My favorite subject is lengua because the teacher es un crack: translanguating in CLIL student writing
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Music as a tool for foreign language learning in Early Childhood Education and Primary Education. Proposing innovative CLIL Music teaching approaches.

Developing oral expression during confinement with very young learners.

The A-B-C of Content Learning in CLIL Settings: The Teaching and Learning of Physic Education in primary and secondary education. Get you fit through a CLIL circuit!

Teaching about sustainable consumption with sustainable tools.
Editorial

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I would like to start this Editorial with my best wishes of health, well-being and hope for everyone.

The year 2020 turned out to be an extremely challenging, uncertain, dangerous and unpredictable year in all senses: individual and collective health, work, travel, and personal relations. We spent many weeks in national lockdowns, closely and fearfully watching the spread and the progress of the COVID-19 pandemic worldwide… In the world of education, many of us had to face a steep learning curve in coping with new digital technologies and to discover how to learn, teach, do research, collaborate, socialise, do sports and have fun via screen. Zoom-ing, Team-ing, Meet-ing, Jitsi-ing, Whatsapp-ing and whatever not became crucial for our day-to-day professional and personal lives. However, 2020 was also a year of new learning opportunities, teaching innovation and fruitful collaborations.

As well-deserved good news in the continuing turbulent and difficult times, here comes Issue 4(1) of the CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education. Since its very first days, this journal has become a space where scholars, teacher educators and teachers can present and discuss practice-based research leading to innovation and innovative teaching approaches inspired and justified by theory and research. CLIL Journal, thus, contributes to the dissemination of practice-based research and teaching innovation which aims to improve the quality of language education and disciplinary literacies, to develop students’ 21st century skills and competences and pre-service and in-service teachers’ professional competences.

Issue 4(1) offers five contributions on plurilingual contexts. Five papers aim to provide new and innovative insights into Content and Language Integrated Learning (CLIL) and EFL

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settings by approaching them from different theoretical, methodological and pedagogical perspectives, with a focus on either oral or written discourse produced in the classroom, and with teachers or learners (or both) as main participants.

Pat Moore and Sara López Stoelting present a longitudinal study on the linguistic behaviour of emergent bilinguals in which they explore instances of translanguaging in CLIL students’ written productions. They compare two datasets gathered at a 3.5-year interval in a secondary school in Spain and discuss the evolution of the students’ competence as evidenced in their written texts. Being a partial replication of Celaya (2008) and Agustín-Llach (2009), this study examines three translanguaging features: borrowing, translating and foreignizing. Although these instances of L1-infused language have frequently been treated as errors, Moore & López Stoelting suggest that teachers should rather consider them as naturally occurring communicative strategies and the snapshots of emergent bilingualism in their students.

Janine Knight exposes an action research project between primary education English as a foreign language (EFL) pre-service teachers, their university EFL lecturer and a local primary school in Barcelona, Spain. The project was designed to plan and integrate Education for Sustainable Development (ESD) competencies in primary education and develop ESD competencies for both trainee teachers and school children, as well as to support self-directed learning and life-long learning skills. The paper describes how, while focusing on sustainable consumption as part of an action-oriented, transformative pedagogy, the project combined three aspects: content in terms of what is taught and how it is taught, appropriate teaching and learning approaches, and product in terms of resource development and usage as sustainability issues.

Berta Torras Vila argues for the necessity to incorporate music as a tool for language learning, beyond a mere use of songs, in the English as a Foreign Language (EFL) classroom. The paper provides the theoretical foundations on the connections between foreign language learning and music and highlights the pedagogical possibilities that the use of music encompasses and the benefits it brings to EFL classrooms. Torras Vila also proposes an innovative CLIL Music program for early childhood education and primary education named MOVIC (Movement & Music in English) which is illustrated with a sample activity, as well as provides a series of pedagogical implications for foreign language teachers and policymakers.

Eva Alcalà Arxé presents a teaching innovation project carried out during the COVID-19 lockdown with low-primary EFL learners which aimed at the development of learners’ oral communication skills. The paper discusses how to offer effective and motivating distance learning to very young EFL learners, provide all the necessary support in this new teaching and learning situation, scaffold young learners in the use of digital technologies, as well as how to promote the development of oral communication competences at such young ages. Alcalà Arxé shows two oral activities and explains the strategies and the digital tools used, as well as the procedures followed by the teacher to help her students produce good quality output in a foreign language.

Finally, in the A-B-C section, Judith López Cancho reflects on the challenges and benefits of teaching and learning of Physical Education through the medium of an additional language in primary and secondary school settings and presents her innovative approach to teach CLIL PE called “Get you fit through a CLIL circuit!”.
My Favorite subject is **Lengua** because the teacher is un crack: translanguaging in CLIL student writing

**KEYWORDS:**
translanguaging; linguistic repertoires; strategies; borrowing; translating; foreignizing

**PALABRAS CLAVE:**
translenguar; repertorios lingüísticos; estrategias; préstamo; traducción; extranjerización

We interpret CLIL as bilingual education inasmuch as it can help create bilinguals; and we are interested in the behaviour of emergent bilinguals. We also subscribe to the idea of holistic linguistic repertoires instead of separable languages. In this research we partially replicate research conducted by Celaya (2008) and Agustín-Llach (2009) in order to explore instances of translanguaging in CLIL writing. We focus on borrowing, translating and foreignizing. Although these instances of L1-infused language have frequently been treated as errors, we suggest teachers could more usefully consider them as naturally occurring communicative strategies: snapshots of emergent bilingualism in their students. We compare two datasets of student writing gathered at a 3.5-year interval and discuss the evolution of the students’ competence as evidenced in the texts they produce.

Interpretamos el concepto de AICLE como educación bilingüe por cuanto que contribuye a crear bilingües; y nos interesa el comportamiento de los bilingües emergentes. Nos adherimos también a la idea de repertorios lingüísticos holísticos en vez de lenguas separables. En este estudio seguimos en parte la investigación realizada por Celaya (2008) y Agustín-Llach (2009), con el fin de explorar ejemplos de translanguaging (acuñado en algunos casos como el ‘translenguar’) en la producción escrita de alumnado de AICLE. Nos centramos en tres categorías de lenguaje infundido por la L1: préstamo, traducción y extranjerización. Si bien se han considerado anteriormente como errores, sugerimos que sería más útil que el profesorado los tratase como estrategias comunicativas que surgen de manera natural, es decir, como manifestación del bilingüismo emergente del alumnado. Comparamos dos bases de datos de producción escrita del alumnado recogida en un intervalo de 3,5 años y analizamos la evolución de su competencia, tal y como se evidencia en sus textos.
Content and Language Integrated Learning – CLIL – is often presented as ‘bilingual education’ yet to some that can feel like a misnomer – is it really bilingual? (See, for example, the discussion in Pena Díaz and Porto Requejo 2008, pp. 157-8). One possible solution to the dilemma is to consider ‘bilingual education’ as a compound rather than as an adjective + noun construction. In the same way that ‘teacher education’ is understood to mean the training/development of teachers, ‘bilingual education’ can be interpreted as the development of bilinguals and this is the approach adopted in this article. We position the students in the study as emergent bilinguals – bilinguals in the making (for further discussion see Moore and Turnbull, in press).

Hamers and Blanc (1989) make a distinction between societal ‘bilingualism’ and individual ‘bilinguality’ which will be useful for this discussion. The idea that bilinguality is fundamentally different from monolinguality is hardly new. Grosjean (1989) argued that the bilingual is not two monolinguals in one, rather that they should be considered “as a unique and specific speaker-hearer” (p. 3). This aligns with Cook’s (2007) envisaging of multi-competence and “the complexity of a mind with two languages compared to the simplicity of a mind with one” (p. 242). Cummins (1979, 1980) posited the Dual Iceberg Model to account for underlying interdependence between a speaker’s languages. Indeed, Butzkamm (1998, p. 83) warned us that it was psychologically unsound to attempt to separate the languages of students in a ‘foreign’ language scenario.

We should point out that while Cook, Cummins and Butzkamm cited above talk of languageS – as separable and countable entities, more recent research has started to question this idea. For example, as Blackledge and Creese (2014) observed, “the idea of ‘a language’ may be important as a social construct, but it is not suited as an analytical lens through which to view language practices” (p. 1). In fact, the Common European Framework of Reference (CEFR) also promoted this idea when it accounted for multicompetence as “not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw” (Council of Europe 2001, p.168).

Although in this article we use the terms L1 and L2, we are actually grappling with ‘cognitive dissonance’ (Moore & Nikula 2016, p.3) while doing so. The idea of ‘translanguaging’, which was born in (Welsh) bilingual classrooms but has now moved out into society in general, provides a heuristic which can assist us. For example, Otheguy, García & Reid (2015) contrast external named (countable) languages with internal, holistic, linguistic repertoires - (uncountable) language. Translanguaging encompasses transfer, translation, loanwords, borrowing and code-switching, lexical coinages (aka foreignization), pidgins and fusions (e.g., Spanglish). Essentially a behaviour phenomenon, it implies a speaker, or in this case writer, drawing on their full linguistic repertoire when engaged in making meaning (communicating). This re-positions the L1 in the endeavour of learning/acquiring additional languages since, through a translanguaging lens, it is no longer viewed as error, ‘interference’, or as a ‘resort’ or something to ‘fall back on’; it is perceived as literally an integral part of the speaker/writer’s repertoire, indeed a potentially valuable tool. If we consider the close typological links between Spanish and academic English, which is far more ‘Latinate’ than spoken English, we could even suggest that Spanish CLIL learners studying content subjects in English are endowed with a rich resource to mine.

In this article we explore translanguaging practices in the written output of secondary school students in a CLIL programme in Andalucía. We focus on three forms of translanguaging – borrowing, translation and foreignizing – and their use by the students (the ways they manipulate their repertoires). We are interested which strategies the students employ rather than how often they do so and, since this is part of a longitudinal study, in how their behaviour evolves over time, as their L2 competence increases and bilinguality emerges.

The article is organised as follows: first we acknowledge some of the more relevant research, both from within the field of CLIL and from the wider scope of L2 writing studies. We discuss the criteria we employ to explore the students’ writing and then we present the context within which the research was conducted. When presenting the results, we compare findings from two sets of data (gathered at a 3.5-year interval) and we discuss implications for teachers. Our main goal is to encourage teachers to question and re-evaluate notions of ‘error’ in the written production of emergent bilinguals.

Previous research

Let us first recognise that CLIL was never intended to replace foreign language classes; rather it was to complement them, by providing the massive input and opportunities for output and interaction that are generally

“The in this article we explore translanguaging practices in the written output of secondary school students in a CLIL programme in Andalucía. We focus on three forms of translanguaging – borrowing, translation and foreignizing – and their use by the students.”
deemed necessary for L2 development. Yet it should come as no surprise to find that CLIL, especially at the outset, had to address the perennial conundrums of foreign language teaching (FLT), among them the L1 question.

In FLT there has been much debate over whether the L1 is friend or foe in the endeavour but it seems safe to say that nowadays most researchers have accepted its inevitability and are more focused on exploring its roles and maximising its potential (see for example Hall & Cook 2012; Littlewood & Yu 2011). It might initially be surprising to see Hall and Cook criticise CLIL as a “notable manifestation of dichar monolingualism” (2012, p. 297). CLIL, they argue, both aligns itself too closely with “the old SLA view that exposure and attention to meaning will be sufficient factors for language learning success” (p. 298) and leans too heavily on North American content-based models of immersion. They cite Marsh’s (2002) assertion that L1 use should ‘wither away’ as L2 competence grows. From that perspective, perhaps, Hall and Cook’s criticism is not unjustified.

More recently, however, CLIL research has become more concerned with and interested in the L1 question. There is a growing body of research looking at the L1 in CLIL classroom communication (see, for example, Lasagabaster 2017; Lin 2015; Pavón Vázquez & Ramos Ordóñez 2018; San Isidro & Lasagabaster 2018; Skinnari & Nikula 2017); including from a translanguaging perspective (Lin & He 2017; Moore & Nikula 2016; Nikula & Moore 2019; Tsuchiya 2019). We could tentatively suggest that CLIL is taking a ‘multilingual turn’.

From the perspective of writing, Falk (2015) bemoans the fact that so much research in CLIL contexts has side-lined the L1 and focused only on the L2; arguing that “we should take the whole language situation into consideration” (p. 316). That said, while not theoretically positioned as translanguaging research, CLIL researchers have explored the L1 question in CLIL student writing. For example, Lorenzo and Moore (2010) compared texts written in Spanish and English by CLIL students and found clear signs of transfer from the L1 into the L2, particularly from the perspective of rhetorical moves such as hedging or reformulation. Another take on the question comes from Maxwell-Reid (2010) who compared texts written in Spanish by students enrolled in a CLIL programme with texts written by students in monolingual (Spanish) courses and found evidence of L2 (English) influence on L1 (Spanish) output in the CLIL cohort, particularly with regards to text organisation and clause complexes.

Researchers interested in L2 writing have turned to CLIL students to provide comparative samples. For example, building on studies initially conducted within the Barcelona Age Factor project (see Muñoz 2006 for an overview, and Navés et al. 2005 for an example), Celaya (2008) conducted longitudinal research comparing the written output of CLIL learners with ‘regular’ (i.e. Spanish monolingual) learners at a two-year interval – in grades 5 and 7. She was particularly interested in two aspects of lexical transfer: outright borrowing and inventions (a merging of L1 and L2 to produce novel items; see the discussion of foreignization below), which she posited as ‘compensatory strategies’. Her initial assumption was a) that L1 use would decrease over time and b) that the mainstream learners would lean more heavily on their L1 (borrowing), whereas CLIL learners, bolstered by the extra exposure that the approach entails, would produce more inventions. The first supposition held. She was surprised, however, to find that although their production did increase slightly with time, both cohorts produced comparable (and low) quantities of inventions. She tentatively attributes this to the mode of data-gathering, suggesting that the spontaneity of oral production might be more conducive to the production of inventions.

Another researcher who has explored the question of L1 transfer in L2 writing is Agustín-Llach (2009). Having previously looked at EFL learners in general (e.g., Agustín-Llach 2007), she turned her attention to CLIL with her 2009 study. She compared two groups of 30 students, one CLIL, one mainstream. The two groups had both started to learn English at an early age (3 years old) but initial language testing confirmed that the CLIL group, having had more contact with English, were more advanced in English than their counterparts. Learners were given an in-class writing assignment which Agustín-Llach then analysed for three types of what she denotes ‘L1 influenced lexical errors’: borrowing, coinage (more or less equivalent to Celaya’s ‘inventions’) and calque (translations). Overall, she found higher instances of all three in the mainstream learners’ texts, but her analysis went beyond the purely quantitative. While the CLIL learners’ texts featured fewer ‘errors’ overall, the results chimed with those of Celaya (2008) in that there were far fewer borrowings in the CLIL texts in comparison to coinages. Furthermore, Agustín-Llach found that there were more calques than coinages, which could possibly be equated with a developmental curve in L1 use in novice L2 writers: from borrowing, through coinage to calque.

Agustín-Llach seems to come out in favour of CLIL. She acknowledges that competence obviously plays a part in determining the results, yet suggests the differences go beyond questions of proficiency: non-CLIL learners, she speculates, perceive of English as a school subject and writing an essay as a school exercise, whereas for CLIL learners English represents “a tool to communicate and to transfer knowledge” and thus writing an essay provides opportunity for “meaningful interaction” (p.123).

That said, from a translanguaging perspective, there is a potentially confounding factor, which Agustín-Llach does acknowledge (p.125), but does not really explore: the CLIL group from the Basque country, were already bilingual – being Spanish/Basque speakers acquiring an L3, while the mainstream group, from La Rioja, were monolingual Spanish speakers acquiring an L2. We would expect this to impact on learner behaviour. The two groups are thus not comparable as emergent bilinguals.
Borrowing, Translating and Foreignizing in CLIL writing

This research is a partial replication of Celaya (2008) and Agustín-Llach (2009). Both Celaya and Agustín-Llach compared CLIL and non-CLIL cohorts, yet we focus only on CLIL writing. Like Celaya we are comparing texts produced at an interval. In our case the interval is slightly longer – 3.5 years; the 1st data collection point was just two months into the participants’ first year of secondary education and the 2nd at the end of their third year. Like Agustín-Llach we focus on a trio of features – Borrowing, Translating and Foreignising (although we use different names, see discussion below).

We must acknowledge that these features have frequently been considered ‘errors’ – for example, James (1998) grouped the three under the heading of ‘interlingual misformation errors’ and Agustín-Llach (2009; 2015), while recognising the inevitability of L1 influence in Ln acquisition, still used the term ‘lexical errors’ (see also Dağdeviren-Kirmızı 2018; Hemchua & Schmitt 2006, among others). From an emergent bilingual, translanguaging perspective, however, we can interpret them as creative forms of pre-emptive repair: the writer employing their full linguistic repertoire in order to convey meaning and avoid communication breakdown. As noted above, Celaya (2008) regards them as compensatory strategies (see Oxford 1994 for a useful overview of strategies in language learning, and Psaltou-Tzoysy, Alexiou & Mattheoudakis 2014 for a discussion of strategy use in CLIL). That said, adopting a translanguaging perspective, we can go even further and acknowledge the likelihood of the L1 coming into play for multiple reasons – not least humour and/or solidarity – and not just as a repair mechanism.

Regarding our choice of terminology, we have tried to use terms which are familiar, yet we do need to briefly discuss their application in this study. To start with, Borrowing implies inserting L1 ‘as is’ into L2 (or, indeed, L2 into L1 – since nowadays the relationship between the languages in a speaker’s repertoire is understood as bi-directional –Dworin 2003; Marian & Kaushanskaya 2007; Pavlenko & Jarvis 2002). As such it is related to the concept of code-switching although as Lipski (2005) noted, the distinction can be fuzzy: “Code-switching or Borrowing? No sé so no puedo decir, you know”. In this case we are interested in what is variously known as nonce (Sankoff, Poplack & Vannariajan 1990) or ad hoc (Schmid 1993) borrowing – the spontaneous use of items from the students’ L1 as distinct from ‘loans’ which may have started out as a borrowing, but which have become established (as is the case with the crack’ in the title of this article and terms such as piercing, link or catering in contemporary European Spanish).

We employ the term Translating to cover what have variously been called ‘loan translations’ (e.g., Meriläinen et al. 2016), ‘instant translations’ (e.g., Heltai 2004) and ‘calques’ (e.g., Agustín-Llach 2009; Dağdeviren-Kirmızı 2018). We avoid calque, however, because in some quarters the term is used to describe more established translations, such as rascacielo for skyscraper or baloncesto for basketball, and we want to emphasise the spontaneous, improvisational nature of the translations we find in the student texts. Nor do we limit our discussion of translation to lexical items, we include the ‘translation’ of features such as word order, collocations and chunks; as well as the incidence of false cognates (see discussion below).

A wealth of potentially competing labels exists to describe what we are here calling Foreignizing. Dewaele (1998), who employs the term ‘lexical inventions’ (and inspired Celaya to follow suit in 2008), takes a descriptive stance by referring to them as “lexemes which are morpho-phonologically adapted to the target language but never used by native speakers” (p. 471). Agustín-Llach (2010) adopts a similar attitude with her gloss of ‘coinages’ as “adaptations of L1 words to the phonographic rules of the L2” (p. 3). She also notes that Ringbom (1983) preferred ‘relexification’ (Agustín-Llach 2009, p. 118), but this term appears to be closely related to creole genesis (see DeGraff 2002). Creese and Blackledge (2010), in their study of complementary schools in the UK, prefer ‘heteroglossic terms’, noting that they are “likely to reflect the linguistic practices of [the teacher] beyond the classroom, indexing other language ecologies” (p. 110); in other words hors classroom bilinguality. One of the main reasons we opted for the term ‘foreignizing’ is that it appears in the CEFR where it is included as a compensatory strategy at B1 level: “Can foreignize a mother tongue [sic] word…” (2001, p. 64).

