sagasta and Ipiña's tool was finally considered the most suitable one for a number of reasons:

1. The context of their research and professional experience is similar to the one considered in this thesis. Mondragon University is a private university in a trilingual context (2 official languages +1 AL). This university has collaborated with the FPESSB on a number of projects due to the shared vision and mission of the two HE institutions.

2. Several studies conducted by the authors focus on TE, which is exactly the same setting in which this research study is carried out.

3. The process followed to elaborate the tool was the final outcome of the work done by a professional learning community where "teachers share their practices, pose problems, challenge their own assumptions, discuss their students' learning processes and results, and learn together" (Sagasta & Ipiña, 2016: 162).

4. Sagasta and Ipiña's tool was published in 2016.

It was also deemed desirable to incorporate some elements identified in Escobar Urmeneta's Guidelines, published in 2017, as she adds some aspects that have been considered relevant or more specific (use of the L1 as a strategy, types of assessment and the use of glossaries, among others).

There is, however, an aspect that has be taken into account when using the tool, namely the need to use it at different junctures during the unit of work. Consequently, in the analysis of the CLIL sessions, the tool was used although there were some items that could not be observed. The abovementioned justification of the choice of the tool outweighed the limitations of its use.

CLIL Teachers: Observation Tool 2: ECTP Observation Tool (OT-2: ECTP Observation Tool)

Once the ECTP Observation Tool was designed, a second analysis of the recorded sessions was done, this time using OT-2: ECTP Observation Tool. This stage took place after data collection and the literature review was finished. It was important to incorporate results and contribute to CLIL teaching practice and research through a new observation tool (see sections 3.5.3.1. and 3.5.3.2. for a complete description of the ECTP Observation Tool).

Tool for Classifying Effective Teaching from Literature Revision (TCETL)

In order to design the tool to collect data on what the literature has identified as effective teaching, effective language teaching and effective CLIL teaching, the following criteria was taken into account:

1. First references from effective teaching may be taken from 1970 onwards.
2. First references from effective language teaching may be taken from 1980 onwards.
3. First references from effective CLIL teaching may be taken from 1990 onwards, as some content-based teaching references have also been considered relevant.
4. Indicators are taken literally/mostly literally from the references.
5. References are ordered chronologically
6. References are accessed from multiple sources (libraries from Catalan universities, Scopus, WOS, ERIC and specialised journals – i.e. https://www.unifg.it/sites/default/files/allegatiparagrafo/25-10-2017/journals which may contain clil articles updated to 25 october 2017. pdf -, among others).

Table 15 shows the tool used for data collection on effective teaching (three examples have been provided).

TOOL FOR CLASSIFYING EFFECTIVE TEACHING FROM LITERATURE REVISION(TCETL)			
	Reference	**Dimensions** (if identified)	**Indicators**
EFFECTIVE TEACHING PRACTICE	1. Rosenshine & Furst, 1971		− being clear − being enthusiastic − using a variety of approaches − good questioning − being task-orientated (not wasting time) − being indirect (not giving straight information) − making structuring comments (periodically summing up what has been done and signposting the way ahead)
	2.		−
	3.		−
EFFECTIVE LANGUAGE TEACHING PRACTICE	1. Buchman, 1984		− using target language effectively − integrating lessons based on students' backgrounds − preparing effective lesson plans
	2.		−
	3.		−
EFFECTIVE CLIL TEACHING PRACTICE	1. Snow, 1991 CB		− use of contextualised cues − checking for understanding − designing appropriate lessons − teachers working together in the planning of vocabulary instruction, prioritising objectives
	2.		
	3.		

Table 15. Tool for Classifying Effective Teaching from Literature Revision (TCETL). Source: Researcher's design

3.4. ETHICAL CONSIDERATIONS

This study featured an observation process in which participants (teachers and students) had the right to know that they were being investigated (observed). Students and teachers were informed with a detailed description of our intentions in order to ensure full permission and collaboration on their part[19]. Before beginning the study and after informing students about the characteristics of the research, they were asked for their consent so that the study could begin. There was some concern that the teachers might feel uncomfortable with being observed and interviewed. It was necessary to speak with confidence and guarantee the confidentiality of the data. Discussions took place and agreements were reached between the researchers (the researcher and

[19] Recommendations for good practices in Applied Linguistics developed by The British Association for Applied Linguistics (2006) were also followed throughout the process of research.

thesis supervisors) and between the researchers and the participants in case ethical doubts arose during the process. As for students, there were several aspects that had to be considered.

As this thesis involves educational research, a commitment was made not to use class sessions to administer the research tools designed. Class sessions were teaching and learning sessions. It was necessary to think about how to take advantage of other spaces and times for data collection (especially with regard to the tests and focus groups). Some examples of incentives provided were free attendance to a seminar on language learning organized by Blanquerna, a specific talk on a topic that could interest students and free coffee, among others. Students were not compelled to participate in the study by exploiting the power imbalance of student-teacher unbalanced relationships, either.

The following principles have been followed:

1. Non-malice: our research has not harmed the recipient, neither physically, nor psychologically, nor spiritually. Some participants may have felt they had to sacrifice time of their own (hours of group work, personal time...) which could lead to certain reactions of emotional rejection (stress, tiredness ...).

2. Benefit: the objective was to improve the training of TES so that they could become better-trained teachers, with better communicative and teaching skills. This study is good for society and good for science, as it attempts to identify ECTP and distinguish between them and good teaching in general.

3. Autonomy: the decision of the participants regarding the acceptance or non-acceptance to participate in the research was respected. Participation was voluntary. It was necessary to encourage students and offer incentives so that the maximum number of students participated. Teachers accepted participation and found the experience to have added-value in terms of professional enrichment. We distributed informed consent documents, which participants were asked to sign. There were underage students who, after signing their consent, were asked to have the form signed by their parents or any other legal guardian.

4. Justice: there has not been any kind of discrimination, as the whole group of student participants was taken. There were moments in which there was a concern about the other group of first year TE students, the one not taking the

English track, as this group might not be "benefitting" from CLIL. However, the choice of the track was made by students before beginning their studies.

5. Confidentiality: private information of the subjects investigated has been preserved. It was necessary to identify the tests with the students' names so that we could match pre-tests with the post-tests, but participants' personal data have not been used for any other purpose. In the transcriptions of the focus groups and observation grids and in the publication of tests marks, codes have been used in place of students' names to guarantee their anonymity. Teachers' first names have been used with their permission.

6. Dignity: all student participants and teacher participants have been treated with dignity.

7. Integrity: the study has not altered the order of the participants, their cosmos, since there was no interference in their persons. Confidentiality, as mentioned before, has been guaranteed.

This study has had the support of the CILCEAL RG[20] of the FPESSB, a group formed mainly by language and educational researchers who respect and take all the aforementioned principles into account. The research process has striven for accuracy and attempted to comply to the fullest with these ethical principles.

3.5. RESULTS AND DISCUSSION

The aim of this section is to present the results obtained through the use of the research instruments. The presentation of these results is organised in relation to each of the specific ojectives posed at the beginning of the study. Specific objectives one and two (SO-1 and SO-2) refer to the first general objective and specific objectives three and four (SO-3 and SO-4) refer to the second general objective.

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[20] Consolidated Research Group recognised by the Catalan Government, ref. 1419: http://recerca.blanquerna.edu/plurilingual-translation-learning/membres/?lang=en

3.5.1. Results and Discussion in Relation to SO-1[21]

In order to identify the indicators that specifically belong to ECTP, two parallel processes have been followed: on the one hand, there has been a need to explore results obtained from the literature review in relation to effective teaching, effective language teaching and effective CLIL teaching. This analysis has provided the optimal famework for comparing, matching and discriminating effective teaching practices and eventually identifying which elements could specifically belong to effective CLIL teaching. On the other hand, the results have provided us with an opportunity to design a tool for analysing CLIL teaching, which could also be employed to examine general teaching practice after considering the results obtained through the first process.

3.5.1.1. Conceptual specification of Effective CLIL Teaching Practice (ECTP) within an Effective Teaching Practice (ETC) framework

The data gathering in relation to the analysis of the literature on effective teaching has been a process from which results have been classified, categorized and used for a new contribution in the conceptualisation of ECTP.

Several steps have been taken, starting first with the literature revision, where the Tool for Classifying Effective Teaching from Literature Revision (TCETL) has been employed. After data collection, all the indicators have been classified, categorized and ordered on a frequency basis. This process has been done at three separate levels of specification of teaching practice to be coherent with the theoretical framework of this thesis: effective teaching practice, effective language teaching practice and ECTP.

Elements of EFFECTIVE TEACHING PRACTICE identified in the literature
Elements of EFFECTIVE LANGUAGE TEACHING PRACTICE identified in the literature
Elements of EFFECTIVE CLIL TEACHING PRACTICE identified in the literature

Table 16. The three Levels of Specification for Effective Teaching Practice

A first analysis has allowed us to classify elements into three main categories: a) subject-matter knowledge; b) pedagogical knowledge and skills; and c) socio-affective skills and attitudes. These categories have been inspired by Dinçer et al.'s (2013) four categories of good language teaching pedagogy: socio-affective skills, pedagogical

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[21] See Table 14 in section 3.3.4.: Organisation of the Instruments in relation to the objectives.

knowledge, subject-matter knowledge and personality characteristics (see section 1.2.1.); and by O'Malley and Chamot's (1990) identification of the three types of learning strategies, namely, cognitive, metacognitive and social strategies.

Subject-matter knowledge	Pedagogical Knowledge and skills	Socio-affective skills and attitudes
knowledge and competence of the subject contents to be taught and used in class	knowledge of the pedagogical aspects that affect the teaching and learning process and the ability to carry it out effectively	attitudes and personal characteristics that positively influence the relationship between teaching and learning

Table 17. Three Main Categories on Teaching Practice

After classifying the elements, a new categorisation was needed. For this categorisation, three important aspects were taken into consideration: 1) finding common and/or similar characteristics that could assemble elements in a group (a new subcategory); 2) record keeping of the frequency (number) of references; and 3) observing whether a category or new subcategory includes elements from the three levels of specification, that is, from the list of elements of effective teaching practice, from the list of effective language teaching practice and from the list of ECTP.

Parallel to this new categorisation, there was a process of identifying the characteristics of *specific* ECTP, discriminating them from the elements of effective teaching practice and of effective language teaching practice. Throughout this process, it was observed that most of the features related to ECTP seem to coincide with the features identified as effective teaching practice and/or effective language teaching practice. However, there were elements that were not found on the two previous levels. Those specific characteristics would be the ones identified as *specific* ECTP. The other characteristics belonging to the other two levels of specification may also be considered ECTP, but not exclusively, whereas the *specific* ECTP would only relate to the characteristics identified in the last stage of the process.

In order to visually represent the process of discrimination, table 18 is provided below, with several equations:

Effective CLIL Teaching Practice (ECTP)	=	Effective Teaching Practice (ETP)	+	Specific Effective Language Teaching Practice (SELTP)	+	Specific Effective CLIL Teaching Practice (SECTP)
Specific Effective CLIL Teaching Practice (SECTP)	=	Effective CLIL Teaching Practice (ECTP)	-	Effective Teaching Practice (ETP)	-	Specific Effective Language Teaching Practice (SELTP)
Effective Language Teaching Practice (ELTP)	=	Effective Teaching Practice (ETP)	+	Specific Effective Language Teaching Practice (SELTP)		
Specific Effective Language Teaching Practice (SELTP)	=	Effective Language Teaching Practice (ELTP)	-	Effective Teaching Practice (ETP)		

Table 18. The Four Equations for Effective Teaching

On the one hand, ECTP would be the result of adding the elements of effective teaching practice, *specific* effective language teaching practices and *specific* ECTP. Consequently, *specific* ECTP would be the result of subtracting effective teaching practice and *specific* language teaching practice to ECTP identified so far in the literature. The main contribution of table 18 to CLIL literature would be the consistent organisation of what up to now has been used indiscriminately to define ECTP without considering that most of the elements do not specifically *belong* to CLIL but rather to general effective teaching practice.

The final equation would thus be:

EFFECTIVE TEACHING PRACTICE		
SUBJECT-MATTER KNOWLEDGE	PEDAGOGICAL KNOWLEDGE AND SKILLS	SOCIO-AFFECTIVE SKILLS AND ATTITUDES
+		
SPECIFIC EFFECTIVE LANGUAGE TEACHING PRACTICE		
LANGUAGE KNOWLEDGE	LANGUAGE PEDAGOGICAL KNOWLEDGE AND SKILLS	LANGUAGE SOCIO-AFFECTIVE SKILLS AND ATTITUDES
+		
SPECIFIC EFFECTIVE CLIL TEACHING PRACTICE		
=		
EFFECTIVE CLIL TEACHING PRACTICE (ECTP)		

Table 19. Final Equation for ECTP

Twenty-eight final subcategories have been identified after the whole process of analysis. Table 20 shows the final organisation of these final subcategories, which would define ECTP. ECTP would thus be the attainment of these subcategories.

1.Subject-matter knowledge	1.1.Subject content knowledge	1.1.1.Content knowledge	
		1.1.2.Language knowledge (L1/AL) BICS + CALP	1.1.2.1. L1 LK
			1.1.2.2. AL LK
		1.1.3.Content language knowledge (L1/AL) CALP	1.1.3.1.Content L1 LK
			1.1.3.2.Content AL LK
	1.2.Contextual knowledge		
2.Pedagogical knowledge and skills	2.1.Appropriate scaffolding for language and content comprehension and output/sharing		
	2.2.Appropriate feedback		
	2.3.Collaboration, interaction, peer work, group work		
	2.4.Multimodality/variety of materials, methods and tasks		
	2.5.Cognitive challenge / HOTS-LOTS/content focus		
	2.6.Connecting /integration		
	2.7.Providing clarity + comprehensible input		
	2.8.Appropriate structuring/pace: positive planning of content delivery		
	2.9.Enhancing self-regulation: /metacognitive processes/self-directness/autonomy		
	2.10.Enquiry / questioning		
	2.11.Focus on form/language and academic language		
	2.12.Alignment /coherence		
	2.13.Positive class/group management		
	2.14.Diversity / inclusion		
	2.15.Focus on culture		
	2.16.Authenticity, relevance and task focus – students' interests		
	2.17.Being a reflective practitioner and member of a community of practice		
	2.18.Checking understanding		
	2.19.Developing the four communicative skills		
	2.20.Using the L1 as a pedagogical strategy appropriately		
3.Socio.-affective skills and attitudes	3.1.Positive teacher's attitude: active/passionate/charismatic teaching (intra)		
	3.2.Motivation: engagement/ low affective filter (inter) /empowerment/positive management		

Table 20. Classification of the 28 defining Categories for ECTP

From the analysis of the effective teaching practice provided by research, most of the features identified belong to the category *pedagogical knowledge and skills*, where the teaching practice seems to be more visual and explicit. However, the other two categories, *subject-matter knowledge* and *socio-affective skills and attitudes*, should

not be ignored, as they are also fundamental for any educational act (see definitions of each of theseon pp. 139-142).

Two considerations should be made in relation to the *Classification of the 28 defining categories for ECTP*:

1. The subcategories may or may not have appeared in the literature review of *all three* specifications of effective teaching practice.
2. There was a need to add new subcategories in order to complement the table in a coherent way.

In relation to consideration 1: The subcategories have appeared in at least one level of specification, which allows us to reflect on whether they may or may not relate to the other two levels. Out of the twenty-eight subcategories, fifteen were found on the three levels, or effective teaching practice, effective language teaching practice and ECTP, whereas ten were found on one or two levels of specification (six and four subcategories).

Table 21 shows the subcategories that appeared on all three levels of specification.

	ON ALL THREE LEVELS OF SPECIFICATION (ETP + ELTP + ECTP)
1.Subject-matter knowledge	
2.Pedagogical knowledge and skills	2.1.Appropriate scaffolding for language and content comprehension and output/sharing
	2.2.Appropriate feedback
	2.3.Collaboration, interaction, peer work, group work
	2.4.Multimodality/variety of materials, methods and tasks
	2.5.Cognitive challenge / HOTS-LOTS/content focus
	2.6.Connecting /integration
	2.7.Providing clarity + comprehensible input
	2.8.Appropriate structuring/pace: positive planning of content delivery
	2.9.Enhancing self-regulation: /metacognitive processes/self-directness/autonomy
	2.12.Alignment /coherence
	2.13.Positive class/group management
	2.16.Authenticity, relevance and task focus – students' interests
	2.17.Being a reflective practitioner and member of a community of practice
	2.18.Checking understanding
3.Socio.-affective skills and attitudes	

		3.2.Motivation: engagement/ low affective filter (inter) /empowerment/positive management

Table 21. Subcategories appearing in the three Levels of Specification (ETP + ELTP + ECTP)

Table 22 shows the subcategories that have appeared on two levels of specification of effective teaching practice.

		LEVELS OF SPECIFICATION (2)	
1.Subject-matter knowledge			
2.Pedagogical knowledge and skills	2.10.Enquiry / questioning	ETP	ECTP
	2.11.Focus on form/language and academic language	ELTP	ECTP
	2.14.Diversity / inclusion	ETP	ECTP
	2.15.Focus on culture	ELTP	ECTP
	2.19.Developing the four communicative skills	ELTP	ECTP
3.Socio.-affective skills and attitudes	3.1.Positive teacher's attitude: active/passionate/charismatic teaching (intra)	ETP	ELTP

Table 22. Subcategories appearing on two Levels of Specification

Finally, table 23 shows the subcategories that have appeared on one level of specification.

				LEVEL OF SPECIFICATION (1)
1.Subject-matter knowledge	1.1.Subject content knowledge	1.1.1.Content knowledge		ELTP
		1.1.2.Language knowledge (L1/AL) BICS + CALP	1.1.2.1. L1 LK	
			1.1.2.2. AL LK	ELTP
		1.1.3.Content language knowledge (L1/AL) CALP	1.1.3.1. Content L1 LK	
			1.1.3.2. Content AL LK	
	1.2.Contextual knowledge			ELTP

2.Pedagogical knowledge and skills	2.20.Using the L1 as a pedagogical strategy appropriately	ECTP
3.Socio.-affective skills and attitudes		

Table 23. Subcategories appearing on one Level of Specification

In relation to consideration 2: When some subcategories emerged, other complementary subcategories seemed to be necessary if the table was to be coherent and complete. For instance, when we take effective teaching practice, language knowledge of the AL suggests the need for its complementary subcategory of language knowledge of the first/vehicular language. This was the case in the following subcategories:

1.1.2.1.	L1 LK: Language knowledge of L1/vehicular language (BICS + CALP)
1.1.3.1	Content L1 LK: Content language knowledge of L1/vehicular language (CALP)
1.1.3.2.	Content AL LK: Content language knowledge of AL (additional language) (CALP)

Table 24. Additional Subcategories for ECTP

From the previous analysis, one question arises: which categories would be considered *specific* ECTP?

It seems that subcategory 2.20: Using the L1 as a pedagogical strategy appropriately, could be one, as it only appears on the third level of specification (ECTP) of the literature consulted. As for the three new subcategories, the first one, subcategory 1.1.2.1. L1 LK: Language knowledge of L1/vehicular language (BICS + CALP) would rather complement effective language teaching practice, because category 1.1.2.2: Language knowledge of AL (additional language) (BICS + CALP) appears on the second level of specification (ELTP), but it would also be considered an element of effective teaching practice without presence in the literature consulted; the second subcategory 1.1.3.1: Content language knowledge of L1/vehicular language (CALP) would also be considered an element of effective teaching practice without presence in the literature consulted, because one would think that, when teaching any subject to students, there must be a competent knowledge and use of the L1/vehicular language specifically related to the subject-content covered; finally, the third subcategory, 1.1.3.2: Content language knowledge of AL (additional language) (CALP) would be considered *specific* ECTP as it focuses on the knowledge of the AL specifically related to the subject-content covered and this subcategory may only be seen in the CLIL context.

To sum up, from the twenty-eight subcategories, only two seem to match with ECTP:

Subcategory 1.1.3.2: Content language knowledge of AL (additional language) (CALP)

Subcategory 2.20: Using the L1 as a pedagogical strategy appropriately

Subcategory 2.20., however, calls for careful attention, as this strategy could also be considered an element of ELTP if we added new references on the use of L1 in the language classroom. Some research carried out on the importance of using students' home languages (Cummins, 2007; Sugranyes & González-Davies, 2014) and the use of translation and code-switching in the language classroom (Cook, 2001; Corcoll & González-Davies, 2016; Gonzalez-Davies, 2014; Macaro, 2007; Wilson & González-Davies, 2017) may conclude that strategic use of the L1/vehicular language during lesson delivery could be considered effective language teaching practice. The concept of translanguaging (García, 2009), which is defined as "the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential" (p. 140) has been taken as a consistent, and perhaps effective, step towards the plurilingual approach to AL learning (García & Wei, 2014). The EPILA project, an exploratory study of the impact of the Integrated Plurilingual Approach – EPI – on educational institutions as a model for AL teachers (REF.FFI2015-63741-R), is worth mentioning here (Esteve & González-Davies, 2016). The connection between the plurilingual approach and CLIL is still an unexploited ongoing research topic (Laviosa, 2018 ; Lochtman, 2018).

Finally, there seems to be only one subcategory that could be considered specific ECTP:

Content language knowledge of AL (additional language) (CALP)

Table 25. Subcategory exclusive of ECTP

The other 27 subcategories would thus be considered elements of ECTP but would also be elements of general effective teaching and/or effective language teaching.

Content language knowledge of AL (additional language) (CALP) is a reflection of what Llinares, Morton and Whittaker (2012) termed "subject literacy". The authors define the concept as "the spoken and written language forms and texts through which content knowledge is accessed by CLIL learners". Teachers with this capacity must focus on

text types which learners have to understand and produce (genre) and on the grammatical and lexical resources behind these genres (register). Llinares and her colleagues explore what seem to be the "unique characteristics of CLIL" (p.14) and, by doing so, they make a contribution to CLIL pedagogy that may in fact be much more relevant than what could be expected from a book focusing on languages, as the authors themselves may not have been aware of the real "uniqueness" of *The Roles of Language in CLIL* (the title of their book). This thesis has not set out to provide a detailed account of their work, but rather to emphazise the importance for all CLIL teachers to have both content language knowledge of AL (once this has been identified as the only feature of *specific* ETCP) and knowledge of how content is constructed through language and literacy, what Love (2009) calls "literacy pedagogical content knowledge". This last concept, however, permeates all categories from the second macro-category, to pedagogical knowledge and skills, as the focus is on the "how", the same way content knowledge (category 1.1.1.), language knowledge of L1/vehicular language (BICS + CALP) (category 1.1.2.1.) and language knowledge of AL (additional language) (BICS + CALP) (category 1.1.2.2.) would be inherent in all features belonging to pedagogical knowledge and skills.

Once the twenty-eight subcategories were identified, it was necessary to define each of them, and these definitions are thus provided in order to clarify possible doubts. The definitions were the result of integrating the most relevant characteristics identified in the literature and which have been grouped under each subcategory. However, a final and more complete definition could be provided with extensive semantic work on all the elements taken from the literature review.

The following are the definitions of the twenty-eight subcategories for ECTP. For these definitions, the term category has been used rather than subcategory for the purpose of offering the final outcome of the whole process of analysis. This gives a clearer idea of the most concrete elements of effective teaching practice without leaving out where they come from in relation to the three initial categories (subject-matter knowledge, pedagogical knowledge and skills and socio-affective skills and attitudes). All definitions start with the phrase "The teacher…" in order to make them more comprehensible and helpful for observation and reflection.

1.Subject-matter knowledge	1.1. Subject content knowledge	1.1.1. Content knowledge	
		1.1.2. Language knowledge (L1/AL) BICS + CALP	1.1.2.1. L1 LK
			1.1.2.2. AL LK
		1.1.3. Content language knowledge (L1/AL) CALP	1.1.3.1. Content L1 LK
			1.1.3.2. Content AL LK
	1.2. Contextual knowledge		
2.Pedagogical knowledge and skills	2.1. Appropriate scaffolding for language and content comprehension and output/sharing		
	2.2. Appropriate feedback		
	2.3. Collaboration, interaction, peer work, group work		
	2.4. Multimodality/variety of materials, methods and tasks		
	2.5. Cognitive challenge / HOTS-LOTS/content focus		
	2.6. Connecting /integration		
	2.7. Providing clarity + comprehensible input		
	2.8. Appropriate structuring/pace: positive planning of content delivery		
	2.9. Enhancing self-regulation: /metacognitive processes/self-directness/autonomy		
	2.10. Enquiry / questioning		
	2.11. Focus on form/language and academic language		
	2.12. Alignment /coherence		
	2.13. Positive class/group management		
	2.14. Diversity / inclusion		
	2.15. Focus on culture		
	2.16. Authenticity, relevance and task focus – students' interests		
	2.17. Being a reflective practitioner and member of a community of practice		
	2.18. Checking understanding		
	2.19. Developing the four communicative skills		
	2.20. Using the L1 as a pedagogical strategy appropriately		
3.Socio-affective skills and attitudes	3.1. Positive teacher's attitude: active/passionate/charismatic teaching (intra)		
	3.2. Motivation: engagement/ low affective filter (inter) /empowerment/positive management		

Table 26. Identification of the 28 defining Categories for ECTP

1. Subject-matter knowledge

1.1. Subject content knowledge

1.1.1. **Content knowledge**: The teacher has and shows specialized knowledge of his/her specific field, obtained through both academic study and practical experience.

1.1.2. Language knowledge

1.1.2.1. **Language knowledge of L1/vehicular language (BICS + CALP)**: The teacher has knowledge of the L1/vehicular language in terms of fluency, accuracy, lexicon and pronunciation, uses it effectively, at an academic and less formal level, and provides good language models.

1.1.2.2. **Language knowledge of AL (additional language) (BICS + CALP)**: The teacher has knowledge of the additional language in terms of

fluency, accuracy, lexicon and pronunciation, uses it effectively, at an academic and less formal level, and provides good language models.

1.1.3. Content language knowledge

1.1.3.1. **Content language knowledge of L1/vehicular language (CALP)**: The teacher has knowledge of the L1/vehicular language specifically related to the subject-content, uses it effectively, at an adequate academic level, and provides good language models.

1.1.3.2. **Content language knowledge of AL (additional language) (CALP)**: The teacher has knowledge of the additional language specifically related to the subject-content, uses it effectively, at an adequate academic level, and provides good language models.

1.2. **Contextual knowledge**: The teacher shows knowledge of the context and of the target culture and, in his/her specific setting, he/she understands the dynamics and relationships, rules and behaviours established.

2. Pedagogical knowledge and skills

2.1. **Appropriate scaffolding for language and content comprehension and output/sharing**: The teacher provides large amounts of comprehensible input at a level just high enough to be challenging, facilitates output production and supports students' learning through expressiveness, the use of contextualised cues, non-verbal communicative techniques (visual aids, realia, body language, modelling…), outlining, rephrasing, repetition, reformulation (intralinguistic), translation (interlinguistic), varying intonation, linking new information to learners' previous knowledge, adapting materials, discourse markers, simplifying discourse, emphasizing key vocabulary, recycling past, present and future vocabulary and language structures consciously, breaking complex information and processes into component parts, affording sufficient wait time and displaying written language throughout the classroom and hallways.

2.2. **Appropriate feedback**: The teacher provides close monitoring through correct formative assessment and in various forms (dual feedback, multiple assessment…) in relation to content and language.

2.3. **Collaboration, interaction, peer work, group work**: The teacher develops reciprocity and cooperation through negotiated interaction, collaborative learning techniques and environments for meaningful participation.

2.4. **Multimodality/variety of materials, methods and tasks**: The teacher uses a variety of teaching styles, different types of meaningful tasks and multimodal resources for content and language development.

2.5. **Cognitive challenge / HOTS-LOTS/content focus**: The teacher emphasizes higher-order cognitive processing and challenges students academically through creating the necessary climate and conditions for deep learning to take place.

2.6. **Connecting /integration**: The teacher provides tasks that integrate concepts with language practice opportunities and relates new knowledge to students' previous knowledge and experiences, to what they have learned and to the world; he/she does not provide an isolated unit of work, but establishes connections with other themes or areas of knowledge.

2.7. **Providing clarity + comprehensible input**: The teacher provides instructional clarity through appropriate task introduction and explanations.

2.8. **Appropriate structuring/pace: positive planning of content delivery**: The teacher designs, prepares and develops organized, well-structured lessons at an adequate progression and provides students with shared content and language objectives.

2.9. **Enhancing self-regulation: metacognitive processes/self-directness/autonomy**: The teacher promotes students' self-regulation and guides them to develop learning strategies, metacognitive/metalinguistic processes, critical thinking, reflective learning and autonomy.

2.10. **Enquiry / questioning**: The teacher provides a learning environment that encourages enquiry through information-seeking, good questioning (referential and open questions being preferable to display questions), case studies or project work.

2.11. **Focus on form/language and academic language**: The teacher fosters language awareness by creating opportunities and activities to assist students in noticing and producing specific language in oral and written form. The teacher also works on the language *of* learning (genre appropriateness / content-obligatory language) and *fo*r learning (academic language).

2.12. **Alignment /coherence**: The teacher provides coherence across topics and across tasks and assessment is aligned with the intended learning outcomes and the specific context of learning.

2.13. **Positive class/group management**: The teacher uses effective practices and procedures to maintain an environment in which instruction and

learning can occur. He/she does so by setting up learning arrangements appropriately (i.e. grouping students to support language and content objectives), opening and ending sessions positively and emphasizing time on tasks, among other strategies.

2.14. **Diversity / inclusion**: The teacher respects and enhances diverse talents and learning styles through catering for individual needs, mixed ability and inclusion, allowing learners to respond in different ways, surveying students interests and reinforcing concepts and language with multi-sensory activities (visual, auditory, tactile, kinaesthetic, etc.).

2.15. **Focus on culture**: The teacher raises intercultural consciousness, empathy and respect towards cultures as a starting point for developing students' intercultural competence and offers multiple perspectives of the knowledge/views/attitudes of a topic (from local to global, developing identity and citizenship).

2.16. **Authenticity, relevance and task focus – students' interests**: The teacher keeps students on task by using authentic, interesting and creative situations, student-centred activities and real language.

2.17. **Being a reflective practitioner and member of a community of practice**: The teacher shows the potential for learning, reflective practice and growth coming from collaboration with teachers, parents and educational stakeholders.

2.18. **Checking understanding**: The teacher makes frequent use of comprehension checks to involve students and to ensure understanding.

2.19. **Developing the four communicative skills**: The teacher integrates language communicative skills by providing fluency development activities in listening, speaking, reading and writing.

2.20. **Using the L1 as a pedagogical strategy appropriately**: The teacher uses and invites students to use the L1 as a communicative and learning strategy.

3. Socio-affective skills and attitudes

3.1. **Positive teacher's attitude: active/passionate/charismatic teaching (intra)**: The teacher shows enthusiasm/passion, optimism, action, creativity, tolerance, patience, sensibility, kindness, sense of humour and openness to experience.

3.2. **Motivation: engagement/ low affective filter (inter) /empowerment/positive management**: The teacher encourages and

supports students positively by using active and motivating learning techniques, creating stress-free and warm learning environments by lowering the affective filter and thus minimising the fear of making mistakes, by engaging students in meaningful experiences, interacting with them in and outside the classroom and providing confidence throughout the process of learning, by praising, sparing time for students when they ask for help, communicating high expectations, caring for them and providing spaces to share their opinions and their progress.

It is important to note that the twenty-eight categories could be more specified if the definitions were broken down into more concrete indicators. However, there has been attempt to provide here a clear and concise definition of each category.

3.5.1.2. The ECTP Observation Tool

Specific Objective 1 (SO-1) has been achieved via the design of a consistent tool for analysis and reflection on CLIL teaching practices from an integrated perspective. The list of the twenty-eight categories introduced in the previous section, with their corresponding definitions, has been included in the tool.

However, it is worth recalling that SO-1 was intended to be attained through two different moments and tools. In order to design the ECTP Observation Tool, it was important to add, if necessary, results obtained from classroom observation through the use of the Observation Tool 1 (OT-1) (see section 3.5.2. - 1st stage - for further description). Results from classroom observation seem to confirm some of the categories already identified and selected for the ECTP Observation tool. The indicators included in OT-1 are present in the ECTP Observation Tool and are classified into three main categories. As far as structure is concerned, OT-1 provides space to record qualitative evidence, which is not possible to gather during observation time. So, the ECTP Observation Tool will not feature this square. Finally, it was also decided to include a 1-4 gradation (from not evident -1- to highly evident -4-), following Coral's (2017) gradation used in his "PE in CLIL tasks evaluation" tool: 1) Highly evident throughout the class session; 2) Evident during most, but not all, of the class session; 3) Evident during a limited portion of the class session; and 4) Not evident to any degree during the class session.

The definitions of the twenty-eight categories should always be available for consultation before, during and after observation.

Table 27 shows the ECTP Observation tool, which is provided with the aim of sharing what, from our perspective, is one of the most relevant contributions to CLIL practice and research of this thesis.

All in all, and after having discussed the results, we can conclude that Specific Objective 1 has been achieved.

				From not evident (1) to highly evident (4)				COMMENTS
				1	2	3	4	
1.Subject-matter knowledge	1.1.Subject content knowledge	1.1.1.Content knowledge						
		1.1.2.Language knowledge (L1/AL) BICS + CALP	1.1.2.1. L1 LK					
			1.1.2.2. AL LK					
		1.1.3.Content language knowledge (L1/AL) CALP	1.1.3.1.Content L1 LK					
			1.1.3.2.Content AL LK					
	1.2.Contextual knowledge							
2.Pedagogical knowledge and skills	2.1.Appropriate scaffolding for language and content comprehension and output/sharing							
	2.2.Appropriate feedback							
	2.3.Collaboration, interaction, peer work, group work							
	2.4.Multimodality/variety of materials, methods and tasks							
	2.5.Cognitive challenge / HOTS-LOTS/content focus							
	2.6.Connecting /integration							
	2.7.Providing clarity + comprehensible input							
	2.8.Appropriate structuring/pace: positive planning of content delivery							
	2.9.Enhancing self-regulation: metacognitive processes/self-directness/autonomy							
	2.10.Enquiry / questioning							
	2.11.Focus on form/language and academic language							
	2.12.Alignment /coherence							
	2.13.Positive class/group management							
	2.14.Diversity / inclusion							
	2.15.Focus on culture							
	2.16.Authenticity, relevance and task focus – students' interests							
	2.17.Being a reflective practitioner and member of a community of practice							
	2.18.Checking understanding							
	2.19.Developing the four communicative skills							
	2.20.Using the L1 appropriately							
3.Socio.-affective skills and attitudes	3.1.Positive teacher's attitude: active/passionate/charismatic teaching (intra)							
	3.2.Motivation: engagement/ low affective filter (inter) /empowerment/positive management							

Table 27. The ECTP Observation Tool / OT-2: The ECTP Observation Tool

3.5.2. Results and Discussion in Relation to SO-2[22]

In order to meet Specific Objective 2 (SO-2), two different stages have been planned (1st stage and 2nd stage). The first stage allowed us to obtain data from OT-1 in order to provide input to improve and complete, if necessary, OT-2: ECTP Observation Tool. A second moment took place at the very end of the process of the research, when, this time using the final OT-2: ECTP, a second analysis of the CLIL teachers's sessions was conducted.

1st Stage:

Several CLIL sessions were recorded during Subject A and Subject B classes, and subsequent analysis was carried out using observation tool 1 (OT-1). The use of the OT-1 provided data for reflecting first upon the usefulness of the instrument in relation to whether ECTP could be identified in CLIL subjects and, secondly, upon the CLIL teachers' teaching practices.

As regards the first aspect, there are some considerations that must be made: On the one hand, there were some items that were not possible to observe due to the limitations of observation time (session vs. whole unit). Sagasta & Ipiña's tool (2016) was not designed for classroom observation, but for analysing CLIL units of work. This means that some items need more careful checking as to whether the criteria were met. The unit analysis needs more than classroom observation to arrive at consistent conclusions on effective CLIL teaching. This additional work would include the need to revise the whole unit plan, the assessment and the complete range of materials provided to students, among other things. On the other hand, some of the criteria included in the tool are too open-ended for classroom observation. They should be broken down into more concrete indicators to confidently determine whether a given feature can be observed. This is the case, for instance, of the dimension and the criteria "Resources", "resources suggested are suitable for students to attain their learning outcomes (multimodal, e.g. visual support, ICT, etc.)". There is also a lack of

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[22] See Table 14 on section 3.3.4.: Organisation of the instruments in relation to the objectives.

scaffolding elements in the tool. Some are provided in the second part of the tool, adapted from Escobar Urmeneta's guidelines (2017), but the list seems too open-ended in some items and too specific in other ones . An example of a broad tool would be: "use of a variety of samples of L2 and opportunities for students to use information sources in English", while a more specific one would be. "Presentation of tools for production improvement: Google translator, online dictionaries, online correctors, lexical morphosyntactical and collocations tool (Lenguee, ozdic.com, springerexemplar, googlefight.com…)". Finally, the most relevant finding from the use and analysis of the OT-1 might be the fact that of the tools lacks a way to measure socio-affective skills, teacher's attitudes and teacher's knowledge competence. One could think that the teacher's knowledge may not be observed during session delivery, although this is debatable, but few could doubt on the need to include indicators concerning socio-affective skills and attitudes in a CLIL observation tool.

As far as structure is concerned, OT-1 provides spaces to include qualitative evidence, which is not possible to collect during observation time. There may not be enough time nor enough space to include qualitative evidence. Finally, Sagasta and Ipiña's (observed) Yes/No dychotomy could be graded 1-4 with a legend describing what each number means. A possible gradation would be Coral's gradation 1-4 (from not evident - 1- to highly evident -4-). The column indicating "No"/"Not observed" should be deleted.

In relation to the second aspect to consider from the data obtained through the use of OT-1, which is the analysis of the CLIL teachers' teaching practice, table 28 and table 29 highlight the most relevant effective CLIL teaching elements observed (evident) and not observed (not evident) during session delivery in CLIL Subject A and CLIL Subject B.

Subject A
Evident
Sessions are connected to previous lessons
Language of learning: genre appropriateness, content-obligatory language
Language to learn and learning to use the language
Higher-order thinking is fostered
The are activities to develop students' knowledge/skills/experiences in relation to learning outcomes
The activities designed are not isolated
The activities suggested are suitable to assist the students in achieving their learning outcomes
Resources suggested are suitable for students to attain their learning outcomes
It offers multiple perspectives of the familiar knowledge/views/attitudes of the topic (from locl to global, developing identity and citizenship)

Use of a variety of samples of L2 and opportunities to use information sources in English
Content adequacy is given priority
Enough input is provided for academic knowledge
Use of lessons, documentaries and other sources of academic content in English
Use of English as the vehicular language
Use of the additional language is promoted
Compensatory materials to help content comprehension
Use and promotion of glossaries
Presentation of tools for production improvement
Instant feedback and delayed feedback on language and discourse
Combination of different ways of providing feedback
Not evident
Teacher's guide included
There are activities to reflect and consolidate students' knowledge/skills/experience in relation to the learning outcomes
Topics and activities allow students to develop their intercultural awareness as a starting point for developing their intercultural competence
L1 readings
Use of L1 as a strategy
Use of rubrics and self-assessment checks
Guidelines offered to support students' written and oral production

Table 28. Effective CLIL Teaching Elements identified in Subject A with OT-1

The most relevant items in classroom observation from Subject A included the amount of academic language input provided in class by the teacher, always in English, and the multimodality of the resources used, which were very suitable for students to attain their learning outcomes. Glossaries were employed in all the sessions observed, and there was a combination of different ways of providing feedback. However, the CLIL teacher did not make use of L1 as a possible strategy for content sharing, interactional moments for group work or for complementary readings. The use of a teacher's guide or rubrics and self-assessment checks were not observed, either

Subject B
Evident
It is suitable for the specific sociocultural context
Session connected to previous sessions
Main objectives are stated at the beginning of the session
Integration of subject-content and language-content
Language of learning: genre appropriateness, content-obligatory language
Language to learn and learning to use the language: the session supports language production
Higher-order thinking is fostered
There are activities to activate students' prior knowledge/skills/experiences in relation to the learning outcomes

There are activities to develop students' knowledge/skills/experiences in relation to the learning outcomes
There are activities to reflect and consolidate students' knowledge/skills/experiences in relation to the learning outcomes
The activities designed are not isolated
The activities suggested are suitable to assist the students in achievin their learning outcomes
Resources suggested are suitable for students to attain their learning outcomes
Topics and activities allow students to develop their intercultural awareness as a starting point for developing their intercultural competence
It offers multiple perspectives of the familiar knowledge/views/attitudes of the topic (from local to global, developing identity and citizenship)
Content adequacy is given priority
Enough input is provided for academic knowledge
Use of English as the vehicular language during the session
The use of the additional language is promoted
Use and promotion of glossaries
Guidelines offered to support students' written and oral productions
Combination of different ways of providing feedback
Not evident
Teacher's guide included
Assessment
Use of a variety of samples of L2 and creates opportunities for students to use information sources in English
Introduction of strategies and tools for editing students' productions
Presentation of tools for production improvement

Table 29. Effective CLIL Teaching Elements identified in Subject B with OT-1

Several comments can be made on the Subject B observation. First, there was a constant impression that the teacher made an effort to strike a balance between content and language. The objectives and contents of the sessions were always clearly stated at the beginning of the sessions and there was time for reflection after each task was completed. English was used at all times and the subject-specific language was present on the white-board available to students in the practical sessions. Cultural aspects were sometimes raised in oral interactions at the beginning and at the end of the sessions. However, as most of the sessions observed took place in the gym, there was not evidence of the use of written practice and other tools for students' written productions. One interesting aspect to highlight from the CLIL teacher is the diversity of ways of providing feedback to students she used during the sessions, which she always did while taking into account the way students might respond to her feedback. It seems difficult to discriminate pedagogical skills from how the teacher approaches her students, as socio-affective skills and attitudes may permeate teacher's actions most of the time.

The use of OT-1 shed some light on how the CLIL teachers taught their sessions and how the final ECTP Observation Tool must be structured.

However, the CLIL teachers' ECTP was analysed once more, this time using the final OT-2: ECTP, which was improved by implemeting a few changes in structure.

2nd Stage:

The CLIL sessions were analysed again, this second time through the use of OT-2: ECTP. It is important here to first address several issues concerning its use:

Due to the broader scope of the tool, and throughout the observation process, some categories needed to be specified more, especially the ones related to pedagogical knowledge and skills. The tool has thus been a taking off point for reflection, one that provided the researcher with a general perspective on the CLIL teacher's teaching practice. It would be interesting to then add more specific indicators and examples of the categories identified as very evident throughout the class session and evident during most, but not all, of the class session. This would be a way to ensure that the analysis and reflection from observation would be richer and more consistent.

With regard to content knowledge, it must be said that this category was mainly observed intuitively, not objectively. Through the way the teacher has explained concepts, answered questions, showed confidence, etc., one may conclude that the teacher has content knowledge. In order to provide more consistent information on this element, one possibility would be to ask the teacher how confident he/she is with the content he/she is supposed to teach. Or it could just be an issue that could be left for the teacher to reflect upon.

In relation to language knowledge of L1/vehicular language (The teacher has knowledge of the L1/vehicular language in terms of fluency, accuracy, lexicon and pronunciation, uses it effectively, at an academic and less formal level, and provides good language models) and content language knowledge of L1/vehicular language (The teacher has knowledge of the L1/vehicular language in terms of fluency, accuracy, lexicon and pronunciation, uses it effectively, at an academic and less formal level, and provides good language models), it is important to have previous knowedge of the teacher's general teaching practice. It is true that there have been moments when the teacher displayed this type of knowledge, when she addressed students in Catalan or Spanish, but those moments were too few. The minutes before and after the

sessions were examples of how the teacher would interact with her students in students' L1. While observing, however, there were moments when the need to include these two categories in the ECTP-OT were called into question. While it was clearly seen as necessary for effective teaching practice in general, this need is not so evident for ECTP. At the same time, the importance of being able to make connections between languages in order to help develop students' plurilingual competence is an argument for keeping these categories in the tool. This is probably the reason category 2.20 (Using the L1 appropriately) was included on the list of categories belonging to Pedagogical Knowledge and Skills.

Finally, there were also doubts about some overlaps between categories 2.1.(Appropriate scaffolding for language and content comprehension and output/sharing) and 2.7. (Providing clarity + comprehensible input). One might think that category 2.1. is wider in its meaning than category 2.7, and that the latter could be included in the former. And it may be true. However, the literature has drawn a clear distinction between comprehensible input and the rest of the scaffolding strategies in the literature. This is probably due to the influence of the theories of language acquisition and the priority given to receptive skills over productive skills in language teaching and learning approaches, without underestimating the role of oral and written interaction. This explains why the two categories have remained separate. The same may be said of category 2.13. (Positive class / group management) and category 3.2. (Motivation: engagement / low affective filter -inter- / empowerment / positive management), but the latter specifically focuses on the teacher's socio-affective skills and attitudes, whereas the former covers other skills related to group management.

Table 30 and table 31 summarize the most relevant ECTP elements observed (evident) and not observed (not evident) during session delivery in CLIL Subject A and CLIL Subject B.

Subject A
Evident
1.1.1.Content knowledge
1.1.2.2. AL Language knowledge
1.1.3.2. Content AL LK
2.1. Appropriate scaffolding for language and content comprehension and output/sharing
2.3. Collaboration, interaction, peer work, group work
2.5. Cognitive challenge / HOTS-LOTS / content focus
2.7. Providing clarity+ comprehensible input

2.18. Checking understanding
2.19. Developinng the four communicative skills
3.1. Positive teacher's attitude: active / passionate / charismatic teaching (intra)
3.2. Motivation: engagement / low affective filter (inter) / empowerment / positive management
Not evident
1.1.2.1. L1 LK
1.1.3.1. Content L1 LK
2.15. Focus on culture

Table 30. ECTP identified in Subject A with OT-2: The ECTP Observation Tool

Other categories were deemed to be evident during a limited portion of the class session, including category 2.9. (enhancing self-regulation: metacognitive processes / self-directedness / autonomy) and category 2.17. (being a reflective practitioner and member of a community of practice), among others. The observation of features belonging to category 3.1. (positive teacher's attitudes: active/passionate/charismatic teaching -intra-) and category 3.2. (motivation: engagement / low affective filter -inter- / empowerment / positive management) has been relevant throughout the analysis of the results, as they were highly evident most of the time. This fact may suport the idea that these categories should be present in the ECTP Observation Tool.

Subject B
Evident
1.1.2.2. AL Language knowledge
1.1.3.2. Content AL LK
2.1. Appropriate scaffolding for language and content comprehension and output/sharing
2.2. Appropriate feedback
2.3. Collaboration, interaction, peer work, group work
2.6. Connecting / integration
2.7. Providing clarity + comprehensible input
2.8. Appropriate structuring/pace: positive planning of content delivery
2.9. Enhancing self-regulation: metacognitive processes / self-directedness / autonomy)
2.10. Enquiry / questioning
2.11. Focus on form/ language and academic language
2.12. Alignment / coherence
2.13. Positive class / group management
2.14. Diversity / inclusion
2.15. Focus on culture
2.16. Authenticity, relevance and task focus – students interests
2.17. Being a reflective practitioner and member of a community of practice
2.18. Checking understanding
3.1. Positive teacher's attitude: active / passionate / charismatic teaching (intra)

3.2. Motivation: engagement / low affective filter (inter) / empowerment / positive management
Not evident
1.1.2.1. L1 LK
2.5. Cognitive challenge / HOTS-LOTS / Content focus
2.20. Using the L1 appropriately

Table 31. ECTP identified in Subject B with OT-2: The ECTP Observation Tool

Categories 2.1. (appropriate scaffolding for language and content comprehension and output/sharing) and 2.3. (collaboration, interaction, peer work, group work) were again the most evident ECTP elements observed in the Subject B teacher's teaching practice. They also seem to be the ones identified by students and teachers in the focus groups and in the interviews. The same is true of the features related to socio-affective skills and attitudes, which, unfortunately, seem to have been ignored by other tools for analysis of CLIL teaching practice.

This two-stage process of observation and exploration of ECTP in CLIL subjects in a TE degree was carried out , and thus Specific Objective 2 has been achieved

The ECTP-OT has been a positive tool for analysis and assessment of the CLIL sessions and has allowed the researcher to take an objective perspective of how the tool may be used.

3.5.3. Results and Discussion in Relation to SO-3[23]

In order to obtain data to explore whether teaching CLIL affects the acquisition of subject content and of subject-specific language, four types of research instruments were employed: Tests for TE students, two Focus Groups with TE students, two interviews with CLIL teachers and a questionnaire passed to TE students.

3.5.3.1. Teacher Education Students: Tests (TES-T)

Results from TE students' language tests and subject content tests were carefully gathered.

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[23] See Table 14 on section 3.3.4.: Organisation of the instruments in relation to the objectives.

3.5.3.1.1. CLIL Subject Specific Language Tests (CSSLT)

With the aim of clearly displaying the results in relation to the CLIL SUBJECT SPECIFIC LANGUAGE TESTS (CSSLT), it is worth pointing out that two different types of data were collected: quantitative data from the reading comprehension, listening comprehension and vocabulary sections and qualitative data from the writing section.

CSSLT-A: CLIL SUBJECT SPECIFIC LANGUAGE TEST -SUBJECT A

A total of 47 students participated in the initial test and 47 in the final test. These 47 students were the same in both tests, and were chosen so as to compare the results of the initial and final tests.

SUBJECT-SPECIFIC LANGUAGE
GLOBAL PERFORMANCE
Subject A(Educational processes)

	Pre-test (n=47)	Post-test (n=47)
8,0 - 10	0%	17%
5,0 - 7,9	38%	72%
0 - 4,9	62%	11%
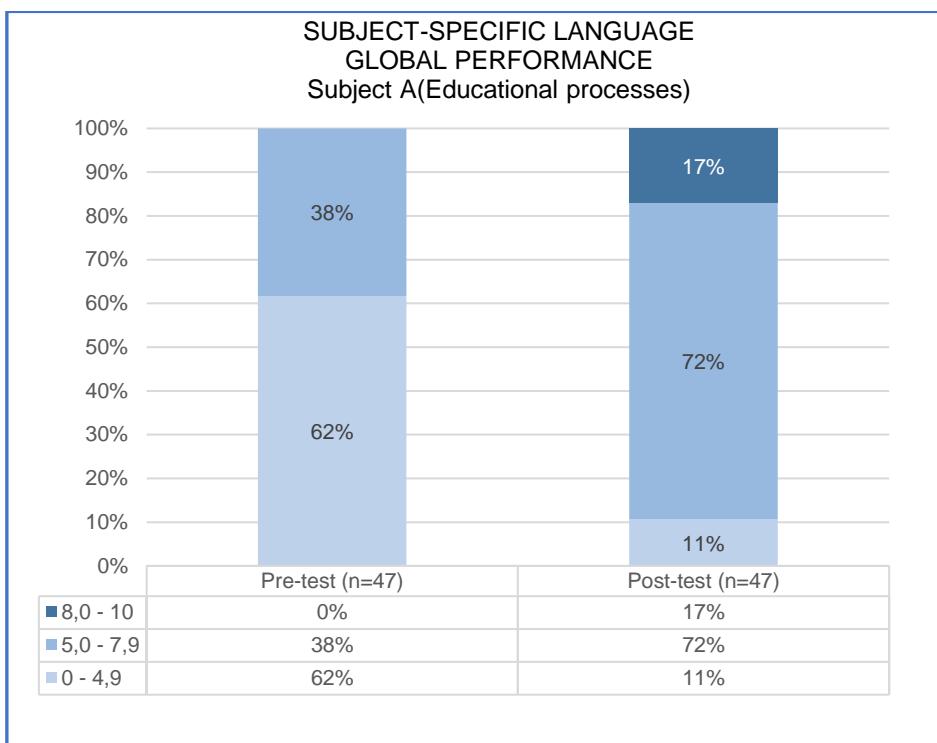
Figure 17. Results Subject-Specific Language: Global Performance. Subject A

Average grade: 4.85   6.73

The final grades obtained by students in the subject-specific language test from Subject A indicate that there was an average improvement of 1.88 points, with the 0 to 4.9 range representing the most significant improvement (from 11% to 62% of tests). The range from 5 to 7.9 increased by 34%, and 17% of tests ranged from 8 to 10 in the post-test, whereas 0% of tests had scored in this highest range previously. The use of

subject-specific language by the CLIL teacher and by students (to a lesser degree) throughout the course of subject A, together with the provision of readings for analysis and discussion, may have been the main reasons for such improvement.

A closer look at the different sections of the test shows more specific information about the areas of improvement in subject-specific language. There has not been any section which has not improved, being the vocabulary section the one with the most significant progress (3,2 points), from 2.8 to 6.0.
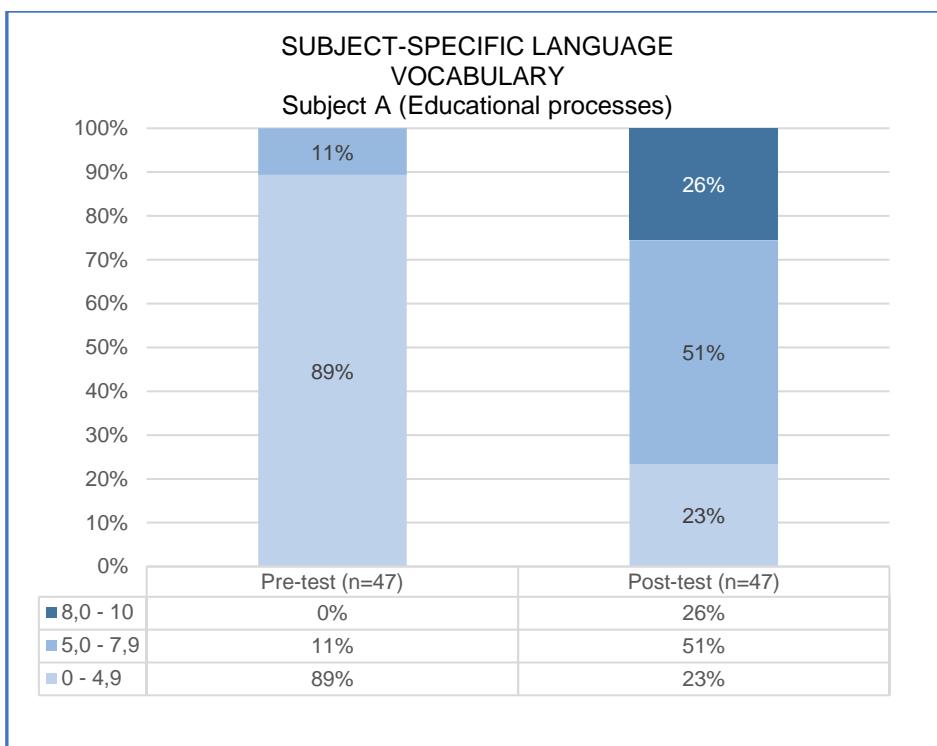
Figure 18. Results Subject-Specific Language. Vocabulary. Subject A

Average grade: 2.8   6.0

The listening comprehension part follows the vocabulary section in terms of language improvement, as the scores increased by 1.6 points (from 6.0 to 7.6). The reading section increased by less than 1 point (from 5.7 to 6.6).
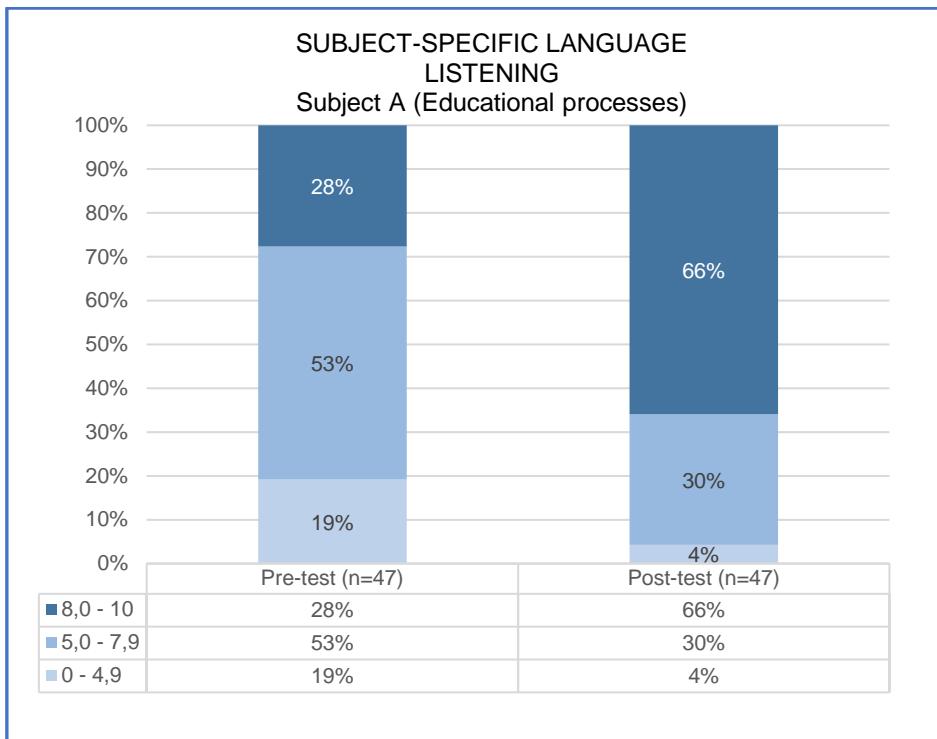
Figure 19. Results Subject-Specific Language. Listening. Subject A

Average grade: 6.0   7.6
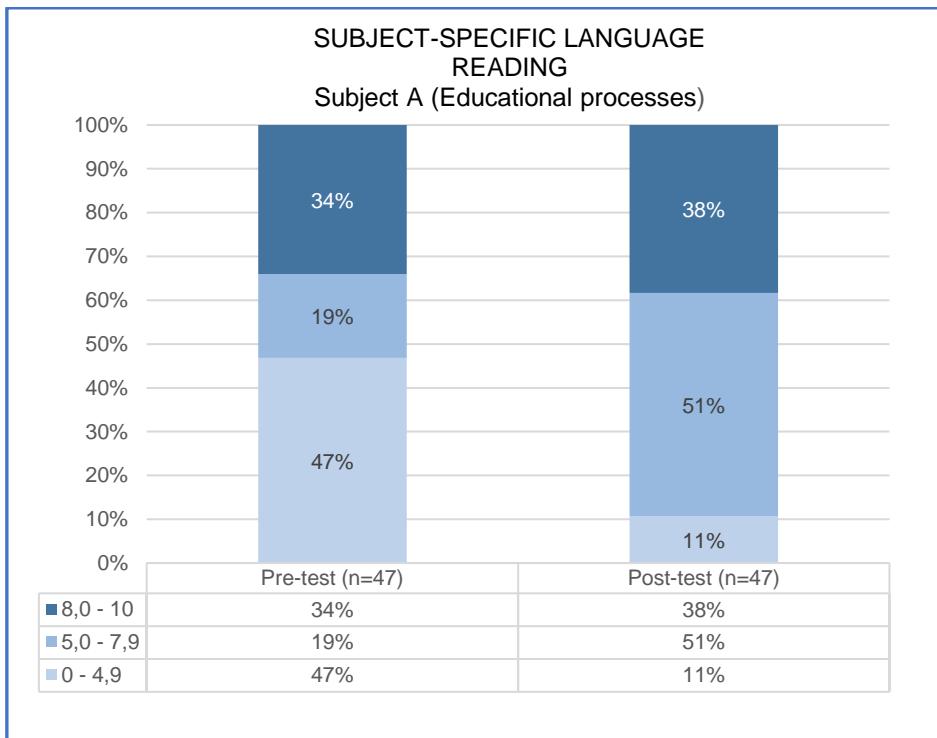
Figure 20. Results Subject-Specific Language. Reading

Average grade: 5.7   6.6

These results seem to confirm previous findings on language performance (Dalton-Puffer, 2007; Lasagabaster, 2008), which have emphasised improvement mainly in receptive skills and in vocabulary, and which were corroborated by Agustín-Llach and Canga (2014) and Sylvén (2004), in relation to subject-specific vocabulary, and by Coral (2013), regarding listening comprehension. However, one limitation of the results is the fact that this case study has not used a control group, whereas previous research studies did.

The 47 writing sections of the tests were graded and later analysed qualitatively. From a first correction, 29 post-tests showed a better use of subject-specific language, 15 showed a similar level and two displayed worse use of subject-specific language. The questions have been answered right (AQ), or wrong, or may have been left blank. In the last two cases, the answer is recorded as "non-answered question" (NAQ).

