



ICTs as a tool to support plurilingual competence in the EFL classroom in secondary education: analysis of a Template project-based task

Student's Name: Vives Crespo, Raquel

Tutor's name: Ruiz Madrid, María Noelia

Academic year: 2021-2022

Master's Degree: Máster en formación del profesorado de educación secundaria obligatoria y bachillerato, formación profesional y enseñanza de idiomas.

Modality: Educational improvement modality

Abstract

Over the last decades, the world has been constantly immersed in a dramatic digital and global transformation. This has led to new needs to be met by the field of education, especially language education, as citizens are interconnected sharing thoughts and ideas in different languages all over the world. This has supposed an increase in motivation for learning foreign languages. Due to this situation, it is necessary to teach young students the importance of using technology properly as well as the numerous benefits it provides.

Accordingly, the Council of Europe developed several aims and objectives to train its citizens for a successful life work. Several projects have been elaborated during the last years in different levels of education to foster the importance of being plurilingual and digital competent. Different methodologies and approaches as *Content and Language Integrated Learning* (CLIL) have been spread all over the world to accomplish the Council of Europe goals. The present study is carried out in a Spanish secondary education school, placed in Castellon, where 29 students of 4th of ESO from IES Penyalgosa, have been the participants of this study.

The aim of this master dissertation is to implement, design, and discuss a task proposal taken from the European K2+ TEMPLATE Project¹ which includes the use of technology to promote plurilingualism in the EFL secondary classroom. Therefore, it is considered to be an educational improvement modality which consists of the implementation of a task to improve the use of technology in an EFL classroom as well as to advance plurilingual competence by developing structural transferences between languages.

This Master Thesis has three objectives: 1) to test to what extent the task is effective in terms of promoting students' plurilingual competence, 2) to prove to what extent the task is effective in terms of promoting students' digital competence and, 3) to test task effectiveness in terms of language learning (i.e., linguistic contents from the curriculum included in the proposed activities) and genre-awareness (i.e., the structure of biography). The results of the implementation is further discussed in section 4.

Key words: plurilingualism, digital competence, ICTs, CLIL, Template Project

¹More information can be found in: <https://templateplurilingualism.eu/>

Table of content

1. Introduction	1
2. Theoretical background	3
2.1 Language Context.....	3
2.1.1 Europe.....	3
2.1.2 Spain	4
2.1.3 Valencian Community	5
2.2 Key competences	6
2.2.1 Plurilingual Competence	7
2.2.2 Digital Competence	10
2.3. Template Project	12
3. Methodology.....	12
3.1 Context and participants	13
3.2 Justification.....	14
3.3 Objectives	14
3.4 Instruments	14
3.5 Task description	19
3.5.1 Justification of the Task	20
3.5.2 Content of the Task	20
3.5.3 Activities.....	21
3.5.4 Description of the task implementation.....	25
4. Results and discussion	29
5. Conclusion, limitations, and further research	35
6. References	37
7. Appendices	41

1. Introduction

The rise of language learning has been accompanied by a dramatic increase in technology development and use in the education field. This fact has supposed a complete change of paradigm regarding the language teaching-learning process (Agarwal, 2010).

This paper focuses on what different authorities in Europe, Spain, and the Valencian Community act regarding the achievement of the plurilingual and digital competence. That is why it is important to take into consideration the role of the Council of Europe as well as its aims and their proposals to educate European citizens for their work-life, in which both plurilingual and digital competences are considered to be fundamental as it is stated in the CEFR² and Educompdig³. Official documents such as the *Common European Framework for Languages* and, the different Spanish and Valencian educational laws will be considered throughout this dissertation, paying attention to key competences for this study, namely plurilingual and digital competence.

The European Union has shown a sensitive vision towards the protection of linguistic diversity through different linguistic politics proposals focusing on the development of local and national languages but also in the learning of foreign languages (Council of Europe, 2001; Candelier et al., 2007).

Content and Language Integrated Learning (CLIL) has been one of the most popular approaches implemented in most schools for the development of multilingual and plurilingual competence (Fortanet, 2013). The rising of bilingual schools in Spain and the lack of efficient bilingual teachers has forced to several universities to offer higher education training programs “to overcome this issue” (Delicado & Pavón, 2016 p.36). This approach has been constantly questioned by teachers as most of them do not see improvements in their learners neither in content nor linguistically. However, it has been proved that these types of approaches provide numerous benefits to those who work with CLIL (Coyle et al., 2010; Cross, 2013; Mehisto et al., 2008).

Unlike students that have regular educational programs, CLIL students develop *metalinguistic awareness* becoming “more skilled at using languages in general” (Mehisto et al., 2008 p.20). Besides, this approach not only does promote “linguistic competence but also serves to stimulate cognitive flexibility” (Coyle et al., 2010 p.10).

² More information can be found in: <https://www.coe.int/en/web/common-european-framework-reference-languages>

³ More information can be found in: <https://publications.jrc.ec.europa.eu/repository/handle/JRC107466>

ICT dramatic introduction in the school has also been a powerful reason to learn languages. Indeed, the digital context has helped the increase of plurilingual and multilingual environments, due to the infinite options Internet offers (Crystal, 2004). Consequently, this leads to a multilingual environment in which English has become the most demanded language to be learnt. In fact, as Crystal (2004) discusses in his book, Internet seems to be the perfect place to maintain and keep alive minoritarian languages as it is a way in which people may be concerned about the situation that many endangered languages suffer.

All these principles are considered by the Template project⁴ (K2+ European project) which aims to reinforce the pre- and in-service teachers' skills paying special attention to the acquisition the plurilingual competence by using different technologies. This project answers perfectly the needs as they attempt to strengthen the relationship between languages and technology in a world in which teachers must cope with the rapidly changes in this profession.

Having all these reflections in mind, the main aim of this Master Thesis is to look into the effectiveness of the technology-based plurilingual tasks offered by the Template project. In order to do that, I have implemented and analysed a task proposal, composed by eight different activities. Three main objectives have been the core of this implementation: 1) testing to what extent the task is effective in terms of promoting students' plurilingual competence, 2) to prove to what extent the task is effective in terms of promoting students' digital competence and 3) to test task effectiveness in terms of language learning (i.e., linguistic contents from the curriculum included in the proposed activities) and genre-awareness (i.e., the structure of the biography).

The selected task has been implemented in a 4th ESO class in Penyalgolosa high school. In this sense, this project perfectly fits with my interests as, a pre-service teacher since I had the opportunity of testing one of their proposals to shed light upon the difficulties educational systems face. This contribution approaches this phenomenon from a plurilingualism and technological point of view to help and improve both competences, plurilingualism and digital, in the language teaching-learning process. In this context, it is important to analyse and reflect about the different pedagogical proposals secondary education schools can develop and implement to meet the educational goals Europe puts forward.

The present Master Thesis is divided into five main sections. Firstly, chapter two deals with the theoretical background, which covers the legislative information and the key competences as well as the role and the objectives that Template Project has. Secondly, chapter three deals with the methodology carried out which is the core of the paper. Within this chapter, the context and

⁴ More information about the project can be found in: <https://templateplurilingualism.eu/>

participants, justification of the paper, the objectives established, the instruments and the proposal of the task will be discussed. Chapter four deals with the analysis and discussion of the research eventually leading to the last chapter of conclusions.

2. Theoretical background

This section is focused on the main theoretical points which support this Master Thesis from the most generic aspects to the most specific ones, dealing with policies and legislative aspects in which the teaching-learning process occurs. For that reason, it is divided into two main parts: language context and key competences. In this sense, section 2.1 deals with the situation of languages policy in Europe, followed by the situation in Spain, and eventually describing the situation in the Valencian Community. Following the same structure, section 2.2 focuses on what key competences are, paying special attention to both plurilingual and digital competence and the importance of having different competences for success in long-life learning.

2.1 Language Context

This chapter describes the linguistic general context and more specifically on the relevance of plurilingualism and multiculturalism in the society of today. In this sense, I paid special attention to legislation and the role that the Council of Europe develops to achieve this competence in the teaching of foreign languages, and the implications this situation has for the European citizenship in our specific context: Spain and more specifically the Valencian Community.

2.1.1 Europe

The European Union has, in total, 24 official languages. Although the number of languages spoken in the European territory, only three of them (French, English, and German) are used as “working languages” (*European Day of Languages, Strasbourg Europe, s.f.*).

As Europe is considered a territory with a wide variety of languages and cultures, the European Union established the learning of at least three languages: the mother tongue plus two foreign languages. This leads to a multilingual and multicultural paradigm within Europe, whose aim is to promote tolerance and a better understanding among Europeans, being the final objective of the Council of Europe “to achieve a greater unity among its members” (CEFR, 2001, p.2).

To reach this goal, the European Council promoted different projects and documents like the *Common European Framework of Reference for Languages* (CEFR) which “provides a common basis for the elaboration of language syllabus, curriculum guidelines, examinations, textbooks, etc” (CEFR, 2001, p.1). Besides, it did not only focus on the language itself but on the “cultural context in which language is set” (CEFR, 2001, p.1). This publication supposed a change of paradigm regarding the learning and the treatment of languages, as well as the starting point of plurilingualism. It is considered a descriptive document which establishes what a competent user should know to communicate properly in a language. This is divided into six different competence levels: from the basic one, A1 to the most advanced, C2. The next figure shows the different levels a user can achieve in any language.



Figure 1 Language levels (adapted from the British Council)

At this point, it would be worthy to focus on plurilingualism and multilingualism, concepts used by the Council of Europe to justify the necessity of learning languages among Europeans. Both concepts are easily confused, though, one differs from the other. Plurilingualism refers to an individual that builds up a communicative competence using all the knowledge acquired by experience in which two or more languages are interconnected, whereas multilingualism may be defined as the “co-existence of different languages in a given society” (CEFR, 2001, p. 4).

In 2018 the Council of Europe published *Common European Framework of Reference for Languages: Learning, teaching, assessment: Companion Volume with New Descriptors* where the mediation concept appeared for the first time. As it is explained in the introduction, this is a “product of the Education Policy Division” of the Council of Europe” (COE, 2018, p.23).

2.1.2 Spain

Although Spain is enriched by different co-official languages and cultures, it is seen as a controversial topic by part of the country. Several laws and projects have emerged to mitigate this situation and transform this negative view into a positive one and therefore promote and enhance the coexistence of diversity. In this sense, the Spanish Constitution does not only establish Spanish as the

official language but also other co-official languages (Catalan, Valencian, Galician, Basque, and Aragonese), which are official languages in their area. This situation leads to a territory with a significant number of languages and cultures which enrich the whole country as a whole. Furthermore, in order to meet the 2+1 language learning policy of the European Commission, the Spanish government as well as the regional governments have developed different projects and policies.

The Organic Law 2/2006, 3rd of May, had the objective to improve the foreign language learning by fostering different projects such as cultural exchanges and mobility strengthening, thus, European cooperation. This law focused on the aspect of being capable of communicating in the official and co-official language and in one or more foreign languages (BOE, 4th May 2006, p.16). In 2013, there was a modification of the previous law, LOMCE, where three main areas were emphasized. This supposed a change of paradigm in the Spanish educational system. These were Information and Communication Technology (ICT), plurilingualism, and the modernization of Vocational Training. Besides, it emphasized on the use of native or qualified teachers in case there is not enough teachers (BOE, 9th December 2013).

However, in 2020 a new educational law, LOMLOE, was approved. The focus is placed on the role that language plays during the teaching process. In this case, language must be used as a tool to work the content in any subject (BOE, 29th December 2020). This new view of the learning languages has supported approaches such as CLIL since foreign languages can be used as vehicular languages in content subjects.

2.1.3 Valencian Community

The Valencian Community historically has two languages: Valencian and Spanish. According to Briz (2004), from the sociolinguistic perspective within the Valencian Community, there is a stable social bilingual situation leading to an awareness-rising in the learning of languages. To foster and protect the local language, Valencian, in 2012 the Valencian counsel published a decree, 127/2012 which regulated plurilingual teaching in primary and secondary education in the Valencian Community. At the very beginning of the preamble there is an explanation of the importance of the knowledge of languages as it is considered a key element for the personal and professional development following the CEFR recommendations.

In 2018, the Valencian council established a new law, Law 4/2018, further developing plurilingualism in education. In the preamble, it makes mention of the importance of introducing the

foreign language as a vehicular language, though it should be performed progressively (p.7862). It also refers about the results of a survey done in 2012 in which Spain present serious deficits regarding plurilingual competence, particularly in oral skills. According to Article 6, one proposal to mitigate this problem is to dedicate between 15% and 25% hours of curricular contents in the foreign language. One program which is held by this law, is the project called *PEPLI: Programa de Educación Plurilingüe e Intercultural*. According to the Article 4 the objectives of such programs are to guarantee the students the opportunity to acquire a plurilingual competence that must imply the oral and written skills in both official languages and the knowledge of one or more foreign languages offering a contact with languages and cultures surrounded by, as well as fostering the interest in languages in any context. Besides, this law also guarantees the teachers' training through different projects. Moreover, the use of the *Proyecto Lingüístico de Centro* is going to be crucial to advance and help schools to achieve these goals. This project is an instrument in which each educative centre adapts the plurilingual and intercultural education program according to the characteristics of the learners and the school.