Marian and Kaushanskaya (2007) distinguish between ‘overt’ borrowing and ‘covert’ transfer. From this perspective both translation and foreignizing would be considered transfer since although implicitly (covertly) informed by the L1, they do not involve explicit (overt) L1 use (or borrowing). In a similar vein, Ringbom (2001) observed that while borrowing does not involve the L2, other strategies, such as translating or foreignizing, imply interaction between L1 and L2 and thence suggest a higher degree of competence (in Celaya 2008, p.45). Previous research has found, perhaps unsurprisingly, that overt L1 use decreases with proficiency (Agustín-Llach 2009; Celaya 2008; Navés et al. 2005) yet it

“Adopting a translanguaging perspective, we can go even further and acknowledge the likelihood of the L1 coming into play for multiple reasons – not least humour and/or solidarity – and not just as a repair mechanism.”
should be noted that a lot of this research seems influenced by a (monolingual) target language perspective, rather than a descriptive bilingual stance.

**Context, participants and data-gathering**

The data for the present study was obtained as part of a longitudinal project designed to explore the idea of emergent bilinguality amongst CLIL students at a semi-rural state secondary school in Andalucía. In 2014, when the project began, the school was still offering CLIL bilingual sections as an option, and so the students who participated – two groups – had all opted into the programme.

When gathering longitudinal data regarding foreign language performance in a (Spanish) secondary school, there are all manner of potentially confounding variables that might affect results. As noted above, students had all explicitly chosen the bilingual streams and thus may have been more motivated regarding English, but since we are not comparing CLIL and non-CLIL students we can disregard this question. That said, aside from day-to-day variables like attendance or mood, the potential for confounding variables is massive: the fact that classes are decreasingly likely to be monolingual (see European Commission 2015) means a variety of L1s may be in play; lots of children receive extra tuition outside school, some from paid instructors, others from family members (for example the groups included twin sisters whose father had weekly English classes and who transferred what he learnt to his daughters); in most (if not all) classes there are students who are repeating the year, plus students come and go.

A total of around 80 students participated in the data-gathering over the four-year period but less than 50% of them contributed data consistently. For the purposes of this study, therefore, the sole selection criterion was that the learner had participated in the written data collection in both 2014 and 2017. This gave us 25 students and 50 texts. Although the two groups overall did include students whose L1 was not Spanish, none of them contributed to both the 2014 and 2017 data so this was another variable we could discount. We are not factoring any other variables (gender, age, extra tuition, etc.) into the equation.

Students were given 45 minutes to write on one of three topics. There was no pre-teaching of any kind, discussion of models or similar. Our interest was in spontaneous production. In the first data-gathering (2014), conducted only a month after the beginning of the students’ first year, general topics were selected. They could choose between “My favourite subject”, “Spain’s new king”, and “The World Cup” (“My favourite subject” proved to be the most popular choice by far). In subsequent data-gathering sessions, conducted just prior to the end of the school year in May/June, topics were suggested by the content teachers and were related to lessons and subjects which had recently been covered in class. In 2017 the topics were: “Social Networks”, “The Importance of Recycling” and “The Advantages and Disadvantages of Public Transport”. Data-gathering was conducted in the IT room and so students had to write on computers but did not have internet access. Despite requests from the students, no guidelines were given regarding the size of the text they needed to produce. They were also given free rein regarding fonts, colours, etc.

**Results and Discussion**

Before looking for evidence of strategy use in the students’ writing, we can make some observations regarding the evolution of the texts themselves. As noted above, the data-gathering was conducted in the IT room and it was obvious that there were differing degrees of computeracy (ability to read/write, etc. via computer) among the cohort. For some students, composing text on a computer was a novel process. Many were unaware of spell-checkers. In the 2014 batch, paragraphs were rare; many of the students started a new line for each sentence. Indeed, the fresh line was often the signal of a new sentence: full stops were in short supply.

If we remember that the first data-gathering, in 2014, was conducted only one month after starting secondary education, it comes as little surprise to find that many of the first texts were very colourful:

![MY FAVOURITE SUBJECT](image)

**Figure 1.** A colourful example from the 2014 sample

That said, over the process, texts became increasingly conformist and by 2017 all were monochrome and both punctuation and paragraphing were more frequent. From this perspective, we can see the students gradually assimilating academic norms.

Not giving them a specified word count meant that they were free to write as little or as much as they chose (within the time limit) and there was considerable variation in text lengths. A simple comparison, however, shows us that the mean length of texts doubled over the two-year period.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. Ss</th>
<th>Min.</th>
<th>Max.</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>25</td>
<td>26</td>
<td>173</td>
<td>76.64</td>
</tr>
<tr>
<td>2017</td>
<td>25</td>
<td>49</td>
<td>250</td>
<td>144.84</td>
</tr>
</tbody>
</table>

**Figure 2.** Minimum, maximum and mean word counts
The question of text length is not a major concern here as the intention is not a detailed quantitative analysis (incidence of each strategy per X words), rather we are interested in how many students employ each of the strategies (incidence of each strategy per student). As Figure 3 below illustrates, in 2014 six of the students did not use any of the three strategies; ten of them used one and nine of them used two different strategies. In 2017 only 4 of the students used none of the strategies, eighteen of them employed one, one of them used two and two of them used all three. Overall then we can see that strategy-use increases, albeit not significantly.

<table>
<thead>
<tr>
<th>No. of strategy types employed by Ss</th>
<th>2014</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Let us look at the categories in a bit more detail. We illustrate the discussion with extracts from the students’ texts (the code in brackets identifies student/year) and provide translations of L1 in the texts in square brackets underneath.

### Borrowing

While it is often claimed that borrowings are typically nouns (e.g., Myers-Scotton 1995; Marian & Kaushanskaya 2007), in the 2014 sample there are several exceptions to that rule, and we find verbs (manda, hacemos) and adverbs (sobretodo) too. We do need to remember that these students had only been at the school for a month and, although Andalusian guidelines laudably attempt to ensure progression between bilingual sections in primary and secondary education, some of the students had come from monolingual primary education and their L2 competence was fairly limited. That said, we also find borrowings such as profesor for teacher, which is only used in higher education contexts in ‘native speaker’ English, but which is very common in L2 English, aka English as an International Language/Lingua Franca (EIL/ELF), the de facto target language (Seidlhofer 2003) for the students in question.

Although they are flagged in italics in the extracts here presented, in the original texts L1 borrowing was only rarely acknowledged as such - as in the bracketing of acabo below.

(S02/14) My favorite subject is E.F [PE] because my teacher is my entrenador [coach] de volleyvall

(S07/14) …the teacher manda [sets] very ejercicios [exercises]

(S08/14) The profesor [teacher] is buenoo [good] and hacemos [we go on] excursions

(S14/14) …because every body starts talk and (acabo) [I end up] with pain of head

(S20/14) I like sport sobretodo [especially] orientation.

In contrast, in the 2017 sample we only find three students employing outright borrowing. So, in line with previous longitudinal research (Celaya 2008; Navés et al. 2005) we find a clear decrease in this strategy. They are all examples of what Laufer (1991) called ‘synformic confusion’ – when the root of the words in both languages in shared. Interestingly, they all involve nouns; so perhaps we could also say that it is more conformist or felicitous borrowing than in 2017.

(S13/17) Another positive aspect of social networks is that you can help people by giving money to an ONG [NGO]

(S15/17) …which can be good or bad depend of situacion [situation]

---

Figure 3. Number of strategies employed by students in the two rounds of data-gathering

Figure 4. Breakdown of strategy types employed by students in the two rounds of data-gathering
The social networking is the medio [media] of communication from the people.

Tying in with the idea of shared roots, and the notion of typological proximity discussed above, we would suggest that one of the biggest differences between the borrowings in 2014 and 2017 is that while only a bilingual English/Spanish speaker would understand the borrowings in 2014, even a monolingual English speaker could probably understand all three 2017 texts. From that perspective, might we say that the students have become more effective communicators?

Translation

Let us turn to translation. In the examples below we can see that the students have translated literally from Spanish. In the first example we have word order, in the second and third – collocations (hacer una pregunta and poner dibujos). These are examples of what Hall (2002) calls ‘parasitic strategy’, whereby early stage learners apply L1 ‘rules’ to L2 output. This can be appreciated as an intuitively logical process, merging new with old.

<table>
<thead>
<tr>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$518/14$</td>
<td>Too because play computer games with friends</td>
</tr>
<tr>
<td>$507/14$</td>
<td>I make a question</td>
</tr>
<tr>
<td>$508/14$</td>
<td>…my father put me cartoons</td>
</tr>
<tr>
<td>$512/14$</td>
<td>I don’t have a particular [private] English class</td>
</tr>
<tr>
<td>$506/14$</td>
<td>When i was in second course [year] my parents changed the academy [private language school] of English, my actual [current] academy.</td>
</tr>
</tbody>
</table>

False cognates such as particular and actual(ly) can be considered translations too. Actually, most of the translations in the 2017 sample consist of false cognates. Again, we can interpret this as progress.

<table>
<thead>
<tr>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$510/17$</td>
<td>Actually [Nowadays] is easier to study than some years ago…</td>
</tr>
<tr>
<td>$516/17$</td>
<td>Hackers can see your direction [address] and your personal data</td>
</tr>
<tr>
<td>$507/17$</td>
<td>Cyberbullying you can be insulted for other people and hurt your sentiments [feelings]</td>
</tr>
<tr>
<td>$522/17$</td>
<td>The bus is very economic [economical]</td>
</tr>
</tbody>
</table>

While we are mostly focusing on single word items, from the perspective of translation it is worth noting that the translation of chunks also increases over the period. In the 2014 we find a couple of translated chunks such as

<table>
<thead>
<tr>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$511/14$</td>
<td>...exam of natural science…</td>
</tr>
</tbody>
</table>

But in 2017 there are more such examples. This could be taken as a sign of progress; since it suggests students are no longer composing text word by word. The first example is a translation of llevó a un incremento (led to an increase) and the second from llevar a la muerte (led to death).

<table>
<thead>
<tr>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$506/17$</td>
<td>So this carried an increase of the use of transport</td>
</tr>
<tr>
<td>$513/17$</td>
<td>It is more common in teenagers and, in some cases, it brought them to the death.</td>
</tr>
</tbody>
</table>

From a teacher’s perspective, looking at these examples of translation reinforces the need to work with chunks, to include common collocations and set expressions.

Foreignization

We can perceive of foreignization as a skill, since it implies applying target language morphosyntactic rules to L1 roots, indeed, as noted above, the CEFR considers it a skill typical of B1 level students.

<table>
<thead>
<tr>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$501/14$</td>
<td>Technologie [Technology] I like because learn things new</td>
</tr>
<tr>
<td>$512/14$</td>
<td>…because my mother is more timide [timid/shy] than my father</td>
</tr>
<tr>
<td>$525/14$</td>
<td>I like music because divert [it’s fun]</td>
</tr>
</tbody>
</table>

As noted above, foreignization increased over the period. The 2017 examples are interesting from various perspectives. Repetition of various items, such as privacity (privacy) and informed (informed) demonstrate the inherent attractive logic behind the students’ choices. They could also serve as flags for the teacher, signalling language which is worth clarifying in whole class feedback (see William and Leahy 2015) because it could serve multiple learners. This would be an example of what Drier (2004) calls ‘ghostbusting’.

<table>
<thead>
<tr>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$512/17$</td>
<td>…with social media your privacity [privacy] and your personal data is in danger</td>
</tr>
<tr>
<td>$524/17$</td>
<td>You must have attention to your privacity…</td>
</tr>
</tbody>
</table>
My favorite subject is lengua because the teacher es un crack: translanguaging in CLIL student writing

As noted previously, a lot of research into L1/L2 relationships in learner output has considered the kind of behaviour we have been discussing here as error (e.g., Agustín-Llach 2009; Dağdeviren Kırmızı 2018; Hemchua & Schmitt 2006; James 1998) but we prefer to interpret it as translanguaging: 

“[A]ct[s] performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximise communicative potential.” (García 2009, p. 141)

This represents an important decision for (CLIL) teachers. Take the sentence below. A teacher who allowed the notion of error to dominate might be blinded by three ‘mistakes’ in just one sentence.

Yet, if we switch the focus and adopt a more constructive stance, we can see that the writer:

- is using -er to ‘make’ doers (buller – a word that is tricky because in English the verb and noun are actually the same – bully)
- has made an intelligent guess in trying to translate anónimo

At times we suspect a ‘lucky guess factor’ comes into play. It is possible that the two students below ‘acquired’ the terms they used through CLIL classroom discussion of the content topics (social networks in technology and transport in social science) but, given their typological similarity to Spanish items, we are equally inclined to think that the two examples might well represent felicitous translanguaging; what Drier (2004 p.125) calls ‘friendly ghosts’.

Conclusions

This research partially replicates L2 writing research done by Celaya (2008) and Agustín-Llach (2009) exploring instances of L1-infused meaning-making in CLIL secondary writing. Like Celaya, we found overt L1 borrowing decreased over the 3.5-year period while covert L1 influences increased. Like Agustín-Llach, we found that translations outnumbered foreignizations (coinages in her study), although in our case the increase in translations and foreignizations was equal.

Agustín-Llach (2009, p.123) claimed that it was difficult to spot positive transfer. But that is attributable to her decision to classify the phenomena as errors. If we re-focus, through a translanguaging lens, we can appreciate all of the L1-infused language in our samples as communicative intent, as the constructive attempts of emerging bilinguals to forge meaning.

We describe the three foci of our analysis, Borrowing, Translating and Foreignizing, as creative pre-emptive repair and as strategies but we do not mean to imply that they are necessarily conscious. That said, given the strong typological links between Spanish and English, perhaps explicitly highlighting similarities between L1 and TL could be helpful. In 1979, Kellerman introduced the concept of ‘psychotypology’ which he defined as “the perceived distance between two languages”. ‘Perceived’ is important here because what Kellerman describes relies on learner beliefs. This suggests that ensuring that learners are aware of typological similarities and encouraging them to take a leap of faith sometimes could be beneficial. In a university CLIL scenario, Adamson and Coulson (2015) found that awareness-raising around translanguaging practices (not limited to typological similarities) was popular with students.
My favorite subject is lengua because the teacher es un crack: translanguaging in CLIL student writing

and led to gains in writing.

As a final reflection, and an avenue which could be followed in future research, it is worth noting that the students were never explicitly instructed to only write in English and the data-gathering was conducted in bilingual ‘mode’ – all the adults present were translanguaging while giving instructions, etc. So, we could surmise that students were (unconsciously?) writing for a bilingual audience. Moore (2018) identifies what she termed ‘bilingual interaction’ in the writing of her advanced level English students who demonstrated sensitivity to their target audience’s linguistic repertoire in their writing, for example by providing translations for terms they predicted their reader might not be familiar with. The students in this study knew that the people who would be reading their essays were bilingual and so may well have used strategies accordingly. In Agustín-Llach’s (2009) study, the writing task involved writing a letter to an English host family and she suggested that this may have affected L1 use, since at least some of the learners interpreted it as a genuine communicative task (p. 124). It follows that it would be interesting to give respondents two writing tasks, one for a monolingual audience and one for a bilingual audience to see whether, and if so how, their behaviour changed.

Notes

1 We are, of course, grateful to the student who serendipitously provided us with the title of this article. Ser un(a) crack in Spanish means to be really good at something. Although ‘crack’ is considered English (with Germanic origins), ser un(a) crack might actually have come via French, where être un crack has the same meaning as in Spanish. Neither the Cambridge nor the Oxford online dictionaries include an entry for ‘be a crack’, although it does exist as a colloquial expression denoting that someone is a lot of fun. Crack is also an adjective, however, which can collocate with a limited number of nouns and then does imply skill: a ‘crack shot’ and a ‘crack hand at X’ are the two examples which first spring to mind. So, albeit tortuously, the Spanish expression does have links with English. But when the student wrote My favorite subject is lengua because the teacher es un crack, he was arguably using it ‘Spanish-style’.

https://dictionary.cambridge.org/dictionary/english/crack
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My favorite subject is lengua because the teacher es un crack:
translanguaging in CLIL student writing


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Teaching about sustainable consumption with sustainable tools

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This paper focuses on the topic of sustainable consumption in order to support teacher trainers and future primary teachers in planning and integrating Education for Sustainable Development (ESD) competencies within their classes.

After considering different conceptual frameworks and studies pertinent to language learning, the paper shows how one project carried out between an English class in a university Education department and a local primary school in Barcelona, worked together to develop ESD competencies. As a form of action research, the project emerged from an exploration of how language teachers in Higher Education contexts might focus on the content in terms of what is taught and how it is taught with respect to teaching and learning approaches, resource development and usage as sustainability issues. To support this aim, the paper describes how an English language learning project for pre-service teachers combined three aspects (approach, product and content) while focusing on sustainable consumption as part of an action-oriented, transformative pedagogy. The project was designed in order to develop ESD competencies for both trainee teachers of primary education and primary aged children, as well as supporting self-directed learning and life-long learning skills.

KEYWORDS:
Education for sustainable development (ESD), competencies, Task-based Language Teaching (TBLT), Sustainable consumption, collaborative learning, transformative pedagogy

Este artículo se centra en el tema del consumo sostenible para dar apoyo a los formadores de maestros y futuros maestros de primaria en la planificación e integración de las competencias en Educación para el Desarrollo Sostenible (EDS) dentro de sus clases.

Tras considerar diferentes marcos conceptuales y estudios relativos al aprendizaje de idiomas, el documento muestra cómo un proyecto realizado entre una clase de inglés de un departamento de educación universitaria y una escuela primaria local de Barcelona trabajaron juntos para desarrollar competencias de EDS. Como forma de investigación de acción, el proyecto surgió de una exploración de cómo los profesores de idiomas en contextos de educación superior se pueden centrar en el contenido en términos de lo que se enseña y cómo se enseña respecto a los enfoques de enseñanza y aprendizaje, desarrollo y uso de recursos. Cuestiones de sostenibilidad. Para apoyar este objetivo, el documento describe como un proyecto de aprendizaje del inglés para maestros pre-servicios combinaba tres aspectos (enfoque, producto y contenido) al tiempo que se centraba en el consumo sostenible como parte de una pedagogía transformadora orientada a la acción. El proyecto se diseñó con el fin de desarrollar competencias EDS tanto para maestros en formación de educación primaria como para niños de edad primaria, así como para apoyar las habilidades de aprendizaje autodirigido y de aprendizaje permanente.

PALABRAS CLAVE:
Educación para el desarrollo sostenible (EDS); competencias; Enseñanza de idiomas basada en tareas (TBLT); Consumo sostenible; aprendizaje colaborativo; pedagogía transformadora
Introduction

The 2030 Agenda for Sustainable Development (United Nations, 2015) outlines a clear need to integrate Education for Sustainable Development (ESD) principles into all levels of education, including primary schools. While access to quality education is explicitly formulated as a stand-alone Sustainable Development Goal (SDG) (SDG 4), there are also numerous education-related targets and indicators contained within other SDGs within the agenda. Examples include responsible consumption and production (SDG 12), which is focused on educating consumers, including students, on sustainable consumption and life styles. For the agenda to be fully realized, many propose that the agenda requires the need to adopt a transformative pedagogy that is action-oriented and which supports self-directed learning, participation and collaboration, problem-orientation, inter- and transdisciplinarity and the linking of formal and informal learning to the development of key sustainability competencies (Junyent, Cebrián and Mulà, 2018).