Writing section: total number of students: 47

PRE-TEST (CSSLT-A) WRITING PART	POST-TEST (CSSLT-A) WRITING PART		
	+: 29 (better use of SL)	=: 15 (equal/similar level in the use of SL)	-: 2 (worse use of SL)
AQ (answered): 21	AQ (answered question): 39		
NAQ (non-answered): 26	NAQ (non-answered question): 8		

Table 32. Summary of the Results from the Writing Section. Subject A

5 SELECTED EXAMPLES

NAQ	AQ+		
AQ	AQ=		
NAQ	NAQ-		
NAQ	AQ+		
AQ	NAQ-		
PRE-TEST		POST-TEST	
Areas of practice for psychologists?	NAQ	The areas in which a psychologist is going to investigate or work with can be any that can be studied in a psychological way. From a doubt or a question, they want to be able to answer, they are **going to create the**

Areas of practice for psychologists?	AQ+	There are a lot of areas in which psychologists can work. Some of the most common ones are the **clinical psychology, where the professional will treat patients in a hospital or their own workspace to deal with what are considered**

		hypothesis from where they will develop the investigation. Almost everything, if not everything, can be part of a psychological study. Psychologists' work is essential, though, in education, because with their help, a better education system can be created if we know **how children's brain work.**			"normal" psychological **problems. Another really common one would be the industrial organisational psychology, where they work in the workplace environment, to select the people who work in a company or to make sure they are in a healthy, secure position. Some other areas are the school psychology, the family psychology, the forensic one, the consumer or the one that works in the marketing and advertising.**
Areas of practice for psychologists?	AQ	Nowadays sychology is a job which is practising in differents areas because **it can help people when they have a problem**. Psychologists are people **who give all his or her energy to help or motivate** all kind of person who needs it, for example there is the **sportive psichology** which motivate the professional before start the physical effort. Moreover, there is **one specialist who help children who cape with some friend's problems, family problems**... Finally we can go if we want in the special centers of psychology if we have sick problems.	Areas of practice for psychologists?	AQ=	Psycologists are **the ones who studies the behaviour of people. If they see that a person has a problem they try to help them. They can study the behaviour in different areas, school, job, at home...**
Areas of practice for psychologists?	NAQ	The areas of practice for psychologists I think are the places where the psychologists work, and I also think **the right places to work are the schools because there they can see the behavious** and the learning of the child, and then do their work	Areas of practice for psychologists?	NAQ-	-
Areas of practice for psychologists?	NAQ	Psychologists **have to study everything related to the human brain and human acts. This envolves analyzing every human stage of development, since birth to death.** Due to this reason psychologists have to work with people from different ages and **get to know their feelings and thoughts. If a psychologists analyses every single detail of someone's behavious it is possible to**	Areas of practice for psychologists?	AQ+	Psychologists can work in many fields. **For example in sports, to help the athletes to prepare mentally for matches with lot of pressure. They can work in hospitals or health centers to help people recover their mental health. They can also work in schools or leisure centers to help kids with learning problems. It also exists counseling, which consist in helping families to solve their problems, as for example in a divorce. Forensic psychologists work with legal topics, as**

		understand his or her reactions and actions.			observing the behavior of a possible murder. **Psychogeriatric works with old people with mental difficulties, etc.** To sum up, **psychologist** work in many different areas.
Areas of practice for psychologists?	AQ	The areas of practice for psychologist are in **hospitals assisting that kind of people who need help to feeling better, speaking with someone or solving a problem. Also, psychologists tend to work with people more nervous like alcoholics, or people who take drugs, etc. But it's not necessary only have to work in hospitals, you can work teaching in high schools or at university, even being a psychologist.** But, I think that most of us, we have inside us a part of psuchology and we can hel between us.	Areas of practice for psychologists?	NAQ-	The areas of practice for psychologists **are the hospitals, and the rehabilitation centers. They can help people in order to imporve their behavior**.

Table 33. Examples from the Writing Section. Subject A

From the selected examples, subject-specific language has been highlighted in bold letters. The first example, for instance, shows how the student has improved in the use of technical language: words such as "clinical psychology", "patients", "industrial organisational psychology" and "forensic", among others, indicate that there has been an acquisition of subject-specific language and of subject content, as the answer provided in the pre-test was not correct. Another interesting example is the third one, which shows how one student performed worse, due to the fact that the question was not answered in the post-test when in the pre-test the answer had been wrong but included some subject-specific language.

CSSLT-B: CLIL SUBJECT SPECIFIC LANGUAGE TEST -SUBJECT B

A total of 35 students participated in the pre-test and 35 in the post-test. As the 35 students were the same in both tests, they were taken to compare the results of the initial and final tests.
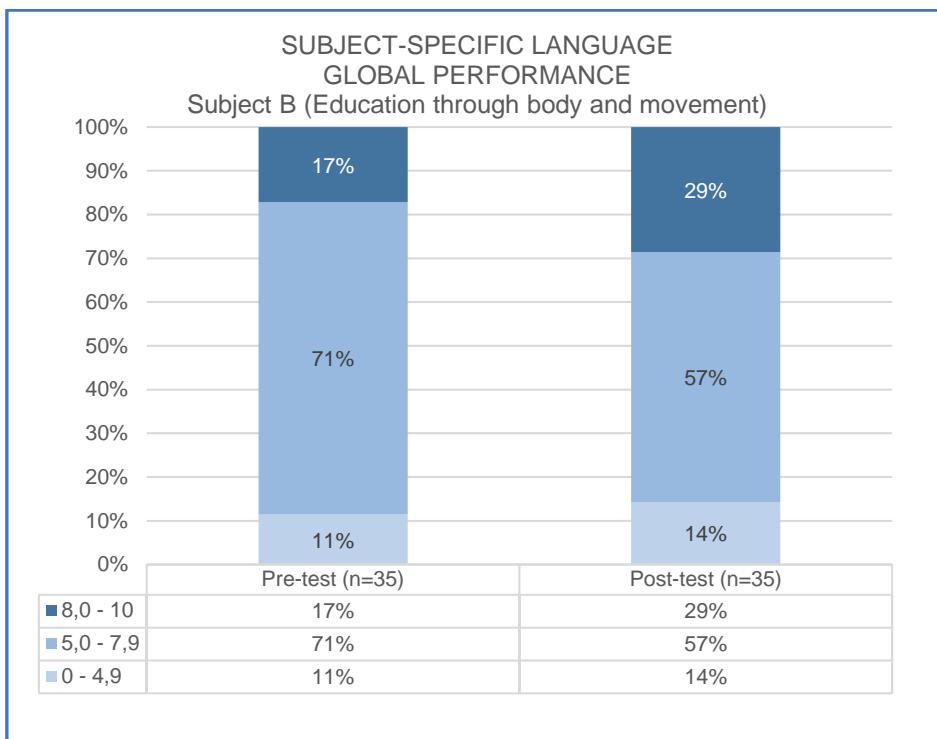
Figure 21. Results Subject-Specific Language Global Performance. Subject B

Average grade: 6.40   6.96

The final grades obtained by students on the subject-specific language test in Subject B indicate that there was little improvement (from 6.40 to 6.96), altough the marks were better than the marks in subject A.
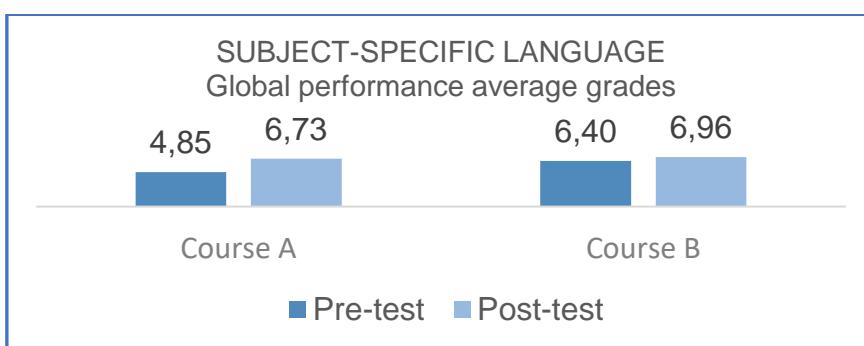
Figure 22. Subject Specific Language. Global Performance Average Grades

Grades ranging 0 to 3 (1 reading + 1 listening + 1 vocabulary), were recalculated on a 10-point grade scale.

However, more students failed the post-test and the percentage of tests scoring 5 to 7.9 decreased from 71% to 57%. The 8 to 10 range was the only one with significant

improvement (12%). A possible explanation for this lack of improvement may be the fact that the post-test was given, together with the CLIL subject-content test, immediately after students had taken their final official examination of the subject. This was also the case in Subject A, but there were two main differences: the first was that the TE student questionnaire was also administered to students, together with the other tests, in Subject B, which might have caused tiredness and decreased students' motivation to completing all the answers; the second difference was the fact that in subject A, the CLIL subject content test was part of the assessment, which was not the case in Subject B. Students may have felt less interested in answering with enough time and dedication, especially taking into account that Subject B post-tests and questionnaires were administered at the end of May, when all the year's courses had finished.

Upon careful examination of the different sections of the test, other aspects become apparent. Again, the vocabulary section displayed the best results on the post-test (from 5.2 to 7.5). On the contrary, the mark for the listening comprehension section decreased from 8.7 to 8.1 and the reading comprehension part showed the same score for both pre-test and post-test (5.3).

SUBJECT-SPECIFIC LANGUAGE VOCABULARY
Subject B (Education through body and movement)

	Pre-test (n=35)	Post-test (n=35)
8,0 - 10	14%	51%
5,0 - 7,9	46%	46%
0 - 4,9	40%	3%
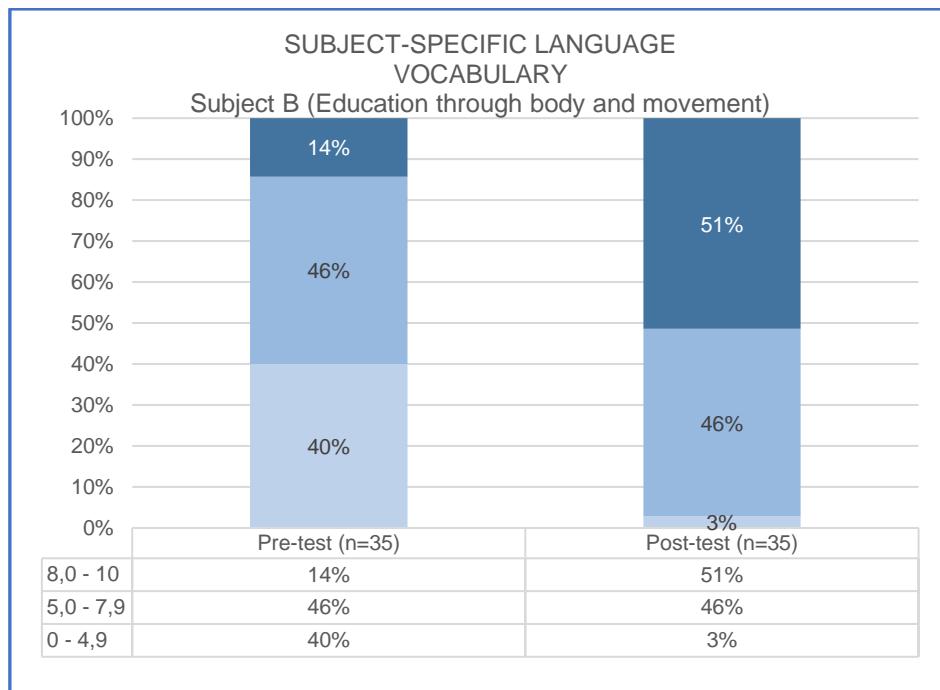
Figure 23. Results Subject-Specific Language. Vocabulary

Average grade: 5.2   7.5

Grades ranging 0 to 1, recomputed on a 10-point grade scale.

SUBJECT-SPECIFIC LANGUAGE LISTENING Subject B (Education through body and movement)		
	Pre-test (n=35)	Post-test (n=35)
8,0 - 10	80%	63%
5,0 - 7,9	20%	34%
0 - 4,9	0%	3%
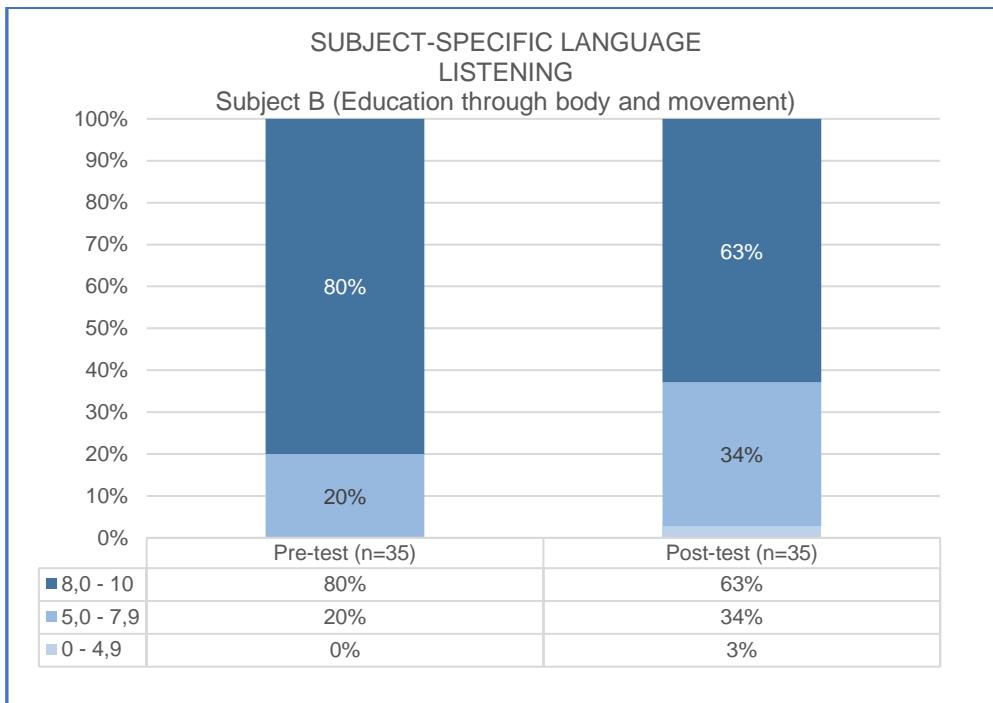
Figure 24. Results Subject-Specific Language. Listening

Average grade: 8.7   8.1

Grades ranging 0 to 1, recomputed into a 10-point grade scale.

SUBJECT-SPECIFIC LANGUAGE READING Subject B (Education through body and movement)		
	Pre-test (n=35)	Post-test (n=35)
8,0 - 10	26%	23%
5,0 - 7,9	31%	37%
0 - 4,9	43%	40%
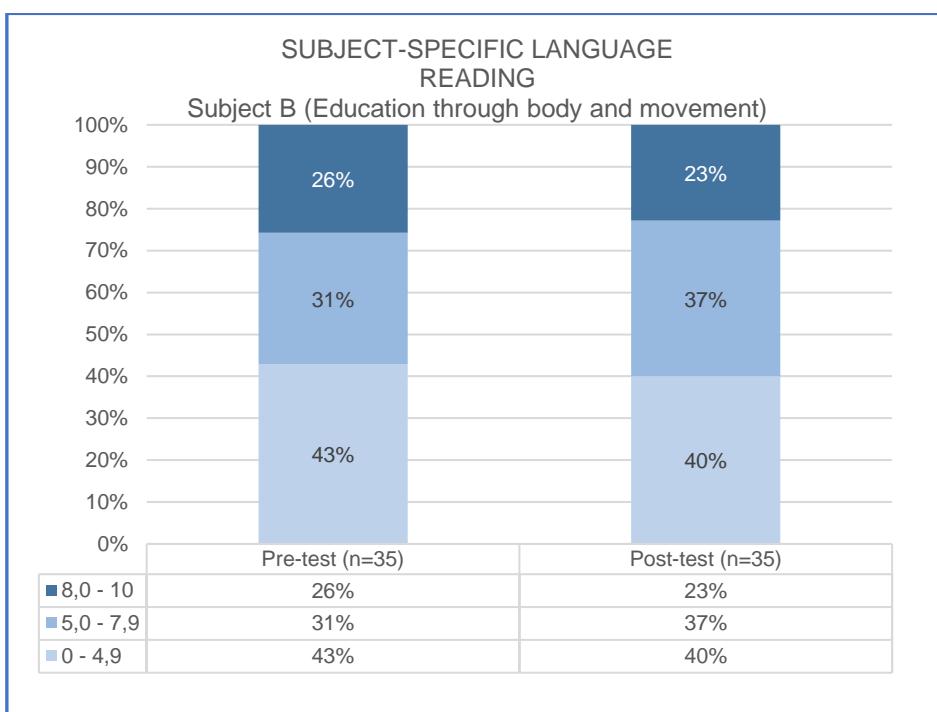
Figure 25. Results Subject-Specific Language. Reading

Average grade: 5.3   5.3

Grades ranging 0 to 1, recomputed into a 10-point grade scale.

Concerning the writing section of the tests, a total of 35 students' compositions were graded and later analysed qualitatively. From a first correction, 20 post-tests showed a better use of subject-specific language, 9 displayed a similar level and 6 displayed a worse use of subject-specific language. The questions have been answered right (AQ), or wrong, or may have been left without answer. In the last two cases, the answer has been recorded as "non-answered question" (NAQ).

Writing section: total number of students: 35

PRE-TEST (CSSLT-A) WRITING PART		POST-TEST (CSSLT-A) WRITING PART		
		+: 20 (better use of SL)	=: 9 (equal/similar level in the use of SL)	-: 6 (worse use of SL)
AQ (answered): 22		AQ (answered question): 27		
NAQ (non-answered): 13		NAQ (non-answered question): 8		

Table 34. Summary of the Results from the Writing Section. Subject B

5 SELECTED EXAMPLES

AQ	NAQ			
AQ	AQ+			
AQ	AQ-			
NAQ	AQ+			
AQ	AQ+			
PRE-TEST			POST-TEST		
Difference between PE and Gymnastics?	AQ	I think there is a difference between Physical Education and gymnastics because **the first one englobes how to lead a healthy lifestyle** while gymnastics concentrates only to what's done **inside the gym area.** In other words, PE could include **eating habits, physical habilities and lifestyle patterns**. Gymnastics involves what's done inside the class.	Difference between PE and Gymnastics?	NAQ	-
Difference between PE and Gymnastics?	AQ	Physical Education and Gymnastics are different things. **They both include to do sport**, but they include different activities. **Phisical Education is**	Difference between PE and Gymnastics?	AQ+	**There are several differences between Physical Education and Gymnastics. Gymnastics just implies the physical activity so just is the**

		done in schools and implies all kind of sports that are done because of the curriculum but Gymnastics instead has to do with more specific activities and not working all body activities.			**"sport" but Physical Education goes beyond. Implies more about the people, the activities plan and the learning. Also in Physical Education there are values to take into account, such as cooperation, team-work. We learned that through our theorical and practical classes.**
Difference between PE and Gymnastics?	AQ	I think **Physical Education gathers different parts of the curriculum inside of Education** and on the other hand **Gymnastics are basically the sports and physical skills**. That's why they are different because **gymnastics don't include values or other curriculum contents** which need to be worked in primary school Education.	Difference between PE and Gymnastics?	AQ-	**Phisical Education involves thinking about values and including these while working on movement.** Gymnastics, on the other hands
Difference between PE and Gymnastics?	NAQ	There is a difference between both of them. **Gymnastics is a specific sport whereas Physical Education is composed by the sports.** PE is basically the fact of doing exercise and moving the body.	Difference between PE and Gymnastics?	AQ+	Yes, there is a difference **in Gymnastics we only work out the different parts of our body while in PE, as it is understood nowadays, we take into account the person's capacities and habilities in order to improve them. PE focuses on the development of the basic capacities and it gives much importance to cooperation.**
Difference between PE and Gymnastics?	AQ	I consider that PE and Gymnastics are different things and I am going to explain why I make difference between them. **PE has to do with the knowledge of your whole body, this includes all the movements and motor habilities/capacities but also how can you move, what is involved in moving, your respiration**... However, Gymnastics is the individual sport that has to do with the time spent doing physical activity.	Difference between PE and Gymnastics?	AQ+	**Gymnastics has to do with keeping feet and working basic capacities, motor skills in order to gain resistance and all what you need to perform gymnastics well. In addition to this,** physical education **has to do with physical activity but also it contributes to the global development of a person. It means that PE goes further: it gives us a consciousness of our own body, it gives us the clues to keep fit, it helps us with healthy diet and habits... And finally, it teaches us values, which is something really important in society**

					where we are having a little crisis of values.

Table 35. Examples from the Writing Section. Subject B

Once again, from the selected examples, subject-specific language has been highlighted in bold letters. Example number 4, for instance, shows how the student has improved in the use of Physical Education language: words such as "person's capacities", "basic capacities" and cooperation indicate that there has been an acquisition of subject-specific language and of subject content. The last example is also quite significant in relation to subject-specific language improvement, where the use of more technical language becomes evident ("motor skills", "gain resistance", "to keep fit", etc.).

3.5.3.1.2. CLIL Subject Content Tests (CSCT)

Data were collected from CLIL SUBJECT CONTENT TESTS (CSCT) through the comparison between the pre-tests and post-tests as regards the multiple choice sections and as regards the writing sections.

CSCT-A: CLIL SUBJECT CONTENT TEST -SUBJECT A-

In relation to the multiple choice section, 61 students participated in the initial test, and 58 students did so in the final test. There is a gap of 4 students who did not participate in both tests, so the comparison between the two tests is based on 57 students. As for the writing section, there were 59 students who took both tests. This is probably due to the fact that the writing section was taken separately from the other three parts.
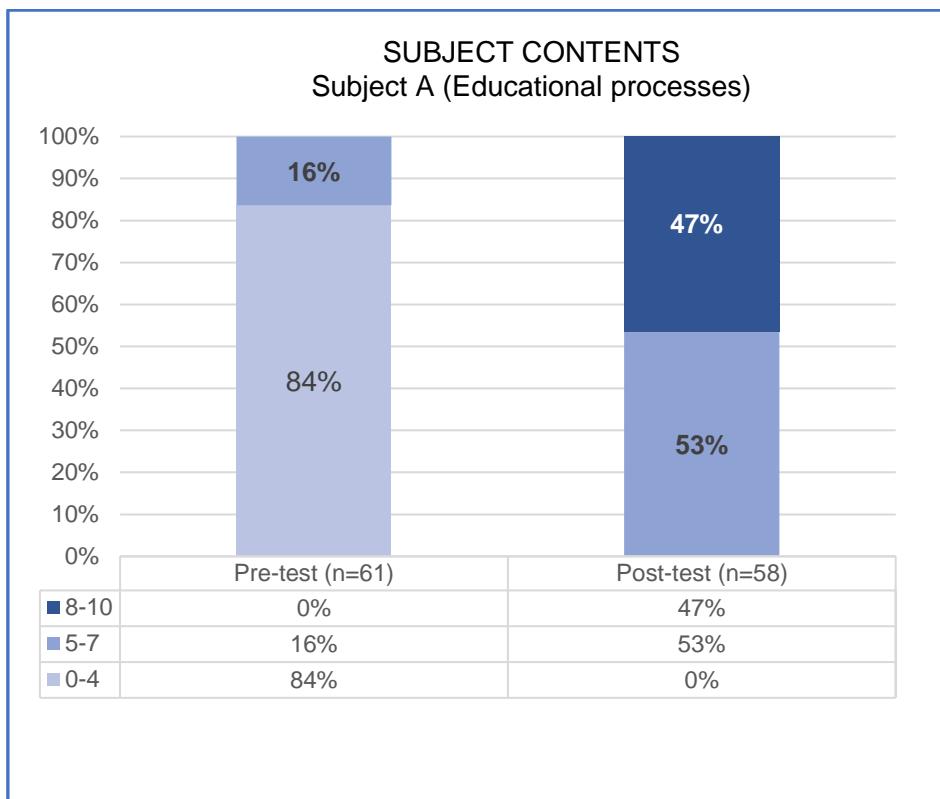
Figure 26. Results Subject Contents. Subject A

Average grade: 3.67   7.26

Grades ranging 0 to 10.

The final marks of the CLIL subject content tests from Subject A clearly show that there has been a significant improvement. From the average grade of 3.67 in the pre-test, the results in the post-test have gone up 3.59 points, to a final average mark of 7.26. These results seem to confirm previous evidence on content performance, which show that successful CL is achieved if CLIL is implemented effectively (Grisaleña et al., 2009; Lorenzo et al., 2009; Merino, 2016). It might be true that most of the previous evidence on content comes from studies that used control groups which were compared to treatment groups. CLIL students performed better or similarly to the non-CLIL students. As already stated in section 3.5.3.1.1., in this research study there has not been a control group to compare results with, but what seems clear is that the improvement in subject content has been significant. The doubt that emerges is whether the students would have performed better than the average mark of 7.26 points if the subject had been taught in Catalan or Spanish.

As regards the writing section, three questions were answered by 59 students and then the responses were graded. It is insteresting to point out that the use of English was optional when answering the questions. However, one of the most relevant findings was that most students answered the three questions in English (47, 45 and 48, respectively) in the post-test, whereas in the pre-test the numbers who answered the questions in English were 3, 6 and 7. Many were left unanswered, but there were others where the language used was either Catalan or Spanish. In the post-tests, the number of better performance answers, in relation to the pre-tests, (+),ranged from 39 (question 3) to 44 (question 1); similar performance answers (=) ranged from 2 (question 2) to 9 (question 3); and worse performance answers (-) ranged from 0 (questions 1 and 3) to 1 (question 2).

Writing section:

STUDENTS TAKING BOTH TESTS: 59																	
QUESTION 1						QUESTION 2						QUESTION 3					
PRE		3 ENG		56 NO ENG (19 answer)		PRE		6 ENG		53 NO ENG (17 answer)		PRE		7 ENG		52 NO ENG (22 answer)	
POST		47 ENG		12 NO ENG		POST		45 ENG		14 NO ENG		POST		48 ENG		11 NO ENG	
44 + ENG	3 = ENG	0 - ENG	9 +	3 =	0 -	42 +ENG	2=ENG	1-ENG	6+	7=	1-	39+ENG	9=ENG	0 - ENG	3+	7=	1 -

Table 36. Summary of Results Writing Section (Content). Subject A

CSCT-B: CLIL SUBJECT CONTENT TEST -SUBJECT B-

As regards the multiple choice section, 48 students participated in the initial test, and 45 students did so in the final test. Out of these, 40 students participated in both initial and final test, which is the base of the comparison between final and initial test. As for the writing section, 42 students took both tests.
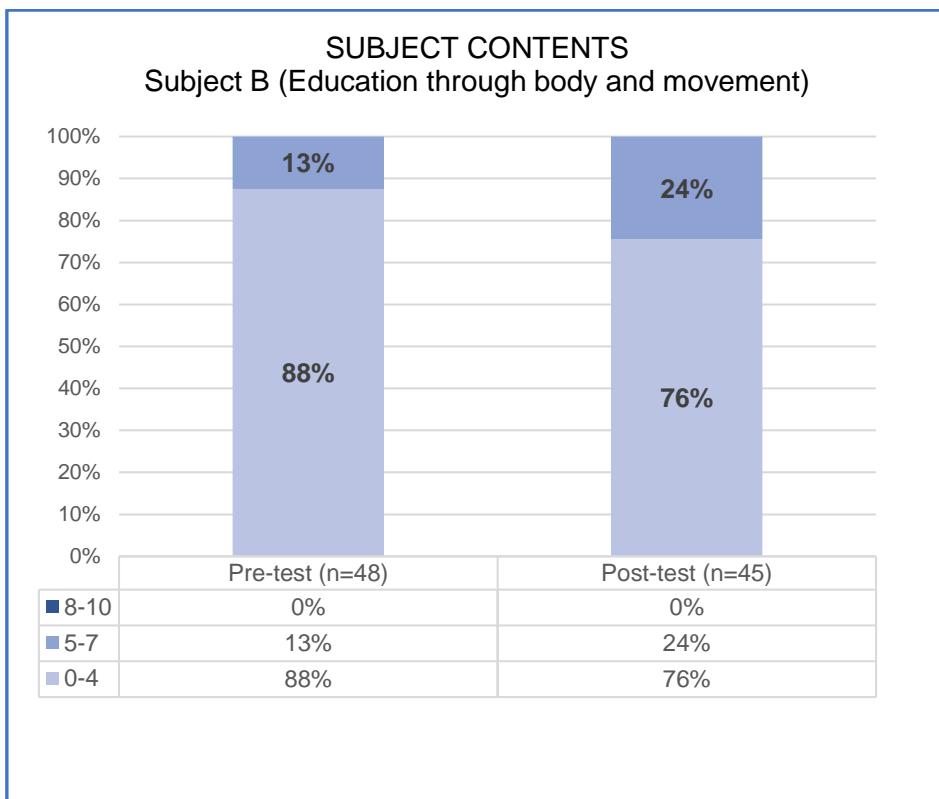
Figure 27. Results Subject Contents. Subject B

Average grade: 2.88 3.56

Grades ranging 0 to 10.

The final marks for the CLIL subject content tests from Subject B surprisingly indicate that there was little improvement. From the average grade of 2.88 in the pre-test, the results in the post-test increased by just 0.68 points, to a final average mark of 3,56. Again, possible explanations for such negative results for Subject B may stem from the fact that the subject content tests was not part of the assessment for the subject and that students were also asked to complete the questionnaire. The end of the academic year, with no more classes to be attended nor exams to be taken, may have also influenced the results. Thus, they cannot confirm what most of the previous CLIL research on content has revealed.

SUBJECT CONTENTS
Average grades
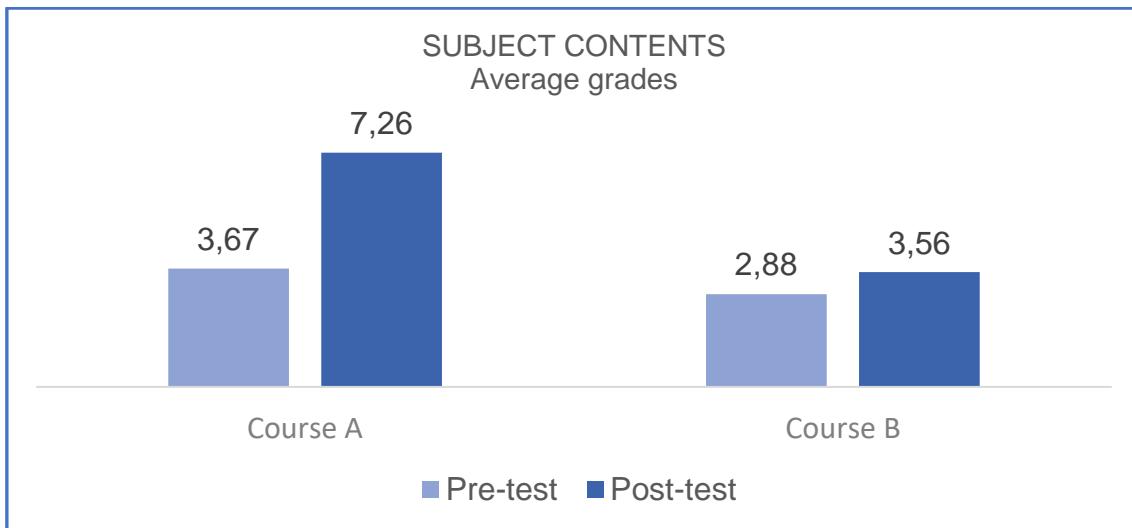
Figure 28. Subject Contents. Average Grades

Grades ranging 0 to 10

The writing section also corroborated the results obtained from the multiple choice test, as the number of better performance answers in the post-tests, (+), in relation to the pre-tests and answered in English, ranged from 1 (question 3) to 6 (question 2), very different from the results obtained for the writing section of subject A. Another significant element may be the fact that most students preferred to answer the questions in Catalan: 33 students answered question 1 in Catalan or Spanish; 28 students did not use English to answer question 2; and 9 students answered question 3 in Catalan or Spanish, three times more than the students using English. Finally, it might be relevant to mention that question 3 was left unanswered by 30 students, which seems to confirm the previous assumption that students were too tired or not sufficiently motivated to answer the questions.

Writing section:

STUDENTS TAKING BOTH TESTS: 42														
QUESTION 1					QUESTION 2					QUESTION 3				
PRE	3 ENG	39 NO ENG (3 no answer)			PRE	3 ENG	39 NO ENG (6 no answer)			PRE	3 ENG	39 NO ENG (8 no answer)		
POST	6 ENG	36 NO ENG (3 no answer)			POST	7 ENG	35 NO ENG (7 no answer)			POST	3 ENG	39 NO ENG (30 no answer)		
4+ENG	2=ENG	0-ENG	15+	15=	6-	6+ENG	1=ENG	0-ENG	13+	9=	13-	1+ENG	2=ENG	0-ENG	2+	13=	24-

Table 37. Summary of Results Writing Section(Content). Subject B

3.5.3.2. Teacher Education Students: Focus Group (TES-FG)

Through the two focus groups developed concerning students' experiences regarding the CLIL subjects, Educational Processes and Education through Body and Movement, data were collected so that affective evidence could be provided in relation to SO-3 (Explore whether teaching in CLIL mode positively affects the acquisition of the subject contents and of the subject-specific language). It was thus essential to obtain data from students' contributions during the two focus group sessions.

There were two main dimensions established in the focus groups, especially concerned with subject specific contents and with AL learning, each of them including several indicators.

TES-FG/A: FOCUS GROUP – SUBJECT A-

As regards Subject A (Educational Processes), results seem to show that there was too much focus on theory and less on practice, although students admit that they acquired knowledge that can be applied to their lives. They also think that, although there had been many concepts and authors, they would have liked to cover some of the key concepts more deeply:

Students' perceptions on the acquisition of CLIL subject-contents: Indicators Subject A (1)	
	quotations…[24]
Too much theory	*(...), hi havia molta matèria i no hem acabat d'interioritzar perquè com era molt de temari (...)* (line: 1085 from transcript) *(...) perquè són aprenentatges teòrics, (...)* (line: 1076 from transcript)
Lack of depth	*(...) m'hagués agradat a mi personalment a profunditzar en alguns aspectes, perquè hi havia molta matèria i a mi personalment em costa molt en recordar-me de tot, (...)* (line: 1087 from transcript) *No és que no ho expliqués bé, perquè explica molt bé la professora, però ha d'explicar més enllà, (...)* (line: 1136 from transcript)
Knowledge that can be applied to one's life	*(...), bastant bé, tot aplicable(...)* (line: 1081 from transcript) *(...), però jo crec que són bastant aplicables al dia a dia.* (line: 1086 from transcript) *Una mica com recordar lo que ja he fet i que intentaré extrapolar fora de la universitat.* (line: 1553 from transcript)

Table 38. Students' Perceptions on the Acquisition of CLIL Subject Contents: Indicators SubjectA (1)

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[24] In order to respect participants' exact words, their oral productions have not been translated.

One of the most interesting aspects in relation to CL is the perception that having to focus more on understanding content made them feel they acquired content better and developed their learning awareness:

Students' perceptions on the acquisition of CLIL subject-contents: Indicators Subject A (2)	
	quotations…
Having to focus on comprehension increases learning and learning awareness	*(...) en anglès pues hem de fer un exercici d'aprofundir una mica més en anglès, però jo crec que precisament perquè hi havia els Powers i tal, clar, simplement d'entrada no t'entrarà tant, perquè la professora parla en anglès i el que llegeixes és en anglès i potser al principi no ho captes del tot bé. Però si després a casa, a l'hora de treballar o estudiar òbviament t'has de focalitzar i al final l'aprenentatge potser és una mica igual si òbviament vols aprendre.* (line:1183 from transcript) *També crec que el fet de ser en anglès d'alguna manera et motiva per estar més atent i llavors, o sigui per centrar-te més i potser al final acabes aprenent el mateix que en català.* (line: 1192 from transcript) *(...), però jo he après molt més anglès a les assignatures que havia d'estar súper atent, com ha dit abans la ..., perquè així no hem perdia, (...)* (line: 1346 from transcript)

Table 39. Students' Perceptions on the Acquisition of CLIL Subject Contents: Indicators Subject A (2)

Concerning language learning, students think that they have improved their language competence, especially in relation to oral communication, but not so much in written communication. They seem to make a distinction between content language learning, which refers to subject-specific language learning, and general language learning:

Students' perceptions on the acquisition of subject-specific language: Indicators Subject A (1)	
	quotations…
General language improvement	*I el fet també encara que sigui en PowerPoint o comentar els articles que havíem de llegir a classe, jo crec que això augmenta molt el nivell perquè no estem acostumats a parlar i entre nosaltres a vegades no ho fem, fins i tot quan ens ho demanen.* (line: 1243 from transcript)
Improvement in oral skills and less in written skills	*(...), jo crec que des que he començat aquest any a la universitat fins que he acabat, potser a nivell escrit no tant, però sobretot en comunicació oral trobo que a tant aquesta assignatura com en moltes de les altres assignatures que hem fet en anglès, m'ha servit moltíssim i he millorat molt.* (line: 1234 from transcipt)
Improvement in subject-specific language	*(…) yo creo que también el vocabulario era tan concreto al área de psicología que, si nunca has hecho psicología, por ejemplo, en mi caso sí que aprendí muchos términos que quizás no había visto antes o sí que los había visto pero no sabía utilizarlo, en qué situación utilizarlo.* (line: 1250 from transcript)
Teacher's language competence has helped students' improvement	*(Researcher)Quins considereu que han estat els factors més importants a l'hora d'afavorir l'aprenentatge de l'anglès a les classes?* *Noi: La professora, per descomptat.* *Noia: Sí.* *Noia: El domini de la llengua de la mestra.* (line: 1256 from transcript) *(Researcher) Quines són aquestes condicions?* *Noi: Per mi són clares.* *...: El nivel del profesor.* (line:1451 from transcript)

Table 40. Students' perceptions on the Acquisition of Subject-specific Language: Indicators Subject A(1)

Students have also stated that the fact that their language competence was not assessed in the subject had removed pressure from them, which at the same time made them feel that language learning was less formal and more functional. They felt more relaxed. However, this same fact might have invited them to use Catalan instead of English during their interactions more than they would have liked:

Students' perceptions on the acquisition of subject-specific language: Indicators Subject A (2)	
	quotations…
Language not assessed: less stress	*Clar, i també en no tenir com una nota ens ajuda que tampoc ens pressioni.* (line: 1354 from transcript)
Possibility to use L1	*Si no saps aquella paraula en concret, la dius en català i ens entenem.* (line: 1352 from transcript)
	I si necessites alguna ajuda t'ho pot dir en català. (line: 1464 from transcript)
	I els pots contestar en català i ella te'l respon en català o en anglès. (line: 1659 from transcript)

Table 41. Students' perceptions on the Acquisition of Subject-specific Language: Indicators Subject A (2)

TES-FG/B: FOCUS GROUP – SUBJECT B-

As regards Subject B (Education through Body and Movement), results seem to show that there has been a focus on practice based on a new theoretical conception of Physical Education, where "other" contents should also be considered:

Students' perceptions on the acquisition of CLIL subject-contents: Indicators Subject B (1)	
	quotations…
New conception of PE	*(...) pel que ens ha servit és per canviar la concepció que realment potser teníem per les nostres experiències, no?* (line: 36 from transcript)
	(...) jo he canviat molt el punt de vista de com veia l'educació física abans i com la veig ara, que és molt més… (line: 64 from transcript)
Focus on practice	*Trobo s'ha barrejat tant la teoria, com deies tu S., que hem après a diferenciar aquests dos conceptes, com la de la part pràctica, veure-ho en directe, i jugar-hi i experimentar el que possiblement els nens experimenten quan estan fent una classe d'educació física.* (line: 52 from transcript)
'Other' contents covered	*Noia: Uns valors, emocions.* (line: 661 from transcript)
	Noia: …hàbits de vida saludables. (line: 665 from transcript)
	Noi: Exactament, ens transmet molt, aquesta assignatura. (line: 666from transcript)

Table 42. Students' perceptions on the acquisition of CLIL Subject-Contents: Indicators Subject B (1)

However, as in Subject A, there was a perception that more contents and more practice could have been done throughout the course:

Students' perceptions on the acquisition of CLIL subject-contents: Indicators Subject B (2)	
	quotations…
More contents and more practice could have been done	*Llavors, jo potser m'esperava algo més, però perquè a mi m'hauria agradat córrer més, o saltar i córrer. Jo soc així, perquè m'agrada molt.* (line: 674 from transcript) *A mi em faltava més pràctica.* (line: 686from transcript) *(…)però, jo també trobo que hauríem d'haver dedicat més temps també a treballar altres aspectes del cos.* (line: 692 from transcript)

Table 43. Students' perceptions on the acquisition of CLIL Subject-Contents: Indicators Subject B (2)

Language learning was perceived as positive. The students said that interaction among students, the teacher's level of language competence and methodology and the fact of introducing the subject-specific language at the beginning of the sessions had favoured students' language learning:

Students' perceptions on the acquisition of subject-specific language: Indicators Subject B (1)	
	quotations…
General language improvement	*Doncs jo crec que sí, que hem aprés molt però clar, també és veritat que aprens escoltant, (...)* (line: 177 from transcript) *Millora de la capacitat comunicativa.* (line: 982 from transcript) *Exacte, millora de la capacitat comunicativa.* (line: 984 from transcript)
Interaction among students has improved language competence	*O si hi ha gent disposada a parlar en anglès, perquè clar també volen millorar la seva capacitat lingüística i a més també fa gràcia estar a classe i parlar en anglès amb d'altres companys (...)* (line: 196 from transcript)
Presentation of subject-specific language at the beginning of the session, and references during the development of the session, has helped language improvement	*I la introducció del vocabulari que farem servir després.* (line: 211 from transcript) *(...)també es veia molt, que sempre començàvem fent vocabulari, llavors ens explicava els objectius, explicava l'activitat i llavors reflexionàvem, que sempre era la mateixa estructura.* (line: 260 from trasncript) *Perquè a vegades només et diuen "això és això", parachute és tal. I en canvi, al tenir apuntat a la pissarra, deixava apuntat coses que et recordaves.*(line: 217 from transcript)
Teacher's language competence has helped language improvement	*A veure, jo crec que sí, que principalment és gràcies a la ... (teacher's name) i sincerament és la mestra que aquest trimestre ens ha ajudat a tots.* (line: 180 from transcript) *(Researcher) Vosaltres creieu que heu desenvolupat la vostra competència lingüística en llengua anglesa gràcies a aquesta experiència? En quins nivells?* *Jo considero que sí, però gràcies a la professora.* (line: 157 from transcript) *La ...(teacher's name) té un molt bon nivell d'anglès, jo us reconec això.* (line: 164 from transcript)

Table 44. Students' perceptions on the Acquisition of Subject-specific Language: Indicators Subject B (1)

Students also believe that it is important to start a CLIL subject with a high enough language level.

However, there has been a general perception that students have not taken advantage of the oral communication opportunities provided during the sessions. The same view regarding written practice was shared by many students despite the teacher's efforts (mails and note taking in English). There was also too much use of the Catalan language forced by students and more written practice could have been positive:

Students' perceptions on the acquisition of subject-specific language: Indicators Subject B (2)	
	quotations…
More effort is needed to speak and improve English (from students)	*Però sí que és veritat que el grup no ajuda. I hauríem de fer tothom un canvi de mentalitat, però des de dins del grup, que ens hauríem de dir d'alguna manera "no es pot parlar".* (line: 185 from transcript) *Hem de parlar i hem de parlar en anglès, o que hi hagués alguna manera de motivar-nos.* (line: 193 from transcript)
Need to work written language more	*També opino que el fet que els treballs escrits ens els obliguessin a fer en anglès, cosa que moltes altres matèries ens han dit que com més ens agradés, (...) pues ja ens ha fet estudiar allò en anglès, perquè o a la majoria de gent, perquè estudiar en català que després hauràs de traduir en el moment, saps que no et surt a compte i ja t'ho estudies.* (line: 272 from transcript) *Jo crec que hauria, s'hauria de contestar en anglès.* (line: 495 from transcript)
Use of L1 from students	*Era posar el teu nom, per què has parlat en català i com pots millorar per un altre cop. Llavors està molt bé, perquè no és simplement, has de posar el teu nom a la llista com un càstig, no. Sinó que dius per què ho has fet? Doncs perquè estava parlant amb qui sempre en català. I com puc millorar això? Doncs canviant els meus hàbits.* (line: 321 from transcript)

Table 45. Students' perceptions on the Acquisition of Subject-specific Language: Indicators Subject B (2)

Again, students seem to discriminate content language learning, which refers to subject-specific language learning, from general language learning:

Students' perceptions on the acquisition of subject-specific language: Indicators Subject B (3)	
	quotations…
Students learn contents in English, not just English	*(...), no és només que tinguis els coneixements de l'assignatura, sinó que també el teu nivell comunicatiu de la llengua va millorant.* (line: 380 from transcript)

Table 46. Students' perceptions on the Acquisition of Subject-specific Language: Indicators Subject B (3)

3.5.3.3. CLIL Teacher Interview (CT-I)

An interview was conducted with each of the CLIL teachers and data was collected in relation to SO-3 (Explore whether teaching in CLIL mode positively affects the acquisition of the subject contents and of the subject-specific language). Several questions related to the category "Results from the CLIL subject" (Resultats matèria AICLE) were anaysed.

CT/A-I: CLIL TEACHER INTERVIEW -SUBJECT A-

Upon analysis of the CLIL teacher interview in relation to Subject A (Educational Processes), the results seem to suggest that, from the teacher's perspective, the same amount of contents were covered compared to a non-CLIL subject. The teacher's discourse and content organisation facilitated learning, despite the theoretical and complex conception of the subject. The teacher also perceived that students also improved in relation to the subject-specific language:

Teacher's perceptions on the acquisition of CLIL subject-contents and subject-specific language : Indicators Subject A	
	quotations…
Content has not been "cut"	*No he retallat continguts gens, pel tema de l'anglès o pel tema de l'AICLE. Gens, i jo crec que han après exactament el mateix que els altres. I això sí que és cert que és una por que tenia el curs passat, abans d'iniciar la matèria de pensar "vaja, hauré de retallar moltes coses, perquè clar com que hi ha afegit la dificultat de l'idioma"*
Theoretical conception of the subject	*Perquè la matèria de processos educatius és una matèria molt teòrica, és una matèria on es treballen tots els models psicològics i dóna per treballar una sessió de cada model, perquè són 8 models psicològics, amb moltíssima informació, molts autors rellevants, i el curs anterior va ser una matèria molt teòrica, aquest curs també, perquè forma part de la pròpia natura de la matèria, (...)*
Improvement of subject-specific language	*Sí, sense cap mena de dubte, sí, sí. Clar, el fet que no hem treballat cap terme ni cap autor ni cap concepte en la llengua catalana, per tant tot això és un vocabulari que han incorporat. I molts estudiants que tenen un nivell molt elevat, tenen un nivell elevat d'anglès, però no de termes més psicològics o de models de psicologia.*

Table 47. Teacher's perceptions on the Acquisition of CLIL Subject-Contents and Subject-specific Language: Indicators. Subject A

CT/B-I: CLIL TEACHER INTERVIEW -SUBJECT B-

As for Subject B (Education through Body and Movement), the teacher pointed out that students understood that the subject is framed within a wider epistemological conception, where contents are perceived as relative. They were covered, but, as the teacher says, "in a different way". As regards language, the teacher admits that there is no evidence that there has been an improvement of students' level of English and that this competence was not assessed:

Teacher's perceptions on the acquisition of CLIL subject-contents and subject-specific language : Indicators Subject B	
	quotations…
CLIL as "something more"	*El que és interessant aquí és com a través d'aquest aprenentatge dels continguts de l'educació física i de l'anglès passa una altra cosa molt més grossa, no? Tot el que et deia de desenvolupament social, emocional, tal. Clar, tot això diguem-ne, jo crec que es produiria un efecte multiplicador. Perquè estarien molt més exposats*
Language not assessed: less stress	*Jo després no examino això, és a dir, jo no tinc com a objectiu de matèria...* *(...)jo a més a més comparteixo pla docent amb altres matèries, és a dir que tampoc podria tenir un objectiu al marge dels meus companys que fan la mateixa matèria en llengua vehicular, en català, no?*
CLIL teaching competences for students	*(...)n'hi ha molts que ho tenen molt clar, que no volen fer la menció d'educació, ai, de llengües estrangeres, sinó que volen ser mestres tutors, però que tinguin aquest plus de que poden o que dominen metodologies AICLE per a desenvolupar les matèries en una altra llengua.*
Same contents but "in a different way"	*(...)jo no exigiré mai als meus alumnes que em facin una tombarella perfecta, ni una vertical perfecte, perquè això no vol dir que seran uns bons mestres, ni tampoc uns bons ciutadans, no? Per tant, jo utilitzo la tombarella, jo utilitzo la vertical, jo utilitzo el bàsquet, jo utilitzo qualsevol acció motriu per què? Per desenvolupar la persona en la seva globalitat. Per tant, sí, jo he fet el que faria. I de fet treballo aspectes... potser de forma diferent, això sí, de forma, arribo al mateix lloc, però de forma diferent.*
No evidence of improvement in subject-specific language	*Evidentment llavors han après vocabulari, però jo el que valoro més és el fet aquest de que he vist que es llançaven cada cop més, no? Que escrivien cada cop més, i això és el que més valoro. Ara, dir-te si significativament hi ha hagut una millora, no t'ho puc dir, perquè no ho he mesurat, ni tinc el nivell d'anglès per mesurar-ho, jo crec que això ho hauria de fer algú que en sabés.*

Table 48. Teacher's perceptions on the Acquisition of CLIL Subject-Contents and Subject-specific Language: Indicators. Subject B

3.5.3.4. Teacher Education Students: Questionnaire (TES-Q)

A questionnaire was administered to TE students at the end of the two CLIL subjects in order to collect data concerning SO-3 (Explore whether teaching in CLIL mode positively affects the acquisition of the subject contents and of the subject-specific language). The results reflected students' views of their performance during the CLIL subjects and after they were taken. It was completed at the end of classes, and it consisted of an evaluation of the courses, including questions about their learning, teaching strategies carried out by the CLIL teachers and the relationships established between students and teachers and among students.

The questions specifically related to SO-3 were Q2, Q3, Q4, Q5, Q7 and Q14.

Q2 & Q3. What is your evaluation of the contents of Subjects A/B?

	Course A	Course B
■ I have the feeling of having learnt a lot of contents of this subject.	38%	29%
■ I have the feeling of having learnt some contents of this subject.	54%	59%
■ I have the feeling of having learnt few contents of this subject.	8%	12%
■ I have the feeling of not having learnt any content of this subject.	0%	0%
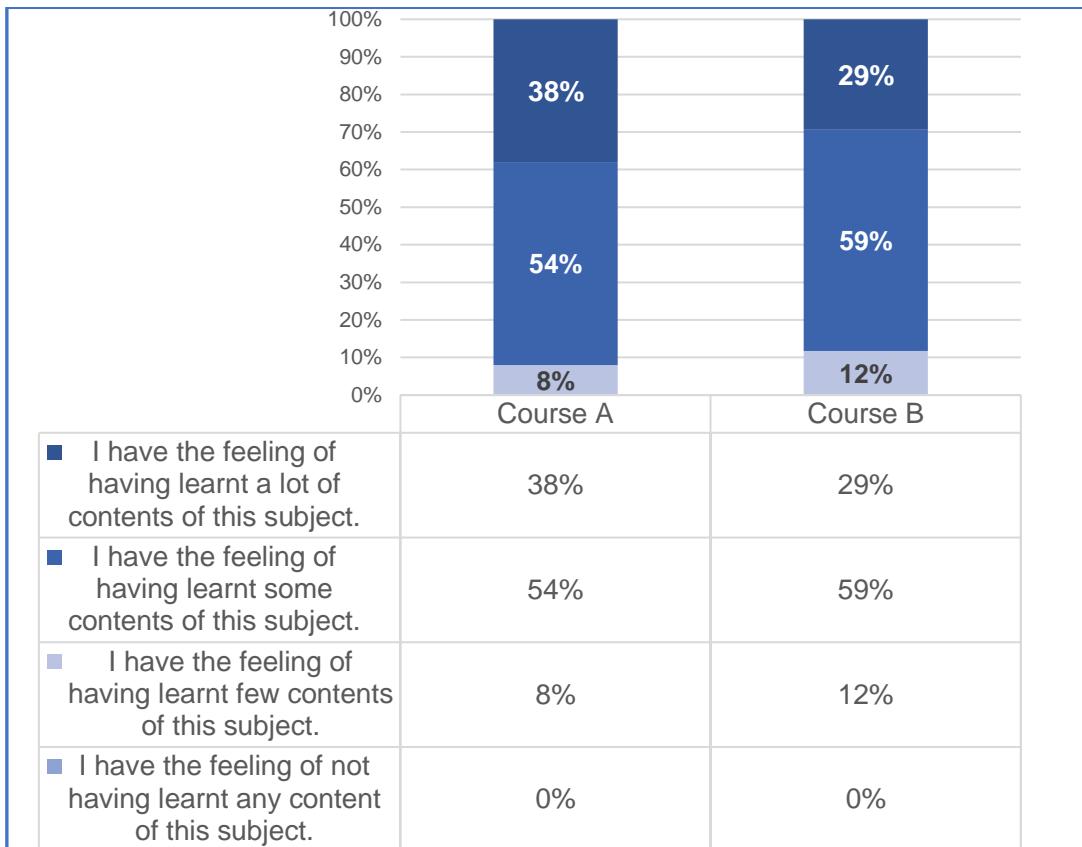
Figure 29. Results to Q2 and Q3 from Questionnaire

In Subject A, there were more students who felt they had learned "a lot" of contents, while in Subject B, there were more students who felt they had learned "some" or "few" contents. However, these differences are not significant, neither according to the Wilcoxon signed-rank test (α=.273) nor to the Friedman two-way ANOVA (α=.273). According to students, subject content has thus been acquired at a high level.

Q4 & Q5. The fact of having worked on the contents of the CLIL Subjects A/B in English in the class…

	Course A	Course B
■ In general, it has favored the learning of the contents of the CLIL subject A/B as I have had to concentrate and pay more attention in class	89%	88%
■ In general, it has slowed down the learning process of the contents of the CLIL subject A/B in class	2%	6%
■ In general, it has sometimes blocked the learning process of the contents of the CLIL subject A/B in class	9%	6%
■ I can only learn the contents of the CLIL subject A/B well if the practical classes were taught in Spanish or Catalan	0%	0%

Figure 30. Results to Q4 and Q5 from Questionnaire

In both subjects, most students agreed that learning contents in CLIL mode had favoured their learning, with no significant differences between courses. The fact of having to concentrate more and to pay more attention in class helped them learn more. These results seem to match what students stated in the focus group. The cognitive challenge of following a CLIL subject may imply more awareness and, eventually, more CL.

Q7. What is your evaluation of learning English by means of these classes?

Total		50	100%
I have the feeling that, in general, the experience has allowed us to **develop our oral comprehension and oral expression** in English.		26	52%
I have the feeling that, in general, the experience has allowed us to **develop our oral comprehension** in English.		16	32%
I have the feeling that, in general, the experience **has not been sufficient** to improve.		8	16%
I have the feeling that, in general, we have **not been able to learn** any English.		0	0%

Figure 31. Results to Q7 from Questionnaire

As regards language learning, students thought that the CLIL subjects allowed them to improve their communicative skills, especially their oral skills, as more than half of the students answering the questionnaire perceived that both their listening and speaking had improved. However, 16 % of the students reported thinking that there hadn't been enough opportunities for language improvement. Most students also thought that the full set of strategies favoured their comprehension of the contents and the use of English in class.

Q14. The experience of taking CLIL subjects has let me learn…
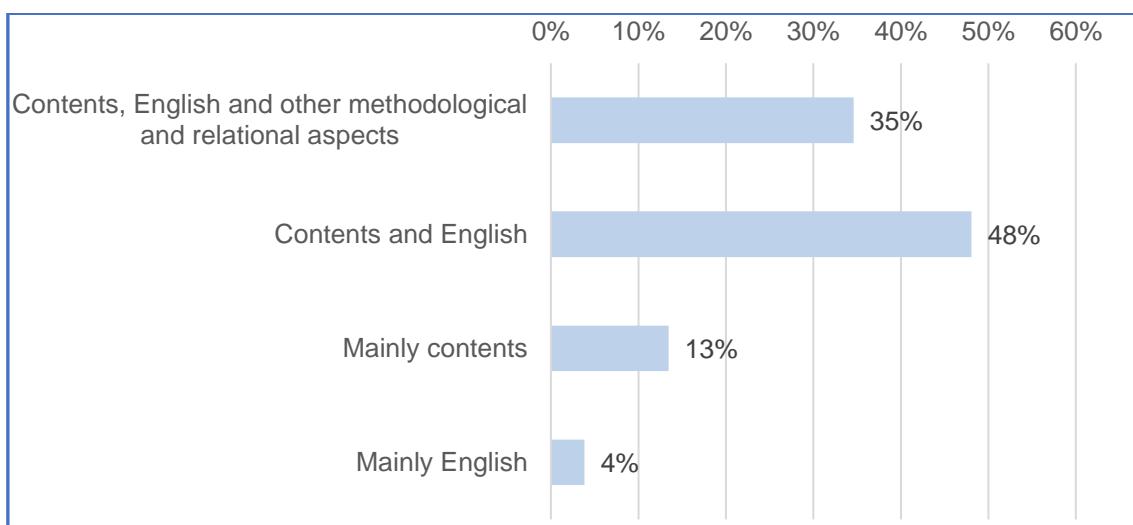
Figure 32. Results to Q14 from Questionnaire

Finally, half of the students stated that they had learned both contents and English. An additional third of students also learned methodological aspects that may become useful in their future teaching and learning.

3.5.3.5. Data Triangulation in relation to SO-3

The focus groups and the two interviews were analysed using Atlas.ti. All the paragraphs from the transcript were coded with the same structure:

a. Has SO-3 or SO-4 been achieved?
b. Reasons provided

The analysis was divided into four parts, depending on the subject (A or B) and the specific objective, from which every code was interpreted as a reason. Four co-occurrence tables on Atlas.ti were built, which were then exported to Ucinet Netdraw in order to observe which codes were more common in students' and teachers' discourse.[25]
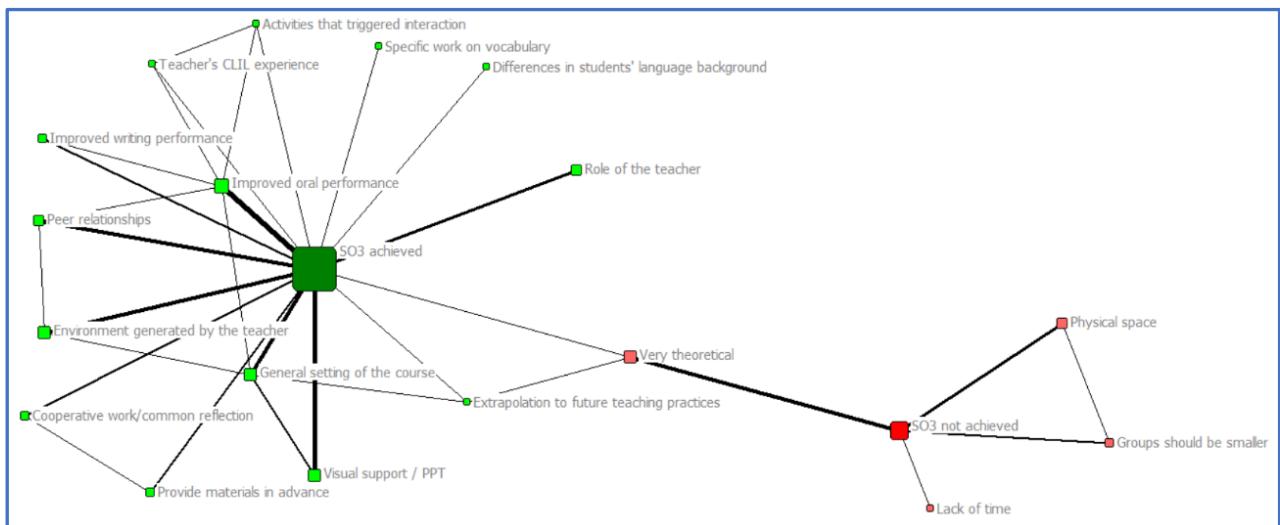
Figure 33. Data Triangulation in relation to SO-3 in Subject A

There were several *common* themes that can support the idea that SO-3 has been achieved in relation to *Subject A*:

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[25] In each graph, the size of the nodes (codes) shows how frequently they appear in the discourse. The width of the ties means how many times the two nodes appear together in the same paragraph. The colour of the nodes relates to whether they are reasons for achievement (green), non-achievement (red) or a mid-point (yellow) of SO-3 or SO-4. Distance between nodes relates to the probability that these nodes appear together in the same paragraph. Singular issues of each approach have been identified and common issues among the three approaches have also been established.

- In the questionnaire, 38% of students reported having learned "a lot" of contents and 54% "some", and there was a significant increase in the subject contents test mean grade from 3.67 (pre-test) to 7.26 (post-tests). The teacher said she had taught the same amount of content as in any other non-CLIL subject. In the focus groups, students said they had learned, as they could apply the contents to their own lives, or to future teaching practices. According to students in the focus group, having to focus on comprehension increased learning and learning awareness – this is confirmed as, in the questionnaire, 89% said CLIL has favoured their learning as they have had to concentrate and pay more attention in class.

- The post-test has shown a general language improvement in all areas (4.85 to 6.73). The area that improved the most was vocabulary (2.8 to 6.0). Both students and teacher have seen that their English has improved in fluency and confidence.

- Qualitatively, both students and teacher identified an improvement in subject-specific language, especially in oral communication.

However, other aspects may support the contrary conclusion:

- There has not been any element directly related to CLIL identified as a negative effect, but external influences, related to the subject and resources.

- Both students and teacher agreed that the theoretical nature of the course added an extra degree of difficulty to the subject. The lack of resources affected the subject due to physical limitations, as the classroom was not in optimal conditions (narrow, lack of air conditioning and heating).

- Both students and teacher said that a CLIL course should be taught in smaller groups, with fewer students per class.

There were also *singular* aspects that can support the assumption that SO-3 has been achieved in relation to *Subject A:*

- Students stressed the importance of the role of the teacher in their learning: the way she taught during the sessions, the environment she generated, how she organized the contents of the subject, and the visual support (videos, PowerPoint). They also identified strengthened peer relationships due to CLIL learning, which had led them to support each other –in this subject, differences regarding English background were seen as positive, as those who knew more helped those who knew less.

- The teacher pointed out how cooperative work was relevant to their learning, through activities in small groups that triggered interaction.

- Providing materials in advance helped them prepare for the classes.
- The teacher said that the CLIL experience had been important for achieving positive results.
- 48% of students said the CLIL experience had let them learn both contents and English.
- 52% of students agreed that the CLIL experience had allowed them to develop their oral comprehension and expression (Data for Subject A and Subject B).