2.2 Key competences

Ján Figel, member of the European Commission, states the aim of having key competences within the educational system. The final purpose is to advance long-life learning, which has become a need in a continually changing world of work (European Communities, 2007). Key competencies may be defined as “a combination of knowledge, skills, and attitudes appropriate to the context” (European Communities, 2007, p.3). The Reference Framework in 2019 establishes eight different competencies:

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, and technology engineering
- Digital competence
- Personal, social, and learning to learn competence
- Citizenship competence
- Entrepreneurship competence

- Cultural awareness and expression competence

However, as it is stated in the document *Key competences for lifelong learning* (European Communities, 2007), it is not worth to consider that one competence is more important than another as all of them are equally important and “overlap and interlock” (p.3) between them. All the different competences are related to know-how and the capacity to cope in life. Although there are eight different key competencies, in this paper, the focus is placed on digital and plurilingual competences as the principal ones, although the rest of them are interconnected. These two competences meet with the aims established by the European Union citizenship identity. As we are living in a plurilingual, and digital world is necessary to teach the youngest the benefits of using technology properly and how this technology is perfect to support the learning languages.

2.2.1 Plurilingual Competence

As societies evolve, languages also do and combine themselves. Due to this inevitable situation, they try to survive, leading us to a global world in which as many languages you are able to speak a better social success you will have (Rico-Martín & Jiménez 2013).

After describing the importance that key competences have in the educational process for a long-life learning, it is necessary to remark what secondary teachers can do to be fully capable of transmitting these eight different competences within the didactic material they prepare or teach in each subject. For that reason, the Ministry of Education and Vocational Training has proposed different projects such as National Center of Educational Innovation and Research, the National Institute of Educational Technologies and Teacher Training, European programs like eTwinning, among others. These institutions and programs aim at preparing teachers to fulfill these objectives and promote a good-quality CLIL environment (Palacios-Hidalgo et al.,2018).

As it has been mentioned in section 2.1.1, Europe has acted aiming a list of objectives to advance plurilingual education by creating educational programs to promote the language acquisition of foreign languages as well as fostering cultural understanding (Palacios-Hidalgo, et al., 2018) being *Content and Language Integrated Learning*, (CLIL), the most popular approach in Europe.

2.2.1.1 Content and Language Integrated Learning

Despite the term *CLIL* was born in Europe in 1994, this approach has a much longer history (Mehisto et al., 2008). It was coined during that decade when globalization started to emerge considerably so the demands for a plurilingual education increased. However, this term acts as an umbrella concept where multiple educational approaches are within it: bilingual education, immersion programs, among others. (Mehisto et al., 2008).

Content and Language Integrated Learning could be defined as a “dual-focused educational approach” where the use of another language, which differs from the mother tongue, is used for the learning and teaching of the content of the subject and the language itself (Coyle et al., 2010).

The essence of CLIL is integration which has a dual focus: language learning and content learning. This language learning is included in content classes in which the information must be adapted to facilitate understanding. However, when teaching content through a foreign language the teacher must co-work with language teacher to succeed in this approach. Nevertheless, students do not only focus on content and language, but they also develop learning skills that help them to achieve content and language goals (Coyle et al, 2010; Mehisto et al., 2008). Accordingly, the CLIL approach covers what they call the 4cs framework:

- Content: where the focus is on the subject
- Communication: language learning and using
- Cognition: learning and thinking process
- Culture: developing intercultural understanding and global citizenship

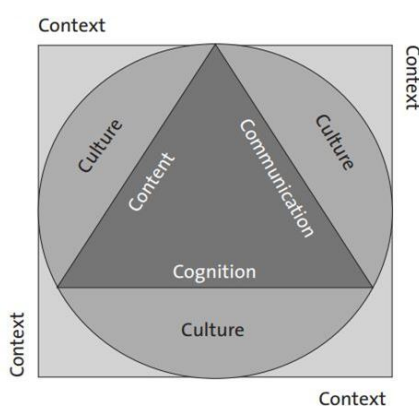


Figure 2 Extracted from Do Coyle, Philip Hood & David Marsh (2010) p.41

One important factor to take into consideration while implementing these approaches such as CLIL is the authenticity, especially in materials, to connect real-life students' experiences with both

language and content to foster motivation among the learners. To succeed with this approach teachers must provide the appropriate scaffolding to students to make them feel securer within the classroom. It is important to consider students' interests to engage them with the content as they need an additional input to understand the concepts. A few strategies that might be practiced are brainstorming of a topic to determine the existing level of knowledge, breaking material into smaller pieces and, having students develop their definitions for terms and using pictures and realia (Mehisto et al., 2008; Moore & Lorenzo, 2007).

2.2.1.2 Drawbacks of CLIL Approach

One of the main problems pointed out by practitioners about CLIL is that CLIL teachers are not fully skilled to face content and language goals. For that reason, it is extremely important to increase training or policies that support CLIL program implementation (Custodio, García, 2021; Palacios-Hidalgo et al., 2018).

As it has been mentioned at the beginning of this section, this approach must focus on the cognitive demands. To achieve this purpose, each activity must provide a conceptual scaffolding by using a great number of audio-visual stimuli and cooperative learning (Grisaleña et al., 2009). For these reasons, teachers are required to have specific competences to success in CLIL.

It is undeniable to say that CLIL, involves benefits for the learners' learning process. However, the lack of training of Spanish teachers concerning linguistic and intercultural competence does not help a satisfactory implementation of CLIL proposals at school in terms of a comprehensive project for all the school. To achieve this, Europe has prepared some programs such as *Lifelong Learning Program* or *Erasmus+* to help teachers acquire these competencies within the classrooms and ensure the success of this approach (Palacios-Hidalgo et al., 2018).

Focusing our attention on the secondary educational Spanish system, it is important to remark that most teachers implementing CLIL programs are obliged to do it to fulfill the number of hours teaching their content subject in English following the Govern educational laws. Taking into account the lack of resources public secondary schools have, as I could also see experience in my internship, it seems to be very difficult to develop co-working between content teachers and language teachers, since they do not have the time nor specific training to do it.

One of the aspects teachers need training on is digital competence. Especially those teachers involved in language learning, since the emergence of social networks have led to a social plurilingualism in which L1 and L2 coexist and are used by the individual according to communication necessities in a

particular time (Hidalgo, 2013). However, to exploit this potentiality teachers need to be digitally competent. This is an aspect that I further develop in the following section.

2.2.2 Digital Competence

Undeniably, digital competence is here to stay, and it has been further enhanced because of the world pandemic which produced a forced change from face-to-face to e-learning teaching. As the types of abilities that citizens need are changing rapidly, educational systems must adapt to those changes to prepare students for the new competences needed for future jobs. For that reason, the use of ICTs within the classrooms has become essential.

Digital competence is one of the eight key competencies that any student should have developed at the end of compulsory education. The Organic Law 2/2006 3rd May introduced in the Spanish educational system this competence within the curriculum. As a result of this change primary and secondary schools started to equip the buildings with the facilities needed for the development of this new competence. Each classroom started to have its own computers, Internet connection, projectors, and digital boards to facilitate the interaction between teachers and students.

The Council of Europe published the *Common Framework of Reference for Intercultural Digital Literacies* (CFRIDiL) as an adaptation and expansion of the *Common European Framework of Reference for Languages* (CEFR), and the *Digital Competence Framework for Citizens* (DigComp2.0). It describes all digital levels of proficiencies which is divided into three levels of mastery: 1) waystage, 2) intermediate and 3) proficiency (EuMade4ll, 2017). This document is seen as way of digital skills standardisation.

Moreover, *Digital Competence of Educators* (DigCompEdu) emerged in 2017 as a necessity for citizens and educators of being totally digital skilled. It was designed with the intention of providing a descriptive reference that can be useful in training and assessment, and accreditation processes (DigCompEdu,2017). Its principal objective is to provide educators with the accurate tools to succeed in their teaching process. It establishes six areas with a total of 22 competences which are professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners' digital competence (DigCompEdu, 2017).

2.2.2.1 E-learning and virtual learning environments

Having contextualized digital competence, this section focuses on *e-learning*, *virtual learning environments* (VLE), and *mobile-assisted language learning* (MALL). Even though these concepts can be interchangeable, they do not refer to the same concept.

Concerning the virtual learning environment (VLEs), because of the emerge of the Internet during the 90s decade, the design of virtual learning spaces also occurred (O’Leray & Ramsden, 2002). Thamarana, defines it as “a self-contained computer-based online environment enabling interactions between instructor and learner” (2016 p.2). According to this author, the main objective of these new tools in education is to give specific support to teachers’ (2016).

One example of the most popular tools for VLEs in education is *Moodle*, widely used at any level of education. This opened new doors of understanding education as provides lots of benefits. Some of them are rapid interaction among parents, teachers, and learners; extra support for those needed students; instantly shared material or automated assessment. *Google Classrooms* is another virtual platform that has a significant role in today’s teaching, especially due to the Covid-19 pandemic. This platform was created in 2014, and, similarly to *Moodle*, it helps to a rapid communication between teachers and students, and facilitate tasks and assignments (Sudarsana et al, 2019). Both examples are very intuitive and easy to use at any level.

Authors like Gross (2018), establish the birth of *e-learning* during the 90s as a training modality associated with distance education and the use of the Internet in higher education. A huge number of definitions have been provided to this concept, so authors like Owolabi (2015), define it as “the electronic process which enhances the delivery and administration of learning opportunities and support via computer, networked and web-bases technology to help an individual’s performance and development” (p.964). Further, e-learning can be defined also as “the delivery of technology supported teaching and learning, based on sound pedagogical teaching practices” (Thamarana, 2016 p.6). The evolution of *e-learning* is attached to technological transformations and changes related to spaces and times for training and learning. That is why, the use of mobile phones is totally integrated in educational designs and online learning activities (Gros, 2018).

Related to the use of this modality of learning, it also has some advantages and drawbacks. Referring to advantages *e-learning* is flexible as learners can decide the place and time in which the process of learning occurs (Arkorful & Abaidoo, 2015). However, regarding the learning of languages it could not be beneficial as “interaction and communicative competence might be affected” but it could be practiced through virtual tools focused on oral skills (Mateo, 2020). Not only does this modality of learning take into consideration the individual necessities of each learner but also it motivates them as they can interact among them. (Arkorful and Abaidoo, 2015).

Lastly, another significant approach, which will be the core of the implementation of the task, is *Mobile-Assisted Language Learning* (MALL). As it could not be possible to make use of computers

and most of the students had phone, the teacher and I decided to use phones instead of laptops or tablets. This methodology is perfectly suitable for the development of CLIL as it “creates a learning environment where L2 as the vehicular language can be practiced anytime and anywhere” (Kamasak et al., 2020 p. 195). Thus, it could be defined as “the use of smartphones and other mobile technologies in language learning” (Kukulaska-Hume, 2013, p. 3701 as cited in Kamasak, et al., 2020 p.196).

It goes without saying that the use of technology in the classroom fosters motivation in students and making an appropriate use could bring a huge number of benefits. However, it is important to mention that the continuous use of the ICTs cannot be appropriated as it can hinder the learning process. That is why a correct balance between different ways of teaching methods is the key of succeeding in the learning process as it is the case of the present study.

2.3. Template Project

The Template project stands for *Technology Mediated Plurilingual Activities for (language) Teacher Education* following the Council of Europe recommendations. This project was formed with the aim at reinforcing the competence of pre- and in-service teachers who want to introduce a plurilingualism and digital competence in their teaching. The project provides with theoretical modules about plurilingualism, CLIL and digital competence and offers teachers different activities that include technology-based plurilingual tasks. Its main objective is to offer teacher the theoretical framework as well as models for practical implementation in which plurilingualism and digital competence are fundamental skills.

This project is carried out by different researchers from five European universities such as, University of Jaume I (Castellon, Spain), Vilnius University (Lithuania), UCLouvain (Belgium), University of Education Schwäbisch Gmünd (Germany) and University Degli Studi di Torino (Italy) which leads the project⁵.

3. Methodology

The methodology used in the present study has been based on the use of MALL and group work, with ultimate goal of promoting cooperative learning as defined by (Slavin, 2011). Indeed, students were expected to work in small groups cooperating with each other and receiving feedback

⁵ More information about the project can be found in its web: <https://templateplurilingualism.eu/>

and support form equals. Besides, as Mayordomo (2015) states, it is a way for students to work sharing the same objectives with a sense of mutual responsibility. I decided to use this methodology as the English teacher told me that some of them work better in small groups of three and it could enhance motivation among the students.

I implemented this task proposal in four different sessions that lasted 55 minutes each. Although I did it in four sessions, the students worked at home some activities to bring them done for the next class. However, this will be further discussed in section in 3.5.

Section 3.1 addresses the context in which this task implementation has taken place; 3.2 deals with the justification of this paper as well as 3.3 is centred on the objectives that I have chosen to verify if this proposal has effectiveness; section 3.4 explains and justifies the different research instruments used along this proposal. Finally, section 3.5 is about the task description. However, it is also divided into four different parts; justification of the task proposal, the content of the task, the explanation of the different activities that have been developed within the classroom and the description of how it has been implemented.

3.1 Context and participants

The teaching proposal was implemented in a secondary school called Penyalosa that is located in Castellon, the capital city of the province with 120,000 inhabitants. Its origins are rural and agricultural, but nowadays it is an industrial and tourist city. The surrounding neighbourhoods have an important amount of Social Housing, where immigrants live. Other neighbourhoods are more popular and traditional, and we can define them as middle class or even high middle class, where liberal professionals, civil servants and employees live. According to the interests, work capacity and integration in the institution the students have, it can be appreciated important differences between social classes and those who have a more solid social and family stability.