Furthermore, digital technologies, including static and mobile devices can conceivably play a role for teachers in supporting such a transformative pedagogy so that SD Goals can be achieved. This is because digital tools can be considered a “means of implementation” to achieve the SDGs by 2030 (International Telecommunications Union, 2017). Therefore, teaching about sustainability issues in additional language or social science classes is not merely a question about content and language but also highlights the role that digital tools can play as a potential “means” of supporting content and language development in a sustainable way. This can be useful to any educational programme that focuses on skills and knowledge development regarding both content and language including Content and Language Integrated learning (CLIL), English for specific purposes (ESP) and Content-based Instruction (CBI), amongst others. At a teacher and institutional “level” this may mean looking at digital tools not only as a means for reducing paper usage and waste, but also to re-use created teaching and learning products across people and contexts.

While the “content” part of sustainable education that primary teachers are expected to teach are clearly outlined in many Primary School Curricula, including the curriculum in Catalonia, examples of how to consciously combine the “content” with “the means” are not explicitly developed. Tried and tested examples of how additional language learning classrooms might tackle sustainable development “content” have been show-cased for teachers to follow or draw inspiration from (e.g. Maley and Peachey, 2017). With respect to the “means”, the role and considerations related to digital tools in language learning contexts towards sustainability issues have been highlighted in studies in Computer Assisted Language Learning (henceforth CALL) (Sanz, Levy, Blin and Barr, 2015). These studies highlight the importance of sustainable approaches and methodologies in relation to e-learning products and systems as conceivable “means” for attaining sustainable consumption practices in teaching and learning scenarios. Research on CALL and sustainability issues has therefore focused predominantly on the how rather than the what (learning contents) through CALL. However, no studies in CALL or practical cases for teachers of sustainable development exist (to the knowledge of this author) regarding how teachers might consciously combine both. That is to say, both the “means” and “content” in order to develop ESD competencies for sustainable consumption as well as through the use and production of e-learning products as sustainable (digital) approaches. This study aims to fill this gap by describing how an English language learning project for pre-service teachers, which aimed to combine all three aspects (approach, product and content), focused on sustainable consumption as part of an action-oriented, transformative pedagogy.

Education for sustainable development, transformative pedagogy and pre-service teacher education

In order for Education stakeholders including teachers, pre-service teachers, children, schools and teacher trainers to achieve the SDGs, specifically the goal of responsible consumption and production (SDG 12), working together, pooling and sharing resources and efforts, as well as minimizing waste, is arguably energy efficient and therefore a desirable aim. Furthermore, such an aim would require that educational institutions, including schools and universities, are in a position to facilitate this aim in the first instance. Achieving responsible consumption and production habits with respect to individuals may require these individuals and educational institutions to become agents of change. With respect to teachers, institutional and curricula level strategies may also need to be in place in teacher training courses in order for this change to happen. Moreover, for teachers to become transformative agents of change, not only to support their own but also children’s ESD competencies development, conceptualisations of teaching (and by implication teachers’ roles and views about what constitutes teaching) would also need to be revisited. There are three common views of what constitutes teaching: teaching
as transmission, teaching as transaction, and teaching as transformation (Miller, 1996). Transmission is concerned with teaching as the act of transmitting knowledge from Point A (a teacher’s head) to Point B (students’ heads) in which the teacher is the dispenser of knowledge (Johnson, 2010). This conceptualization of teaching has been traditionally associated with Higher Education contexts, including Spain, because of the dominance of lectures for many of their teaching processes (Nygaard, Courtney and Holtham, 2011). Transaction on the other hand is focused on the process of creating situations whereby students are able to interact with the material to be learned in order to construct knowledge (Johnson, 2010). In primary and secondary schools this latter view of teaching is endorsed through the promotion of a constructivist philosophy whereby knowledge is not passively received; rather, it is actively constructed by students as they connect their past knowledge and experiences with new information (Santrick, 2004). Constructivism as a philosophy was endorsed by the Organic Act on the General Organisation of the Education System (Ley de Ordenación General del Sistema Educativo or LOGSE, 1990) and on which many teachers in primary and secondary schools within the public system are encouraged, through official educational websites such as xtec.cat, to base their teaching. The third conceptualization of teaching is Transformation. According to Johnson (2010), transformation pedagogy differs from transmission and transaction because teaching is the creation of conditions that have the potential to transform the learner on many different levels (cognitive, emotional, social, intuitive, creative, spiritual, and other). This teaching invites both students and teachers not only to discover their full potential as learners but also as members of society, and as human beings. Learning is said to have occurred when these experiences elicit a transformation of consciousness that leads to a greater understanding of and care for self, others, and the environment (Johnson, 2010). Because of this, transformative teaching conceivably offers the learners a holistic way in which they can transform themselves and others through the process of becoming social agents, both in and outside of the classroom, with regards to caring for the environment.

However, despite the declaration of good intentions and policy developments in Higher Education at the national, regional and international level, little has been achieved in terms of embedding ESD holistically in the curriculum (Cebrían and Junyent, 2015). One potential way to address this is by university teacher trainers taking transdisciplinary approaches to curriculum integration, which aims to dissolve the boundaries between conventional disciplines and organize teaching and learning around the construction of meaning in the context of real-world problems or themes. Transdisciplinary work moves beyond bridging divisions within academia to engaging directly with the production and use of knowledge outside of the academy (Toomey, Markusson, Adams and Brockett, 2015).

In a Higher Education context, programmes which combine language and content as a focus within the classes (such as CLIL, ESP and CBI) are perhaps an apt place for such transdisciplinary work. This is because they can be tailored to meet learners’ specific professional needs and interests, focus on language use for real communication, and contents can be selected because of their relevance for these needs and interests (Hutchinson and Waters, 1987). Furthermore, there is a time imperative for trainee teachers to “learn by doing” (Dewey, 2011) as students have only four years to develop basic knowledge and competencies for a 21st century classroom, that addresses 21st century challenges, by the time they leave university.

In the context of pre-service teacher education, trainee teachers can be understood as both teachers-as-agents of change (in schools) as well as citizens-as-agents of change. Pre-service teachers also have beliefs and habits of consumption that may change during their own university education. Developing competencies for sustainable education amongst graduates is particularly critical to the development of sustainability literacy skills: the attributes and values that we need to survive and thrive in the 21st century and build a more sustainable future (Stibbe, 2009). Developing these competencies is conceivably necessary for students to engage in personal and social change to support positive change in their workplace and personal lives (Sipos, Battisti and Grimm, 2008). Such competencies or skills can enable graduates (including pre-service teachers) to deal with sustainability as they need to use critical and creative thinking, problem-solving skills, action competence, collaboration and future thinking. This is so that they become empowered and globally-responsible citizens and professionals who can become active change agents (Fadeeva, Mochizuki and Wals, 2010).

Cebrían and Junyent (2015) propose that the use of certain types of pedagogies, teaching and learning approaches and strategies to foster transformation with respect to SDG goals are needed if the development of key sustainability competencies relating to pre-service teachers are to be

“Transformative teaching conceivably offers the learners a holistic way in which they can transform themselves and others through the process of becoming social agents, both in and outside of the classroom, with regards to caring for the environment.”
achieved (Cebrián and Junyent, 2015). Pedagogies can be understood as the theories and practices that inform teaching strategies, teachers' actions, judgments and decisions. Based on research conducted on sustainability in Higher Education, they explored the learning outcomes and competencies that educational programs need to seek to develop in students for them to become change agents towards sustainability (Mochizuki and Fadeeva, 2010; Sipos, Battisti, and Grimm, 2008; Svanström, Lozano-Garcia and Rowe, 2008). The review of this research by Cebrián and Junyent (2014; 2015) resulted in the creation of a theoretical framework of the professional competencies in ESD, comprising of seven key components. They propose that the framework can contribute to the development of key sustainability competencies. The components are as follows (Cebrián and Junyent, 2015, pp. 2771):

1. **Future/alternative scenarios visioning:**
   Understanding the different scenarios, possible futures, promoting work with different visions and scenarios for alternative and future changes.

2. **Contextualizing:**
   Taking into account the different dimensions of a problem or action, the spatial dimension (local-global) and the temporal dimension (past, present and future).

3. **Working and living with complexity:**
   The ability to identify and connect the ecological, economic and social dimensions of problems. Generate the conditions for systems thinking in the school environment.

4. **Thinking critically:**
   Creating the conditions for critical thinking to question assumptions and to recognize and respect different trends and views in different situations.

5. **Decision-making, participation and acting for change:**
   moving from awareness to action; sharing responsibilities and engaging in joint action.

6. **Clarifying values:**
   Values clarification and strengthening behaviour towards sustainability thinking, mutual respect and understanding of other values.

7. **Establishing a dialogue between disciplines:**
   Developing teaching and learning approaches based on innovation and interdisciplinarity as well as manage emotions and concerns: promoting reflection on one’s own emotions and as a means to reach a deeper understanding of problems and situations.

Given the important challenge that future teachers face regarding developing their own sustainability competencies, as well as competencies of the children they teach, a course that aims to develop both is conceivably needed. The challenge raises the question as to how trainee teachers might engage in such learning. The challenge also highlights the responsibility of teacher training programmes, and language learning courses within it, to address how potentially transformative education can be carried out. The question of “how” should therefore be explored even before a project or intervention can be measured as being “transformative” or not. This scenario would potentially benefit from research approaches that involve teachers acting to address an issue or a problem relating to a teacher’s own practice in order to learn from that action. Action research fits such a scenario (Stringer, 2008).

Taking these issues into consideration, along with the stated challenges about developing sustainability competencies of teachers, the study aims to investigate how language course designers might address the need to teach: 1) content and 2) language – regarding aspects of sustainability, alongside incorporating 3) digital tools as sustainable means. This study fills this gap by presenting a project that sought to address these three aspects. The contribution to the field is in showing how all three aspects of sustainable consumption might be integrated in a project design for pre-service teachers with a view to develop sustainability competencies in a more holistic, multi-faceted way.

“Given the important challenge that future teachers face regarding developing their own sustainability competencies, as well as competencies of the children they teach, a course that aims to develop both is conceivably needed. The challenge raises the question as to how trainee teachers might engage in such learning.”
2. The participants and context

The project took place in a private university in Barcelona, Spain. The students carrying out the project were 32 first year students, studying on the degree for Primary and Pre-school Education in the faculty of Education. The students attended English language as a subject, once a week, lasting one academic year. The students were aged between 19 and 22 and their English language level was between B2 and C1 on the Common European Framework of Reference for Languages (Council of Europe, 2001). Before the course started, the course had undergone a review by teachers and managers. The outcome of which resulted in the content of the classes moving away from a general English focus (with a structured course book) to a project-based approach. It was deemed in the course review that such an approach and different content focus could address students’ professional needs as future teachers more appropriately. This meant that projects needed to be created in line with this change. Four projects were designed as part of the new course, including “Developing online language materials and activities for primary children to learn English”, “Corporate Social Responsibility”, “Language learning tips from expert teachers” and “Sustainable Consumption”. The latter project is the focus of this paper.

Participants in the project also involved an English teacher and children from a 2nd year class of a primary school, so children aged 7-8. The school was a public (state) school in Barcelona and trainee teachers had carried out activities with children on previous occasions. The school had previously worked on issues of sustainable consumption in both explicit and implicit ways e.g. using recycling materials for art classes was a norm and children were taught not to use foil for the sandwiches at nursery level because it creates “a foil monster” that is not good for the planet. Children were also encouraged not to bring industrially baked products for their birthdays to class (e.g. cakes and biscuits) but rather, they could choose a special activity they want to do instead.

3. Method

The method used incorporated an Action research approach. Action research is based on an assumption that understanding is grounded in experience coupled with an analytic approach to evidence, followed by reflective integration (Reason and Bradbury, 2006). The research consisted of one cycle involving the steps of 1. study and plan; 2. take action; 3. collect and analyse evidence and 4. reflect. The reflection was undertaken with a “critical friend” in the form of a school-based English teacher.

4. A transdisciplinary Sustainable Consumption project: the how, the what

In response to the research question as to how a language course designer in a Higher Education context can combine the three aspects of content, language and means (or the what with the how) the project was developed with this triple focus in mind. This is illustrated in Figure 1.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Approaches used by teacher trainer:</th>
<th>Products created by pre-service teachers:</th>
<th>Potential change agents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Computer assisted language learning (CALL), Task-based, Project-based learning</td>
<td>1) digital teaching and learning resources 2) an outline of the task sequence alongside 3) shared digital glossary of terms pertaining to sustainable consumption in English, Catalan and Spanish.</td>
<td>Language and content teacher and pre-service teachers</td>
</tr>
<tr>
<td>Content (and language):</td>
<td>waste, energy and pollution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 2</td>
<td>Task-based learning that incorporated problem-based learning for children (decision making task) involving pre-task, task and post task stages</td>
<td>Children’s posters of pictures of actions and products, classified as “more sustainable” and “less sustainable” (created product)</td>
<td>Language and content teacher, children and in-service school</td>
</tr>
<tr>
<td>Content (and language):</td>
<td>The concepts the children learnt, evidenced in their ability to classify the image cards correctly as well as the language learnt and used by the children orally “more sustainable/less sustainable” plus the understanding and use of related lexical items.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 3</td>
<td>Box of resources and lesson plans on “waste”, “pollution” and “energy” The creation of a blog, making the lessons plans and resources freely available to teachers (<a href="https://betterworldschools.com/">https://betterworldschools.com/</a>)</td>
<td>Other in-service language (or content) teachers in other schools</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1. Taking action: phases of the project regarding approaches, products, content and language
Figure 1 represents part 2 of the action research cycle after studying frameworks and reading extensively and planning, considered to be part 1. While phases 1 and 2 formed part of the initial “take action” in part 2 of the action research cycle, phase 3 was added after the reflection at the end of the action research cycle.

As shown in Figure 1, there were initially two phases of the project and both phases aimed to address sustainable consumption holistically by considering approach, product and content (as sustainability issues) as part of an action-orientated, transformative pedagogy. The two phases relate to how the project was implemented, with phase 1 pertaining to the work with the pre-service teachers at the university and phase 2 connected to working with the children in the school. Phase 3 emerged from the results from both phases and refers to the creation of a box of resources and lesson plans on waste, pollution and energy that were piloted in the school in phase 2. The idea for the creation of the box and a blog emerged after phase 2 in order to make these resources freely available to other teachers of English and schools in Barcelona. Therefore, the products created in phase 1 and piloted in phase 2 became reusable products in phase 3.

Phase 1 at the university
Phase 1 took place at the university and classes lasted one and a half hours per week. The subject “Anglès 1” (English 1) was taught to pre-service teachers in their first year of study and took a predominantly project-based and task-based approach to the course content and allowed for the flexibility of incorporating other approaches such as CALL.

Phase 1: Approach(es)
As aforementioned, the project was designed to use CALL, specifically pre-existing video resources on YouTube among other internet-based resources and Google Docs for collaborative work that students could share with the teacher, each other and potential teachers in schools after they have left the university. Levy, Gimeno, Barr and Blin (2015) noted collaboration within institutions and beyond as a key feature of sustainable CALL as well as the re-use of the materials and tools.

In addition, alongside a focus on content and language, a task-based learning approach was integrated. This was conceived as being apt for an action-orientated, transformative pedagogy because of a number of features task-based learning has. It focuses on 1) providing opportunities for students to exchange information with a focus on meaning, not a specific form or pattern/structure; 2) prescribing a clear purpose for learners through an outcome at the end of different tasks (such as making a You Tube video tutorial, finding a solution for a problem or writing an email requesting information); 3) resulting in an outcome that can be shared with others and 4) relating to real world activities (Ellis, 2009).

For the purposes of the project in phase 1, the teacher trainer was interested in the following: that the trainee teachers researched and talked about sustainable consumption issues (focus on meaning); that they used English (talking, researching/reading, writing) in order to learn more about sustainable consumption and that they created the activities and resources for the children (clear purpose and final product). In addition, the aims of the project focused on its transferability (shared with others in the class) and finally, that what they were doing constituted an authentic activity that was relevant, useful to them and that they could (re)use in their future profession.

While there are many task types (see Nunan, 1989 for overview) such as role-play and information gap, a classification/decision making task was chosen for the project. This reflected Cebrián and Junyent’s (2015) point that the process of Decision-making involves participation and acting for change: moving from awareness to action; sharing responsibilities and engaging in joint action. After this task type was explained to trainee teachers, and examples given, trainee teachers were asked to develop the pre-task, task preparation (activities leading up to the task) and post task activities following a Task-Based Methodology Framework adapted from Willis (1996). This was communicated through the teacher’s introduction to the project and instructions (Appendix A). While the task type was pre-decided for them, trainees could choose what decisions children could make through the selection or creation of image cards e.g. lights on/lights off. In addition, they could create other pre-task, task preparation and post task-activities other than the examples given to them.

Phase 1: Product
The product in this phase was facilitated through the use of Google drive and Google docs which all students had access to because the university was signed up to “G Suite for Education” which offers email service, documents for shared collaboration and a cloud-based drive where such documents can be stored. “The product” required from trainee teachers were the 1) teaching and learning resources and 2) an outline of the task sequence alongside a 3) shared glossary of terms pertaining to sustainable consumption in English, Catalan and Spanish. The glossary was created in order that trainee teachers were clear of the key concepts involved. The process of creating the glossary also meant that the translation of these concepts were researched, discussed, shared with each other and added to collaboratively. It was also envisaged by the teacher trainer that the completed glossary might be something that could be shared with other schools in Barcelona (which formed part of phase 3 of the project). These tools facilitated that the project be carried out in a paper-free way as much as possible. Students were encouraged to use their own laptops or mobiles to complete the project. The teaching and learning materials that the
trainee teachers produced (image cards) were to be used in phase 2 (pilot school context), which involved a selection and printing (and laminating for re-use) for stage 2. The final products were Google documents in a shared Google Drive which students, the teacher trainer, translator at the university (as checker) and school teachers had access to.

**Phase 1: Content**

The written project guidelines were made available to trainee teachers initially with some copies on paper in class. One paper copy of project guidelines was made for each group of 3 students (Appendix A) but was also made available online in the Google Drive.

With respect to content, the project was based on developing three of the seven key components that Cebrián and Junyent (2014; 2015) outline, all be it at a basic level and which supported the content development or the what of the project. These three components were:

1. **Working and living with complexity**: the ability to identify and connect the ecological, economic and social dimensions of problems. Generate the conditions for systems thinking in the school environment.

2. **Decision-making, participation and acting for change**: moving from awareness to action; sharing responsibilities and engaging in joint action.

3. **Future/alternative scenarios visioning**: understanding the different scenarios, possible futures, promoting work with different visions and scenarios for alternative and future changes.

Furthermore, the “conceptual model of sustainability within the context of consumption” (Luchs and Miller, 2015) was used to develop the contents by supporting the teacher trainer to encourage trainee teachers to focus on waste, energy and pollution (concerning the environment).

The main decision-making task required that trainee teachers (and children in phase 2) were positioned as problem solvers and change agents who could make everyday decisions that were more or less sustainable when compared with other decisions. This aimed at helping trainee teachers identify and connect the ecological with the social dimensions (component 1). The decision-making about everyday products/usage/actions was also used to encourage participation and action for change (component 2) and future/alternative scenarios were aimed to be developed through discussion about alternatives e.g. “Is bamboo a sustainable source?”, which emerged during the project work and was further developed in phase 2 (Appendix B).