But other singular issues may not support SO-3 achievement:

- The main roadblock encountered in teaching the CLIL subject was the lack of time to prepare the classes, as she had the same amount of teaching and preparation hours as if she taught a non-CLIL subject.
- A minority of students believed they hadn't learned both sides: 13% said they had learned mainly content (not English) and 4% mainly English (not contents). (Data for Subject A and Subject B).
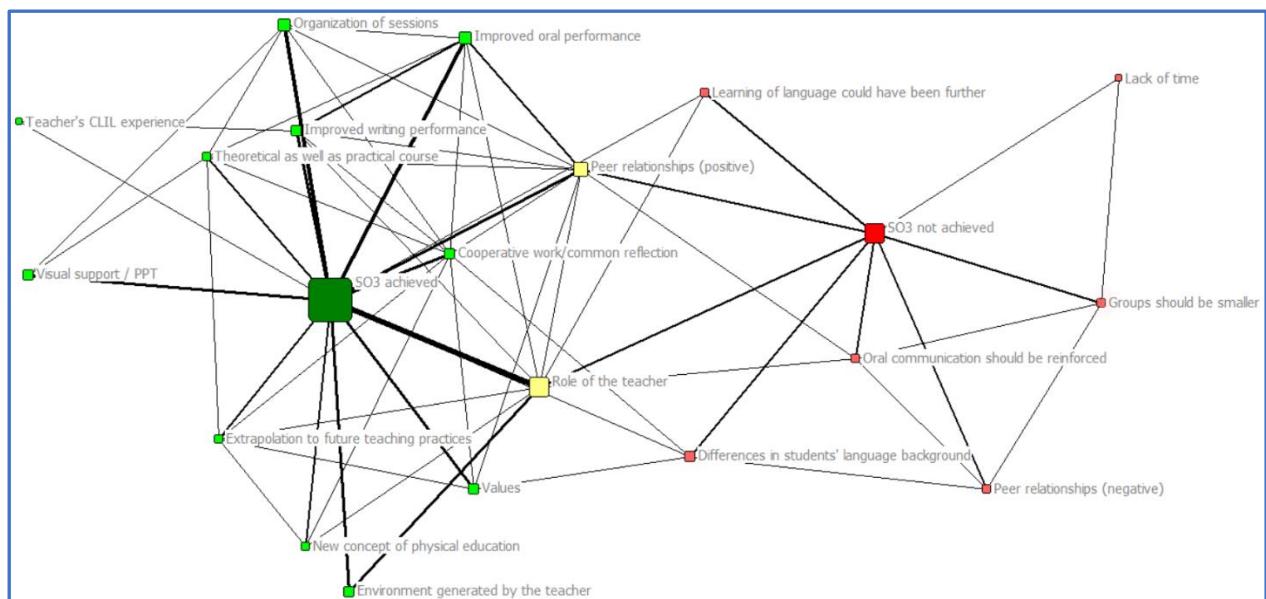
Figure 34. Data Triangulation in relation to SO-3 in Subject B

Concerning *Subject B*, a number of *common* elements were found to support achievement of SO-3:

- Students and teacher agreed that oral performance and confidence had improved during the development of the subject.
- Some aspects of peer relationships were positive, as interaction among students helped to improve language competences. This interaction emerged from cooperative work and common reflection.

‒ The organisation of the sessions was a key factor: presentation of subject-specific vocabulary at the beginning of the class, references to it during the sessions…

‒ Both students and teacher highlighted that they had learned other contents, such as values, good lifestyle habits…

Other issues, however, have supported the contrary conclusion:

‒ Taking the results of the tests and the discourse of students and teachers into account, it cannot be confirmed that teaching through CLIL has had a positive effect on students' learning in Subject B.

‒ There has not been evidence of improvement in subject-specific language. In general, language has improved very little from the pre-test (6.40) to the post-test (6.86). Students and teacher agreed that the focus on language could have been greater.

‒ Differences in English backgrounds affected language performance, as some students were unable to keep up.

‒ Oral communication should be reinforced, some students did not take advantage of oral communication opportunities and used too much Catalan in their peer groups.

‒ Students and teacher agreed that CLIL would have been more effective if groups had been smaller.

Concerning *singular* aspects, some positive points may be raised in relation to SO-3 achievement in *Subject B*:

‒ Students said their learning had been a consequence of the role the teacher played, the atmosphere she created, her language competence, and her use of visual support.

‒ The focus on practice made it easier to engage with the class in English.

‒ Regardless of the results in the post-test, the students in the focus group perceived a general improvement in their language skills.

‒ The teacher highlighted the importance of having previous CLIL experience to teach a CLIL subject.

‒ In the questionnaire, 29% of students had learned "a lot" of contents and 59% had learned "some". 88% said CLIL favoured their learning as they had to concentrate and pay more attention in class.

‒ 48% of students said the CLIL experience had let them learn both contents and English. 52% of students agreed that the CLIL experience allowed them to

develop their oral comprehension and expression (Data for Subject A and Subject B).

Finally, other singular results may not support SO-3 achievement:

- Students expected more from the subject, as more contents and more practice could have been done. They said they needed to work on more written production to increase their learning.

- The fact that language was not assessed led, on the one hand, to decreases in students' stress, but on the other hand it may have stood in the way of greater language improvement.

- Data from tests contradict students' perceptions on the questionnaire. The subject contents post-test grade (3.56) shows very little improvement from the pre-test mean grade (2.88).

- 13% said they had mainly learned content (not English) and 4% mainly English (not contents). (Data for Subject A and Subject B).

3.5.4. Results and Discussion in Relation to SO-4[26]

With the purpose of exploring whether teaching CLIL affects the acquisition of ECTP knowledge, three types of research instruments were employed: the two focus groups with TE students, the two interviews with the CLIL teachers and the questionnaire given to TE students at the end of the second CLILsubject.

3.5.4.1. Teacher Education Students: Focus Group (TES-FG)

In relation to the fourth specific objective, and from the focus groups carried out, a first consideration could be made here. It would seem that the acquisition of ECTP knowledge has not been as conscious for students as it may have been for teachers for a number of reasons: first, the concept ECTP has not been mentioned to students throughout the study; second, the acquisition of ECTP has not been an explicit aim to be achieved by the learners. Instead, it has attempted to be a type of methodology

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[26] See Table 14 on section 3.3.4.: Organisation of the instruments in relation to the objectives.

used by the teacher that could affect students in one way or another. The CLIL experience may have provided students with a possible awareness of positive CLIL teaching, which in turn may have an impact in their future teaching. Data has thus been collected in relation to the question "what have they found positive from the teacher and the sessions that they would like to consider for future CLIL teaching practice?". These data could be considered firsts perceptions of ETCP, which should be carefully taken as percepcions from experience and not as perceptions from previous knowledge.

TES-FG/A: FOCUS GROUP – SUBJECT A-

There have been several aspects that students pointed out as positive strategies and conditions perceived during the development of Subject A (Educational Processes). It may be relevant to observe that students have referred to at least one indicator from each of the three main categories established in section 3.5.1.1., where ECTP indicators were identified from the literature (Subject-matter knowledge, Pedagogical knowledge and skills and socio-affective skills and attitudes). Table 49 lists the effective practices identified by students.

ECTP indicators from students' CLIL experience (subject A)	
Subject-matter knowledge	**quotations...**
Teacher's language competence	*El nivel del profesor.* (line: 1455 from transcript) *Sí, el nivell del professor, que no sigui un nivell. És a dir, per mi, en aquest tipus d'assignatures és preferible tenir un professor que tingui un nivell molt alt d'anglès(...)* (line: 1457 from transcript)
Pedagogical knowledge and skills	**quotations...**
Organisation and well structured subject	*(...)però l'assignatura, clar, abans dèiem esquematitzada, però també un avantatge que té això és que tot està molt ordenat, perquè ens entenguem. I podia seguir uns passos i tot seguia el seu ordre.* (line: 1105 from transcript)
Visual support (power point presentations, videos...)	*I a part, una cosa que sí que va bé és quan la professora fa visual tot el que està dient. I trobo que els Powers eren bastant visuals i no hi havia gaire cosa escrita i per tant podies recordar alguna paraula clau i després ella desenvolupava tot el concepte i tal.* (line: 1107 from transcript) *(...)ella feia servir vídeos(...)* (line: 1130 from transcript) *(...)que el fet de tenir-ho estructurat en PowerPoint, per aquells que els costa entendre la psicologia, perquè són termes de vegades una mica complexos i les idees que tenen els autors també són molt diferents, doncs el fet que hi hagi PowerPoint és com una guia per si no ho has entès i a casa pots aprofundir més que si tu durant la classe t'ho ha dit tot sense cap suport doncs potser tens alguna confusió i si no se't dona bé el temari, i el fet de tenir aquest suport al PowerPoint doncs tens com un*

	punt de partida per començar. (line: 1121 from transcript)
Complementary materials (readings)	*(...)i després feia com uns articles que havíem de llegir a casa i ens deixava un temps després al final de la classe per resumir-los i dir les idees principals i llavors entregàvem i ella corregia.* (line: 1130 from transcript)
Promoting interaction among students	*(...)que seria que la classe fos dinàmica a l'hora que poguéssim treballar entre nosaltres per grups o per parelles o el que fos(...)* (line: 1483 from transcript) *Hi havia molt debat, treballar en grup i tot això, doncs ens ha fet...* (line: 1575 from transcript)
Oral presentations in class	*Bueno, les expos orals.* *Sí, les exposicions.* (line: 1312 from transcript) *I abans de fer el racó nosaltres havíem d'haver buscat informació, vam haver de fer una presentació oral(...)* (line: 1410 from transcript)
Possibility to use the L1	*Els mails els envia en anglès.* *Sí.* (line: 1655 from transcript) *Sí, però perquè nosaltres ho hem forçat.* *Perquè és més pràctic.* (line: 1641 from transcript) *I els pots contestar en català i ella te'l respon en català o en anglès.* (line: 1659 from transcrip)
Teacher is a native speaker of students' L1	*(...), amb tots els respectes, si et trobes una persona de les catacumbes de Gran Bretanya potser no entens res del que diu o algunes persones o alumnes de la classe no entenen res del que diu, en canvi si et trobes una professora com la ..., que és catalana, però té un nivell d'anglès alt la pots arribar a entendre més que no una persona.* (line: 1459 from transcript) *I si necessites alguna ajuda t'ho pot dir en català.* (line: 1464 from transcript)
No language assessment	*Clar, i també en no tenir com una nota ens ajuda que tampoc ens pressioni.* (line: 1354 from transcript)
Peer learning	*(...)perquè trobo que si hi ha un professor que dóna una classe d'anglès, afavoreix a la participació entre els alumnes i tal, jo puc aprendre molt anglès a banda del que també m'està explicant el professor, si la...(student's name), la ...(student's name), la...(student's name) em corregeixen en alguna cosa i jo mentre no estic fent una cosa d'estar assegut en una cadira, sinó estem debatent alguna cosa i com a mínim m'ensenyen un concepte o alguna cosa, ho retindré segur.* (line: 1484 from transcript)
Life competences	*(...), però jo crec que són bastant aplicables al dia a dia.* (line: 1076 from trancript) *Una mica com recordar lo que ja he fet i que intentaré extrapolar fora de la universitat.* (line: 1553 from transcript)
Motivating tasks (such as the 'corners' session)	*(...)i et trobes una classe totalment diferent, més dinàmica, com han dit la profe està amb tu assentat al terra, no hi ha quasi ni cadires. Bé, és molt més divertit(...)* (line: 1400 from transcript) *I abans de fer el racó nosaltres havíem d'haver buscat informació, vam haver de fer una presentació oral, és a dir, que ens vam endinsar dins de cada tema i això és el que va permetre que els racons sortissin bé i fossin una experiència que... o sigui, que la recordem(...)* (line: 1410 from transcript)
Socio-affective skills and attitudes	**quotations...**

Teacher's attitudes, positive atmosphere and close relationship between techer and students	*(...) una anècdota i estàvem allà havíem d'imitar una cosa i estàvem rient i la ... (teacher's name) també estava amb nosaltres pel terra rient-nos.* (line: 1381 from transcript) *Però bueno, jo crec que en general, com que l'entorn era favorable.* (line: 1579 from transcript) *No ets un número i fins i tot pots establir-hi una relació. En el cas de la ...(teacher's name) va ser molt bona.* (line: 1625 from transcript) *(...), que és molt propera a tu, et pregunta, es preocupa també, i jo crec que això a tothom li dona seguretat.* (line: 1704 from transcript)

Table 49. ECTP Indicators from Students' CLIL Experience. Subject A

Two indicators from table 49 were identified by students as the most relevant ones: the first aspect has been teacher's attitudes, positive atmosphere and close relationship between teacher and students; and the second most important indicator they pointed out is the use of visual support.

TES-FG/B: FOCUS GROUP – SUBJECT B-

As regards Subject B (Education through Body and Movement), students highlighted some positive practices that, from their perspective, favoured the development of the subject. Table 50 lists the effective practices identified by students in Subject B.

ECTP indicators from students' CLIL experience (Subject B)	
Subject-matter knowledge	**quotations...**
Teacher's language competence	*La ... (teacher's name) té un molt bon nivell d'anglès.* (line: 164 from transcript) *O que tenen un bon domini de l'anglès, com per exemple la ...(teacher's name).* (line: 587 from transcript)
Pedagogical knowledge and skills	**quotations...**
Collaborative / cooperative work / peer learning	*I realment han posat molt èmfasi en com donar classe o quines activitats es poden fer i en el fet de reflexionar entre tots, molt cooperatiu, molt col·laboratiu, i clar, hi ha hagut molt treball en equip, molta comunicació entre nosaltres a les diferents activitats.* (line: 37 from transcript) *(...)m'agradaria emfatitzar molt, de l'aprenentatge d'aquesta assignatura el fet del treball en equip i sobretot com treballar la cohesió de grup, perquè jo crec que fins ara no m'havia plantejat l'educació física des d'aquest punt de vista (...)* (line: 57 from transcript)
Work on values	*(...) i també creus quins eren les capacitats o habilitats o quins eren els valors que estaves treballant al llarg d'aquestes activitats.* (line: 45 from transcript) *Uns valors, emocions.* (line: 661 from transcript) *O controlant la respiració, coses així, està molt bé, perquè educa en els valors, però els valors també es tracta de tu poder, tu sol, fer els exercicis pel teu bé.*

	(line: 702 from transcript)
Shared and individual reflection	*I realment han posat molt èmfasi en com donar classe o quines activitats es poden fer i en el fet de reflexionar entre tots, molt cooperatiu, (...)* (line: 37 from transcript) *Jo crec que finalment quan reflexionàvem sobre tot això, raons i perquè estàvem fent això, en aquell moment en que tots sèiem i tots parlàvem sobre quines sensacions hem tingut, què és el que hem fet, feia que ens quedés molt més clar perquè fem tot això. I jo crec que aquesta ha estat una molt bona forma de interpretar els continguts i les activitats.* (line: 88 from transcript) *Però després el moment de reflexió final era d'acord, amb això què hem fet? Què hem aconseguit? Tornàvem un altre cop a connectar amb la teoria.* (line: 98 from transcript)
Visual support (videos, mind-maps on the white board, list of key words on white board...)	*I també les classes teòriques, bueno, teòriques, fèiem molts recursos visuals i ens posava vídeos i llavors ens relacionava la teoria amb exemples que passen a la vida real, com el del Michael Jackson i ens ho feia tot més visual perquè hi ha potser els conceptes així en llengua anglesa ens fos més fàcil d'interioritzar-los.* (line: 102 from transcript) *Que estigués visual també va ajudar. Perquè a vegades només et diuen "això és això", parachute és tal. I en canvi, al tenir apuntat a la pissarra, deixava apuntat coses que et recordaves.* (line: 217 from transcript) *Sí, la definició en anglès, el fet de tenir-ho visual. Sí.* (line: 227 from transcript) *I el que també anava molt bé eren les classes teòriques que tots els vídeos fossin en anglès...* (line: 229 from transcript)
Presentation of subject-specific language at the beginning of the session and references during the development of the session	*I la introducció del vocabulari que farem servir després.* (line: 211 from transcript) *(...), pràctiques, també es veia molt, que sempre començàvem fent vocabulari, llavors ens explicava els objectius, (...)* (line: 260 from transcript)
Life competences / real learning (usefulness of taks)	*(...) i una eina molt recomanable per a futurs professors com serem de treballar aquesta cohesió de grup i treballar en equip, que és súper important, no només en treballs de classe i activitats de classe, sinó a fora, a l'hora del pati que és el que... el més important, de veritat, per poder, després també, viure en societat.* (line: 59 from transcript)
Organisation and well structured subject	*(...), que sempre començàvem fent vocabulari, llavors ens explicava els objectius, explicava l'activitat i llavors reflexionàvem, que sempre era la mateixa estructura.* (line: 260 from transcript)
Clarity when introducing the contents of the session	*Jo crec que... per mi, com està organitzat l'activitat, perquè des d'un principi era agafar el meu grup, mirar el vocabulari, us explico els objectius d'avui, què treballarem, quines habilitats o capacitats o el que toqui avui, és a dir, que com anàvem... per exemple el que estem fent aquí, com el que fem demà a Blanquerna o el que fèiem la setmana passada a Blanquerna.* (line: 93 from transcript)
Active learning, motivating tasks	*Clar, és motivador, és com ai, mira, m'està sortint.* (line: 644 from transcript) *Et motiva molt, realment tenim molta il·lusió. Jo recordo a la Guttman que vam anar a fer l'experiència Guttman i el*

	nostre grup, bueno, jo estava nerviosa, perquè clar, venien un monton de nens que no coneixíes que havies d'estar amb ells unes hores i al nostre grup ens vam disfressar i erem de les úniques que estàvem disfressades i jo recordo que era com "ui, potser massa, no?" I llavors va venir la ... (teacher's name) i ens va dir "genial, m'encanteu, molt bé, noies, això és el que s'ha de fer". I va ser com, almenys a mi em va treure tota la pressió de dir, vale, ho estem fent bé, anem a per totes, fem gaudir els nens, que per això estem aquí. (line: 965 from transcript)
Promoting interaction among students; high level of participation	*Va estar... bueno, molta participació per part nostra, potser també és una estratègia metodològica el fet de que ha estat bastant comunicatiu. Llavors, si tu volies dir alguna cosa a ella, havia de ser en anglès, sí o sí. Vam estar parlant molt...* (line: 264 from transcript)
Promoting oral communication in English among students	*I la motivació que ens transmetia ella per fer ús de la llengua.* (line: 209 from transcript)
Allowing the use of the L1 among students during class	*Hi va haver un dia que tothom parlava en català i per molt que ens anés dient que parléssim en anglès, no hi havia manera que la gent parlés en anglès.* (line: 314 from transcript) *Jo per exemple, els apunts en anglès, jo vaig estar fent classes a... feien les classes en anglès i els apunts els feia en català i en castellà. I no és que jo no volgués, eh? és que em sortia així, llavors jo estic aquí i els apunts de moment no els sé fer anglès.* (line: 632 from transcript)
Note-taking in English or L1	*A mi per exemple, les meves amigues, quan em diuen "ostres, estàs fent apunts en anglès, quin pal, no sé què", dic "què va!"* (line: 627 from transcript) *A veure jo suposo també, és per la meva, l'escola que jo anava abans era internacional i també pues fèiem moltes coses en anglès, no? I potser ja hi estava més acostumada i per tant potser no ha sigut tan difícil adaptar-me a aquest canvi.* (line: 639 from transcript) *Jo per exemple, els apunts en anglès, jo vaig estar fent classes a... feien les classes en anglès i els apunts els feia en català i en castellà. I no és que jo no volgués, eh? és que em sortia així, llavors jo estic aquí i els apunts de moment no els sé fer anglès.* (line: 632 from transcript)
Coherence between what you teach and how you teach	*Jo crec que bàsicament el que m'agrada bastant i això és una cosa que no només passa aquí, sinó que també passa en moltes altres matèries és que ens donen classe com volen que donem classe després. És a dir, no és simplement "jo t'ensenyo com has de donar classe tu, però jo no et dono classe així", no, no, "sinó que jo poso en pràctica, tal i com jo vull que tu donis classe". Llavors amb aquesta sinceritat, amb aquest proximitat, amb aquesta explicació de tot el que estem fent amb el perquè i amb el com.* (line: 861 from transcript) *Això la ... (teacher's name).* (line: 868 from transcript)
Challenging students / cognitive challenge	*I si no, fica més reptes i sempre vol més "vinga, va, ara que ja heu pogut això, vinga més, va". Et motiva a fer més.* (line: 655 from transcript)
Socio-affective skills and attitudes	**quotations...**
Teacher's attitudes, positive atmosphere and close relationship between teacher and students	*Afegint-hi a això, trobo que també és molt important el rol del mestre, és a dir, penso que depèn de qui ens hagués fet la classe o aquesta assignatura no hagués funcionat igual, però la mestra hi era present, no era "feu aquest joc vosaltres", sinó que estava present en el joc, era qui l'ensenyava, ens donava també les raons.* (line: 73 from trancript)

	Pues ella ens explicava perquè fèiem una cosa, com l'havíem de fer, s'hi implicava amb nosaltres i també feia que ens hi impliquéssim. (line: 77 from transcript)
	Molt pròxima, una relació molt pròxima he tingut jo. (line: 773 from transcript)
	Però és molt respectuosa, la ... (teacher's name). (line: 794 from transcript)
	(...), o sigui, sabia molt diferenciar entre el respecte i l'autoritat amb realment aquest apreci als seus alumnes i que es veia que hi havia un apreci i un interés de conéixe'ls. (line: 807 from transcript)
	És aquesta la idea que m'agrada, que hi hagi aquest vincle de connexió que realment sàpiguen qui ets. (line: 903 from transcript)
	(...) no? i és perquè ens hem sentit bé durant aquesta assignatura. (line: 962 from transcript)

Table 50. ECTP Indicators from Students' CLIL Experience. Subject B

From the seventeen indicators identified, there are two that have been valued most: the first one seems to match with the previous focus group. The teacher's attitudes, positive atmosphere and close relationship between teacher and students were perceived as essential elements for positive CLIL teaching and learning. The second one highlights the importance of collaborative learning, which has been observed as an opportunity for peer learning and for working on "other" essential contents of the subject, such as values and reflectiveness, among others. The use of visual support, identified as the second most relevant indicator in the previous focus group, was also perceived as very important. The presentation and recycling of subject-specific language at the beginning and during the course of the sessions was considered an effective strategy to increase students' subject-specific language knowledge and the teacher's language competence was noted as an essential condition. Finally, there is one aspect that was shared by students which deserves special attention, namely the students' awareness of the importance of being coherent between what you teach and what you do. The introduction to this thesis starts with this message in relation to effective teaching, "walking the talk". First year TE students have thus valued this important quality, which would be considered an example of the integration of the teacher's being and the teacher's doing. Once again, the three main categories used to classify effective teaching practice seem to fuse and depend on one another.

3.5.4.2. CLIL Teacher Interview (CT-I)

The interviews with the CLIL teachers also provided data in relation to whether CLIL teaching affected the acquisition of ECTP. The teachers admitted that there had not been explicit teaching of positive CLIL practice, but, as previously said, the teachers' conscious (and unconscious) use of strategies and resources may have affected students' learning and may have influenced students' view of what teaching, and CLIL teaching, should be like. There have been three specific questions in relation to the category "teaching strategies": 1. Which teaching stategies have you used so that the CLIL subject could be effective in relation to students' content achievement and language competence?; 2. To what extent do you think your CLIL teaching practice has been effective CLIL teaching practice?; and 3. Do you think there is any difference between effective teaching practices and effective CLIL teaching practices? If so, which would be this difference? If not, why not? The first question specifically relates to SO-4, whereas the two last ones provide more information about the teachers' perceptions on ECTP.

CT/A-I: CLIL TEACHER INTERVIEW -SUBJECT A-

The CLIL teacher of the subject Educational Processes identified several elements from her CLIL teaching practice that could be considered positive CLIL teaching. Table 51 lists them and provides quotations taken directly from the interview. The table also provides information about ECTP from the teacher's perspective.

ECTP indicators from teacher's perception of her own practice (subject A)	
Pedagogical knowledge and skills	**quotations…**
Facilitating materials to students so that they can get familiarized with them	*Doncs una primera estratègia que crec que ha ajudat molt i que és pràcticament obligada en relació a aquesta matèria que és tan teòrica és poder facilitar el material als estudiants abans de la classe, perquè sí que hi havia alguns dels estudiants (...) perquè diuen que no han fet mai Psicologia i que a més en anglès se'ls pot fer molt complicat, aleshores els tranquil·litza molt que els diguis que cada setmana ells tindran el material penjat.*
Complementary materials (readings)	*També els hi penjava altres articles complementaris, que no els treballàvem directament a classe, però que els podrien servir per ampliar bibliografia o altres articles de matèria.*
Visual support (effective power point presentations, videos related to content…)	*PowerPoints intentava tenir en compte doncs a l'hora de confeccionar-los les paraules claus, key words importants, posar-les en negreta o amb un tamany més gran perquè per focalitzar l'atenció en aquests termes i no es perdessin en d'altres. Moltes imatges, aquesta vegada he intentat posar moltes imatges. Pel curs que ve encara m'agradaria posar més imatges, perquè crec que clarifiquen molt la idea principal i general de cadascun dels termes o models. I bé, en els PowerPoints he intentat que fossin també molt esquemàtics, perquè fossin les idees principals i després a classe doncs*

	ampliar aquesta idea a partir de l'explicació d'uns PowerPoints molt esquemàtics. Els hi posava en el PowerPoint la pregunta, aquestes preguntes que t'he dit que aquest curs vaig intentar incloure, no? per fer, per crear una mica d'interacció i que interactuessin entre ells.
Awareness of the need to make sessions more motivating	*Aquest any he variat una mica perquè no fos tan monòton i no fos sempre igual, però en general era després de fer la part més teòrica del PowerPoint, (...)*
Collaborative / cooperative work / peer learning	*(...) els donava un article sobre el model psicològic que havíem treballat aquell dia, i en grups cooperatius el llegien, posaven en comú les idees principals; els demanava de 3 a 5 idees principals d'aquell document, noves, que no les haguessin parlat abans i un glossari amb aquelles paraules, aquells termes més importants.* *Que entre ells s'han pogut ajudar bastant. I aquest any hem volgut fer més èmfasi en estratègies per treballar de manera cooperativa. Llavors aquest any ja des de l'inici, què vol dir treball cooperatiu, com hem de treballar en el treball cooperatiu, es tracta de compartir opinions, es tracta de negociar les parts més importants del treball, per poder fer els resums aquests primer hem de conèixer què ha estat més important pels demès i posar-ho en comú.*
Students making of a glossary	*(...); els demanava de 3 a 5 idees principals d'aquell document, noves, que no les haguessin parlat abans i un glossari amb* *aquelles paraules, aquells termes més importants. Normalment* *els hi demanava que el glossari el fessin en anglès també, no que fessin la traducció, malgrat amb ells els hi fos útil, però els hi demana escrit en anglès*
Focus on form	*Amb alguns termes també que generaven dubtes, termes més complexes, en anglès, què és nomothetical, què és nomological, doncs sí que aturar-nos, pensar-ho entre tots, què vol dir exactament això, exemples. Hi havia moments en que treballàvem explícitament, pocs, però hi havia moments en que treballàvem explícitament el vocabulari, perquè hi havia vocabulari difícil.*
Non-verbal communication	*Però el profe AICLE ha d'estar molt més pendent de totes aquestes coses. Per exemple, la comunicació no verbal, no? Evidentment un professor d'una matèria impartida en català és molt més, les classes són molt més àgils i motivadores si el professor és una persona que s'aixeca, es mou, té una comunicació verbal que ajuda, no? que facilita l'adquisició dels continguts, però si un mestre AICLE no els té, doncs és una gran falla. És una cosa que és un error greu. Ha de parar més atenció, penso.*
Students' oral participation	*(...), però vaig intentar introduir aquestes petites activitats curtes en què suggeria algunes qüestions de reflexió pels estudiants, perquè primer ho comentessin entre ells i després donessin la resposta i sortissin també a la classe davant de la resta per poder donar resposta a aquestes preguntes, que normalment eren més que res, preguntes suggerents que donaven lloc a que ells poguessin, no hi havia una resposta correcte, com si diguéssim, sinó que eren preguntes que a vegades feien referència a les dinàmiques de la seva família, que a ells els semblava interessant i coses com molt properes, molt concretes amb ells, que també això facilitava que poguessin donar-hi resposta i no se sentissin cohibits.*
Motivation	*Un dels és que hi havia un grup molt gran dels estudiants que ja parlaven, fins i tot entre ells en alguns moments, directament en anglès. És a dir, això era un indicador molt clar de que se sentien còmodes, de que apreciaven fer aquestes classes en anglès.* *(...)els satisfà molt el poder expressar-se en anglès, el rebre*

	les classes en una llengua que no és el català; els motiva molt.
Students' CLIL teaching competence	*Però penso que sí va calant poquet a poquet el que és una pràctica AICLE i com ha de ser una bona pràctica, una pràctica eficient AICLE*
	L'experiència que ells tenen de veure com és una classe AICLE, malgrat penso que ara encara no estan en el punt de dir-ho a nivell conscient, no? Metacognitivament no se n'adonen molt bé de quines són aquestes estratègies o aquests recursos, però sí que ho han viscut, no?
Teacher's general perceptions on ECTP (subject A)	
	quotations…
ECTP is not different from general effective teaching practice	*Crec que diferència, així que jo et pugui dir ara quina és la diferència, no*
ECTP is different from general effective teaching practice	*ha de parar més atenció en les estratègies que ha d'utilitzar per transmetre i per treballar i per motivar els estudiants. És a dir, igual són les mateixes, però un professor d'una matèria comuna impartida en la llengua vehicular del centre potser no cal que s'esforci tant i no ha d'estar tan pendent i dedicar tanta atenció i planificació a totes aquestes estratègies.*
The CLIL teacher needs to make a double effort as CLIL teaching implies more work	*(...), però un professor d'una matèria comuna impartida en la llengua vehicular del centre potser no cal que s'esforci tant i no ha d'estar tan pendent i dedicar tanta atenció i planificació a totes aquestes estratègies.*

Table 51. ECTP Indicators from Teacher's Perception of her own Practice. Subject A

It may be interesting to mention that the CLIL teacher specifically focused on pedagogical knowledge and skills to identify ECTP, which was not the case from students' perspectives. The most important elements she pointed out are the ones related to visual support and complementary materials. The collaborative approach was also considered critical in order to enhance students' interaction and participation. There are two elements, the use of glossaries and the focus on form, which show how the CLIL teacher tried to strike a balance between content and language, one of the challenges HE teachers need to face when choosing to teach CLIL. It is not just teaching in English, or English Medium Instrcution (EMI), but something more: it is integration.

Another aspect worthy of highlighting is the aparent contradiction observed in some of the teacher's comments when comparing ECTP and general effective teaching, due to understandable doubts as to what ECTP really means. The teacher clearly states the need to work harder in order to design and prepare CLIL courses, which might reveal the condition of incorporating more elements than the ones used in non-CLIL courses. However, it might be interesting to see whether the teacher could incorporate those elements in her non-CLIL classes to improve her teaching. Revisiting our teaching practice when teaching CLIL might make teachers realize what general effective teaching should be like, even when teaching non-CLIL subjects.

CT/B-I: CLIL TEACHER INTERVIEW -SUBJECT B-

The teacher of Education through Body and Movement perceived her teaching as being collaborative and more expressive, as non-verbal communication was used more. Table 52 shows the indicators identified and openly shared during the interview. The table also provides some quotations to exemplify each indicator.

ECTP indicators from teacher's perception of her own practice (Subject B)	
Pedagogical knowledge and skills	**quotations…**
Collaborative / cooperative work / peer learning	*És a dir, parteixo ja de grups cooperatius, faig servir metodologies cooperatives perquè són metodologies que obliguen als alumnes a comunicar-se entre ells.* *Aleshores aquests grups cooperatius els dissenyo jo, llavors tinc en compte variables com, precisament, el nivell de competència lingüística en anglès, també el nivell de percepció de com es veuen ells.* *(...)els grups tan nombrosos dificulten molt; per exemple quan faig la classe pràctica, que els tinc dividits i tinc grups de 35-40 persones, això és ideal. Aquests van molt bé, per què? Perquè realment pots treballar amb ells molt bé, pots controlar molt bé els grups, pots afavorir molt que la gent parli en anglès perquè tu estàs allà.*
Different students' roles (Big brother / Big sister)	*(...)cada persona, diguem-ne, té una funció dintre d'aquest grup cooperatiu. I això m'ha funcionat sempre molt bé, de fet, els tinc molt distribuïts. Aquest seria un element molt important.* *Aleshores, si els tinc en petits grups, sempre hi ha una persona, que és el que té, o aquelles dues persones que tenen un nivell en anglès més elevat, aleshores han d'explicar el mateix que jo he explicat a classe en altres paraules, però en anglès.* *Que de fet el fet de tenir una big sister, un big brother allà els dona aquella seguretat de dir no estic perdut, sé què s'ha de fer en cada moment i els baixa el nivell d'ansietat, no? per dir-ho així.*
Non-verbal communication	*(...), jo per exemple una altra estratègia que faig servir molt és m'ajudo molt de la comunicació no verbal, aquesta estratègia la faig servir molt.*
Presentation of subject-specific language at the beginning of the session and references during the development of the session	*Bueno, jo una altra cosa que faig també que em sembla interessant és que abans de cada sessió expliquem quin serà el vocabulari i les expressions que utilitzarem. Jo ho tinc preparat amb anterioritat. Aleshores posem aquestes paraules a la pissarra, quan donem la benvinguda i repassem avui el vocabulari que farem servir on les expressions més utilitzades seran aquestes. Aleshores entre tots intentem definir en anglès, què vol dir cada paraula, posant-la en un context imaginari. (...) Aleshores és un moment interessant. Aleshores quan anem fent la pràctica, a mesura que van sortint aquestes paraules o aquestes expressions anem fent referència al whiteboard, a la pissarra blanca, no? I anem fent referència allà. Com una forma d'anar intentant interioritzar aquestes paraules. Aleshores aquestes paraules, o sigui, anem sumant, ja no les posem a la següent sessió, però tornen a sortir, no?*

Teacher's general perceptions on ECTP (Subject B)	
	quotations…
CLIL is perceived as an enriching methodological challenge	*(...) El que més em va costar d'AICLE és precisament aquest fons pedagògic que jo entenia que era molt ric. (...) implica un canvi molt gran metodològic.* *(...) hi està passant alguna altra cosa, que jo estic segura i encara és difícil d'explicar el què, però alguna cosa vinculada amb la complexitat cognitiva que passa allà segur, doncs és interessant, és molt interessant.* *És un repte pedagògic, és un repte pedagògic, per qualsevol professor o mestre, per tot el que hem dit dels canvis metodològics que tu has de fer.* *A mi m'agrada, perquè és una aventura.*
CLIL is an opportunity for methodological revision	*(...) quan vaig començar potser vaig posar més èmfasi en la part oral i vaig veure que, després valorant els resultats i tal vam veure que havíem d'apretar més en la part escrita.* *(...) tinc canvis d'impressió a vegades amb gent de secundària, que sí que fan experiències AICLE, que s'acosten més potser a la universitat, però bàsicament és un repte constant.* *(...)amb ells aprenc un munt d'anglès, aprenc un munt, perquè preparant-te la classe, aprens, però amb ells aprenc moltíssim.*
ECTP is different from from general effective teaching practice	*Jo crec que tot i així, t'hauria de dir que no, però tot i així hi és, tot i així...* *(...) una bona metodologia AICLE demana el 300% de tu com a docent. I t'obliga a contínuament, contínuament, contínuament, et van sortint reptes, contínuament et surten problemes que has d'anar resolent.*
Students' different linguistic needs as a difference between ECTP and general effective teaching practice	*(...) també has d'anar adaptant-te molt a les necessitats reals que té el grup, ja no només les necessitats normals del grup, sinó les lingüístiques, que en aquest cas també és important.*
Need for more preparation time (sessions, materials…)	*(...) però potser la matada de preparació de classes que faig, amb vídeos súper seleccionats, molt curtets, que després els permet parlar entre ells. Possiblement patir tant, mastegar-ho tant, possiblement en els de català, en els que imparteixo amb llengua vehicular catalana, no ho faig.* *Això implica un nivell de preparació també molt més elevat, és a dir, que el temps que jo haig de dedicar a les assignatures o matèries que faig amb format AICLE és el doble, possiblement, que el que haig de fer en tema de català, i no només per un tema lingüístic, que també, lògicament, doncs sempre intentes millorar, sinó sobretot de preparar classes.*
Need for knowing the group better	*(…) haig de partir per exemple d'avaluacions inicials molt bones, haig de conèixer molt bé el grup, abans d'iniciar les classes; tinc la necessitat d'aprofundir molt en la persona, i en canvi en els grups per exemple en català no tinc aquesta necessitat.*
CLIL teaching implies more work	*(...), però és clar, hi ha una sèrie de coses que t'impliquen molta més feina a tu com a docent.*

Table 52. ECTP Indicators from Teacher's Perception of her own Practice. Subject B

The teacher believes ECTP is different from general effective teaching as students' language needs need to be considered more. She also perceived that extra work had been done to design and develop sessions.

Again, methodological revision was valued as an opportunity and as a challenge for improving teaching practice.

3.5.4.3. Teacher Education Students: Questionnaire (TES-Q)

The questionnaire has been useful for data collection concerning SO-4 (Explore whether teaching in CLIL mode positively affects the acquisition of ECTP knowledge).

The questionnaire addressed students' perceptions about the CLIL courses they had taken. It was completed at the end of classes, and it consisted of an evaluation of the courses, including questions about their learning, the teaching strategies carried out by the teachers and the relationships established between students and teachers, and among students.

The main goal of this analysis was to check whether or not there were relevant differences between Subject A and Subject B that can help to explain the differences in students' learning of contents and English.

As the questionnaire was created to obtain perceptions, SO-4 cannot be fully addressed. Nonetheless, there has been an attempt to infer whether the teaching practices of Subject A and Subject B helped students gain more ECTP knowledge. It must be noted that the interpretations obtained from this evaluation test can only provide a clue about their acquisition of ECTP knowledge, and they will have to be contrasted with other instruments of SO-4, such as interviews with CLIL teachers and the focus groups with students.

Q1. What is your gender?
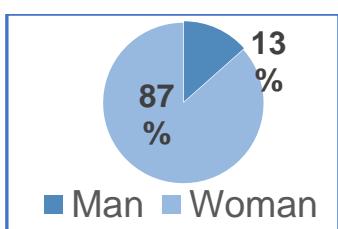
Figure 35. Results Q1 from questionnaire

The classes were mainly composed by women students.

Q6. The set of methodological strategies used by professors of the CLIL subjects…

	Total	52	**100%**
Have favored the progressive comprehension of the contents of the subjects among all students in class, regardless of their level of English.		31	**60%**
Only some strategies have favored the progressive comprehension of the contents of the subjects among all students in class, regardless of their level of English.		19	**37%**
As a set, the strategies have not been sufficient to favor the progressive comprehension of the contents of the subjects among all students in class, regardless of their level of English.		2	**4%**
As a set, the strategies have not been necessary in order to follow the contents of the subjects among all students in class because, regardless of their level of English, they could have followed the contents.		0	**0%**

Figure 36. Results Q6 from questionnaire

Most students thought that the full set of strategies had favoured their comprehension of the contents and that they had improved their oral competences in English.

Q8 & Q9. Of the following methodological strategies, which ones would you highlight, regarding subject A/B?
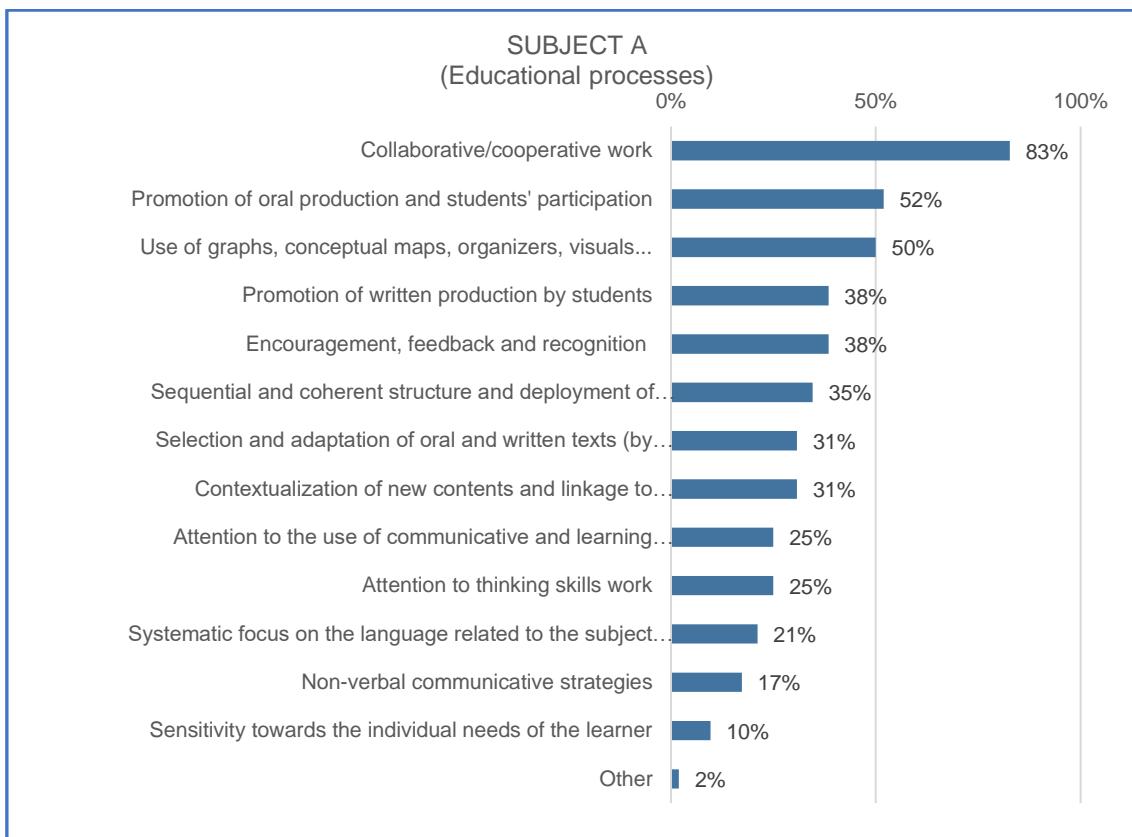
Figure 37. Results Q8 and Q9 from questionnaire Subject A
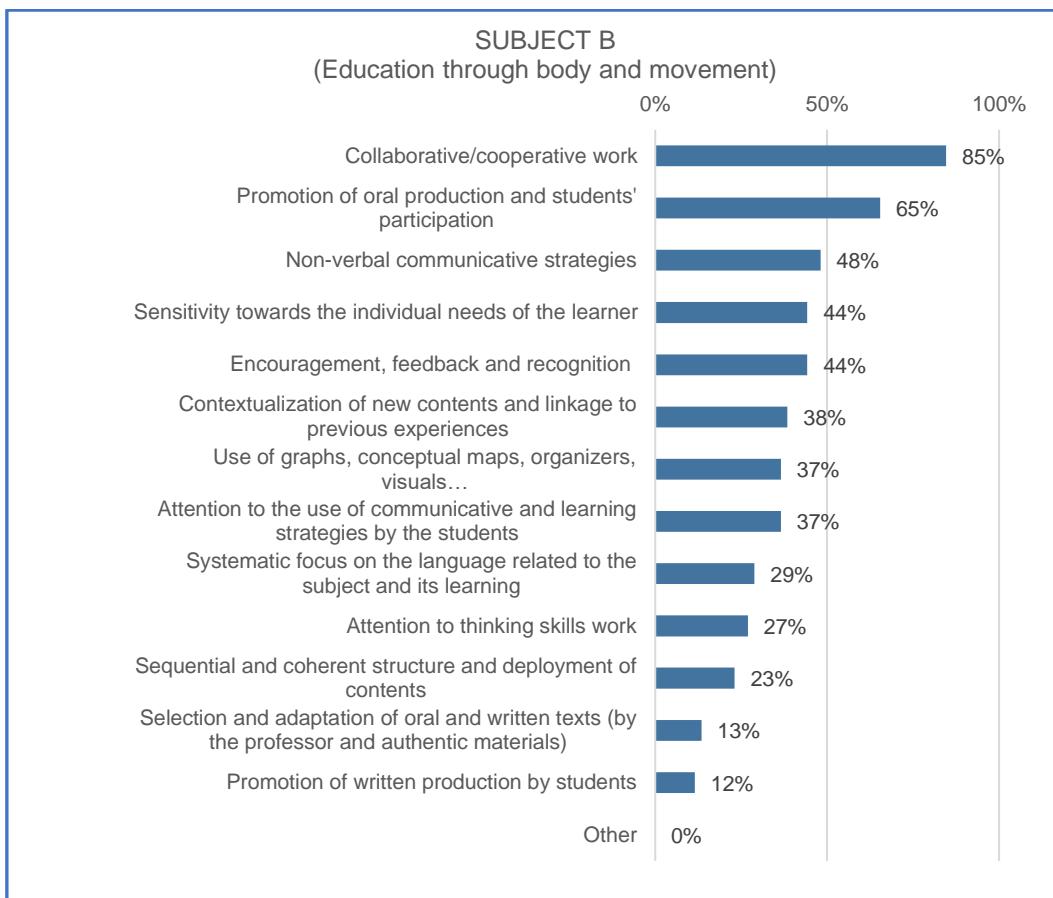
Figure 38. Results Q8 and Q9 from questionnaire Subject B

Collaborative work and promotion of speaking in English in class were the often most mentioned strategies in both subjects. Regarding Cochran's Q test, written production (α=.000), sequential and coherent structure and deployment of contents (α=.012), and selection and adaptation of texts (α=.007) were significantly more common in subject A, while non-verbal communicative strategies (α=.005) and sensitivity towards the learners' needs (α=.000) were significantly more common in Subject B. Results corroborate teachers' and students' perceptions in the focus groups and the interviews, respectively. Encouragement, feedback and recognition, however, seem to have been emphasized more in the questionnaire, with 38% and 44% of students choosing this strategy as relevant in the CLIL teachers' methodology.

The use of non-verbal communicative strategies, which 48% of students identified as important in Subject B, was perceived very little in subject A, which, instead, has employed graphs, conceptual maps, organisers and visuals as elements to support explanations and students' understanding (50%). In Subject B, students mentioned sensitivity towards individual needs in a significantly higher proportion than in subject A, while in Subject A there was significantly higher proportion of written tasks. Written

production was the least mentioned teaching strategy in Subject B – this can be related to the differences in performance of English linguistic competences.

Q8 & Q9. Number of strategies mentioned
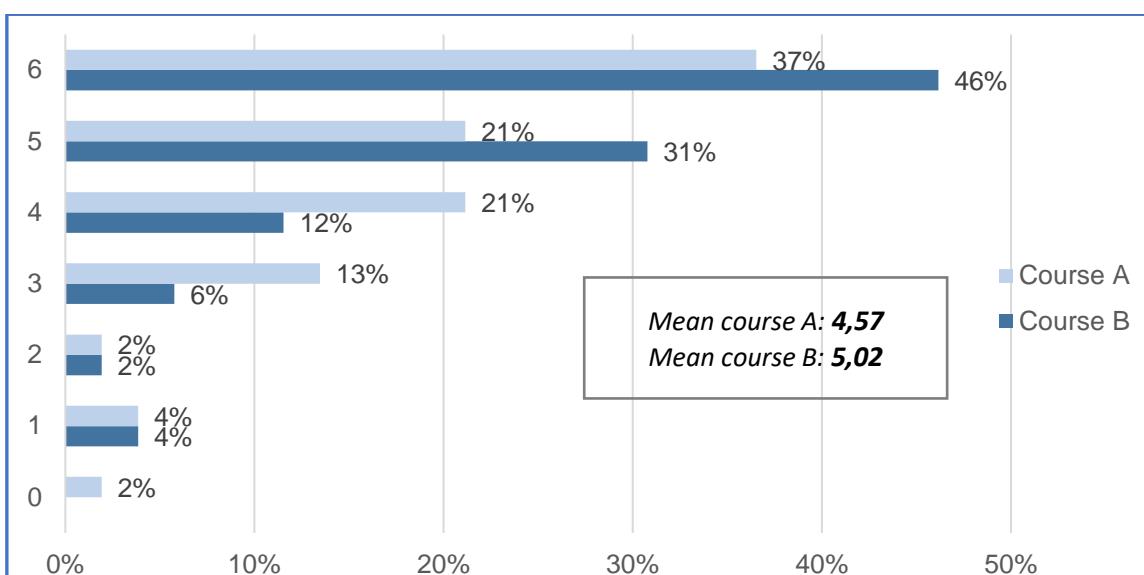
Figure 39. Results Q8 and Q9. Number of Strategies mentioned from questionnaire

In Subject B, students mentioned more strategies (about 5-6) than in subject A. However, these differences are not significant neither according to the Wilcoxon signed-rank test (α=.243) nor to the Friedman two-way ANOVA (α=.182).

Q10. How do you evaluate the relationship between classmates in relation to the fact that the subjects were taught through CLIL?
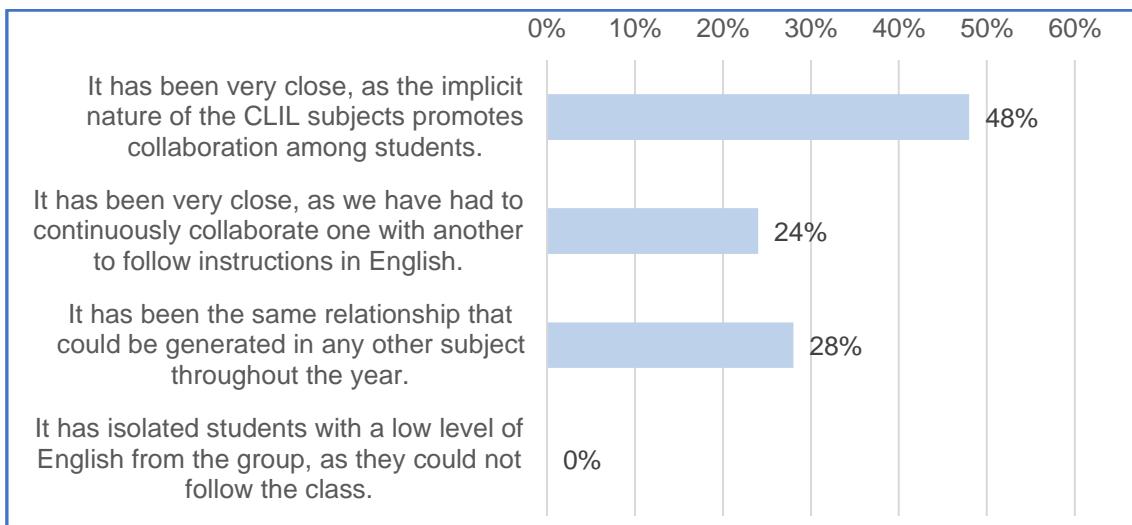
Figure 40. Results Q10 from questionnaire

The relationship between classmates was perceived as very close for most students, mainly for reasons related to the implicit nature of the CLIL subjects and the fact that they imply collaboration, interaction and peer-work.

Q11 & Q12. How do you evaluate the relationship with the teacher of subject A/B?
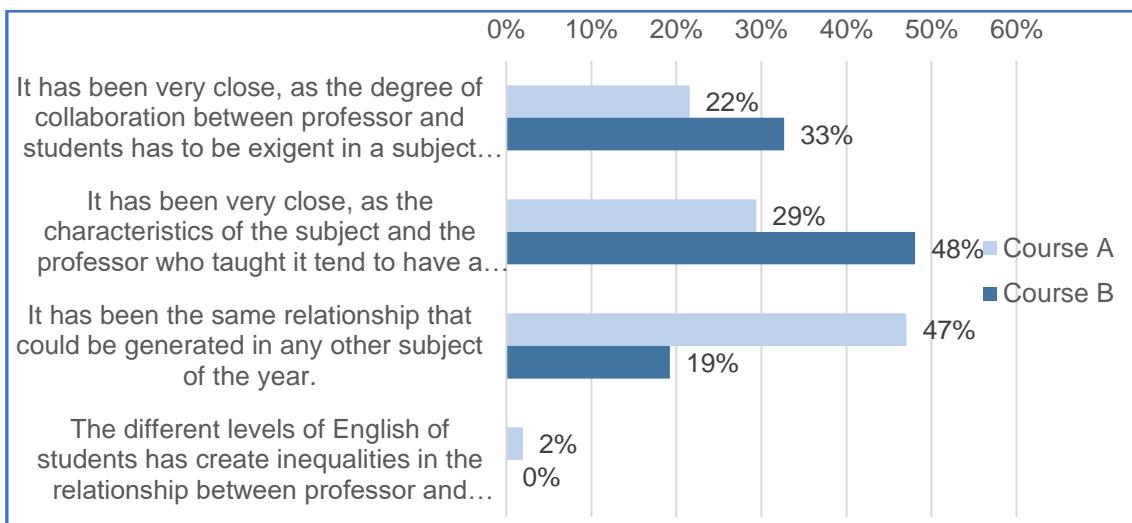
Figure 41. Results Q11 and Q12 from questionnaire Subject A/B

In Subject B, students saw their relationship with the teacher as "very close", while students in Subject A saw it similar to any other subject. These differences are significant according to Wilcoxon signed-rank test (α=.001) and to the Friedman two-way ANOVA (α=.001).

Q13. Diversity of levels of English in class…
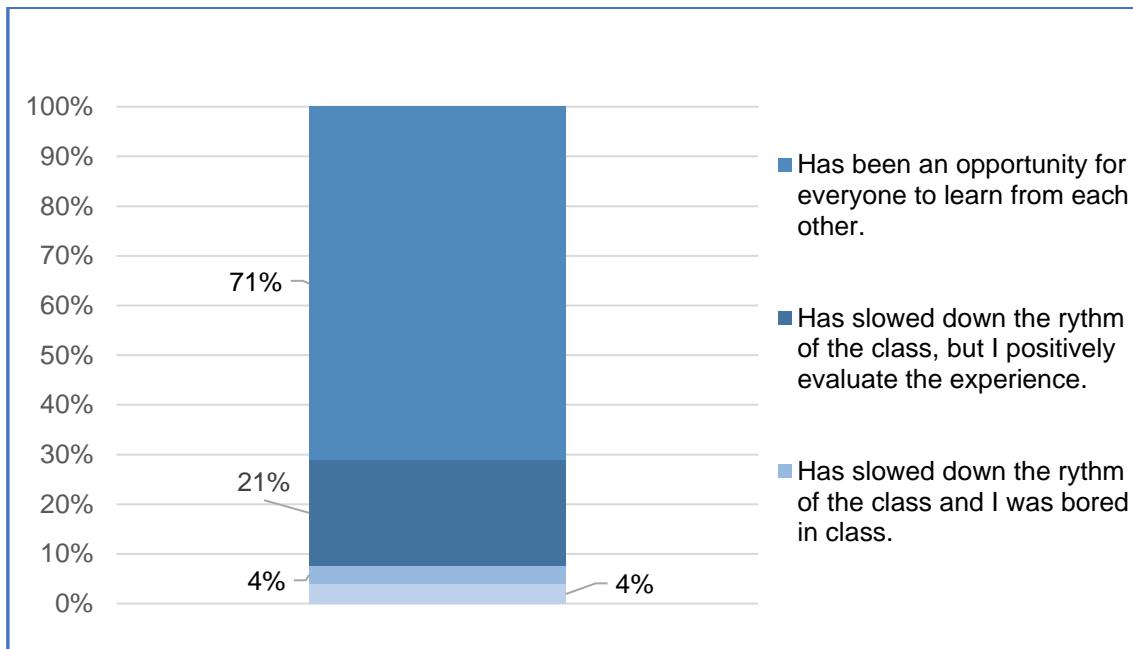
Figure 42. Results Q13 from questionnaire

Diversity of levels of English in class was seen as an opportunity by most students to collaborate and learn from one another.

Q14. The experience of taking CLIL subjects has let me learn…
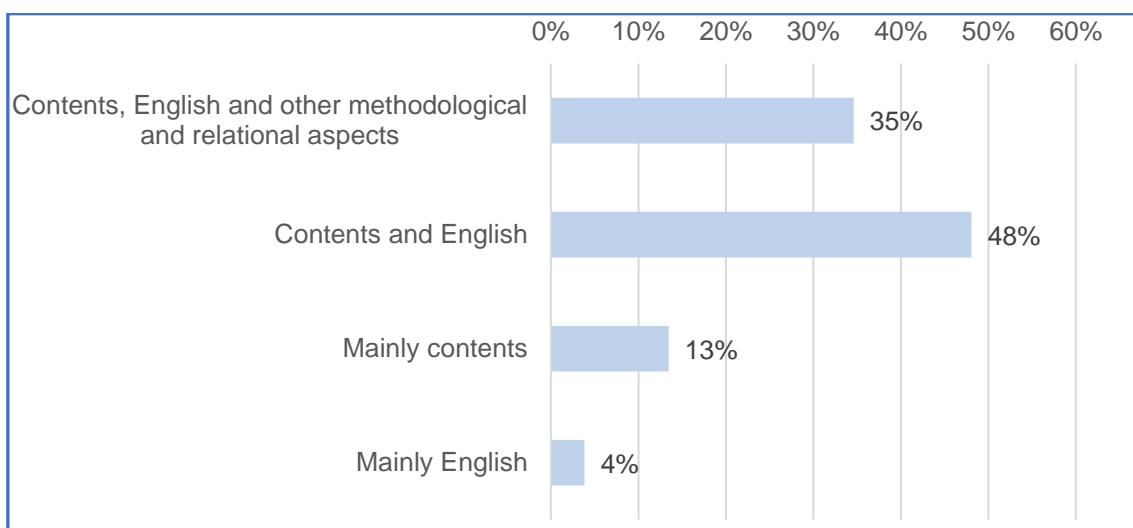
Figure 43. Results Q14 from questionnaire

More than one third of the students, 35%, thought they had learned methodological aspects besides learning language and content. P14 may be the one that allows us to

best glimpse at specific objective 4. This leads us to infer that taking a CLIL subject has led some students to learn more ECTP, although this result needs to be further contrasted with additional data sources.

Q15. What is your evaluation of the experience?
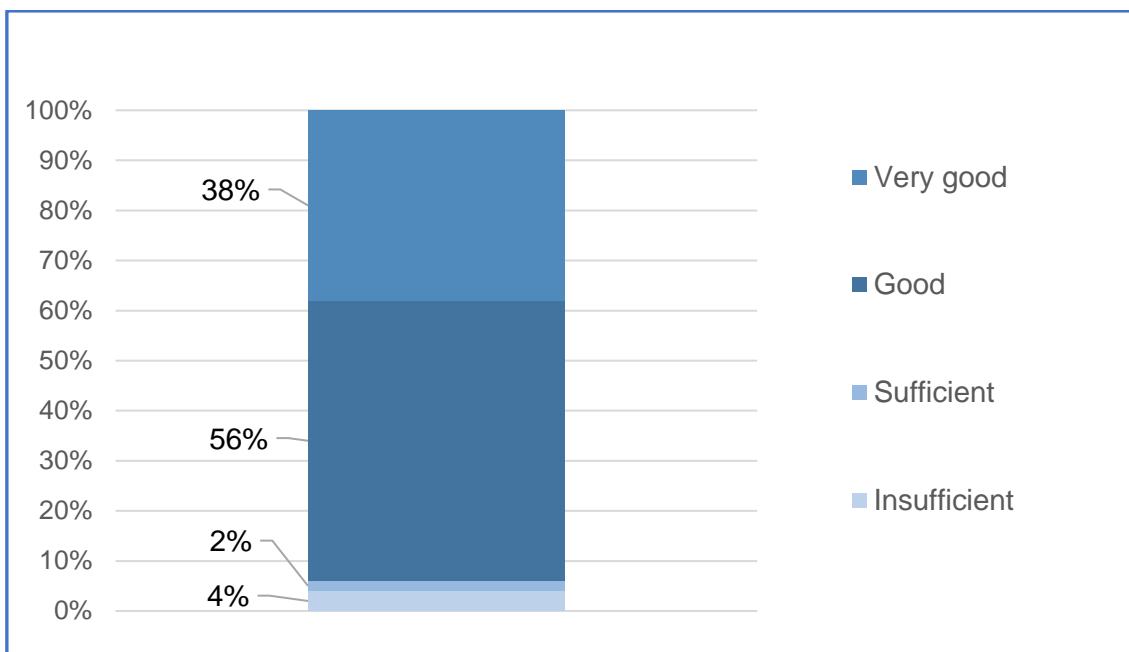
Figure 44. Results Q15 from questionnaire

The overall evaluation was good or very good for almost all students. It is true that students in this research study were TE students who had chosen to study a specific itinerary where English subjects are offered in about 50% of the total subjects of the degree. This option is coherent with the students' general assessment of the experience.