The participants of the study were 29 students, who belonged to 4th of ESO level in Penyalosa secondary school. Multiculturalism and plurilingualism are also characteristics of this group as there are students from Romania, one student from China, and two more from Perú, and Morocco. However, most of these students were born in Castellon and their L1 is their parents': Valencian, Spanish, Chinese, Arabian or Rumanian. Having this context in mind it has not been difficult to introduce concepts such as plurilingualism, mother tongue, or language identity. Thanks

to this situation they have been very participative and motivated during the four sessions the study was carried out as they felt totally integrated.

3.2 Justification

During my classes in the Master, I had the opportunity to know about TEMPLATE project and took part in some of the Template workshops proposed by the teachers in SAP404 and SAP406. Bearing in mind my experience and the importance of plurilingualism and digital competence for language teaching and learning, I decided to further explore the technology mediated plurilingual tasks the TEMPLATE project propose for introducing both, plurilingualism and digital competence. Therefore, I put into practice a task proposal from this project because I found it as a good opportunity to test and verify to what extent technology-based CLIL approach is good and beneficial to improve students' learning and motivation.

3.3 Objectives

The purpose of the implementation of the TEMPLATE proposal is to test the eight activities included in the task in a real context, that is, a Spanish secondary school EFL classroom and analyse how students perform and perceive it. To achieve this aim, this research presents three objectives. The first objective is to test to what extent the task is effective in terms of promoting students' plurilingual competence. The second objective is to prove to what extent the task is effective in terms of promoting student's digital competence. The third objective to test task effectiveness in terms of language learning (i.e., linguistic contents from the curriculum included in the proposed activities) and genre-awareness (i.e., the structure of biography).

3.4 Instruments

This section describes the instruments I have employed to obtain the necessary data for my study during and after the implementation of the task. These instruments are:

- one google form pre-questionnaire (see Appendix 1).
- one post-questionnaire (see Appendix 2).

- an activity about writing a linguistic biography (see Appendix 3).
- digital resources for creating the activities: Google Classroom, Google Docs, H5P, Mentimeter and Flipgrid (see Appendix 4).

Concerning the first google form, namely, the pre-questionnaire, its objective was to test students' linguistic background and interest in plurilingualism and ICTs. There were two versions of the questionnaire: Spanish and Valencian since both languages are official languages in the territory and consequently in the school. The pre-questionnaire (see Appendix 1) includes ten questions on ten different aspects. Question one asks for the students' L1, question two was about how many languages the student spoke at home, question three concerned about the number of languages the students think they were able to speak, question four invited them to think about the level they considered they had in each language, question five explored the number of languages they would like to speak in their future, question six and seven focused on how many students have studied any content subject in a foreign language, and their experience with CLIL approaches, in question eight and nine students were asked to explain their experience with ICTs in the classroom, and question ten asked students to enumerate about the number of digital tools students used in their daily life. As it can be seen, the final aim of this questionnaire was to make them reflect on their interest in plurilingualism and ICTs during their language learning process. Figures 3 shows an example of the pre-questionnaire in both versions: Spanish and Valencian.

<p>¿Cuántas lenguas hablas en casa? *</p> <p>Tu respuesta</p>	<p>Quantes llengües parles a casa? *</p> <p>Tu resposta</p>
<p>¿Con cuántas lenguas eres capaz de comunicarte? *</p> <p>Tu respuesta</p>	<p>En quantes llengües eres capaç de comunicar-te? *</p> <p>Tu resposta</p>
<p>¿Qué nivel crees que tienes en cada lengua? *</p> <p>Tu respuesta</p>	<p>Quin nivell penses que tens en cada llengua? *</p> <p>Tu resposta</p>
<p>¿Cuántas lenguas te gustaría hablar en un futuro? Indica cuáles serían. *</p> <p>Tu respuesta</p>	<p>Quantes llengües t'agradaria parlar en el futur? Indica quins serien *</p> <p>Tu resposta</p>
<p>¿Has estudiado alguna asignatura (que no sea inglés), por ejemplo, Ciencias Sociales o Plástica en inglés o en otra lengua extranjera? *</p>	<p>Has estudiat alguna vegada alguna assignatura (que no siga anglés), per exemple, Ciències Socials o Plàstica, en anglés o en un altra llengua estrangera? *</p>

Figure 3 Screenshot from both pre-questionnaires the Spanish version and Valencian one

As for the post-questionnaire (see Appendix 2), its purpose was to collect information about students' during the fulfilment of the task. This questionnaire was designed using a Linkert scale (1-5) and three open questions in order to obtain qualitative complementary data to the quantitative results. This post-questionnaire was composed of twelve questions in total. Questions one to ten were concerned about the evaluation of each activity, whereas in question eleven they were asked to think about the aspects they enjoyed the most; finally, question twelve invited them to deliberate the aspects they would change and improve. The final aim of this questionnaire was to obtain detailed information about their experience during the process and to collect aspects that might be improved. Figure 4 shows and example of the post-questionnaire in both versions: Spanish and Valencian.

<p>¿Cuál es tu opinión sobre las Actividades 1 y 2? *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Pobre <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Muy bueno</p>	<p>Quina és la teva opinió sobre les activitats 1 i 2?</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Pobre <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Molt bé</p>
<p>¿Cuál es tu opinión sobre la Actividad 3? *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Pobre <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Muy bueno</p>	<p>Quina és la teva opinió sobre l' activitat 3?</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Pobre <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Molt bé</p>
<p>¿Cuál es tu opinión sobre la Actividad 4? *</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Pobre <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Muy bueno</p>	<p>Quina és la teva opinió sobre l' activitat 4?</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Pobre <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Molt bé</p>

Figure 4 Screenshot from both post-questionnaires, the Spanish version and Valencian one

The third instrument I used to collect data was the linguistic biography. This instrument allowed me to explore students' linguistic background as well as understand their motivation to learn new languages. These documents also revealed some students' plurilingual background and help me to make them reflect on this fact. In this activity, they had the opportunity to write in their L1, so I found biographies in Chinese, Rumanian, Arabic, Valencian, Spanish including some words in Southern Quechua, and Spanish that were later translated with the help of students themselves. Figure 5 shows an example of one student's linguistic biography.

BIOGRAFÍA LINGÜÍSTICA

Soy Emanuel, y nací en Castellón de la Plana. La primera lengua que aprendí fue el rumano, lengua que aprendí cuando fui a vivir con mis padres a Rumanía cuando aún era muy pequeño. Siendo que más tarde aprendí a hablar castellano cuando volvimos a España después del nacimiento de mi hermano pequeño.

Cuando empecé a asistir a un colegio aquí en Castellón, me fue difícil adaptarme al Valenciano en un inicio, ya que apenas sabía español. Aunque al final me puede acabar adaptando a ello. Aún a día de hoy sigo aprendiendo a hablar valenciano, ya que es una lengua que aun no hablo a la perfección, a pesar de que si se escribir perfectamente esta misma.

Creo que estudiar lenguas es ciertamente importante para ayudarnos no solo a comprender a los demás, sino también a entender su cultura y tradiciones.

Figure 5 Example of linguistic biography

The fourth instrument I employed was the use of different ICTs to create and develop the activities. Some of the tools were also used for fostering interaction with students. In order to create the activities, I used in my study, I employed H5P, Mentimeter, Google Docs, and Flipgrid. H5P was used to create activities one, two, and five (see Appendix 4). Mentimeter was used for activity three (see Appendix 4). Google Docs were also used for activities four and seven (see Appendix 4). Lastly, Flipgrid was used by students for activity eight. Some examples of the activities created with these tools can be seen in Figures 6,7,8 and 9.

Drag the paragraphs to put them in order.

On January 15, 1929, Martin Luther King, Jr. is born in Atlanta, Georgia, the son of a Baptist minister.

Martin Luther attended segregated public schools in Georgia, graduating from high school at the age of fifteen; he received the B. A. degree in 1948 from Morehouse College, a distinguished Negro institution of Atlanta from which both his father and grandfather had graduated. After three years of theological study at Crozer Theological Seminary in Pennsylvania where he was elected president of a predominantly white senior class, he was awarded the B.D. in 1951. With a fellowship won at Crozer, he enrolled in graduate studies at Boston University, completing his residence for the doctorate in 1953 and receiving the degree in 1955. In Boston he met and married Coretta Scott, a young woman of uncommon intellectual and artistic attainments. Two sons and two daughters were born into the family. In 1954, Martin Luther King became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama.

He was assassinated in Memphis, Tennessee, on April 4, 1968.

A powerful orator, King appealed to Christian and American ideals and won growing support from the federal government and Northern whites. In 1963, Bayard Rustin and A. Philip Randolph led the massive March on Washington for Jobs and Freedom; the event's grand finale was King's famous "I Have a Dream" speech. Two hundred and fifty thousand people gathered outside the Lincoln Memorial to hear the stirring speech. In 1964, the civil rights movement achieved two of its greatest successes: the ratification of the 24th Amendment, which abolished the poll tax, and the Civil Rights Act of 1964, which prohibited racial discrimination in employment and education and outlawed racial segregation in public facilities. Later that year, King became the youngest person to win the Nobel Peace Prize. In the late 1960s, King openly criticized U.S. involvement in Vietnam and turned his efforts to winning economic rights for poor Americans.

✔ Check

Figure 6 Example of an activity done by using H5P

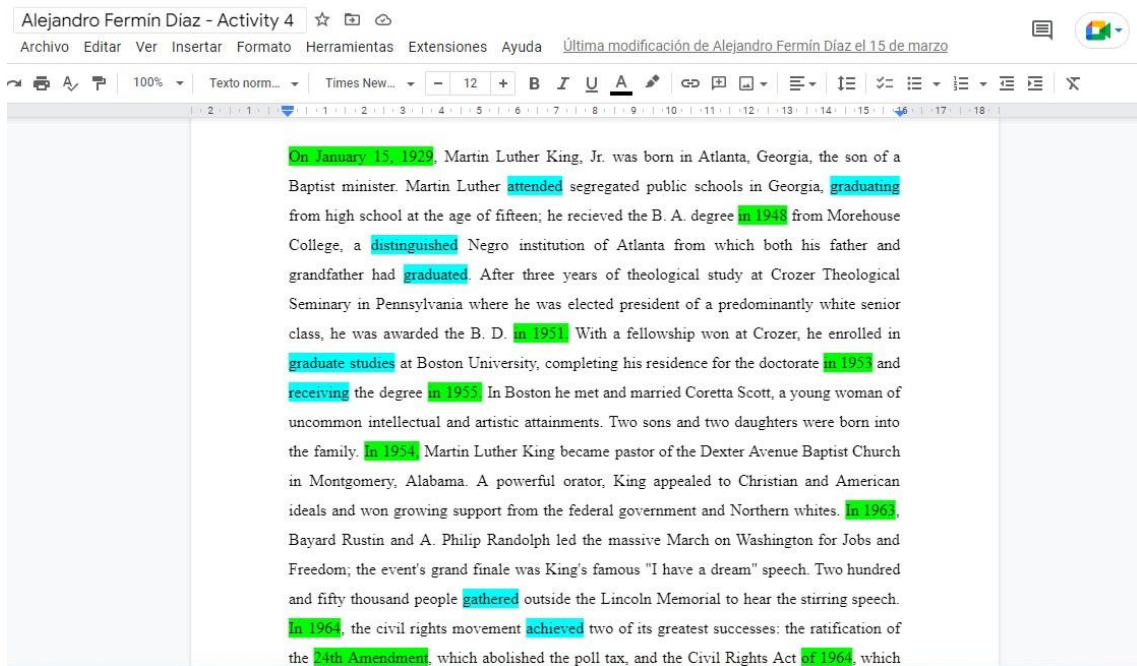


Figure 7 Example of an activity done by using Google Docs

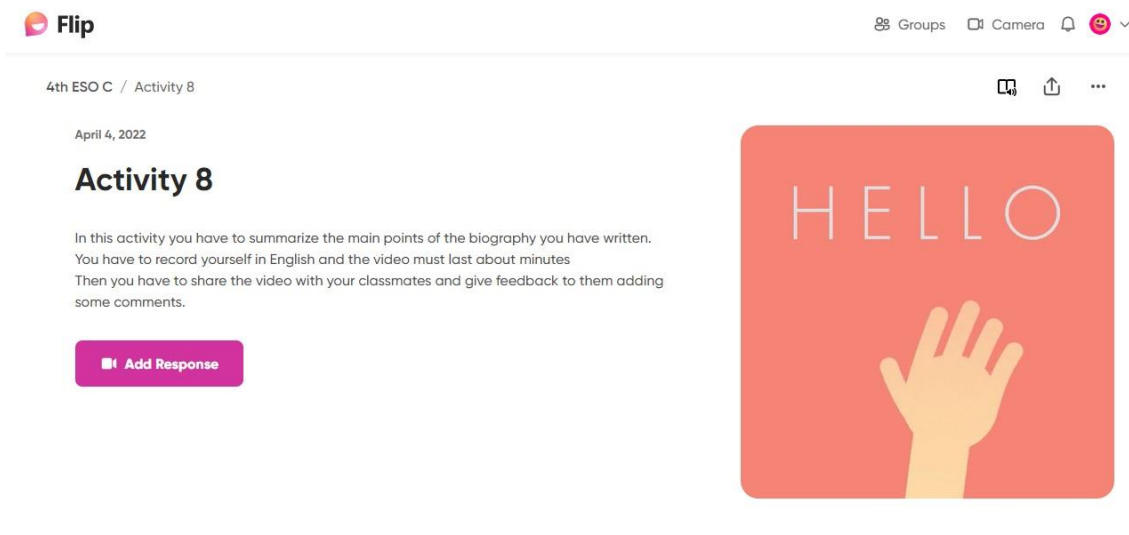


Figure 8 Example of an activity done by using Flipgrid



Figure 9 Example of an activity done by using Mentimeter

Concerning interaction, Google Classroom (see Appendix 4) was the main resource I used to facilitate the interaction between students and the teacher. This platform is very intuitive to use and the easiest way to send the tasks and collect the data. Google docs were used consequently as all the tasks were saved in the Google drive shared by all the members of the Google Classroom.