In addition to the use of conceptual frameworks to support the development of content across the project, language of the content (vocabulary focus of the task) and language to carry out the main task (to classify) also needed to be planned for because trainee teachers were on a language learning course. The language focus of the project for trainee teachers was the learning of the key vocabulary associated with sustainable production, purchase, usage and disposal (Luchs and Miller, 2015) such as “pollution” from car use, “plastic bag” purchase and “recycling”. These were the same lexical items that the children were expected to understand and work on at school in phase 2. In addition, the decision making task meant that the structures “...is more sustainable than” and “...is less sustainable than” were also needed for task completion and therefore the trainee teachers needed to know these English structures for comparing image cards of actions/products/usage.

**Phase 2 at the school**

Phase 2 took place at the school. Initially, the pre-service teachers were going to carry out the task sequence but this did not happen due to a conflict with curriculum restraints. Therefore, the teacher trainer carried out the final task sequence with the children.

**Phase 2: Approach(es)**

The class with the children followed a task-based approach involving activities for pre-task, task preparation, task and post-task stages. These activities were created by the teacher trainer but the resources (image cards) for the main task were those chosen and/or created by the trainee teachers and the main task of decision making and classifying was maintained.

In the pre-task children were posed with three problems on flashcards (problem 1, problem 2, problem 3) which they had to match with the corresponding images to and guess the key concept/word (pollution, waste, energy). This reflected orientation to a problem in order to develop sustainability competencies. The pre-task activities also facilitated an exchange of information and related to the real world as children shared their own experiences, habits and thought processes relating to their own sustainable or unsustainable actions, e.g. using a flask instead of a single use water bottle. The task preparation invited children to decide as a whole group as to whether an image card (representing an object or habit) was “more or less sustainable”. This was modelled by the teacher using a pre-prepared poster with “more sustainable” and “less sustainable” as titles. The children had to classify these cards as a whole group. After the task preparation stage, the task consisted of the children working in pairs to classify their own cards: deciding and then gluing their own image cards according to whether they thought the objects/actions were more or less sustainable. They could decorate it accordingly. The post task stage asked children to draw their own sustainable Barcelona (Appendix B) and complete a word search with the key words used in the session e.g. waste.
Phase 2: Product

The task required that the children created a poster of “more sustainable” and “less sustainable” actions/usage/products, using the image cards in envelopes. The learning materials for children to make the poster were a blank poster sheet, image cards in envelopes, pens and glue. Children had to work in groups of two or three and choose which card to discuss and decide on it together thus supporting “self-directed learning, participation and collaboration” as a means of developing key sustainability competencies (Junyent, Cebrián and Mulà, 2018).

The other products that the children produced in the post-task involved a word search of the key lexical items that they had heard and used as well as a “My sustainable Barcelona” frame whereby they could envisage future, alternative scenarios (Cebrián and Junyent, 2015, pp. 2771). The children’s product was supported by the work undertaken in phase 1, namely the teaching and learning materials (selected printed images from the internet) and a lesson plan mapped to the Common European Framework of Languages (Council of Europe, 2001) (Appendix C) and “problem flashcards” (Appendix D).

Phase 2: Content

The content can be understood as the concepts the children learnt, evidenced in their ability to classify the image cards correctly as well as the language learnt and used by the children (structures “more sustainable/less sustainable” plus the lexical items).

After phase 2 it seemed fitting to identify a way to make the resources and lesson plans available for other teachers and learners to re-use freely. This led to Phase 3 or project re-use.

Phase 3: Project re-use and dissemination

Phase 3 involved the production of a box of teaching and learning resources for schools on the theme of sustainable consumption, specifically “energy, waste and pollution”. This was so that the trainee teachers’ lesson plans and resources made in phase 1 could be re-used by other teachers and learners in other schools. In addition, resources about waste, energy and pollution and a film (Wall-E) was purchased through public external funding.

Dissemination was sought through digital means namely contact through pre-existing educational and environmental networks in the Barcelona area. Dissemination also included the creation of a blog, entitled “A Better World / Un Mon Millor” (https://betterworldschools.com/) by the teacher trainer and a university student assistant where trainee teachers could have their (unpiloted) lesson plans and resources uploaded. This resource was also shared with other students in the Education faculty of the same university from other years so that they could also contribute to it and use them.

4. Discussion

The project, from its conception to the realization through the different phases, showed how a number of conceptual frameworks pertaining to sustainability could be combined with complementary pedagogical approaches to create a project that was “collaborative”, “action-oriented” and “transdisciplinary” in nature (Junyent, Cebrián and Mulà, 2018). The conceptual frameworks of Junyent and Cebrián (2014; 2015) supported the creation of the project in order to develop key sustainability competencies. In addition, the project showed how:

1. language learning approaches namely task-based, project-based learning and CALL could be successfully combined;
2. the dual focus of language learning and content learning (the content) can be integrated with the use of digital and non-digital tools (the means);
3. projects could work across educational levels (in this case a school and a university) in a transdisciplinary way; and
4. human and digital networks were utilized collaboratively for transferring knowledge, and creating and sharing resources for re-use.

While this project focused on the collaborative efforts between a university and school for shared common goals and purposes, the results echo Levy, Gimeno, Barr and Blín’s (2015) point about the importance of collaborative endeavours between teams that go beyond individual institutions and national borders. Not only do such collaborative efforts strengthen the ongoing sustainability of CALL (Levy, Gimeno, Barr and Blín, 2015) but such collaboration can sustainably support the teaching of issues about sustainability using CALL.

The project adds to previous practical examples of teaching and learning activities and materials developed by English teachers such as those showcased by Maley and Peachey (2017). The project also highlights how computer use cannot only be integrated as a small element in the teaching about sustainability issues, but can also be an underpinning sustainable thread within it. Furthermore, it highlights how computers can be used as a “means of implementation” to achieve the SDGs as it cuts across all SDGs. Finally, technology use, specifically tools for CALL, can also successfully support sustainability competencies. These competencies, according to Junyent, Cebrián and Mulà (2018) can be developed through self-directed learning, participation and collaboration with partners within and beyond the institution. These aspects characterized the project across the phases, particularly phases 1 and 2.

Although phase 3 was not the focus of this paper, the materials and activities piloted in phase 2 have been collated in order that other teachers and schools can borrow them free of charge. This is with the aim of extending participation and collaboration between teachers and schools as well as to...
While this project focused on the collaborative efforts between a university and school for shared common goals and purposes, the results echo Levy, Gimeno, Barr and Blin’s (2015) point about the importance of collaborative endeavours between teams that go beyond individual institutions and national borders.”

Acknowledgments

I would like to acknowledge Baixeras School in Barcelona for their commitment to education for sustainability in the everyday experiences of the children who attend the school. I particularly thank Deborah Castel-Hughes and Maria Vallès in collaborating on this project and dedicating time to see it through. I also thank the headteacher, Mercè Vilalta i Miquel and all the other members of staff who were encouraging in the project’s evolution. I thank Andrew Rance (at the UIC) for discussing and offering fun and innovative ideas for the project and for translation support for the trainee teachers. Finally, I would like to acknowledge the work of Beatriz Pérez Manén and thank her for her significant role in creating the blog.

I also thank and acknowledge the Council of Barcelona (Ajuntament de Barcelona) for funding phase 3 of the project so that other primary school teachers and children in Barcelona can benefit from its outcomes.

Notes

1 The components were originally published in Spanish in 2014 and subsequently published in English in 2015.

2 The reflection was that after piloting the project between university students and school children it was fitting to make the teaching and learning materials created for schools re-usable by other teachers and learners.


4 Link to the plurilingual glossary on Sustainable consumption can be found here: https://docs.google.com/document/d/1LKX-evje44f29TER6PNiq9jQRFxkNZE6ndX5wHgefAY/edit?usp=sharing

Limitations

This project focused on the “use of” digital technologies for leveraging or harnessing support for achieving SD goals. However, future teachers and schools may also want to consider the “consumption of” technologies which implies addressing issues of purchasing and life span of the tools purchased. As digital technologies become more powerful, they become obsolete quicker than older versions and can also have a shorter shelf life as schools reach for the latest gadgets as products. This is important because teachers and schools that wish to use digital technologies should conceivably reflect on this aspect of sustainability as it can lead to e-waste (Ng & Nicholas, 2013; De Jager, 2015). Chromebooks for example, a popular purchase in many schools, have a limited lifespan. This means that there is a point at which they will no longer receive software updates or they can become an insecure system within four to five – or even six and a half years – (Raphael, 2019) although newer Chromebook models have a lifespan of eight years according to Google (Hodge, 2020). This highlights that digital technology “use” must come from a holistic understanding beyond simply their use to include consumption and lifespan as sustainability issues. This means that educational institutions cannot validate the outcome or Return On Investment (ROI) in information technologies in terms of a simple input-output analysis. In this sense, schools and universities as institutions might also become agents of change in this respect, as such important purchasing decisions are typically beyond an individual teacher’s remit or control.
However, in subsequent courses that have adopted these two phases (i.e. with pre-service teachers in their 3rd year), university students were able to carry out their own task sequences in the school, which the author deems as having more transformative potential for pre-service teachers.

These were put together as a “pack” and made available to teachers of the school. From this process, the idea for phase 3 emerged – an idea that would involve other schools in Barcelona.

External funding for phase 3 was kindly provided by the Ajuntament de Barcelona (Barcelona Council).

References


Teaching about sustainable consumption with sustainable tools

Knight, J.

world/Pages/report-hlpf-2017.aspx


Appendix A
Project introduction and instructions
https://docs.google.com/document/d/1ahMT8MH5YLj5RBct_8r4a7v2u4a7clPl0JGi0CS7-Bg/edit?usp=sharing

Appendix B
Post task activity for children aimed to develop future/alternative scenarios

My sustainable Barcelona

What does a sustainable Barcelona look like? Does it have cars or bicycles? Is there pollution in the sky or is it clean? Is there waste on the street or do people recycle? Draw what you imagine. You can use your poster to help you.
Appendix C

Lesson plan

TBLL planning template 2 (Willis model)

<table>
<thead>
<tr>
<th>AUTHOR: Janine Knight</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNER AGE/ENGLISH LEVEL:</td>
</tr>
<tr>
<td>2nd Primary</td>
</tr>
<tr>
<td>A1-B1</td>
</tr>
<tr>
<td>CONTENT, THEME OR TOPIC:</td>
</tr>
<tr>
<td>Sustainable Consumption</td>
</tr>
</tbody>
</table>

PREVIOUS KNOWLEDGE AND/OR EXPERIENCES NEEDED:
Children understand some principles about materials that can be recycled or not, as they are asked and taught to use other means to wrap their snacks in, rather than aluminum foil. This idea is elaborated in a project in P5 about the “foil monster” before they arrive at Primary school.

The school is a “green school”: they are signed up to the Catalan government’s “escoles verdes” campaign. The children experience recycling through the creation of art works in many of their classes.

The class is International in the sense that many parents were born outside of Catalunya. Therefore, some children already understand and/or speak English as an additional or heritage (parental) language. The child understand basic questions such as “what is it”? but most need scaffolding for more complex questions such as “where do we live”?

CONTENT OBJECTIVES AND EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Evaluation criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify some of the problems that the earth faces with respect to sustainable living (awareness)</td>
<td>Problems humans and the earth face</td>
<td>Can match the problem word with the problem picture i.e. energy, pollution, waste</td>
</tr>
<tr>
<td>Classify which purchases, usage and disposal habits are more sustainable than others (decision making and actions)</td>
<td>Sustainable purchases, usage and disposal habits that are more or less sustainable</td>
<td>Can point and/or say which usage, purchase or waste disposal method (out of a choice of two) is better for the planet and why Can classify images of purchases, usage and disposal habits according to whether they are more or less sustainable</td>
</tr>
<tr>
<td>Present a future/alternative scenario visioning (post task)</td>
<td>Future sustainable scenarios</td>
<td>Can represent what a future scenario of a sustainable Barcelona looks like e.g. with recycling bins, with cycles, trees etc.</td>
</tr>
</tbody>
</table>

LANGUAGE OBJECTIVES AND EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Evaluation criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and identify some of the problems that the earth faces with respect to sustainable living (awareness)</td>
<td>Problems humans and the earth face</td>
<td>Can recognize familiar words and very basic phrases concerning concrete surroundings and personal relevance (LISTENING A1-B1) Can read and match 3 keywords and match them to the corresponding image (READING A1)</td>
</tr>
</tbody>
</table>
### CONTENT OBLIGATORY LANGUAGE

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pollution</strong>: masks, chemicals, sky, sea, transport, cars, bicycle, walking.</td>
<td>Is more/less sustainable than… Better for the planet Earth</td>
</tr>
<tr>
<td><strong>Energy</strong>: less energy/ more energy, light on, light off, lots of, mobiles, computers.</td>
<td></td>
</tr>
<tr>
<td><strong>Waste</strong> - Re-use – Recycle plastic, cloth, sandwich wrap, foil, shampoo bar, shampoo bottle, metal bottle, plastic bottle.</td>
<td></td>
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</tbody>
</table>

#### DEVELOPMENT

(Duplicate cells as needed)

#### APPENDICES

(List/description of materials included)

#### REFERENCES/SOURCES

(List any materials that you have used from other books, websites, etc. for inspiration, using APA 6th edition style)

## 1. PRE-TASK

### Description:
Introduction to looking after the earth – teacher mimes
Using the globe as a prompt, teacher asks: Where do we live? Do we live in Africa? Do we live in Australia, Do we live in America? Where do we live? Children explain and T and S look on globe together
T introduce the 3 BIG problems that we need to solve
T put flashcards ‘problem 1’, ‘problem 2’ and ‘problem 3’ on the wall.
Using the picture cards as clues, T elicit what the children think the problems are, one by one. Finally, T presents children with ‘word cards’ with ‘energy’, ‘pollution’ and ‘waste’ on and children have to match the problem words with the pictures/problems.
T and S read and say aloud the three problems. T says that she wants to go shopping and using objects and pictures asks children to say which object/action is better for the planet Earth and why. Teacher use examples to model classifying e.g. using a car or bicycle?, leave the light on or off..? using a plastic bag or a cloth bag? using foil or a sandwich wrap. T let the child have the object/image if they guess correctly.

### 1.1. Materials for students:

### 1.2. Materials for teacher:
- globe
- big flashcards with ‘problem 1’?, ‘problem 2’? and ‘problem 3’? on the wall.
- big picture flashcards (2 or 3) for each problem
- big word cards for each problem: ‘energy’, ‘pollution’, ‘waste’

#### Objects and images:
- plastic vs cloth bag (object)
- metal flask vs (one use) plastic bottle
- shampoo bar vs shampoo bottle (object)
- foil vs paper sandwich bag (object)
- lots of lights on or switch off (image)
- bicycle or car use (image)
- fruit and vegetables with packaging on or without packaging (image)
Teaching about sustainable consumption with sustainable tools

**Interaction/grouping:** Group of 10-13

**Timing:** 10 min

### 2. TASK preparation

**Description:**
Teacher explains that the children are going to make a poster about their actions and objects we use that are better for the planet earth. T mime thumbs up and looking after globe.

T show S little cards in an envelope and start to classify with them e.g. Which is more sustainable (thumbs up) or less sustainable (thumbs down) for the planet Earth? Ss start to classify using the little cards (whole group).

Task children to now work in pairs and make their own posters, classifying their own picture cards in their envelopes.

**Interaction/grouping:** Group of 10-13

**Timing:** 5 min

#### 2.1. Materials for students:
- empty poster with 'more sustainable' and 'less sustainable' on each side.
- big poster paper
- model of poster (frame for classifying)
- envelope of little cards to classify

#### 2.2. Materials for teacher:
- empty poster with ‘more sustainable’ and ‘less sustainable’ on each side.
- big poster paper
- model of poster (frame for classifying)
- envelope of little cards to classify

### 3. TASK (Classification)

**Description:**
Children work in small groups making their own posters. They have to decide which actions, purchase or use of objects are more/less sustainable. Teacher circulate around the groups discussing what children have decided and confirming if they are all correct.

**Interaction/grouping:** Groups of 2-3

**Timing:** 30-35 min

#### 3.1. Materials for students:
- small cards in an envelope, each with a more or less sustainable option on each side
- dig poster paper
- 13 glue sticks
- 13 scissors
- coloured pens

#### 3.2. Materials for teacher:
- small cards in an envelope, each with a more or less sustainable option on each side
- dig poster paper
- 13 glue sticks
- 13 scissors
- coloured pens

### 4. POST TASK(S)

**Description:**
Children can choose from doing a word search with the key words on and/or create their own drawing of 'My sustainable Barcelona'.

**Interaction/grouping:** Individual

**Timing:** 5-10 min

#### 4.1. Materials for students:
- Handouts
- Coloured pens

#### 4.2. Materials for teacher:
- Handouts
- Coloured pens
## Appendix D

Problem Flashcards integrated as part of the pre-task activities

<table>
<thead>
<tr>
<th>PRE-TASK RESOURCES</th>
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<tbody>
<tr>
<td><strong>GLOBE</strong></td>
<td>Where do we live?</td>
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<table>
<thead>
<tr>
<th>(FLASHCARDS)</th>
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<tbody>
<tr>
<td>Guess the problem and match with the images</td>
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<table>
<thead>
<tr>
<th>Problem 1</th>
<th>Problem 2</th>
<th>Problem 3</th>
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</thead>
<tbody>
<tr>
<td><img src="https://example.com/waste_image.png" alt="Waste" /></td>
<td><img src="https://example.com/pollution_image.png" alt="Pollution" /></td>
<td><img src="https://example.com/energy_image.png" alt="Energy" /></td>
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</table>

<table>
<thead>
<tr>
<th>OBJECTS</th>
<th>CARDS</th>
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</thead>
<tbody>
<tr>
<td>Foil vs paper sandwich bag</td>
<td>Lights on vs Lights off</td>
</tr>
<tr>
<td>Shampoo bar vs shampoo bottle</td>
<td>Fruit with packaging on vs fruit on a market stall</td>
</tr>
<tr>
<td>Reuseable flask vs one use plastic bottle</td>
<td>Child on a bicycle vs children in a car</td>
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<tr>
<td>Cloth bag vs plastic bag</td>
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<table>
<thead>
<tr>
<th>(FLASHCARDS AND OBJECTS)</th>
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<tbody>
<tr>
<td>What is better for the planet/more sustainable? Why?</td>
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<table>
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<tr>
<th>TASK PREPARATION</th>
<th></th>
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<tbody>
<tr>
<td>What is more sustainable</td>
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<table>
<thead>
<tr>
<th>Plus</th>
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<tbody>
<tr>
<td>Envelope with pre-prepared cards made by teacher trainees (UIC)</td>
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Music as a Tool for Foreign Language Learning in Early Childhood Education and Primary Education. Proposing innovative CLIL Music teaching approaches.

BERTA TORRAS VILA
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The present paper aims at promoting pedagogical reflection by providing the theoretical foundations on the connections between foreign language learning and music, which shapes a CLIL Music program named MOVIC (Movement & Music in English). It also encourages the implementation of CLIL Music approaches in the English as a Foreign Language (EFL) classroom. The paper focuses on the benefits that music brings to EFL classrooms, as well as contextualizes the current situation in the Spanish education system and the pedagogical possibilities that the use of music encompasses. Finally, it presents the EFL approach to MOVIC, together with a sample activity, and it provides a series of pedagogical implications for foreign language teachers and policymakers.