Q16. Do you consider that teachers teaching CLIL subjects should have a specific profile beyond some command of English?
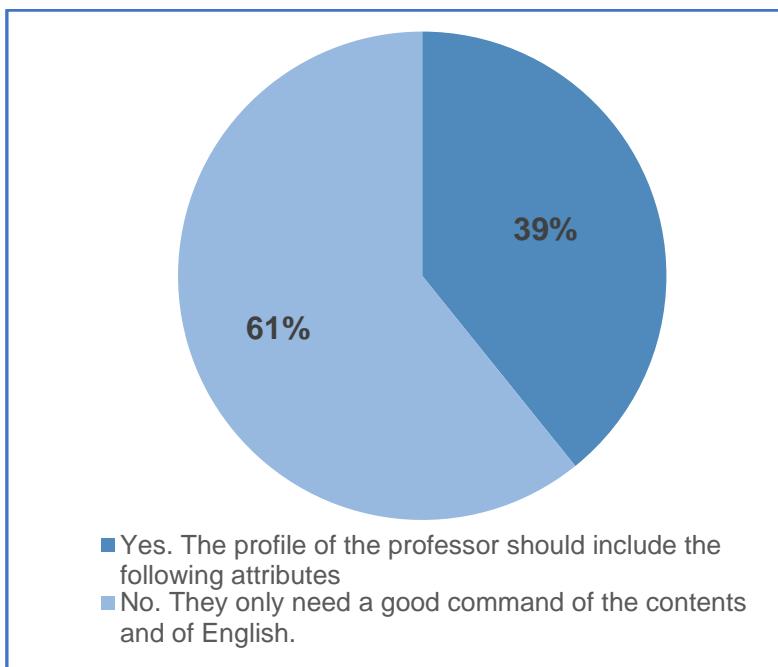
Figure 45. Results Q16 from questionnaire

Most students don't see having a specific profile as necessary to teach CLIL subjects.

3.5.4.4. Data Triangulation in relation to SO-4
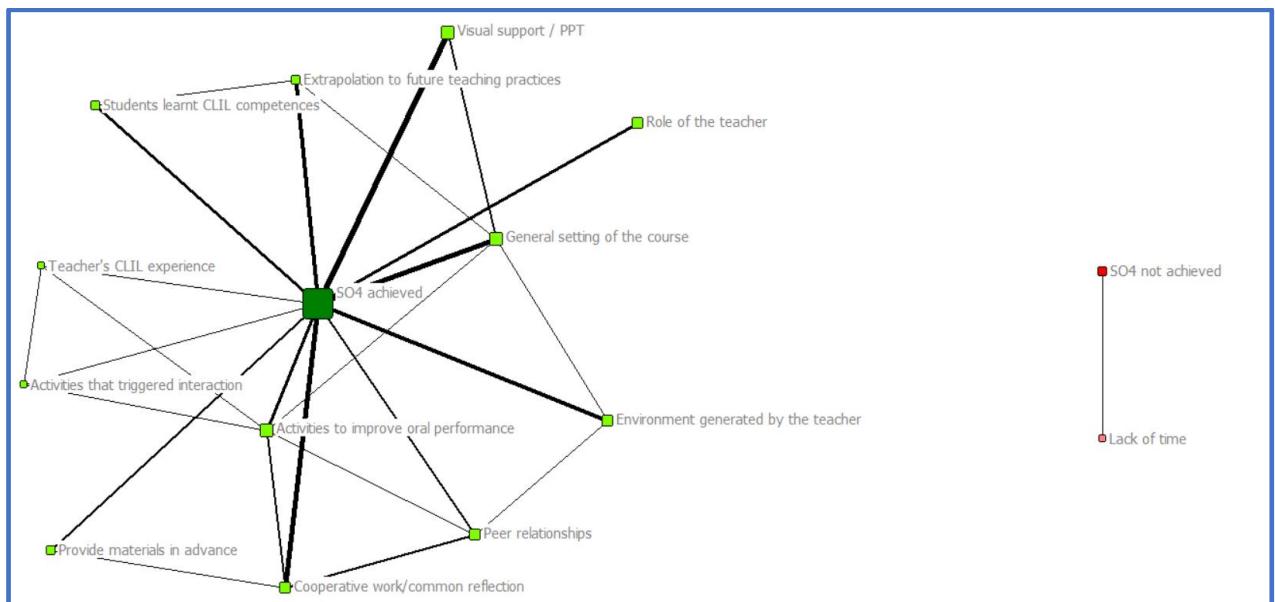
Figure 46. Data Triangulation in relation to SO-4 in Subject A

After having analysed results concerning SO-4 achievement, several positive *common* issues were raised from *Subject A*:

- In both subjects, 35% of students stated that they had not only learned contents and English, but also methodological aspects.

- The methodological strategies that students highlighted the most in this subject are: collaborative work (83%), promotion of oral production and students' participation (52%) and use of graphs, conceptual maps, organisers, visuals, etc. (50%). Both students and the teacher identified collaborative work and peer learning as techniques that had helped them communicate, had promoted interaction among students, and had strengthened peer relationships and peer learning (in both subjects, 72% developed a "very close" relationship with their classmates). Although the sessions were very theoretical, activities to improve oral performance were carried out. Students were also provided with effective strategies such as visual support (effective power point presentations, videos related to content…) and complementary materials (readings). These strategies may constitute ECTP.

- Both the students and the teacher thought that the strategies could be extrapolated to future teaching practices.

- Another item that could be understood as ECTP was the general organisation of the subject: oral presentations in class, the students' making of a glossary and motivating tasks such as the "corners" session, among others.

There were *singular* aspects that can also support the contention that SO-4 has been achieved in relation to *Subject A*:

- Students identified ECTP in the role of the teacher in different ways, such as her language competence and her positive attitude (positive atmosphere).

- Some of the strategies used included: providing materials in advance to students, non-verbal communication and promoting activities that triggered interaction.

- In both subjects, 60% agreed that the set of methodological strategies used by the CLIL teachers favoured the progressive comprehension of the contents of the subjects among all students in class, regardless of their level of English.

- Although the students in the focus group emphasised the very close relationship between teacher and students, 47% of students responded in the questionnaire that the relationship with the teacher was similar to that of any other subject.

- Even though the teacher valued previous CLIL teaching experience, 61% of students said that any teacher with a good command of English could teach a CLIL subject.

But other singular issues should also be considered in relation to SO-4 achievement:

- ECTP experiences may not be recognized as such. Students did not have an explicit aim to learn them, and ECTP strategies did not constitute a structured body of knowledge. In the focus group, students understood ECTP as good practice that they would like to reproduce in the future.
- The teacher complained of the lack of time to prepare classes.
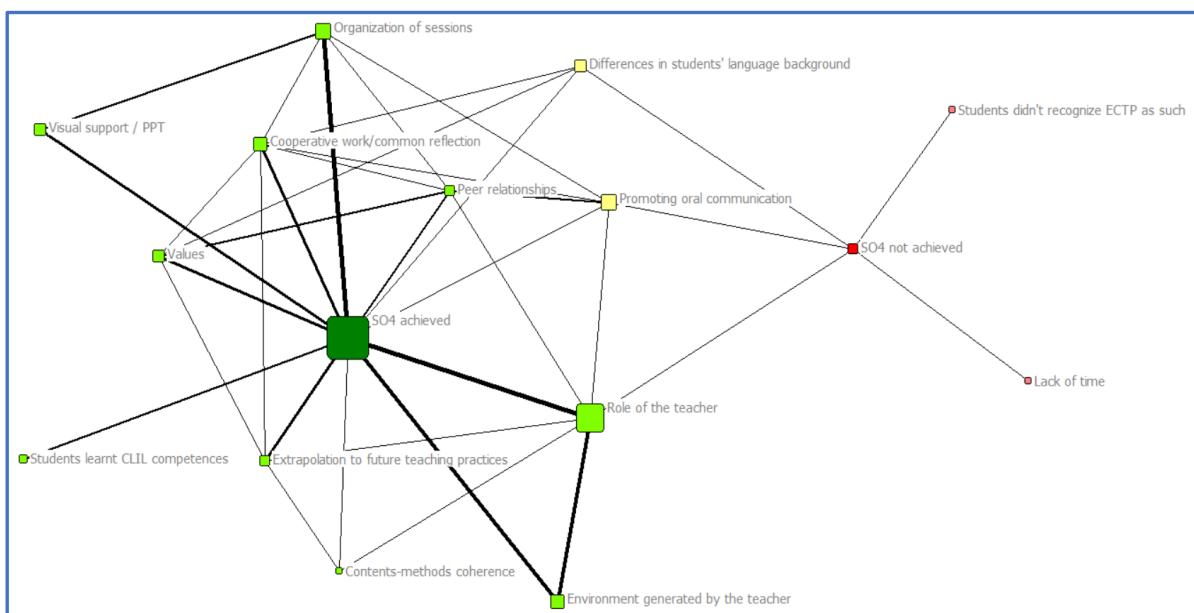
Figure 47. Data Triangulation in relation to SO-4 in Subjec B

Concerning *Subject B*, several *common* elements were found to support achievement of SO-4:

- In both courses, 35% of students stated that they had not only learned contents and English, but also methodological aspects.
- The methodological strategies that students highlighted the most in this subject are: collaborative work (85%), promotion of oral production and students' participation (65%) and non-verbal communicative strategies (48%).
- The teacher used -and the students identified- strategies in order to work in small groups and to promote interaction among students; this fact allowed for higher levels of participation, oral communication in English among students, peer learning and shared reflection. In this sense, in both subjects, 72% of students developed a "very close" relationship with their classmates.

- Although visual support was less recognized (37%), it was also considered ECTP: videos, mind-maps on the white board, lists of key words on white board...

- Students valued the role of the teacher, her attitude and how she created a positive atmosphere and a close relationship with students. In Subject B, 81% of students responded that the relationship with the teacher had been "very close".

- Students' different linguistic levels and needs were perceived as an opportunity (71% of students, according to the questionnaire). This fact allowed the teacher to take advantage of different students' roles (big brother / big sister). In both subjects, 60% agreed that the set of methodological strategies used by the CLIL teachers favoured the progressive comprehension of the contents among all students in class, regardless of their level of English.

- Both students and the teacher identified the organisation of the sessions as ECTP, highlighting the presentation of subject-specific language at the beginning of the sessions and the references during class development. They also pointed out the work on values, and the usefulness of tasks for real life.

And other *singular* issues were raised to support achievement of SO-4 in *Subject B*:

- Students said that they could extrapolate what they had experienced to future teaching practices.

- Concerning the teacher, students valued the coherence between contents ("what you teach") and methodology ("how you teach").

- According to the teacher, students learned CLIL competences as they had seen how a CLIL subject is taught.

- CLIL was perceived as an enriching methodological challenge, as well as an opportunity for methodological revision.

Finally, other singular results may not support SO-3 achievement:

- Although they inferred an extrapolation, students did not recognise ECTP as such, according to the teacher. They will, nonetheless, recognise them as they advance in the degree.

- CLIL teaching implies more work and a need for more preparation time (sessions, materials…).

- The relevant strategy mentioned the least in Subject B was the promotion of written production (12%).

3.6. CONCLUSIONS TO THIS CHAPTER

This chapter has referred to the case study developed for this thesis, both descriptively and methodologically. Content and language integration has been analysed from different perspectives, starting with its conceptualisation, and the subsequent identification of what should be considered ECTP (effective CLIL teaching practice), to then focus on a specific context where first PTE students and two CLIL teachers have been taken as participants.

The research paradigm has first been introduced, together with the research questions and objectives. The methodology has followed Bonnet's (2012) "3Ps" and "2Qs", where product, process and participant are integrated with quantitative and qualitative methods. The setting and the participants have been thoroughly described and a detailed account of the research instruments employed in this study has been provided. Ethical considerations have also been taken into account before focusing on the results.

The second part of the chapter has been devoted to the results obtained through data gathering and analysis. Discussion has lead to several conclusions in relation to the two research questions and the four specific objectives, set at the beginning of the research process, which attempt to accomplish the two general objectives of this case study:

General Objective 1 (GO-1): Identify the indicators that specifically belong to effective CLIL teaching practice (ECTP).

General Objective 2 (GO-2): Describe how teaching in CLIL mode in a Teacher Education degree affects the acquisition of content knowledge, of subject-specific language and of ECTP knowledge.

Specific Objective 1 has been achieved first through literature revision and analysis and then through the design of a tool for analysing CLIL teaching, one that could also be employed to examine general teaching practice. OT-2: ECTP Observation Tool has been designed and twenty-eight categories have been identified, one of which

exclusively belongs to ECTP. The rest of the categories would be ECTP features but also elements of effective teaching practice or effective language teaching practice.

Specific Objective 2 has been achieved through a detailed exploration of ECTP found in two CLIL subjects in PTE studies. The use of the first observation tool has also served as an instrument to obtain data that helped to improve the design of the second observation tool, OT-2: The ECTP Observation Tool.

Specific Objective 3 has been partly achieved due to the complexity of data gathering and to the number of instruments employed, which have pointed to some common issues but have also uncovered contradictory results. Qualitative and quantitative instruments have provided data that may lead to confirm that CLIL teaching positively affects the acquisition of subject contents and of subject-specific language, in line with results obtained in previous research studies (Agustín-Llach & Canga, 2014; Coral, 2013; Dalton-Puffer, 2007; Lasagabaster, 2008; Sylvén, 2004). However, data obtained from Subject B have not shown enough evidence to be able to arrive at the conclusion that this specific objective has been completely achieved.

Specific Objective 4 has been partly achieved this time due to the fact that ECTP has not been explicitly taught. However, students' perceptions of the two CLIL subjects and of the CLIL teachers have revealed strategies and teaching practices that have been identified in this thesis as ECTP. The CLIL teachers have also shared how ECTP in PTE may have transferred ECTP to TE students. Students have highlighted collaborative work and the use of visuals and non-verbal communication as important teaching strategies and have emphazised the positive atmosphere the teacher has provided, which has invited engagement and enhanced participation. Collaboration and peer learning have also been identified as ECTP by the teachers. These results uncover how three categories from the twenty-eight defining categories of ECTP become especially relevant in this study: 2.1. (appropriate scaffolding for language and content comprehension and output/sharing), 2.3. (collaboration, interaction, peer work, group work) and 3.2. (motivation: engagement/ low affective filter -inter-/empowerment/positive management).

As a final conclusion to the chapter, we may come back to the two research questions set at the beginning of this thesis:

Research Question 1 (RQ1): How do we identify and implement Effective CLIL Teaching Practice (ECTP) in pre-service Teacher Education?

First, there has been a need to go through a process of identification of the concept of ECTP. The results have provided us with twenty-eight defining categories, which have been used to observe how ECTP has been implemented in PTE studies. This has been done through observation and exploration of two CLIL subjects taught to first-year PTE students at the FPESSB, University Ramon Llull. This case study has allowed us to answer in full detail this first research question.

Research Question 2 (RQ2): Can we confirm that implementing CLIL in pre-service Teacher Education improves students' Additional Language (AL) and Content Learning (CL)?

Concerning the second question, and supporting what has already been mentioned in section 3.5.3., tests results have not been conclusive enough to confirm that implementing CLIL in PTE improves students' AL and CL. However, teachers' and students' perceptions seem to confirm that the improvement has been considerable and that the added value of ECTP has made the experience worthwhile for all participants. TE students have gone through a learning experience, which may have been an effective model for their future teaching.

The last chapter of this thesis will provide a full account of the most relevant findings encountered throughout the process of research and will draw a number of conclusions in relation to each of the specific objectives set at the beginning of the study.

CHAPTER 4. CONCLUSIONS AND FURTHER RESEARCH

The aim of this chapter is to offer some concluding remarks on this study, which focuses on CLIL teaching and learning in pre-service Teacher Education (PTE). Several possible paths for further research will also be outlined and a number of limitations will be examined.

Throughout the research process, there has been a constant awareness of the potential ramifications of the two general objectives. The primary motivation behind this research study has been inquiry and reflection, which has brought with it more questioning and consequently a greater desire to make connections, both to literature and to real life needs. This has meant that the specific aims are relevant enough to approach each one first separately, in relation to the type of instruments to be used and in relation to the results obtained, and then sequentially, by starting with the first objective and progressively moving on to the others. Finally, there will be an integrated overview of all of them, as there have been continuous relationships established, especially between the specific results obtained for each objective and the rest of the results.

Three main considerations may be suggested in order to start synthesising the findings of the study from an integrated perspective:

1. Integrated practices in education should be viewed as the ultimate exponent of effective learning, which results from effective teaching under optimal conditions.
2. The concept of CLIL provides a common understanding of what content and language integration may imply in educational practices, but uncovers important conceptual limitations that should not be underestimated.
3. Engaging with the art of CLIL teaching may be concieved of as the commitment to realising one's full potential as a teacher.

Throughout this study, there has been an attempt to find arguments in relation to the interelated statements above via an interpretivist and socio-critical approach to research. The situated case study conducted here has yielded sufficiently relevant findings so as to allow for consistent conclusions. Identifying what makes ECTP unique and different and describing how CLIL in PTE may have an effect on students'

achievement were the two starting points from which the process of research and analysis has evolved.

In relation to the first consideration, the analysis of the literature has provided extensive elements to identify integrated practices in education as effective teaching and learning practices. Specific objective 1 and specific objective 2 have focused on ECTP observation and on the design of an ECTP observation tool, to be used within this integrated educational framework. In order to do so, and throughout this first process of data gathering and discussion, there has been a need to discriminate ECTP from effective teaching and effective language teaching. The list of features found in the literature which directly connect to ECTP have been shown to be elements that have also been underlined by authors defining effective teaching and effective language teaching. There is only one aspect that seems to be specific to ECTP, and that is content language knowledge in the AL, which means having knowledge of the AL specifically related to the subject-content, using it effectively, at an adequate academic level, and providing good language models. This first finding may have several implications: to begin with, ECTP should be understood as the result of adding together all the elements that distinguish effective teaching, all the elements that constitute specific effective language teaching and the only feature that characterizes specific effective CLIL teaching; secondly, CLIL methodology as such may be called into question if one tries to present it as a new approach to teaching; third, the importance of the knowledge and competence that CLIL teachers have of the AL specifically related to the subject-content, which directly connects with cognitively academic language proficiency (CALP), may have been underestimated when implementing CLIL courses across different educational stages; finally, the European CLIL scenario may have predominated over many other effective educational practices mostly considered secondary when, probably, they should have been considered a priority. Collaborative learning, project based learning and experiential learning, among others, should agglutinate CLIL and not the other way around.

As regards the second consideration, honesty dictates that it be noted that the choice of the concept of CLIL used for the purposes of this study here was a rather "conservative" one. Making a "conservative" choice here means agreeing with the well established concept of CLIL, a definition that was popular and has been extensively used by practitioners and educational researchers, despite the doubts that this concept may have awoken from the very beginning. CLIL may provide a common understanding of what content and language integrated learning means and thus serve as a consistent framework for studying integrated practices in education where AL and

other contents fuse in order to achieve successful learning outcomes. However, the term CLIL, referring to content and language integrated learning, leaves language aside and, by doing so, CLIL relegates language to a status that is something other than content. This fact may be regarded a limitation of the concept and should draw our attention to less attactive yet more inclusive concepts, such as Language and Other Content Integrated Learning (LOCIL) or Language and Non-Language Content Integrated Learning (LaNoLaCIL). The rapid spread of the concept of CLIL in Europe and in the rest of the world has made practitioners, policy makers and researchers unconsciously adopt a false dichotomy between content and language, and it seems difficult to avoid falling into this trend. Therefore, it has seemed more "conservative" to keep to the term CLIL. Nonetheless, language should be considered one of the most important contents to be taught in all educational practices, as it is the means through which education really comes alive.

The last consideration takes "the art" as a significant term. Erpelding, in Burden & Byrd (2007) and Jarvis (2002) used it when defining effective teaching practices through enquiring and through understanding and supporting the development of a child, respectively. This case study is based on this "art" idea, which views teaching as a constant relationship with aspects that go beyond strategies and knowledge. Art connects with attitudes and emotions in the same way that effective teaching needs to connect with socio-affective skills and attitudes. The art of CLIL teaching is thus a consequence of this integrative conception of teaching and attempts to parallel the concept of ECTP. However, ECTP might be too ambitious to be completely achieved. ECTP means a special "commitment" to educational practices, which imply constant professional development and enquiry through positive learning attitudes. This commitment means assuming a humble but brave learning attitude towards teaching, which will consequently smooth the path to higher levels of quality teaching.

As argued in chapters 1 and 2, the theoretical approach taken by this research study is founded upon literature and educational practices where arguments are given in favour of integration in education and of CLIL. Effective teaching and effective AL teaching have been identified through a thorough review of the most relevant contributions across educational levels, especially focusing on HE. Concerning integration in content and language teaching and learning, and after a detailed description of the role of CLIL in the educational arena, an account of CLIL research evidence has been provided, with the results of prior research lending support to CLIL implementation in schools and in HE. However, as the aim of this study focuses on CLIL teaching practices, careful attention has been paid to process evidence research. Until recent years, CLIL

pedagogy had not been considered a priority by researchers, who had been busy finding language and content performance evidence that could validate CLIL policies developed by educational authorities. Studying the processes through which teaching and learning take place is as essential for CLIL consolidation as performance, and it is especially critical for the quest to advance toward best practices, which in turn will have an impact on objective students' outcomes.

The first two chapters have thus provided the framework for this case study, and from here two general objectives and four specific objectives have been established:

General Objective 1 (GO1): Identify the indicators that specifically belong to effective CLIL teaching practice (ECTP).

> Specific Objective 1 (SO1): Design an ECTP observation tool through the analysis of the literature and data gathered in classroom observation.

> Specific Objective 2 (SO2): Observe and explore ECTP in subjects taught in CLIL mode in a Teacher Education degree.

General Objective 2 (GO2): Describe how teaching in CLIL mode in a Teacher Education degree affects the acquisition of content knowledge, of subject-specific language and of ECTP knowledge.

> Specific Objective 3 (SO3): Explore whether teaching in CLIL mode positively affects the acquisition of the subject contents and of the subject-specific language regarding student and teacher's perceptions and performance.

> Specific Objective 4 (SO4): Explore whether teaching in CLIL mode positively affects the acquisition of ECTP knowledge regarding student and teacher's perceptions and performance.

The first specific objective was set as a consequence of the need to provide an observation tool that, on the one hand, could include ECTP features, which had to be identified, defined and classified, and, on the other, would fuel reflective practice and professional development in CLIL practitioners. Throughout the process of identification, several issues have come into play: first, and in line with previous intuitions, there has been a constant concern about what features could clearly be considered CLIL teaching, as there has been a general feeling that the more one read and researched the matter, the more doubts arose as to whether those features were exclusive to CLIL, or they were elements that could be identified as general effective teaching. This guided the research process to look for references on quality teaching,

on positive AL teaching and on effective CLIL teaching, which has allowed us to find both similarities and differences, with many common factors and few deviations. Second, the study has been successful in classifying all the elements found in the literature into three main categories: subject-matter knowledge, pedagogical knowledge and skills, and finally socio-affective skills and attitudes. On the one hand, these three categories have allowed the definition of quality teaching to be organised in a coherent way and, on the other, they have been placed on equal footing in terms of importance. The literature has focused very much on the elements related to pedagogical knowledge and skills and has left the other big categories aside, probably due to the belief that subject-matter knowledge had to be taken for granted and to the undervaluation of socio-affective skills and attitudes. Surprisingly, in this case study these have seemed to be the most prized teaching features according to students' perceptions. Finally, the elements identified have had to be defined in order to facilitate future observation and reflection.

The observation tool has been designed with the purpose of opening up new possibilities for revisiting CLIL teaching practices holistically, which implies becoming aware of all the variables that come into play when teaching. The ECTP Observation Tool is intended as an instrument that may help CLIL teachers in their process of professional development through sharing, peer-observation and reflection. However, the tool should be carefully introduced and discussed before being used, as it is important for those who implement it to understand the meaning of each of the categories included, by reading the definitions provided, by thinking of examples, or by sharing common understandings. It might also be used to revisit one's general teaching practice, as the study has tried to show that, except for one category, (1.1.3.2.) Content language knowledge in AL (additional language) (CALP), the rest of the categories could also be considered when analysing effective teaching or effective language teaching practices. This instrument has been designed for practitioners and might be used in a flexible way, by focusing on one macro-category, on two or on three, by starting with just a few categories to be observed or by first approaching the tool more generally to then going on to focus on each of the catagories individually as one becomes more familiar with their meanings and the tool's use. Finally, and focusing on TE studies, the ECTP Observation Tool may serve as an instrument for micro-teaching experiences. The opportunity it offers to reflect upon the definition of each category and to become more aware of the elements that constitute positive teaching, positive language teaching and positive CLIL teaching, together with the tool's flexibility, may help future teachers develop their teaching competences and promote constructive

feedback from peer-observation and group reflection after an intense "under the microscope" view of students' teaching.

The second specific objective consisted of exploring ECTP in two subjects taught during the first year of Primary Education university degree. In order to obtain consistent results, it has been necessary to use a first instrument, OT-1, before designing the ECTP Observation Tool. The reason behind this decision has been the wish to gather more information that could allow the design of the second tool to be more enriching and complete before using it for the first time. By using an adaptation of Sagasta & Ipiña's "Tool for analysing units of work" and Escobar Urmeneta's "Guidelines for language use in university degrees taught in English", two parallel processes have taken place: one for checking the usefulness of the tool in relation to ECTP identification during CLIL subject delivery, and another for analysing the two CLIL teachers' teaching practice. As mentioned before, one of the most relevant findings has been the lack of elements in OT-1 that could be considered socio-affective skills and teacher's attitudes and the lack of data on the teachers' knowledge competence, which, as a consequence of the teaching practice observed in both CLIL teachers, has been observed but not collected as usable data. Other formal elements have been considered in order to design OT-2, such as the 1-4 gradation of observable items and the space for comments, which may allow observers to write in extra information in relation to each category. As for the analysis of the CLIL teachers' teaching practice, CLIL Teacher A has provided a high level of academic language input in the AL, which has surprisingly been found as the category specifically related to ECTP, multimodality of resources and diverse ways of offering feedback to students. The Subject B teacher has kept the difficult balance between content and language, with the latter, especially subject-specific language, clearly communicated and promoted at all times. It is interesting that both CLIL teachers have been aware of the importance of using proficient content language knowledge in the AL (additional language) (CALP) and how they have both used a diversity of ways of providing feedback, which is the first of Hattie's (2009) factors for successful school learning related to teaching. In the analysis of the two teachers' teaching practice, there was a need to write frequent comments on their socio-affective skills and attitudes while also showing their competence on their discipline. As a conclusion, OT-1 has been useful for a first teaching observation analysis, but not enough.

This study has provided the researcher with the opportunity to analyse the teachers' teaching practice once again, this time through the use of OT-2: ECTP Observation

Tool, which has made possible a more exhaustive and deeper analysis. The use of OT-2 has pointed to the effective use of scaffolding for language and content comprehension and output/sharing and effective promotion of collaboration, interaction, peer group and group work in both CLIL subjects, all practices which have also been identified later on by students and teachers in their corresponding focus groups and interviews. Finally, as mentioned before, the observation of features belonging to the categories of positive teacher's attitudes and motivation has been relevant enough, which seems to support the idea that these categories had to be present in OT-2: ECTP Observation Tool.

With the third specific objective, the study wanted to provide more evidence in relation to subject-specific language performance and content performance. In order to do so, several intruments have been employed: students' tests have been the most objective type of instruments, whereas the students' focus groups and teachers' interviews have been more focused on perceptions. Concerning results on subject-specific language, receptive skills and vocabulary have improved to a great extent in the case of subject A. Unfortunately, in Subject B, the improvement has not been as significant as in the other subject, probably due to the procedure followed when administering the post-test. However, improvement on vocabulary has proven significant also in Subject B. Finally, the writing section has exemplified acquisition of subject-specific language, as 20 out of 35 students have provided better language.

The results in subject A, and some in Subject B, confirm results provided by literature on language performance (Agustín-Llach & Canga, 2014; Coral, 2013; Lasagabaster, 2008). Students' perceptions support the previous results and emphazise oral communication as the skill they have improved most, both in listening and speaking. The language has not been assessed, which has had a positive consequence, in the fact that the students have felt more relaxed and confident in using the language, and a negative one, as some students have not tried to use English as much as they could. Assessing language should be part of a CLIL module if both content and language are to be balanced. If there are content and language goals in a CLIL subject programme, both must be assessed by the teacher and the students. Another issue would be to know how these goals should be evaluated, as a final test at the end of the course might not be the best choice. Students have valued the practice of presenting subject-specific language at the beginning of the sessions and the times of interaction with students as significant moments for language improvement. This perception seems to match with the idea that the type of methodology employed influences students'

language improvement and brings up an interesting point for discussion: how can researchers objectively focus on performance evidence without contemplating the effects that the kind of teaching has on results? Research on language acquisition and on the Age Factor in Catalonia, for instance, initially focused on results to conclude that it was not beneficial to introduce early language learning at very young ages, ignoring that the key was the "how "and "what" to teach. Again, it seems necessary to approach research in an integrative way, as this case study has attempted to do, focusing on process evidence, performance evidence and affective evidence. Teachers' perceptions support students' perceptions on their language improvement, specially on subject-specific language.

In relation to subject content acquisition, the results in Subject A confirm previous evidence on the matter (Lorenzo et al. 2009; Merino, 2016). However, the lack of a control group may have limited the significance of the results if compared with other studies with control and treatment groups. In Subject B, the improvement has been minimal, again probably due to procedural circumstances. There is, however, an important issue here that must be considered in relation to students' perceptions, which is the students' impression that the need to concentrate much more to understand the teachers' explanations has made them feel they have acquired content better. This assumption, found in the focus groups and in the questionnaire, is in line with some findings already shared by Figueras, Flores & González-Davies (2011) and points to a possible new advantage for CLIL implementation in HE. However, students have also shared their concern as to the amount of content covered, which has seemed to be less than the content they could have covered if the subject had been taken in students' language, an impression that, conversely, has not been shared by teachers. The content may have been covered, but, as teacher B has stated, "arribo al mateix lloc, però de forma diferent" (I arrive at the same destination but in a different way). This perception uncovers a need to change or revisit one's teaching methodology in order to make sure the contents can be processed by students through meaningful understanding, students' cooperation, active learning and reflection. CLIL requires this sort of methodological awareness, whereas non-CLIL teaching may have the "advantage", or "disadvantage", of keeping to the kind of teaching one is used to or may feel comfortable with. Students' perceptions in the questionnaire also support the results obtained in the focus groups as regards language and content improvement.

It also seems interesting to observe that, as there have not been major differences between the two CLIL subjects in relation to objective results and in relation to

students' perceptions, one may conclude that the nature of the subjects has not influenced the results as much as could have been expected at the beginning of the study, when there was an impression that Subject B could be more "adaptable" to CLIL teaching and learning due to its procedural and practical approach.

Specific objective four was of particular interest, because the results have allowed us to identify the elements that students and CLIL teachers perceived as effective CLIL teaching and learning. The results obtained from the three instruments employed have provided relevant information on the types of ECTP features that teachers and students have been able to recognize when asked about the strategies that may have helped the students follow the course and the teachers teach the subject more effectively. Concerning the student focus groups, a relevant aspect has been the reference to some elements, already present in OT-2: ECTP Observation Tool, which belong to each of the three main categories. Socio-affective skills and attitudes have been valued the most, together with the use of visual support and the use of collaborative practices. Features related to socio-affective skills and attitudes thus are essential from the students' perspective, which should increase awareness of the importance that emotional intelligence and human relationships may have in teaching and learning. This fact contrasts with research carried out on CLIL teaching practices where results mostly emphazise features related to pedagogical knowledge and skills. The reason underlying this evidence may be the objectivity of data collection when it comes to identifying strategies, management and resources, among other issues, which belong to the second main category (pedagogical knowledge and skills). Socio-affective skills and attitudes seem more difficult for researchers and practitioners to identify objectively., In fact, in this case study they have not even commented on the matter, focussing instead on features related to pedagogical knowledge and skills.

The use of visual support and complementary materials and the collaborative approach of the subjects have been the ECTP features the CLIL teachers have highlighted the most. However, there have also been instances where the line between ECTP and effective teaching has not been clearly drawn by both teachers, who have emphazised the extra work and time employed and the need to know students better as conditions for CLIL teaching. But, shouldn't these conditions be guarateed as well when teaching any subject in any language?

Results from the student questionnaire support the importance students have given to collaborative work and the use of visuals, but have also highlighted non-verbal communicative strategies and the promotion of oral production and the students'

participation. Finally, one in three students have perceived the CLIL experience as an opportunity to learn content, language and also other methodological and relational aspects, which leads us to infer that the CLIL subjects have allowed some students to learn more about ECTP. However, this assumption should be further contrasted with additional data.

As mentioned in the introduction, there has been a clear choice of participants in this case study. The purpose of choosing TE students taking the English itinerary is, among others, to provide future primary school teachers with the fundamental skills and competences which will enable them to be effective CLIL teachers and to lead integrated programmes in their educational institutions. Experiencing CLIL as students may be the optimal way to learn how to approach CLIL to future pupils. As teacher educators, we have the responsibility to teach the way we would like our students to teach. This statement, which may seem simple at first glance, has been one of the reasons this thesis has focused on TE students' CLIL experience. By finding out more about how students learn, teacher educators can reflect upon how they teach, and by deepening their knowledge of how teacher educators teach, TE students will definitely benefit from "the art of teaching", which is our commitment to education in particular and to society in general.

At this point, some considerations and aspects that need to be improved have to be taken into account for further research:

First, it has proven difficult to manage a first year TE group of students' motivation in terms of participation. At the beginning there was enough enthusiasm and a great will to know more about the study and about its implications for future practice, but throughout the process there has been a certain decrease in students' degree of implication. This has been observed when the second post-test was delivered and, consequently, the post-test results for Subject B have not been as positive as expected, from the language and content performance point of view.

Second, the fact of focusing on just one context, may have limited generalisation. However, as the approach of this case study has mainly been interpretivist, these may also represent the richness of an open research process, wherein the holistic principle is used to understand and interpret reality through participants' perceptions and actions within the limitations of its design and development. For further research, it would be interesting to increase the number of TE groups and the number of CLIL subjects.

Third, there have been several unexpected problems in relation to the speaking part of the tests, where students were asked to first introduce themselves and then to answer one of three possible questions orally. These questions and answers were recorded and saved, but the quality of the recording has made the transcriptions unacceptabe for analysis. There has also been a lack of participants willing to participate in the speaking section of Subject B post-test The speaking part aimed at completing the test with all the communicative skills and would provide data in relation to students' improvement of subject-specific language. This specific skill has thus not been studied, but would surely be a priority for further and more detailed research on CLIL performance.

Fourth, as mentioned in section 3.5.3.1.1., more students failed Subject B subject-specific language post-test than in the pre-test, which seems strange ad at odds with the teaching and the students' perceptions obtained in the focus group. Procedural circumstances may have caused these results, as the post-test was given, together with the CLIL subject-content test, immediately after students had taken their final official examination of the subject. The TE student questionnaire was also administered to students at that time and this fact might have caused tiredness and less motivation to complete all the answers. Consequently, this issue shoud be carefully considered in future research.

As a teacher researcher, this case study has opened new doors concerning the impact of CLIL teaching and learning in TE studies. The process of revisiting teaching practices has provided new insights on the kind of learning opportunities that must be offered to students, regardless of the type of subjects and the type of contexts they are to face throughout their TE studies. Integrated practices, no matter what is integrated, should provide limitless moments for collaboration, reflection and, consequently, contribute to greater awareness of professional and personal development. This case study is just the starting point for further research on this matter.

Thinking about how TE studies affect educational practices across stages, an interesting line of research would be how students' CLIL experience could be transferred to schools and thus to primary school children, first through students' school placements. Further research would also include a focus on CLIL in Early Chidlhood Education studies, as this first educational stage has always been motivating and challenging from my research and teaching point of view.

There is a need to guarantee that TE students leave their university studies with a solid foundation of teaching competence, in terms of knowledge, actions and attitudes, so that children can benefit from these attitudes, actions and knowledge. This transfer may show what was emphazised at the beginning of this thesis: teaching through learning, learning through experiencing and coherently backing words with positive attitudes and actions.

This study hopes to have contributed to the multilingual ethos by dealing in depth with CLIL in HE and by focusing on ECTP in pre-service TE. "Flying kisses", the two words heading this thesis, are now used to put an end to a long process, where the humble learning of this expression, uttered by a primary school teacher during a visit to a school in Barcelona, inspired the researcher in many different ways: the primary school teacher told the children the expression "petons voladors" (flying kisses) and, immediately, all the children blew me kisses by kissing their hands first and blowing on their hands in a direction towards where I stood. The expressiveness of the act, the creativity of the words and the symbolism behind the scene made me use these same words in English the next day with my TE students. I thank this teacher and her group of children for letting me learn, and I hope students can benefit from the experience as it has benefited me personally and, thus, professionally.

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APPENDICES

Appendix 1. Classification of Effective Teaching.

Appendix 2. Classification of Effective Language Teaching.

Appendix 3. Classification of Effective CLIL Teaching.

Appendix 4. Categorisation of Effective Teaching, Effective Language Teaching and Effective CLIL Teaching.

Appendix 5. Observation Tool 1 (OT-1).

Appendix 6. CSCT-A: CLIL SUBJECT CONTENT TEST -SUBJECT A-.

Appendix 7. CSSLT-A: CLIL SUBJECT SPECIFIC LANGUAGE TEST -SUBJECT A-.

Appendix 8. CSCT-B: CLIL SUBJECT CONTENT TEST -SUBJECT B-.

Appendix 9. CSSLT-B: CLIL SUBJECT SPECIFIC LANGUAGE TEST -SUBJECT B-.

Appendix 10. TE Students: Questionnaire (TES-Q)

Appendix 11. TE Students: Focus Group Subject A + Subject B (TES-FG/A + TES-FG/B).

Appendix 12. CLIL Teachers: CLIL Teacher Interview (CTI-A and CTI-B).

Appendix 13: Transcripts of Students' Focus Groups (TES-FG/A and TES-FG/B).

Appendix 14: Transcripts of CLIL Teacher Interview (CT/A-I and CT/B-I).

Appendix 1. **Classification of Effective Teaching**

	EFFECTIVE TEACHING PRACTICE		
	SUBJECT-MATTER KNOWLEDGE	**PEDAGOGICAL KNOWLEDGE AND SKILLS**	**SOCIO-AFFECTIVE SKILLS AND ATTITUDES**
ELEMENTS OF EFFECTIVE TEACHING IDENTIFIED IN THE LITERATURE			
Rosenshine & Furst, 1974	being clear		
			being enthusiastic
		using a variety of approaches	
		good questioning	
		being task-orientated (not wasting time)	
		being indirect (not giving straight information)	
		making structuring comments (periodically summing up what has been done and signposting the way ahead)	
Schön, 1983		he used the term 'reflective practitioner' referring to effective professionals revisiting their own practice. Being an effective teacher in higher education thus implies reflective practice (Cowan, 2002). Biggs and Tang improve the concept by using the term 'transformative reflection', providing a step forward to the idea of reflecting towards improvement.	
Chickering & Gamson. 1987			encouraging contacts between students and faculty.
		develoand cooperation among students.	
			using active learning techniques
		giving prompt feedback	
		emphasizing time on task	
			communicating high expectations
		respecting diverse talents and ways of learning	
Brophy & Good, 1986; Wang, Haertel & Walberg, 1993		close monitoring	
		adequate pacing	
		classroom management	
		clarity of presentation	
		well-structured lessons	
		informative and encouraging feedback	
Biggs,1996		ideas on effective teaching in higher education: through his 'theory of constructive alignment': when planning one's teaching practice, and framed by the constructivist ideas of learning, the concept takes the intended learning outcome, which has previously been decided and which needs to be achieved, as an inspiring motto for process design. The process will include the teaching and learning activities and assessment tasks, which will coherently alienate and support each other	

Jarvis, 2002	balance kept between 'the wise use of different teaching methods' and charismatic teaching
Gregory, 2002	providing an integrative experience
	self-directedness
	empowerment
	autonomy
Keeton *et al.*, 2002	principle 1: Early and ongoing clarification of goals and of a route to their achievement will facilitate learning
	principle 2: Deliberate practice in the route to the goals will enhance and deepen the learning
	principle 3: Balancing the challenge of high expectations with supports tailored to the individual learner's needs in meeting the challenge can yield increased learning and development
	principle 4: A rich body of experience is essential for optimum learning. Those who engage in direct experience of an object of study will normally learn more accurately and penetratingly about it than those who do not experience it directly
	principle 5: Experience yields explicit (narrative) knowledge only if actively reflected upon. Such reflection often occurs best in interaction with peers, instructors, or other active questioner
	principle 6: Using genuine problems as a focal point of inquiry serves as a catalyst that optimizes the interaction between broadening experience and reflection on it
	principle 7: Early and continuing focus on the learners' becoming highly effective in learning can speed up and deepen learning in later work
	principle 8: For an institution to assist learners best in their learning, it must embody a pervasive climate that creates a culture of learning by encouraging and supporting searching and unfettered inquiry
Westwood, 2004	have well-managed classrooms
	maintain an academic focus
	have high, rather than low, expectations of what students can achieve
	be business-like and work-oriented
	show enthusiasm
	use strategies to keep students on task, motivated, and productive
	impose structure on the content to be covered
	present new material in a step-by-step manner
	use clear instructions and explanations
	use a variety of teaching styles and resources
	frequently demonstrate appropriate task-approach strategies
	monitor closely what students are doing
	instruction to individual needs, and re-teach where necessary
	provide frequent feedback to students
	use high rates of questioning to involve students and to check for understanding
	significant amounts of time in interactive whole-class teaching, but also use group work and partner activities when appropriate
Umbach & Wawrzynski, 2005, p. 153	active and collaborative learning techniques
	engage students in experiences
	emphasize higher-order cognitive actives in the classroom
	interact with students
	challenge students academically
	value enriching educational experiences
Pascarella, Seifert &	instructional clarity

Whitt, 2008; Pascarella & Terenzini, 2005	course organization and preparation
	teacher expressiveness
	feedback to students
Cruce, Wolkniak, Seifert, & Pascarella, 2006	effective teaching and interaction with faculty
	interactions with peers
	academic challenge/high expectations
Klieme *et al.,* 2006	cognitive activation (including higher order thinking tasks and other demanding activities)
Creemers & Kyriakides, 2008	orientation
	structuring
	questioning
	teaching modelling
	the classroom as a learning environment
	management of time
	assessment
Hattie, 2009	deliberate practice aimed at attaining mastery of the goal
	appropriately challenging goals
	there is feedback given and sought
	active, passionate and engaging people participating in the act of learning
	students develop self-regulation processes
	teachers must be active, open to experience and designers of meaningful experiences
	they must construct and criticize, reason and apply, be clear and provide learners with opportunities for developing surface and deep learning
	dual feedback
	combination of teacher-centred teaching and student-centred learning
	providing confidence and support throughout the process
TALLIS, 2009	motivation and learning outcomes, are also considered
	clear and well-structured classroom management
	student orientation (including supportive climate and individualised instruction)
Biggs & Tang, 2011	surface approach is to be discouraged, the deep approach to be encouraged; preventing students from using a surface approach by discouraging the use of low levels and inappropriate learning activities
	getting students to realize that appropriate task engagement is a good and impelling idea (otherwise known as 'motivation')
	we establish the kind of climate that will optimize appropriate interactions with our students
	an important aspect: reflective practice, using transformative reflection. Expert teachers continually reflect on how they might teach even better
	motivation from students comes from how much the teacher gets the students involved in learning, from how much the learners see the tasks worth doing
	creating the necessary climate and conditions for deep learning to take place.: McGregor's Theory Y (1960) climate will provide learners with an organised 'stage', which will guide learners through the process and will bring continuous constructive feedback
	metacognitive control, reflective learning
	relevant learning activity

	formative feedback
	appropriate motivation
	a base of interconnected knowledge: teaching needs to connect new learning with old, should find interconnections in topics, in ideas and in students' experiences, horizontally but also vertically
	social learning: peer tutoring and group discussions are two examples of shared situations where student learning is facilitated
	variety
	pacing
Hanson, 2013	non-classroom interactions with faculty
	prompt feedback
	frequency of interactions with faculty
	teaching clarity and organization
	students' perception of challenging classes and high faculty expectations; this includes faculty asking challenging questions and having students challenge each other's ideas
	frequency of higher-order exams and assignments
	academic challenge and effort
	degree to which faculty have students integrate ideas, information, and experiences

Appendix 2. **Classification of Effective Language Teaching**

	EFFECTIVE LANGUAGE TEACHING PRACTICE			
	SUBJECT-MATTER KNOWLEDGE	PEDAGOGICAL KNOWLEDGE AND SKILLS	SOCIO-AFFECTIVE SKILLS AND ATTITUDES	
ELEMENTS OF EFFECTIVE LANGUAGE TEACHING IDENTIFIED IN THE LITERATURE				
Buchman, 1984, cited in Aydin et al, 2009	using target language effectively			
		integrating lessons based on students' backgrounds		
		preparing effective lesson plans		
Wong & Wong, 1998		having classroom management skills, defined as practices and procedure that a teacher uses to maintain an environment in which instruction and learning can occur		
			creating stress-free learning environments by lowering affective filter and raising motivation, and thus minimising the fear of making mistakes	
Arikan et al., 2008 ; Aydinet al., 2009 ; Borg, 2006 ; Cheung, 2006 ; Shishavan & Sadeghi, 2009; Yu-Hsin, 1999			providing students with an environment in which they can be relaxed in order to learn and produce well	
		guiding students		
		having the ability to organize, explain and clarify		
			arousing and sustaining interest, motivating students	
			giving positive reinforcement	
		teaching with effective classroom materials by integrating technology		
Foote, Vermette, Wisniewski, Agnello & Pegano (2000, cited in Wichadee, 2010); Arikan, Taşer & Saraç-Süzer, 2008			establishing and keeping a positive relationship between teacher and students	
Cheung, 2006; Shishavan & Sadeghi, 2009			motivating students	
			being enthusiastic for teaching	
			sparing time for students when they ask for help	
			having positive attitudes towards students	
			responding to students' needs	
			providing a stress-free classroom atmosphere	
Borg, 2006; Park & Lee, 2006; Werbinska, 2009	having knowledge of the target language knowledge concerning fluency, accuracy, lexicon and pronunciation			
	being knowledgeable on target culture			
Malikow, 2006		being challenging		

	having reasonably high expectations
	having sense of humour
	being enthusiastic
	being creative
Cheung, 2006; Shishavan & Sadeghi, 2009; Werbinska, 2009	being tolerant
	being patient
	being kind
	being sensible
	being open-minded
	being flexible
	being optimistic
	being enthusiastic
	having a positive attitude toward new ideas
	caring for students
Nation, 2007	provide and organise large amounts of comprehensible input through both listening and reading
	boost learning through comprehensible input by adding a deliberate element
	support and push learners to produce spoken and written output in a variety of appropriate genres
	provide opportunities for cooperative interaction
	help learners deliberately learn language items and patterns, including sounds, spelling, vocabulary, multiword units, grammar and discourse
	train learners in strategies that will contribute to language learning
	provide fluency development activities in each of the four skills of listening, speaking, reading and writing
	provide a roughly equal balance of the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development
	plan for the repeated coverage of the most useful language items
	use analysis, monitoring and assessment to help address learners' language and communication needs
Shishavan and Sadeghi, 2009	having the mastery of the subject matter knowledge in their specific field .
Arikan, 2010	making use of audio-visual materials when possible
	guiding students to get some learning strategies
	teaching a topic in accordance to students' proficiency levels
	watching and informing students about their progress in language learning .
Richards, 2012	providing good language models and maintain use of the target language in the classroom, (skills that enable the teacher to manage classroom discourse so that it provides opportunities for language learning)
	giving correct feedback on learner language
	providing input at an appropriate level of difficulty
	having content knowledge (both disciplinary knowledge and pedagogical content knowledge)
	being able to introduce and explain tasks appropriately
	being able to set up learning arrangements appropriately

	checking SS' understanding
	guiding student practice
	opening the sessions appropriately, making transition from one class to another and ending the lesson
	having the appropriate contextual knowledge. understanding the dynamics and relationships within the classroom and the rules and behaviours specific to a particular setting
	maintaining active student involvement
	using group-based activities
	addressing common student interests and concerns
	regularly changing seating arrangements so that students experience working with different classmates
	using humour and other ways of creating a warm and friendly classroom atmosphere
	recognizing that students have social as well as learning needs in the classroom
	developing a deeper understanding of what teaching is, and developing ideas, concepts, theories, and principles based on teacher's experience of teaching (theorizing of practice)
	capitalizing on the potential for learning and growth that comes from participating in a community of teachers having shared goals, values, and interests
	having specialized knowledge base obtained through both academic study and practical experience

Appendix 3. **Classification of Effective CLIL Teaching**

	EFFECTIVE CLIL TEACHING PRACTICE		
	SUBJECT-MATTER KNOWLEDGE	**PEDAGOGICAL KNOWLEDGE AND SKILLS**	**SOCIO-AFFECTIVE SKILLS AND ATTITUDES**
ELEMENTS OF EFFECTIVE CLIL TEACHING IDENTIFIED IN THE LITERATURE			
Snow, 1991 CB	use of contextualised cues		
	checking for understanding		
	designing appropriate lessons		
	teachers working together in the planning of vocabulary instruction, prioritising objectives		
Temant, 1996 CB	content should not be compromised or diluted		
	linguistic adjustments make content accessible to students		
	strategic use of reading and writing activities is important		
	grading should be fair to ESL students (multiple assessment)		
	academic language should be developed		
	cross-disciplinary collaboration is essential		
	affective factors influence learning		
Grabe & Stoller, 1997 CB	themes, central ideas chosen to suit students' needs and interests		
	texts, content resources, written and aural, dependent on several criteria		
	topics, the subunits of content selected to complement interests and preferences		
	threads, the links across themes which create greater curricular coherence		
	tasks, the basic units of instructions, activities, techniques and class management		
	transitions, the specific actions that provide coherence across topics and across tasks		
Mercer,1997	"we need to see classrooms as places where knowledge is socially constructed" and this development is carried out by means of language because: "language is used to promote the special and intellectual life of a community"		
Biggs, 1999, 2003	points out that formative assessment in an integral part of teaching and that "the effectiveness of different teaching methods is directly related to their ability to provide formative feedback"		
Novotná et al, 2001	showing an understanding of the amount and type of content language she/he should use during the lesson.		

	contextualising new content language items and presenting them in a comprehensible way
	use of a variety of non-verbal communicative techniques
	using authentic situations
	speaking clearly
	breaking tasks down into component parts and giving instructions for each part
	teaching thinking skills and learning strategies
	clustering content material and relating it to past classroom experience
	showing an understanding of and sensitivity to individual learners' needs
	involving learners
	encouraging collaborative learning
	praise
	feedback
	encouragement
Carrasquillo & Rodríguez, 2001	multimodal resources in classrooms
	language environment rich in multimedia materials, because information represented visually highlights important aspects of content and decreases dependence on written texts
Navés, 2002	empathy and respect towards cultures and languages
	collaboration and professionalism from teachers, parents and educational stakeholders
	optimism and help for the challenges that programming and assessment entail
	giving instructions clearly
	describing tasks accurately
	maintaining learners' engagement by maintaining task focus
	demonstrating
	outlining
	using visuals
	scaffolding
	rephrasing
	linking new information to learners' previous knowledge
	checking comprehension
	allowing learners to respond in different ways
Coelho, 2004	key-visuals, which are "content-specific graphic organisers" (:217), these key visuals represent relationships among key ideas in a specific text, lesson or unit of work

Nikula, 2005	TT give more elaborate feedback and this can influence their students' participation
	CLIL students are often involved in explaining things in words of their own choice and show more cognitively demanding responses in their production
	creating environments for meaningful participation or information-seeking
Dalton-Puffer, 2005	connection between the use of display questions (comprehension questions) and the IRF pattern. some studies suggest that the use of display questions is connected to transmission-oriented ways of teaching; argues that it is not a good idea to present the dichotomy between display and referential questions (these questions require the learner to provide information, give opinion, explain or clarify) to understand effective teaching in classrooms
	the most common interactional pattern is one of whole-class interactions in which the teacher makes use of strategic questions
	display questions elicit shorter responses from students. referential questions: questions that require the students to express their opinions or beliefs, on the other hand, offer the possibility of expanded responses. thus, teacher strategies in the classroom can have a significant effect on student responses
Mariotti, 2006	she found that, in general, the SS's productions were short and simple; she mentions that TT do not provide negative feedback in a CLIL setting, and thus recommends that feedback should be considered an important issue
Coyle, 2006	C for content
	C for cognition: lower + higher-order skills
	C for communication: languange of/for/through
	C for culture
	Cummins' matrix from low to high linguistic + cognitive demands
Dalton-Puffer, 2007	teachers usually provide feedback on vocabulary and pronunciation while morphosyntactic aspects do not receive much attention; she also stresses the importance of considering explicit language objectives in CLIL programmes
De Graaff et al, 2007	teacher facilitates exposure to input at a just challenging level
	teacher facilitates meaning-focussed processing
	teacher facilitates form-focussed processing
	teacher facilitates output production
	teacher facilitates the use of strategies
Dafouz et al., 2007	adapting materials, sacrificing content
Dafouz & Linares, 2008	repetitions have an important pedagogical function
Järvinen, 2009	context and interaction are considered the source for learning in this new perspective
Silvia, 2009	use by the teacher of intralinguistic and interlinguistic ...(in the first or in another known language reformulations (type of repetition which frequently occurs in the discourse of the teacher), especially in the case of relevant words and expressions of the subject discourse; also in another language (word translations): translation is possible because of the potentially bilingual dimension of classroom discourse; translation represents an effective strategy in language teaching for communicating word meanings, because they are, as Nation states

	(2001:66), "the simplest kind of definition in that they are short and draw directly on families experience"
	use of semantic and grammatical glosses (explanations) when words, which are relevant for the subject, appear in the discourse: knowledge of word formation processes is an important part of lexical competence; in classroom discourse it is a useful strategy to elicit and/or to communicate and make clear the meaning of words
	activation of a metalinguistic work of lexical definitions and the activation of negotiation of word meaning in interactional sequences: t and l focus their attention on the semantic-pragmatic aspects of lexical units of the specialised terminology. asking for clarifications; cooperative activities of building, negotiating and verifying lexical hypothesis: use of complementary techniques from the teacher, which are non-verbal communication (using gestures or actions, drawings, using real objects), translation into the first language (or into another known language) (code alternation—code-switching?), and definition in the second language. (Nation, 2001)
García, 2009	focus on form
	language patterns
	discourse markers in academic discourse
	simplified discourse
	higher order thinking skills
	collaborative learning by means of interaction
	project work
	case studies
	emphasis on the learner's meta-cognitive processes
	relating new knowledge to students' previous experiences, to what they have learned and to the world
Echevarría at al., 2010	preparation: clearly define content objectives
	preparation: clearly define language objectives
	preparation: use supplementary materials to make lessons clear and meaningful
	preparation: adapt content to all levels of student proficiency
	preparation: provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities
	building background: make clear links between students' past learning and new concepts
	building background: explicitly link concepts to students' background experience
	building background: emphasize key vocabulary
	comprehensible input: speak appropriately to accommodate students' proficiency level
	comprehensible input: clearly explain academic tasks
	comprehensible input: use a variety of techniques to make content concepts clear
	strategies: consistently use scaffolding techniques through lesson
	strategies: employ a variety of question types

	interaction: provide frequent opportunities for interaction and discussion
	interaction: group students to support language and content objectives
	interaction: consistently afford sufficient wait time
	interaction: give ample opportunities for clarification for concepts in l1
	practice-application: supply lots of hand-on materials
	practice-application: provide activities for students to apply content/language knowledge
	practice-application: integrate all language skills into each lesson
	lesson delivery: clearly support content objectives
	lesson delivery: clearly support language objectives
	lesson delivery: engage students 90-100% of the lesson
	lesson delivery: appropriately pace the lesson to students' ability level
	review/assessment: provide comprehensive review of key vocabulary
	review/assessment: provide comprehensive review of key content concepts
	review/assessment: regularly give feedback to students on their output
	review/assessment: conduct assessment of student comprehension and learning
Escobar Urmeneta, 2010	importance of the collaborative element
Coyle et al., 2010	assessment should be content-dominant and language should be assessed if it helps the learner understand and communicate content better. Meyer et al. (2015) recommend putting aside the content/language dichotomy and focusing more on the relationship between concept development and language development, because "deep academic understanding cannot happen without appropriate academic language use"
	dialogue to mediate between one's own and other culture is needed: interactive and dialogic learning within and beyond the classroom are necessary if CLIL is to have a cultural impact. students need to communicate, as talk is a powerful learning tool and they need to be involved in different cultural experiences in order to develop their cultural awareness
Meyer, 2010	importance of presenting subject matter visually, because visual support helps students make meaning of both subject and content-related aspects, while it enhances visual literacy and fosters diversification to suit different learning styles and multiple intelligences
Sudhoff, 2010	foreign cultural insights should be accompanied by an awareness of one's own cultural perspective
Pedrosa, 2011	teachers promote metacognitive awareness
	students' use of academic language
	project-based group work approach
	collaboration of all the members of the community, teachers, learners, and researchers, is fundamental
	the teacher facilitates the learning process by creating a safe space for learners
Mehisto, 2012	importance of fostering learners' critical thinking, discussion, and learner autonomy

	achieving an understanding and appreciation of their own culture and also the culture of the additional language, as well as the capacity for and interest in intercultural communication
Fortanet-Gómez, 2013	multimodality: use of visual support, audios and computer-based materials
Dalton-Puffer & Smit, 2013	effective scaffolding to make subject content and language more accessible to learners
Fullan & Langworthy, 2014	assessment needs to be aligned with the intended learning outcomes and the specific context of learning, and it should be embedded in the particular learning process
CARLA Centre for Advanced Research on Language Acquisition, Minnesota (USA) Fortune (last revision **2014**)	
Integrate content, culture, language and literacy	contextualizes and organizes curriculum around content-based thematic concept(s)
	specifies content-obligatory and content-compatible language objectives for each lesson/unit
	identifies theme-related culture learning goals to introduce products, practices and perspectives
	selects developmentally appropriate language and culture learning objectives that follow from content goals
	uses authentic songs, poems, literature, artefacts to teach language and culture
	evaluates language, content and culture learning for each lesson/unit
Attend to continuous language growth and improve accuracy	elicits and holds all students accountable for self/peer repair
	attends to errors in both oral and written language
	uses a variety of effective feedback techniques including elicitation, metalinguistic clues, clarification requests, repetition, recasts, explicit correction and non-verbal cues
	differentiates between feedback on form versus meaning, e.g. "I like that idea. How might you say it more precisely?"
	creates opportunities and activities to assist students in noticing and producing less frequent used, accurate language in oral and written form
	focuses corrective responses on pre-determined language objectives based on the lesson and the developmental level of learners
	balances use of feedback with flow of lesson
Make input comprehensible	uses body language, TPR, visuals, realia, manipulatives to communicate meaning
	solicits and draws upon prior knowledge and experiences with new themes
	uses a variety of pre-reading and pre-writing activities to make language and content more accessible, e.g. advanced organizers, etc.
	breaks complex information and processes into component parts
	makes frequent use of comprehension checks that require learners to demonstrate their understanding

	selects and adapts instructional material for learners' developmental level
	establishes routines to build familiarity and allow for repetition
Create an L2-rich learning environment	extends students' language repertoires by teaching synonyms and antonyms
	displays a variety of words, phrases, written text throughout classroom and hallways
	invites native speakers to participate in the classroom
	makes available a variety of target language reading and resource materials such as dictionaries, thesaurus, encyclopedia, etc.
	surrounds learner with extensive oral and written language input
Use teacher talk effectively	articulates and enunciates clearly
	slows down and simplifies language when developmentally appropriate
	rephrases and repeats messages in a variety of ways
	varies intonation to mirror messages
	past, present and future vocabulary and language structures consciously
	models accurate use of language
	limits amount of teacher talk
Promote extended student output	plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking
	structures and facilitates high-interest, student-centered activities
	uses output-oriented activities such as role plays, simulations, drama, debates, presentations, etc.
	makes use of a variety of interactive groupings such as dyads, thinking-pair-share, small groups, etc.
	promotes learning from and with peers, e.g. peer editing, peer tutoring
	communicates and consistently reinforces clear expectations about language use
	creates a non-threatening learning environment
	makes effective use of wait time during T-S interaction
Attend to diverse learner needs	includes a range of language, prior knowledge, and social skill abilities in flexible student groups
	uses cooperative group learning
	plans for diverse learner needs based on linguistic and cultural backgrounds
	provides a range of materials, learning activities, and tiered assessment tasks for students' abilities and interests
	surveys student interests to allow for student choice
	invites students to share different problem-solving approaches and learning strategies
	makes use of a wide variety of activities through learning centers where students can work at a level that is appropriate for them

	reinforces concepts and language with multi-sensory activities considering a variety of learning styles such as visual, auditory, tactile, kinaesthetic, etc.
	fosters development of multiple intelligences
Meyer et al., 2015	need to focus on academic language
	subject-specific discourses are multimodal, with knowledge representations that are not only written but also non-verbal, such as visual/audio material, graphic representations and actions
Pedrosa, 2016 dimensions: *what*+ *how* content and language subdimensions	*what* content subsubdimension: higher order skills, progression between content and cognition and critical thinking
	collaborative sessions
	content subsubdimension multiculturalism in this case; reference to promoting intercultural awareness
	what language subsubdimension: of / for /through
	language subsubdimension: attention to language form
	feedback - language form: moments for explicit correction
	feedback - fluency-oriented… dialogic approach taken
	how (towards critical thinking approaches): *referential questions*, *contingent participation promoted* by means of referential questions (Van Lier, 2004); recasting…
	questions may serve for promoting participation and they *can also promote critical thinking* among SS
	use of referential questions influences the *collaborative participation an*d the implication of students
	contingent participation on the part of the teacher. use of strategic questions (use of appropriate questions to mediate in the process) …. takes place in a *whole-class interaction* participation structure and it is considered an example of *scaffolded interaction*
	progression on the levels of intersubjectivity (objective is for SS' representations to get closer to the learning objectives) … Teacher tries to provide a new perspective to the process of constructing knowledge…
	these spaces, where SS can communicate ideas that a priori they thought they would not be able to do, become real; a space where they can talk about academic issues; Gibbons (2003, 2006) refers to these opportunities as "affordances for language and content learning"
Sagasta and Ipiña, 2016 Tool for analysing unit of work	
Contextualisation of the unit of work	it is suitable for the specific sociocultural context
	it is not an isolated unit of work; it relates to the rest of the module
	teacher's guide included
Competences and learning	main objectives are stated (both content and language are taken into account) at the very beginning of the unit

outcomes	
Assessment	assessment criteria are clearly stated at the very beginning of the unit of work
	assessment is suitable for the learning outcomes
	formative assessment is included
Input	integration of subject-content and language-content
	language of learning: genre appropriateness, content-obligatory language
	language to learn and learning to use the language: the unit supports language production by providing phrases, subject-specific vocabulary and collocations needed to complete assignments; formulaic expressions (fluency); and rule-based competence (accuracy and complexity)
Activities *(content and language referred to at all times)*	higher-order thinking is fostered (analysing, evaluating and creating)
	there are activities to activate students' prior knowledge/skills/experience in relation to the learning outcomes
	there are activities to develop students' knowledge/skills/experience in relation to the learning outcomes
	there are activities to reflect and consolidate students' knowledge/skills/experience in relation to the learning outcomes
	the activities designed are not isolated: there is task-dependency
	the activities suggested are suitable to assist the students in achieving their learning outcomes
Resources	resources suggested are suitable for students to attain their learning outcomes (multimodal, e.g. visual support, ICT, etc.)
(Inter)cultural dimension	topics and activities allow students to develop their intercultural awareness as a starting point for developing their intercultural competence
	it offers multiple perspectives of the familiar knowledge/views/attitudes of the topic (from local to global, developing identity and citizenship)
CIREL CLIL Good Practice Indicators	it begins activating previous knowledge in order to construct further knowledge
	taking as a starting point a specific fact, connections with other areas of knowledge and the global context are established
	the proposal is interesting and creative and leads to a final product
	the use of language, including reception and production, is real
	thinking skills are activated in a progressive way
	the proposal caters for mixed ability and inclusion
	there is a space for students to share their opinions and their progress
	support, scaffolding and opportunities are provided to use the language appropriately
	a variety of resources and materials in different formats and support are offered
	a varied range of tools for evaluation and self-evaluation of the process and the final product are provided
	the objectives and purpose of the proposal are shared; the instructions need to be brief and clear
	the personal value of each student is considered
	open questions to promote interest, reflexion and critical thinking are posted

	interaction for individual and collective knowledge construction is fostered
	the responsible participation is promoted by fostering the students' autonomy
Coral and Lleixà, 2017	more language teaching techniques are needed (e.g. paraphrasing or reformulating)
Coral et al., 2017 Physical Education in CLIL Tasks Evaluation	the task is meaningful since it deals with real problems
	the task connects with children's areas of interest
	authentic language input is used to present and execute the task
	scaffolding facilitates and helps students understand the content and language
	the scaffolding enables students to accomplish the task through supportive structuring
	the scaffolding also supports oral or written language production
	the task provides opportunities to transfer a lot of information among students
	the task proposes situations where students are asked to interact using the language
	the task contains differentiation strategies to accommodate all students' needs
	the tapersonal and social competences respecting and taking into account intercultural communication
	the task creates an environment in which students are engaged and challenged with various types of thinking (LOTS and HOTS)
	the task includes any type of language scaffolding to facilitate the verbalisation of thinking skills
	the task promotes connections between previous and new knowledge
	the task progression is clear and well structured
	the language activities included in the task are consistent with the lexical approach
	more collaboration between English and content teachers is needed
	letting teenagers participate in the decision-asking process, explaining to them the value that using a foreign language will add to the activity and presenting an assessment system that rewards the use of English in their PE lessons are examples of things that can increase teenagers' motivation in CLIL settings
Escobar Urmeneta, 2017 Manual d'usos lingüístics per a Graus universitaris amb docència en anglès	convé que el professorat ofereixi mostres variades d'ús de la L2 i creï oportunitats perquè els estudiants facin server fonts d'informació variades en llengua anglesa
	l'adequació del contingut de les lectures prescrites i dels documents audiovisuals ha de ser prioritzat per sobre de la llengua, tot i que: 1. s'haurien de presentar suficients lectures i altres documents en L2 perquè els aprenents puguin construir coneixements acadèmics i professionals 2. la majoria de lectures haurien de ser textos publicats originàriament en anglès 3. també caldria proposar lectures en L1 (per tenir també recursos expressius avançats en L1 i per donar a conèixer la producció científica del país)
	fer servir classes enregistrades en vídeo i documentals de nivell universitari (d'internet) *Flipped classroom*

	el professorat incentivarà de forma amable i consistent l'ús de la L2
	caldrà fer servir procediments facilitadors de la comprensió tant de les explicacions docents com dels vídeos (qüestionaris, resums previs, subtítols...)
	l'ús de la L1 de forma esporàdica pot esdevenir un recurs docent plenament justificat (convidar un estudiants a traduir una definició o explicar un concepte abstracte, oferir un equivalent terminològic, abordar una qüestió amb implicacions emocionals, o fer una petita broma per relaxar l'ambient)
	és imprescindible preveure la introducció de formats d'interacció que fomentin la participació verbal de tot l'alumnat
	el docent pot incentivar l'autoregulació del grup en l'ús de la L2, però la seva funció no és la d'imposar una llengua o prohibir-ne una altra
	presentació d'eines per a la millora i l'autoedició dels textos en L2 orals i escrits, glossaris plurilingües, rúbriques i llistes d'auto-comprovació integrades i co-avaluació
	feedback instantani o retardat sobre la llengua i el discurs, a més del feedback sobre el contingut
	resulta també essencial oferir-los feedback explícit sobre aspecte formals de la llengua i del discurs; cal senyalar de forma selectiva les possibles errades dels estudiants; feedback directe i indirecte (combinant)
Meyer, 2010	importance of presenting subject matter visually, because visual support helps students make meaning of both subject and content-related aspects, while it enhances visual literacy and fosters diversification to suit different learning styles and multiple intelligences