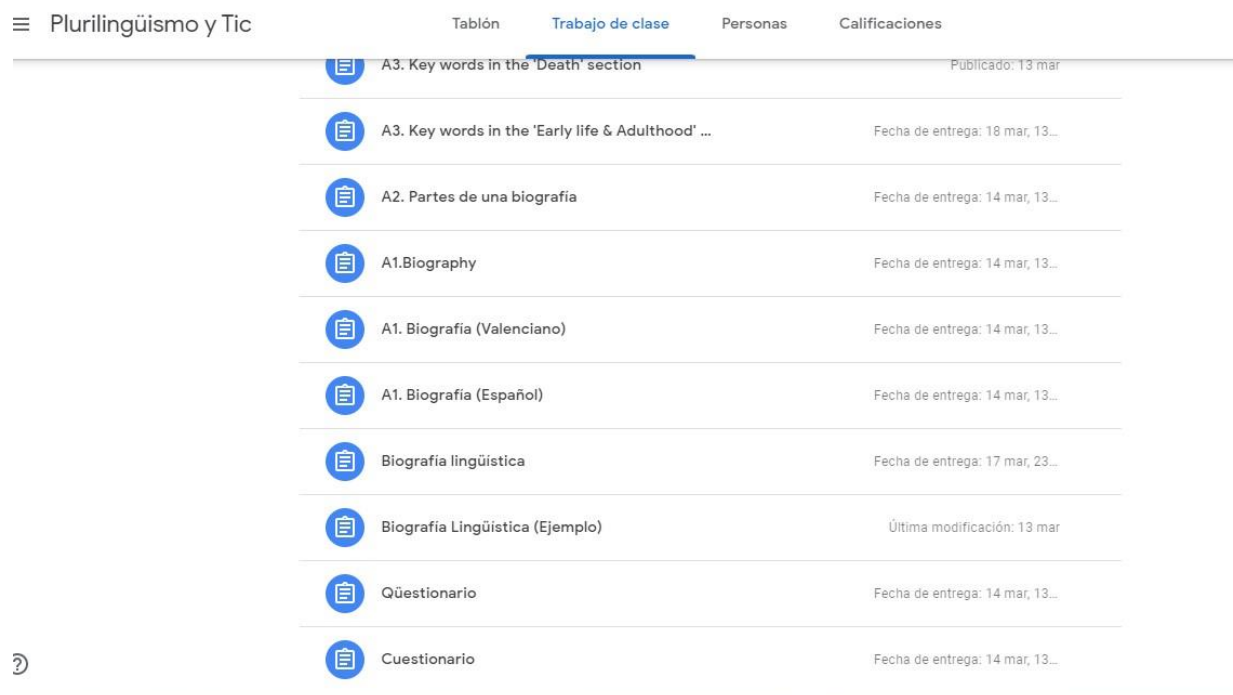


Figure 10 Screenshot of Google classroom

3.5 Task description

The task topic was about Nobel Prizes. It was based on the biography genre and it revealed as an effective topic to implement the CLIL approach within the classroom, since it did not only allow me to show students some of the most iconic public figures that won a Nobel Prize (i.e., historical content) but also, they could work on the genre biography and eventually on all the linguistic aspects inherent to this genre (i.e., past verb tenses, chronological organisers, etc.) covering at the same time as CLIL principles state.

This task aimed at promoting seven out of the eight key competencies that the Spanish Education Law, LOMCE, and the law 4/2018 proposed in the secondary education system. These key competencies are linguistic communication competence, plurilingual competence, digital competence, learning to learn competence, entrepreneurial competence, and cultural and artistic competence.

3.5.1 Justification of the Task

As it has been explained in the previous section, this proposal totally fits with the key competences needed to be covered for effective language teaching and learning. These different competences are worked differently in each activity.

Competence in Linguistic Communication (CLC) is worked in each activity as students must express and interpret concepts, thoughts, feelings, and opinions in both, oral and written form, and interact linguistically in any appropriate way.

Plurilingual competence (PC) accompanied by the digital competence, are the core of this proposal as the main objective of this task is to raise awareness of plurilingual competence among the students through these eight different activities.

Digital competence (DC) is worked in each activity as the students make use of different ICTs such as H5P, Mentimeter, Google Docs, Flipgrid and Google Classroom.

Learning to learn (L2L) competence is included in all the activities as include the ability to organize their own learning both, individually and in small groups.

Sense of initiative and entrepreneurship (SIE) competence is worked mainly in activities 6 and 7 in which students must decide on the questions they need to do interview and how to structure their biographies in both, written and orally.

Social and civic competence (SCC) deals with the cooperatively work as they need to respect and listen to the rest of their classmates.

Cultural awareness and expression (CAE) competence is implicit in this proposal as they appreciate the cultural expressions using different languages as it can be seen in activity 7 and in the student's linguistic biography in which learners had the opportunity to use their L1.

3.5.2 Content of the Task

Two main contents have been the core of this task. The first objective is to introduce the concept of the Peace Nobel Prizes and the second one is to think about the characteristics of the genre: parts of a biography, register, and use of the language. Within the second objective, I paid special attention to the use of past tenses to express information, the use of keywords, time expressions, and chronological order. Besides, students employed digital tools to practice, collaborate and communicate among them and with the teachers.

3.5.3 Activities

In total there were eight activities divided into three main phases: genre, language and written and oral production.

- First Phase: genre

The first phase, called “genre”, included activities one and two:

Activity one, Figure 11, is a drag-and-drop activity in which students had to put in order three different texts written in three languages (Spanish, Valencian, and English) that describe the biography of Martin Luther King. The main objective of this activity is to promote the knowledge of the genre from a plurilingual perspective.

Drag the paragraphs to put them in order.

On January 15, 1929, Martin Luther King, Jr. is born in Atlanta, Georgia, the son of a Baptist minister.

Martin Luther attended segregated public schools in Georgia, graduating from high school at the age of fifteen; he received the B. A. degree in 1948 from Morehouse College, a distinguished Negro institution of Atlanta from which both his father and grandfather had graduated. After three years of theological study at Crozer Theological Seminary in Pennsylvania where he was elected president of a predominantly white senior class, he was awarded the B.D. in 1951. With a fellowship won at Crozer, he enrolled in graduate studies at Boston University, completing his residence for the doctorate in 1953 and receiving the degree in 1955. In Boston he met and married Coretta Scott, a young woman of uncommon intellectual and artistic attainments. Two sons and two daughters were born into the family. In 1954, Martin Luther King became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama.

He was assassinated in Memphis, Tennessee, on April 4, 1968.

A powerful orator, King appealed to Christian and American ideals and won growing support from the federal government and Northern whites. In 1963, Bayard Rustin and A. Philip Randolph led the massive March on Washington for Jobs and Freedom; the event's grand finale was King's famous "I Have a Dream" speech. Two hundred and fifty thousand people gathered outside the Lincoln Memorial to hear the stirring speech. In 1964, the civil rights movement achieved two of its greatest successes: the ratification of the 24th Amendment, which abolished the poll tax, and the Civil Rights Act of 1964, which prohibited racial discrimination in employment and education and outlawed racial segregation in public facilities. Later that year, King became the youngest person to win the Nobel Peace Prize. In the late 1960s, King openly criticized U.S. involvement in Vietnam and turned his efforts to winning economic rights for poor Americans.

Check

Figure 11 Example of activity 1 English version

Activity two, Figure 12, is also a drag-and-drop activity but in this case, students had to identify the common parts that the three texts have, paying attention to each section of the genre. This activity followed the same objective as the first one.

PARTES DE UNA BIOGRAFIA

Put the parts of a biography in order according to what you have observed in the texts.

Important facts, anecdotes and quotes about the person.

Date of birth.

Early life and adulthood.

Death and impact on future history.

Check

Figure 12 Example of activity 2

- Second Phase: language

This phase is composed of activities three, four, and five. In activity three, Figure 13 and 14, students worked with the language using Mentimeter. To do this, they had to seek keywords to identify each part of the biography. The purpose is to improve linguistic competence and plurilingual transference.



Key words in the 'Early life & Adulthood' section

Short answers are recommended. You have 250 characters left.

250

Submit



Key words in the 'Death' section

Enter a word 25

Enter another word 25

Enter another word 25

Enter another word 25

Enter another word 25

Enter another word 25

Enter another word 25

Enter another word 25

Enter another word 25

Enter another word 25

You can submit multiple answers

Submit

Figures 13 & 14 Example of activity 3

In activity four, Figure 15, by means of a shared Google Docs, students had to work with the English text of the first activity to identify the time expressions and verb tenses. In this way, they worked with the inductive approach to discover which were the most used in this genre. The objective was to work with linguistic competence.

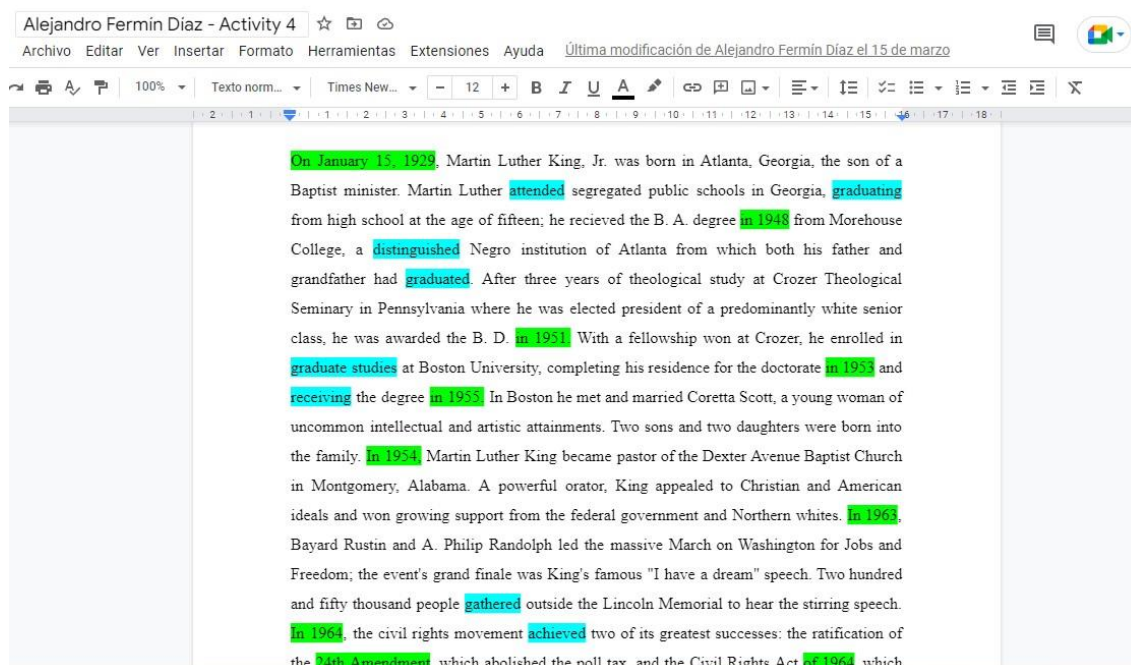


Figure 15 Example of activity 4

In activity five, Figure 16, students read another different biography written in English by Nelson Mandela to fill in the gaps with correct verb tense.

NELSON MANDELA

Fill in the gaps with the correct form of the verb in brackets. Be aware that some verbs could take the passive voice.

Nelson Rolihlahla Mandela (to be) born in Mvezo, South Africa to a Thembu royal family (18 July 1918 – 5 December 2013).

He (to attend) primary school in Qunu and his teacher, Miss Mdingane, (to give) him the Christian name Nelson. During Nelson Mandela's early life, he (to raise) hearing stories of war and oppression from his elders and (to know) from a young age that he (to want) to make a contribution to freeing his people. He (to attend) Clarkebury Boarding Institute and then (to go) to Healdtown for secondary school. Nelson Mandela first (to attend) the University College of Fort Hare but (to expel) for participating in a student protest. He (to complete) his Bachelor of Arts degree at the University of South Africa.

His government (to focus) on throwing out the legacy of apartheid by ending racism, poverty, inequality, and on improving racial understanding in South Africa. Politically a believer in socialism, he (to serve) as the President of the African National Congress (ANC) from 1991 to 1997 and (to adopt) new Constitution of South African in 1996 that prohibits all discrimination, based on language, religion, handicap and sexual orientation, not only on racism. Internationally, Mandela (to be) the Secretary General of the Non-Aligned Movement from 1998 to 1999.

Mandela (to receive) more than 250 honors, including the 1993 Nobel Peace Prize, the US Presidential Medal of Freedom, and the Soviet Order of Lenin. He is often referred to by his Xhosa clan name, Madiba, or as Tata ("Father"). Mandela (to describe) as a hero, and his actions (give) thousands of people hope.