KEYWORDS:
English; Music; CLIL; innovation

Aquest article té com a objectiu promoure la reflexió educativa proporcionant els fonaments teòrics sobre les connexions entre l'aprenentatge de llengües estrangeres i la música, el qual configura els pilars d’un programa CLIL de Música en anglès anomenat MOVIC (Movement & Music in English). També pretén fomentar els enfocaments CLIL de música a les aules d’anglès com a llengua estrangera. L’article presenta els avantatges que la música aporta a l’aula d’anglès, a més de contextualitzar la situació actual del sistema educatiu espanyol i les possibilitats pedagògiques que comporta l’ús de la música. Per últim, presenta l’enfocament pedagògic de MOVIC, juntament amb un exemple d’activitat, i seguidament exposa un seguit d’implicacions pedagògiques per a educadors de llengües estrangeres i polítics educatius.

PARAULES CLAU:
anglès; música; AICLE; innovació
1. Introduction

English as a foreign language (EFL) in Spanish primary schools is considered one of the most relevant subjects in the curriculum due to the importance that this language has gained for career and personal development (Torras-Vila, 2016). However, numbers from the CIS (Centro de Investigaciones Sociológicas) indicate that 61.4% of Spanish adults claim to be unable to speak or write in English (CIS, 2014). Similarly, data from The European Survey on Language Competences (ESLC) reported poor results among those students who had limited opportunities for meaningful interactions through the target language (among them, Spanish students). The same study concluded that 63% of Spanish students could not understand oral English after finalizing compulsory secondary education (INEE, 2012). Thus, many factors should be adjusted and evaluated to improve students’ proficiency in the so-called “lingua franca” (Caine, 2008).

At present, Content and Language Integrated Language (CLIL) has become a relevant teaching approach all over Europe (Escobar Urmeneta, 2019) and, very remarkably, in Spain. This approach became one of the most widespread strategies expected to help beef up students’ low command of English (Somers & Evnitskaya, 2014). In the case of Catalonia, as Escobar Urmeneta and Nussbaum (2010) argue, there is a strong demand among Catalan society for foreign language learning (FLL). Policymakers and institutions strive to contextualize language within meaningful content-based learning opportunities that help students see language as a communication tool to provide them with the demanded skills to live in a multilingual Europe.

In this paper, I will try to theoretically test an innovative approach to the teaching of EFL through Music activities which I developed and which is directed at students in the Early Childhood and Primary education stage. This innovative approach is called MOVIC (MOVement & MusiIC through English). Such a program was designed in the belief that there is a wide range of musical possibilities beyond the common use of songs in the EFL classroom (Viladot & Casals, 2018). Having worked as a primary teacher in Catalonia, having specialized in the teaching of Music and, later on, having researched FLL, the idea of bringing such dual knowledge together seemed creative and inspirational. Furthermore, by bringing together music and foreign language teaching, the integrative didactic approach I propose is in line with the Recommendation of the Parliament and of the Council on Key Competencies for Lifelong Learning (Comission of the European Communities, 2006) and with Casals and Viladot’s (2011) call for the development of good teaching practices. Music as a tool for foreign language learning

2. Literature: Music as a tool for language learning

The theoretical framework presented in this section was developed on the basis of the activities that constitute MOVIC as a program. Considering the typology of activities used in this program (see section 3), this section presents a bibliographic revision with salient theoretical foundations that address the benefits of using music and research that reinforces the need for CLIL Music teaching practices.

Music seems to enhance learning processes, and it is connected with our brain’s capacities (Lee, 2009). The neuroscientist Stefan Koelsch (2005) stated that:

“Human brain processes music and language with overlapping cognitive mechanisms, in overlapping cerebral structures […] that music and speech are intimately connected in early life, that musical elements pave the way to linguistic capacities earlier than phonetic elements and that melodic aspects of adult speech to infants represent the infants’ earliest associations between sound patterns and meaning, and between sound patterns and syntactic structure” (Koelsch, 2005, p.211).

From a neurological standpoint, there seem to be strong connections between language and music. There seem to be positive effects of music training on brain and cognitive development in children between 3 to 5 years old (Neville et al., 2008). Even when using music as a background resource
while students work on creative writing tasks appears to boost children’s imaginative capacities, leading to richer texts with more fantasy and more comprehensive vocabulary (Brewer, 1995). Therefore, even the most uncomplicated activity in the EFL classroom can take advantage of music: expressive activities through movement or even through drawing or writing with background music can already boost students’ language learning capacities.

Concerning language and music, there seem to be powerful connections between them as they are both used for communication, have a rhythmic nature, and are orally transmitted (Griffée, 1995). Music is considered one of the nine Multiple Intelligences listed by Gardner (1983), who pointed out that individuals have different aptitudes and that all of them should be cultivated in schools. In line with the proposals of the “European Music Portfolio project: A Creative Way into Languages (EMP-L)”, linguistic work can be developed through music-related activities, which include not only singing but also a wider range of possibilities (Viladot & Casals, 2010). In fact, musical activities seem to be a powerful resource to promote foreign language acquisition. García and Juan (2015, p. 88-89) classify the benefits of music for language teaching purposes as linguistic, affective and physical. Firstly, according to these authors, linguistic benefits include vocabulary learning, listening and speaking skills, pronunciation, language functions and auditory discrimination, among others. Secondly, songs also encompass affective benefits that derive from fun activities that motivate and engage students, creating a lively atmosphere in the classroom. Finally, using songs and music in the classroom also seems to be beneficial to breathe and control one’s voice, or to improve students’ coordination through the combination of singing with movement.

Following, some of the theoretical foundations and empirical studies that support the use of music in FLL contexts are presented. First, section 2.1. is dedicated to the powerful relation between singing and listening to songs with lyrics (a spread EFL teaching practice) and FLL. Next, section 2.2. aims to introduce the benefits of using musical activities and resources other than songs in the EFL classroom. Section 2.3. puts forward further aspects that boost FLL when using music: affective factors as well as human and holistic aspects such as community and creativity.

### 2.1. Singing and listening to songs with lyrics

The use of songs in EFL classrooms, whether through singing or listening to songs with lyrics, is a widely popular resource among foreign language teachers. Casals and Viladot (2011) address a reality: foreign language teachers and Early Childhood education teachers often use musical resources in their classrooms. The authors imply a link between the use of music resources and the first stages of FLL. At the same time, they reassure that this kind of input does not lose effectiveness at more advanced educational stages and, thus, should be promoted with older students as well. In fact, the reasons supporting the use of songs for foreign language purposes are numerous. Songs can help students to work on vocabulary, grammar, speaking, pronunciation, listening, reading, and even writing (Ludke, 2009). In this sense, Gatbonton and Segalowitz (1988) state that songs contribute to automatizing language development processes. They refer to “automaticity” as “a component of language fluency which involves both knowing what to say and producing language rapidly without pauses” (Gatbonton & Segalowitz, 1988, p. 473), a cognitive reason that supports the use of songs in the classroom. Furthermore, songs provide opportunities for repetition without boredom (Garcia & Juan, 2015). Language learning and singing can complement each other. When we sing, not only are we practicing the language, we are also acquiring music skills such as volume, pauses, stress, tone, pitch, and rhythm. In the same vein, singing and listening to songs in a foreign language boosts students’ linguistic capacities through “enchanting melodies, varying rhythm and image-evoking lyrics, which appeal to multidimensional development of human intelligence” (Shen, 2009, p. 90).

Two aspects that come hand in hand with the use of songs in FLL contexts have been widely researched and, thus, are presented in the next sections, namely, the effect of songs on the acquisition of new sounds and intonation patterns, and memory reinforcement and the acquisition of vocabulary.

#### 2.1.1. Listening and Speaking skills: new sounds and intonation patterns

Through the practice of listening to (or singing) songs, children acquire different rhythms and intonation patterns that foster their listening skills (Millington, 2011). Similarly, rhythm, intonation and melody help to acquire foreign language pronunciation, since music can be effective in improving phonetic skills in a variety of ways (Ludke, 2009). Research on the impact of songs in the acquisition of L2 pronunciation has been carried out with different age


“Singing and listening to songs in a foreign language boosts students’ linguistic capacities through “enchanted melodies, varying rhythm and image-evoking lyrics, which appeal to multidimensional development of human intelligence” (Shen, 2009, p. 90).”

ranges. However, regardless of the students’ age, the issue we raise in this article remains the same: “there is probably not a better nor quicker way to teach phonetics than with songs” (Leith, 1979, p. 540).

Saffran, Loman and Robertson (2000), as cited in Lee (2009, p. 30), carried out a study that found that “infants possess learning and memory abilities for music parallel to those they possess for language.” Spicherand Sweeney (2007, p. 39) argued that “research into the connection between music and long-term memory provides an interesting and valuable basis for establishing a musical pedagogy that addresses pronunciation.” Concerned about the difficulties to achieve native-like pronunciation, an issue that has been questioned within the mainstream SLA field, (Cook, 2002; McKay, 2002), Spicher and Sweeney reported that folk music and its ability to stimulate long-term memory might be used effectively to learn target language (TL) patterns. By analyzing Hungarian folk songs, it was found that “the musical contours of the melodies reflected the prosodic patterns of the spoken language itself” (Kodály, in Spicher & Sweeney, 2007, p. 37). Following the same idea, Staum (1987), as cited in Spicherand Sweeney (2007, p. 40), showed that “musical stimulus creates a desired effect on a speaker’s intonation pattern” and stressed the importance of applying his results to L2 teaching in order to work on stress and duration. Therefore, no matter the students’ age, songs seem to be a powerful resource to help them distinguish new sounds and intonation patterns when learning a foreign language.

Furthermore, research on FLL seems to indicate that musical knowledge helps in the process of learning L2 pronunciation and intonation patterns. For example, Font-Rotchés and Cantero Serena (2009) considered melody or prosody a fundamental language element. Similarly, musical aptitude seems to contribute to the development of listening and auditory discrimination skills as well as the mimetic reproduction of sounds and melodies (the capacity to imitate new sounds or melodies), vital skills for both learning fields (Peynircioglu et al., 2002). Gilleece (2006) indicates that there is a direct relationship between musical and linguistic aptitudes, which leads to the assumption that music skills may facilitate the acquisition of foreign language pronunciation. Several studies indicate that learners with musical aptitude seem to pronounce better in a foreign language (Milovanov et al., 2004; Milovanov et al., 2010; Peynircioglu et al., 2002; Spicher & Sweeney, 2007). In a study carried out by Peynircioglu et al. (2002), children in the high musical aptitude group did much better in phoneme deletion tasks than those in the low musical aptitude group. The researchers pointed out that success in manipulating linguistic sounds might be related to awareness of distinct musical sounds. Even though they referred to the participants’ first language, results might be extendable to second language learning. Milovanov et al. (2004, p. 718) showed that “the pupils with specialization in music were found to pronounce English better than pupils who did not specialize in music education”, while they resolved that “music and linguistic abilities may share neural resources”. In a different study, Milovanov et al. (2010) aimed at analyzing L2 production and discrimination skills and their connection to musical aptitude, which seemed to be strongly correlated. They argued that “the role of musical aptitude seemed to occupy an important position in explaining the individual differences in varying phonemic production skills” (p. 59).

Thus, it is essential to bear in mind this reality in order not to leave behind the music-related objectives in EFL classrooms, as such objectives might contribute to the development of students’ music skills. Such music skills might help them to acquire foreign language phonemes, intonation patterns and sounds. Accordingly, learners might better acquire the L2 pronunciation by listening to new vocabulary within intonation patterns and English prosody, while they can use them in contextualized sentences with significant meaning.

2.1.2. Memory and vocabulary acquisition

Singing and listening to songs also seem to contribute to memorizing information and acquiring vocabulary (Kušnierek, 2016; Ludke, 2009). Music can captivate us through time and space. Music and rhythm are part of young children’s language learning processes, as “they make it much easier to imitate and remember language than words which are ‘just spoken’” (Moya et al., 2003, p.75).

Numerous studies researched the relationship between music and memory. For example, Kušnierek’s (2016) study with primary school students speaks in favour of using songs in language teaching as music seemed to foster lexicon memorization. Research with adults may also provide valuable insights into the benefits of music for FLL purposes. Thus, experimental research with adults reported that participants showed better long-term memory when a series of
“Learners might better acquire the L2 pronunciation by listening to new vocabulary within intonation patterns and English prosody, while they can use them in contextualized sentences with significant meaning.”

words were sung rather than presented in the spoken version (Rainey & Larsen, 2002, p. 184). The authors attributed their results to the fact that “the memory for the lyrics and melody in a song are integrated to some extent”. Likewise, Wallace (1994) carried out several investigations which gave support to the assertion that melody enhances text recall, while McElhinney and Annett (1996), as cited in Rainey and Larsen (2002, p. 175) argued that “the integration of melody, rhythm, and text provided by the musical presentation may enhance recall by promoting better organization of the information.” Schön et al. (2008) found that word boundary learning was significantly enhanced when listening to a continuous stream of nonsense words which were sung, instead of heard in a monotone speech. Their main claim was that “learning a foreign language, especially in the first learning phase wherein one needs to segment new words may largely benefit from the motivational and structuring properties of music in song” (Schön et al., 2008, p. 982). Lee (2009, p. 30) also reported that while working on call and response songs with young learners, we would “help to improve memory, encourage the social skill of taking turns, reduce anxiety and increase confidence”.

Another strong case for using songs to enhance FLL was made by Medina (1990), whose results noted that songs could increase vocabulary acquisition. Medina powerfully addresses the importance of songs in the EFL classroom, asserting that they should be used more often to learn and teach words in the TL. New words will serve as comprehensible input that might contribute to the acquisition of other terms. In relation to this, Murphey (1992) highlights the significance of what happens when songs get stuck in one’s head: that human beings foster “earworms,” explaining what happens when we can recall a song we listened to many years ago. Finally, Murphey (1987) argues that younger children might retain more and better if songs and actions are combined, which is why songs can be accompanied by gestures and movements (Forster, 2006).

2.2. Music teaching practices that go beyond singing

There are plentiful musical resources other than songs that might also benefit FL teaching and learning. Listening to music, rhythmic vocalization, dancing and moving, reading music, improvising and composing, playing instruments, conducting music and exploring sounds are other types of musical activities that open up infinite possibilities and resources (Viladot & Casals, 2018). While songs are often used as a widespread resource in EFL classes, these are often the only musical resource employed (Casals & Viladot, 2011).

As presented in the introduction, CLIL Music approaches that reinforce musical aspects and skills commonly forgotten in the EFL classroom could benefit from broadening the scope of possibilities to blend these two fields and to improve EFL teaching practices through innovation. Several researchers have addressed this issue. Willis (2013), for instance, presents a series of CLIL Music activities for EFL teachers while providing arguments why these can also contribute to EFL teaching. These activities address musical aspects such as composing and performing class music (story-based music or musical pictures), making musical patterns or listening and experimenting with sounds, apart from learning and performing songs and rhymes.

The “European Music Portfolio: A Creative Way into Languages”, a Comenius multilateral project, which was part of the European Framework of the Lifelong Learning Program (Commission of the European Communities, 2006) and developed during the 2009-2012 period, was a powerful attempt to shed some light on the interrelationship between music and language. It worked towards the integration of these two fields in the classroom while advocating against the disciplinary compartmentalization of knowledge. It aimed to empower teachers to use music and language as two potent compelling learning tools that, when integrated,
led to creative, communicative, and cultural activities that had strong holistic educational potential (Viladot & Casals, 2018). Following this call, Viladot and Casals (2010), Casals and Viladot (2011), Viladot and Cslovjescek (2014) offer a wide range of pedagogical proposals addressing CLIL Music within the context of the European Music Portfolio.

Similarly, Ćirkovic Miladinović & Milić (2012) address the role of emotions, motivation and students’ mood as key factors to support CLIL Music approaches. They present an example of using a specific music composition in an EFL class: “The Carnival of the animals”, a musical suite of fourteen movements by Camille Saint-Saens that becomes the music-content focus of an EFL class. Hence, a wide range of musical activities can enormously benefit FL learning contexts. Whether through rhythmic games, movement activities to acquire the ability to keep the beat, performing, playing instruments or dancing, foreign language learning and teaching can be widely explored within every of these exemplary activities.

2.3. Factors beyond the typology of music activities: further aspects that boost FLL

When using music as a tool for foreign language teaching and learning, some of the negative aspects that are usually present in the FL classroom (e.g., low levels of motivation, high levels of anxiety…) seem to be minimized if music comes into play. Sections 2.1. and 2.2. showed the broad scope of music teaching practices that can positively impact FLL. The following subsections aim to go beyond the linguistic factors that can be improved through activities like the ones presented so far (singing, listening, playing instruments, performing creations…) and outline research on how music contributes to further aspects that seem to be favorable for the EFL classroom.

“A wide range of musical activities can enormously benefit FL learning contexts. Whether through rhythmic games, movement activities to acquire the ability to keep the beat, performing, playing instruments or dancing, foreign language learning and teaching can be widely explored within every of these exemplary activities.”

2.3.1. Affective factors

Being a widely researched field, it is thus paramount to address these issues when discussing FLL. While focusing on the musical aspects of a song or its meaning, students might find it easier to use language more naturally in the classroom, and anxiety levels, which is usually found in L2 classrooms, might eventually fade. The use of Music and teaching practices that aim to enhance students’ musical skills through singing, dancing, performing or listening might boost their investment in EFL classroom activities. In fact, music seems to affect our emotions (Griffee, 1995; Ćirkovic Miladinović & Milić, 2012). MacIntyre and Gregersen (2012, p. 103) highlight the role of language anxiety and emotions in the L2 classrooms, describing language anxiety as “the feelings of worry and negative, fear-related emotions associated with learning or using a language that is not an individual’s mother tongue”. Using the TL to sing and to move around the classroom having a good time might encourage students to feel less anxious and more confident using the L2. As explained above (see section 2), García and Juan (2015) refer to affective and physical factors when discussing how music can contribute to a better classroom atmosphere.

Using the TL as a communicative tool to enhance musical knowledge and practices appears to be a helpful tool to reduce anxiety in the L2 classroom, to provide relaxation and, as a consequence, to improve language learning (Griffee, 1995; Lo and Li, 1998; Shen, 2009). As Saber and Fahandejaadi (2016, p. 82) state, “music lowers affective barriers and assists in making students more relaxed, thereby more receptive to language learning”. Furthermore, music seems to have therapeutic functions as it promotes self-esteem, whether it is through self-satisfaction (Gaston, 1968) or group work (Abril & Gault, 2008).

According to Spicherand Sweeney (2007, p. 36), “language anxiety studies suggest that anxiety primarily inhibits listening and speaking in the TL, often for fear of sounding wrong.” In fact, Horwitz et al. (1986, p. 128) reported that “no other field of study implicates self-concept and self-expression to the degree that language study does” while they strongly advice teachers to do their best to make the learning context as anxiety-free as possible.

In the same vein, children and teenagers are easily engaged when music comes into play. The topic of music seems to draw the attention of youngsters and, in fact, numerous empirical studies have shown how the use of music increases students’ motivation towards FL learning. Millington (2011, p. 136) addresses students’ interest in music and songs in particular, as they “bring variety to the everyday classroom routine,” and it is this variety what “stimulates interest and attention”.