Appendix 4. **Categorisation of Effective Teaching, Effective Language Teaching and Effective CLIL Teaching**

PEDAGOGICAL KNOWLEDGE AND SKILLS (CATEGORIES)

	FROM ELEMENTS OF EFFECTIVE TEACHING
	FROM ELEMENTS OF EFFECTIVE LANGUAGE TEACHING
	FROM ELEMENTS OF EFFECTIVE CLIL TEACHING
APPROPRIATE SCAFFOLDING FOR LANGUAGE AND CONTENT COMPREHENSION AND OUTPUT/SHARING	
teacher expressiveness	
provide and organise large amounts of comprehensible input through both listening and reading	
boost learning through comprehensible input by adding a deliberate element	
use of contextualised cues	
linguistic adjustments make content accessible to students	
contextualising new content language items and presenting them in a comprehensible way use of a variety of non-verbal communicative techniques	
outlining	
scaffolding	
rephrasing	
linking new information to learners' previous knowledge	
key-visuals, which are "content-specific graphic organisers" (:217), these key visuals represent relationships among key ideas in a specific text, lesson or unit of work	
teacher facilitates exposure to input at a just challenging level	
teacher facilitates meaning-focussed processing	
teacher facilitates form-focussed processing	
teacher facilitates output production	
adapting materials	
repetitions have an important pedagogical function	
use by the teacher of intralinguistic and interlinguistic …(in the first or in another known language reformulations (type of repetition which frequently occurs in the discourse of the teacher), especially in the case of relevant words and expressions of the subject discourse; also in another language (word translations): translation is possible because of the potentially bilingual dimension of classroom discourse; translation represents an effective strategy in language teaching for communicating word meanings, because they are, as Nation states (2001:66), "the simplest kind of definition in that they are short and draw directly on families experience"	
use of semantic and grammatical glosses (explanations) when words, which are relevant for the subject, appear in the discourse: knowledge of word formation processes is an important part of lexical competence; in classroom discourse it is a useful strategy to elicit and/or to communicate and make clear the meaning of words	
discourse markers in academic discourse	

preparation: adapt content to all levels of student proficiency
building background: emphasize key vocabulary
simplified discourse
strategies: consistently use scaffolding techniques through lesson
interaction: consistently afford sufficient wait time
interaction: give ample opportunities for clarification for concepts in L1
effective scaffolding to make subject content and language more accessible to learners
uses body language, TPR, visuals, realia, manipulatives to communicate meaning
selects and adapts instructional material for learners' developmental level
establishes routines to build familiarity and allow for repetition
displays a variety of words, phrases, written text throughout classroom and hallways
slows down and simplifies language when developmentally appropriate
rephrases and repeats messages in a variety of ways
varies intonation to mirror messages
recycles past, present and future vocabulary and language structures consciously
models accurate use of language
limits amount of teacher talk
slows down and simplifies language when developmentally appropriate
support, scaffolding and opportunities are provided to use the language appropriately
more language teaching techniques are needed (e.g. paraphrasing or reformulating)
scaffolding facilitates and helps students understand the content and language
the scaffolding enables students to accomplish the task through supportive structuring
the scaffolding also supports oral or written language production
caldrà fer servir procediments facilitadors de la comprensió tant de les explicacions docents com dels vídeos (qüestionaris, resums previs, subtítols...)
presentació d'eines per a la millora i l'autoedició dels textos en L2 orals i escrits, glossaris plurilingües, rúbriques i llistes d'auto-comprovació integrades i co-avaluació
value of visual aids, or realia to scaffold learners' understanding of content
use of complementary techniques from the teacher, which are non-verbal communication (using gestures or actions, drawings, using real objects), translation into the first language (or into another known language) (code alternation—code-switching?), and definition in the second language
breaks complex information and processes into component parts
the task includes any type of language scaffolding to facilitate the verbalisation of thinking skills
importance of presenting subject matter visually, because visual support helps students make meaning of both subject and content-related aspects, while it enhances visual literacy and fosters diversification to suit different learning styles and multiple intelligences
teaching modelling
demonstrating

MULTIMODALITY/VARIETY OF MATERIALS, METHODS AND TASKS

'the wise use of different teaching methods'
use a variety of teaching styles and resources
variety
teaching with effective classroom materials by integrating technology
making use of audio-visual materials when possible
multimodal resources in classrooms
language environment rich in multimedia materials, because information represented visually highlights important aspects of content and decreases dependence on written texts
using visuals
practice-application: supply lots of hand-on materials
multimodality: use of visual support, audios and computer-based materials
uses authentic songs, poems, literature, artefacts to teach language and culture
use supplementary materials
uses a variety of pre-reading and pre-writing activities to make language and content more accessible, e.g. advanced organizers, etc.
makes available a variety of target language reading and resource materials such as dictionaries, thesaurus, encyclopedia, etc.
surrounds learner with extensive oral and written language input
uses output-oriented activities such as role plays, simulations, drama, debates, presentations, etc.
provides a range of materials, learning activities, and tiered assessment tasks for students' abilities and interests
subject-specific discourses are multimodal, with knowledge representations that are not only written but also non-verbal, such as visual/audio material, graphic representations and actions
resources suggested are suitable for students to attain their learning outcomes (multimodal, e.g. visual support, ICT, etc.)
a variety of resources and materials in different formats and support are offered
convé que el professorat ofereixi mostres variades d'ús de la L2 i creï oportunitats perquè els estudiants facin server fonts d'informació variades en llengua anglesa
l'adequació del contingut de les lectures prescrites i dels documents audiovisuals ha de ser prioritzat per sobre de la llengua, tot i que:
s'haurien de presentar suficients lectures i altres documents en L2 perquè els aprenents puguin construir coneixements acadèmics i professionals
la majoria de lectures haurien de ser textos publicats originàriament en anglès
també caldria proposar lectures en L1 (per tenir també recursos expressius avançats en L1 i per donar a conèixer la producció científica del país)
fer servir classes enregistrades en vídeo i documentals de nivell universitari (d'internet) *Flipped classroom*
authentic language input is used to present and execute the task
texts, content resources, written and aural, dependent on several criteria
using a variety of approaches
balance kept between 'the wise use of different teaching methods' and charismatic teaching
activate intuitive heuristics

COLLABORATION, INTERACTION, PEER WORK, GROUP WORK	ENQUIRY / QUESTIONNING

developing reciprocity and cooperation among students.	good questioning
significant amounts of time in interactive whole-class teaching, but also use group work and partner activities when appropriate.	principle 6: Using genuine problems as a focal point of inquiry serves as a catalyst that optimizes the interaction between broadening experience and reflection on it
active and collaborative learning techniques	principle 8: For an institution to assist learners best in their learning, it must embody a pervasive climate that creates a culture of learning by encouraging and supporting searching and unfettered inquiry.
interactions with peers	questioning
social learning: peer tutoring and group discussions are two examples of shared situations where student learning is facilitated	information-seeking
provide opportunities for cooperative interaction	project work
using group-based activities	project-based group work approach
creating environments for meaningful participation	connection between the use of display questions (comprehension questions) and the IRF pattern. some studies suggest that the use of display questions is connected to transmission-oriented ways of teaching; argues that it is not a good idea to present the dichotomy between display and referential questions (these questions require the learner to provide information, give opinion, explain or clarify) to understand effective teaching in classrooms
collaborative learning by means of interaction	display questions elicit shorter responses from students. referential questions: questions that require the students to express their opinions or beliefs, on the other hand, offer the possibility of expanded responses. thus, teacher strategies in the classroom can have a significant effect on student responses
asking for clarifications; cooperative activities of building, negotiating and verifying lexical hypothesis	the most common interactional pattern is one of whole-class interactions in which the teacher makes use of strategic questions
importance of the collaborative element	plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking
interaction: provide frequent opportunities for interaction and discussion	*how* (towards critical thinking approaches): *referential questions*, *contingent participation promoted* by means of referential questions (Van Lier, 2004); recasting…
interaction: group students to support language and content objectives	strategies: employ a variety of question types
project-based group work approach	*questions may serve for promoting participation* and they *can also promote critical thinking* among SS
makes use of a variety of interactive groupings such as dyads, thinking-pair-share, small groups, etc.	use of referential questions influences the *collaborative participation and* the implication of students
promotes learning from and with peers, e.g. peer editing, peer tutoring	*contingent participation on the part of the teacher.* use of strategic questions (use of appropriate questions to mediate in the process) …. takes place in a *whole-class interaction* participation structure and it is considered an example of

	scaffolded interaction
uses cooperative group learning	open questions to promote interest
elicits and holds all students accountable for self/peer repair	being indirect (not giving straight information)
collaborative sessions	case studies
collaboration of all the members of the community, teachers, learners, and researchers, is fundamental	
makes effective use of wait time during T-S interaction	
contingent participation on the part of the teacher. use of strategic questions (use of appropriate questions to mediate in the process) …. takes place in a *whole-class interaction* participation structure and it is considered an example of *scaffolded interaction*	
facilitate negotiated interaction	
interaction for individual and collective knowledge construction is fostered	**POSITIVE CLASS/GROUP MANAGEMENT**
the responsible participation is promoted	classroom management
the task proposes situations where students are asked to interact using the language	have well-managed classrooms
"we need to see classrooms as places where knowledge is socially constructed" and this development is carried out by means of language because: "language is used to promote the special and intellectual life of a community"	management of time
context and interaction are considered the source for learning in this new perspective	having classroom management skills, defined as practices and procedure that a teacher uses to maintain an environment in which instruction and learning can occur
és imprescindible preveure la introducció de formats d'interacció que fomentin la participació verbal de tot l'alumnat	being able to set up learning arrangements appropriately
the task provides opportunities to transfer a lot of information among students	opening the sessions appropriately, making transition from one class to another and ending the lesson
encouraging collaborative learning	regularly changing seating arrangements so that students experience working with different classmates
facilitate negotiated interaction	
COGNITIVE CHALLENGE / HOTS-LOTS/CONTENT FOCUS	tasks, the basic units of instructions, activities, techniques and class management
emphasize higher-order cognitive actives in the classroom	interaction: group students to support language and content objectives
challenge students academically	makes effective use of wait time during T-S interaction
academic challenge	use high rates of questioning to involve students
cognitive activation (including higher order thinking tasks and other demanding activities)	emphasizing time on task

appropriately challenging goals	
students' perception of challenging classes and high faculty expectations; this includes faculty asking challenging questions and having students challenge each other's ideas	
frequency of higher-order exams and assignments	
academic challenge and effort	
being challenging	
teaching a topic in accordance to students' proficiency levels	
CLIL students are often involved in explaining things in words of their own choice and show more cognitively demanding responses in their production	
higher order thinking skills	
C for cognition: lower + higher-order skills	
well-structured classroom management	
plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking	
higher order skills	
higher-order thinking is fostered (analysing, evaluating and creating)	
thinking skills are activated in a progressive way	
the task creates an environment in which students are engaged and challenged with various types of thinking (LOTS and HOTS)	
progression between content and cognition	
they must construct and criticize, reason and apply, and provide learners with opportunities for developing surface and deep learning	
surface approach is to be discouraged, the deep approach to be encouraged; preventing students from using a surface approach by discouraging the use of low levels and inappropriate learning activities	
creating the necessary climate and conditions for deep learning to take place.: McGregor's Theory Y (1960) climate will provide learners with an organised 'stage', which will guide learners through the process and will bring continuous constructive feedback	
maintain an academic focus	
content should not be compromised or diluted	
C for content	
DIVERSITY / INCLUSION	**CONNECTING /INTEGRATION**
respecting diverse talents and ways of learning.	relating new knowledge to students' previous experiences, to what they have learned and to the world

adjust instruction to individual needs, and re-teach where necessary	preparation: provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities
allowing learners to respond in different ways	building background: make clear links between students' past learning and new concepts
includes a range of language, prior knowledge, and social skill abilities in flexible student groups	building background: explicitly link concepts to students' background experience
plans for diverse learner needs based on linguistic and cultural backgrounds	practice-application: integrate all language skills into each lesson
surveys student interests to allow for student choice	solicits and draws upon prior knowledge and experiences with new themes
invites students to share different problem-solving approaches and learning strategies	integration of subject-content and language-content
reinforces concepts and language with multi-sensory activities considering a variety of learning styles such as visual, auditory, tactile, kinaesthetic, etc.	it is not an isolated unit of work; it relates to the rest of the module
fosters development of multiple intelligences	the activities designed are not isolated: there is task-dependency
the proposal caters for mixed ability and inclusion	it begins activating previous knowledge in order to construct further knowledge
the task contains differentiation strategies to accommodate all students' needs	taking as a starting point a specific fact, connections with other areas of knowledge and the global context are established
importance of presenting subject matter visually, because visual support helps students make meaning of both subject and content-related aspects, while it enhances visual literacy and fosters diversification to suit different learning styles and multiple intelligences	the task promotes connections between previous and new knowledge
	maximize learning opportunities
	providing an integrative experience
	principle 4: A rich body of experience is essential for optimum learning. Those who engage in direct experience of an object of study will normally learn more accurately and penetratingly about it than those who do not experience it directly
FOCUS ON CULTURE	be business-like and work-oriented
raise cultural consciousness	a base of interconnected knowledge: teaching needs to connect new learning with old, should find interconnections in topics, in ideas and in students' experiences, horizontally but also vertically
dialogue to mediate between one's own and other culture is needed: interactive and dialogic learning within and beyond the classroom are necessary if CLIL is to have a cultural impact. students need to communicate, as talk is a powerful learning tool and they need to be involved in different cultural experiences in order to develop their cultural awareness	degree to which faculty have students integrate ideas, information, and experiences
foreign cultural insights should be accompanied by an awareness of one's own cultural perspective	integrating lessons based on students' backgrounds
achieving an understanding and appreciation of their own culture and also the	cross-disciplinary collaboration is essential

culture of the additional language, as well as the capacity for and interest in intercultural communication	
content subsubdimension multiculturalism in this case; reference to promoting intercultural awareness	themes, central ideas chosen to suit students' needs and interests
it is suitable for the specific sociocultural context	topics, the subunits of content selected to complement interests and preferences
topics and activities allow students to develop their intercultural awareness as a starting point for developing their intercultural competence	threads, the links across themes which create greater curricular coherence
it offers multiple perspectives of the familiar knowledge/views/attitudes of the topic (from local to global, developing identity and citizenship)	there are activities to activate students' prior knowledge/skills/experience in relation to the learning outcomes
the task promotes personal and social competences respecting and taking into account intercultural communication	engage students in experiences
empathy and respect towards cultures and languages	contextualizes and organizes curriculum around content-based thematic concept(s)
evaluates language, content and culture learning for each lesson/unit	clustering content material and relating it to past classroom experience
C for culture	
identifies theme-related culture learning goals to introduce products, practices and perspectives	
BEING A REFLECTIVE PRACTITIONER AND A MEMBER OF A COMMUNITY OF PRACTICE	**ALIGNMENT /COHERENCE**
he used the term 'reflective practitioner' referring to effective professionals revisiting their own practice. Being an effective teacher in higher education thus implies reflective practice (Cowan, 2002). Biggs and Tang improve the concept by using the term 'transformative reflection', providing a step forward to the idea of reflecting towards improvement.	ideas on effective teaching in higher education: through his 'theory of constructive alignment':when planning one's teaching practice, and framed by the constructivist ideas of learning, the concept takes the intended learning outcome, which has previously been decided and which needs to be achieved, as an inspiring motto for process design. The process will include the teaching and learning activities and assessment tasks, which will coherently alienate and support each other
an important aspect: reflective practice, using transformative reflection. Expert teachers continually reflect on how they might teach even better	principle 1: Early and ongoing clarification of goals and of a route to their achievement will facilitate learning
effective teaching and interaction with faculty	principle 2: Deliberate practice in the route to the goals will enhance and deepen the learning
frequency of interactions with faculty	deliberate practice aimed at attaining mastery of the goal
capitalizing on the potential for learning and growth that comes from participating in a community of teachers having shared goals, values, and interests	provide a roughly equal balance of the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development
teachers working together in the planning of vocabulary instruction, prioritising objectives	transitions, the specific actions that provide coherence across topics and across tasks

cross-disciplinary collaboration is essential	selects developmentally appropriate language and culture learning objectives that follow from content goals
collaboration and professionalism from teachers, parents and educational stakeholders	progression on the levels of intersubjectivity (objective is for SS' representations to get closer to the learning objectives) … Teacher tries to provide a new perspective to the process of constructing knowledge…
more collaboration between English and content teachers is needed	the activities suggested are suitable to assist the students in achieving their learning outcomes
focuses corrective responses on pre-determined language objectives based on the lesson and the developmental level of learners	there are activities to develop students' knowledge/skills/experience in relation to the learning outcomes
ensure social relevance	assessment needs to be aligned with the intended learning outcomes and the specific context of learning, and it should be embedded in the particular learning process
	assessment is suitable for the learning outcomes
	lesson delivery: clearly support content objectives
	the language activities included in the task are consistent with the lexical approach
	minimize perceptual mismatches

CHECKING UNDERSTANDING	FOCUS ON FORM/LANGUAGE AND ACADEMIC LANGUAGE
use high rates of questioning to involve students and to check for understanding	help learners deliberately learn language items and patterns, including sounds, spelling, vocabulary, multiword units, grammar and discourse
checking SS' understanding	C for communication: languange of/for/through
checking for understanding	focus on form
checking comprehension	language patterns
makes frequent use of comprehension checks that require learners to demonstrate their understanding	specifies content-obligatory and content-compatible language objectives for each lesson/unit
	creates opportunities and activities to assist students in noticing and producing less frequent used, accurate language in oral and written form
	extends students' language repertoires by teaching synonyms and antonyms
	*wha*t language subsubdimension: of / for /through
	language subsubdimension: attention to language form
	language of learning: genre appropriateness, content-obligatory language
	language to learn and learning to use the language: the unit supports language production by providing phrases, subject-specific vocabulary and collocations needed to complete assignments; formulaic expressions (fluency); and rule-based competence (accuracy and complexity)
	students' use of academic language

	academic language should be developed
	need to focus on academic language
	showing an understanding of the amount and type of content language she/he should use during the lesson
	foster language awareness
APPROPRIATE FEEDBACK	**PROVIDING CLARITY + COMPREHENSIBLE INPUT**
making structuring comments (periodically summing up what has been done and signposting the way ahead)	being clear
giving prompt feedback	clarity of presentation
close monitoring	use clear instructions and explanations
monitor closely what students are doing	instructional clarity
provide frequent feedback to students	teaching clarity
feedback to students	be clear
assessment	giving instructions clearly
there is feedback given and sought	being able to introduce and explain tasks appropriately
dual feedback	explain and clarify
student orientation (including supportive climate and individualised instruction)	speaking clearly
formative feedback	providing input at an appropriate level of difficulty
prompt feedback	describing tasks accurately
guiding students	assessment criteria are clearly stated
use analysis, monitoring and assessment to help address learners' language and communication needs	the instructions need to be brief and clear
watching and informing students about their progress in language learning	preparation: to make lessons clear and meaningful
giving correct feedback on learner language	comprehensible input: speak appropriately to accommodate students' proficiency level
guiding student practice	teacher facilitates exposure to input at a just challenging level
grading should be fair to ESL students (multiple assessment)	simplified discourse
points out that formative assessment in an integral part of teaching and that "the effectiveness of different teaching methods is directly related to their ability to provide formative feedback"	comprehensible input: clearly explain academic tasks
feedback	comprehensible input: use a variety of techniques to make content concepts clear
TT give more elaborate feedback and this can influence their students' participation	articulates and enunciates clearly
	contextualized linguistic input
she found that, in general, the SS's productions were short and simple; she mentions that TT do not provide negative feedback in a CLIL setting, and thus	present new material in a step-by-step manner

recommends that feedback should be considered an important issue	
teachers usually provide feedback on vocabulary and pronunciation while morphosyntactic aspects do not receive much attention; she also stresses the importance of considering explicit language objectives in CLIL programmes	breaking tasks down into component parts and giving instructions for each part
review/assessment: provide comprehensive review of key vocabulary	clustering content material and relating it to past classroom experience
review/assessment: provide comprehensive review of key content concepts	provide and organise large amounts of comprehensible input through both listening and reading
review/assessment: regularly give feedback to students on their output	
review/assessment: conduct assessment of student comprehension and learning	
assessment should be content-dominant and language should be assessed if it helps the learner understand and communicate content better. Meyer et al. (2015) recommend putting aside the content/language dichotomy and focusing more on the relationship between concept development and language development, because "deep academic understanding cannot happen without appropriate academic language use"	
assessment needs to be aligned with the intended learning outcomes and the specific context of learning, and it should be embedded in the particular learning process	**DEVELOPING THE FOUR COMMUNICATIVE SKILLS**
evaluates language, content and culture learning for each lesson/unit	support and push learners to produce spoken and written output in a variety of appropriate genres
attends to errors in both oral and written language	
uses a variety of effective feedback techniques including elicitation, metalinguistic clues, clarification requests, repetition, recasts, explicit correction and non-verbal cues	provide fluency development activities in each of the four skills of listening, speaking, reading and writing
differentiates between feedback on form versus meaning, e.g. "I like that idea. How might you say it more precisely?"	strategic use of reading and writing activities is important
balances use of feedback with flow of lesson	integrate language skills
feedback - language form: moments for explicit correction	
feedback - fluency-oriented… dialogic approach taken	
assessment criteria are clearly stated at the very beginning of the unit of work	
assessment is suitable for the learning outcomes	
formative assessment is included	
there are activities to reflect and consolidate students' knowledge/skills/experience in relation to the learning outcomes	
a varied range of tools for evaluation and self-evaluation of the process and the final product are provided	
feedback instantani o retardat sobre la llengua i el discurs, a més del feedback	

sobre el contingut	
resulta també essencial oferir-los feedback explícit sobre aspecte formals de la llengua i del discurs; cal senyalar de forma selectiva les possibles errades dels estudiants; feedback directe i indirecte (combinant)	
informative and encouraging feedback	
orientation	

APPROPRIATE STRUCTURING/PACE: POSITIVE PLANNING OF CONTENT DELIVERY	ENHANCING SELF-REGULATION: /MEATCOGNITIVE PROCESSES/SELF-DIRECTNESS/AUTONOMY
adequate pacing	self-directedness
well-structured lessons	autonomy
impose structure on the content to be covered	principle 5: Experience yields explicit (narrative) knowledge only if actively reflected upon. Such reflection often occurs best in interaction with peers, instructors, or other active questioners
course organization and preparation	students develop self-regulation processes
pacing	metacognitive control, reflective learning
structuring	train learners in strategies that will contribute to language learning
well-structured classroom management	guiding students to get some learning strategies
and organization	teaching thinking skills and learning strategies
preparing effective lesson plans	there are activities to reflect and consolidate students' knowledge/skills/experience in relation to the learning outcomes
having the ability to organize	teacher facilitates the use of strategies
plan for repeated coverage of the most useful Language items	invites students to share different problem-solving approaches and learning strategies
designing appropriate lessons	activation of a metalinguistic work of lexical definitions and the activation of negotiation of word meaning in interactional sequences: t and l focus their attention on the semantic-pragmatic aspects of lexical units of the specialised terminology.
optimism and help for the challenges that programming and assessment entail	emphasis on the learner's meta-cognitive processes
preparation: clearly define content objectives	makes use of a wide variety of activities through learning centers where students can work at a level that is appropriate for them
preparation: clearly define language objectives	these spaces, where SS can communicate ideas that a priori they thought they would not be able to do, become real; a space where they can talk about academic issues; Gibbons (2003, 2006) refers to these opportunities as "affordances for language and content learning"

lesson delivery: appropriately pace the lesson to students' ability level	*what* content subsubdimension:, progression between content and cognition and critical thinking
preparation: to make lessons clear and meaningful	reflexion and critical thinking are posted
	fostering the students' autonomy
teacher's guide included	el docent pot incentivar l'autoregulació del grup en l'ús de la L2
main objectives are stated (both content and language are taken into account) at the very beginning of the unit	teachers promote metacognitive awareness
contextualizes and organizes curriculum around content-based thematic concept(s)	importance of fostering learners' critical thinking, discussion, and learner autonomy
the objectives and purpose of the proposal are shared	Promote learner autonomy
the task progression is clear and well structured	
clustering content material and relating it to past classroom experience	
lesson delivery: clearly support language objectives	
USING THE L1	**AUTHENTICITY, RELEVANCE AND TASK FOCUS – STUDENTS' INTERESTS**
l'ús de la L1 de forma esporàdica pot esdevenir un recurs docent plenament justificat (convidar un estudiants a traduir una definició o explicar un concepte abstracte, oferir un equivalent terminològic, abordar una qüestió amb implicacions emocionals, o fer una petita broma per relaxar l'ambient)	being task-orientated (not wasting time)
	use strategies to keep students on task
	frequently demonstrate appropriate task-approach strategies
però la seva funció no és la d'imposar una llengua o prohibir-ne una altra	addressing common student interests and concerns
	using authentic situations
	maintaining learners' engagement by maintaining task focus
	structures and facilitates high-interest, student-centered activities
	the use of language, including reception and production, is real
	the proposal is interesting and creative and leads to a final product
	the classroom as a learning environment
	practice-application: provide activities for students to apply content/language knowledge

FREQ.	CATEGORIES	ETP	ELTP	ECTP
52	APPROPRIATE SCAFFOLDING FOR LANGUAGE AND CONTENT COMPREHENSION AND OUTPUT/SHARING	X	X	X
46	APPROPRIATE FEEDBACK	X	X	X
31	COLLABORATION, INTERACTION, PEER WORK, GROUP WORK	X	X	X
28	MULTIMODALITY/VARIETY OF MATERIALS, METHODS AND TASKS	X	X	X
26	COGNITIVE CHALLENGE / HOTS-LOTS/CONTENT FOCUS	X	X	X
27	CONNECTING /INTEGRATION	X	X	X
25	PROVIDING CLARITY + COMPREHENSIBLE INPUT	X	X	X
24	APPROPRIATE STRUCTURING/PACE: POSITIVE PLANNING OF CONTENT DELIVERY	X	X	X
22	ENHANCING SELF-REGULATION: /MEATCOGNITIVE PROCESSES/SELF-DIRECTNESS/AUTONOMY	X	X	X
19	ENQUIRY / QUESTIONNING	X		X
16	FOCUS ON FORM/LANGUAGE AND ACADEMIC LANGUAGE		X	X
14	ALIGNMENT /COHERENCE	X	X	X
12	POSITIVE CLASS/GROUP MANAGEMENT	X	X	X
12	DIVERSITY / INCLUSION	X		X
13	FOCUS ON CULTURE		X	X
11	AUTHENTICITY, RELEVANCE AND TASK FOCUS – STUDENTS' INTERESTS	X	X	X
11	BEING A REFLECTIVE PRACTITIONER AND A MEMBER OF A COMMUNITY OF PRACTICE	X	X	X
5	CHECKING UNDERSTANDING	X	X	X
4	DEVELOPING THE FOUR COMMUNICATIVE SKILLS		X	X
2	USING THE L1			X

SUBJECT-MATTER KNOWLEDGE (CATEGORIES):

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CONTEXTUAL KNOWLEDGE - 3

SUBJECT CONTENT KNOWLEDGE

        CONTENT KNOWLEDGE - 3

        LANGUAGE KNOWLEDGE (L1/AL) - BICS AND CALP -

                L1 LANGUAGE KNOWLEDGE
                AL LANGUAGE KNOWLEDGE - 3


CONTENT LANGUAGE KNOWLEDGE (L1/AL)

        CONTENT L1 LANGUAGE KNOWLEDGE
        CONTENT AL LANGUAGE KNOWLEDGE
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	ETP	ELTP	ECTP
using target language effectively			
having knowledge of the target language knowledge concerning fluency, accuracy, lexicon and pronunciation			
being knowledgeable on target culture			
having the mastery of the subject matter knowledge in their specific field			
providing good language models and maintain use of the target language in the classroom, (skills that enable the teacher to manage classroom discourse so that it provides opportunities for language learning)			
having content knowledge (both disciplinary knowledge and pedagogical content knowledge)			
having the appropriate contextual knowledge. understanding the dynamics and relationships within the classroom and the rules and behaviours specific to a particular setting			
developing a deeper understanding of what teaching is, and developing ideas, concepts, theories, and principles based on teacher's experience of teaching (theorizing of practice)			
having specialized knowledge base obtained through both academic study and practical experience			

SOCIO-AFFECTIVE SKILLS AND ATTITUDES (CATEGORIES)

POSITIVE TEACHER'S ATTITUDE: ACTIVE/PASSIONATE/CHARISMATIC TEACHING (INTRA) - 17

MOTIVATION: ENGAGEMENT/ LOW AFFECTIVE FILTER (INTER) /EMPOWERMENT/POSITIVE MANAGEMENT - 51

being enthusiastic			
encouraging contacts between students and faculty			
using active learning techniques			
communicating high expectations			
and charismatic teaching			
empowerment			
principle 3: Balancing the challenge of high expectations with supports tailored to the individual learner's needs in meeting the challenge can yield increased learning and development			
principle 7: Early and continuing focus on the learners' becoming highly effective in learning can speed up and deepen learning in later work 1.2.			
have high, rather than low, expectations of what students can achieve			
show enthusiasm			
use strategies to keep students on task, motivated			
active and collaborative learning techniques			
engage students in experiences			
interact with students			
value enriching educational experiences			
high expectations			
active, passionate and engaging people participating in the act of learning			

teachers must be active, open to experience and designers of meaningful experiences	▓		
providing confidence and support throughout the process	▓		
motivation and learning outcomes, are also considered student orientation (including supportive climate and individualised instruction)	▓		
getting students to realize that appropriate task engagement is a good and impelling idea (otherwise known as 'motivation')	▓		
motivation from students comes from how much the teacher gets the students involved in learning, from how much the learners see the tasks worth doing	▓		
appropriate motivation	▓		
non-classroom interactions with faculty	▓		
creating stress-free learning environments by lowering affective filter and raising motivation, and thus minimising the fear of making mistakes		▓	
providing students with an environment in which they can be relaxed in order to learn and produce well		▓	
arousing and sustaining interest, motivating students		▓	
giving positive reinforcement		▓	
establishing and keeping a positive relationship between teacher and students		▓	
motivating students		▓	
being enthusiastic for teaching		▓	
sparing time for students when they ask for help		▓	
having positive attitudes towards students		▓	
responding to students' needs		▓	
providing a stress-free classroom atmosphere		▓	
having reasonably high expectations		▓	
having sense of humour		▓	
being enthusiastic		▓	
being creative		▓	
being tolerant		▓	
being patient		▓	
being kind		▓	

being sensible		▨	
being open-minded		▨	
being flexible		▨	
being optimistic		▨	
being enthusiastic		▨	
having a positive attitude toward new ideas		▨	
caring for students		▨	
maintaining active student involvement		▨	
using humour and other ways of creating a warm and friendly classroom atmosphere		▨	
recognizing that students have social as well as learning needs in the classroom		▨	
affective factors influence learning			▨
showing an understanding of and sensitivity to individual learners' needs			▨
involving learners			▨
praise			▨
encouragement			▨
creating environments for meaningful participation			▨
lesson delivery: engage students 90-100% of the lesson			▨
the teacher facilitates the learning process by creating a safe space for learners			▨
invites native speakers to participate in the classroom			▨
communicates and consistently reinforces clear expectations about language use			▨
creates a non-threatening learning environment			▨
there is a space for students to share their opinions and their progress			▨
the personal value of each student is considered			▨
the task is meaningful since it deals with real problems			▨
the task connects with children's areas of interest			▨

letting teenagers participate in the decision-asking process, explaining to them the value that using a foreign language will add to the activity and presenting an assessment system that rewards the use of English in their PE lessons are examples of things that can increase teenagers' motivation in CLIL settings			
el professorat incentivarà de forma amable i consistent l'ús de la L2			

Appendix 5. **Observation Tool 1 (OT-1)**

Adapted from: DIMENSIONS AND CRITERIA CONSIDERED IN THE ANALYSIS OF CLIL UNITS OF WORK, designed by Sagasta & Ipiña (2016); and MANUAL D'USOS LINGÜÍSTICS PER A GRAUS UNIVERSITARIS AMB DOCÈNCIA EN ANGLÈS, designed by Escobar Urmenteta (2017).

Observation Tool 1 (OT-1): Tool for analysing unit of work					
Date of analysis:			**Unit of Work:**		
Information about the module:			**Term:**		
Dimension	**Criteria**	**Yes**	**No**	**Qualitative Evidence**	**Comments**
1. Contextualisation of the unit of work	it is suitable for the specific sociocultural context				
	it is not an isolated unit of work; it relates to the rest of the module				
	teacher's guide included				
Dimension	**Criteria**	**Yes**	**No**	**Qualitative Evidence**	**Comments**
2. Competences and learning outcomes	main objectives are stated (both content and language are taken into account) at the very beginning of the unit				
Dimension	**Criteria**	**Yes**	**No**	**Qualitative Evidence**	**Comments**
3. Assessment	assessment criteria are clearly stated at the very beginning of the unit of work				
	assessment is suitable for the learning outcomes				
	formative assessment is included				
Dimension	**Criteria**	**Yes**	**No**	**Qualitative Evidence**	**Comments**
4. Input	integration of subject-content and language-content				
	language of learning: genre appropriateness, content-obligatory language				
	language to learn and learning to use the language: the unit supports language production by providing phrases, subject-specific vocabulary and collocations needed to complete assignments; formulaic expressions (fluency); and rule-based competence				

Dimension	Criteria	Yes	No	Qualitative Evidence	Comments
	(accuracy and complexity)				

Dimension	Criteria	Yes	No	Qualitative Evidence	Comments
5. Activities (content and language referred to at all times)	higher-order thinking is fostered (analysing, evaluating and creating)				
	there are activities to activate students' prior knowledge/skills/experience in relation to the learning outcomes				
	there are activities to develop students' knowledge/skills/experience in relation to the learning outcomes				
	there are activities to reflect and consolidate students' knowledge/skills/experience in relation to the learning outcomes				
	the activities designed are not isolated: there is task-dependency				
	the activities suggested are suitable to assist the students in achieving their learning outcomes				

Dimension	Criteria	Yes	No	Qualitative Evidence	Comments
6. Resources	resources suggested are suitable for students to attain their learning outcomes (multimodal, e.g. visual support, ICT, etc.)				

Dimension	Criteria	Yes	No	Qualitative Evidence	Comments
7. (Inter)cultural dimension	topics and activities allow students to develop their intercultural awareness as a starting point for developing their intercultural competence				
	it offers multiple perspectives of the familiar knowledge/views/attitudes of the topic (from local to global, developing identity and citizenship)				

Other elements for observation:	Observed				Qualitative Evidence	Not observed	Comments
	1	2	3	4			
Use of a variety of samples of L2 and opportunities for students to use information sources in English.							
Content adequacy is given priority to language in the readings and videos provided.							
Enough input is provided for academic knowledge.							
L1 readings and other materials are also being used							
Use of lessons, documentaries and other sources of academic content in English							
Use of English as the vehicular language during the session							
The use of the additional language is promoted							
Some compensatory materials are used to help content comprehension (previous summaries before video watching, questionnaires, subtitles...)							
Use of the L1 as a strategy (definition of an abstract concept, use of terminological term, dealing with emotional issues, jokes...)							
Introduction of strategies and tools for editing students' productions.							
Use of rubrics and self-assessment checks							
Use and promotion of glossaries							
Presentation of tools for production improvement: Google tranlator, online dictionaries, online correctors, lexical, morphosyntaxical and collocations tools (Lenguee, ozdic.com, springerexemplar, googlefight.com...)							
Guidelines offered to support students' written and oral production							
Instant (explicit) feedback and delayed feedback on language and discourse							
Combination of different ways of providing feedback (rephrasing, recasting, waiting until the end of the session to review important language mistakes, marking mistakes in texts...)							

Appendix 6. **CSCT-A: CLIL SUBJECT CONTENT TEST -SUBJECT A-**

TCE/A1

Test continguts específics/A1

(Test bilingüe)

1r Curs Educació Primària (E)

Student's name: **Date:**

Age:

Part A:

Tria l'opció correcta per a cadascuna de les afirmacions següents.

Read the following statements and choose the best option from the four provided.

1. Si parlem d'allò que... "*constitueix el motor del pensament i el comportament humà i opera d'acord el principi del plaer*", parlem de:
    A) Superior
    B) Jo
    C) Allò
    D) Nostrum

    When we talk about what... "constitutes our thinking engine and human behaviour and operates according to the principle of pleasure", we refer to:

    A) Superego.

    B) Ego.

    C) Id.

    D) Nos.

2. Al 1943 Abraham Maslow estableix la teoria anomenada Jerarquia de necessitats de Maslow; en aquesta, trobem 5 nivells de necessitats que van de:
    A) No hi ha necessitats
    B) Necessitats fisiològiques a necessitats d'estima
    C) Necessitats fisiològiques a l'autorealització
    D) Aquesta afirmació no és certa perquè no trobem 5 nivells sinó 4

    In 1943 Abraham Maslow established a theory called Maslow's hierarchy of needs; this theory includes 5 levels of needs, which range from:

    A) There are no needs.

    B) Physiological needs to love and belongingness.

    C) Physiological needs to self-actualization.

    D) This theory is not true because there are 4 levels instead of 5.

3. Entre els supòsits més rellevants del model cognitiu, podem trobar:
   A) Assimilar implica integrar continguts amb esforç i aprendre pot ser motivant
   B) L'home és bo per naturalesa i és lliure
   C) Qualsevol persona està inserida en un context, allò que anomenen sistema
   D) El més important és tenir la capacitat d'observar la conducta i l'aprenentatge a través de l'experimentació

Among the most relevant assumptions of the cognitive model, we can state that:
   A) Assimilation implies integrating content with effort and learning can become motivating.

   B) People are good by nature and are free.

   C) Any person is integrated in a certain context, called system.

   D) Having the capacity of observing behaviour and learning through experimentation is the most important thing.

4. Una de les aportacions més rellevants del model psicoanalític és:
   A) La teoria de l'estructura de la personalitat i els mecanismes de defensa
   B) El reforçament positiu i negatiu
   C) L'aprenentatge per descobriment
   D) La teoria de les relacions entre els sistemes

One of the most relevant contributions of the psychoanalytical model is:
   A) The theory of the personality structure and defence mechanisms.

   B) The positive and negative reinforcement.

   C) Learning-by-discovery.

   D) The theory of ecological systems.

5. El constructivisme sociocultural afirma que:
   A) L'aprenentatge dels alumnes i el que succeeix a l'aula és fruit tant de les aportacions individuals dels alumnes com de la dinàmica de les relacions socials que s'estableixen entre els participants, professor i alumnes, en el sí de l'aula
   B) L'aprenentatge consisteix en una acció mental, de relacionar la informació nova amb la ja existent (esquemes o models mentals), revisant i modificant les representacions o construint de noves mitjançant la reorganització i diferenciació interna de les representacions ja existents
   C) Aprenem només amb els altres i la ment és un ens social i cal estudiar-la en la interacció entre les persones, alhora, el coneixement no és el mateix que l'activitat mental individual
   D) Cap de les respostes anteriors és correcte

Sociocultural constructivism states that:
   A) Pupils' learning and what goes on in the classroom is the result of both pupils' individual contributions and the dynamics of social relations

that are established among participants, teachers and pupils, in the context of the classroom.

B) Learning consists in a mental action, of relating new information to the existing one (mental schemas or models), revising and modifying representations or building new ones through internal reorganisation and differentiation of the existing representations.

C) We only learn with the others and our mind is a social entity, which we need to study in interaction among people. Knowledge is not the same as individual mental activity.

D) None of the options is right.

6. La frase: *L'home és una "tabula rasa", és a dir, una "taula en blanc",* és pròpia de:
   A) Model psicoanalític
   B) Model constructivista
   C) Model conductista
   D) Model cognitiu

   The sentence "The man is a "tabula rasa", which means white board, belongs to the:
   A) Psychoanalytical model.
   B) Constructivist model.
   C) Behaviourist model.
   D) Cognitive model.

7. Els termes que definirien millor el model conductista, serien:
   A) Interacció, reforç, herència, elecció i comprensió
   B) Conducta, hàbit, control d'esfínters i diàleg actiu
   C) Aprenentatge significatiu, reforç, conducta, hàbit i estímul
   D) Resposta, reforç, conducta, hàbit i estímul

   The terms that best define the behaviourist model are:
   A) Interaction, reinforcement, heritage, choice and comprehension.
   B) Behaviour, habit, sphincters control and active dialogue.
   C) Meaningful learning, reinforcement, behaviour, habit and stimuli.
   D) Response, reinforcement, behaviour, habit and stimuli.

8. Un dels autors més rellevants actualment en educació és Lev Vygotsky; entre les seves aportacions destaca:
   A) La llei de la doble formació o la gènesi del coneixement i la co-construcció del coneixement
   B) Que, per aprendre, primer depenem dels altres, però després, a través de la interiorització, l'individu adquireix la possibilitat d'actuar per si mateix i d'assumir la responsabilitat de la seva actuació
   C) La comunicació amb l'entorn (família, professors, amics...) "moldeja" el coneixement i comportament
   D) Totes les respostes són correctes

One of the most relevant educational authors is Lev Vygotsky and, among his contributions we can stress:

A) The law of the double stimulation or the origins of knowledge and the co-construction of knowledge.

B) That, in order to learn, we first learn from the others; however, later on, through interiorization, the human being acquires the possibility of acting by himself/herself and of accepting the responsibility of his/her acts.

C) Communication with one's environment (family, teachers, friends...) shapes knowledge and behaviour.

D) All options are right.

9. La principal diferència entre el condicionament clàssic de Pavlov i el condicionament operant de Skinner, és:
   A) En el condicionament clàssic se situa una senyal abans d'un reflex i en el condicionament operant es dóna un reforçament positiu o negatiu després d'un comportament.
   B) El condicionament clàssic funciona amb comportament involuntari i el condicionament operant amb comportament voluntari.
   C) El condicionament operant es tipifica amb la capsa de Skinner i el condicionament clàssic amb el gos de Pavlov.
   D) Totes les opcions són correctes.

The main difference between Pavlov's classical conditioning and Skinner's operant conditioning is that:

A) In classical conditioning a signal is placed before a reflex and in operant conditioning a reinforcing or punishing stimulus is given after a behaviour.

B) Classical conditioning works with involuntary behaviour and operant conditioning works with voluntary behaviour.

C) Operant conditioning is typified by Skinner's box and classical conditioning by Pavlov's dog.

D) All options are right.

10. Entre les característiques de l'humanisme, estan:
    A) L'alumne aprèn mitjançant l'experimentació i l'observació, fruit de l'autodescobriment
    B) Es creu en la persona i en les seves potencialitats
    C) Es respecta el ritme d'aprenentatge de l'alumne i se'l motiva perquè arribi a autorealitzar-se
    D) Totes les respostes són correctes

Among the main characteristics of humanism, we can state that:

A) The student learns through experimentation and observation, as a result of self-discovery/awareness.

B) We believe in the person and in his/her potentialities.

C) Student's learning process is respected and he/she is motivated so that he/she can feel fulfilled.

D) All answers are right.

Part B:

Respon en tres o quatre línies a les següents preguntes. (És molt important que no deixis cap resposta en blanc).

Answer the following questions in just three or four lines. (It is important not to leave any of the questions without an answer).

1) Quines són les principals aportacions de la psicoanàlisi?

2) Quins són els principals contextos de desenvolupament?

3) Quins són els antecedents de la psicologia?

1) What are the main contributions of psychoanalysis?
2) What are the main developmental contexts?
3) What is the background of psychology?

Appendix 7. **CSSLT-A: CLIL SUBJECT SPECIFIC LANGUAGE TEST -SUBJECT A-**

TCLEMA/A1

Test Competència Lingüística Específica Mòdul AICLE/A1

1r Curs Educació Primària (E)

Student's name: **Date:**

Age:

A. READING COMPREHENSION: Read the following text and choose one of the five options provided in each of the questions/statements.

Jean Piaget's theory states that infants are in a sensorimotor stage of cognitive development, wherein they get information through their senses, engage in motor activities, and receive feedback from the environment about the effects of their motor actions. He formed these ideas by watching his own children, and those of his university professor colleagues, as they learned about their surroundings through trial and error and discovery.

Piaget called his second stage the preoperational stage, from around ages 2-7 years. Children are acquiring motor skills at this time. Their thought is characterized by egocentrism, thinking everything revolves around them with an inability to assume others' viewpoints. Animism—attributing human characteristics and behaviors to inanimate objects—and magical thinking—the belief that their thoughts or actions cause unrelated external events—are typical. Children are not yet capable of thinking logically or of conservation, the ability to retain mentally such properties as amount, number, or volume despite changes in shape, appearance, or arrangement.

In the following stage of concrete operations which lasts until around age 11, children begin to think logically and perform what Piaget termed mental operations; but they can only do these relative to concrete objects they can see, touch, and manipulate. They can thus learn simple arithmetic and science. They no longer think egocentrically. They can solve conservation problems involving concrete materials, first realizing that quantities of solids or liquids are the same even when their shapes or the shapes of their containers are changed; and that the number of objects remains constant even when they are arranged differently. However, they are not yet capable of thinking abstractly or performing entirely mental operations.

In Piaget's stage of formal operations, which begins just before puberty and continues into adolescence and adulthood, youngsters develop the ability to perform wholly mental operations and to consider logical arguments and philosophical ideas. They understand abstract concepts such as justice, democracy, truth, and beauty, and can consider moral issues. In fact, Piaget also developed a theory of moral development accompanying his theory of cognitive development. This influenced later developmental psychologists like Lawrence Kohlberg, who used it as a basis for his own developmental theory of moral reasoning, which expanded on the foundations that Piaget had provided.

1. According to this passage, _____ are in Piaget's preoperational stage of cognitive development.

a. Toddlers
b. Infants
c. Teens
d. Adults
e. Unknown

2. If a child believes that his disobedience caused a thunderstorm, this is most specifically an example of what Piaget termed:
a. Animism.
b. Magical thinking.
c. Egocentrism.
d. Conservation.
e. None of these.

3. Which of these is correct about the stage of concrete operations, according to this passage?
a. Children can think abstractly during this stage.
b. Children still think egocentrically in this stage.
c. Children can think logically during this stage.
d. Children cannot perform mental operations.
e. None of these is available from the passage.

4. In a classic Piagetian experiment, a researcher pours liquid into a tall, narrow beaker, and transfers it to a short, wide beaker in front of a student, asking the student which beaker holds more liquid. The student says the amount of liquid is the same regardless of which beaker holds it. Of Piaget's stages, which is the earliest one in which this student is likely to be?
a. Sensorimotor

b. Preoperational

c. Concrete operations

d. Formal operations

e. This is not available

5. According to the passage, which is true regarding Lawrence Kohlberg's theory?

a. It is a cognitive theory that opposes Piaget's theory.

b. It is a theory which is unrelated to Piaget's theory.

c. It focuses primarily upon cognitive development.

d. It expands on Piaget's moral development theory.

e. It cannot be known which is true from the passage.

B. LISTENING COMPREHENSION: Listen to the audio and choose one of the four options provided in each of the questions/statements.

1. Which the theory is being described in the audio?
    a. Modern Psychology theory
    b. Psychodynamic theory
    c. Theory of Consciousness
    d. Psychoanalytic theory

2. Your conscious mind is the one that, at all times, exists...
    a. inside your weariness
    b. out of your awareness
    c. in your conscious mind
    d. but can be recalled

3. The cartoons we used to watch when we were children showed a character that...
    a. chose the little devil on his left shoulder
    b. had an angel that encouraged him to follow his/her instincts
    c. was confronted with a choice
    d. was not forced to make a decision

4. The *ego* is the _____ part to develop.
    a. second
    b. last
    c. first
    d. fourth

5. The pleasure principle is the idea that all of your _____ should be met immediately.
    a. ids
    b. meets
    c. nits

        d. needs

6. The one that is considered to be the mediator is the _____
        a. id
        b. ego
        c. superego
        d. none of the three

C. VOCABULARY: Translate the following English and Catalan terms/phrases into Catalan and English.

1. Self-actualization:
2. Learning:
3. Behaviourist model:
4. Immediate environment:
5. The nature-nurture debate:

6. Etapa de desenvolupament:
7. Processis psicològics basics:
8. Autoestima:
9. Aprenentatge significatiu:
10. Necessitats fisiològiques:

D. WRITING: *What are the areas of practice for psychologists?*
   Answer the question using about 100 words

E. *SPEAKING*:

The teacher will ask the student one of the following questions; the student will have one minute and a half to answer it.

    1. How does psychology contribute to society?
    2. How would you define psychology?
    3. What is the relationship between psychology and education?

Appendix 8. **CSCT-B: CLIL SUBJECT CONTENT TEST -SUBJECT B-**

TCE/B1

Test continguts específics/B1

1r Curs Educació Primària (E)

Student's name: **Date:**

Age:

Part A:

Tria l'opció correcta per a cadascuna de les afirmacions següents.

1. Els termes educació física i gimnàstica són sinònims?
    a. Sí. Les antigues classes de gimnàstica s'anomenen ara classes d'Educació Física. És el mateix
    b. Sí. Els dos termes es refereixen a l'educació en l'àmbit corporal i motriu de la persona
    c. No. El terme educació física s'utilitza a l'etapa de Primària i el de gimnàstica a l'etapa de Secundària
    d. No. L'educació física es focalitza en el desenvolupament global de la persona

2. En què es diferencien una capacitat d'una habilitat?
    a. La capacitat s'aprèn després de repetir moltes vegades una acció i l'habilitat es té
    b. L'habilitat s'aprèn i la capacitat és innata
    c. La capacitat és una potencialitat i l'habilitat és la seva posada en pràctica
    d. Una capacitat conté sempre una habilitat

3. A què es refereix el concepte de transferència?
    a. És un material específic d'educació física
    b. Es una metodologia de treball que consisteix en què un company/a ajuda a un altre/a companya o companya a aprendre uns continguts.
    c. És un concepte pedagògic que es basa en què allò que hem après ens ajuda a assolir nous aprenentatges.
    d. És un procés genètic pel que les capacitats dels pares i/o les mares, passen als seus progenitors/es.

4. Quina relació existeix entre les 8 competències bàsiques i l'àrea d'educació física?
    a. Cap. L'educació física és una matèria amb una didàctica específica i queda exclosa del plantejament competencial del Currículum de Primària
    b. Total. L'educació física com ha àrea curricular té el compromís de programar les competències bàsiques a les programacions d'aula
    c. Total. L'educació física com ha àrea curricular té el compromís de programar per competències
    d. Parcial. L'EF ha de contribuir al desenvolupament de dues de les vuit competències bàsiques que marca el currículum de Primària.

5. Una tombarella enrere és un exemple de gir sobre l'eix:
    a. Longitudinal
    b. Sagital
    c. Antero-posterior
    d. Transversal

6. Què és la lateralitat?
    a. Reconèixer on és la teva mà dreta i la teva mà esquerra
    b. La capacitat de projectar el moviment cap a la dreta o l'esquerra
    c. Usar de forma indistinta la mà dreta de la mà esquerra
    d. Ser conscient de quin és el teu segment corporal hàbil

7. Quin d'aquests blocs de continguts d'EF no està inclòs en el currículum de Primària:
    a. Cos, imatge i percepció
    b. Habilitats motrius i qualitat físiques bàsiques
    c. Esports individuals i esports col·lectius
    d. El joc

8. Què és el control tònic?
    a. L'aplicació de la tensió muscular òptima per realitzar una acció motriu
    b. La capacitat de contenir la respiració al màxim de temps possible
    c. La contenció motriu d'una persona davant d'un element d'agressivitat externa
    d. La capacitat de donar resposta motriu davant d'un estímul extern

9. Quina no és una habilitat motriu bàsica?
    a. Equilibri
    b. Llançament
    c. Salt
    d. Quadrupèdia

10. En què es diferencia la marxa de la cursa?
    a. La cursa és més ràpida que la marxa
    b. En la cursa sempre trobem una fase aèria i la marxa un doble recolzament
    c. La cursa suposa un treball aeròbic més saludable que la marxa
    d. En la cursa es tendeix a pronar i en la marxa a supinar

Part B:

Respon en tres o quatre línies a les següents preguntes . (És important que no deixis cap resposta en blanc).

1. Què és i què pretén l'educació física a l'etapa de Primària?
2. Què és el cos i què és el moviment en el segle XXI?
3. Quins continguts utilitza l'EF per contribuir al desenvolupament de les competències bàsiques a l'etapa de Primària?

Answer the following questions in three or four lines. (It is important not to leave any of them without answering it).

1. What is Physical Education in Primary Education and which are its aims?
2. What are body and movement in the 21st Century?
3. What are the contents used in Physical Education in order to contribute to the development of the basic competences in Primary Education?

Appendix 9. **CSSLT-B: CLIL SUBJECT SPECIFIC LANGUAGE TEST -SUBJECT B-**

TCLEMA/B1

Test Competència Lingüística Específica Mòdul AICLE/B1

1r Curs Educació Primària (E)

Student's name: Date:

Age:

A. READING COMPREHENSION: Read the following text and choose one of the five options provided in each of the questions/statements.

PE-in-CLIL lessons (PHYSICAL EDUCATION IN CLIL LESSONS)

Josep Coral and Mateu

PE-in-CLIL lessons

PE-in-CLIL is a holistic approach that uses the basic yet essential principle of learning that 'we learn by doing'. Based on tasks which push the class to go further but which also give them the support to do so, PE-in-CLIL fosters content, language, cognition and cultural awareness. A lesson is a short-term plan involving a sequence of tasks. Each task is composed of specific activities, drills or motor development problems that coincide with specific goals, processes and steps. To complete the tasks, the class has to attain clearly-defined goals by using different motor, communicative, cognitive and volitive procedures.

The lesson plan should include the following: the teaching aims; the contents related to motor learning experiences; the vocabulary, structures and functions; thinking skills and personal and social development; the resources and facilities that will be needed; and a sequence of activities, usually divided in three phases. Although some routines are inherent to both school procedures and PE lessons, at the beginning of the school year it is important for the class to know what protocols will affect the PE-in-CLIL class management (if need be, this should be explained to them in their native language). At this point the class should be told all about the routines, the groups' organisation and roles, the language that will be needed to ask for equipment, and the roll calls and dressing room procedures. It is also very important for the subject teachers to reach an agreement with the language teachers about which language to use for class management, especially where younger learners are involved.

Although there are variants in the initial and concluding stages, traditionally the three parts of a PE class are the warm-up, main body and cool-down. The most common way of starting a lesson is to prepare the class physically for doing a specific type of activity. However, Velázquez and Hernández (2010) recommend an introductory phase explaining the goals of the lesson and introducing activities that connect with the previous lessons. Language teachers use a similar lesson plan when they introduce

the topic and elicit learners' previous knowledge through brainstorming. Graham (2008) highlights the concept of *instant activity* as a means to facilitate a quick start. Children usually come to physical education class ready to move and they want to be active, not listen to the teacher talking. *Instant activity* is an effective way to direct energy and calm children down. To use this type of introduction, scaffolding should be provided. For example, flashcards, visuals or written cards are posted around the court or gym giving instructions about the activity to be done. After a few minutes, when the class has burnt some of its initial energy, the children are ready to listen. Then, the goals of the lesson are explained and the key vocabulary or concepts are introduced. *Instant activity* is also used in foreign language lessons. The teacher exhibits lesson objectives, key vocabulary and flashcards on the walls around the classroom and this provides learners with a language-rich environment that encourages them to discover what the lesson is about. Songs, tongue-twisters and introductory games are also usual, especially with younger learners.

PE-in-CLIL lessons must provide an introduction that covers the physical, psychological and language preparation the class will need to complete the activities that follow. Although teachers can use any of introductions described above, the infor-

mation related to the goals of the lesson should be provided, the key vocabulary or concepts should be explained and a physical game or activity should be performed. At this point, it is very useful to have learners play physical games that appeal to them and are designed to introduce the key vocabulary without slowing down the pace of the class.