Mandela (to be) sick for several years during his retirement. He (to be) hospitalized in late summer of 2013 from a continuous lung infection. Mandela (to die) on 5 December 2013 in Houghton Estate, Johannesburg from a respiratory tract infection. He (to be) 95 years old.

Check

Figure 16 Example of activity 5

- Third Phase: written and oral production

Finally, activities six, seven, and eight are included in this phase. Activity six and seven, Figure 17, are focused on written production. The students wrote six to eight questions in their mother tongue. After doing that, they had to interview a relative of them. Once they had questions, they recorded the interview or took some notes. The objective was to work on linguistic competence and mediation (from one genre to another). In activity seven the students wrote the biography based on the interview they did by using a Google Doc.

BIOGRAFIA ESCRITA

Viorel pop s-a născut la Târgu Mureș în 1975, în timpul dictaturii comuniste. Fiul lui Viorel și al Elenei pop, el a fost cel mai mare dintre cei 4 frați, asumându-și responsabilitatea de a avea grijă de ei.

Când era foarte tânăr, lucra într-o măcelărie împreună cu tatăl său și cu alți prieteni, ajutându-i în tot ce putea.

Trăind într-o țară comunistă, mâncarea nu era foarte abundentă, dar cum tatăl său lucra ca măcelar putea aduce carne ori de câte ori avea nevoie.

Când tatăl său a murit de cancer, viorel avea doar 18 ani și a trebuit să aibă grijă de mama și frații săi de atunci.

Ca adult, ea a decis să călătorească în Spania în căutarea unui loc de muncă, care nu a fost foarte susținută de frații ei. Ally și-a cunoscut viitoarea soție. A avut o mică companie de transport marfă de diferite tipuri. Până în 2017 a decis să o vândă pentru a-și îndeplini visul, să aibă o companie și să facă produse din carne și cârnați.

Chiar și astăzi, el se străduiește zilnic să-și țină atât compania, cât și familia în picioare.

Figure 17 Example of activity 7

Lastly, activity eight, Figure 18, is focused on oral production. The students used Flipgrid to record themselves summarizing the important aspects of their biography. Then, they shared the video with the rest of their classmates and commented on each other. The main objective of this activity was to work on digital competence.

Figure 18 Example of activity 8

3.5.4 Description of the task implementation

The following tables show the distribution of the proposal. The first table summarizes the methodology carried out during the different sessions, as well as the relevance of the different key competencies that have been considering for implementing this task.

The next four tables correspond to every session done in class. This summarizes the role that the teacher has in each session as well as the objectives followed, the required materials and the competencies employed.

3.5.4.1 Timing

This proposal took place during the English class which has 3 hours of English per-week. The implementation lasted from Monday 14th March to 1st of April 2022 which was divided into four main sessions of 55 minutes each: Monday 14th March, Tuesday 15th March, Monday 28th and Friday 1st April. I had to split it as *Magdalena* festivity took place for one week.

The first session was the introduction of the task proposal. The students answered the pre-questionnaire in which I collected 24 out 29 answers in total. After that, they formed the groups of three to work with activities one, two and three. The tasks were checked once they finished them. As for the second session we started discussing the questions they had. Once I solved the questions, we moved on to the activities four and five. In activity five, they found it a little bit difficult as they had to conjugate English past tenses and some of them were in the passive voice, which they did not see it before in the English class. They studied the year before, so I reviewed the basic aspects of the passive voice, and they succeed in doing this activity. After doing activity five, they started individually preparing the questions for the interview. Moving on to the third session, they finished writing their interview done during *Magdalena* break. This belongs to activity seven which I compiled 20 biographies in total. As most of them did the task during the break I explained activity 8 and they started preparing the oral presentation. They had until Friday 1st to upload the video in Flipgrid. The last section was devoted to watching videos. Although there were 8 videos in total, the rest did an oral presentation in class. Once all the presentations were finished, we did some questions related to the biographies to get to know better the person who was interviewed. After that, they did the post-questionnaire in which I collected 25 answers in total. Before finishing the session, we did a debate regarding the importance of languages, what implies being plurilingual and the importance of using technology in class.

The next tables summarize the implementation of this proposal paying special attention to the

objectives, and the competences worked in each session.

Task Proposal Nobel Prizes		
Level: 4º ESO C	Subject: English	Sessions: 5
<p>The aim of this task is to foster students' motivation in the study of a foreign language (English) through CLIL and MALL approaches. In this sense, the study of the biography genre is the basis of working plurilingualism and technology. This task proposal was designed for students of 4º ESO class in which there were 29 students.</p> <p>All the contents, objectives and competences can be found in the document Currículo LOMCE Eso y Bachillerato by Conselleria de Educació, Investigació, Cultura y Deporte de la Generalitat Valenciana, which is regulated by the R.D. 8/2013 and the law 4/2018. According to this, the key competencies that are going to be followed in this task are the following:</p> <ul style="list-style-type: none"> • Competence in Linguistic Communication (CLC): during the different activities, students must express and interpret concepts, thoughts, feelings, and opinions in both oral and written form, and interact linguistically in an appropriate way. • Plurilingual Competence (PL): the main objective of this DU is to foster and raise awareness of plurilingual competence among the students through different activities. • Digital Competence (DC): this task proposal is consciously elaborated to use different ICTs, such as H5P, Mentimeter, and Google Docs, among others. • Learning to Learn (L2L): there are activities that include the ability to organize their own learning both individually and in small groups. • Sense of initiative and Entrepreneurship (SIE): they must make use of this competence when they decide on the questions they need to do in the interview, and how to structure their biographies. • Social and civic competence (SCC): as they work cooperatively, they need to respect and listen to the rest of their classmates. • Cultural Awareness and Expression (CAE): they use this competence to appreciate the cultural expressions using different languages they need to employ through the sessions. 		

Session 1 55'	
The first session focused on the presentation of what students needed to do during the task. The teacher provided the pre-questionnaire which they had to do during the first minutes of the session. After that, students did activities one, two, and three in groups of three.	
Objectives: -To promote the knowledge of the genre from a plurilingual perspective -To invite them to think about the importance of learning languages -To foster motivation -To work cooperatively -To create a good environment -To improve cultural consciousness -To develop the social and civic competence -To enhance learn-to-learn competence	Materials: -Google forms -Mobile phone with internet connection -Projector -Computer with Internet connection -Google Classroom
Methodologies: Mobile learning methodology Collaborative learning	
Competences: CLC, PL, DC, L2L, SCC, SIE, CAE	

Session 2 55'	
The second session focused on the presentation of what students needed to do and to solve problems that they might have had during the last session. During the class, students did activities four, five, and six.	
Objectives: -To promote the knowledge of the genre from a plurilingual perspective -To invite them to think about the importance of learning languages -To foster motivation -To work cooperatively -To create a good environment -To improve cultural consciousness -To develop the social and civic competence -To enhance learn-to-learn competence	Materials: -Google forms -Mobile phone with internet connection -Projector -Computer with Internet connection -Google Classroom
Methodologies: Mobile learning methodology Collaborative learning	
Competences: CLC, PC, DC, L2L, SCC, SIE, CAE	

Session 3 55'	
<p>The third session followed the same structure as the previous ones. During the first minutes of the session, the teacher provided feedback and solved problems that students might have had. In this session, students submitted activity seven and they started to prepare activity 8.</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> -To promote the knowledge of the genre from a plurilingual perspective -To invite them to think about the importance of learning languages -To foster motivation -To work cooperatively -To create a good environment -To improve cultural consciousness -To develop the social and civic competence -To enhance learn-to-learn competence 	<p>Materials:</p> <ul style="list-style-type: none"> -Google forms -Mobile phone with internet connection -Projector -Computer with Internet - connection -Google Classroom
<p>Methodologies: Mobile learning methodology Collaborative learning</p>	
<p>Competences: CLC, PL, DC, L2L, SCC, SIE, CAE</p>	

Session 4 55'	
<p>This last session focused on the projection of some videos summarizing in English the main points of their biography. After that, we did a listening comprehension activity asking the rest of the class about some aspects of the video to check if they had understood what it had been saying. After that, the teacher provided the post-questionnaire and finally a debate discussing everything they had done and some reflections on this proposal.</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> -To promote the knowledge of the genre in a plurilingual perspective -To invite them to think about the importance of learning languages -To foster motivation -To work cooperatively -To create a good environment -To improve cultural consciousness -To develop the social and civic competence -To enhance learn-to-learn competence 	<p>Materials:</p> <ul style="list-style-type: none"> -Google forms -Mobile phone with internet connection -Projector -Computer with Internet connection -Google Classroom
<p>Methodologies: Mobile learning methodology Collaborative learning</p>	
<p>Competences: CLC, PL, DC, L2L, SCC, SIE, CAE</p>	

4. Results and discussion

Three were the main objectives of the present study:

- 1) To test to what extent the task is effective in terms of promoting students' plurilingual competence.
- 2) To prove to what extent the task is effective in terms of promoting students' digital competence.
- 3) To test task effectiveness in terms of language learning (i.e., linguistic contents from the curriculum included in the proposed activities) and genre-awareness (i.e., the structure of biography)

In order to meet the first aim, I looked into the results obtained in the pre-questionnaire, the linguistic biography, and the post-questionnaire.

To begin with, questions 1 to 6 from the pre-questionnaire were analysed to respond to the first objective: questions 1 to 5 related to their L1 and the interest in learning new languages, and question 6 which deals with experience learning a second language through CLIL approach. I collected 24 answers in total (20 in Spanish and 4 in Valencian). Figure 19 shows the students' concern and motivation for studying new languages. As it can be observed, 57% (n= 14) of the students are not motivated to study more languages as they prefer to speak Valencian or Spanish which are their L1 and to improve their level of English. However, they do not see the learning of languages as something relevant or important. For that reason, most of the learners see learning English as something compulsory. Nevertheless, 30% (n=7) of them are concerned about the importance of learning languages. Apart from Spanish, Valencian, and English, they would like to speak at least two more languages: Russian, Chinese, or Italian are the preferred ones. Lastly, 13% (n=3) of the students prefer to add one more language. In this case, French is the chosen language as some justify it is easier thanks to the similarities that share with Spanish and Valencian. It is relevant to mention that they would like to study languages that are closed to their L1. As a result of this analysis, the minority of the students in this class group are in a process of *awakening to languages* (Hidalgo, 2013).

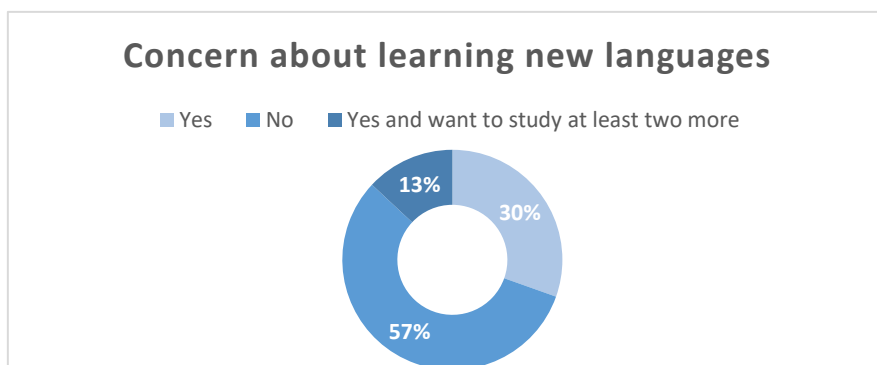


Figure 19 Results of question 5 from pre-questionnaire

Regarding the question of CLIL, Figures 20 and 21 show the experience with CLIL approach along their education process. 75% (n=18) of the students have had at least one experience with this approach being in 83,3% (n=15) of the cases a good experience as they learnt new vocabulary. The subjects they studied with this approach were: Physical Education, Music, History, Biology, Arts and Crafts, and Geography. Nevertheless, the 16,6% (n=3) that had a bad experience explained that it was like an ordinary English class. It is important to mention that it was in primary education when they studied through the CLIL approach and mainly was only one academic year.

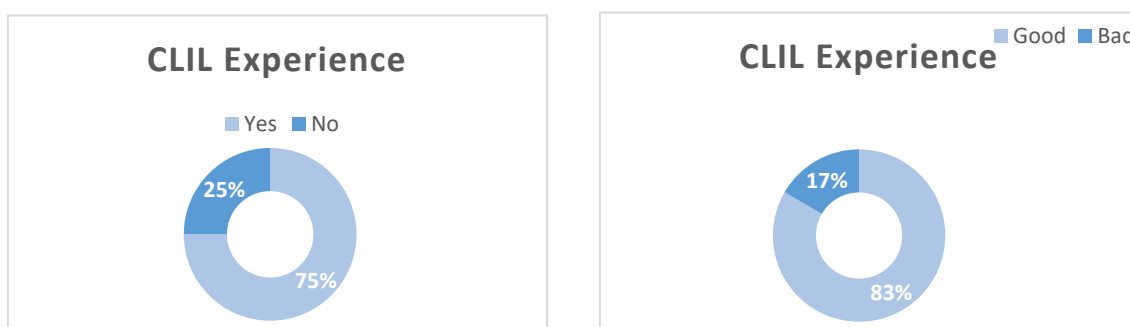


Figure 20 & 21 Results of questions 6 & 7 from pre-questionnaire

With reference to the analysis of the linguistic biography, I collected 19 in total. They had the opportunity to write it in their L1, so I have collected some in three different languages: one in Rumanian, another in Chinese, and the last one in Spanish with Southern Quechua words. It is undeniable to say that those students that come from other countries have a larger sensibility towards the role that languages play in society than those that do not have a foreign background. Besides, many students coming from Spain do not even reflect on the importance of languages, even though they were asked about it. Some reflections that called my attention are shown in the next table.