Thus, music education influences students’ motivation (Hallam et al. 2015; Hinshaw et al., 2015). Regarding this idea, the construct of investment rather than motivation might better suit the teaching and learning approach this article stands for. Inspired by Bourdieu’s (1991) work,
Norton developed the construct of investment (Norton, 1997), believing that it better explains and describes the complexity of reasons for wanting to master a target language. It is precisely because the identity approach explores SLA as a sociocultural practice that motivation is investigated as something related to social relations and individuals’ interactions and life practices.

Finally, an empirical study by Baumgartner et al. (2006) showed the extent to which music can provoke emotions. In this sense, having fun in the English classroom through dancing, singing, performing, or listening to music pieces might help change the view that many L2 students have towards learning languages, which is generally seen as a mere subject and not as a motivating tool for communication.

2.3.2. The human side: personal bonds, community and creativity

Last but not least, this article pretends to make a strong claim towards the importance of music education among future generations of world citizens. Raising individuals with values such as empathy, self-esteem, self-knowledge, and respect towards oneself and others is not an easy task. However, it is, without a doubt, essential for our future society. The work on personal values and the development of interpersonal relations should be integrated into educational institutions’ day-to-day life. In this sense “the connections music makes between thinking, learning and emotions” (Davies, 2000, as cited in Lee, 2009, p. 30) might positively contribute to such a task.

Moreover, the awareness of such connections should encourage all teachers to include music in their lesson plans, school projects, and community service projects as much as possible. Music seems to be a tool to comprehend better towards learning languages, which is generally seen as a mere subject and not as a motivating tool for communication.

In this sense, a good classroom atmosphere is also achieved when strong personal bonds are created and when a sense of community is constructed. Music is a tool that enhances personal connections as children or teenagers sing, play, dance or listen to music together. It creates community, and it is this sense of community that shapes societies. Music is a powerful tool not only to promote a lively atmosphere in the classroom but also to furnish a sense of rootedness and interconnectedness among children and, thus, among future citizens (Jorgensen, 1995). Following this idea, the need to educate children holistically by providing them with the necessary tools to manage emotions, make decisions, and reflect on personal practices is another issue that should not be left aside when discussing education.

As seen in section 2.3.1., music has been identified as a key factor to improve classroom atmosphere. Music has always been considered a social and community practice that connects individuals. So, undoubtedly, making music, singing together or dancing together in the classroom are highly social activities that create a sense of community. In this sense, and following the identity approach to SLA (e.g., Norton, 1997), creating a classroom community of practice (Lave and Wenger, 1991) in which the target language is used to engage in music activities might make it easier for students to feel legitimate users of this language and might encourage them to normalize the use of the L2. In fact, empirical studies analyzing the role of music in certain communities support the idea that music enhances communities’ sense of belonging (Boyd, 2018). Similarly, Marsh (2012) states that music education contributes to feeling part of a group and to a sense of community. Eerola and Eerola’s (2014) and Marsh’s (2012) studies, although done in two very different settings, argue that music education fosters coexistence and satisfaction within schools.

To conclude, the values that the 21st century schools should promote have been addressed from many different perspectives. When discussing what it means to be educated in today’s world, Robinson & Aronica (2016) put creativity at the core of the discussion. This author argues that it is creativity and the critical thinking it encompasses what helps individuals to find new ways of doing things and reflecting on the results of personal decisions. Therefore, the use of music in schools might be a source of endless possibilities to encourage artistic creation and everything that goes along with it (Viladot & Casals, 2018).

3. MOVIC: Movement and Music in English. A CLIL music proposal

The theoretical framework presented in the previous section was developed on the basis of the activities that constitute MOVIC as a program: singing, the practice of rhythmic skills, the ability to keep the beat, listening, creative and artistic expression through music and performances, as well as the partnership between music, self-awareness, otherness and emotional intelligence, body expression and dancing.

MOVIC is an English teaching program that aims to help children in Early Childhood and Primary Education learn English through meaningful and contextualized musical activities. These activities are primarily directed at working on fundamental musical aspects such as the beat, rhythm, sound qualities, musical awareness and body expression. All music activities in this program are embedded within foreign language teaching practices that focus on meaning rather than form. They incorporate EFL teaching strategies such as interactional language scaffolding, the use of corrective feedback, language support, provision of abundant comprehensible input for students and encouragement of output production (Escobar Urmeneta, 2019).
Following, the EFL teaching and learning approaches that shape MOVIC and constitute its main pillars are presented. Notwithstanding, the following EFL teaching approaches are embedded within the musical content that is taught at all times.

**Communicative Language Teaching**

MOVIC focuses on communication and gives importance to how language is used practically, promoting meaningful and real interactions such as dialogues or roleplays that lead to increased motivation, natural learning opportunities and positive personal relationships (Littlewood, 1981). Similarly, all activities provide plenty of opportunities for repetition and comprehensible input as well as encourage output production.

**Task-based language learning**

MOVIC communicative activities follow the pedagogical structure developed by Willis (1996) which consists of a pre-task, task and post-task, independently of the music content that is being conveyed.

**Total Physical Response**

MOVIC activities are inspired by the Total Physical Response teaching method, “built around coordination of speech and action” (Richards & Rodgers, 1986). This approach to teaching intends to reduce anxiety through lively and psychomotor activities that can help learners comprehend, organize and store linguistic input (Cortina-Pérez & Andúgar, 2018).

**Content-Rich Language Learning**

Content-Rich Language Learning (CRLL) is also known as Language-Driven CLIL (LD-CLIL) or soft CLIL (Escobar Urmeneta, 2012). MOVIC activities consider the students’ interest, motivation and fun as its content core, turning the activities into meaningful and relevant communication contexts. To keep children engaged, it is not the linguistic goals that shape MOVIC but the content goals. The selection of language items is, thus, determined by the musical content being conveyed.

**Game-based learning**

A wide range of music games are used in MOVIC. Games often provide a meaningful framework in which musical activities are developed and carried out. Games involve entertainment, motivation and knowledge practice. Hence, a balance is found between the subject matter and the game play (Plass et al., 2015).

**Storytelling**

Music listening activities used in MOVIC can be easily connected to themes or topics that can, in turn, be introduced or further explored through stories. Stories provide endless opportunities for input and output production through repetition and emphasis on new vocabulary and expressions (Cortina-Pérez & Andúgar, 2018).

The use of music in FL classrooms appears to set up a stress-free, natural and meaningful environment that seems to facilitate the process of L2 acquisition (Willis, 2013). In this sense, the purpose of MOVIC follows Stephen Krashen’s distinction between learning and acquiring a language. That is, we can say that Krashen’s (1987) Input Hypothesis supports the use of music in the L2 classroom when music is used to help learners acquire the language instead of learning it.

### 3.1. Sample MOVIC activity (author: Berta Torras Vila)

Following, a sample activity illustrating the dual teaching focus proposed by MOVIC is outlined. This activity can be adapted to different age levels, but the examples and objectives presented here are directed at Early Childhood Education (3-5 years old) or Primary Education students (6-8 years old).

**Sample MOVIC Activity: Rhythmic patterns through food**

<table>
<thead>
<tr>
<th>Focus on:</th>
<th>language</th>
<th>music</th>
</tr>
</thead>
<tbody>
<tr>
<td>To practice rhythmic patterns</td>
<td>Specific vocabulary: food; tastes, verbs such as “breathe in, breathe out, relax...”; verbs such as “love, like, hate”; adjectives such as “delicious, good, bad, awful, yummy”; colours, adverbs of quantity...</td>
<td>To identify rhythmic figures</td>
</tr>
<tr>
<td>To read rhythmic figures</td>
<td>Specific structures and knowledge of language: I love ___ so much; My favourite food is ___; I like/don’t like/hate ___; comparatives; etc. (Adaptable to different ages and levels).</td>
<td>To keep and interiorize the beat</td>
</tr>
<tr>
<td>Pronunciation and articulation</td>
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Sample MOVIC Activity: Rhythmic patterns through food
This activity aims at “playing” with rhythmic patterns as students acquire vocabulary and structures and work on L2 pronunciation. It is usually an introductory activity that helps students feel part of a group, get comfortable around their peers, and settle into a shared class mood.

The teacher starts by asking their students to sit in a circle. First, the teacher shares simple relaxation techniques to set the mood of the class. The teacher performs all actions while exaggerating a bit to facilitate the comprehension of specific structures (e.g. “sit down nice and straight”, “breathe in”, “breathe out”). Once everyone is ready and calm, the teacher starts a discussion by asking students food-related questions (e.g. “What’s your favourite food?”). This is a good moment to introduce vocabulary, as well as adjectives such as “sweet”, “sour”, “delicious”, “yummy”. After that, the teacher asks students to rub their hands by showing them the meaning of this sentence as he/she does it. The aim is to start having fun with this simple action, by asking students to do it slowly, fast, faster, more slowly… (every now and then the teacher can add a fun touch by suddenly saying “stop!”, which students find hilarious). The teacher then asks students to listen carefully and repeat. The teacher plays rhythmic patterns and the students repeat. This activity consists of practicing rhythmic patterns using food-related vocabulary (e.g., cake, cake, chocolate cake; see Figure 1) and engaging in conversations about food. Some proposed words whose number of syllables match the music figures are shown in Figure 2.

This activity can be done as a group but also individually. The teacher asks a student “Do you like____?”. After saying “let me think…”, he/she plays a rhythmic pattern that contains the food the student likes. Something similar can be done with structures such as “What’s your favourite food?”, “Who likes ice-creams?”, “Raise your hand if you like fruit”. Moreover, the teacher can ask for volunteers who want to read music by showing visual flashcards containing some of the rhythmic patterns that they have been practicing. The same activity can be carried out with musical instruments.

Having reviewed some of the most crucial EFL approaches that shape MOVIC and the primary musical skills that are worked on in this programs as well as having provided a sample MOVIC activity, relevant pedagogical implications for teachers, learners and policymakers are outlined in the next section.

Figure 1. Rhythmic pattern

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<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>cake cake chocolate cake</td>
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</table>

Figure 2. Suggested words that match basic rhythmic figures

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<table>
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<tbody>
<tr>
<td></td>
<td>Cake</td>
</tr>
<tr>
<td></td>
<td>Chocolate (muffin, cupcake…)</td>
</tr>
<tr>
<td></td>
<td>Macaroni</td>
</tr>
<tr>
<td></td>
<td>Banana (others: strawberry, spaghetti ….)</td>
</tr>
</tbody>
</table>
4. Implications for teachers and conclusion

To conclude, one might assume that there is a sufficient amount of research that proves the value of music as a tool for L2 teaching. The interdependence among these two curricular fields sets the rationale for taking a CLIL approach that has Music as its core. Hence, music content in CLIL settings not only can address music theory but it can also promote hands-on music teaching activities that focus on fundamental musical aspects such as the ability to keep the beat, rhythmic patterns, sound qualities, instrumentation or sensitivity. Therefore, teaching practices that consider the ideas presented in this article would be promoting a “truly integrated approach, with a dual focus of pedagogical attention” and providing learners “with all the assistance needed to comprehend, produce and negotiate academic messages in the TL adopted as the medium of instruction” (Escobar Urmeneta, 2011, pp. 203-204).

As presented in the introduction, CLIL has become a widespread approach all over Europe and, particularly, in Spain, where English language competence is still low. The urgent need for CLIL approaches and the ideas presented in this article leaves out a question we should ask ourselves. What teacher profile would be ideal for implementing CLIL Music approaches to give equal importance to (and have equal knowledge of) Music content and skills and English teaching strategies? In my opinion, teachers who implement this dual approach should either be English teachers with knowledge in music pedagogy (musical skills and their educational aspects should not be forgotten), or Music teachers with a good command of English who were trained in the fundamentals of foreign language teaching. Even though in Spain “the L2 competence required of CLIL teachers ranges from B2 to C1, depending on the legislation of each autonomous region” (Escobar Urmeneta, 2019, p. 14), having a good command of the language in CLIL settings is vital:

“one condition is indispensable if CLIL programs are to achieve success, namely, that the teachers who carry it out in the classroom must have appropriate and sufficient training in not only subject content, but also in the L2 vehicle they will use to deliver that content” (Escobar-Urmeneta, 2019, p. 17).

Regarding this idea, Casals and Viladot (2011) argue for the need for collaborative work between teachers from both fields and the integration of content and language to establish real connections between these two school subjects and promote holistic learning. Viladot and Cslovjecsek (2014) go a step further and call for the need to develop creative teacher training programmes that are in line with the competence-based type of education that our current society strivestowards. According to Viladot and Casals (2010, p. 3), such connections should be considered when designing teaching approaches and practices, as “processes such as perceiving, listening, imitating and creating are basic elements of both language and music”. Last but not least, one of the main educational challenges nowadays is to move away from discipline-based programmes and fragmented knowledge. In this sense, and following the ideas presented in this article, there is an urgent need for integrated approaches that promote interdisciplinary thinking and put music at the core of further learning opportunities (Viladot & Cslovjecsek, 2014).

The primary purpose of this paper was to state a case for developing EFL teaching practices that incorporate music as a language learning tool. It aimed at making a strong claim for the learning of music, as it presumably enhances other learning processes, including those related to foreign language learning. As demonstrated, several factors are intertwined and testify to the value of using Music to teach English. While working on musical aspects, learners seem to develop other skills that help them acquire the L2 more easily. Contextualized English learning through musical activities and skills, thus, seems to contribute positively to the acquisition of vocabulary, structures and pronunciation in the TL. Furthermore, the present article serves as a strong theoretical foundation to support diverse teaching practices and programs such as MOVIC, with the strong belief that foreign language classrooms should incorporate other music-related practices, apart from singing. As Casals and Viladot (2010, p. 5) argue: there is “a lack of good materials that go deeper into this partnership [of music and EFL], and a lack of training in relation to music resources”. In this sense, this article has been inspired by the objectives behind the European Music Portfolio, in that teachers are highly encouraged to “(re)discover the ability to motivate, develop and enhance language learning through music, in the broadest sense” and to “obtain the training and tools needed to expand the musical activities that are already carried out on a regular basis” (Viladot & Casals, 2010, p. 5).

Therefore, the present article aimed to remind the reader of the multiple connections between music and language that boost integrated teaching and learning approaches that give equal relevance to both Music learning and English learning. There is a wide amount of research presenting CLIL approaches, in which Music themes constitute the content to be taught. However, only a few consider hands-on music activities which focus on working on music skills (e.g., keeping the beat or tuning songs) or on sensitivity, creativity and performance. This article stands on the belief that meaningful activities like the ones presented and defended here are much needed in today’s society, as the compartmentalization of curriculum competences deprives future citizens of holistic learning opportunities.
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Music as a tool for foreign language learning in Early Childhood Education and Primary Education. Proposing innovative CLIL Music teaching approaches.


Developing oral expression during confinement with very young learners

As teachers, we are aware of the fact that hundreds of unexpected things can occur in our day-to-day lives with our students and that being flexible and able to adapt to new situations is one of the most important features of our jobs. But having to deal with a confinement due to the severe COVID-19 pandemic in the whole world was far from expectable. This new and unpredictable situation has obliged us to reconsider our roles as teachers during a long lockdown period and to devise new plans to offer our students effective and motivating distance learning. Needless to say digital technologies take a vital role in this new teaching learning situation, but what happens when the learners are very young and their digital autonomy is not yet developed enough? Moreover, taking into account that the development of oral communication competences is crucial at these young ages when learning a foreign language, how can the teacher foster a distance learning that requires the learners’ oral productions? This article presents two oral activities that were carried out with very young learners during the confinement period and it deals with the strategies and the digital tools used, as well as the procedure followed by the teacher to provide the pupils with the right input and models in order to help them produce good quality outputs in a foreign language. The linguistic demands involved differ substantially from one another, but both activities required a joint effort to create a collective video in which each student’s oral productions were shared with the rest of the group.

KEYWORDS:
confinement; young learners; distance learning; foreign language learning; oral expression; digital tools

PARAULES CLAU:
confinament; alumnes de primària; aprenentatge a distància; aprenentatge de la llengua estrangera; expressió oral; eines digitals
Introduction

The Catalan Curriculum for Primary Education (2015) establishes three competences\(^1\) that make up the oral communication dimension in Foreign Language Education. These competences promote the elaboration and expression of ideas, opinions, feelings and the construction of individual thinking, and consequently, the linguistic development of the students. Taking into account that oral communication is an interactive and multidirectional process that implies producing, receiving and processing information, it is stated that these three competences should be treated in an integrated way.

Considering the fact that during a period of confinement the interactional aspect of oral communication is less present than in an ordinary classroom situation or even not present at all, we must try to find alternative possibilities for our students with regards to oral communication and, especially in relation to oral expression in a foreign language (FL). As it is exposed in the Catalan Curriculum, it is crucial to find space and time in the classroom to implement well planned and carefully designed activities that make students improve and be aware of their own progress regarding oral communication competencies. If we read the previous sentence again, but this time ignoring the words in the classroom, we might think that, even though the children are not attending school, there must still be chances to create activities that foster the development of oral communication competencies in a foreign language. Needless to say, the scaffolding strategies that were used in class will also have to be rethought and new ways of supporting the students during their learning process (especially if they are very young learners) will have to be “reinvented”.

As stated by Wood, Bruner and Ross (1976) the scaffolding process “enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts” (p. 90). According to Gibbons (2015) “this assisted performance leads learners to reach beyond what they are able to achieve alone, to participate in new situations and to tackle new tasks, or, in the case of second language learners, to learn new ways of using language” (p. 14). In a situation in which students cannot attend school for a long time, it will not be possible to offer this face-to-face assistance while the children are performing certain tasks, but other types of support can be provided in order to help them produce good quality output in L2. As it will be presented later on in this article, one of the conditions to help students produce accurate and rich oral productions is to first provide them with rich and comprehensible input.

Krashen (1982, as cited in Gibbons, 2015, p. 24) stated that learners need to understand what is said to them and that comprehensible input is essential for learning language successfully. However, Gibbons (2015) emphasizes the fact that comprehensible input should not be seen as “simplified” input and that learners should have access to language that is ahead of what they are able to produce on their own. Gibbons (2015), for instance, proposes that some strategies that could be used by the teachers to make input more comprehensible without simplifying the language are using practical demonstrations, using visual support, expressing the same idea in different ways or even using the mother tongue, if necessary.

As it might be expected, digital technologies are crucial when the teacher needs to supply face-to-face assistance to the pupils and, thus, the confinement situation requires the use of modern and advanced tools that learners need to master and that help teachers with the creation of instructional materials that enable new ways for students to learn and work collaboratively. Lai (2017) examined the effects of digital technologies to promote autonomous language learning outside the classroom. In this sense, she emphasizes how language educators can support autonomous learning through technology beyond the classroom, and the relevance of establishing connections between in-class and out-of-class learning experiences. Felip (2016) states that “when learners are allowed to use web 2.0 tools and apps, lessons become more interactive, engaging and motivating and tasks become increasingly relevant and real for students” (p.46).

However, although it might be thought that the advances in technology could replace teachers in the future, without an expert teacher capable of engaging students and scaffolding their contributions in FL, learning would be limited. According to Felip and Lobo (2014), digital technologies offer opportunities to build knowledge collaboratively and increase students’ motivation and participation, but the role of the teacher is also of a paramount importance in the learning process.

Taking all this into account, the activities presented in this article show the importance of offering an appropriate support and a rich and comprehensible input to the students through the use of digital tools in order to continue developing their oral communication competencies, despite the fact that an important amount of the ingredients that the students need to succeed in their interactional competence were left in the classrooms.

“The activities presented in this article show the importance of offering an appropriate support and a rich and comprehensible input to the students through the use of digital tools in order to continue developing their oral communication competencies.”