The main body or development phase is the core of the lesson, and it focuses on knowledge and skills acquisition through practical activities. The development phase provides the class with opportunities to demonstrate what they can do and should encourage oral interaction. Teachers are recommended to use a sequence of connected tasks to facilitate motor learning, language use, thinking skills and social development. As Coral (2012) observes, research demonstrates that many features of PE tasks that promote integrated learning are linked to balanced tasks. A task is said to be balanced when it requires equal measures of motor, communication and cognition skill. A balanced and efficient task must meet five conditions: it must be motivating, include physical activity, foster oral interaction, develop thinking and be socially conducive. Drills with long explanations that encroach upon the time allotted to physical activity are rejected, and tasks that incorporate language and movement without slowing down the pace of the activity are the most advantageous. In order to create balanced tasks, language must be embedded in physical activity. Language needs to be incorporated in tasks without slowing down the pace of the physical activity and good examples of how to do this include asking learners to report the actions or results of a game, justify the decisions of the referee's team in a sport, explain a game, give instructions reciprocally, lead a workout, make predictions about performance speed, chant while jumping over moving objects or skipping ropes, or write down notes in the rest phase of a circuit. Still, fully balanced tasks are difficult to design. Generally, content or language assumes priority according to the task sequence (Gajo, 2007) and so teachers may also consider set-tasks composed of unbalanced integrated tasks. Considered as a whole, a lesson is balanced when the teacher presents a carefully designed sequence of unbalanced tasks. To facilitate the creation of PE-in-CLIL tasks, both the CLIL matrix (Coyle *et al.*, 2010) and the PE-in-CLIL teaching guidelines based on Bloom's taxonomy should be considered (Coral, 2012).

Traditionally, the aim of the cool-down or conclusion phase of the PE lesson is to calm the class down. This is the phase where learners are often asked to complete stretching activities. Different authors (Velázquez & Hernández, 2010; Graham, 2008, Doherty & Brennan, 2008) recommend cognition activities such as self-assessment and high order-questioning to promote reflection and critical thinking or have learners summarise the lesson. Similarly, teachers in language learning and CLIL settings are recommended to use a plenary structure at the end of the lesson, asking the whole class questions about what they have learned, and monitoring understanding and re-teaching the content. In PE-in-CLIL, the conclusion phase of the lesson is also a good moment for activities that foster integration between content and language both orally and in writing. Labelling and matching are easy activities for young learners. Gap-filling or classifying tasks can be easily applied to older primary school learners. Written diaries should also be considered for secondary school learners.

1. Tasks _____.

a. offer fun and support.
b. try to take the child further in his/her learning but offer support at the same time.
c. want the children to make an effort because the they are helped all the time.
d. offer the holistic approach.
e. offer fostering content, language, cognition and cultural awareness.

2. Lesson plans include _____

a. basically, language contents.
b. three phases divided into activities.
c. all kinds of contents, but no goals.
d. Physical Education contents.
e. none of these.

3. At the beginning of the year it is _____ to explain basic and important information about the subject in students' first language.

a. forbidden.
b. possible.
c. very necessary.
d. not necessary.
e. always a pleasure

4. Key vocabulary and concepts should be explained_____.

a. at the last stage of the session.
b. during the body of the session.
c. before ending the last activity of the warming-up phase.
d. during the warm-up.
e. slowly.

5. During the development session, tasks should _____.

a. be full of drills and long explanations.
b. be mainly physical with less importance to cognitive skills.
c. be equal balanced in communication and motor skills.
d. be cooling-down.
e. take equal account of cognitive, communicative and motor skills.

B. LISTENING COMPREHENSION: Listen to the audio and choose one of the four options provided in each of the questions/statements.

1. The speaker was_____
   a. a sports woman.

      b. a teacher who wore trainers to class.

      c. a student who hadn't done physical activity for years.

      d. a girl who had to wear trainers for four years.

2. The sports centre provides:
   a. fitness rooms and a green field.
   b. only a swimming pool.
   c. a sports pavilion, a green field, a track and fitness rooms.
   d. option "a" and "b".

3. The speaker understood what Physical Education was_____
   a. before starting the sessions.
   b. because she knew about sports and about how to keep oneself fit.
   c. when she discovered about its purpose as a curricular area.
   d. at the very end of the term.

4. Sara did not want anybody to get hurt, so she reminded her students _____.
   a. not to run during the warming-up.
   b. not to wear bracelets and other accessories.
   c. not to push other classmates too hard.
   d. to use the materials properly.

5. It was fun to see that many games that we played were _____.
   a. exactly the same games we used to play when we were little.
   b. new games for us.
   c. games we played when we were little with some adaptation.
   d. played with ropes and rings.

6. We could drink water _____
   a. whenever we wanted.
   b. at the end of the session.
   c. after finishing one activity and before starting another.
   d. just before the session started.

C. VOCABULARY: Translate the following English and Catalan terms/phrases into Catalan and English.

1. Basic motor skills:
2. Balance:
3. The chaser/the leader/the "it":
4. Warming-up/warm-up:
5. Sliding:

6. Capacitats perceptiu-motrius:

7. Organització de l'espai i temps:

8. Tombarella:

9. Lateralitat:

10. Comunicació i expressió corporal:

D. WRITING: Is there a difference between Physical Education and Gymnastics? Why?
Answer the questions using about 100 words

E. SPEAKING:
The teacher will ask the student one of the following questions; the student will have one minute.

1. *How does Physical Education contribute to society?*
2. *How would you define Physical Education?*
3. *What do you remember from your PE classes at school?*

Appendix 10. **TE Students: Questionnaire (TES-Q)**

QÜESTIONARI PER INTERPRETAR LES PERCEPCIONS DELS ESTUDIANTS QUE HAN CURSAT LES MATÈRIES AICLE DEL 1r CURS EDUCACIÓ PRIMÀRIA 2015/2016

FPCEE BLANQUERNA (UNIVERSITAT RAMON LLULL)

P1. Sexe:

1 ☐ Home

2 ☐ Dona

P2. Quina valoració fas dels continguts de la matèria AICLE *Processos Educatius*?:

1 ☐ Tinc la sensació d'haver après molts continguts d'aquesta matèria.

2 ☐ Tinc la sensació d'haver après alguns continguts d'aquesta matèria..

3 ☐ Tinc la sensació d'haver après pocs continguts d'aquesta matèria..

4 ☐ Tinc la sensació de no haver après cap contingut d'aquesta matèria.

P3. Quina valoració fas dels continguts de la matèria AICLE *Educació a través del Cos i el Moviment*?:

1 ☐ Tinc la sensació d'haver après molts continguts d'aquestes matèries.

2 ☐ Tinc la sensació d'haver après alguns continguts d'aquesta matèria.

3 ☐ Tinc la sensació d'haver après pocs continguts d'aquesta matèria.

4 ☐ Tinc la sensació de no haver après cap contingut d'aquesta matèria.

P4. Pel que fa al fet de treballar els continguts de la matèria AICLE *Processos Educatius* en anglès a les classes,:

1 ☐ En general, ha afavorit l'aprenentatge dels continguts de la matèria AICLE *Processos Educatius* donat que he hagut de concentrar-me i estar més atent/a a les classes. Especificar altres raons si s'escau:_____

_____
_

2 ☐ En general, ha alentit el procés d'aprenentatge dels continguts de la matèria AICLE *Processos Educatius* a les classes. Especificar les raons: _____

_____
_

3 ☐ En general, ha bloquejat en alguns moments el procés d'aprenentatge dels continguts de la matèria AICLE *Processos Educatius* a les classes. Especificar en quins moments:
_____

4 ☐ Només puc aprendre bé els continguts de la matèria AICLE *Processos Educatius* si les classes pràctiques s'imparteixen en llengua catalana o castellana. Especificar les

raons:_____
_

P5. Pel que fa al fet de treballar els continguts de la matèria AICLE *Educació a través del Cos i el Moviment* en anglès a les classes,:

1 ☐ En general, ha afavorit l'aprenentatge dels continguts de la matèria AICLE *Educació a través del Cos i el Moviment* donat que he hagut de concentrar-me i estar més atent/a a les classes. Especificar altres raons si s'escau:_____

_____
_

2 ☐ En general, ha alentit el procés d'aprenentatge dels continguts de la matèria AICLE *Educació a través del Cos i el Moviment* a les classes. Especificar les raons: _____
_

3 ☐ En general, ha bloquejat en alguns moments el procés d'aprenentatge dels continguts de la matèria AICLE *Educació a través del Cos i el Moviment* a les classes. Especificar en quins moments: _____

4 ☐ Només puc aprendre bé els continguts de la matèria AICLE *Educació a través del Cos i el Moviment* si les classes pràctiques s'imparteixen en llengua catalana o castellana. Especificar les raons:_____

P6. El conjunt d'estratègies metodologies utilitzades per les professores de les matèries AICLE...:

1 ☐ Han afavorit la progressiva comprensió dels continguts de les matèries entre tots els alumnes de la classe fos quin fos el seu nivell d'anglès.

2 ☐ Només algunes estratègies han afavorit la progressiva comprensió dels continguts de les matèries entre tots els alumnes de la classe fos quin fos el seu nivell d'anglès.

Especificar quines:
_____

3 ☐ En conjunt, les estratègies no han estat suficient per afavorir la progressiva comprensió dels continguts de les matèries entre tots els alumnes de la classe fos quin fos el seu nivell d'anglès.

4 ☐ En conjunt, les estratègies no han estat necessàries per al seguiment dels continguts de les matèries entre tots els alumnes de la classe, ja que fos quin fos el seu nivell d'anglès, haguessin pogut seguir els continguts.

P7. Quina valoració fas de l'aprenentatge de l'anglès a través de les classes?

1 ☐ Tinc la sensació que, en general, l'experiència ens ha permès desenvolupar la nostra comprensió oral en llengua anglesa.

2 ☐ Tinc la sensació que, en general, l'experiència ens ha permès desenvolupar la nostra comprensió oral i expressió oral en llengua anglesa.

3 ☐ Tinc la sensació que, en general, l'experiència no ha estat suficient per millorar.

Especificar les raons:

_____

4 ☐ Tinc la sensació que, en general, no hem pogut aprendre res d'anglès. Especificar les   raons:
_____

P8. De les següents estratègies metodològiques, quines destacaries pel que fa a la matèria *Processos Educatius*? (<u>podeu marcar entre 1 i 6 opcions</u>)

 1 ☐ Selecció i adaptació de textos orals i escrits (del propi professor i de material autèntic).

 2 ☐ Estratègies comunicatives no verbals.

 3 ☐ Us de gràfics, mapes conceptuals, organitzadors, visuals...

 4 ☐ Promoció de la producció oral i la participació dels estudiant.

 5 ☐ Promoció de la producció escrita dels estudiant.

 6 ☐ Treball col·laboratiu /cooperatiu.

 7 ☐ Focalització sistemàtica de la llengua en relació a la matèria i el seu aprenentatge.

 8 ☐ Estructuració i desplegament seqüencial i coherent dels continguts.

 9 ☐ Atenció a l'ús d'estratègies comunicatives i d'aprenentatge per part dels estudiants.

10 ☐ Contextualització de nou contingut i connexió amb experiències prèvies.

11 ☐ Atenció al treball d'habilitats de pensament (thinking skills)

12 ☐ Sensibilitat vers les necessitats individuals de l'aprenent.

13 ☐ Estímul, feedback i reconeixement.

14☐   Altres: (especifiqueu quines)_____

P9. De les següents estratègies metodològiques, quines destacaries pel que fa a la matèria *Educació a través del Cos i el Moviment*? (<u>podeu marcar entre 1 i 6 opcions</u>)

 1 ☐ Selecció i adaptació de textos orals i escrits (del propi professor i de material autèntic).

 2 ☐ Estratègies comunicatives no verbals.

 3 ☐ Us de gràfics, mapes conceptuals, organitzadors, visuals...

 4 ☐ Promoció de la producció oral i la participació dels estudiant.

 5 ☐ Promoció de la producció escrita dels estudiant.

 6 ☐ Treball col·laboratiu /cooperatiu.

 7 ☐ Focalització sistemàtica de la llengua en relació a la matèria i el seu aprenentatge.

 8 ☐ Estructuració i desplegament seqüencial i coherent dels continguts.

9 ☐ Atenció a l'ús d'estratègies comunicatives i d'aprenentatge per part dels estudiants.

10 ☐ Contextualització de nou contingut i connexió amb experiències prèvies.

11 ☐ Atenció al treball d'habilitats de pensament (thinking skills)

12 ☐ Sensibilitat vers les necessitats individuals de l'aprenent.

13 ☐ Estímul, feedback i reconeixement.

14 ☐ Altres: (especifiqueu quines) _____

P10. Com valores la relació entre companys/es pel fet que les matèries s'impartissin en modalitat AICLE?

1 ☐ Ha estat molt estreta, donat que havíem de col·laborar contínuament els uns amb els altres per seguir les instruccions en anglès.

2 ☐ Ha estat molt estreta, donat que la naturalesa implícita de les matèries AICLE fomenta la col·laboració entre alumnes.

3 ☐ Ha estat la mateixa relació que s'ha generat en qualsevol altra matèria al llarg del curs.

4 ☐ Ha aïllat els alumnes amb poc nivell d'anglès del grup perquè no podien seguir la classe.

P11. Com valores la relació amb la professora de la matèria AICLE *Processos Educatius*?:

1 ☐ Ha estat molt estreta, ja que el nivell de col·laboració entre professora i alumnes ha de ser exigent en una matèria impartida en anglès.

2 ☐ Ha estat molt estreta, ja que les característiques de la matèria i la professora que la imparteix acostumen a tenir un tarannà més proper amb l'alumnat.

3 ☐ Ha estat la mateixa relació que s'ha generat en qualsevol altra matèria dels curs.

4 ☐ Els diferents nivells d'anglès dels estudiants han creat desigualtats en la relació entre professora i estudiants.

P12. Com valores la relació amb la professora de la matèria AICLE *Educació a través del Cos i el Moviment*?:

1 ☐ Ha estat molt estreta, ja que el nivell de col·laboració entre professora i alumnes ha de ser exigent en una matèria impartida en anglès.

2 ☐ Ha estat molt estreta, ja que les característiques de la matèria i la professora que la imparteix acostumen a tenir un tarannà més proper amb l'alumnat.

3 ☐ Ha estat la mateixa relació que s'ha generat en qualsevol altra matèria dels curs.

4 ☐ Els diferents nivells d'anglès dels estudiants han creat desigualtats en la relació entre professora i estudiants.

P13. La diversitat de nivells d'anglès a les classes:

1 ☐ Ha estat una oportunitat per a tots/es d'aprendre uns dels altres.

2 ☐ Ha frenat el ritme de la classe, però valoro positivament l'experiència.

3 ☐ Ha frenat el ritme de la classe i m'he avorrit a les classes.

4 ☐ Ha estat un impediment important per poder seguir les classes i aprofundir en conceptes.

P14. L'experiència de cursar matèries AICLE m'ha permès aprendre:

1 ☐ Continguts i anglès

2 ☐ Sobretot continguts.

3 ☐ Sobretot anglès.

4 ☐ Continguts, anglès i altres aspectes metodològics i relacionals.

P15. Quina valoració faries de l'experiència?:

1 ☐ Molt bona.

2 ☐ Bona.

3 ☐ Suficient.

4 ☐ Insuficient.

P16. Consideres que els professors/es que imparteixen matèries AICLE haurien de tenir un perfil específic més enllà d'un cert domini de la llengua anglesa?

1 ☐ No. Només cal que dominin la matèria i l'anglès.

2 ☐ Sí. El perfil del professor/a hauria d'incloure les següents qualitats:_____

_

Si vols afegir algun comentari més, no dubtis a incloure'l en aquest apartat. Gràcies.

_____
_____
_____
___

Fi de qüestionari

Moltes gràcies per la vostra col·laboració.

Appendix 11. **TE Students: Focus Group Subject A + Subject B (TES-FG/A + TES-FG/B)**

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GUIA GESTIÓ DELS GRUPS DE DISCUSSIÓ

Processos Educatius (matèria AICLE 1r Semestre curs 15-16)

GRUP DISCUSSIÓ ESTUDIANTS QUE HAN CURSAT LA MATÈRIA

</div>

Funcionament del grup de discussió

- Es tracta d'un grup de discussió participatiu en el que tots els participants tenim el mateix dret i oportunitats de donar el nostre punt de vista respecte al tema a tractar.
- La participació i assistència al grup de discussió són lliures.
- Les valoracions que es vulguin realitzar al llarg del debat són lliures.
- La participació i comentaris que es realitzin en el grup de discussió no tenen cap vinculació amb l'avaluació de la matèria.
- Les intervencions dels membres del grup se centren únicament en la valoració de l'experiència AICLE en el marc de la matèria "Processos Educatius" a la FPCEE Blanquerna, Universitat Ramon Llull, el primer semestre del curs 2015-16.

1. Dimensió d'ensenyament/aprenentatge dels continguts específics de la matèria

Indicadors concrets a discutir:

a) Quina percepció (opinió) teniu del que heu après en aquesta matèria?
b) Quines estratègies ha desenvolupat la professora i com ha afavorit en l'aprenentatge dels continguts de la matèria. Podeu enumerar-ne 3?
c) Creieu que hauríeu après igual els continguts de la matèria si s'haguessin impartit les classes en català?
d) Busqueu els 2 adjectius que sintetitzen millor la vostra percepció (opinió) de l'aprenentatge de continguts de la matèria.

2. Dimensió d'aprenentatge de la llengua addicional: l'anglès

Indicadors concrets a discutir:

a) Considereu que heu desenvolupat la vostra competència lingüística en llengua anglesa gràcies a aquesta experiència? En quins nivells?
b) Quins considereu que han estat els factors més importants a l'hora d'afavorir l'aprenentatge de l'anglès a les classes?
c) Creieu que s'han introduït estratègies metodològiques per tal de desenvolupar l'aprenentatge de l'anglès? Si així ho creieu, quines i com han contribuït aquests elements?

d) Busqueu els 2 adjectius que sintetitzin millor la vostra percepció de la millora de la competència lingüística en llengua anglesa.
e) Quin exemple, record o anècdota destacaríeu de les classes vinculat a l'ús de l'anglès durant les sessions?
f) Haguéssiu preferit fer la matèria en llengua catalana o castellana? Per què?
g) Aconsellaríeu l'experiència de participar en una matèria AICLE? En quins casos? Amb quines condicions?

3. Dimensió d'aspectes relacionals i processos emocionals

Indicadors concrets a discutir:

a) Quins sentiments i creences vàreu experimentar al principi de l'experiència AICLE? I quins sentiments o creences teniu al final del semestre?
b) Quins tipus de relacions s'han generat entre companys/es al cursar matèria AICLE? Creieu que hagués estat diferent si la llengua vehicular hagués estat el català?
c) Quins tipus de relacions s'han generat entre vosaltres i la professora de la matèria? Creieu que hagués estat diferent si la llengua vehicular hagués estat el català?
d) La llengua d'ús ha canviat en funció del moment o tipus de conversa (en grup-classe; al despatx per fer una consulta, etc.)?
e) Creieu que heu après alguna cosa més que els continguts propis de la matèria "Processos Educatius" o que l'anglès?
f) Quins elements o moments us han donat seguretat durant les sessions? I quins us han fet sentir insegurs o incòmodes?

4. Dimensió de síntesis

Indicador concret a discutir:

a) Enumereu 3 aspectes positius de l'experiència AICLE i 3 aspectes millorables.

GUIA GESTIÓ DELS GRUPS DE DISCUSSIÓ

Educació a través del Cos i el Moviment (matèria AICLE 2nSemestre curs 15-16)

GRUP DISCUSSIÓ ESTUDIANTS QUE HAN CURSAT LA MATÈRIA

Funcionament del grup de discussió

- Es tracta d'un grup de discussió participatiu en el que tots els participants tenim el mateix dret i oportunitats de donar el nostre punt de vista respecte al tema a tractar.
- La participació i assistència al grup de discussió són lliures.
- Les valoracions que es vulguin realitzar al llarg del debat són lliures.
- La participació i comentaris que es realitzin en el grup de discussió no tenen cap vinculació amb l'avaluació de la matèria.
- Les intervencions dels membres del grup se centren únicament en la valoració de l'experiència AICLE en el marc de la matèria "Ed. A través del cos i el moviment" a la FPCEE Blanquerna, Universitat Ramon Llull, el segon semestre del curs 2015-16.

1. Dimensió d'ensenyament/aprenentatge dels continguts específics de la matèria

Indicadors concrets a discutir:

a. Quina percepció (opinió) teniu del que heu après en aquesta matèria?
b. Quines estratègies ha desenvolupat la professora i com ha afavorit en l'aprenentatge dels continguts de la matèria. Podeu enumerar-ne 3?
c. Creieu que hauríeu après igual els continguts de la matèria si s'haguessin impartit les classes en català?
d. Busqueu els 2 adjectius que sintetitzen millor la vostra percepció (opinió) de l'aprenentatge de continguts de la matèria.

2. Dimensió d'aprenentatge de la llengua addicional: l'anglès

Indicadors concrets a discutir:

a. Considereu que heu desenvolupat la vostra competència lingüística en llengua anglesa gràcies a aquesta experiència? En quins nivells?
b. Quins considereu que han estat els factors més importants a l'hora d'afavorir l'aprenentatge de l'anglès a les classes?
c. Creieu que s'han introduït estratègies metodològiques per tal de desenvolupar l'aprenentatge de l'anglès? Si així ho creieu, quines i com han contribuït aquests elements?
d. Busqueu els 2 adjectius que sintetitzin millor la vostra percepció de la millora de la competència lingüística en llengua anglesa.

e. Quin exemple, record o anècdota destacaríeu de les classes vinculat a l'ús de l'anglès durant les sessions?

f. Haguéssiu preferit fer la matèria en llengua catalana o castellana? Per què?

g. Aconsellaríeu l'experiència de participar en una matèria AICLE? En quins casos? Amb quines condicions?

3. Dimensió d'aspectes relacionals i processos emocionals

Indicadors concrets a discutir:

a. Quins sentiments i creences vàreu experimentar al principi de l'experiència AICLE? I quins sentiments o creences teniu al final del semestre?

b. Quins tipus de relacions s'han generat entre companys/es al cursar matèria AICLE? Creieu que hagués estat diferent si la llengua vehicular hagués estat el català?

c. Quins tipus de relacions s'han generat entre vosaltres i la professora de la matèria? Creieu que hagués estat diferent si la llengua vehicular hagués estat el català?

d. La llengua d'ús ha canviat en funció del moment o tipus de conversa (en grup-classe; al despatx per fer una consulta, etc.)?

e. Creieu que heu après alguna cosa més que els continguts propis de la matèria "Ed. A través del cos i el moviment" o que l'anglès?

f. Quins elements o moments us han donat seguretat durant les sessions? I quins us han fet sentir insegurs o incòmodes?

4. Dimensió de síntesis

Indicador concret a discutir:

a. Enumereu 3 aspectes positius de l'experiència AICLE i 3 aspectes millorables.

Appendix 12. **CLIL Teachers: CLIL Teacher Interview (CTI-A and CTI-B)**

ENTREVISTA SEMIESTRUCTURADA PROFESSORAT AICLE/CLIL (CURS 2015/2016)

CATEGORIA: PERCEPCIONS GENERALS AICLE

1. Quines series les teves percepcions al voltant de la matèria AICLE que has impartit tenint en compte tot el procés (abans, durant i després)?

CATEGORIA: CONEIXEMENTS PREVIS I EXPERIÈNCIA PRÈVIA AICLE

2. Quin són els teus coneixements i experiència previs en relació a l'AICLE/CLIL? Creus que han influenciat a la teva pràctica docent AICLE/CLIL aquest curs?

CATEGORIA: ESTRATÈGIES D'ENSENYAMENT

3. Quines creus que han estat les estratègies docents que has fet servir per tal que la teva matèria AICLE fos efectiva en relació a l'assoliment dels continguts específics? I en relació a la millora de la competència lingüística per part dels estudiants?

CATEGORIA: ESTRATÈGIES D'ENSENYAMENT (ECTP)

4. En quina mesura creus que la teva pràctica docent AICLE/CLIL ha estat una pràctica docent AICLE/CLIL efectiva?

CATEGORIA: ESTRATÈGIES D'ENSENYAMENT (ECTP)

5. Creus que hi ha alguna diferència entre una bona pràctica docent i una bona pràctica docent AICLE/CLIL? Si creus que sí, quina seria aquesta diferència? Si creus que no, per què no?

CATEGORIA: REACCIONS ESTUDIANTS (es poden definir les subcategories tal com s'indica: emocional, cognitiu, relacional,...)

6. Quina creus que ha(han) estat la(les) reacció(reaccions) dels estudiants vers la matèria AICLE que has impartit? Podries destacar 3 o 4 reaccions (emocionals, cognitives o les que creguis més rellevants)?

CATEGORIA: RESULTATS matèria AICLE (estudiants)

7. En quin sentit creus que la teva matèria ha millorat la competència docent AICLE (o no) dels estudiants?

CATEGORIA: RESULTATS matèria AICLE (estudiants)

8. Creus que els alumnes han après el mateix pel que fa a continguts que el que haurien après si la matèria s'hagués impartit en català? Per què? Per què no?

CATEGORIA: RESULTATS matèria AICLE (estudiants)

9. Creus que els alumnes han millorat el seu nivell d'anglès, especialment pel que fa a la llengua específica de la matèria, pel fet d'haver-la cursat en modalitat AICLE/CLIL? Per què? Per què no?

CATEGORIA: RESULTATS matèria AICLE (professorat)

10. Què t'ha aportat el fet d'impartir aquesta matèria en modalitat AICLE respecte a la teva competència docent i respecte a altres aspectes que consideris interessants?

CATEGORIA: PROPOSTES DE MILLORA matèria AICLE

11. Quins creus que han estat els condicionants limitadors de la teva pràctica docent AICLE?

CATEGORIA: PROPOSTES DE MILLORA matèria AICLE

12. Com ho faries si no hi hagués condicionants limitadors en la teva matèria AICLE?

CATEGORIA: PROPOSTES DE MILLORA matèria AICLE

13. Quines línies de millora et planteges per al curs vinent en cas que tornis a impartir la matèria?

CATEGORIA: TRANSFERÈNCIA DE CONEIXEMENT

14. Quines possibilitats de transferència de coneixement , de generalització o de continuïtat veus en aquesta experiència AICLE? Com podem arribar a màxim de docents a Catalunya pel que fa a aquesta experiència i els seus resultats?

Appendix 13: **Transcripts of Students' Focus Groups (TES-FG/A and TES-FG/B)**

GUIA GESTIÓ DELS GRUPS DE DISCUSSIÓ

Educació a través del Cos i el Moviment

(matèria AICLE 2nSemestre curs 15-16)
GRUP DISCUSSIÓ ESTUDIANTS QUE HAN CURSAT LA MATÈRIA

CF: Molt bé, comencem ja amb aquest grup de discussió. Es tracta d'un grup de discussió participatiu, en el que tots els participats, participants tenim el mateix dret i oportunitat per donar el nostre punt de vista respecte al tema a tractar. La participació i assistència al grup de discussió són lliures. Les valoracions que es vulguin realitzar al llarg del debat són lliures. La participació i comentaris que es realitzin en el grup de discussió no tenen cap vinculació amb l'avaluació de la matèria. I les intervencions dels membres del grup se centren únicament en la valoració de l'experiència AICLE del [00:44 ?] de continguts i llengües en el marc de la matèria Educació a través del cos i el moviment, aquí a la facultat Blanquerna, Universitat Ramon Llull, aquest segon semestre del curs 2015-16.

Avui és 24 de maig del 2016 i us dono les gràcies per participar. Val? Aleshores pel que fa a aquesta primera dimensió, m'agradaria que poguéssiu parlar sobre la percepció que teníu del que heu après en aquesta matèria.

S: D'educació física?

CF: Sí.

S: Val, jo soc S i jo crec que una de les principals coses que, bueno, les coses principals que he après era la diferència entre el que entenem com a l'educació física o l'esport que diguéssim o l'activitat física que enteníem abans o que entenem ara i llavors; la diferència en si respecte de només centrar-nos en el cos o només centrar-nos en el que el cos tingui resultats, en canvi, ara lo que més va potenciar, trobo, la mestra, era la idea que no només s'educa el cos en si mateix, sinó educar tota la concepció del nen.

A: Sí, realment... jo soc A i estic totalment d'acord amb tu, S. Jo crec que una de les coses que ens ha servit, o pel que ens ha servit és per canviar la concepció que realment potser teníem per les nostres experiències, no? a les escoles i això. I realment han posat molt èmfasi en com donar classe o quines activitats es poden fer i en el fet de reflexionar entre tots, molt cooperatiu, molt col·laboratiu, i clar, hi ha hagut molt treball en equip, molta comunicació entre nosaltres a les diferents activitats.

C: Jo soc la C i també trobo que és molt positiu, perquè a les classes pràctiques doncs acostumàvem a fer jocs o activitats que havíem fet ja quan nosaltres estàvem fent educació primària i, clar, tens la perspectiva de quan ets un infant i també tens la perspectiva ara com a futur mestre i també creus quins eren les capacitats o habilitats o quins eren els valors que estaves treballant al llarg d'aquestes activitats. Llavors és com tenir dos punts de vista, però també...

M: Jo soc la M i... M'agrada molt que hem pogut veure quines activitats podrem fer amb els nens, no només a la sessió d'educació física, sinó també a una classe normal i corrent, quan t'arriba un nen nou, què pots fer a l'hora del pati i qualsevol cosa així. I aquests trucs que anava dient la Sara, "mira, jo quan els nens no em fan cas, doncs faig tal", no sé què. Coses així. Trobo s'ha barrejat tant la teoria, com deies tu S, que hem après a diferenciar aquests dos conceptes, com la de la part pràctica, veure-ho en directe, i jugar-hi i experimentar el que possiblement els nens experimenten quan estan fent una classe d'educació física.

V: Jo soc en V i a mi m'agradaria emfatitzar molt, de l'aprenentatge d'aquesta assignatura el fet del treball en equip i sobretot com treballar la cohesió de grup, perquè jo crec que fins ara no m'havia plantejat l'educació física des d'aquest punt de vista i amb la Sara la veritat és que ho he trobat molt fàcil i una eina molt recomanable per a futurs professors com serem de treballar aquesta cohesió de grup i treballar en equip, que és súper important, no només en treballs de classe i activitats de classe, sinó a fora, a l'hora del pati que és el que... el més important, de veritat, per poder, després també, viure en societat.

M: Bé, jo soc la M i sí que és veritat que jo he canviat molt el punt de vista de com veia l'educació física abans i com la veig ara, que és molt més… vull dir la veig molt més útil i es poden fer moltes coses, però apart també el que m'ha agradat molt, que em preocupava al principi era com es podia fer una matèria en anglès, si era una matèria que era com tan mòbil. És a dir, que és una matèria que estàs tota l'estona jugant, movent-te, com es podia fer en anglès i què es podia fer. I llavors, amb la Sara he vist que es poden aplicar moltes coses i sobretot que hi ha moltes estratègies o tàctiques que es poden fer servir per aplicar i m'ha agradat molt. Ho he trobat molt interessant.

S: Afegint-hi a això, trobo que també és molt important el rol del mestre, és a dir, penso que depèn de qui ens hagués fet la classe o aquesta assignatura no hagués funcionat igual, però la mestra hi era present, no era "feu aquest joc vosaltres", sinó que estava present en el joc, era qui l'ensenyava, ens donava també les raons. Moltes vegades, com que no ens expliquen el perquè, no ho volem fer, o no entenem quin és el sentit. Pues ella ens explicava perquè fèiem una cosa, com l'havíem de fer, s'hi implicava amb nosaltres i també feia que ens hi impliquéssim. Quan algun joc no funcionava, ja ho deia "prou, vinga, va, què és lo que està passant?" I crec que el rol del mestre en aquest aspecte també és molt important.

CF: Fantàstic. No necessàriament tot s'ha de parlar per la mateixa pregunta, això com vulgueu, eh? La segona seria quines estratègies ha desenvolupat la professora i com ha afavorit en l'aprenentatge dels continguts de la matèria. Podeu enumerar-ne tres? I si no són tres, doncs dos? Pel que fa a estratègies.

A: Jo crec que finalment quan reflexionàvem sobre tot això, raons i perquè estàvem fent això, en aquell moment en que tots sèiem i tots parlàvem sobre quines sensacions hem tingut, què és el que hem fet, feia que ens quedés molt més clar perquè fem tot això. I jo crec que aquesta ha estat una molt bona forma de interpretar els continguts i les activitats.

M: Jo crec que... per mi, com està organitzat l'activitat, perquè des d'un principi era agafar el meu grup, mirar el vocabulari, us explico els objectius d'avui, què treballarem, quines habilitats o capacitats o el que toqui avui, és a dir, que com anàvem... per exemple el que estem fent aquí, com el que fem demà a Blanquerna o el que fèiem la setmana passada a Blanquerna. I després això, fèiem activitats, hi havia el moment més d'esbarjo, no? Almenys jo no pensava en la teoria, no? Però després el moment de reflexió final era d'acord, amb això què hem fet? Què hem aconseguit? Tornàvem un altre cop a connectar amb la teoria.

C: I també les classes teòriques, bueno, teòriques, fèiem molts recursos visuals i ens posava vídeos i llavors ens relacionava la teoria amb exemples que passen a la vida real, com el del Michael Jackson i ens ho feia tot més visual perquè hi ha potser els conceptes així en llengua anglesa ens fos més fàcil d'interioritzar-los.

CF: Molt bé. Creieu que hauríeu après igual els continguts de la matèria si haguessin estat impartits en català?

Noia: Sí.

V: Sí, però jo crec que és interessant fer-ho en anglès ja que és una llengua en la que potser a les nostres escoles no estem acostumats a fer l'educació física i la veritat és que tractes molt vocabulari que és diferent i que és curiós, no? De dir, ostres, no sabia tampoc quina traducció exacta per aquesta paraula. No sé. Jo crec que és molt interessant fer-ho en anglès, la veritat, perquè a part de que desenvolupes la llengua també t'ajuda a que tu en un futur també puguis ser mestre d'educació física potser en anglès. Està molt bé.

C: I també alguns conceptes nous també és igual si te'ls donen en anglès com en català, perquè...

Noia: (*no s'entèn*)

Noi: Els aprens, sí.

M: I potser també la idea que permet que llavors tinguem els estudiants estrangers en aquesta classe, perquè hi havien altres que no podien estar-hi o no ho entendrien, en canvi, aquesta activitat és una bona... aquesta assignatura és una bona assignatura perquè justament vinguin i hi hagi cohesió. Perquè és lo que dèieu, tota l'estona és cooperatiu, joc, no sé què. Llavors si ho fem en anglès, els permet que ells vinguin i hi hagi més cohesió entre l'equip.

CF: Perfecte. Busqueu dos adjectius que sintetitzin millor la vostra percepció pel que fa a l'aprenentatge de continguts.

Noia: De la teoria?

CF: De la teoria, dels continguts de la matèria.

Noia: Uf.

Noia: Com?

V: Pràctics i visuals.

Noia: Interessant.

A: Curiositats.

Noi: Adjectiu.

Alhora, alguns: Curiós.

(*riures*)

CF: Molt bé. Pel que fa a la dimensió d'aprenentatge, en aquest cas de l'anglès, en llengua addicional. Vosaltres creieu que heu desenvolupat la competència lingüística en llengua anglesa, gràcies a aquesta assignatura? I en quins nivells?

V: Jo considero que sí, però gràcies a la professora.

Noia: Sí, sí.

V: La Sara té un molt bon nivell d'anglès, jo us reconec això.

Noia: Jo crec que el podríem haver millorat més, i no per la Sara, perquè els seus esforços són tremendos.

Noi: Sí.

Noia: I tota l'estona dient "nois, parleu en anglès"

(tots alhora)

Noi: Costa molt d'entendre si entre nosaltres parlem.

Noia: Doncs jo crec que sí, que hem aprés molt però clar, també és veritat que aprens escoltant, perquè parlant, parles amb ella i, bueno, parles 2 frases, fer una pregunta o...

M: A veure, jo crec que sí, que principalment és gràcies a la Sara i sinceritat és la mestra que aquesta trimestre ens ha ajudat a tots.

Noi: Sí.

M: ...perquè si hem de parlar de tot lo altre, no. Però sí que és veritat que el grup no ajuda. I hauríem de fer tothom un canvi de mentalitat, però des de dins del grup, que ens hauríem de dir d'alguna manera "no es pot parlar". Sí que recordo un dia la Sara va dir "el que parli en anglès, s'apuntarà en una llista..."

Noia: "el que no parli en anglès".

M: Ai, "el que no parli en anglès", i llavors la gent va decidir callar. Llavors, clar, així no van bé les coses. Hem de parlar i hem de parlar en anglès, o que hi hagués alguna manera de motivar-nos.

C: O si hi ha gent disposada a parlar en anglès, perquè clar també volen millorar la seva capacitat lingüística i a més també fa gràcia estar a classe i parlar en anglès amb d'altres companys i altres que, bueno, que passen una mica de tot i anaven al seu aire.

CF: I quins creieu que han estat els factors més importants a l'hora d'afavorir l'aprenentatge de l'anglès a les classes?

Noi: Una... que vam fer en anglès.

Noia: Sí.

Noi: Sí.

Noia: I la motivació que ens transmetia ella per fer ús de la llengua.

V: I la introducció del vocabulari que farem servir després.

Noia: Perquè al final acabes parlant en català, però el vehicle, el *parachute*.

Noi: Exacte.

S: Que estigués visual també va ajudar. Perquè a vegades només et diuen "això és això", *parachute* és tal. I en canvi, al tenir apuntat a la pissarra, deixava apuntat coses que et recordaves.

Noia: (parlant alhora) I la definició en anglès.

S: Exacte, en anglès.

Noi: Això ho feia molt.

S: Sí, la definició en anglès, el fet de tenir-ho visual. Sí.

M: I el que també anava molt bé eren les classes teòriques que tots els vídeos fossin en anglès...

Noia: Sí.

Noia: ...també ajudava molt.

Noi: ... Perquè així també és això, aquesta pràctica, que ha estat la majoria auditiva.

Noia: Constant.

Noia: Sí, perquè els vídeos els entenc tots. Potser era...

Noi: Al final del...

CF: Molt bé. Creieu que s'han introduït estratègies concretes metodològiques per tal de desenvolupar l'aprenentatge de l'anglès? Si així ho creieu, quines i com ha contribuït a aquests elements.

Noia: Sí.

Noia: Jo crec que sí, el que passa és que no en som massa conscients, la veritat.

(*parlen alhora*)

A: Jo crec que la d'introduir sí que és una estratègia metodològica, el fet que avancis el que vols tractar, perquè no sorgeixin dubtes en el moment en què apareixen a la classe. "Farem això, això i això", i quan ho has de fer servir mitja hora més tard, te'n recordes de que ja s'ha introduït i la teva ment ja va directe a buscar aquella paraula. Això sí que crec que és metodològic.

C: I a les classes teòriques, ai teòriques, pràctiques, també es veia molt, que sempre començàvem fent vocabulari, llavors ens explicava els objectius, explicava l'activitat i llavors reflexionàvem, que sempre era la mateixa estructura.

V: Va estar... bueno, molta participació per part nostra, potser també és una estratègia metodològica el fet de que ha estat bastant comunicatiu. Llavors, si tu volies dir alguna cosa a ella, havia de ser en anglès, sí o sí. Vam estar parlant molt...

Noia: M'ho ha dit a mi, que ella parlés constantment en anglès podria ser que...

Noi: Sí, sí.

M: També opino que el fet que els treballs escrits ens els obliguessin a fer en anglès, cosa que moltes altres matèries ens han dit que com més ens agradés, o el fet que l'examen mateix ja ens van dir que només seria en anglès, pues ja ens ha fet estudiar allò en anglès, perquè o a la majoria de gent, perquè estudiar en català que després hauràs de traduir en el moment, saps que no et surt a compte i ja t'ho estudies. I és agafar la pràctica d'una matèria que té pocs conceptes, però si te'ls estudies en anglès, una que tingui més ja t'haurà ajudat a això.

CF: Molt bé. Penseu en dos adjectius que en aquest cas sintetitzin la vostra percepció per la millora de la competència lingüística.

Noia: Adjectius, eh?

Noia: Com, com?

CF: En llengua anglesa. En aquest cas són adjectius, però no pels continguts, sinó per la llengua.

Noi: Per com se'ls ha transmès.

CF: Sí.

Noia: Motivador.

Noi: ...

Noia: i habilidós. Així estem tots tres parlant.

V: Auditiva i comunicativa.

Noia: Perceptiva.

A: De forma dinàmica.

C: Jo crec que organitzativa, perquè es necessita molta organització tant del grup com de la mestra per poder...

Noi/Noia: Implicativa.

CF: Molt bé. Recordeu alguna anècdota a la classe vinculada a l'ús de l'anglès durant les sessions?

C: Sí. Hi va, bueno, és el que he explicat abans. Hi va haver un dia que tothom parlava en català i per molt que ens anés dient que parléssim en anglès, no hi havia manera que la gent parlés en anglès. I jo, la primera, eh! Costa moltíssim. I llavors el que va fer va ser que va agafar un full i va dir "cada vegada que senti algú parlant en català, s'haurà d'apuntar al full i llavors cada vegada que torni a parlar s'haurà d'anar fent ratlletes..." I em sembla que el que tingués més ratlletes havia de fer una penyora o una cosa així, no me'n recordo gaire.

Noi: Però era posar... era una molt gran... una tècnica molt bona. Era posar el teu nom, perquè has parlat en català i com pots millorar per un altre cop. Llavors està molt bé, perquè no és simplement, has de posar el teu nom a la llista com un càstig, no. Sinó que dius perquè ho has fet? Doncs perquè estava parlant amb qui sempre en català. I com puc millorar això? Doncs canviant els meus hàbits.

Noia:

Noi: Exacte. tu també poses el perquè ho has fet.

Noia: Bueno, però hi havia justificacions que deien "perquè m'ha parlat la tal", i clar, jo li contesto en català.

Noi: Jo m'ho vaig currar una mica. Vaig posar, perquè a mi va passar i em diu "vés i escriu el nom", però perquè dius bé o perquè... clar, perquè et surt sol, no? Llavors una mica canviar les dinàmiques del grup i...

CF: A veure. Haguéssiu preferit que la matèria fos impartida en català?

Varis, alhora: No.

C: Indiferent.

Noia: Però si ja sabem que estem estudiant en anglès...

Noia: Sí, sí. Clar, ho prefereixes.

Noia: El que vols no és que te les imparteixin en català, sinó que te les imparteixin en anglès.

Noia: Sí, sí.

Noi: Clar.

C: Però que pel grau de dificultat era indiferent.

Noi: Aquest semestre hem tingut català i didàctica, hem fet poques. En anglès he fet 2 només.

Noia: Tres.

Noi: Bueno, Ready. Llavors clar, ens ha anat molt bé, perquè eren les úniques, per no dir...

Noia: L'única.

Noi: L'única que era pràctica constant d'anglès.

CF: I aconsellaríeu l'experiència de participar en una matèria AICLE?

Varis, alhora: Sí.

Noia: Jo crec que és molt profitosa i molt beneficiosa.

Noia: Jo crec que s'hauria de fer a totes les carreres, almenys, no totes, o tantes com fem nosaltres en anglès, però...

Noi: Un 20%, 30%.

Noia: ...dos o tres assignatures a l'any, no estaria malament fer això. Però ho hem fet així.

Noia: però així també, no és només que tinguis els coneixements de l'assignatura, sinó que també el teu nivell comunicatiu de la llengua va millorant.

Noia: Millora.

Noia: Jo no vull semblar cruel, però no ho recomanaria si no hi hagués un cert nivell. Perquè trobo que el que ha fet que el nostre nivell baixi, en aquest aspecte, en quant a l'aula no parlàvem, normalment és perquè la gent ja no tenia una base i llavors, li feia vergonya, o no s'hi podien posar, perquè clar, no ho sé dir. I això que és el que deia la Sara, però si t'ho estic dient jo, el vocabulari, que l'estic promocionant. Però és molt beneficiós per aquelles persones que venien amb un 0, arribaran al 5, però els que ja tenien el 5, depèn de com sigui el grup, no milloren. És trist, però és així.

Noia: Aquí val educació física perquè és una carrera en anglès, és tota, i ja...

Noia: Sí, sí, jo parlo de tota la carrera en anglès.

Noia: Ja et dic, a totes les carreres, crec que s'hauria de fer dos assignatures o tres amb aquesta metodologia.

CF: En quines condicions? En algunes condicions concretes? O ha d'haver-hi algunes condicions perquè...

Noia: Jo crec que si tu dius en la carrera que tu vulguis, qualsevol carrera. Mira, agafarem aquesta i aquesta seran en anglès, completament en anglès, s'ha de respondre en anglès, fer l'examen en anglès. Això fa que la gent hagi d'adquirir un nivell mínim.

Noi: Que es prepari.

Noia: Que es prepari. Aquí, aquí el que passa és "ah, bueno, és en anglès?" Bueno, és el primer i ja veuré què passa.

Noia: Exacte.

Noia: I si no m'agrada, canvio al català. I la gent potser no té un nivell massa elevat. Estic parlant de nivell general, eh? Si tu demanes al batxillerat que hi hagi unes assignatures en anglès, la gent que va a universitat, no els veig amb l'anglès de batxillerat.

Noia: Ja, si a quart de grau, has d'acabar amb el *First*.

Noia: Ja la meitat de la gent, ni *First*.

Noia: El *First* jo crec que hauria de ser per entrar.

Noi: Exacte, es pot fer per entrar. Exacte, és a dir, com un requisit que has de tenir per poder entrar. Ara que veig això, clar, canviaria.

Noia: Requisit o el que sigui, perquè si tu vas a una carrera que saps que en totes, hi ha un mínim d'assignatures en anglès, si ets prou intel·ligent, et passes anys augmentant el teu nivell abans d'entrar-hi. O augmentar els nivells en els instituts.

Noia: Això ja el nivell dels mestres.

Noi: Clar.

(*parlen alhora*)

Noi: .. és tenir una mínima preparació, una de les condicions.

Noia: No clar, quan la cosa també...

Noia (*parla de fons, no s'entén*)

Noia: Jo crec que aquí la cosa també és que la gent que es fica en aquesta carrera és rollo, suposo, sí, ha de tenir mentalitat oberta de dir, m'estic ficant en una carrera en anglès, també m'haig d'obrir a que haig d'esforçar-me en parlar, perquè els meus companys m'ajudaran i sinó el professor també m'ajudarà a millorar el meu nivell. Llavors aquí la gent està en que només català, català, català, pues per fer català, passa't a la carrera de català, que és el mateix, saps?

Noia: Però què passa? Vaig passant...

Noia: Clar, potser algú ho hauria de regular.

Noia: Clar, aquí és on jo vaig. Una de les assignatures AICLE del trimestre passat, bueno, crec que era AICLE.

CF: Només és per Processos.

Noia: Bueno, pues una assignatura que la fèiem en anglès, Història i antropologia de l'educació, era tota en anglès. I jo recordo un exemple, de lo que has dit abans de donar un

exemple, en que la professora, la mestra es va deixar un article que havíem de llegir tothom, que l'havíem d'imprimir en anglès. Va dir "me l'he deixat, com he fet abans en català, només el tinc en català" i jo li vaig dir "jo el tinc imprès en anglès, si vols te'l dono". Tota la gent de la classe, la meitat se'm va tirar a la iugular dien-li "no, que el llegeixi en català i l'entendrem millor". Ves-te'n a la carrera en català, fill meu! Sabeu?

Noia: No, clar, també passa. Els exàmens, ai, els treballs "els podem fer en català?" o als exàmens "el podem contestar en català?"

Noia: Jo l'examen, jo ho respecto. No sé si és perquè si algú alguna vegada vaig contestar en català... Entenc què voleu dir, eh? S'hauria de contestar en anglès, no sé què no sé quantos.

Noia: Els teus coneixements els has de posar en pràctica en la llengua que t'has.

Noia: Evidentment. Però trobo que és un dret que el puguis contestar en la llengua que vulguis.

Noia: No, això sí.

Noia: Per això vés a fer la carrera en català.

Noia: Amb això estic d'acord.

Noia: Però els treballs, els treballs sí que es poden fer...

Noia: Potser a vegades et trobes més còmode contestant en anglès o contestant en català, però si tu ja t'has mirat els conceptes en anglès i dius "hòsties, en aquest moment m'he bloquejat, no en tinc ni idea com es diu en anglès".

Noia: No, una paraula sí, ho va dir.

Noia: Ficar una paraula o una frase.

Noia: Una paraula sí, o una frase, però no contestar tot l'examen.

Noia: Jo crec que hauria, s'hauria de contestar en anglès. Em sembla bé que s'hagi fet obligatori, perquè si no, la gent no ho fa, però és que no hauria de ser obligatori, perquè a més a més ho diu la llei.

Noia: L'Estat espanyol aquest diu moltes lleis que...

A: Però jo crec que realment, això sigui lliure o no sigui lliure, és una cosa personal. És a dir, el fet de que jo realment si faig anglès és perquè sé més que els que ho fan en català i jo ja estic content perquè jo l'estic fent en anglès i a mi m'és exactament igual quin nivell vulgui tenir cadascú.

Noia: No, A. No, perquè tu acabis la carrera tindràs el mateix títol que jo. En el teu títol posarà "A, aprovat".

A: Sí, però el teu nivell.

Noia: No, tu aniràs a demanar feina i posarà: l'A té educació primària en anglès. Punto. Anirà el que per exemple ho ha fet tot en català i tindrà educació primària d'anglès i haurà fet tots els exàmens en català. Jo ho arribo a saber i el meu fill a l'escola no li poso, per molt que el mestre hagi fet l'assignatura en anglès, perquè no en té ni idea. En canvi tu sí, però com ho sap això, l'escola? Vale, sí, mirarà si tens un 8 o un 6.

A: Clar, és que.

Noia: Això també hauria de ser el procés de selecció de les escoles. Agafa, però agafa't un natiu, agafa el professor que has seleccionat i fes una entrevista. I veurà si té nivell o no per fer anglès.

Noia: Ja.

Noia: I no m'estic referint a escoles privades i concertades, eh? m'estic referint a escoles públiques. Però això no hi és. I igual passa que abans d'entrar a la universitat, hi havia un nivell mínim, hi hauria un nivell d'anglès que no s'està donant. Llavors la gent quan entrés evidentment escriuria en anglès.

Noia: Jo el que hauria de fer a la prova d'accés, perquè tant primària català com primària d'anglès vam fer la mateixa prova de nivell per anglès.

Noia (rient): Sí, i la mateixa prova de nivell que psicologia.

Noia: I jo crec que al menys per fer la carrera d'anglès també s'hauria d'haver fet una prova de nivell.

Noia: Jo pensava que m'havien enganyat, eh? Quan vaig anar, vaig demanar l'examen en anglès i em van dir "sí, ja el tens". No, que aquest és del TOM, i em van dir "no, no, ja el tens". I no m'ho vaig creure, vaig anar al CIUE aquest i em van dir que "no, no, ja l'has fet" i jo pensava "i on està la meva prova d'anglès?" i a casa meva no s'ho van creure, van dir "no, no pot ser".

Noia: Però perquè vaig continuar protestant.

Noia: I no vaig fer la d'anglès, olé!

Noia: I em van dir "hi haurà prova d'anglès" i no en vaig fer. Jo estava preocupada pensant, al setembre.

Noi: Jo ho vaig preguntar, potser hi ha un mínim, no?

Noia: Clar.

Noi: No sé ... un B1, B2, míním, no sé, un *First*, per començar. Jo què sé i em van dir "no, no, no". I clar, jo ja m'esperava que en el moment d'anar a classe trobes nivells molt, molt diversos; llavors a l'hora de fer debats sí que es veritat que, el que tu deies al principi, això pot fer que no es pugui donar al màxim, no? Que si tots partim d'un B2, per exemple... (*no s'entén*)

Noia: (parlant a sobre de l'anterior) Hi ha gent que si s'esforça, genial, però que molta gent ni s'esforça.

C: Però això és una cosa personal, vull dir, jo per exemple, la meva intenció era començar el grau amb el *First*, el certificat del *First*, i ho he fet, he començat el grau, vull dir, abans de començar ja tenia el *First*, però perquè ja vaig dir "ostres, faig un grau en anglès, t'has de treure un *Advanced*, com a mínim comença amb una base que sigui més o menys bona, saps?" No vagis així, alegrament.

CF: El nivell que hi ha és una de les condicions que protesteu, no?

Noia: Clar.

Noia: Clar.

CF: A nivell de condicions de facultat, de sistema, d'organització de la facultat, veieu altres necessitats?

Noia: Pel que fa a l'anglès?

CF: Sí, sí. Les classes en anglès.

Noia: Sí, el nivell dels mestres.

Noia: O un mestre que ha estat una temporada llarga a fora, o nadius.

Noia: O que tenen un bon domini de l'anglès, com per exemple la Sara.

Noia: I un accent que no sigui molt espanyol.

Noia: Sí, bueno, però això a vegades, per molt que hagis estat fora, l'accent potser que no se t'enganxi, però sí, que tinguin un domini de la llengua seria lo mínim. Perquè veus que ells pateixen i tu pateixes.

Noi: Sí, realment, el nivell...

Noia: Val molt la pena, perquè jo des del meu punt de vista quan veig que un professor no acaba d'això... no.

Noia: Jo em sento malament.

Noi: Si no es sent còmode el professor, tampoc pot fer sentir còmodes els alumnes.

Noia: I que acabes desconnectant i, bueno, és igual.

CF: Acabem ja amb la tercera dimensió, que és la d'aspectes relacionants i emocionants. Quins elements i creences vàreu experimentar al principi de l'experiència AICLE? I quins sentiments o creences teniu al final del semestre?

(*parlen 2 alhora*)

Noia: Jo al principi estava com més preocupada, perquè clar tampoc sabies ben bé què t'esperaves i tot, llavors anaves com més preocupada pel que podia passar, però ara veus tot el que ha sigut i que no era per tant.

Noia: Sí, jo també tenia una mica de por, perquè no sabia si el meu nivell estaria a l'altura del que em demanarien i vas veient amb les sessions que t'espabiles, que tampoc és tan difícil, que ho agafes ràpid i se't fa una muntanya (*parlen 2 alhora*) o tens d'això i al final, mira, l'examen d'anglès està xupat, però...

Noi: (*no s'entén*)

Noia: Sí, sí, al final és motivador.

Noia: Sí, sí, de fet és que (*no s'entén*)...

Noia: A mi per exemple, les meves amigues, quan em diuen "ostres, estàs fent apunts en anglès, quin pal, no sé què", dic "què va!" T'acostumes i al final és com el català, com el castellà. Al final és acostumar-se, i te'ls aprens, al final. I jo crec que és molt més interessant l'aprenentatge en anglès i així ja els interioritzes en aquesta llengua.

Noia: Jo també que és un esforç de cada persona. Jo per exemple, els apunts en anglès, jo vaig estar fent classes a... feien les classes en anglès i els apunts els feia en català i en castellà. I no és que jo no vulgués, eh? és que em sortia així, llavors jo estic aquí i els apunts de moment no els sé fer anglès.

(*parlen 2 alhora*)

Noia: No, clar, és depèn de com. A veure jo suposo també, és per la meva, l'escola que jo anava abans era internacional i també pues fèiem moltes coses en anglès, no? I potser ja hi estava més acostumada i per tant potser no ha sigut tan difícil adaptar-me a aquest canvi. Però li he agafat el "gustillo" a fer-ho en anglès.

Noia: Clar, és motivador, és com ai, mira, m'està sortint.

Noia: És com aprendre una llengua ja d'una forma... No has d'anar a una classe que t'expliquin el vocabulari és tal, tal, tal, sinó que tu mateix, amb la matèria ja, saps?

Noia: Al final, un s'ha d'aprendre què és.

Noi: Jo pel que fa a sentiments, bastant semblant, primer preocupació i després tranquil·litat, i com a creença lo que heu comentat, per mi YY era el potro, saltar al potro, hacer la tumbarella, aquestes coses que tanta por teniu d'això! Futbol, ai, clar, jo no volia fer això, no? I després és que és molt més, és educació corporal, pots fer art també a les classes, fent jo què sé, és molt més.

Noi: Les classes eren molt dinàmiques.

Noi: És cos, tot, no? No és simplement educació física del cos.

Noia: Uns valors, emocions.

Noi: Exacte,

Noia: …hàbits de vida saludables.

Noi: Exactament, ens transmet molt, aquesta assignatura.

Noia: perquè a mi m'agrada molt l'esport i en soc molt fanàtica i jo m'esperava...

Noia: Suar més.

Noia: Perquè clar, a mi m'agrada molt, però, jo ja sé educació física i no és CAFE [28:16 KF?]. Llavors, jo potser m'esperava algo més, però perquè a mi m'hauria agradat córrer més, o saltar i córrer. Jo soc així, perquè m'agrada molt.

Noia: O potser pel fet d'invertir-hi més hores, perquè ens va coincidir que només ens va tocar el dimecres l'única assignatura que teníem era PI i teníem només una hora i mitja el dimecres i clar, el dimecres té 6h que podríem fer, com el dimarts fèiem 6h, el dijous fèiem 6h. Fèiem una hora i mitja grup A, una hora i mitja grup B. Llavors jo penso, perquè no fem 3 hores o 4 tots junts, és a dir, o dues i dues, o tres hores. Perquè era com, et faltava més, no? Sí que és veritat.

Noi: Sí, et quedaves amb ganes de...

Noia: A mi em faltava més pràctica.

(*parlen alhora*)

Noia: Ens pensàvem a vegades que perdíem una mica el temps però, o sigui, saps, no sé, jugar amb globus, mira està bé, però tampoc cal dedicar-hi tant de temps. O fer la mòmia, mira fas així ràpid, però, jo també trobo que hauríem d'haver dedicat més temps també a treballar altres aspectes del cos.

Noia: Jo crec que està molt bé l'educació física des d'una part més dinàmica, lúdica, divertida, perquè em sembla molt bé, però clar, jo tiro molt cap a casa, no? I trobo que tampoc estaria malament ensenyar com podem, per exemple, com podem fer que els nens guanyin en resistència, o en flexibilitat.

Noia: O controlant la respiració.

Noia: O controlant la respiració, coses així, està molt bé, perquè educa en els valors, però els valors també es tracta de tu poder, tu sol, fer els exercicis pel teu bé. I trobo que sí, jugant a fer exercici físic i li dius al nen, mira amb aquest joc apliquem això perquè no sé què o guanyem més resistència o flexibilitat o el que sigui. Però tampoc estaria malament que fos algo més formal, com més d'esport. El fitness i no el [30:05 ?] m'heu entès.

Varis alhora: Sí.

CF: Quins tipus de relacions s'han generat entre companys de curs pel fet de cursar matèria AICLE en anglès?

Noia: Sí, jo crec que s'han...

Noia: S'han unit molt.

Varis, alhora: Sí.

CF: Creieu que també haguessin estat diferents si haguessin estat en català?

Noia: Sí, jo crec que sí, perquè tampoc, perquè al ser en anglès, si no entens algo doncs també tens com una excusa per mantenir, per fer com una conversa amb algú.

Noi: Sí.

V: Vocabulari. Ara sí que trobo que hagués estat molt positiu, a mi no m'agrada gens la separació tan dràstica que hi ha entre A i B. Perquè entre els de l'A, perfectament, però jo amb els de l'A, em porto bé, perquè m'agrada i tal, però falta molt més treball en equip amb el grup A, jo que soc del grup B, i els del grup B amb el grup A. M'entens?

(*parlen alhora*)

Noia: S'apren dues classes.

V: El fet que tanta separació, fins a 4t serà així, no canviarà i clar, A-B, llavors el fet d'anar canviant, o ajuntar mig grup A amb mig grup B.

Noia: Sí, per això jo he dit 3 hores tots junts, coses així. Que aquesta tia és...

Noia: Fer coses tots junts.

V: Després de ja fer-ho.

Noi: ... i acabem tots fets un lio.

Noia: Per exemple, que fem això 3 hores o 4...

Noia: I una la fem junts.

Noia: Potser clar, si som 70 és que és molt complicat. Però sí que per exemple estem allà les 3 o 4 hores tots junts i mentre uns fan l'activitat que toqui els altres doncs una part més de teoria o observació.

Noia: Sí, però quan vam fer els últims dies que vam fer el torneig entre tots, va ser una passada, una passada, va ser molt guai. I érem tots junts.

Noia: Clar, jo també crec que ho necessitàvem, també, passar temps tots junts i que fos ja la última classe del curs, que ja s'està acabant, no?

(*parlen alhora*)

Noia: M'hagués agradat que hagués estat més cap al principi, perquè clar, ara tenir aquesta relació de confiança a finals de curs.

Noia: Bé, ens queden 4 anys.

Noi: Tres.

CF: Molt bé. Quins tipus de relacions s'han generat entre vosaltres i la profe, la Sara?

Noia: És adorable.

Noia: Molt pròxima, una relació molt pròxima he tingut jo. Sempre que he tingut qualsevol problema, qualsevol cosa, que no he pogut anar a una classe o qualsevol cosa... sí, "envia'm un correu, parla amb mi, tal".

Noia: i de respecte, també.

Noi: Però també molt d'autoritat, en el sentit que saps quin és el teu paper.

Noia: Sí, no és paternalista.

Noia: No, no és paternalista. Ella és molt propera i se t'acosta i pimpam i et pregunta, però jo he vist gent moltes vegades que estàvem a Educació física i demanar silenci "eh, està demanant silenci, calleu" i he vist gent que... i no perquè ella no hagi imposat la seva autoritat, sinó més o menys com...

Noi: Però això...

Noia: Però això a tot arreu, hi ha gent molt maleducada.

Noi: Sí, som un grup que parlem molt.

Noia: Però és molt respectuosa, la Sara.

Varis, alhora: Sí, sí, sí.

Noi: I llavors jo crec que, quan algú és molt respectuós amb mi, jo també soc respectuós, no? És una cosa lògica per mi, però clar això per tothom no.