Table 1: selection of different comments made in the linguistic biography

Romanian Student	“Aprender lenguas es útil para viajar y conocer gente. Es entretenido”
Chinese Student	“La lengua trae muchos beneficios, permite comunicarnos socialmente en todo el mundo y evitar el conflicto físico y utilizar un enfoque más tranquilo para la resolución de problemas”.
Peruvian Student	“En Perú enseñan palabras en Quechua Sureño para no perder la lengua. Me gustaría aprender más quechua porque son mis raíces. También me gustaría aprender valenciano para poder integrarme”.
Spanish Student	“Importante para el desarrollo de la gente y divertido si se pone en práctica. Libertad que brindan a la hora de comunicarte, aprender sobre otras culturas es el impulsor que me hace querer aprender más idiomas en un futuro”.

These are some examples that called my attention. As it can be seen, students having foreign backgrounds use concepts to describe the importance of language such as *integration*, *culture*, *roots*, *problem solving*. However, it is also relevant to mention how students without any foreign background refer to language learning. They connect learning languages with better job opportunities, having more chances to obtain scholarships or increase the curriculum. Besides, one student mentions the importance of studying English as it is the most spoken one and Russian due to the influence of the Russian economy in the world.

Table 2: Comparison of comments made by students with and without a migrant background

Students with a migrant background	Students without a migrant background
Integration Culture Roots Problem-solving	Better job opportunities Having more chances to get a scholarship Increase the curriculum

After analysing both tasks in which the students were asked to think about the importance of studying languages, the next point reflects their opinion after the task proposal as a means of working in different languages the same topic. I obtained 25 answers from the post-questionnaire and the

results were collected through a Likert scale. There were asked if writing in their L1 helped them to produce orally as way of testing their linguistic transference and the mediation from one genre (writing) to another genre (oral). The results are shown in Figure 22:

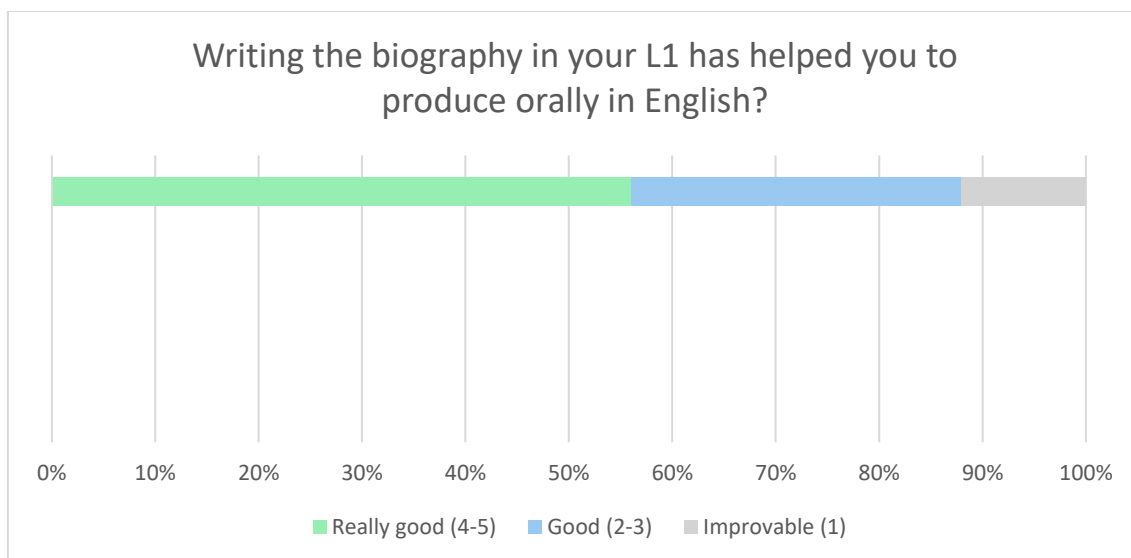


Figure 22 Results of questions 7 from post-questionnaire

The results show that the 56%(n=14) of them undoubtedly consider that working in their L1 first has helped them to acquire and produce orally the structure in their L2, which in this case, is English. The 32% (n=8) argue that doing activity 7 was good but not decisive to produce orally in English. Some of them found it difficult as their level of English is not competent. Lastly, 12% (n=3) of students do not see the relation of doing the written biography in their L1 with producing the text orally in their L2.

In relation to the second objective (i.e., to prove to what extent the task is effective in terms of promoting students' digital competence) results from pre and post questionnaires were considered. All the students have used ICTs within the classroom practically in all their scholar life. Besides, they added that this experience is excellent for their knowledge development. Everyone agrees that subjects, where ICTs are used, become more attractive to students as they are easier to understand. However, they reported that the use of ICTs is not present in every subject as it is still rooted in the traditional methodology within the class. Question 9 from the post-questionnaire explored students' evaluation of the use of different ICTs during the task. All of them coincide in the fact that the combination of traditional methodologies and the use of ICTs could provide significant benefits for their knowledge process. For them, it has been very didactic and interesting the knowledge of different technological resources to work with.

Concerning the third objective (i.e., to test task effectiveness in terms of language learning and genre-awareness) post questionnaire and activities seven and eight, which are the main ones, are analysed to verify if they have acquired the structure of the genre proposed as well as the language employed in it. I collected 19 written biographies in total from activity seven. This activity has been interesting to do as they had the opportunity to write in their L1 or the language they felt more comfortable with. I found one biography in Chinese, two in Romanian, one in Arabian, one in Valencian, four in English and the rest in Spanish. According to the assessment criteria that I followed (see Appendix 5) all the students, except one of them, have perfectly followed the structure required as well as the use of the required verb tenses. Regarding the post-questionnaire, students had to answer what they think about activity four. The results show that the 55% (n=13) coincide in the fact that absolutely this activity has helped them to identify the most common English time expression and verb tenses. The 44% (11) of them discuss that other types of activities could be better to understand and to work better on this language pattern. Lastly, 4% (n=1) think about this activity does not achieve the goals established.

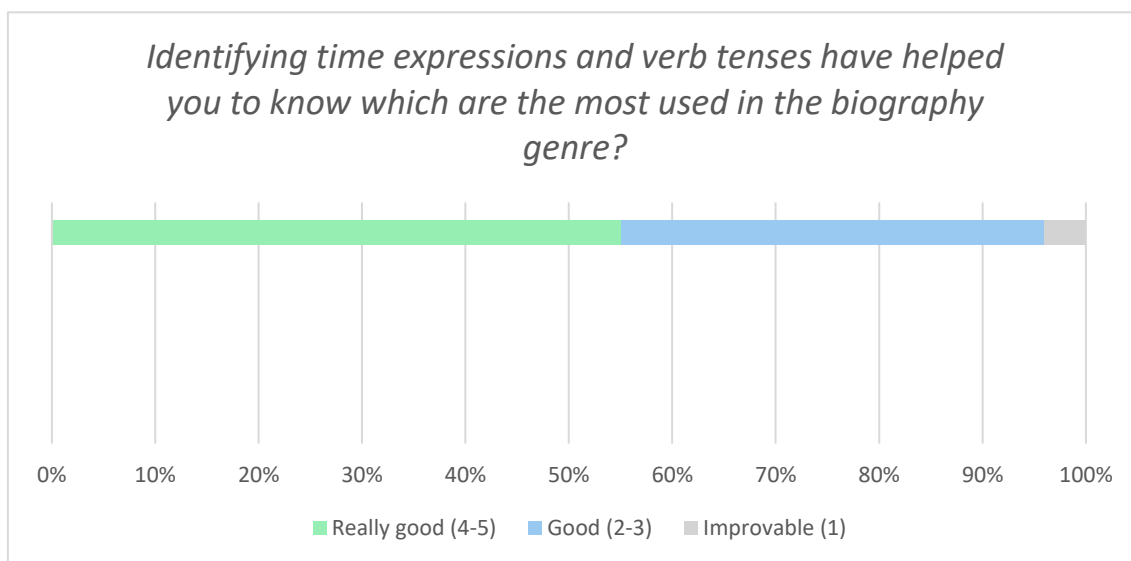


Figure 23 Results of question 4 from post-questionnaire

Finally, in the post-questionnaire students were asked if the entire task has helped them to write the biography in their L1, as well as, to produce orally in English. The results show that most of the students coincide that doing these activities have provided them with appropriate tools for writing biographies, knowing public Nobel prize winners, and transferring cognitive and linguistic knowledge from their L1 to other languages. However, there is a 12% (n=3) that argue in the fact that some activities must be changed or improved if the final objective is to produce orally in English.

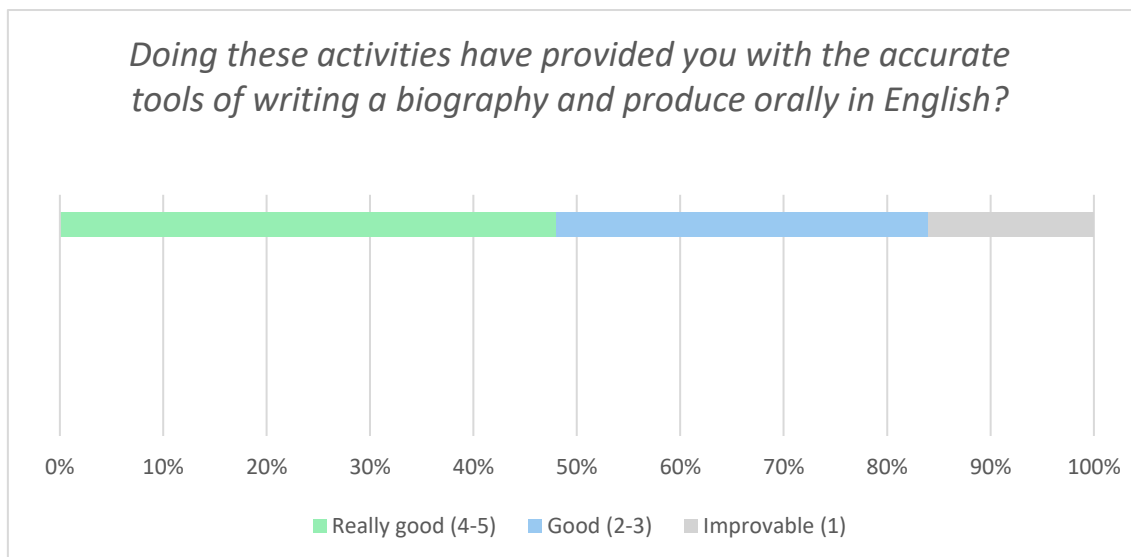


Figure 24 Results of question 6 from post-questionnaire

In short, after analysing the results provided from different sources as well as my detailed observation during the process through my notes taking, I can assure that all the objectives proposed have been met to a greater or lesser extent. Regarding the first objective about the sensibilisation towards plurilingualism, the entire class, practically, has become aware of the importance of learning languages as they have understood what implies the knowledge of languages. After doing the post-questionnaire, we did a debate in which concepts such as *culture*, *identity*, and *roots* emerged. Besides, the fact of working the genre mainly in Valencian, Spanish and English they understood that linguistic structures and patterns can be easily transfer to any language, slightly changing their concept of learning language. As for the second objective, from the very beginning of this process they were conscious of the key role that ICTs develop in the process of the learning process. In the post-questionnaire, they argued that introducing technology in class makes the subject more attractive for them. They defined the use of ICTs in this proposal as something *funny*, *helpful*, and *different*. Regarding the use of technology, they are considered digital natives in their private life, though when using ICTs tools in class for educational purposes a lot of inconveniences arise. However, this proposal has been beneficial for them as they learned different tools to use and how to use them properly. Finally, concerning the last objective proposed, the results led me to think that they have internalised the structure of the biography as a genre not only in their L1 but also in other languages. Besides, they have learned to use digital tools to search for reliable information, how to write it digitally, and to record the interview. I would like to finish by making a reflection on students' proficiency level in English. When I met the class group, I felt amazed by the high level of English they had. They explained that they are constantly exposed to the language through apps such as *Twitch*, *Instagram*, or *Tik Tok*. This helped a lot because they felt more comfortable doing the different

tasks in this language. As David Crystal states in *the revolution of language (2004)* children born with the needed resources to learn languages. Despite this facility for learning languages, there is a notable difference between those who manage better the passive mode (listening and reading) than the active mode (speaking and writing).

5. Conclusion, limitations, and further research

This section deals with the conclusions of the study, limitations of the proposal and future research lines. As it has been observed at the beginning of this paper, due to globalisation and the exponentially increase of technology the way of teaching languages has changed. Therefore, authorities from Europe have claimed for different objectives to achieve plurilingual and digital competence to prepare citizens for a successful work-life. Different methodologies and approaches are occurring at the present time in educational system, being CLIL approach the popular one. This Master Thesis has shown how to implement an ICT-based CLIL task and how it is perceived by the students concerning the plurilingual and digital competence.