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\(^1\) Gibbons (2015) proposes that some strategies are ahead of what they are able to produce on their own.
Context

Both activities were carried out with young learners from Escola Lloriana, a state primary school located in Sant Vicenç de Torelló, a small town in the north of Osona county. The town has got an extension of 6,60 square kilometers and it is composed by three populated areas or villages: Sant Vicenç de Torelló, Borgonyà and Vila-seca, with 1500, 355 and 159 inhabitants respectively, according to IDESCAT1 2018. Nowadays there are a total of 161 students in the school and there is only one group in each grade. The number of pupils per group vary from 14 to 25 but, in general, the amount does not exceed 20 children.

The first activity presented is called “Chocolate Mousse for Greedy Goose” and it was developed with the first cycle primary students (grades 1 and 2). It is relevant to mention that all the teachers taking part in this cycle decided to create a Google sites linked to the school web page in order to present the weekly confinement tasks to the students. It was taken into account that the design of this site had to be attractive and simple for the students to access and each task had to present clear steps to follow for both the students and the families that were in charge of helping their children at home. Moreover, it was of a paramount importance to provide the families with the directions to follow in order to send the tasks to the teachers and to provide them with clear feedback to make the pupils aware of their own learning process.

The second activity presented is called “Commotion in the Ocean” and it was developed with grade 3 students. In this case, all the teachers taking part in this cycle decided that Google Classroom would be the platform used to present the weekly confinement tasks to the students and one week was devoted to introducing the pupils to this new way of working. Several tutorials were created and the first tasks (only in L1) focused mainly on helping students get familiarised with this digital tool. In this new context, pupils were also shown how to access different types of materials (videos, forms, documents…), how to send their tasks and how the feedback from the teacher was provided.

With regards to English language learning, the tasks planned for the first two weeks of confinement in both groups were related to the last projects and stories presented in class. These oral comprehension tasks were designed as interactive worksheets created with the Wizer.me platform and also included the videos of the stories (videos from YouTube and also videos in which the teacher recorded herself telling the story). In order to help the pupils with the completion of these tasks, video tutorials were created for the families showing how to access the worksheets, complete the different exercises and send the work to the teacher.

However, with these types of tasks, the oral competence of the pupils was lacking an essential part: oral expression. For this reason, the idea of creating a collective video in which all the children could participate in telling a part of a story could be a good option to supply the lack of activities that require the oral productions of the children. Thus, the following are examples of activities thought to overcome the challenge of creating spaces for very young learners to express orally and work collaboratively during a period of confinement.

Procedure

In order to explain the strategies and the digital tools used, as well as the procedure followed by the teacher in both activities presented, it has been considered to divide their development into three main parts:

- **Part 1: Before implementation.** This part refers to the planning and the design of the activity and, taking into account the confinement situation, it had to be considered how to provide the pupils with good quality input and models in order to enhance their confidence and help them throughout the process, as the ordinary teacher-pupil interaction that usually occurs in class would not take place in this case.

- **Part 2: Implementation and outcomes.** This part refers to the execution of the task and, needless to say, it had to be done at home, with the help of the families. In this part, the pupils’ productions are presented with the links to the collective videos that were edited by the teacher.

- **Part 3: After implementation.** This part makes reference to the type of activities that the teacher planned and designed after presenting the collective videos to the students. This further work was planned and designed to consolidate the language worked in both stories and to make children focus on their classmates’ contributions.

**Activity 1. “Chocolate Mousse for Greedy Goose” collective video. Grades 1 & 2.**

**Part 1**

**Before implementation**

The steps that were followed before presenting the activity to the students are explained hereunder:

**Step 1: The story**

Choosing a story in which all the children can take part and which contains the different language items that we want the children to understand and reproduce was the first step to be taken. In this case the story chosen was “Chocolate Mousse for Greedy Goose”, by Julia Donaldson and Nick Sharratt. This story presents some animal names, food and several daily expressions related to meals and good manners in a rhyming way, which allows us to focus especially on pronunciation.
Step 2: Story presentation

The second step was to decide how to present the story to the children. Taking into account that this was a new story that had never been presented to the children before, the teacher video recorded herself and made sure that input was comprehensible by using visual support, non-verbal resources and emphasizing certain pronunciation and intonation aspects (see Figure 1; teacher’s video-recorded presentation of the story is available here: https://youtu.be/h9NRTdz6no).

Figure 1. Teacher’s video-recorded presentation of the story

Step 3: Who is who?

To assign a character of the story to each student can be sometimes tough, as it is rare that we can find a story with exactly the amount of children in our group. In the case of Escola Lloriana, there are a total of 36 pupils in grades 1 and 2, so it was considered that the best option was to divide them into two groups of 18 pupils each. In the story there are a total of 16 characters, so this means that 2 children in each group would be in charge of presenting the story and saying goodbye.

In order to let the children know which character they were in charge of, a Google document (available here: https://tinyurl.com/ydy37zpt) was shared with them in the Google sites. In this document they could check which part of the story they had to tell and they could listen to an audio file recorded by the teacher in order to help them with the pronunciation of their text.

Step 4: Models and support

Taking into account that the teacher-students interaction was going to be unavailable during the implementation phase, it was crucial to provide the pupils with the right support for the pronunciation, intonation and non-verbal aspects of their texts. In order to help the children with all these aspects, the teacher video recorded herself telling each part of the story, offering each child a personalised model to follow and giving them some tips and ideas to record their own videos (things they could use and things they could do while saying the text) (see Figure 2). Teacher’s video-recorded presentation with tips and ideas is available here: https://youtu.be/i7fkD21oBVI. Obviously, the success of the task depended widely on the type of support given to the students beforehand.

Figure 2. Example of a personalised model

Step 5: Task presentation

In order to present the task to the students, the directions and the materials were uploaded to Google sites. Given the fact that the parents would help the children with the development of their weekly tasks, the directions to follow were written in Catalan by the teacher, so that all the families could understand what had to be done. The materials (videos and “Who is Who?” document) were uploaded (available here: https://sites.google.com/escolalloriana.cat/tasques-cicle-inicial/tercera-setmana/english) and the way to send their videos to the teacher was also made clear.

Part 2

Implementation and outcomes

After watching the videos with the models presented by the teacher, the children had a full week to practice at home and send their videos to the teacher. Needless to say, in such a situation, classroom interactional competence (CIC) strategies could not be used by the teacher while developing the task, so it was essential to give the children all the necessary language support and provide them with the models of pronunciation, intonation and non-verbal strategies beforehand. The teacher could not see the pupils practicing and she could also not give them feedback on their oral performances during this phase but, at least, they could watch the recorded models offered by the teacher as many times as needed.

After receiving each pupil’s recording, the teacher edited two collective videos (one for each group of pupils) using Windows Movie Maker, putting all the videos together using the order of appearance of the characters in the original story.
Activity 2. “Commotion in the ocean” collective video. Grade 3.

The steps that were followed before presenting the activity to the students are explained hereunder:

Step 1: The story

In this case the story chosen was “Commotion in the Ocean”, by Giles Andreae and David Wojtowycz. Due to the length of each character’s text and the complexity of the language presented, it was decided to adapt the story taking into account the level of the pupils and the content and language that had to be consolidated: sea animals, their body parts and expressions to describe these animals in a genuine and original way.

Step 2: Story presentation

Considering that this was a new story that had never been presented to the children before, the teacher decided to present both the real story and the adaptation created especially for their oral tasks. The real story video (available here: [https://youtu.be/9pRhgZ8Jffs](https://youtu.be/9pRhgZ8Jffs)) and the videos in which the teacher recorded herself offering the adapted models for the children were uploaded in a Genially presentation, the tool chosen by the teacher to present this task to the students. This type of presentation also offered the teacher the chance to display in a very attractive way the steps to follow, the materials needed and the directions to upload their videos in Google Classroom.

Step 3: Who is who?

In Escola Lloriana, there are a total of 14 pupils in grade 3 and there are a total of 14 characters in the story, so this means that each child could be assigned a different animal. In order to let the children know which character they were in charge of, a Google document (available here: [https://tinyurl.com/y98yoy6f](https://tinyurl.com/y98yoy6f)) was shared with them in the Genially presentation. In this document they could check which part of the story they had to tell.

Step 4: Models and support

As said in the previous activity, the fact that teacher-students interaction was going to be unavailable during the implementation phase made it crucial to provide the pupils with the right support for the pronunciation, intonation and non-verbal aspects of their texts. In order to help the children with all these aspects, the teacher video recorded herself telling each part of the story, offering each child a personalised model to follow and also providing them with subtitles with the written text. Again, as in the activity developed with the pupils from grades 1 and 2, the success...
of the task depended widely on the type of support given to the students beforehand. The video recordings of the teacher offering the personalised models were uploaded to the Genially presentation (available here: https://view.genially.com/5eb28e4b06dde00d3f430aa5/presentation-commotion-in-the-ocean) that was created to present the task to the students and can be watched in step 5.

**Figure 5.** Example of the teacher’s personalised model

**Figure 6.** Example of the teacher’s personalised model

**Figure 7.** Example of the teacher’s personalised model

**Step 5: Task presentation**

This task and all the materials mentioned above (videos and “Who is who?” document) were given to the students through a Genially presentation (available here: https://view.genially.com/5eb28e4b06dde00d3f430aa5/presentation-commotion-in-the-ocean) that was uploaded in their Google Classroom. Given the fact that the parents would help the children with the development of their weekly tasks, the steps to follow in order to complete the task were written in Catalan in the Genially presentation, so that each family could understand what had to be done. Besides, in this presentation the pupils could check the directions about how to upload their videos to Google Classroom.

**Figure 8.** Genially presentation with the task presentation and all materials

**Part 2**

**Implementation and outcomes**

After watching the videos with the models presented by the teacher, the children had a full week to practice at home and send their videos to the teacher. As in the activity developed with the pupils from grades 1 and 2, the confinement situation made it impossible for the teacher to use classroom interactional competence (CIC) strategies during the development of the task at home. Thus, again, it was essential to give the children all the necessary language support and provide them with the models of pronunciation, intonation and non-verbal strategies beforehand. It was not possible for the teacher to see the pupils practising and, consequently, she could not give them feedback on their oral performances during this phase but, at least, they could watch the recorded videos.
models offered by the teacher as many times as they needed. After receiving each pupil’s recording in Google Classroom, the teacher edited the final collective video (see Figure 9; video available here: https://youtu.be/R68ztm01wCw).

Figure 9. Final collective video

Part 3
After implementation

As mentioned before, being able to watch and listen to the oral contributions of all their classmates was of a paramount importance for the pupils. First of all, because it increased their sense of achievement in completing the task and, second, because they needed to watch the collective video several times in order to successfully complete the interactive worksheets designed by the teacher for the two following weeks of confinement. These tasks dealt with the oral comprehension of the whole story and also included a last assessment activity in which the families and the children could add their comments regarding the collective video and the oral comprehension tasks. Needless to say, this further work was planned and designed to consolidate the language worked in the story and to make children focus on their classmates’ contributions:

- Interactive worksheet “Commotion in the Ocean - Part 1” (available here: https://app.wizer.me/preview/G5ZNKD)
- Interactive worksheet “Commotion in the Ocean - Part 2” (available here: https://app.wizer.me/preview/I51OK0)

This type of worksheets gives automatic feedback to students related to the multiple choice questions or the “fill in the blanks” exercises, but in this case the teacher also gave all the students personalised feedback through Google Classroom concerning their oral performance in the collective videos.

It is important to highlight that two students in the group did not participate in this activity and did not upload their videos to Google Classroom. For this reason, the teacher added two of her previously recorded models to the final collective video in order to supply the two missing contributions.

Conclusion

The pupils’ outcomes presented in this paper show that, even when there is no possibility to offer students face-to-face assistance, teachers still can create activities that foster the development of oral communication competencies in a foreign language.

Watching the pupils’ oral performances in the collective videos, we become aware of the importance of providing them with rich and comprehensible input beforehand in order to help them produce accurate and rich oral productions. Actually, their pronunciation, intonation and use of non-verbal strategies are very similar to those used by the teacher in her video recorded personalised models that she offered to the students.

In addition, the use of several digital tools (Genially, Windows Movie Maker, Google sites, Google Classroom, Wizer.me and YouTube) was essential for the creation of instructional materials that enabled the teacher to offer the pupils the necessary support to develop their tasks successfully as well as to allow them discover new ways to learn and work collaboratively. Undoubtedly, in this case autonomous language learning outside the classroom was supported by technology, although the role of the teacher was essential to engage students and scaffold their contributions in FL.

With regards to the motivation and participation of the pupils, the comments received from the students themselves and their families in the last assessment activity in the interactive worksheets support the idea that the digital technologies used offered a great opportunity to share students’ contributions and undoubtedly increased their motivation and participation in the activities proposed.

Thus, taking into account the results achieved in the development of the activities presented, we can conclude that it is not impossible to develop oral expression activities outside the classroom and that all the knowledge that both teachers and pupils have acquired during this last period of confinement should not be ignored in the future. Actually, it opens up a new wide range of possibilities that all the actors taking part in the educational system will have to consider in relation to the out-of-class learning experiences.

Notes

2 Institut d’Estadística de Catalunya.
3 The use of images of all children appearing in the videos has been authorised by their parents to be published in this journal.
References


What is the main purpose of teaching and learning non-CLIL as well as CLIL Physical Education in compulsory and post-compulsory education?

Current compulsory Physical Education (PE) context emphasizes personal responsibilities, self-effort and social responsibilities such as contribution to one’s well-being. European cooperation in education and training (European Commission, 2020) pursues to promote active citizenship as its main objective. This strategic framework highlights opportunities to build best practices through compulsory education. Fortunately, PE curriculum is prepared to embrace this benchmark approach.

Teaching life skills in a physical education environment allows students to acquire competencies to lead a healthy active lifestyle and embody this sense of physical literacy. On the subject of lifelong learning, Perrenoud (2001) states that PE contributes to the development of capacities that take care of the human body and the generation of healthy and constant practices of physical activity. Altogether, we can identify and describe the potential contributions of PE to children and teenagers. However, the main piece of this gear is the student who can be guided by a motivated PE teacher.

Since 2015, both primary and secondary teachers in Catalonia have been struggling to get used to plan lessons and syllabi according to new PE dimensions and competences. Recently, and thanks to specific training, PE teachers have become more comfortable to cope with the Catalan curriculum that, far from only focusing on content (basics from previous law),
is nowadays based on competences (Decree 119/2015: primary education; Decree 187/2015: secondary education). In Catalonia, four dimensions (Health and Fitness, Body Language, Sports and Leisure Time) and eight competences embrace ten years of compulsory physical education (from 6 to 16 years).

1.2 What do learners expect from PE?

In the school context, learners expect to feel comfortable, to experience enjoyable situations and reinforce their self-esteem. They are used to talk about subject-specific content to express their preferences, so I guide them to connect this content to skills and learning competences.

Recent research (e.g., Kudlacek, Fromel & Groffik, 2020) has shown that boys ranked fitness physical activity third, after team and individual sports. For girls, the preference for fitness physical activity grew at the expense of dance and outdoor physical activities. Therefore, when promoting extracurricular physical activities for children and adolescents it is essential to identify their preferred types of physical activities and reinforce their motivation through talking about their training or competitive experiences in PE lessons. Thus, compulsory PE can be a bridge to other physical activity programs.

1.3 What does society expect from compulsory PE?

The views of society have changed over time, influenced by factors such as research findings, societal expectations and a perceived need to legitimize physical education within school and university context. This, in turn, means that educational authorities should provide teachers with effective knowledge and necessary skills in order to successfully apply PE lessons following a competence-based curriculum. Society expects compulsory PE to promote students’ active development as citizens by facilitating their understanding about the bridges between physical activity and personal and social welfare.

1.4 From the teachers’ point of view, what are their main concerns?

Curriculum, pedagogy and assessment are fundamental dimensions of quality in PE and quality always needs to be contextualized in cultural, social and institutional terms. Even though it sounds demanding, PE teachers are trained to cope with the achievement of goals, namely, academic and social goals aimed at promoting a complete physical, mental and social well-being. PE teachers are used to promote healthy habits, but the most important goal is to prepare adults for an active lifestyle and enjoyable leisure time.

2 How do current approaches to the teaching and learning of Physical Education differ from traditional encyclopedic approaches?

Catalonia has a long history of education innovation, more recently focused on the Escuela Nova, a pedagogical movement that began in the late nineteenth century which shares some of the basics of the present competence-based curriculum. At that time, organized games were already present in schools, although the first schools to include regular physical education and sports in their timetable were Catholic schools (González Agapito et al., 2002). Thus, the seeds of institutional PE in Catalonia were planted in that period.

Once democracy was reinstated and Catalan National Institute for Physical Education was created in 1975, new education and sport laws recognized the place of PE in the educational system and in the society in general. Currently, the most recent Catalan physical education law (Decree 119/2015, 23rd of June: primary education; Decree 187/2015, 25th of August: secondary education) sets the standards about curricular content, competences and assessment criteria, which allows teachers to bring their teaching skills and resources up to date.

Due to the potential contributions of physical education curriculum to young learners’ well-being, PE teachers are nowadays challenged to collaborate with public health agents to enhance active lifestyle competences as the ability to apply the knowledge and skills that one already possesses, and continuously acquires, to daily activities. A large percentage of students in PE achieve little success due to the emphasis on performance and the inability of students to transfer over the skills that were learned in isolation to the games themselves. This is why I want to share some comments and reflections from pre-service teachers in their 3rd year of Teacher Education Degree at the UAB (Universitat Autònoma de Barcelona) and I am very grateful for their contributions throughout the teaching-learning process. As part of the introduction to their course portfolio in my university course, students have to write a short reflection on the main similarities and differences between their primary school PE experiences and the current approaches to PE they have studied in my subject.

The assessment was not made with any type of rubrics or formative assessment tools that the aim was self-assess your own work and also co-assess others. It was a simplistic and traditional vision of putting a mark whether you fulfill the practical test or not. (group 9, 2015-16)

Our previous experiences in physical education made us like or dislike the subject according to our physical abilities. (group 2, 2016-17)

In our physical education lessons as students, PE approach was really different than nowadays...we did not
practice our reasoning either trial and error technique among others. Teachers just told us how to improve and the strategies to follow but they did not let us think for ourselves. (group 7, 2017-18)

As children we were not aware of the dimensions we were working on and the skills and competences we were acquiring, we simply enjoyed the physical activities” “we have realized all the work behind each activity, however simple it may be. (group 4, 2018-19)

During our childhood this subject meant time to relax, have fun and become familiar and comfortably practicing sports and in ESO we saw it more as a fun challenge. Regarding the university, Physical Education has gone much further. In 2nd year more marked approach towards the use of language, evaluation and management of space and time. In 3rd year aspects related to teaching and all the aspects that go with it. It is given a lot of importance to the curriculum (the competences and contents) and other aspects related to health… (Group 1, 2018-19)

When we were in Primary School, the subject of Physical Education was only aimed to do physical activity. Certainly, we played activities which promote group cohesion but, nevertheless, there was no metacognition about what we learned and there was not built consciousness towards the importance of being physically active throughout our lives. (group 12, 2019-20)

We think physical education should be taught in lifelong learning approach, so that students realize the importance of being active and not only performing a concrete activity to get a good mark in the class. (group 7, 2018-19)

We just did the initial part which was the warm up, but in a traditional way of stretching following somebody of the class that the teacher had chosen, a middle part which consisted of practicing basic-common sports as football, basketball, rugby, and then the final part which was the cool-down which was related and very similar to the initial one. (group 13, 2018-19)

We all can agree from our previous experiences that the teacher didn’t provide much feedback since the result of the activity was a mark and not how to improve our performance. (group 10, 2019-20)

Regarding our experiences from PE classes in our childhood, all of us members of the group have attended different kinds of schools and during different periods of time since we are all a different age. Although this fact, we all have had mostly the same experiences in PE during the Primary and Secondary Education: we got to the class, did some running and then we either played leisure games such as “matarconills” “iaranyapelula” and so on, or played the typical sports such as football, basketball or volleyball. (Group 5, 2019-20)

Definitely, students’ level of enjoyment greatly increases when PE teachers focus more on students being physically active and actually playing the games as compared to when students are required to participate in various closed isolation drills or tests.