Noia: És una persona que quan parles d'escolta, et deixa dir i fer coses, però també t'està explicant també.

Noia: Sí, es veritat que sobretot les classes de teoria trobo que per ella hauran sigut molt dures perquè la gent no era gens respectuosa, fins el punt que va haver de dir a gent que marxessin. Però dintre d'això jo prefereixo que fagi gent fora i els que estem que ho aprofitem, o sigui, sabia molt diferenciar entre el respecte i l'autoritat amb realment aquest apreci als seus alumnes i que es veia que hi havia un apreci i un interés de conéixe'ls.

Noia: Sí, i ella sabia qui li interessava i qui només estava allà a les classes.

Noia: Exacte.

CF: I penseu que hagués estat diferent si hagués estat en català?

Varis, alhora: No.

Noia: No, això és la persona ja.

CF: Molt bé. La llengua d'ús ha canviat en funció del moment i el tipus de conversa? Grup classe, al despatx per fer una consulta?

Noia: Bueno, jo he consultat moltes coses després de classe i llavors he canviat al català, perquè eren coses que les fan molt per educació física, però no per assignatura i llavors.

Noi: Clar, canvia molt quan es contingut de classe a quan "escoltem, això és important" i no pot tenir cap confusió.

Noia: Clar, per clarificar conceptes o (*parlen alhora*) ... activitats, sí que recorria al català.

Noi: Entrega de treballs, etc. que la gent no confongués.

Noia: Clar, per exemple, a l'examen sí que ens va explicar el funcionament de l'examen en català, perquè va dir "no vull que hi hagi dubtes".

(*parlen alhora*)

Noi: A mi en el meu cas, quan estàvem en plan que no era horari de classe, llavors a l'hora de parlar sempre deia "parla'm en anglès". Els mails, en anglès; si li enviàvem en català, sempre contestava en anglès.

Noia: A classe, en anglès.

Noia: Bueno, pels passillos "hola".

Noia: Sí, però normalment sempre ella era en anglès. Llavors si veia que estaves patint, deia "què?"

C: Hi ha vegades que fins i tot te la trobes pel passadís i et parla en anglès, perquè el dia que hi va haver, allò que van fer Honoris Causa al Howard Gardner me la vaig trobar pel passadís i em va començar a parlar en anglès i clar, jo li vaig contestar en anglès, però va ser com un moment de "ostres, ara aquí també!"

CF: Molt bé. Vosaltres creieu que heu après alguna cosa més que els continguts propis de la matèria?

Noia: Sí.

(*Assentiment general*)

A: Jo crec que bàsicament el que m'agrada bastant i això és una cosa que no només passa aquí, sinó que també passa en moltes altres matèries és que ens donen classe com volen que donem classe després. És a dir, no és simplement "jo t'ensenyo com has de donar classe tu, però jo no et dono classe així", no, no, "sinó que jo poso en pràctica, tal i com jo vull que tu donis classe". Llavors amb aquesta sinceritat, amb aquest proximitat, amb aquesta explicació de tot el que estem fent amb el perquè i amb el com.

Noia: Això la Sara.

(*parlen alhora*)

Noi: Jo m'he trobat amb altres profes que també m'han ensenyat com donar classe i estratègies.

Noia: Bueno, jo m'he trobat profes que em venen, venien i ens deien "no, perquè clar, s'ha d'avaluar" i ens llençaven la teoria, saps? I si vols fer un aprenentage significatiu s'ha de fer empollant.

(*parlen alhora*)

Noia: Sí, durant 3 hores. Ja me'n recordo, eh?

Noi: Però en general, realment està molt bé. Perquè tu veus el teu profe en un rol, no és el típico de la càtedra que se sienta a "bueno, què? Hoy vamos a dar". No.

Noia: No, això ja no.

S: Jo crec que també una de les coses que més m'ha agradat i per les quals també tenia ganes de venir a aquesta universitat és veritat és també pel tracte personal. És a dir, mi m'agrada, no en plan m'agrada que em coneguin, sinó t'agrada quan el profe et diu "Susana, contesta'm", que sap el teu nom, que no ets un número per aquesta persona.

Noia: Clar, i a més en ser 70 és difícil, però...

S: Sí, si no se sap el nom saps que serà que sap qui ets. Que realment hi hagi aquesta relació, que no hi hagi una relació paternalista de dir "ai, mira, pues ara em fas pena, pues va, et poso el 6", quan et toca un 5, però sí que hi hagi una relació que et conegui. Jo en el cas del primer trimestre vaig tenir una cirugia i vaig faltar moltíssimes classes i recordo que sí que la majoria de mestres no van tenir cap problema a l'hora de contar assistència que no passava res, que per això no m'anaven a suspendre, que jo era una persona que havia fet els treballs tot a l'hora, havia aprovat tots els exàmens i ells m'ho van dir, cosa que en una altra universitat potser els hagués donat igual, no m'haguessin donat cap tipus de facilitat, no? És aquesta la idea que m'agrada, que hi hagi aquest vincle de connexió que realment sàpiguen qui ets.

Noi: Clar, tot és tenir coses que després podem fer servir.

S: Clar, perquè a primària tu has de conèixer els teus nens, no els tractaries com un número, no? Pues, lo mateix.

Noia: Deshumanitzar.

CF: Hi ha algun moment que us heu sentit insegurs, incòmodes, recordeu?

Noi: A les classes de la Sara, no.

Noi: No.

Noia: Depèn de l'activitat que haguem de fer, vull dir, una vegada havíem de saltar una colxoneta i tenia una por, però clar.

Noi: Coses d'aquestes.

Noia: Però bueno, es va fer i després va ser riure tota l'estona, però sí, sí. Pors de dir, por a caure, sí, sí. O amb els cavalls allà a la granja, que els havies de tocar i...

V: Coses d'aquestes de pors personals. A mi posen un potro i també ... un potro.

A: Aquí, com "jo no salto eso", ja pots anar amb 4, jo no salto.

V: A més, s'ha respectat bastant.

Noia: S'ha respectat molt, sí. Algú tenia por o havia de fer alguna cosa "no, no passa res, no sé què" o "vine, que ..." A més, almenys en el meu grup, que hi havia algun noi que no volia fer alguna cosa "algú altre, un altre company, mira, anem a fer un... , que no? Vale, deixem-ho". Però sempre hi havia aquesta iniciativa per part dels companys.

CF: I al revés, algun moment d'aquests de seguretat?

Noia: Doncs quan algú et reconforta.

Noia: T'anima, tu pots fer-ho.

Noia: Sí, quan fas una activitat d'aquestes i...

Noia: Positive reinforcement.

Noia: Sí, perquè veus que també s'ho passa bé.

Noia: Molt bé, o no sé què.

Noia: Exacte. És quan tu estàs fent una activitat, no està com un estaquirot, parada allà observant "vale, molt bé, ja ho heu fet", no, també s'implica.

Noi: I si no, fica més reptes i sempre vol més "vinga, va, ara que ja heu pogut això, vinga més, va". Et motiva a fer més.

Noi: Bàsicament, que siguem capaços de fer un debat sobre una assignatura que hem fet i que poguem parlar tan... no? Això ja és de súper... de que ho hem fet i hem d'anar d'aquí a uns mesos currant, no? Jo crec que això també ens dona una confiança, que podem parlar sobre una assignatura, si em dius fa 2 anys que podríem parlar sobre una assignatura, "pero, ¿qué me estás diciendo?", però no, realment hem [40.12 ?], no? i és perquè ens hem sentit bé durant aquesta assignatura.

Noia: Et motiva molt, realment tenim molta il·lusió. Jo recordo a la Guttman que vam anar a fer l'experiència Guttman i el nostre grup, bueno, jo estava nerviosa, perquè clar, venien un monton de nens que no coneixíes que havies d'estar amb ells unes hores i al nostre grup ens vam disfressar i erem de les úniques que estàvem disfressades i jo recordo que era com "ui, potser massa, no?" I llavors va venir la Sara i ens va dir "genial, m'encanteu, molt bé, noies, això és el que s'ha de fer". I va ser com, almenys a mi em va treure tota la pressió de dir, vale, ho estem fent bé, anem a per totes, fem gaudir els nens, que per això estem aquí. A mi em va treure la pressió i les pors que potser havia sentit en aquell moment.

CF: Molt bé. I ja per finalitzar, de síntesi, si podeu enumerar 3 aspectes positius de l'experiència AICLE i 3 aspectes millorables. Pel que fa als positius, algunes coses ja les heu anat dient, com a síntesi.

A: Cooperació.

(*parlen alhora*)

Noia: Millora de la capacitat comunicativa.

A: Exacte, millora de la capacitat comunicativa.

Noia: Això dona cohesió al grup.

Noi: Exacte.

Noi: Educació en valors.

Noia: La relació amb el professor també és estreta, no? si potser tens problemes amb la llengua, el professor és més obert.

Noi: Sentir-te còmode amb una llengua que potser no estaves tan acostumat a utilitzar-la diàriament.

Noia (*parla lluny*)

CF: Molt bé, i millorable.

Noia: Millorable el grup, vull dir...

Noia: La mentalitat de grup.

Noia: ...el fet de tenir la llengua.

Noia: Implicació del grup, també.

Noi: Potser al principi de curs, mentalitzar tot el grup d'educació primària en anglès del fet de dir "esteu en aquesta carrera, us heu de mentalitzar que s'ha de fer tot en anglès, que totes les matèries s'impartiran en anglès, els professors parlaran en anglès si teniu qualsevol problema, us heu d'esforçar que el professor us ajudarà, dins del vostre nivell, però que també hi hagi el vostre esforç", que no sigui "bueno, que m'ensenyin anglès, a ver si aprendo algo porque me entra por aquí", saps?

CF: Bé, moltíssimes gràcies per aquesta participació. També us ho dic, si voleu anar al bar a demanar una coca-cola, us la serveixen. I ens veiem l'any que ve. No per la recerca, ja està. La Carme, pesada, s'ha acabat, però perquè ens anem trobant per la facultat. D'acord?

Varis, alhora: Gràcies. Adéu, gràcies.

GUIA GESTIÓ DELS GRUPS DE DISCUSSIÓ

Processos educatius

(matèria AICLE 1r Semestre curs 15-16)
GRUP DISCUSSIÓ ESTUDIANTS QUE HAN CURSAT LA MATÈRIA

CF: En la llengua que vulguis, de fet és un grup de discussió que és per...

Noi: Alemán, así lo entendemos todos.

CF: Que cadascú, si vol fer servir l'anglès, no hi ha cap problema.

Noi: Pots parlar en castellà, si vols.

D: En castellano.

CF: En castellano también. Cadascú en la llengua que li doni la gana. De fet, primer de tot, moltíssimes gràcies per aquesta participació en aquest grup de discussió. Ens centrarem en el que és la matèria del primer semestre de Processos educatius.

Noia: Hòstia! (riu)

Noi: Buf. Jo vaig suspendre.

CF: Cap problema. Al principi que sapigueu que és un grup de discussió participatiu en el que tots els participants tenim el mateix dret i oportunitats de donar el nostre punt de vista respecte al tema a tractar. La participació i l'assistència al grup de discussió són lliures, la valoració que volgueu realitzar al llarg del debat són lliures. També que tant la participació com els comentaris que realitzin en el grup de discussió no tenen cap vinculació amb la matèria ni amb l'avaluació de la matèria i les intervencions dels membres de grup se centren únicament en la valoració de l'experiència AICLE d'aprenentatge integrat de continguts i llengua, en el marc en aquest cas de la matèria en processos educatius. La facultat de Blanquerna, Universitat Ramon Llull, del primer semestre del curs 2015-2016. I avui és 24 de maig del 2016 i us agreixo moltíssim aquesta participació.

En el primer moment, només per identificar la veu, dieu el nom, el vostre nom, o us inventeu el nom, no hi ha cap problema. L'únic és perquè identifiquem la veu amb un subjecte concret, d'acord? Molt bé.

La primera dimensió és en relació a continguts específics de la matèria. Quina percepció, opinió teniu del que heu après en aquesta matèria? No cal que parleu tots i responeu tots a les preguntes, és anar parlant, discutint, cadascú que es senti lliure en dir la seva.

Noia: Quina perspectiva?

CF: Quina percepció, quina opinió teniu dels continguts que heu après en aquesta matèria.

J: Primer diem el nom, no?

CF: Sí.

J: Val, jo em dic J i trobo que és una assignatura interessant, perquè més o menys pots tocar diferents punts de vista pel que fa a la psicologia i tots aquests temes. Aprens bastantes coses perquè són aprenentatges teòrics, però jo crec que són bastant aplicables al dia a dia. Potser a vegades sovint no hi penses en aquestes coses, però si t'hi has de trobar en alguna situació així, pots desenvolupar aquests aprenentatges teòrics pel que fa a la pràctica, i més en el nostre cas, que és amb els nens. I potser una mica per contrapartida, potser ho he notat que aquests aprenentatges estan una mica com estructurats com una pauta i potser falta una mica de fil, que ho lligués tot una mica. A banda d'això, bastant bé, tot aplicable, també.

C: Sí, jo em dic C i també crec el mateix que diu en J, que és molt aplicable i que com a futurs mestres ens anirà bé. Però també crec que ens ha donat com, hi havia molta matèria i no hem acabat d'interioritzar perquè com era molt de temari i m'hagués agradat a mi personalment aprofundtizar en alguns aspectes, perquè hi havia molta matèria i a mi personalment em costa molt enrecordar-me de tot, perquè era tot molt esquemàtic, no esquemàtic però que no hem entrat tant.

D: Yo me llamo D y no estoy de acuerdo contigo, porque yo creo que ahora mismo estamos diciendo "jo, no me acuerdo de nada" y creo que es porque es súper teórico y sí, es muy aplicable a la clase, pero nunca hemos practicado cómo hacerlo, ¿sabes? Por un lado tenemos que hemos hecho la teoría y todo, pero por otro, que ahora mismo, por ejemplo, en el segundo semestre, sí que hemos practicado mucho más de lo que hicimos el primer semestre, y entonces creo que en esa clase sí que me faltó un poco de práctica, más que teoria.

CF: Molt bé, quines creieu que són les estratègies que ha desenvolupat la professora? I com aquestes estratègies han afavorit l'aprenentatge dels continguts? Parlem dels contingut, ara, no pel que fa a llengua, sinó pels continguts. I si podeu enumerar unes quantes d'aquestes estratègies.

J: A veure, el primer de tot, ara el que és més obvi, jo crec que estem tots pensant és que una cosa no, però l'assignatura, clar, abans dèiem esquematitzada, però també un avantatge que té això és que tot està molt ordenat, perquè ens entenguem. I podia seguir uns passos i tot seguia el seu ordre. I a part, una cosa que sí que va bé és quan la professora fa visual tot el que està dient. I trobo que els Powers eren bastant visuals i no hi havia gaire cosa escrita i per tant podies recordar alguna paraula clau i després ella desenvolupava tot el concepte i tal. I jo crec que això ajuda bastant.

N: Bé, jo em dic N. Crec, una mica donant-li la raó al J, que aquesta assignatura tenia dos grans avantatges i eren: una, podies anar a aprendre tot el Power, anar a l'examen vomitar-lo i aprovar i això hi ha gent que li serveix i l'altra era la manera que tenia de treballar la Berta era bastant seguint el Power, però visual, i això també feia que molta gent pogués aprendre i, com hem dit abans, potser no ho posaves en pràctica en aquella classe, però després a l'estar a l'escola que hem fet o activitats similars que poguem fer fora de la universitat, per exemple, en el meu cas entrenar un equip de bàsquet, es poden utilitzar, potser no el mètode sencer, perquè no és estar en una classe, però pots agafar petits detalls i utilitzar-los i veure si funcionen i si no, també és una manera de posar-ho en pràctica.

C: Bueno, jo amb el que diu el N també estic d'acord amb ell i crec que el fet de tenir-ho estructurat en PowerPoint, per aquells que els costa entendre la psicologia, perquè són termes de vegades una mica complexos i les idees que tenen els autors també són molt diferents, doncs el fet que hi hagi PowerPoint és com una guia per si no ho has entès i a casa pots aprofunditzar més que si tu durant la classe t'ho ha dit tot sense cap suport doncs potser tens alguna confusió i si no se't dona bé el temari, i el fet de tenir aquest suport al PowerPoint doncs tens com un punt de partida per començar.

M: Vale. Jo em dic M i no sé si és una estratègia, però ella feia servir vídeos i després feia com uns articles que havíem de llegir a casa i ens deixava un temps després al final de la classe per resumir-los i dir les idees principals i llavors entregàvem i ella corregia. I està bé sintetitzar el text, però al dia següent donava el paper corregit i ja està. I potser per estudiar-ho les idees principals sí que era útil, però això, no es treballar molt a classe, una mica però bueno. I els Powers estaven bé, però jo trobo que és això, que no feia falta venir a classe perquè ja t'ho miraves a casa. No és que no ho expliqués bé, perquè explica molt bé la professora, però ha d'explicar més enllà, bueno, per mi, pels cops que me'n recordo.

CF: Molt bé, gràcies. Creieu que hauria estat igual, hauríeu après igual els continguts de la matèria si haguessin estat impartits en català?

J: És molt relativa, aquesta pregunta, és molt molt relativa. De fet, segur tu volies dir una mica el mateix, si vols dir-ho tu.

L: Sí, no, no. Jo soc la L i jo crec que això depèn de cadascú, és a dir, hi ha gent que té més facilitat per una llengua que per l'altra i per tant, per exemple, jo domino més el català que l'anglès, doncs a mi se'm farà més difícil aprendre en anglès, perquè m'he passat tota la vida aprenent en català, així com suposo que hi haurà gent que si s'ha passat tota la vida aprenent en anglès seguramente li serà molt més fàcil aprendre-ho en anglès que en català, però també crec que és una manera, sí, estem en aquesta carrera que és en anglès i, per tant, les classes són en anglès i ens hem d'adaptar a això i també és una manera d'aprendre més anglès.

D: Sí, yo creo que cuando te apuntas a esta carrera ya sabes lo que te viene, ¿no? Es educación primaria en inglés, entonces no te puede sorprender que la clase sea en inglés. Yo hablo, bueno, a mi se me da mejor el inglés que el catalán y a mi no me cambió nada, aprendí lo mismo, pero entiendo que haya gente que le cueste, como a mi me cuestan las clases en catalán y bueno, que es muy relativo, como ha dicho el J, porque por ejemplo a mi no me fue, no fue malo para mi aprenderlo en inglés.

M/C: Clar, però és el que diu la L i la D, que si estàs en aquesta carrera, ja saps el que et trobaràs. Estàs aquí perquè vols aprendre en anglès, per tant, jo crec que és adient fer l'assignatura en anglès. No trobaria adient que no fos en anglès, perquè per algo estàs fent aquesta carrera i per algo t'has apuntat. I a més trobo que és una bona manera d'aprendre nou vocabulari, encara que siguin connectors, com escriure.

N: Sí, no, no, jo estic d'acord amb tu, eh? I amb tothom que heu parlat, però una cosa no treu l'altra. Perdoneu, però si tu, tu, jo, jo, tu, jo una altra vegada, i tu no, i tu no, hem après en català tota la vida, estic, no al 100%, però al 99,9% segur que haguéssim après més en català. Una cosa no treu l'altra, insisteixo, eh?

Noia: Però per això te'n vas a la carrera...

N: Sí, sí, però la pregunta no era "t'has apuntat a aquesta carrera per fer la d'això en català" era "què creieu, que haguéssiu après més, en català o en anglès?" Jo crec que en català, els que hem après en català és obvi. Ara, si vols sentir-ho en català, és obvi que t'has d'apuntar a la carrera en català.

J: Jo estic d'acord amb tu, però també jo crec que clar, els que hem après tota la vida en català també suposem que si l'assignatura hagués sigut en català, que no ha sigut el cas, i és amb anglès, per aprendre el mateix en anglès que havent fet l'assignatura en català, simplement la diferència és que en anglès pues hem de fer un exercici d'aprofunditzar una mica més en anglès, però jo crec que precisament perquè hi havia els Powers i tal, clar, simplement d'entrada no t'entrarà tant, perquè la professora parla en anglès i el que llegeixes és en anglès i potser al principi no ho captes del tot bé. Però si després a casa, a l'hora de treballar o estudiar òbviament t'has de focalitzar i al final l'aprenentatge potser és una mica igual si òbviament vols aprendre. Entenc que... estic d'acord amb la cosa aquesta que d'entrada sí que et costa una mica més...

Noia: Però sobretot perquè té termes molt, en català segur que costaria, sobretot termes molt que molts cops no havíem escoltat mai.

Noia: També crec que el fet de ser en anglès d'alguna manera et motiva per estar més atent i llavors, o sigui per centrar-te més i potser al final acabes aprenent el mateix que en català.

CF: Molt bé. Busqueu, o podeu donar 2 adjectius que sintetitzin una mica la vostra percepció respecte a l'aprenentatge dels continguts de la matèria?

Noi: Dos adjectius respecte a l'assignatura o respecte al contingut?

CF: A l'aprenentatge dels continguts concrets. No estem parlant de llengua, sinó de continguts.

J: Bueno, a mi em ve al cap un de positiu i un no tant. Positiu jo crec que és el que he dit al principi abans: útil. I no és que sigui negatiu, però diria ambigu, però perquè hi ha moltes coses que són molt de la psicologia en general i nosaltres no som psicòlegs i per tant hi ha moltes coses que costa molt materialitzar-les, és tot molt abstracte, i a vegades costa.

N: Bé, jo mirant també una mica un positiu i no tant un positiu, seguim el fil. Per mi la positiva és extrapolable a tot tipus d'ensenyament i la negativa per mi són dos adjectius que és subjectiva a la vegada que objectiva. És a dir, nosaltres estem estudiant una matèria, en la qual hi ha mil i un autors i en aquests mil i un autors estem escoltant la seva opinió i el que ells diuen. Com en el seu dia vam estudiar els planetes quan fèiem primària i de cop ens van dir que hi ha un planeta que no existeix o que hi ha un que pot ser que sigui un planeta d'aquí a uns quants anys quan [58:09?] Perquè hi ha coses que són molt clares i hi ha coses que són aquest senyor ho va dir i tal i a mi em diuen que he d'estudiar tal i segueixo això, però no sé si d'aquí a un temps.

J: Algú ho rebatrà.

N: Algú dirà que la terra és rodona o no.

CF: Altres adjectius? No? Molt bé, doncs anem ara pel que fa a la llengua, en aquest cas és la llengua addicional, l'anglès. Penseu que aquella matèria concreta, aquesta matèria, heu desenvolupat la vostra competència lingüística en llengua anglesa?

Varis, alhora: Sí.

N: Sí, jo crec que...

Noia: No, no, digues.

N: Jo crec que és una cosa ja no només en aquesta assignatura sinó que partint, és la meva opinió personal, perquè parteixo del meu nivell d'anglès, jo crec que des que he començat aquest any a la universitat fins que he acabat, potser a nivell escrit no tant, però sobretot en comunicació oral trobo que a tant aquesta assignatura com en moltes de les altres assignatures que hem fet en anglès, m'ha servit moltíssim i he millorat molt. Que els continguts d'aquesta assignatura en concret hagin sigut en anglès, clar, no només aprens a expressar-te en anglès perquè estàs fent una classe en anglès, sinó que aprens continguts d'aquesta assignatura en anglès i per tant jo crec que sí.

C: Clar, jo també opino el mateix, perquè nosaltres portem tota la vida s'ha focalitzat en la gramàtica escrita i no estem acostumats a parlar, ja sigui formalment o informalment. I el fet també encara que sigui en PowerPoint o comentar els articles que havíem de llegir a classe, jo crec que això augmenta molt el nivell perquè no estem acostumats a parlar i entre nosaltres a vegades no ho fem, fins i tot quan ens ho demanen. Però si tenim com aquesta motivació de que ens han dit que hem de parlar tal, doncs, practicar això, que moltes vegades no ho faríem, doncs jo crec que és molt positiu.

D: I jo creo que también el vocabulario era tan concreto al área de psicología que si nunca has hecho psicología, por ejemplo, en mi caso sí que aprendí mucho términos que quizás no había visto antes o sí que los había visto pero no sabía utilizarlo, en qué situación utilizarlo.

Noi: Totalment d'acord.

CF: Quins considereu que han estat els factors més importants a l'hora d'afavorir l'aprenentatge, en aquest cas, de l'anglès?

Noi: La professora, per descomptat.

Noia: Sí.

Noia: El domini de la llengua de la mestra.

Noia: Sí.

D: Sí, era bastante bueno.

N: En el meu cas, el fet que hagi sigut tot molt visual, és a dir, també la M ha dit abans que pots no venir a classe i estudiar-ho a casa, però perquè estat molt ben explicat en els Powers a nivell de gràfics, de vídeos i a mi em va molt bé veure les coses perquè després el dia de l'examen moltes vegades relaciono conceptes amb imatges que tinc al cap. Llavors jo crec que això és bàsic.

J: Sí, jo crec que també en algun moment, no sempre, però en algun moment vam fer, no debat, però havíem de comentar X temes que treballàvem a classe per petits grups.

N: Un grup de discussió.

J: Sí, un grup de discussió i això va bé, va bé perquè no estic acostumat a parlar amb el N o amb la L o amb qui sigui d'aquí en anglès i en una situació no formal no els parlaria en anglès, però si a mi no em forcen, és a dir, em condueixen a que parli amb ells en anglès doncs jo crec que és un bon aprenentatge perquè veig quin nivell té ell, quin nivell tinc jo, els dos ens anem equiparant.

N: Utilitzes paraules que has escoltant, tant del mestre com del company.

J: Clar.

CF: Molt bé. Creieu que s'han introduït estratègies metodològiques concretes per tal d'afavorir l'aprenentatge de l'anglès? I si ho creieu, quines serien?

N: És que ara em ve al cap català i didàctica, algunes metodologies, en plan aplicat a l'anglès.

Noia: Tu has dit treballar en grup.

N: Sí, potser sí.

CF: Hi ha una estratègia que la Berta ha fet servir per dir "ei, aquí es veu clar que és per l'aprenentatge de l'anglès, no només el contingut sinó en aquest cas l'anglès.

D: Bueno, lo que ha dicho M, más o menos, es lo que nos hacía resumir lo que leíamos, pero no solo esto, después lo ponía en el PowerPoint. Lo que ella pensaba que era importante, lo ponía en el PowerPoint, o sea, no solo teníamos nuestra opinión de texto.

Noi: Pero eso es para adquirir, es para saber si has adquirido un conocimiento.

D: Pero también el inglés.

Noia: Bueno, les expos orals.

Noia: Sí.

D: Ah, es verdad.

Noia: No me'n recordava.

Noi: Sí, les exposicions.

CF: Dos adjectius que sintetitzin millor la vostra percepció pel que fa a la millora de la competència lingüística.

Noi: Torna-hi, torna-hi.

(*riure*)

CF: Si podeu donar dos adjectius que sintetitzin o resumeixin la vostra percepció pel que fa a l'aprenentatge de la llengua, l'anglès, en aquesta matèria.

J: Progressiu primer de tot, evolutiu, el que sigui, bastanta evolució. I et diria que ha sigut també, però que ha sigut d'una manera no massa formal i jo ho agraeixo. Jo crec que hem tractat l'anglès a la universitat i també a l'assignatura, sí que dèiem termes molt concrets i tal, però hem utilitzat l'anglès com a llengua principal, però en cap moment ha sigut una cosa que tu et senties pressionat per "i si dic aquesta paraula malament i si no sé què". Jo crec que ha sigut una... ens hem comunicat en anglès d'una manera molt còmode i jo crec que això està bé.

N: Sí, jo estic molt d'acord, jo crec que ambdòs adjectius van molt relacionats i és un que ha dit el Joan que és poc, com ho has dit? Poc…

J: Poc formal.

N: Poc formal. I l'altre és totalment funcional. Potser algú no comparteix aquesta opinió amb mi i no és per menysprear altres assignatures, però jo he après molt més anglès a les assignatures que havia d'estar súper atent, com ha dit abans la Laia, perquè així no hem perdia, a l'anglès en si com a assignatura. En el meu cas, jo he estat, bueno, com també ha dit la C que estem acostumats a fer molta gramàtica i moltes coses de verbs, paraules, estructures, però en cap moment ens ve una persona que sabem que parla el mateix idioma que nosaltres i es posa a parlar en anglès sense la pressió de dir, això no puc fallar en això ni en allò. Si no saps aquella paraula en concret, la dius en català i ens entenem.

Noia: Clar, i també en no tenir com una nota ens ajuda que tampoc ens pressioni. No sé de vegades un quan rebem les notes d'un examen o una part escrita és "ell té un 9 i jo tinc un 6" i potser això pressiona més, i parlar l'oral i veure que tothom té més o menys el teu nivell perquè estem acostumats a parlar en català o castellà o el que sigui, doncs això tampoc pressiona.

CF: Teniu algun record, alguna anècdota de les classes que impliqui l'ús de l'anglès?

Noia: Sí, quan vem fer l'assignatura dels *corners*.

CF: Ah.

Noi: *Corners*, no?

Noia: Dels racons.

CF: Ah, *corners*!

Noia: No ho hem dit abans, però va ser una estratègia d'aplicar-ho a la teoria. Hi havia un joc, com era? Què bueno havia de representar lo que ficava al paper i...

D: *Memory*, ¿no?

Noia: *Black Friday*.

D: Ah, sí.

Noia: és una anècdota i estàvem allà havíem d'imitar una cosa i estàvem rient i la Berta també estava amb nosaltres pel terra rient-nos.

Noi: Sí, va ser bastant divertit.

Noia: Sí, és una bona manera d'aprendre també, perquè aquestes coses queden més a la persona. Estem acostumats molt a fer classes monòtones i aquest fet que trenca el gel i fa una altra activitat i podem aplicar tot el que hem après de la teoria a la pràctica, jo crec que...

CF: Això ho veu veure en aquesta sessió de racons.

Noies: Sí.

N: També veient una mica que aquesta universitat s'estructura en classes de dos hores, que molts dies, a vegades no ho sembla, però tenim vida fora de la universitat (*riures*) i hi ha gent, bé, en el meu cas acabo d'entrenar tard molts dies i bueno no dormo totes les hores que crec que hauria de dormir. He arribat a classe pensant que tens 2 hores de classe de PowerPoint i una persona parlant en un idioma que no és el teu, i a mi em venen ganes de marxar al bar a fer un cafè i et trobes una classe totalment diferent, més dinàmica, com han dit la profe està amb tu assentat al terra, no hi ha quasi ni cadires. Bé, és molt més divertit. Bueno, jo volia dir que la meva anècdota és per exemple apuntar tot de paraules que surten al Power que no tinc ni absoluta idea de què volen dir i tenir que trucar a un company o companya de classe per dir "escolta, tradueix-me perquè com ho hagi d'aprendre, tenim un problema".

Noia: A mi també em va agradar molt això dels racons o *corners*, però també pel fet que, o sigui, no és una cosa que vam fer aquell dia i ja està, sinó que és una cosa que havíem anat preparant durant tot el semestre, perquè abans dels racons vam haver d'informar-nos sobre...

sí, perquè cada racó era sobre un tema, la memòria o el llenguatge o no sé què. I abans de fer el racó nosaltres havíem d'haver buscat informació, vam haver de fer una presentació oral, és a dir, que ens vam endinsar dins de cada tema i això és el que va permetre que els racons sortissin bé i fossin una experiència que... o sigui, que la recordem i que ens ha...

Noia: Enriquidora.

Noia: Sí.

(*comentaris que no s'entenen, parlen alhora*)

Noi: Això ho has après a català, eh?

Noia: Sí. (*riu*)

CF: I haguéssiu preferit que aquesta matèria en concret es fes en català o castellà?

Noi: No.

Noia: No.

Noia: No.

Noi: Sí.

CF: Aconsellaríeu l'experiència de participar en matèria AICLE?

Noi: Sí.

CF: I en quines condicions?

Noi: A què et refereixes per condicions?

CF: Condicions de matèria.

Noi: Si jo li ofereixo a algú que està acostumat a fer classes de català, li estic oferint de fer la classe en català, a què et refereixes amb condicions?

CF: És a dir, que vosaltres, que sou alumnes, penseu, bé, aquesta matèria la podem cursar en anglès, però si la cursem en anglès hauria d'haver-hi unes condicions mínimes perquè s'impartís i que la cursessim en anglès. Quines són aquestes condicions?

Noi: Per mi són clares.

D: El nivel del profesor.

Noi: Sí, el nivell del professor, que no sigui un nivell. És a dir, per mi, en aquest tipus d'assignatures és preferible tenir un professor que tingui un nivell molt alt d'anglès però de parla catalana, és a dir, amb tots els respectes, si et trobes una persona de les catacumbes de Gran Bretanya potser no entens res del que diu o algunes persones o alumnes de la classe no entenen res del que diu, en canvi si et trobes una professora com la Berta, que és catalana, però té un nivell d'anglès alt la pots arribar a entendre més que no una persona.

Noia: I si necessites alguna ajuda t'ho pot dir en català.

Noi: Exacte. I també l'altra condició és que sigui tot molt visual.

Noi: Visual o dinàmic.

Noi: Si et trobes un Power amb molta lletra, t'enfonses.

Noia: Clar, és el que deia la M també, que tu al veure que la persona que t'ho està explicant també sap català et pot ajudar de vegades molt més que com diu el N que un britànic, perquè ell ja ha experimentat què és el català i potser entén més barbarismes que comets o perquè penses, no ho sé. Que el fet que sàpiga la teva llengua, ajuda.

Noia: Jo crec que amb aquesta assignatura.

N: Sí, sí, evidentment. A la classe d'anglès no, a la classe d'anglès probablement et serveixi més una persona que és totalment nativa.

J: També crec que, això seria una bona manera d'aprendre anglès i per tant una bona condició, crec que seria que la classe fos dinàmica a l'hora que poguessim treballar entre nosaltres per grups o per parelles o el que fos perquè trobo que si hi ha un professor que dona una classe d'anglès, afavoreix a la participació entre els alumnes i tal, jo puc aprendre molt anglès a banda del que també m'està explicant el professor, si la M, la C, la D em corregeixen en alguna cosa i jo mentre no estic fent una cosa d'estar assegut en una cadira, sinó estem debatent alguna cosa i com a mínim m'ensenyen un concepte o alguna cosa, ho retindré segur. I jo crec que això també va molt bé.

CF: Molt bé. Doncs ja passem al tercer punt. Seria una mica més a nivell de processos emocionals. Quins sentiments vàreu experimentar al principi de l'experiència, de la matèria? I després quins sentiments vàreu tenir al final de la matèria? En general, però, pel que fa a la matèria.

Noi: ...seguim compartint (*riure*). Bueno, els meus sentiments van ser, el primer dia no entendre res, és a dir, no saber cap a on tirava aquesta assignatura, si més cap a la psicologia, si... No ho tenia gaire clar, sobretot pel nom, eh? de l'assignatura, perquè no el relacionava.

Noi: Sí, jo crec que s'hauria de canviar el nom: psicologia.

Noia: Sí.

Noi: És més, tothom li diem Psico, no?

Noia: Sí, me'n recordo de la B, li vaig preguntar "per què es diu processos el que dius?" I em va dir "és que jo tampoc ho sé".

(*riures*)

Noia: Sí, perquè tampoc és...

Noi: Probablement didàctiques més de processos educatius.

Noia: Sí, és que ens daven psicologia, és a dir, autors que eren psicòlegs.

Noi: Sigmund, amic Sigmund.

Noia: Vull dir, tampoc processos educatius, jo crec que aquest terme es podria referir, jo què sé, a moltes coses.

Noi: I tant, *the nature of*...

Noia: S'hauria de canviar a Psicologia, directament, jo crec.

Noia: O bueno, si es diu Processos educatius s'hauria d'enfocar d'una altra manera.

Noi: Processos psicològics.

Noia: Perquè ho enfocaven a autors més aviat... com es diu?

J: Sí, bueno, jo crec concretament amb la pregunta a nivell d'emocions, jo crec que masses emocions no desperta una assignatura, que després desperta inquietuds o dubtes o perdició a vegades alguna assignatura o satisfacció perquè se't donava molt bé o el que sigui. Potser al principi, en relació al que ha dit el N, jo crec que si li haguéssim de posar una emoció en principi jo crec que una mica d'incertesa.

N: Incertesa.

J: Incertesa. I al final de l'assignatura satisfacció perquè simplement és una assignatura que m'ha agradat i ja està.

N: I espera, perquè tenim la recuperació.

J: També. Sí, el Nil i jo estem parlant molt i hem de recuperar.

N: No, però ho comentàvem quan vam acabar l'última classe i encara no teníem les notes, és a dir, aquesta assignatura ens ha servit, després el dia de l'examen ens va anar millor o pitjor, està clar que ens va anar pitjor. Però és una assignatura que creiem que, bé parlo per mi, que crec que inclús anar a recuperació em servirà. Hi ha altres assignatures que penso, mira, vaig a recuperació, si és que hi haig d'anar, i la meva sensació és que l'únic que estic fent és perdre diners, però aquesta assignatura jo crec que si em torno a animar, torno a estudiar, pues em servirà. Una mica com recordar lo que ja he fet i que intentaré extrapolar fora de la universitat.

Noia: Clar perquè pots aprendre molt més que només continguts; un pot anar a una recuperació potser per continguts o perquè s'ha deixat per última hora per qualsevol cosa, però tu amb l'assignatura pots haver après molt per, no sé, el mètode en que ho ha impartit la professora o lo que dèiem abans dels *corners*.

Noi: Claríssim, claríssim de la professora.

Noia: Sí, sí, en aquest cas és així, però dic en general i a les assignatures que vas suspendre tampoc és, que pot ser que t'ho has deixat per última hora o...

CF: Quins tipus de relacions s'han generat amb els companys pel fet de cursar matèria AICLE?

Noi: Molt bones, jo crec.

Noi: De psicòlegs i psiquiatres.

(*parlen alhora*)

Noia: Hi havia molt debat, treballar en grup i tot això, doncs ens ha fet...

Noi: Bé, molt bones en principi; també segur que s'han generat de dolentes.

Noi: No en tinc cap dubte. Però bueno, jo crec que en general, com que l'entorn era favorable. Jo per exemple, i això ja és una opinió que també es podria traslladar a d'altres assignatures, però Processos, que era en anglès concretament, jo mai he tingut la sensació de que algú m'estigués mirant malament o com de despreci pel fet de jo saber menys anglès o no, saps? En cap moment. Precisament com que l'objectiu és per uns mantenir l'anglès i per altres aprendre'l, en cap moment hi ha hagut situacions d'aquestes, jo crec que ha sigut tot molt favorable.

D: Yo creo que el hecho de que es una carrera que no todo el mundo es fuerte en el inglés ha creado más vínculos ya que todo el mundo se tiene que ayudar entre ellos. Y yo creo que si hubiera sido en catalán hubíeramos ido cada uno...

Noi: Por su lado, sí.

D: Sí.

CF: I les relacions entre vosaltres i la professora?

Noi: Per mi, molt bona.

Noia: Per mi molt bona. És que a part també l'he tingut a seminari durant tot l'any i l'he pogut veure, he pogut estar més temps amb ella. No sé, jo des del primer moment, a mi...

Noi: Sí, la Berta...

Noi: La pregunta és, voleu un altre professor o no? Ens agrada la Berta.

Noia: Clar, clar. En principi potser semblava molt rígida i tal, però després conéixer-la.

N: Bé, jo per exemple no he tingut la oportunitat d'estar amb ella al seminari, però jo tenia una concepció de la Berta que pel que sembla no és la real. Hem fet activitats de seminari conjuntes, ha vingut a "charles" que teníem que anat tots, l'hem vist allà entre nosaltres el dia que vam fer dels *Corners*, estava assentada amb nosaltres a terra i hi havia un grup que donava caramels i ella menjava caramels amb nosaltres. Vull dir, això també s'agraeix, perquè quan entres en una universitat nova, o una classe nova, és igual, i veus tot de professors que penses "no em comencis a explicar el teu currículum, perquè no acabem".

J: I abans parlàvem d'això. Per exemple, el N i jo venim de la pública i és una altra història.

N: De la UB.

J: Aquí els professors, per començar, saben el teu nom.

N: No ets un número.

J: No ets un número i fins i tot pots establir-hi una relació. En el cas de la Berta va ser molt bona.

N: Mira, l'altra dia ens va fer un *mail* als que tenim que recuperar dient-nos "quedem el dia tal a tal hora qui vulgui venir a parlar de dubtes", bueno, hi ha altres profes que no ho han fet, i ella, sense cap tipus d'obligació, i a mi això ho agraeixo.

CF: La llengua d'ús ha canviat en funció del moment o el tipus de conversa? Per exemple, al grup classe, o al despatx per fer una consulta...

Noi: Sí.

Noi: Sí.

CF: Ha anat canviat l'ús?

Noi: Sí, però perquè nosaltres ho hem forçat.

Noia: Perquè és més pràctic.

Noi: Clar perquè si jo vaig a buscar un professor al despatx vaig perquè estic o molt preocupat o vull saber algo sí o sí i com li comenti en anglès i tingui un error de que no l'he entès, perquè sí, o expressió, clar, tenim un problema.

Noia: Però jo en cap moment m'he sentit pressionada tampoc, si he tingut errors.

Noi: No, no, no és per fer-los amb ella, sinó perquè tu no entenguis algo.

Noi: I tampoc pressionada per "ara li he de parlar en anglès i no..."

Noi: Els *mails* els envia en anglès.

Noi: Sí.

Noi: I els pots contestar en català i ella te'l respon en català o en anglès.

CF: Creieu que heu après alguna cosa més que els continguts propis de la matèria?

Varis, alhora: Sí.

Noi: Sí, anglès.

Noia: És el que més verd tenia.

(*riures*)

Noi: Anglès.

Noia: Anglès, continguts, com tractar... vull dir, que ja sabem com tractar la gent, no? Vull dir ja sabem tractar la gent, no? però també hem après com tractar la gent o potser a través de com ens ha... o sigui a través de les metodologies i estratègies de la professora nosaltres ens hem

quedat amb algunes que hem vist i hem dit bueno pues a mi aquesta em servirà i la podré utilitzar o això jo ho canviaria.

N: Jo estic completament d'acord. Perdó.

Noia: No, no, tranquil.

N: Jo per exemple al primer semestre, treballava abans de venir a la universitat i hi havia molts dies que o em dormia o arribava tard. Per mi, una de les coses que em vaig fixar en la Berta era que tu arribaves tard i hi ha altres professors que, no et diré que em miraven malament, però no els agradava absolutament gens que arribis tard o sí, i els era igual. En canvi, la Berta, arribes tard i potser a l'acabar la classe et deia "escolta, què ha passat?" Bueno, per mi era una cosa nova que jo la puc aplicar perfectament al meu dia a dia, tinc gent que hem de repuntuar l'hora de començar la classe, del que sigui, de qualsevol esport, i tenir una manera diferent de tractar aquest tipus de temes sense jo saber, per exemple, si jo li caic bé a la Berta o no, no ho sé. Jo tinc un jugador que arriba tard i em cau super bé, em porto super bé amb ell i amb la seva família i no li diré res, ara si un dia em pillen creuat i és un jugador que sempre està faltant i tota la pesca, doncs potser li diré "escolta, rei, què?" En canvi, la Berta sempre en el meu cas em venia a preguntar "tot bé? Sí tal... doncs hem fet això, això i això. Pregunta a aquest grup, que eren menys, pregunta-ho a l'altre". Per mi això és interessant d'aprendre-ho, a part dels continguts, la llengua.

CF: Hi han hagut moments en que us han donat més seguretat durant les sessions?

Noi: Seguretat en quin aspecte?

CF: Seguretat, tranquil·litat, confiança, comoditat. Heu dit alguns ja.

Noia: És el que deia el Nil, que és molt propera a tu, et pregunta, es preocupa també, i jo crec que això a tothom li dona seguretat. Si veus que un professor va a matxacar-te és com, ja agafes com, por no, però respecte i potser també...

Noi: Amb el que parlàvem abans també, jo per exemple que vinc de la UB, jo crec que una cosa que no està bé, que és just el que has dit tu que és quan veus que el professor està no amb una actitud hostil, però et genera una espècie de certa por o coses així, però jo crec que encara és pitjor la indiferència. Quan un professor et tracta amb indiferència, i la Berta no ho feia, i per tant…

Noi: No, i corregir-te amb un somriure, de complicitat.

Noia: Li preguntaves i al moment et responia, però no deia el mateix que ficava al PowerPoint.

Noia: I això ajuda molt, tens més autoestima en tu mateixa. No tan de l'assignatura com de tracta, jo crec que això ajuda molt.

CF: I al revés, alguns moments en els que us heu sentit incòmodes, insegurs.

Noi: Quan em va donar l'examen.

(*riures*)

N: És un fet, jo em vaig sentir durant 5 dies molt enfadat i molt cabrejat, amb mi mateix, òbviament. Però després em va enviar un mail "escolta, tal dia fem reunió". Bueno. Los pros y los contras.

Noia: Jo potser al principi quan vaig entrar no la coneixia, en plan que era molt rígida a les classes, però després coneixes com és i ja...

Noi: Sí, també la veies molt jove i pensaves, bueno, aquesta persona que tenim davant potser s'ha guanyat aquí el respecte de la resta sent molt sèria o molt rígida, i deies "ui, ui, ui".

Noia: Jo amb aquesta no fem res.

Noi: Ojito, que mucha sonrisa y luego ya veremos.

Noia: Són moltes etiquetes que també és inevitable.

Noi: Prejudicis.

Noia: Prejudicis, sí. Encara que no ho diguis tothom posa etiquetes a tot arreu, inconscientment.

Noi: perquè és una manera de sentir-te segur tu també, de catalogar les coses i dir "tinc controlat que aquesta és això, aquella és allò". Però bueno, han demostrat que són errònies moltes vegades.

CF: Molt bé, ja per finalitzar, l'última, pel que fa a síntesi. Tres aspectes positius, enumereu, de l'experiència AICLE d'aquesta matèria. Res. Pam, enumerats.

Noi: Cadascú de nosaltres.

CF: Sí, tres cadascú de vosaltres o el que vagin sortint.

Noia: Tres aspectes positius. Home, doncs, aprenentatge...

CF: En aquesta matèria, eh?

Noia: Sí. Aprenentatge tant oral com escrit. El fet de que et doni l'oportunitat de poder parlar més, normalment no estem acostumats. I no sé.

Noi: Jo aquí, primer de tot. Número u, aprenentatge de la matèria, continguts, coses més o menys interessants, però com que hi ha sempre alguna cosa que t'interessa, ho aprens i són coses noves. Segon, aprenentatge de l'anglès, òbviament. I tercer, no dic que uns per ordre siguin millor que l'altre, eh? Tercer, la dinàmica de l'assignatura, sobretot quan les coses eren molt més mogudes i pràctiques.

Noia: Introduir el joc.

Noi: Sí, sobretot una assignatura que en teoria és més complicada el meu objectiu seria fàcil o facilitar una assignatura és complicada que acaba sent còmode que per la gent que ha aprovat o d'aprendre que altres assignatures que haurien de ser molt més fàcils i hi ha gent que li ha costat molt més pel simple fet que no estaven a gust amb la manera d'explicar o... Llavors això jo crec que la Berta ho ha fet bé, molt bé. Si jo he suspès i estic a gust, imagina't.

(*riures*)

D: Yo también diría, ya lo he dicho antes, el intercambio constante de conocimientos. Lo que no sé yo, lo sabrá la persona de al lado y viceversa.

Noi: Sí, això también es gracias a la B que nos dejaba en clase comentar los aspectos un poquito. Si fèiem una hora de classe, érem dos, 10 minuts asseguts tocava fer algo, llegir un article, resumir-lo entre nosaltres. Clar, això.

CF: I ara al revés, tres aspectes millorables.

Noi: L'aula.

Noi: L'hora, que sé que es pot canviar per una altra hora. A les 8 del matí estic en derrame cerebral.

Noi: És així. I a més, l'aula, amb l'hora no ajuda res. Les taules i les cadires.

Noi: Per mi és lamentable fer-ho en aquest, perdó, eh? Des del meu punt de vista. L'escola... és lamentable mitja classe estigui tot tancat i de cop s'encengui la calefacció, quan fa un dia normal i corrent i t'estiguis 5 minuts a 20 i pico la calefacció i dir-li al professor "escolta, ho pots tancar? No, no això no ho controlo jo". Uau.

CF: És a dir, és tot el que és el context físic.

Noi: L'entorn.

Noi: Sí, no ajuda res.

Noia: Jo al menys per mi psicologia ha sigut molt intens per entendre.

Noi: Sí, jo per exemple.

Noia: I mi que em fiquin això a les 8 del matí.

N: Clar, a mi el que em passava és que és una assignatura quan ja veus a venir és d'aquelles que dius "millor no em salto gaires classes, perquè és molta matèria i tal" i he d'estar al *loro*. I a mi em passava sovint que com que era el dimarts a les 8 del matí, era el dimarts a les 8 del matí?

Varis, alhora: Sí, sí.

N: Jo acabo els entrenos del dilluns a les 11.30h de la nit, sovint. Amb lo qual, o no anava o arribava mitja hora tard o si anava estava així.

J: No, és que hi ha dies en que era preferible arribar mitja hora tard, perquè encara agafaves les coses de classe, que no arribar a les 7.40 aquí amb una cara de tonto que no te l'aguantes i que a sobre per exemple l'E0 aquest, les classes són llargues no, lo següent. Jo algun dia m'he ficat al fons, ua!

Noia: Horrible.

J: On estan els prismàtics.

Noia: I també no sé, la distribució de l'aula no ajuda gens.

J: No, ajudaria tenir una taula així, per exemple. Encara que siguin tots aquests assentats, un per cantonada. No és lo mateix tenir un estoig, la llibreta, el full i el mòbil sobre la taula que no tenir el mòbil a terra, l'ordinador només sobre la taula i aguantant-lo amb una cuixa perquè si no, cau.

N: Sí, sí, és que les cadires també.

J: Quan és el descans deixar l'ordinador a terra, perquè encara patiràs, o deixar-lo sobre la cadira aviam si algú s'hi assenta a sobre i te'l trenca. Bueno. No sé, a mi tot l'entorn m'ha fastidiat bastant.

N: Però jo crec que és en general tot l'annex, eh?

J: No, no, sí, sí. Però si sumes que totes les classes les fèiem a l'annex a les 8 del matí un dimarts que a sobre era inici de setmana.

N: Perquè feia com olor de plàstic, sempre. Fa olor a plàstic, l'annex, i a mi em posa molt nerviós, t'ho juro. A container, fa olor a tancat.

D: Parece que lo hayan traido por el cielo y lo hayan plantado ahí con una grúa.

Noi: Sí. Sembla un contenidor d'aquells del port.

Noia: Sí, sí, jo li dic container, sempre.

D: Y por otra parte yo diría lo que hemos dicho antes de hacerlo más práctico, porque sí es muy aplicable pero si no sabemos como.

Noia: A lo millor haciendo las clases, bueno, de todo el mundo. Petits grups. No sé.

Noi: Per grups reduits seria clau en totes les assignatures.

Noia: Es feia ja, no? Es feia una en gran i una petita.

Noi: Sí, però clar, es feia la classe gran, la que era...

Noia: Ja, era la gran, a les 8, amb tothom.

CF: Moltíssimes gràcies. Acabada la discussió, la veritat és que us ho agraeixo moltíssim, ja no us molestaré més pel que fa a la recerca. A lo millor em tindreu l'any que ve en alguna matèria. Però pel que fa a recerca de la matèria AICLE que ens interessava, doncs pel que fa a la investigació, s'ha acabat. Moltes gràcies.

Varis, alhora: A tu. Gràcies.

Appendix 14: **Transcripts of CLIL Teacher Interview (CT/A-I and CT/B-I)**

ENTREVISTA SEMIESTRUCTURADA

PROFESSORAT AICLE/CLIL (CURS 2015/2016) (CT/A-I)

Carme: Bé, bona tarda.

BA: Bona tarda, Carme.

CF: Comencem l'entrevista semiestructurada de professorat AICLE del curs 2015-2016. T'agraeixo, BA, ser aquí avui, dilluns dia 5 de setembre del 2016. Tenim una sèrie de preguntes, m'agradaria que tranquil·lament poguessis anar responent aquestes preguntes a partir de la teva experiència i les teves percepcions.

BA: Molt bé.

CF: La primera seria quines serien les teves percepcions al voltant de la matèria AICLE que has impartit aquest curs passat, tenint en compte tot el procés l'abans, durant i després.

BA: Val, aquesta vegada ja vaig començar impartint la matèria amb un avantatge respecte al curs anterior i és que era la segona vegada que la impartia. Per tant, això, sobretot en la part de planificació, em va ajudar molt, perquè ja tot el material ja l'havia fet el curs anterior i em vaig poder centrar més en fer algunes modificacions en coses que creia que s'havien de millorar. Aleshores el material jo ja el tenia preparat, el que vaig fer va ser sobretot incloure activitats molt curtes a la classe que propiciessin una mica, que promoguessin la interacció entre els propis estudiants i la interacció amb mi. Perquè la matèria de processos educatius és una matèria molt teòrica, és una matèria on es treballen tots els models psicològics i dona per treballar una sessió de cada model, perquè són 8 models psicològics, amb moltíssima informació, molts autors rellevants, i el curs anterior va ser una matèria molt teòrica, aquest curs també, perquè forma part de la pròpia natura de la matèria, però vaig intentar introduir aquestes petites activitats curtes en què suggeria algunes qüestions de reflexió pels estudiants, perquè primer ho comentessin entre ells i després donessin la resposta i sortissin també a la classe davant de la resta per poder donar resposta a aquestes preguntes, que normalment eren més que res, preguntes suggerents que donaven lloc a que ells poguessin, no hi havia una resposta correcte, com si diguéssim, sinó que eren preguntes que a vegades feien referència a les dinàmiques de la seva família, que a ells els semblava interessant i coses com molt properes, molt concretes amb ells, que també això facilitava que poguessin donar-hi resposta i no se sentissin cohibits, perquè ja si la matèria té una dificultat força elevada i a més tota impartida en anglès, doncs podia fer que es quedessin enrere, que no volguessin participar i vaig intentar que no fos així. I en aquest cas va ser positiu.

En el durant, bueno, quan vaig fer aquestes modificacions, jo vaig estar satisfeta de com havien funcionat. El grup en si era diferent del curs anterior. Jo crec que el nivell de competència lingüística, tenien un nivell més alt, de mitjana, de competència lingüística. hi havia molta gent que ja havia estudiat en escoles de parla anglesa, escoles angleses o americanes i ja tenien un domini perfecte de l'anglès. I bueno, després sempre hi ha un sector de persones que el parla pitjor, però crec que en comparació amb el curs passat era un nivell alt que els va permetre a vegades participar més i gaudir més de la matèria.

I el després, el que sí em vaig adonar amb aquest curs en comparació amb el curs anterior era doncs que els... a nivell de treball, de posar-se a treballar, d'esforçar-se en adquirir els continguts potser era una miqueta més fluix que el grup del curs passat. Els va costar una mica més aquesta part i als exàmens realment així queda reflectit, que les notes finals són més baixes, hi ha hagut més suspesos, malgrat he intentat disminuir una mica la teoria, una miqueta. I malgrat que he posat aquestes pràctiques de reflexió i interacció entre ells. Però penso que era més una cosa del propi grup, que era un grup que en aquest sentit...

També l'examen, una variable a tenir en compte, és que l'examen aquest any el van fer al final, és a dir, va ser el seu últim examen.

CF: L'últim examen.

BA: Tenint en compte que la matèria és molt teòrica, hi havia un gruix, un volum molt important de teoria, doncs jo penso que això també va jugar una mica en contra.

CF: I tant, això es nota.

BA: Sí, els resultats han estat més baixos en quant a resultats objectius, en aquest sentit.

CF: Val. Quins són els teus coneixements i experiència, previs, en relació a l'AICLE? I creus que aquesta experiència, aquests coneixements han influenciat la teva pràctica docent aquest curs? De fet, ja ho has dit una mica en la primera pregunta, no? Que tens ja aquest primer curs que hi ha de rodatge i suposo que això s'ha notat.

BA: Sí, aquest curs de rodatge doncs també em va ajudar a l'hora de planificació, a l'hora d'impartir la matèria i... ara se m'ha anat del cap el que volia dir. I també havia fet el curs AICLE que es va fer aquí a la facultat, i això també ja em va ajudar el curs passat, però és cert que també em va anar molt bé repescar els apunts aquest curs aquest 2015-2016, tornar-me'ls a mirar per intentar focalitzar una mica més en les estratègies pròpies de l'AICLE. Això em va anar molt bé. La meva experiència ha estat tant doncs haver participat en aquest curs, amb un conjunt de professors, que va ser ara no recordo l'any, 2010-2011, una cosa així?

CF: No ho recordo.

BA: I després doncs a la pràctica del curs anterior.

CF: I quines creus que han estat aquestes estratègies docents que has fet servir per tal que la matèria AICLE fos efectiva en relació a l'assoliment dels continguts específics? En relació als continguts de Processos educatius. I també en la millora en relació a la millora de la competència lingüística dels estudiants.

BA: Doncs una primera estratègia que crec que ha ajudat molt i que és pràcticament obligada en relació a aquesta matèria que és tan teòrica és poder facilitar el material als estudiants abans de la classe, perquè sí que hi havia alguns dels estudiants, l'any passat també, que a l'inici pues venen preocupats, perquè la matèria és tota en anglès, perquè diuen que no han fet mai Psicologia i que a més en anglès se'ls pot fer molt complicat, aleshores els tranquil·litza molt que els diguis que cada setmana ells tindran el material penjat. És més aquest any... el curs passat va haver-hi moments en que penjar el material igual era el dia abans, perquè l'havia d'anar elaborant a mesura que anava passant el curs, però aquest any, com que ja el tenia fet i simplement havia de modificar algunes coses, els hi penjava pràcticament amb una setmana d'antelació. I això els hi permetia, a aquells estudiants que ho volien fer, que no són tots, ja ho sabem, però sí a alguns, doncs poder-se baixar el material. Els feia els *PowerPoints* en anglès i els penjava un article de cadascun dels models. Aleshores amb una setmana d'antelació tenien el *PowerPoint* i l'article, que se'l podien llegir abans.

Jo normalment la dinàmica de classe, que aquest any he variat una mica, perquè no fos tan monòton i no fos sempre igual, però en general era després de fer la part més teòrica del *PowerPoint*, els donava un article sobre el model psicològic que havíem treballat aquell dia, i en grups cooperatius el llegien, posaven en comú les idees principals; els demanava de 3 a 5 idees principals d'aquell document, noves, que no les haguessin parlat abans i un glossari amb aquelles paraules, aquells termes més importants. Normalment els hi demanava que el glossari el fessin en anglès també, no que fessin la traducció, malgrat amb ells els hi fos útil, però els hi demana escrit en anglès. I aleshores tenint això, s'ho podien preparar dies abans, venien a classe i d'altra banda, els *PowerPoints* intentava tenir en compte doncs a l'hora de confeccionar-los les paraules claus, *key words* importants, posar-les en negreta o amb un

tamany més gran perquè per focalitzar l'atenció en aquests termes i no es perdessin en d'altres.

Moltes imatges, aquesta vegada he intentat posar moltes imatges. Pel curs que ve encara m'agradaria posar més imatges, perquè crec que clarifiquen molt la idea principal i general de cadascun dels termes o models. I bé, en els *PowerPoints* he intentat que fossin també molt esquemàtics, perquè fossin les idees principals i després a classe doncs ampliar aquesta idea a partir de l'explicació d'uns *PowerPoints* molt esquemàtics.

Els hi posava en el *PowerPoint* la pregunta, aquestes preguntes que t'he dit que aquest curs vaig intentar incloure, no? per fer, per crear una mica d'interacció i que interactuessin entre ells. També amb una diapositiva amb la pregunta, perquè a l'hora d'estudiar també la tinguessin allà i recordessin el que havíem parlat a classe sobre això.

Vídeos. Sempre els inserto de cada model almenys 1 vídeo, vídeos molt curtets, vídeos molt curtets; també perquè sentin altres accents, perquè a vegades poso alguns vídeos de nordamericans, altres vegades vídeos del Regne Unit, perquè sentin altres accents i no sigui només el meu. Malgrat parlo bé anglès, tampoc soc nativa, i també està bé que puguin escoltar altres maneres de parlar. Això pel que fa als *PowerPoints*.

Després el material que els facilitava abans, després també els hi penjava altres articles complementaris, que no els treballàvem directament a classe, però que els podrien servir per ampliar bibliografia o altres articles de matèria.

I una altra estratègia important ha estat treballar per grups cooperatius, que entre ells s'han pogut ajudar bastant. I aquest any hem volgut fer més èmfasi en estratègies per treballar de manera cooperativa, perquè el curs passat em vaig trobar que no tenien ni idea, aquests estudiants que venen de Batxillerat, de treballar cooperativament. Es dividien la feina: tu fas això, tu fas l'altre, tu la dos, jo la tres, tu la quatre i un altre fa l'índex, no? I clar, això de cooperatiu no té res, perquè és més arribaven punts en que ni es llegien lo que havien posat els demès. Llavors aquest any ja des de l'inici, què vol dir treball cooperatiu, com hem de treballar en el treball cooperatiu, es tracta de compartir opinions, es tracta de negociar les parts més importants del treball, per poder fer els resums aquests primer hem de conèixer què ha estat més important pels demès i posar-ho en comú. Bueno, totes aquestes passes que s'havien de fer abans.

CF: També et permetia, el fet de poder llegir l'article abans, també podies exigir o demanar més.