Obviously, the present study has its limitations. It is strictly necessary to take into consideration the facilities that high schools, especially the public ones have, to succeed in this type of proposal. Indeed, when I was planning how to put into practice this task, I faced this problem: we could make use of neither any computer classroom nor laptops. To solve this, I decided to make use of mobile phones, although it also brought several drawbacks. The main problem was that not all of them had mobile phones or they were not allowed to bring them to school. Although most of them had it, also because they were informed to bring it to class, some of them could not have their phone. For that reason, the teacher and I decided to create small cooperative workgroups to share not only the mobile phone but also to foster and learn how to cooperate and work together. It was at this point when I decided to put into practice cooperative learning methodology. Nevertheless, in individual activities, both the teacher and I had to lend our personal phones to some of the students to be able to complete the activities. Another difficulty that I had to face was related to the facilities that the high school provides. There was an Internet connection through Wi-Fi in each class, however, the connection was not good, and it became impossible to connect with the network. Consequently, the learners had to make use of their personal internet connection which adds another problem: not all of them have a personal internet connection.

Finally, activity eight became difficult to carry forward among the learners. Many of them felt unsecure of recording themselves as they do not trust in uploading their image to an application. Some of them discussed that they could receive bullying from other classmates. At the end, I compiled 8 recordings out of 29 students. However, they were more participative commenting on the videos posted. To solve this, I decided to do an oral presentation. In this case, almost everyone participated. Besides, the English teacher explained to me that parents must sign permission in case the students are recorded and there were students that did not have it. Facing this problem, I realized the importance of thinking carefully about the types of activities proposed. However, it is notable to mention that we must be aware of the drawbacks of planning lessons in which the use of ICTs is the central point of the unit. Although ICTs is starting to be more present it is important to remark that high schools do not have enough tools and facilities for the use of technology in class. In the case of IES Penyalgosa, there are two computer classrooms, and a set of 24 laptops to use in class. However, in both cases, it is essential to book them in advance to make use of them, which makes it extremely difficult as it is a big centre. Moreover, while I was doing my internship, the teacher explained to me that not all digital tools are legal to use as many of them are prohibited by the Valencian ministry.

Some of the future research lines this study paves the way could be two. The first one might be more pedagogical effective in implementing this task at a lower level, for example, 2º of ESO. In the post-questionnaire, some of the students argued that at that level they did not study the genre biography as it is studied for the first time in 2º of ESO. Another future research line could be testing other tasks offered by TEMPLATE project and comparing the results obtained with the ones obtained in the present study.

To finish with, I would like to reflect on the relevance of TEMPLATE tasks not only for students, as tasks to be employed in the EFL classroom, but also for teachers. Getting familiar with the task and being taught how to use the tools integrated into the tasks has allowed me to learn how to design complex tasks based on fundamental competence for the learners of today.

6. References

- Agarwal, M. K. (2010). Internet-based language learning and teaching. *Innovative Infotechnologies for Science, Business, and Education*, 1(8), 3-7. Retrieved 11th July 2022 from [http://journal.kolegija.lt/iitsbe/2010/Agarwal-internet-IITSBE-2010-1\(8\)-3-7.pdf](http://journal.kolegija.lt/iitsbe/2010/Agarwal-internet-IITSBE-2010-1(8)-3-7.pdf)
- Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages, and disadvantages of its adoption in higher education. *International journal of instructional technology and distance learning*, 12(1), 29-42. Retrieved 11th July 2022 from <https://www.ijern.com/journal/2014/December-2014/34.pdf>
- Briz, A. (2004). El castellano en la Comunidad Valenciana. *Revista internacional de lingüística iberoamericana*, 2 (4), 119-129.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge University Press.
- Cross, R. (2013). *Research and evaluation of the content and language integrated learning (CLIL) approach to teaching and learning languages in Victorian schools*. Melbourne, Australia. Retrieved 13th April 2022 from <http://hdl.handle.net/11343/55778>
- Crystal, D. (2004). *The Language Revolution* (First Edition). Polity.
- Custodio Espinar, M., & García Ramos, J. M. (2020). Are accredited teachers equally trained for CLIL? The CLIL teacher paradox.
- Delicado, G. & Pavón, V. (2016). Training primary student teachers for CLIL: innovation through collaboration. *Pulso. Revista de educación*, 39, 35-58. Retrieved 25th September from <https://revistas.cardenalcisneros.es/index.php/PULSO/article/view/213/184>
- Diari Oficial de la Generalitat Valenciana (2018) Llei de Plurilingüisme 4/2018, de 21 de Febrer, per la qual es regula i es promou el plurilingüisme en el sistema educatiu valencià, Num. 8240. Retrieved 23th May 2022 from https://dogv.gva.es/datos/2018/02/22/pdf/2018_1773.pdf
- Downing, R. H. (2013). De la intercomprensión a la práctica del plurilingüismo: una nueva relación entre las lenguas. In *El plurilingüismo en la enseñanza en España* (pp. 173-193). Editorial Complutense, S.A.

European Commission, Directorate-General for Education, Youth, Sport and Culture, *Key competences for lifelong learning*, Publications Office, 2019. Retrieved 5th September 2022 from <https://data.europa.eu/doi/10.2766/569540>

European Commission, Joint Research Centre, Redecker, C. (2017). *European framework for the digital competence of educators: DigCompEdu*, (Y.Punie, editor) Publications Office. Retrieved 3rd September 2022 from <https://data.europa.eu/doi/10.2760/159770>

European Communities. (2007). Key competences for lifelong learning: European reference framework. Retrieved 23th June 2022, from <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>

European Day of Languages | Strasbourg Europe. (s. f.-b). Retrieved 10th May 2022, from <https://www.strasbourg-europe.eu/european-day-of-languages/>

Fortanet-Gómez, I. (2013). *CLIL in higher education: Towards a multilingual language policy* (Vol. 92). Multilingual Matters.

Kamasak, R., Özbilgin, M., Atay, D., & Kar, A. (2021). The effectiveness of mobile-assisted language learning (MALL): A review of the extant literature. *Handbook of research on determining the reliability of online assessment and distance learning*, 194-212. Retrieved 4th September 2022 from https://www.researchgate.net/publication/345729778_The_Effectiveness_of_Mobile-Assisted_Language_Learning_MALL_A_Review_of_the_Extant_Literature

LOE, Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín Oficial del Estado, de 4 de mayo de 2006.

LOMCE, Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.

LOMLOE, Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Mateo Guillén, C. (2020) *Online strategies to foster autonomous English language learning in virtual environments: The case of the COMALAT European Project* (Tesis de doctorado, Universidad de Alicante).

Mayordomo Saiz, R. M., & Onrubia Goñi, J. (2015). *El aprendizaje cooperativo* (Vol. 389). Editorial UOC.

Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. Oxford: Macmillan Education, 2008.

Moore, P., & Lorenzo, F. (2007). Adapting authentic materials for CLIL classrooms: An empirical study. *VIEWZ: Vienna English Working Papers*, 16(3), 28-35. Retrieved 13th May 2022 from https://www.researchgate.net/publication/290828881_Adapting_authentic_materials_for_CLIL_classrooms

Owolabi, B. O., & Owolabi, B. G. (2015). Electronic learning (e-learning) as a catalyst for effective instructional delivery in Nigerian tertiary institutions. *International Journal of Scientific and Engineering Research*, 6(11), 964970. Retrieved 15th July September 2022 from <https://www.ijser.org/researchpaper/ELECTRONIC-LEARNING-E-LEARNING-AS-A-CATALYST-FOR-EFFECTIVE-INSTRUCTIONAL-DELIVERY-IN-NIGERIAN-TERTIARY-INSTITUTIONS.pdf>

Palacios, F. J., Gómez, M. E., & Huertas, C. A. (2018). Formación inicial del docente AICLE en España: Retos y claves. *Estudios Franco-Alemanes*, 10, 141-161. Retrieved 12th July 2022 from https://textocienciaytraduccion.group/wp-content/uploads/2021/05/Archivo-10_Palacios_Gomez_Huertas.pdf

Rico, A., & Jiménez, M. (2013). Desarrollo de la competencia plurilingüe en el aula: Una aproximación a la metodología AICLE En Varios Autores. *Diversidad Cultural y educación intercultural*, 183-200. Retrieved 12th July 2022 from https://www.stes.es/melilla/archivos/libro_diversidad_cultural/Pdfs/Diversidad%20Cultural%2012.pdf

Salvat, B. G. (2018). La evolución del e-learning: del aula virtual a la red. *RIED. Revista Iberoamericana de Educación a Distancia*, 21(2). Retrieved 10th July 2022 from <https://revistas.uned.es/index.php/ried/article/view/20577/18099>

Sindoni, M.g., Petroni, S., Adami, E., Rocca, M., Maier, C.D., Marenzi, I. & Moschini, I. (s.f.-b). *Common Framework of Reference for Intercultural Digital Literacies*. Eumade4ll. Retrieved 23th September 2022 from <https://www.eumade4ll.eu/common-framework-of-reference-for-intercultural-digital-literacy/>

Slavin, R. E. (2011). Instruction based on cooperative learning. *Handbook of research on learning and instruction*, 388-402. Retrieved 13th July 2022 from https://edunum.unige.ch/sites/default/files/2020-05/Slavin_2016_Instruction%20Based%20on%20Cooperative%20Learning.pdf

Template plurilingualism: Log in. (s/f). Templateplurilingualism.Eu. Retrieved 5th September 2022 from <https://templateplurilingualism.eu/>

Thamarana, S. (2016). Role of E-learning and Virtual Learning Environment in English language learning. *Teaching English Language and Literature: Innovative Methods and Practices, ELTAI Tirupati*, 61-62. Retrieved 10th July 2022 from https://www.researchgate.net/publication/305913807_Role_of_E-learning_and_Virtual_Learning_Environment_in_English_language_learning

Urrecho, J. G., García, E. A., & Postigo, A. C. (2009). Enseñanza plurilingüe en centros de educación secundaria: análisis de resultados. *Revista Iberoamericana de Educación*, 49(1), 1-12. Retrieved 11th April from <https://rieoei.org/historico/expe/2540Grisalena.pdf>

7. Appendices

Appendix 1: pre-questionnaire (Spanish and Valencian)

Plurilingüismo y uso de las TIC

Raquel Vives Crespo como alumna del Máster universitario en profesor/a de educación secundaria obligatoria y bachillerato, formación profesional y enseñanza de idiomas de la Universitat Jaume I, redacto este documento de consentimiento informado con la intención de dejar constancia por escrito de las características del estudio que se pretende realizar para mi trabajo final de máster tutorizado por María Noelia Ruiz Madrid. Así mismo, a través de este documento solicito tu colaboración y consentimiento en este estudio, así como la autorización para el análisis de los datos recogidos. Por favor, no dudes en plantear cualquier duda que te pueda surgir durante el transcurso del estudio. El objetivo general del estudio consiste en recoger un feedback a través de las actividades realizadas en clase para ver si funcionan o hay que seguir mejorándolas para el futuro. Todas las actividades están dentro del estudio y el fomento del plurilingüismo y el uso de las TIC.

Nombre

Curso

Lugar de nacimiento

Lugar de residencia

¿Cuál es tu lengua materna?

¿Cuántas lenguas hablas en casa?

¿Con cuántas lenguas eres capaz de comunicarte?

¿Qué nivel crees que tienes en cada lengua?

¿Cuántas lenguas te gustaría hablar en un futuro?

¿Has estudiado alguna asignatura (que no sea inglés), por ejemplo, Ciencias Sociales o Plástica en inglés o en otra lengua?

¿Cuál ha sido tu experiencia?

¿Has usado alguna vez las TIC dentro del aula? ¿Cuáles?

¿Cuál ha sido tu experiencia?

¿Qué herramientas digitales/redes sociales utilizas fuera del aula en tu vida normal?

Plurilingüisme i ús de les TIC

Raquel Vives Crespo com a alumna del Màster universitari en professor d'educació secundària obligatòria i batxillerat, formació professional i ensenyament d'idiomes de la Universitat Jaume I, redacte aquest document de consentiment informat amb la intenció de deixar constància per escrit de les característiques de l'estudi que es pretén fer per al meu treball final de màster tutoritzat per María Noelia Ruiz Madrid. Així mateix, a través d'aquest document sol·licito la teva col·laboració i el consentiment en aquest estudi, així com l'autorització per a l'anàlisi de les dades recollides. Si us plau, no dubteu a plantejar qualsevol dubte que us pugui sorgir durant el transcurs de l'estudi.

Nom

Curs

Lloc de naixement

Lloc de residència

Quina es la teua llengua materna?

Quantes llengües parles a casa?

En quantes llengües eres capaç de comunicar-te?

Quin nivell penses que tens en cada llengua?

Quantes llengües t'agradaria parlar en el futur? Indica quins serien

Has estudiat alguna vegada alguna assignatura (que no siga anglès), per exemple, Ciències Socials o Plàstica, en anglès o en un altra llengua estrangera?

Quina ha sigut la teua experiència?

Has utilitzat alguna vegada les TIC dins de l'aula? Quines?

Quina ha sigut la teua experiència?

Quines eines digitals/xarxes socials utilitzes for de l'aula en la teua vida normal?

Appendix 2: post-questionnaire (Spanish and Valencian)

Raquel Vives Crespo como alumna del Máster universitario en profesor/a de educación secundaria obligatoria y bachillerato, formación profesional y enseñanza de idiomas de la Universitat Jaume I, redacto este documento de consentimiento informado con la intención de dejar constancia por escrito de las características del estudio que se pretende realizar para mi trabajo final de máster tutorizado por María Noelia Ruiz Madrid. Así mismo, a través de este documento solicito tu colaboración y consentimiento en este estudio, así como la autorización para el análisis de los datos recogidos. Por favor, no dudes en plantear cualquier duda que te pueda surgir durante el transcurso del estudio. El objetivo general del estudio consiste en recoger un feedback a través de las actividades realizadas en clase para ver si funcionan o hay que seguir mejorándolas para el futuro. Todas las actividades están dentro del estudio y el fomento del plurilingüismo y el uso de las TIC.