### 3 What role does language play in the teaching and learning of Physical Education?

Students appreciate the confidence that a Content and Language Integrated Learning (CLIL) routine instills in the teaching and learning context. According to a secondary school student in the school where I teach, You learn quotidian words doing PE, you are more relaxed than in an English class and the English goes more fluently (Raquel Cabanas, 15 years old). Indeed, language is fundamental for socializing with others, enhancing social harmony and resolving disputes peacefully. Furthermore, it enhances communication and helps self-regulate thoughts, emotions and behavior. It can be done in the L1 with fluency and proactivity. CLIL teachers make an effort to achieve language goals through English.

CLIL PE teachers should be a reference not only in healthy habits and critical attitudes to well-being but also in the foreign language. For that reason I have been improving my communication skills in English every year thanks to using it daily in my lessons and being very attentive and receptive to structure corrections, pronunciation improvements and vocabulary enrichment from native speakers, English teachers at my school, experiences abroad and students with a high language proficiency from the English-medium Primary Teacher Education Degree at the UAB.

PE teachers can contribute to lifelong learning through verbal peer-interaction. Definitely, PE strongly contributes to promoting active and communicative citizenship. Teaching PE in English implies accomplishing exactly the same curriculum framework as in schools where PE is taught in the L1. Moreover, this also allows zooming strategies to instill the potential benefits of learning through the Content and Language Integrated Learning (CLIL) approach.

In conclusion, it is essential for teachers to scaffold learning to motivate and engage students in pursuing learning through English. It also implies that students should receive encouragement to participate in their learning and in decision-making to improve their management of physical activities.

### 4 Can the teaching and learning of Physical Education benefit in any way from being taught through English, or through any additional language in general?

Using a foreign language in PE lessons allows students to step outside their comfort zone. Learners’ cognitive gains may depend on their affectivity and
the perception of the usefulness of the methodology for future purposes. Teaching a content subject through a foreign language using CLIL methodological approach is always a challenge since it simultaneously focuses on developing subject-specific competences and communicative skills.

In 2007, when I was in Nottingham University for three months, I attended an in-depth training course by Do Coyle and Philip Hood in CLIL methodology. Soon I was deeply focused on creating materials useful for PE teachers who apply CLIL methodology. One of my first worries was not to lose the basics of PE lessons, the physical activity. So, I struggled with CLIL theory and PE curriculum to fuse the teaching and learning pedagogy of physical education and the benefits of teaching through English. I’m convinced of the relevance and need for CLIL as a radically updated approach to teaching and learning in a globalized, plurilingual and multicultural world.

5
Can the teaching and learning of Physical Education benefit from an across-the-curriculum approach? If so, how?

Absolutely, there are many opportunities to reinforce core content and cross-curricular activities in compulsory education. The key element in the PE subject at school is to find cooperation with other teachers to include language, arts and craft, math, music, science with the aim to develop lifelong movers and enhance cross-curricular competencies. For instance, when we perform a circuit training to develop muscular endurance, we encompass dimensions that include communicative skills with a focus on oral language such as the ability to express oneself fluently in speech, or the focus on rhythm as the basis to synchronize and interact with others through music, or the focus on physiology as an example of science competence to identify functions of joints and muscles during the execution of the circuit training. This convergence also happens with other subjects like arts and crafts when we draw stretching exercises (see https://drive.google.com/drive/u/1/folders/17NAPuX-Lrl_auaDLEmLRVuXcTIKGhdzS)

Author: Anna Márquez, 4th year of secondary education. Secondary school Serra de Noet, Berga). Evenly, I use our department meetings to elaborate materials with the body execution of the PE teacher and the drawings of the Arts and Crafts teacher (see Appendix, Figures 2 and 3).

After several sketches, students must be able to draw and graph technical and tactics actions (see Appendix, Figures 2 and 3).

Human beings and technology are my philosophy. Tech tools and physical education can go hand in hand. I am reluctant to the smartphone-free use at schools: I strongly support the use of mobile phones as a tool that lends itself to student collaboration and allows teachers to interact with small groups as part of a personalized experience. The prevalence of smartphones won’t diminish in the future, so it only makes sense to leverage the power of these devices. I use multiple education apps which are integrated into PE curriculum and which increase student engagement like QR codes for work orienteering or Strava App to promote active lifestyle in their leisure time. I create a Club with the whole group and when they go running, hiking or cycling we can congratulate each other on the activity.

6
Please, describe one instance of exemplary teaching strategies especially useful in a quality PE lesson.

PE teaching units imply a previous effort to plan and a change of teaching-learning environment. It is essential to welcome every lesson to the new facilities and foster the respect for the equipment in students.

Teachers are not only the experts in their core academic area, they also possess a strong foundation and use of differentiated instructional principles. Exemplary teaching strategies are based on differentiation. I am an advocate of this approach as it also helps to achieve excellence by empowering those students whose competences exceed the norm. The culture of effort must be the engine that encourages our young people to want to improve themselves. So, in my lessons students can decide on the rhythm, number of repetitions or the degree of difficulty in their executions to achieve the level they deserve.

At the university, with my 3rd year students enrolled in the English-Medium Teacher Education degree, I make recurrent use of cooperative learning as a tool to achieve a common goal. To plan teaching strategies and execute a lesson activity in a cooperative group is challenging. They share responsibilities before the execution and they negotiate solving-problem decisions when they are implementing their teaching training role that implies learning to learn as a core competence. To acquire learning to learn competence, students need to be aware of their own capacities and limitations. Both at the university and in the secondary school, my learners are engaged with their feelings of self-competence. Solving-problem strategies comprise the attitudes, abilities and knowledge required to reflect on one’s own personality and they are essential to reach personal aims.

However, I like this methodology as a way to instill a democratic achievement of learning goals in others. PE contributes directly to this process by offering opportunities to cooperate and practice solidarity, inclusion and respect while being engaged in cooperative physical activities. An example would be a situation when students in the 3rd year of secondary school prepare their two-day excursion. Before it, they study the physical effects of hiking on our organic system and they buy breakfast in a supermarket according to the results of their research. During hiking, they implement the planned outdoor games and take on responsibilities with the environment and other activities to strengthen ties or lead the night game. After the two-day hiking trip, when we meet in the following PE lesson, we analyze the track and we do the overall reflection.
Can you provide one or two examples of quality learning tasks for the Physical Education class?

According to Decree 187/2015, “The healthy physical activity” dimension is part of the prescriptive and competence-based curriculum. To apply a work plan to improve individual physical condition in relation to one’s health and to communicate a technical execution as well as to identify the muscle groups worked are some of the tasks that demonstrate the quality of learning and attitude of leadership.

Raquel Cabanas, a 4th year student at Serra de Noet secondary school in Berga does the following reflection about reciprocal teaching and peer assessment after having PE in English classes for four years:

I have seen an improvement of my English with being a teacher for one class. You have to explain what the class has to do so you must know how to talk clearly. I learned a lot of English expressions because we use it in games or workouts. With the circuit training we learned vocabulary about sport and workout, you remember better the names because it is more practical and not only a long list of things. We learned the muscles of the body when we were doing the stretching so it was easier for us to remember.

In any case, the ultimate goal of PE in a competence-based curriculum is to contribute to students’ optimal personal development.

How can you adapt the activities above to a CLIL classroom, so that activity can be carried out partially or mainly through a foreign language?

After my 13 years of CLIL implementation there is still need for adaptation to work through a foreign language. Serra de Noet is a secondary state school where students practice PE through English from the 1st to 4th year of their secondary education. Scaffolding and a wide variety of resources are the key in all levels.

Listening is a normal input activity in PE lessons which is vital for both preparing for the action and socialization. When the teacher feels comfortable with the challenge and is convinced to teach through a foreign language, she/he instills this motivation in their students. This is crucial, to be sure you want to go on and not to give up.

Students’ speaking activity focuses on short sentences and expressions in an improvised and natural way. When they arrive in the 3rd or 4th year of secondary school we plan to achieve fluency, and finally some of them can talk accurately thanks to their love for this foreign language.

What are the main characteristics of the Physical Education texts that students are required to read and write in the non-CLIL as well as Physical Education CLIL class? What genres and task typologies do learners need to become familiar with?

CLIL teachers are experts in their subject but not experts in the foreign language. The effort to elaborate students’ handouts, flashcards, Moodle and classroom activities and other documents for teacher support entails practicality in the creation of materials. On the one hand, for me it is really helpful to use English PE textbooks from other countries to maintain the quality of core content. My favorite textbooks are those which accompany texts with illustrations and schemes so that learners can visualize what they are reading. When working in a foreign language, my students need structural markers within the texts to help them find their way through the content. On the other hand, instruction in visual literacy as a genre used in PE teaching-learning process is essential. Children and teenagers are dominated by visual communication, yet visual literacy is a learned skill that requires explicit training.

A critical consumption of information has long been taught through text-based sources. However, network sites and other virtual platforms have the capacity to provoke critical inquiry into issues such as gender in sport, toxic habits or misleading advertisements.

To finish with, I always like to bring competency aspects of the curriculum to my students, especially what they are expected to achieve at the end of each educational stage. So, the Catalan decree (as a text) is the basis to organize curricular approaches, develop competences and assess their learning outcomes according to the teaching-learning criteria and students should be familiar with this institutional framework and its vocabulary.

About different genres and tasks in PE classes learners need to become familiar with, I use explanatory texts to move beyond providing straightforward descriptions but to look at aspects like causes and reasons. It is a way to begin each new teaching unit with a general statement that introduces the topic to be explored, for example “Physical activity, sleeping and good nutrition habits can help build a lifetime of better health”. Various steps of the process are then explained in a logical order. Remote learning tasks are another opportunity to instill students’ autonomous workout due to the outbreak of Covid-19.

What are the main linguistic characteristics of the aforementioned genres and text types that the teacher will need to focus on or provide support for so that learners can successfully read and write these sorts of disciplinary texts?

Rubrics are a very useful instrument to incorporate self and peer assessment. It is an explicit way to help students become
familiar with the objectives and competences because rubrics make the language transparent and allow a deep engagement with the language. Technology is a tool to share linguistic information and feedback. So, the use of clear language and descriptors with gradation of achievements are the main characteristics of rubrics and this provides support for students to be the protagonists of their own learning process.

First of all, every year I try to create new material to support learning. So nowadays I can manage to provide the vast majority of PE content and cater for the specific curricular competences through visual and reading support. I use the structure that facilitates the creation of activities which focus on core content knowledge. Since learners will need to use simple language, there is no grading of language involved. Learners are expected to be able to reproduce the core of the text because it is specific about rules, muscles, movements, techniques and assessment expressions. Learners may also need the language of location to describe a game or a physical activity and set phrases as well as some subject-specific and academic vocabulary.

Furthermore, there is little difference in task-type between a CLIL lesson and a PE lesson. A variety of tasks should be provided, taking into account the learning purpose and the learner styles and preferences. Receptive skill activities usually involve listening, speaking and doing. Our typical speaking activities include students presenting information from the proposal of a physical activity to the group using a language support handout and drawings/graphics/pictures to support the idea.

From a language point of view the CLIL approach contains new aims for a PE lesson. The difference lies in that the subject teacher is also able to exploit opportunities for developing language skills. This is the essence of the CLIL teacher training issue.

11
Can you provide one or two instances of exemplary tasks especially useful in the assessment of science-related key competences which could be adapted to a CLIL environment?

Assessment is clearly challenging. Nowadays teachers are strongly focused on the development of competences and, in consequence, on their assessment. We make important efforts to seek resources that can help students become aware of the achievement of these skills at the same time as the tools reinforce the assessment reports. Some useful tasks PE teachers can use as part of the assessment process:

- View guiding documents as ‘living documents’.
- Make effective use of the well-documented expectations for achievement at class levels, to collect appropriate and relevant data about individuals and groups of students.
- Use data to provide feedback to students and identify their next learning steps.

For example, I link the way secondary school students explain their tactic understanding (e.g., a basketball play in threes) through editing a tutorial and posting it in Youtube channel of the school (Serra de Noet: pe@serradenoet.cat). Another example would be that university level students have to download the Strava app and join the class PE club (transnaturaUAB) to perform different endurance activities (cycling, running or walking). In the case of primary school students without mobile devices, they practice endurance activities with their family. Secondary school students use the app as evidence of an active and healthy lifestyle, so it is an assessment tool related to key competences. The third example is the use of classroom management tools through co-rubrics to reinforce the learners’ awareness of their achievement of the established assessment criteria. Meanwhile, Additio app allows them to assess themselves and each other and receive teachers’ and peers’ feedback. Sometimes we spend some classroom time to fill in the reflection and on other occasions they fill in the grid at home (see Appendix, Figure 4).

The development of an integrated approach to the assessment practice depends on the purposeful interaction of assessment with teaching and learning. A shared understanding of the value of assessment tools in moderating teacher judgments is essential. In 2018, I participated in an Erasmus program and I went to Scarborough in England to share and learn new tools, ideas and ways to activate learners to become resources for themselves and peers through technology. From then on, digital tools and teaching apps support formative assessment in my classrooms. I usually use technology to develop assessment and varied tools to date the achievement of the learning goals. The Symbaloo (see Appendix, Figure 5) presents plenty of teaching-learning and assessment tools and apps.

Recently I have combined Google Classroom with genially to support the autonomous work of students at home (see Appendix, Figure 6; available at https://view.genial.ly/5c377b940eeafa309dc81d45/interactive-content-physical-education-department-serra-de-noet). Assessment is based on written feedback.

In the Appendix, there are some examples of assessment rubrics. Figure 7 is a rubric to develop muscular endurance with a group of students who prepare a lesson and Figure 8 is a co-rubrics form which contains the results of peer, self and teacher assessment.

12
How can less scholastic activities, such as dancing, pottery, drama, singing, etc., be integrated into the teaching and learning of Physical Education?

I really appreciate this question. We can only integrate new activities with prior planning and being open-minded. Body language is definitely far from being less scholastic content, it is a compulsory curricular dimension and thus essential for the development of key PE competences.
When I receive my students in the gym only a small part of what they are saying comes to me through words. Approximately 60% comes from their gestures, physical movements or their face expressions. We use body language every day in PE lessons and it is a natural way of communicating. Children and teenagers’ bodies are absolutely ready to “speak” even if they do not realize it. Thus, it is an essential dimension to develop in our subject curriculum. Hip hop, body percussion, acrosport, acrobatic rock’n’roll, vital life support simulations, etc. help them to understand their bodies and feelings better, understand others, develop creative abilities, improve social and communicative skills.

To reinforce my idea, I can talk about my last Erasmus+ exchange program in Israel in May 2019. I applied for a training experience in Wingate University. Surprisingly, they train university students enrolled in Physical Education Minor in activities such as juggling and body language. Their primary curriculum deals with deep sports but also body language as a main scholastic activity.

Travelling is incredibly enriching to find out the huge amount of similarities and other new professional points of view.

13
If you hold on to any particular pedagogical, psychological, philosophical or linguistic view or theoretical framework (i.e. Behaviourism, Cognitivism, Social-interactionism) please, let the reader know the label or labels that designate it.

First, I want to talk about John Dewey and his vision of education that emphasizes the necessity of learning by doing. In PE lessons, students learn through a hands-on approach and they learn because they experience reality as it is.

Apart from all the specific content that we develop term-by-term about fitness, sports, body language and outdoor activities or leisure time, I recommend a curriculum that focuses on connecting multiple competences, so that students pursue their own methods for acquiring and applying specific knowledge. Furthermore, using technology for teaching and learning includes an understanding of the complexity of relationships between students, teachers, content, practices and technologies.

Technological pedagogical content knowledge refers to the knowledge and understanding of the interplay between Content Knowledge, Pedagogical Knowledge and Technological Knowledge. Computers, digital whiteboards and an extensive number of mobile apps allow us to surf and share knowledge and, above all, spread teaching-learning evidence. Evidence is essential to assess, and assessment is challenging yet.

14
Can you suggest one or two titles (books, articles, etc.) which may help a practitioner to become a better CLIL (and non-CLIL) Science teacher?

“Physical Education and English integrated learning: How school teachers can develop PE-in-CLIL programs” (2013) by Josep Coral i Mateu; a great colleague and a non-stop teaching-learning expert in CLIL framework.

“Learning brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one’s knowledge, skills, values, and world views” (Illeris, 2004:79) and I suggest to get involved in lifelong training activities related with education. For sure, this is the way I connected with a huge variety of interesting readings and qualified people.

References


Figure 1. Physical Education, Science and Arts and Crafts convergence flashcards (Secondary school Serra de Noet, Berga). Author: Meji

Figure 2. Ideas to use visuals and language to connect PE with real life activities (UAB, group 71, 2019-20)
Figure 3. Body sportive actions: drawing by UAB students (group 71, 2019-20)

Figure 4. Example of a self-assessment Additio grid to assess the intensity of work

Figure 5. Selection of digital Tools and Teaching Apps for teaching, learning and assessment
The Teaching and Learning of Physical Education in Primary and Secondary Education: Get you fit through a CLIL circuit!

Figure 6. Genial.ly page of the PE Department of Serra de Noet secondary school

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Improvement Necessary</th>
<th>Does Not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Preparation for Learning</td>
<td>Designs highly relevant lessons that will motivate all students and engage them in active learning.</td>
<td>Designs lessons that are relevant, motivating, and likely to engage most students</td>
<td>Plans lessons that will catch some students' interest and perhaps get a discussion going</td>
<td>Plans lessons with very little likelihood of motivating or involving students</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Skilledly uses coherence, momentum and transitions so that every minute of classroom time produces learning.</td>
<td>Maximizes academic learning time through coherence, momentum, and smooth transitions.</td>
<td>Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.</td>
<td>Wastes a great deal of instructional time because of confusion, interruptions, and unsmooth transitions</td>
</tr>
<tr>
<td>Delivery of Instruction</td>
<td>Successfully reaches all students by skillfully differentiating and scaffolding.</td>
<td>Differentiates and scaffolds instruction to accommodate most students' learning needs.</td>
<td>Attempts to accommodate students with learning deficits, but with mixed success.</td>
<td>Fails to differentiate instruction for students with learning deficits.</td>
</tr>
<tr>
<td>Monitoring, Assessment and Follow-Up</td>
<td>Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.</td>
<td>Frequently checks for understanding and gives students helpful information if they seem confused.</td>
<td>Uses mediocre methods to check for understanding during instruction.</td>
<td>Uses ineffective methods to check for understanding.</td>
</tr>
<tr>
<td>Professional Responsibilities</td>
<td>Actively seeks out feedback and suggestions and uses them to improve performance.</td>
<td>Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.</td>
<td>Is somewhat defensive but does listen to feedback and suggestions.</td>
<td>Is very defensive about criticism and resistant to changing classroom practice.</td>
</tr>
</tbody>
</table>

Figure 7. Example of assessment rubric

Figure 8. Example of a co-rubrics form with the results of self, peer and teacher assessment