BA: Aquí anava abans, que m'he perdut. Estava parlant d'això i això és el que volia dir. El fet de que alguns ja tinguessin, tots tinguessin l'article abans, alguns d'ells s'ho podien llegir amb anterioritat i no dependre, perquè clar, tenien 20 minuts o una cosa així per llegir-se; eren articles molt curtets, però segons quin necessitava més temps i per tant, no valia dir "no, és que no hem tingut temps suficient". Bueno, tu el tens des de fa 1 setmana, si tu saps que amb aquests 20 minuts no tens temps suficient, te'l pots mirar abans i tens vàries opcions.

CF: Molt bé. Mmmm...

BA: Ah, i també perdona, Carme. Amb alguns termes també que generaven dubtes, termes més complexes, en anglès, què és *nomothetical*, què és *nomological*, doncs sí que aturar-nos, pensar-ho entre tots, què vol dir exactament això, exemples. Hi havia moments en que treballàvem explícitament, pocs, però hi havia moments en que treballàvem explícitament el vocabulari, perquè hi havia vocabulari difícil.

CF: Molt específic.

BA: Exacte.

CF: Molt bé. En quina mesura creus que la teva pràctica docent CLIL ha estat pràctica docent AICLE efectiva? És dir, bona, efectiva, és a dir, hi ha pràctica docent CLIL, que és el que has fet i el que més o menys tu m'has anat dient, però per què creus que és efectiva? En quina mesura ho veus que és efectiva, que és positiva, que ha anat bé?

BA: A veure, jo en funció de diversos indicadors. Un dels és que hi havia un grup molt gran dels estudiants que ja parlaven, fins i tot entre ells en alguns moments, directament en anglès. És a dir, això era un indicador molt clar de que se sentien còmodes, de que apreciaven fer aquestes classes en anglès i demanaven ells moltes vegades de fer més coses en anglès, moltes vegades perquè a part de professora d'aquesta matèria aquest any he estat coordinadora i he pogut compartir amb ells també aquestes impressions i demanaven que volien fer més matèries en anglès. Per tant, això vol dir que alguna cosa s'han emportat d'aquí. I després com a experiència, no? L'experiència que ells tenen de veure com és una classe AICLE, malgrat penso que ara encara no estan en el punt de dir-ho a nivell conscient, no? Metacognitivament no se n'adonen molt bé de quines són aquestes estratègies o aquests recursos, però sí que ho han viscut, no? Ho han viscut en la meva matèria i després en una altra de molt diferent, més pràctica, que encara dona més de joc, com és ara la matèria de l'Educació física amb la professora Sara Figueras. I tot això ho van incorporant malgrat són encara estudiants de primer, tenen 18 anys la gran majoria i si ara els preguntem, segurament no sabrien molt bé què dir. Però penso que sí va calant poquet a poquet el que és una pràctica AICLE i com ha de ser una bona pràctica, una pràctica eficient AICLE.

CF: Molt bé.

BA: És cert que a vegades em trobo una mica limitada en el sentit que com que és una matèria tan teòrica. Primer una matèria molt teòrica i després un grup d'alumnes que aquest any eren 70. Aleshores per molt que, igual després parlem de les limitacions, no? Però per molt que vulguis crear unes dinàmiques diferents, és molt difícil i clar, això és una limitació important.

CF: Molt bé. Creus que hi ha alguna diferència entre una bona pràctica docent i una bona pràctica docent AICLE? Tu què creus?

BA: Crec que diferència, així que jo et pugui dir ara quina és la diferència, no. Però sí un mestre AICLE ha de parar més atenció en les estratègies que ha d'utilitzar per transmetre i per treballar i per motivar els estudiants. És a dir, igual són les mateixes, però un professor d'una matèria comuna impartida en la llengua vehicular del centre potser no cal que s'esforci tant i no ha d'estar tan pendent i dedicar tanta atenció i planificació a totes aquestes estratègies. Diria que potser són les mateixes. Un bon mestre, les estratègies i els recursos que ha de tenir, si no iguals, pràcticament idèntics. Però el profe AICLE ha d'estar molt més pendent de totes aquestes coses. Per exemple, la comunicació no verbal, no? Evidentment un professor d'una matèria impartida en català és molt més, les classes són molt més àgils i motivadores si el professor és una persona que s'aixeca, es mou, té una comunicació verbal que ajuda, no? que facilita l'adquisició dels continguts, però si un mestre AICLE no els té, doncs és una gran falla. És una cosa que és un error greu. Ha de parar més atenció, penso.

CF: Molt bé. Quina creus que ha estat la reacció dels estudiants vers la matèria AICLE que has impartit? Podries destacar 3 o 4 reaccions? Ja siguin emocionals o cognitives, les que creguis més rellevants.

BA: Bé, jo crec que al principi genera, sobretot en els estudiants amb un baix nivell d'anglès, genera angoixa. Aquesta és la primera. Venen els estudiants i pregunten i "és que no parlo molt bé anglès, què de fer? Dona'm bibliografia extra. Creus que m'he d'apuntar a anglès, etc." La primera és aquesta. També genera molta satisfacció, a la vegada. Aquells estudiants que ja comencen amb un nivell molt alt d'anglès, els satisfà molt el poder expressar-se en anglès, el rebre les classes en una llengua que no és el català; els motiva molt. I els altres, que comencen amb un nivell molt baix, veuen que bueno, que es poden reenganxar al grup, que poden millorar, que hi ha una progressió, que al final el tenir el material i altres coses facilita molt doncs l'aprenentatge i acaben també, jo crec, satisfets amb el tema de que s'imparteixin les classes en modalitat AICLE, malgrat al principi genera una mica de confusió, una mica d'angoixa.

Després també una altra cosa que et vaig comentar era el tema de la identitat. Jo penso que els grups d'anglès sempre tenen com una tendència a dir "mira, nosaltres som els d'anglès, som els grups d'anglès, fem les classes en anglès, fem les classes amb modalitat AICLE" No? Estan orgullosos de tenir aquest afegit, que fa al final sigui una complicació extra, malgrat... Bueno, hi ha casos que no, tenim aquest any alumnes que eren trilingües, teníem un gruix... 10 alumnes que jo diria que eren pràcticament trilingües, però en general la resta doncs tenia bon nivell però no tant.

CF: I en aquest plus, aquest privilegi...

BA: Exacte.

CF: Ho vivien com a privilegi, com a plus.

BA: Sí, sí. Després a cognitives també perdona, també el treball era cooperatiu. Penso que aquí el treballar cooperativament en una matèria en modalitat AICLE els ha ajudat molt a superar aquestes pors inicials i aprendre a treballar en equip, que no és el que ells abans tenien concebut com un treball cooperatiu, que és diferent.

CF: En quin sentit creus que la teva matèria ha millorat la competència docent AICLE dels estudiants? Abans has comentat una miqueta la vivència, ja han viscut, no?

BA: Sí. Bueno, moltes vegades parlem aquí a la facultat de que volem que els estudiants si, quan estiguin a l'escola, han de treballar per projectes amb els seus alumnes, doncs potser és molt interessant que hagin tingut una experiència prèvia del que és treballar per projectes. Doncs jo crec que en aquest cas és exactament el mateix. Si... la gran majoria d'estudiants que ha optat per fer el grau de primària en anglès és per què el tema de les matèries AICLE i les matèries impartides en llengua anglesa. I aquest és el seu objectiu bàsic que els ha fet triar això, no? Sortir d'aquí amb un bon nivell d'anglès i amb les capacitats necessàries per impartir matèries en modalitat AICLE. El fet de que puguin experienciar en diversos moments de la seva carrera, ja no només a nivell teòric, no? que vingui la Carme Flores i els expliqui lo que és l'AICLE, el CLIL, que també és molt important, no? que puguin entendre això, però que ho visquin. Jo penso que en aquest sentit els hi ha anat bé.

CF: Molt bé. Creus que els alumnes han après el mateix pel que fa a continguts que el que haurien après si la matèria s'hagués impartit en català?

BA: Sí, totalment. Jo penso que sí.

CF: Per què?

BA: Jo penso que jo no m'he estat d'explicar res perquè ho expliqués en anglès. Potser he focalitzat més en les idees principals, que després penso que si ho fes en català em sembla que ho faria exactament igual també. No m'ho hagués proposat tant, segurament, i potser hagués sigut tot el contingut... Ara estic pensant a la vegada que parlo, eh? Però el contingut hagués estat més dispers, saps? No hagués sabut trobar un fil tan clar, he intentat fer-ho per facilitar, malgrat sigui en llengua anglesa, no tots la dominen de la mateixa manera, puguin aprendre els continguts, però ara si la fes en català la faria exactament igual. No he retallat continguts gens, pel tema de l'anglès o pel tema de l'AICLE. Gens, i jo crec que han après exactament el mateix que els altres. I això sí que és cert que és una por que tenia el curs passat, abans d'iniciar la matèria de pensar "vaja, hauré de retallar moltes coses, perquè clar com que hi ha afegit la dificultat de l'idioma", i ara mateix dic que...

CF: Fins i tot ara que has vist que a lo millor després dels resultats dels exàmens finals, potser has vist que a lo millor no ha anat tan bé com a lo millor ens pensàvem. Més que res per fomentar l'estudi, no? més que no pas pel tarannà de la matèria.

BA: No, no, no és el tarannà de la matèria, ha faltat estudi. És una matèria que realment acostuma a suspendre un gruix important de gent, perquè és una matèria molt teòrica, al primer semestre de primer del grau. Aleshores la gent fins que no acaba de copsar fins a quin punt a la facultat som exigents, doncs bueno, els primers exàmens moltes vegades patinen. I bueno, al final, la matèria al curs vinent ha de repetir un estudiant. Va haver estudiants que van haver d'anar al segon semestre, perquè era un grup de...

CF: A segona convocatòria.

BA: Sí, perdona, a segona convocatòria, 10 estudiants, dels quals s'ha suspès un i, per tant...

CF: Molt bé, s'han posat bé les piles.

BA: Sí, sí.

CF: Molt bé. I creus que els alumnes han millorat el seu nivell d'anglès? Especialment pel que fa a la llengua específica de la matèria pel fet d'haver-la cursat en modalitat AICLE?

BA: Sí, sense cap mena de dubte, sí, sí. Clar, el fet que no hem treballat cap terme ni cap autor ni cap concepte en la llengua catalana, per tant tot això és un vocabulari que han incorporat. I molts estudiants que tenen un nivell molt elevat, tenen un nivell elevat d'anglès, però no de termes més psicològics o de models de psicologia.

CF: I tu com a professora, et fa patir que no sàpiguen el terme en català? O pot haver-hi el dubte de no haver assolit una sèrie de la llengua específica en català, de la matèria?

BA: Jo penso que no, gens, i menys en aquest cas, perquè és una matèria, pot ser que a vegades s'hagi donat el cas d'aprendre un terme anglosaxó i no saber l'equivalent, la traducció directa, però és una matèria que malgrat la facin al primer semestre, els continguts els van

treballant a totes, aprenentatge significatiu, construcció de coneixement, aprenentatge per descobriment, tots aquests termes no apareixen una vegada i no apareixen mai més. Són termes que després es treballen des de la didàctica de l'anglès, pel que fa a llenguatge, des de... No es queda aquí, no és una matèria que es quedin aquí els continguts i no es tornin a sentir més, sinó que els anem treballant. Treballen Piaget al llarg dels 4 anys, treballen tots els autors, treballen a Oswell [23:29 ?], treballen... no, no queda.

CF: Molt bé. I què t'ha aportat el fet d'impartir aquesta matèria en modalitat AICLE respecte a la teva competència docent? I respecte a altres aspectes que tu consideris interessants?

BA: Bueno, molt d'autoconeixement, de veure en quines coses havia de millorar. També m'ha anat bé escoltar els estudiants del curs passat, les coses que deien que millorarien, que modificarien, que no els havia agradat, o les que sí. També m'ha anat molt bé, a mi, per dir, "eps, que potser això jo no ho havia pensat i això ho hauria de canviar o hauria de fer alguna petita modificació". També he millorat molt, ja des del curs passat la competència lingüística, perquè encara que tinguis un bon nivell d'anglès, és igual que ells quan arriben aquí, hi ha gent que parla molt bé l'anglès, però els termes concrets de psicologia no els saps, i a vegades els has de buscar i els integres en el moment de planificació i a mi també m'ha ajudat en la competència lingüística.

També, també jo penso que estableixes una relació especial amb el grup, no sé explicar-te el perquè. No sé, com una relació que no sé si és perquè estàs més pendent de totes aquestes estratègies, aquests recursos, i vols més *feedback* i preguntes més, però jo tinc la sensació que amb el grup he establert una relació diferent. Potser aquest any també a l'estar de coordinadora, també els tinc molts a Seminari, com una relació molt, molt propera i que també tot influeix, amb els anys vas agafant més seguretat i et permet també no posar tanta distància amb els estudiants... però sí a nivell, m'ha donat molta seguretat, el tema d'impartir les classes en anglès. Al principi et genera certes pors, i després quan veus que les coses van sortint, et dona molta més seguretat en els continguts de la matèria, en l'idioma i com a professora en general.

CF: Molt bé. Quins creus que han estat els condicionants limitadors de la teva pràctica docent AICLE?

BA: Sobretot el temps. Aquest any, al primer semestre, jo crec que... o sigui aquest curs passat i el que ve ara igual, tinc moltíssimes hores de docència, però una cosa exagerada i això fa que moltes vegades no tingui el temps del que m'agradaria disposar per millorar, modificar coses, innovar, reflexionar i aquest és per mi el gran... la gran limitació ha estat aquesta, el tema del temps, bàsicament.

CF: L'espai físic t'ha condicionat?

BA: Sí, l'espai físic, sí, també, perquè donava les classes a l'annex. I donar les classes a l'annex tots sabem que no és lo més òptim perquè no se senten bé els àudios, les ... [26:25 ?] està fatal, moltes vegades fa molta calor, després fa molt de fred a l'hivern, bueno, no és el millor espai. I després una altra limitació important ha estat el nombre d'estudiants, que aquest any teníem 67 estudiants, pràcticament 70. Clar, si vols fer una bona pràctica docent AICLE, precisament una cosa important és que els grups siguin una mica reduïts. Per això, que hi pugui haver una interacció, un *feedback*, que puguis muntar doncs dinàmiques de vegades més pràctiques i això en aquest cas no s'ha sigut possible. Amb 70 estudiants, al petit grup encara podies fer alguna cosa. Aquest any vull canviar, també, la part del petit grup, fer-ho

diferent. També per promoure la interacció entre ells, un altre tipus de tasca més de recerca dels grups. I sí, pràcticament les limitacions han estat aquestes.

CF: Molt bé. I si no hi hagués aquests condicionants limitadors en la teva matèria AICLE, com ho faries? Més o menys també ho has dit ja, més interacció, promoure activitats encara més interactives, més de participació dels estudiants.

BA: Sí, fer participar més els estudiants. Poder conèixer cada estudiant, això és bàsic. Jo hi havia estudiants que no et pots aprendre els noms de 67 estudiants i a mi em sap molt de greu no aprendre'm el noms dels alumnes. Perquè és el que sempre dius "un mestre ha de conèixer els seus alumnes", que és importantíssim. I a vegades quan veus que et ve un alumne i t'explica una situació i tu mires la llista i dius "no sé qui és". Doncs això realment almenys a mi em sap greu. Per tant, en grups més petits els pots conèixer millor, s'estableix molt més bon rollo entre el profe i els alumnes, els pots ajudar millor, per tant, no? Pots rebre més *feedback*, pots fer una avaluació continuada molt més ajustada a cada un dels alumnes. I això aquest any ha estat molt difícil.

CF: I el que deies tu de promoure un tipus d'activitat més de recerca.

BA: Sí.

CF: De centrar més... no?

BA: En altres habilitats. Intentar treballar el màxim d'habilitats cognitives i socials i emocionals possibles, no? amb les activitats. Això és el que m'he proposat per aquest curs, les activitats de petit grup, d'integrar. Fer potser una al llarg de tot el curs, però que doni molt de joc, entre els propis estudiants i amb mi i amb els resultats de la recerca; aquesta és la idea.

CF: El que passa és que continuem tenint aquestes limitacions, condicionants limitadors que fa difícil, és tot un repte.

BA: Sí, el que passa que aquest any em sembla que hi haurà menys alumnes. Veurem.

CF: Pa' lo bueno y pa' lo malo. Molt bé. Quines línies de millora et planteges tu pel curs vinent? De fet, ja ho has comentat, el que acabes de comentar no cal tornar-ho a dir. Si hi ha alguna cosa més a dir?

BA: No, bàsicament això, promoure molt la interacció entre els estudiants i dels estudiants amb mi i l'activitat nuclear de que sigui una sola però que impliqui el treball de moltes habilitats diferents i poder fer una avaluació continua des del principi fins al final d'aquests estudiants, i molt més propera. Això és el que m'agradaria.

CF: Molt bé. I finalment per acabar, quines possibilitats de transferència de coneixement, de generalització o de continuïtat veus en aquesta experiència AICLE? I com podem arribar a màxim de docents a Catalunya pel que fa a aquesta experiència i els seus resultats?

BA: Val. Pel que fa a la continuïtat d'aquesta experiència AICLE, la meva matèria és AICLE al primer semestre, després fem l'educació física al segon semestre, penso que seria interessant

que hi haguessin... s'impartissin altres matèries AICLE a segon, tercer, a quart potser és més difícil, però alguna altra també a segon i tercer. Que s'oferissin els cursos d'AICLE per professorat, que hi hagués també una persona de suport, que tingués hores de dedicació per poder donar suport als professors per qüestions, dubtes, per la planificació de la matèria, idees, suggerències, això aniria molt bé. I pel que fa a la transmissió de coneixements, doncs...

CF: Transmissió de coneixements a futurs mestres no, suposo, que de transferència de cara a les escoles veus que és possible i que en principi hi ha possibilitats de que després d'això hi hagi aquesta transferència?

BA: Sí, penso que és una transferència bastant directa, vull dir, que si se segueix treballant en aquesta línia i també es fa alguns cursos ara que em consta que als de primer se'ls ha fet, no? sobre l'AICLE i poder fer alguna altra a segon o en diversos cursos, per explicitar aquests recursos, aquestes estratègies que ells han viscut, però que els puguin posar nom, doncs també els ajudaria molt, perquè la transferència és força directa. Aquests estudiants quan arribin a les escoles i estiguin treballant com a mestres, doncs a part de totes les competències que tenen la resta d'estudiants que surten d'educació de Blanquerna, doncs aquests tenen aquesta motxilla d'experiència AICLE, de rodatge quant a... bueno, de pràctica docent AICLE i tot això ho podran transferir perfectament.

CF: Molt bé. Alguna altra cosa que em vulguis dir?

BA: No, bueno, simplement dir que per mi ha estat un plaer, tant el curs passat com aquest, que trobo que és una experiència molt interessant, que crec que és molt profitosa pels alumnes i pels professors i ja veient més enllà, pels propis nens de les escoles quan surti aquesta remesa d'estudiants que porta tot aquest bagatge, doncs evidentment això també tindrà un efecte. És com un cercle que es va transmetent.

CF: Tot és començar, no?

BA: Sí. I que hi ha una eina molt important també, que és el tema de la obertura al món i que les matèries AICLE, ja no només és a nivell de l'ús de la llengua, no? Sinó que implica molt més. Jo porto amb els meus alumnes, els ensenyo vídeos o si els hi porto que s'han escrit a Estats Units i que moltes vegades necessiten una contextualització perquè no estan escrits aquí i tot això és també una riquesa de coneixements que es treballa amb ells. I va fomentant aquesta obertura al món, la internacionalització, que tant es parla últimament, però és a partir de *learning by doing*.

CF: Això mateix. Tu fins a quin punt penses que és innovació educativa? Tu creus que és innovació educativa?

BA: Sí. En quin sentit vols dir?

CF: Per exemple, passar per aquesta experiència AICLE a la universitat perquè després hi hagi aquesta transferència educativa a les escoles, penses que és més una evidència d'innovació educativa?

BA: Sí, penso que sí. Que realment fa falta passar per aquesta experiència, no? Nosaltres sempre parlem de què s'aprèn fent, no? i realment no ho promovem des de la pròpia facultat, quedaria molt coix. "Vinga, ves-te'n ara cap a l'escola i imparteix matèries en modalitat AICLE,

no?" "Bueno, sí, em sé la teoria, però si no ho he treballat abans." I bueno, també penso que això es pot recollir molt des dels pràcticums, no sé ara a quart com s'enfocarà el pràcticum, si al final es faran... em penso que no fa en anglès, eh? Però si es fes, també, doncs treballar des del propi pràcticum el que és impartir matèries AICLE, tot això també és un espai on es podria recollir i fer una reflexió profunda a partir de la pràctica docent, que és quan realment s'aprenen i s'adquireixen els continguts.

CF: BA, moltíssimes gràcies per aquesta entrevista.

BA: A tu.

CF: Ens anem contactant i explicant les nostres coses.

BA: Molt bé, Carme, gràcies.

ENTREVISTA SEMIESTRUCTURADA

PROFESSORAT AICLE/CLIL (CURS 2015/2016) (CT/B-I).

Carme: Bon dia, S. Gràcies per assistir a aquesta entrevista sobre les percepcions i la teva experiència AICLE als estudis de Magisteri aquest curs passat 2015-2016 i l'assignatura d'Educació Física.

S: Ahà, amb el grup de primer.

CF: Primer, això mateix, al segon semestre. Vinga, doncs la primera pregunta seria quines són les teves percepcions al voltant de la matèria AICLE que has impartit aquest, tenint en compte tot el procés l'abans, el durant i el després.

S: Jo tinc una percepció, una valoració molt positiva amb el que seria tot el procés i suposo que això també té a veure amb el *feedback* que et van donant els alumnes, no només a nivell explícit en quant a si els agrada l'experiència o no, sinó amb el que tu veus i vius a les classes en el dia a dia. També aquí té a veure la naturalesa de la meva matèria, que té una part que és teòrica i una part que és pràctica. I jo crec que és important en quant a que clar, la part pràctica afavoreix molt la comunicació, el fet d'expressar sentiments, l'haver de parlar, dirigir-te a algú, és a dir, no pots estar callat, no? Aleshores pels alumnes, el que he anat veient és que al principi, doncs sí, estan una mica cohibits i tal, però a mesura que van passant el curs van descobrint que allà també tenen una oportunitat per a practicar la seva fluència en anglès i per anar millorant. Ja no només en quant a terminologia, que ells sempre veuen que la terminologia per ells és fàcil perquè és estudiar-ho, sinó una oportunitat de tenir conversa. És cert, però, que això hi ha alumnes que ho aprofiten més i alumnes que no ho aprofiten tant. Aleshores aquí és un tema més personal meu que s'han d'anar buscant sempre estratègies per afavorir la comunicació.

Però jo crec que molt bé. A més, els alumnes tenien moltes ganes, tant abans, com durant com crec que al final també han valorat positivament l'experiència i això també, aquesta motivació inicial fa que tot sigui més fàcil. Però també hi ha una dificultat afegida i és que et trobes alumnes amb nivells molt diferents d'inici. Llavors sí que hi ha uns nanos que tenen unes pors inicials que altres no les tenen, perquè se senten molt còmodes.

Carme: Sí.

S: Aleshores aquí has d'aplicar diferents estratègies metodològiques per intentar doncs acomodar aquests 2, 3 o 4 nivells que poden haver-hi de domini lingüístic.

Carme: Està bé. Molt bé. Pel que fa als teus coneixements i experiència previs en relació a l'AICLE, me'n podries dir alguna cosa? I creus que han influenciat, si és així, si has tingut aquesta experiència i coneixements previs, creus que han influenciat la teva pràctica?

S: Moltíssim. Crec que jo vaig la sort de poder-me formar, autoformar, perquè en aquell moment aquí, en la facultat no s'oferien cursos, i participar també en projectes pilot. Llavors amb l'experiència també vam poder anar avaluant, aquells punts forts, aquells punts febles i anar posant diferents tipus de correctors, no? Per exemple, aquest any, un dels objectius era millorar tot el que era també la part escrita, la producció escrita, per dir-ho així. I bueno, hem fet diferents propostes, amb *essays* [4:09 ?], perquè els alumnes també haguessin d'anar explicant, d'anar escrivint, posant sobre el paper, en anglès, en llengua anglesa doncs diferents tipus de treballs, diferents experiències, però han augmentat molt la seva producció escrita. En 5 o 6 treballets, que eren com continuats i que es podien replicar els uns als altres i ho afavoria molt. I això s'avaluava.

Carme: Molt bé.

S: El fet aquest d'haver poder participat en projectes pilot doncs vas regulant, vas autoregulant-te, vas veient el que fas malament. De cara a l'any vinent, per exemple, tinc altres objectius. També em passaria en un grup que no fos en anglès, eh? Però sí que, no et diré que no, és un repte molt més gran fer-ho en anglès que no pas en català, per la raó que t'he dit abans, perquè el nivell que tenen els alumnes en un mateix grup classe és molt diferent. Tens uns alumnes que tenen un anglès excel·lentíssim, o fins i tot hem tingut alumnes natius i gent que té un nivell més justet, potser perquè no ha tingut les oportunitats que han tingut altres, eh? I aleshores fa que tu no puguis tractar el grup de forma homogènia.

Carme: Ah, clar.

S: És la meva experiència. Aleshores això fa que hagis d'anar activant i tenir un munt d'estratègies diferents, que possiblement no necessitaries en una classe on la llengua vehicular és el català o el castellà que dominen tots a la perfecció.

Carme: Està bé. Molt bé. I quines creus que han estat les estratègies docents que has fet servir per tal que la matèria AICLE fos efectiva en relació a l'assoliment dels continguts específics? I després en relació a la millora de la competència lingüística. Però en un principi a nivell de continguts de la matèria.

S: Jo he canviat totalment la metodologia. És a dir, parteixo ja de grups cooperatius, faig servir metodologies cooperatives perquè són metodologies que obliguen als alumnes a comunicar-se entre ells. Aleshores aquests grups cooperatius els dissenyo jo, llavors tinc en compte variables com, precisament, el nivell de competència lingüística en català, també el nivell de percepció de com es veuen ells.

Carme: En català o en anglès?

S: En anglès, disculpa. En anglès. Ah, també el nivell d'habilitat, en el cas doncs jo soc professora de matèries d'educació física i per tant, et pots trobar gent que tingui més habilitat o menys habilitat, per tant, això és un altre aspecte important. Aquestes dues variables juguen un paper fonamental en el moment que elaborem els grups, i cada persona, diguem-ne, té una funció dintre d'aquest grup cooperatiu. I això m'ha funcionat sempre molt bé, de fet, els tinc molt distribuïts. Aquest seria un element molt important.

Carme: Aquesta estratègia, o aquesta proposta, no la faries en català? O no t'ho havies plantejat?

S: No, jo per exemple faig l'educació física amb els de menció, amb els de 4rt curs, i faig servir les metodologies cooperatives, però en combinació d'altres.

Carme: Val.

S: Però jo no, o sigui, el meu eix no són els grups cooperatius.

Carme: Partir dels grups cooperatius.

S: No, però aquí em funciona molt bé, perquè per exemple a vegades tu expliques una activitat o tal i hi ha gent que no et segueix. Clar, és molt més fàcil seguir en una classe tancada que no en un pavelló, que el pavelló també acústicament no és el mateix, tot i que, jo per exemple una altra estratègia que faig servir molt és m'ajudo molt de la comunicació no verbal, aquesta estratègia la faig servir molt. Encara que ho exageri encara més en el pavelló, és a dir, fora de l'aula, tot i així em trobo que hi ha alumnes que no et segueixen. Aleshores això el nivell de fracàs de l'activitat és enorme, perquè si no saben el que s'ha de fer i això per, encara que sigui, un 15% de la classe, aleshores distorsiona molt, perquè comencen a preguntar en català "què ha dit? Què ha fet? què no sé què?"

Aleshores, si els tinc en petits grups, sempre hi ha una persona, que és el que té, o aquelles dues persones que tenen un nivell en anglès més elevat, aleshores han d'explicar el mateix que jo he explicat a classe en altres paraules, però en anglès. I aleshores, en petit grup, poden

resoldre els dubtes. I si hi ha alguna cosa que no s'ha entès ho diuen en el gran grup. Per tant, primer és una oportunitat per parlar, per entendre's, per responsabilitzar-se, per liderar, és a dir, hi ha diferents competències que són interessants en aquesta dinàmica. Algú podria dir "és una pèrdua de temps". Depèn del que tu entenguis per educació física, per mi educació física no és només desenvolupament del cos i de la motricitat, sinó que és desenvolupament de tota la persona. Per tant, tot aquest component emocional, social, de lideratge, de relació, de responsabilitat, per mi això és educació física. Per tant, perdo qualitat en la meva matèria? La meva resposta és no.

Carme: Val. Seria a educació física o seria educació?

S: Per mi seria educació a través del cos i del moviment.

CF: Molt bé.

S: I a través del cos i del moviment ens permet una sèrie de... ens permet una sèrie de situacions de contacte, que moltes altres matèries no tenen. I passen coses que en altres matèries no passen, perquè si jo estic jugant i et dono un cop a tu o m'enfado amb tu i estic cansada, allà, hi ha una situació de conflicte potencial que és molt difícil que es doni en altres matèries, i això és una oportunitat perquè, no només per créixer tu a nivell personal, lògicament, però si a més a més, estàs treballant la matèria lingüística és que obligatòriament has de parlar.

CF: Està clar.

S: En canvi en una classe, simplement asseguda podries estar calladeta, no? Depèn de la metodologia que faci servir el professor pots estar 2 hores callada, prenent apunts, no? A les classes és impossible.

CF: Molt bé.

S: No sé si t'he dit prou estratègies o...

CF: Sí. Vols dir alguna coseta més?

S: Bueno, jo una altra cosa que faig també que em sembla interessant és que abans de cada sessió expliquem quin serà el vocabulari i les expressions que utilitzarem. Jo ho tinc preparat amb anterioritat. Aleshores posem aquestes paraules a la pissarra, quan donem la benvinguda i repassem avui el vocabulari que farem servir on les expressions més utilitzades seran aquestes. Aleshores entre tots intentem definir en anglès, què vol dir cada paraula, posant-la en un context imaginari.

CF: Val.

S: Aleshores és un moment interessant. Aleshores quan anem fent la pràctica, a mesura que van sortint aquestes paraules o aquestes expressions anem fent referència al *whiteboard*, a la pissarra blanca, no? I anem fent referència allà. Com una forma d'anar intentant interioritzar aquestes paraules. Aleshores aquestes paraules, o sigui, anem sumant, ja no les posem a la següent sessió, però tornen a sortir, no?

CF: Les tornen a reciclar.

S: Sí, "us en recordeu?" O en algun joc intento que tornin a sortir aquestes paraules.

CF: Molt bé.

S: Doncs això també és una cosa que funciona, que veig que funciona, que veig que van adquirint. Bàsicament és vocabulari i estructures com molt bàsiques que anem utilitzant contínuament, no? I bueno, ells les van memoritzant. Però molts alumnes, sobretot, noto els que tenen menys domini lingüístic és una estratègia que els dona molta seguretat, igual que els

grups aquests cooperatius, no? Que de fet el fet de tenir una *big sister*, un *big brother* allà els dona aquella seguretat de dir no estic perdut, sé què s'ha de fer en cada moment i els baixa el nivell d'ansietat, no? per dir-ho així.

CF: Perfecte.

S: Si hi ha alguna cosa, tu em puntualitzes.

CF: No, sí, i tant, i tant. Potser més endavant van sortint altres estratègies. En quina mesura creus que la teva pràctica docent AICLE ha estat una pràctica docent AICLE efectiva?

S: Aquesta és una gran pregunta, no? Perquè fins i tot a vegades entres en crisi del que realment és l'AICLE, no? Jo, clar, la meva formació no és en anglès ni tinc cap titulació ni res, però el que a mi em va costar d'AICLE és precisament aquest fons pedagògic que jo entenia que era molt ric, que implicava doncs que la matèria que havia fet sempre en català ara no la faria en anglès, sinó que passaria alguna altra cosa. És a dir, que tenia un compromís més gran, el meu compromís era amb la matèria, lògicament doncs amb l'educació física, però també amb el nivell de competència escrita en anglès. Tenia aquest doble repte, val?

CF: Escrita o comunicativa?

S: Les dues coses.

CF: Val, d'acord.

S: De fet, el que et comentava abans, no? Quan vaig començar potser vaig posar més èmfasi en la part oral i vaig veure que, després valorant els resultats i tal vam veure que havíem d'apretar més en la part escrita i els últims anys l'esforç ha sigut aquest, no? I ara estem en un equilibri, crec jo interessant, tot es pot millorar però és interessant. Però en tot cas, el que no és per mi l'AICLE, i el dia que ho sigui jo ja no estaré en aquest vaixell, és fer la mateixa classe que jo feia en català ara fer-la en...

CF: En anglès.

S: En anglès o en francès o en el que sigui. No. Doncs això què implica? Implica un canvi molt gran metodològic. Perquè implica que la teva matèria, ja d'entrada, canvia d'objectiu. Això vol dir també que tu has de tenir una idea epistemològica de la teva matèria molt oberta, és a dir, si tu realment entens l'educació física simplement com el desenvolupament de l'objecte d'estudi d'aquella matèria, en el nostre cas és el cos i el moviment, però en una altra matèria podria ser qualsevol altra cosa, és molt difícil que puguis fer una metodologia AICLE, perquè no acceptaràs o veuràs com una pèrdua d'hores, per dir-ho així, aquelles que tu estàs destinant al desenvolupament lingüístic. Ara, si tu entens que allà, a més a més d'un desenvolupament lingüístic, hi està passant alguna altra cosa, que jo estic segura i encara és difícil d'explicar el què, però alguna cosa vinculada amb la complexitat cognitiva que passa allà segur, doncs és interessant, és molt interessant.

CF: Potser per les connexions de les diferents disciplines, no? Per aquesta idea de connexió i interdisciplinarietat, una mica.

S: Això ja d'entrada és brutal, és brutal. Però és que a més a més els alumnes pensen diferent, fan servir estratègies diferents que quan estan amb una assignatura només de català. Es relacionen entre ells de forma diferent, perquè són extremadament solidaris entre ells i en altres assignatures això no passa. Al revés, a vegades he vist fins i tot que hi ha més conflictes. Per tant, passen altres coses, al marge d'aprendre continguts d'educació física, aprendre unes nocions de competència lingüística escrita i oral, hi ha un altre, un altra gran massa de coses que passen, d'aprenentatges, que jo no he tingut l'oportunitat d'aprofundir o analitzar, que tenen a veure jo crec amb la capacitat cognitiva i amb tot el desenvolupament més emocional i social del grup que realment seria molt interessant d'analitzar.

CF: Però vols dir que no ho provoca la mateixa metodologia del mestre?

S: Sí, però el repte lingüístic fa que tu com a mestre no tinguis més opció que llençar-te a aquesta aventura metodològica. És a dir, jo metodològicament no soc tan radical o tan oberta amb assignatures que faig en català. I en canvi, sí que em veig obligada, per dir-ho així, i súper contenta d'estar-ho, en assignatures en format AICLE. Jo per exemple, d'entrada, les classes teòriques no mes les puc plantejar d'entrar allà i fúmer un rollo. Impossible. Per què? Perquè sé perfectament que tindré un grup, un gruix gran de gent, que ni t'agafarà apunts i que estan esperant que els agafi un company en anglès perquè després els hi passi i se'ls tradueixen en català. I això no m'interessa.

CF: Però t'interessa com a docent, docent universitària, t'interessaria aquest tipus de proposta?

S: De simplement anar allà...?

CF: Sí. De fer una... impartir una sessió més magistral.

S: A mi, personalment, no. Tampoc és el meu tarannà, jo no soc així, val? Però potser la matada de preparació de classes que faig, amb vídeos súper seleccionats, molt curtets, que després els permet parlar entre ells. Possiblement patir tant, mastegar-ho tant, possiblement en els de català, en els que imparteixo amb llengua vehicular catalana, no ho faig. Ja parteixes una mica de... bueno, em segueixen tots, per tant puc anar molt més ràpid. No necessito una progressió tan lenta, però tot això per assegurar-me que tots em segueixin, perquè al final clar, jo tinc molt clar que no només ensenyo als que tenen un nivell de *First Certificate*, jo haig d'ensenyar, m'haig d'acostar absolutament a tots. I els de més enrere són els que més m'interessen, precisament perquè crec que és els que els estem oferint, amb el format AICLE, la oportunitat més gran, no?

CF: Sí.

S: Perquè evidentment que seria molt bonic que tots marxessin a Anglaterra o als Estats Units, però no tots tenen aquesta oportunitat per temes econòmics. Per tant, on poso més l'accent o on em fa més il·lusió posar aquest accent és amb aquesta gent que té un nivell de competència més baix, perquè realment els vull donar una oportunitat, els volem donar una oportunitat, a tot el grup classe.

CF: Molt bé.

S: I de fet això sempre els dic, a la gent que tenen un domini més elevat, que si us plau que parlin en anglès, que això és el gran repte, que entre ells parlin. Aquesta és l'assignatura pendent, que he buscat estratègies, continuo buscant estratègies, però això és complicadíssim, complicadíssim, perquè a més a més es creuen...

CF: Això per la generositat que deies abans, no, la solidaritat que deies abans.

S: Sí, sí, sí, no? Perquè per no incomodar més aquells que no d'allò doncs fan la traducció ràpida. I per ells fer la traducció en català o en castellà, ho poden reduir, ho poden fer tan ràpid que realment pensen que mereix la pena, no? Aleshores, bé, aquí està el meu proper objectiu aquest any. Sense penalitzar, és a dir, sense entrar en un instrument rígid com pot ser l'avaluació de sancionant, que no tindria cap sentit en la meva assignatura, perquè jo em baso en l'avaluació formativa, per tant, no tindria cap sentit, buscar estratègies que afavoreixin que tot i que jo estigui a l'altra punta del pavelló, entre ells parlin en llengua anglesa.

CF: Sí, sí.

S: De totes formes, això ho he anat parlant amb altra gent d'altres llocs i una mica és un problema que es repeteix força, que és de difícil solució. I en la literatura tampoc he trobat estratègies o propostes més enllà d'això, de la sanció.

CF: Molt bé. Creus que hi ha una diferència entre una bona pràctica docent i una bona pràctica docent AICLE? I si creus que sí, quina seria aquesta diferència? I si creus que no, per què no?

S: Clar, depèn de com sigui la teva pràctica docent, d'entrada, no? En el meu cas...

CF: Parlem de bona pràctica docent.

S: Bona pràctica docent, eh? Una bona... Jo crec que tot i així, t'hauria de dir que no, però tot i així hi és, tot i així... Això és la meva experiència, eh? que potser després una altra persona té una experiència totalment diferent. I ja et dic, utilitzant metodologies properes, utilitzant sistemes d'avaluació propers, jo veig que és diferent, que una bona metodologia AICLE demana el 300% de tu com a docent. I t'obliga a contínuament, contínuament, contínuament, et van sortint reptes, contínuament et surten problemes que has d'anar resolent. A més a més, cada any és molt diferent, perquè per exemple, jo aquest any no sé quin serà el nivell del meu grup. Aquest any potser tinc un grup que el 50% tenen el *Proficiency* i em donen 40.000 voltes a mi. O no, potser tinc un grup que hi ha 3 persones brillants, i el 50% de la classe té dificultats. És a dir, que al final també has d'anar adaptant-te molt a les necessitats reals que té el grup, ja no només les necessitats normals del grup, sinó les lingüístiques, que en aquest cas també és important.

CF: Clar.

B: I les ganes que tenen, que això és una altra. És a dir, et trobes gent que realment s'enrolen a l'aventura d'estudiar en anglès perquè els motiva la idea, perquè tenen ganes d'aprofundir en l'anglès i gent que no, que ho veuen com un producte bàsicament de sortida professional, de dir, és que a mi la meva mare o el meu pare o la meva família m'ha dit "no, no, fes-ho així perquè així segur que tindràs feina". No? Però tinc un nivell molt baix, el tema de l'anglès fins i tot et diré que no m'agrada... I això ens ha passat aquest any passat amb gent, no?

CF: Fixa't.

S: I aleshores doncs clar, són situacions que fan que tu hagis d'aplicar una sèrie de metodologies molt diferents, coses que vaig fer l'any passat potser aquest any no em funcionen molt, o no les podré activar, o les hauré d'adaptar.

CF: Està bé.

S: Per tant, haig de partir per exemple d'avaluacions inicials molt bones, haig de conèixer molt bé el grup, abans d'iniciar les classes. Tinc la necessitat d'aprofundir molt en la persona, i en canvi en els grups per exemple en català no tinc aquesta necessitat.

CF: O menys.

S: O menys, sí clar, evidentment. Els necessito conèixer per poder fer les classes, però aquí necessito un nivell d'aprofundiment molt més gran, no és el mateix, metodològicament.

CF: Molt interessant. Eh...

S: Bueno, perdona que et talli. Això implica un nivell de preparació també molt més elevat, és a dir, que el temps que jo haig de dedicar a les assignatures o matèries que faig amb format AICLE és el doble, possiblement, que el que haig de fer en tema de català, i no només per un tema lingüístic, que també, lògicament, doncs sempre intentes millorar, sinó sobretot de preparar classes.

CF: De planificació.

S: Clar, planificació, pensar estratègies, pensar com soluciono aquest problema, què faig amb aquest grupet, com intento que aquests parlin... o sigui, introduir, per exemple, ara vull introduir l'avaluació entre ells de tot el que és el treball per escrit, però és clar, hi ha una sèrie de coses que t'impliquen molta més feina a tu com a docent.

CF: Quina creus que ha estat la reacció dels estudiants vers la matèria AICLE que has impartit? I si te'n recordes d'alguna reacció, 3 o 4 reaccions, de caire emocionals, cognitives o les que tu creguis més rellevants.

S: Jo el *feedback* que he rebut, que no ha sigut de tots, d'uns quants que s'han volgut acostar a mi i fer el *feedback*, és que estaven molt contents, però estaven contents perquè ells entenien que havien vist el funcionament d'una matèria AICLE. No d'una matèria multilingüística, no sé com en diríem, una matèria que abans es feia en català i ara es fa en anglès, sinó que han vist el format AICLE. I d'això sí que n'han estat molt agraïts, perquè veuen que poden aprendre moltes coses, una mica el que dèiem abans, no? No és només aprenc, no és que jo vaig allà a dir "avui aprendreu aquestes paraules" o "us passaré aquest article en anglès", no. Passen coses, en les metodologies que tu fas servir, en les estratègies que tu utilitzes que cohesiona el grup, que els fa pensar, que els sacseja a vegades, que els incomoda, i ells ho veuen, clar, són adults. Encara que siguin de primer, són adults. I veuen que els ha agradat. A més a més també ho veuen com una necessitat pel seu futur professional. Tenim molts... clar, jo estic a primer, aleshores són alumnes que potser no tots ells faran una menció en llengua anglesa. Potser alguns que faran música, alguns que faran atenció a la diversitat, o que faran educació física i veuen l'oportunitat de vendre's, com dir "no, no, jo puc fer jo què sé, les ciències, la música, o l'educació física, ho puc fer en anglès". Aleshores tenen un primer contacte amb el que seria com aplicar una modalitat AICLE en docència, tot i que primària no és el mateix que la universitat, però sí que tenen una primera experiència.

CF: I tant.

S: I això jo crec que molts d'ells ho van veure i ho van valorar positivament.

CF: I tu creus que és perquè han vist una bona pràctica AICLE, docent AICLE? O l'han experienciat, diguéssim. O també t'han dit específicament AICLE o t'han dit "ostres, és que és una molt bona pràctica docent"? Per després diguéssim que reverteixin després a l'escola.

S: Ells parlen més de pràctica docent, val? Però jo crec que aquí juga també el tema de que estan a primer curs, no sé fins a quin punt també han treballat el tema metodològic, les diferents modalitats, aleshores ells també s'estan iniciant, no? En tot el que seria les diferents variables que intervenen en tots els processos pedagògics. Per tant, ells pobres ara mateix tot ho posen en un mateix sac. Ells lo que veuen és, possiblement et deien "és una pràctica útil per aprendre anglès i educació física a la vegada", o "mira què bé, no? A través de l'educació física hem tingut l'oportunitat d'aprendre anglès", així en genèric. O "Mira, m'ha servit perquè he tingut l'oportunitat de parlar en anglès", en un espai que no era el Seminari, perquè per exemple al Seminari sí que em deien que parlaven, però de fet amb mi els alumnes sempre estaven com molt queixosos de que no parlaven prou en anglès. Que els espais on parlaven més en anglès eren a la meva assignatura, que era en format AICLE, i a la del Seminari. I en canvi, m'imagino que tindrien alguna altra assignatura en anglès, en tenien vaja, em consta que sí. Però em penso que no feien un format AICLE autèntic, és a dir, feien més un format, bueno, el que dèiem abans, que no sé quin nom tindria com a modalitat.

CF: Expositiu, tradicional.

S: Sí, més tradicional, més tradicional en el qual possiblement només la importància reverteix en el que seria el coneixement terminològic, possiblement. Perquè al final el *feedback* que rebia, o el que valoraven més, és "ostres, és que amb tu no només hem après, no ens has fet aprendre paraules, com vocabulari, no? sinó que hem après a parlar". Ells ho deien així, aniria més cap al *fluency*, cap a la competència oral, cap al desinhibir-se.

CF: Més interacció.

S: Més interacció, perdo la por, a més a més, per exemple això també ho trobo interessant. Ells sabien que jo no tenia cap *Major* en anglès, no tinc res en anglès, aleshores, va ser un posicionament des de l'inici de: anem a aprendre tots de tots, jo també aprendré de vosaltres. Hi havia gent allà que em donava 40.000 voltes, clar, tens gent que és nativa, gent que té *Proficiency*, jo aprenc d'aquesta gent igual que altres aprenen de mi i entre ells aprenen. Llavors aquest procés de dir: el coneixement ja no és una cosa que el professor et dona a tu, sinó que el construïm i ens ajudem entre tots. I això és molt bonic. Això ho canvia tot, canvia la metodologia, canvia el sentiment de responsabilitat de l'alumne vers la classe, la motivació de l'alumne vers la classe, i passa lo que dèiem abans, no? I és que passen moltes coses, passen moltes altres coses, no?

I en aquest passen moltes altres coses, l'alumne se n'adona que no només ha après un llistat de mil paraules noves de vocabulari que possiblement, crec jo, si no les utilitzes en situacions reals, puf! Si no tens una gran memòria, de les mil, què acabaràs recordant, 10? No ho sé, no en tinc ni idea. En canvi, lo que tu aprens, crec jo, perquè tampoc soc experta en anglès i no vull donar classes a ningú, però la meva experiència és que quan aprenen expressions, paraules en una situació real a través d'un joc, a través d'una activitat que fem entre tots, per alguna raó, allò cobra més significat.

CF: Queda.

S: I queda, val? Jo no sé si hi ha estudis o no sobre el tema, però jo la meva experiència aquests anys és claríssima, és claríssima.

CF: Molt bé. En quin sentit creus que la teva matèria ha millorat la competència docent AICLE dels estudiants? Ja ho has parlat una mica a nivell de transparència.

S: Sí, clar. Com un objectiu fem de dir "no, no, jo és que a través de la meva... jo vull que millorin", no és un objectiu real, eh? I la raó principal és perquè estan a primer curs.

CF: Clar.

S: No té sentit. És que per ells, pobres, jo crec que no tenen la base, els falta, seria construir la teulada abans d'haver posat els fonaments. Però sí que els parlo i els dic que bueno que estiguin atents, que veuran diferents formes de plantejar, o estratègies, o diferents formes metodològiques per treballar o utilitzar tota la competència lingüística a través d'una altra matèria. Jo després no examino això, és a dir, jo no tinc com a objectiu de matèria... és que a més a més, clar, jo a més a més comparteixo pla docent amb altres matèries, és a dir que tampoc podria tenir un objectiu al marge dels meus companys que fan la mateixa matèria en llengua vehicular, en català, no? Per tant, dient-ne no és un objectiu que ells arribin a entendre o aprenguin a desenvolupar matèries en format AICLE. Això possiblement serà una cosa que estarà en el seu pla d'estudis, no sé si hi és, però sí que és una cosa que s'hauria de pensar en tot cas, a contemplar de cara a tercer o quart. Agafin o no agafin menció de llengües estrangeres, això és molt important!

CF: I tant!

S: Perquè el que sí em queda molt clar és que n'hi ha molts que ho tenen molt clar, que no volen fer la menció d'educació, ai, de llengües estrangeres, sinó que volen ser mestres tutors, però que tinguin aquest plus de que poden o que dominen metodologies AICLE per a desenvolupar les matèries en una altra llengua.

CF: Exacte. Molt bé. Creus que els alumnes han après el mateix pel que fa a continguts que el que haurien après si la matèria hagués estat impartida en català?

S: Clar, és una miqueta el que diem sempre, o sigui, depèn del que tu consideris quins són els continguts. Clar, jo epistemològicament tinc molt clar que en si mateixa l'educació física, el cos o el moviment, no té cap sentit. És a dir, jo no exigiré mai als meus alumnes que em facin una tombarella perfecta, ni una vertical perfecte, perquè això no vol dir que seran uns bons mestres, ni tampoc uns bons ciutadans, no? Per tant, jo utilitzo la tombarella, jo utilitzo la vertical, jo utilitzo el bàsquet, jo utilitzo qualsevol acció motriu per què? Per desenvolupar la persona en la seva globalitat. Per tant, sí, jo he fet el que faria. I de fet treballo aspectes... potser de forma diferent, això sí, de forma, arribo al mateix lloc, però de forma diferent.

CF: El que deies abans una miqueta d'aquesta actitud oberta, d'obertura, no vull dir de generositat, però sí d'obertura del que és el teu, la teva concepció de l'educació física, no? Això és important, i suposo que en totes les disciplines hi deu haver aquesta actitud més oberta de la disciplina o més rigorosa, no sé si rigorosa és la paraula, no?

S: Sí i jo fins i tot, potser afirmar-ho seria molt agosarat, però jo no crec que tothom pugui adaptar-se a una modalitat AICLE.

CF: Justament per això?

S: Sí, sí, és a dir, depenent de la concepció epistemològica que tu tinguis ho veuràs com una pèrdua. I aleshores, què és el que passarà? La teva matèria, en comptes d'explicar-ho tot en català, ho explicaràs tot en anglès, què és el que passarà? Que és perjudicial pels alumnes.

CF: Val. I creus que aquest aspecte és concret pels estudis de Magisteri i Educació? O potser més rellevant pels estudis de Magisteri i Educació? O seria igualment important aquest aspecte de més obertura o menys obertura en altres carreres?

S: Jo crec que en tots els estudis, sí, sí.

CF: Val.

S: Jo crec que sí.

CF: No és un tema de la competència docent o ser un bon mestre, sinó ser un bon ciutadà, ser bon...

S: Clar, és que al final el tema dels coneixements jo cada cop el relativitzo més, al final. Lo que és important o lo que s'ha d'adquirir a la universitat són altres competències que anem veient que cada cop són més importants, no? Comunicar-te, ser empàtic, saber treballar en grup, liderar grups, totes aquestes coses que no venen de que tu t'aprenguis la definició de

"lideratge: dícese de"; no, això a tu no et convertirà en un bon líder, haver après una definició de, no? M'explico?

CF: Sí, sí, sí.

S: Per tant, jo crec que el que hem de portar de la universitat és això, és desenvolupament d'altres competències, lògicament recolzades o sobre els continguts de la teva pròpia matèria que s'han de donar amb qualitat i que s'han de donar bé, però que hem d'anar més enllà. Si no, realment, a veure, no seria necessària l'educació presencial. Crec jo.

CF: Ja. Sí.

S: És a dir, la gran diferència possiblement ara mateix d'una universitat a distància al producte que ofereix Blanquerna potser és aquest, no?

CF: D'acord. Molt bé, creus que els alumnes han millorat el nivell d'anglès?

S: Buf, això és...

CF: Pel que fa a la llengua, diguéssim, més vinculada a la disciplina o a educació física pel fet aquest d'haver cursat la matèria.

S: Segur, el que no m'atreviria és a dir-te si tots i quants, això realment és molt difícil perquè clar realment no ho he mesurat, no? I no m'atreviria a dir-te, ara el que sí he pogut veure és que els alumnes han perdut la por, és a dir, hi havia un gruix molt gran d'alumnes que el primer mes no obria la boca a classe, no deia absolutament res, fins i tot quan els interpel·laves tu per fer algun tipus de valoració, per explicar alguna cosa, els posaves en una situació que tu veies que l'estaves... incòmodes, i al final del curs doncs la gent parlava; alguns continuaven introduint de tant en tant una paraula en català o reien perquè deien alguna cosa malament, però perdien la por, no? Això per mi és molt important, perquè jo entenc, sense ser experta en anglès tampoc, eh? No estic jugant a ser experta. Però jo entenc que si tu vols millorar en la *fluency* has d'acceptar i tots hem d'acceptar que ens hem d'equivocar i que no passa res. I que d'aquesta equivocació vindrà un aprenentatge, no? Llavors és perdre la por a parlar, perdre la por a què diran els meus companys, que n'hi ha 4 que parlen increïblement bé l'anglès. És igual, jo haig de parlar, haig de dir una tonteria i haig d'entendre que ho he dit malament i haig d'aprendre com es diu bé. I així vaig aprenent, i això jo sí que he vist que s'ha produït, i jo crec que això és importantíssim.

CF: I tant.

S: Evidentment llavors han après vocabulari, però jo el que valoro més és el fet aquest de que he vist que es llançaven cada cop més, no? Que escrivien cada cop més, i això és el que més valoro. Ara, dir-te si significativament hi ha hagut una millora, no t'ho puc dir, perquè no ho he mesurat, ni tinc el nivell d'anglès per mesurar-ho, jo crec que això ho hauria de fer algú que en sabés.

CF: Què t'ha aportat a tu el fet d'impartir aquesta matèria AICLE respecte la teva competència docent? I respecte a altres aspectes que tu consideris interessants.

S: És un repte pedagògic, és un repte pedagògic, per qualsevol professor o mestre, per tot el que hem dit dels canvis metodològics que tu has de fer. Ara, clar, per mi això suposa una motivació bestial. Per un altre professor potser és "ostres, un munt de feina, tal". A mi m'agrada, perquè és una aventura, perquè cada any és nou, no saps què hauràs de fer, no saps com ho hauràs de dirigir, per tant, això a mi m'agrada. Són reptes pedagògics, jo soc pedagoga de formació i m'agrada, m'agrada molt, i va molt en la línia del que jo crec, epistemològicament, el que ha de ser una miqueta la pedagogia i cap a on han d'anar les metodologies, què és l'aprenentatge avui en dia, una mica tot això. Per tant, va molt a la mà, molt a la mà, vull dir que no és una experiència que estigui com molt desvinculada de la innovació educativa, al revés, jo crec que això és innovació educativa.

CF: Un dubte que tenia ara aquí...

S: M'he avançat, *sorry*.

CF: No, no, que està molt bé.

S: Per mi és innovació educativa, però no en llengua anglesa, eh?

CF: Educativa.

S: Educativa.

CF: Això mateix.

S: Educativa. Per lo que et deia algunes preguntes enrere, perquè passen moltes coses que encara no les hem analitzat bé i que és molt interessant. Per tant, bueno. I aprenentatge meu, clar, moltíssim aprenentatge. Primer, clar, jo els agraeixo molt als meus alumnes, perquè amb ells aprenc un munt d'anglès, aprenc un munt, perquè preparant-te la classe, aprens, però amb ells aprenc moltíssim. Aprenem tots allà, uns dels altres. Per tant, i ells també son responsables d'això, del meu aprenentatge, del seu aprenentatge i de l'aprenentatge de tots.

I també t'obliga a estar molt al dia, perquè gent que faci modalitat AICLE a la universitat, en aquests termes que hem explicat tampoc n'hi ha molta, per tant, hi ha molta literatura, no hi ha... per tant estem més aviat tots en un nivell com d'experimentació. I experimentem, tinc canvis d'impressió a vegades amb gent de secundària, que sí que fan experiències AICLE, que s'acosten més potser a la universitat, però bàsicament és un repte constant.

CF: Molt bé. Quins creus que han estat els condicionants limitadors? De la teva pràctica AICLE.

S: A veure, el que a mi m'aniria millor, però clar potser et diria el mateix en llengua vehicular catalana. Clar, els grups tan nombrosos dificulten molt, és a dir, sí que crec que per exemple quan faig la classe pràctica, que els tinc dividits i tinc grups de 35-40 persones, això és ideal. Aquests van molt bé, per què? Perquè realment pots treballar amb ells molt bé, pots controlar molt bé els grups, pots afavorir molt que la gent parli en anglès perquè tu estàs allà; és el que dèiem abans, si no, desapareixes, te'n vas una mica allà i els altres ja estan parlant en català. És a dir, és estar una mica a sobre, també. Per tant el tema aquest és important.

CF: Perquè si no, serien 70 tots junts.

S: Clar, la classe teòrica per exemple, els tinc els 70 tots junts, però aquest any ja he demanat que prefereixo jo fer una hora més com a profe, que no me la paguin, però tenir 35 i 35, perquè quan tinc menys alumnes funcionen molt millor les classes.

CF: Molt bé.

S: Aleshores aquest és un condicionant, noto que em condiciona més en els grups d'anglès que no pas en els grups de català. És un condicionant molt important, val?

CF: Algun altre?

S: Així a nivell... no en tinc cap altre. Home, hi ha 2 aspectes que no tenen a veure tan directament amb la docència, amb els alumnes, sinó amb el que seria per exemple la preparació personal, és a dir, que la facultat també facilités fer un *stage* de 3 mesos amb algun lloc, o un mes, que et facilités coses d'aquest tipus aniria molt bé. O que a nivell de dedicació docent es contemplés doncs que la preparació d'una classe amb format AICLE suposa un esforç molt més gran que fer-la aquella mateixa classe en català, que en aquests moments això no es té en compte. Jo crec que són condicionants a que els professors també pugin en aquest tren, no? Perquè al final el que ens passa moltes vegades a la universitat és que la gent no vol agafar assignatures amb format AICLE, per què? Perquè veuen el volum de feina i diuen "no, no, no, si em pagaran el mateix jo ho vull fer en català", no?

CF: Està clar que és un condicionant limitador, no?

S: Sí.

CF: I com ho faries si no hi hagués condicionants limitadors en la teva matèria AICLE? Bueno, en principi ja ho has anat dient, no? Els grups més reduïts són millors...

S: Sí, jo faria exactament el mateix, el que passa que...

CF: El temps de plan... encara més temps de planificació.

S: Clar, podries planificar, tindries grups més reduïts, podries, jo crec que milloraria més la qualitat, en termes d'excel·lència de les classes i revertiria en què? Estic segura que en el nivell de competència lingüística dels alumnes. Segur.

CF: Només lingüística?

S: No, ara perquè estem parlant... No, no, no. El que és interessant aquí és com a través d'aquest aprenentatge dels continguts de l'educació física i de l'anglès passa una altra cosa molt més grossa, no? Tot el que et deia de desenvolupament social, emocional, tal. Clar, tot

això diguem-ne, jo crec que es produiria un efecte multiplicador. Perquè estarien molt més exposats.

CF: Molt bé. Ja anem acabant, queden un parell de preguntes. Et planteges algunes línies de millora de cara al curs vinent?

S: Sí.

CF: Has comentat alguna cosa sobre tot el tema del treball oral entre iguals.

S: Sí, aquí hi ha, aquest, el treball oral entre ells, de buscar estratègies, però no te'n puc anticipar cap perquè encara les estic dissenyant, però tinc algunes idees ja en relació a això. Aquesta seria una altra. Una altra seria, que costa de resoldre, perquè són grups molt nombrosos, però tot el que són produccions escrites, clar, el gran problema és que les he hagut de fer en grup, no? Clar, com que són grups cooperatius i allà hi ha algú que parla molt bé o domina molt bé la llengua anglesa, totes les produccions són molt bones, però a vegades no sé si hi han participat tots els alumnes, quant al que seria pròpiament... el fet de dibuixar... l'escrit sí, però de dibuixar-lo en anglès no ho tinc tan clar, no? Per tant, com es podria fer en grups nombrosos que hi hagués producció individual també.

CF: Fent una coedició?

S: Alguna cosa així, val? També la coavaluació crec que pot ajudar molt aquí és a dir, llavors embolicar-los entre ells perquè es coavaluïn. Tinc vàries idees, però va per aquí. Millorar el que seria la seva *fluency*, és a dir, que la gent parli més, quan jo no hi soc que continuïn parlant en anglès, especialment aquests que els costa més i després una mica el que et deia de la producció escrita, tenir un control com més individual, però no per sancionar o perquè jo els corregeixi l'anglès. Novament com a oportunitat. Jo no jugo a ser professora d'anglès, jo no soc professora d'anglès, jo soc facilitadora, facilitadora de l'aprenentatge conjunt d'una competència lingüística.

CF: Interessant, aquesta definició. L'última ja. Quines prioritats de transferència de coneixement, de generalització o de continuïtat veus en aquesta experiència AICLE?

S: A veure jo hi veig moltes possibilitats, el que passa que això no depèn de mi. El que està clar és que primària, l'educació primària el futur és trilingüe. Jo ho veig bastant clar i per tant hem de preparar els nostres estudiants per aquest repte. Si fos per mi, jo ho potenciaria més, perquè el que vas veient és que modalitat AICLE, tal com l'estem parlant, no hi ha tanta gent que l'apliqui així, per tant jo crec que fins i to és urgent que això es transfereixi, que això es faciliti, que es donin facilitats als professors per fer aquest tipus de modalitat. Ara bé, no és responsabilitat meva ni amb això no hi puc fer res, només fer bé la meva feina.

CF: Un granet de sorra.

S: Exacte, el meu granet de sorra, no? Però clar, jo crec de fet que això és una evidència, que això s'ha de fer.

CF: Està clar. Bé, S, moltíssimes gràcies per aquestes respostes tan interessants i bé, fins una altra.

S: Moltes gràcies a tu. Molta sort.

CF: Gràcies!