¿Cuál es tu opinión sobre las actividades 1 y 2?

1 2 3 4 5

Pobre Muy bueno

¿Cuál es tu opinión sobre la actividad 3?

1 2 3 4 5

Pobre Muy bueno

¿Cuál es tu opinión sobre la actividad 4?

1 2 3 4 5

Pobre Muy bueno

¿Identificar las expresiones de tiempo y los tiempos verbales te ha ayudado a saber cuáles son los más frecuentes en el género de la biografía?

1 2 3 4 5

Pobre Muy bueno

¿Cuál es tu opinión sobre la actividad 5?

1 2 3 4 5

Pobre Muy bueno

¿Las actividades anteriores te han ayudado a escribir la biografía de la persona a la que has entrevistado?

1 2 3 4 5

Pobre Muy bueno

¿Escribir la biografía en tu lengua materna te ha ayudado para producir el texto oral en inglés en la actividad 8?

1 2 3 4 5

Pobre Muy bueno

Da brevemente tu opinión

¿Cómo valorarías el uso de las TIC durante las sesiones? Da brevemente tu opinión

1 2 3 4 5

Pobre Muy bueno

¿Qué es lo que más te ha gustado de las actividades?

¿Cambiarías algo de las actividades que hemos realizado? Da brevemente tu opinión

Raquel Vives Crespo com a alumna del Màster universitari en professor d'educació secundària obligatòria i batxillerat, formació professional i ensenyament d'idiomes de la Universitat Jaume I, redacte aquest document de consentiment informat amb la intenció de deixar constància per escrit de les característiques de l'estudi que es pretén fer per al meu treball final de màster tutoritzat per María Noelia Ruiz Madrid. Així mateix, a través d'aquest document sol·licito la teva col·laboració i el consentiment en aquest estudi, així com l'autorització per a l'anàlisi de les dades recollides. Si us plau, no dubteu a plantejar qualsevol dubte que us pugui sorgir durant el transcurs de l'estudi.

Quina és la teva opinió sobre l'activitat 1 y 2?

1 2 3 4 5
Pobre Molt bé

Quina és la teva opinió sobre l'activitat 3?

1 2 3 4 5
Pobre Molt bé

Quina és la teva opinió sobre l'activitat 4?

1 2 3 4 5
Pobre Molt bé

Identificar les expressions de temps i temps verbals t'ha ajudat a saber quins són els més freqüents en el gènere de la biografia?

1 2 3 4 5
Pobre Molt bé

Quina és la teva opinió sobre l'activitat 5?

1 2 3 4 5

Pobre Molt bé

Les activitats anteriors t'han ajudat a escriure la biografia de la persona a qui has entrevistat?

1 2 3 4 5

Pobre Molt bé

Escriure la biografia en la teva llengua materna t'ha ajudat per produir el text oral en anglès a l'Activitat 8?

1 2 3 4 5

Pobre Molt bé

Dóna breument la teva opinió

Com valoraríeu l'ús de les TIC durant les sessions?

1 2 3 4 5

Pobre Molt bé

Dóna breument la teva opinió

Appendix 3: Example of a linguistic biography

BIOGRAFÍA LINGÜÍSTICA

Soy Emanuel, y nací en Castellón de la Plana. La primera lengua que aprendí fue el rumano, lengua que aprendí cuando fui a vivir con mis padres a Rumanía cuando aún era muy pequeño. Siendo que más tarde aprendí a hablar castellano cuando volvimos a España después del nacimiento de mi hermano pequeño.

Cuando empecé a asistir a un colegio aquí en Castellón, me fue difícil adaptarme al Valenciano en un inicio, ya que apenas sabía español. Aunque al final me puede acabar adaptando a ello. Aún a día de hoy sigo aprendiendo a hablar valenciano, ya que es una lengua que aun no hablo a la perfección, a pesar de que si se escribir perfectamente esta misma.

Creo que estudiar lenguas es ciertamente importante para ayudarnos no solo a comprender a los demás, sino también a entender su cultura y tradiciones.

Appendix 4: digital resources used to create the activities

HSP tool: activities 1, 2 and 5

Activity 1. English text

Drag the paragraphs to put them in order.

On January 15, 1929, Martin Luther King, Jr. is born in Atlanta, Georgia, the son of a Baptist minister.

Martin Luther attended segregated public schools in Georgia, graduating from high school at the age of fifteen; he received the B. A. degree in 1948 from Morehouse College, a distinguished Negro institution of Atlanta from which both his father and grandfather had graduated. After three years of theological study at Crozer Theological Seminary in Pennsylvania where he was elected president of a predominantly white senior class, he was awarded the B.D. in 1951. With a fellowship won at Crozer, he enrolled in graduate studies at Boston University, completing his residence for the doctorate in 1953 and receiving the degree in 1955. In Boston he met and married Coretta Scott, a young woman of uncommon intellectual and artistic attainments. Two sons and two daughters were born into the family. In 1954, Martin Luther King became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama.

He was assassinated in Memphis, Tennessee, on April 4, 1968.

A powerful orator, King appealed to Christian and American ideals and won growing support from the federal government and Northern whites. In 1963, Bayard Rustin and A. Philip Randolph led the massive March on Washington for Jobs and Freedom; the event's grand finale was King's famous "I Have a Dream" speech. Two hundred and fifty thousand people gathered outside the Lincoln Memorial to hear the stirring speech. In 1964, the civil rights movement achieved two of its greatest successes: the ratification of the 24th Amendment, which abolished the poll tax, and the Civil Rights Act of 1964, which prohibited racial discrimination in employment and education and outlawed racial segregation in public facilities. Later that year, King became the youngest person to win the Nobel Peace Prize. In the late 1960s, King openly criticized U.S. involvement in Vietnam and turned his efforts to winning economic rights for poor Americans.

Check

Activity 1. Spanish text

Arrastras los párrafos para ordenarlos.

Desde pequeño, vivió la experiencia de una sociedad segregacionista; a los seis años, dos amigos blancos le anunciaron que no estaban autorizados a jugar con él. Martin Luther King, activista por los derechos civiles desde muy joven, organizó y llevó a cabo diversas actividades pacíficas reclamando el derecho al voto, la no discriminación y otros derechos civiles básicos para la gente negra de los Estados Unidos.

Martin Luther King Jr. (Atlanta, Georgia; 15 de enero de 1929-Memphis, Tennessee; 4 de abril de 1968), nacido como Michael King Jr.

Cuatro años después, en una época en que su labor se había orientado en especial hacia la oposición a la guerra y la lucha contra la pobreza, fue asesinado en Memphis, cuando se preparaba para asistir a una cena informal de amigos. El asesinato de Martin Luther King, Jr. se considera uno de los magnicidios del siglo XX. King es recordado como uno de los mayores líderes y héroes de la historia de Estados Unidos, y en la moderna historia de la no violencia. Se le concedió a título póstumo la Medalla Presidencial de la Libertad por Jimmy Carter en 1977 y la Medalla de oro del Congreso de los Estados Unidos en 2004. Desde 1986, el Día de Martin Luther King Jr. es día festivo en los Estados Unidos.

Entre sus acciones más recordadas están el boicot de autobuses en Montgomery, en 1955; su apoyo a la fundación de la Southern Christian Leadership Conference (SCLC), en 1957 (de la que sería su primer presidente); y el liderazgo de la Marcha sobre Washington por el Trabajo y la Libertad, en agosto de 1963, al final de la cual pronunciaría su famoso discurso «I have a dream» («Yo tengo un sueño»), gracias al cual se extendería por todo el país la conciencia pública sobre el movimiento de los derechos civiles y se consolidaría como uno de los más grandes oradores de la historia estadounidense. Por esa actividad encaminada a terminar con la segregación estadounidense y la discriminación racial a través de medios no violentos, fue condecorado con el Premio Nobel de la Paz en 1964. La mayor parte de los derechos reclamados por el movimiento serían aprobados con la promulgación de la Ley de Derechos Civiles de 1964 y la Ley de derecho de voto de 1965.

Check

Activity 1. Valencian text

Arrossega els paràgrafs per ordenar-los.

Les circumstàncies del seu assassinat a Memphis, Tennessee el 4 d'abril de 1968, aparentment pel franc tirador blanc James Earl Ray, són objecte d'incògnites i de controvèrsies.

El 1934, el seu pare, el pastor baptista Michael King, es canvià el nom i també el del seu fill en homenatge al reformador alemany Martí Luter. Malgrat créixer en un ambient benestant, des d'infant experimentà els efectes de la segregació i els prejudicis racials contra els negres al sud dels Estats Units. Graduat en sociologia al Morehouse College d'Atlanta (1948), posteriorment estudià teologia al Crozer Theological Seminary de Chester, Pennsilvània, on es graduà el 1951, i a la Universitat de Boston, on es graduà el 1955. Pastor baptista des del 1954, adoptà les idees de Gandhi sobre la resistència pacífica.

Objecte d'agressions, intents d'assassinat, amenaces i empresonaments, reeixí tanmateix a convertir la seva lluita en un moviment interracial de masses i posar en evidència l'arbitrarietat de la justícia dels estats del sud. Dotat d'un gran magnetisme personal i capacitat oratòria, rebé el suport de les administracions Kennedy i Eisenhower. De nou empresonat a Birmingham (Alabama) el 1963, un cop en llibertat organitzà una marxa multitudinària d'unes 200.000 persones al Lincoln Memorial de Washington el 28 d'agost, on pronuncià el cèlebre discurs I Have A Dream ('Tinc un somni'). El 1964 rebé el premi Nobel de la pau. Després de manifestacions sostingudes, el Congrés aprovà la Civil Rights Act (1964), que prohibia la segregació als locals públics i la discriminació racial, i la Voting Rights Act (1965), que atorgava el dret a vot als negres.

Activista nord-americà pels drets civils, de nom de naixement Michael King Jr. Atlanta, Geòrgia, 15 de gener de 1929 — Memphis, Tennessee, 4 d'abril de 1968.

✔ Check

Activity 2

Put the parts of a biography in order according to what you have observed in the texts.

Early life and adulthood.

Important facts, anecdotes and quotes about the person.

Date of birth.

Death and impact on future history.

✔ Check

Activity 5

NELSON MANDELA

Fill in the gaps with the correct form of the verb in brackets. Be aware that some verbs could take the passive voice.

Nelson Rolihlahla Mandela (to be) born in Mvezo, South Africa to a Thembu royal family (18 July 1918 – 5 December 2013).

He (to attend) primary school in Qunu and his teacher, Miss Mdingane, (to give) him the Christian name Nelson. During Nelson Mandela's early life, he (to raise) hearing stories of war and oppression from his elders and (to know) from a young age that he (to want) to make a contribution to freeing his people. He (to attend) Clarkebury Boarding Institute and then (to go) to Healdtown for secondary school. Nelson Mandela first (to attend) the University College of Fort Hare but (to expel) for participating in a student protest. He (to complete) his Bachelor of Arts degree at the University of South Africa.

His government (to focus) on throwing out the legacy of apartheid by ending racism, poverty, inequality, and on improving racial understanding in South Africa. Politically a believer in socialism, he (to serve) as the President of the African National Congress (ANC) from 1991 to 1997 and (to adopt) new Constitution of South African in 1996 that prohibits all discrimination, based on language, religion, handicap and sexual orientation, not only on racism. Internationally, Mandela (to be) the Secretary General of the Non-Aligned Movement from 1998 to 1999.

Mandela (to receive) more than 250 honors, including the 1993 Nobel Peace Prize, the US Presidential Medal of Freedom, and the Soviet Order of Lenin. He is often referred to by his Xhosa clan name, Madiba, or as Tata ("Father"). Mandela (to describe) as a hero, and his actions (to give) thousands of people hope.

Mandela (to be) sick for several years during his retirement. He (to be) hospitalized in late summer of 2013 from a continuous lung infection. Mandela (to die) on 5 December 2013 in Houghton Estate, Johannesburg from a respiratory tract infection. He (to be) 95 years old.

✔ Check

Activity 7

BIOGRAFÍA ESCRITA

Viorel pop s-a născut la Târgu Mureș în 1975, în timpul dictaturii comuniste. Fiul lui Viorel și al Elenei pop, el a fost cel mai mare dintre cei 4 frați, asumându-și responsabilitatea de a avea grijă de ei.

Când era foarte tânăr, lucra într-o măcelărie împreună cu tatăl său și cu alți prieteni, ajutându-i în tot ce putea.

Trăind într-o țară comunistă, mâncarea nu era foarte abundentă, dar cum tatăl său lucra ca măcelar putea aduce carne ori de câte ori avea nevoie.

Când tatăl său a murit de cancer, viorel avea doar 18 ani și a trebuit să aibă grijă de mama și frații săi de atunci.

Ca adult, ea a decis să călătorească în Spania în căutarea unui loc de muncă, care nu a fost foarte susținută de frații ei. Ally și-a cunoscut viitoarea soție. A avut o mică companie de transport marfă de diferite tipuri. Până în 2017 a decis să o vândă pentru a-și îndeplini visul, să aibă o companie și să facă produse din carne și cârnați.

Chiar și astăzi, el se străduiește zilnic să-și țină atât compania, cât și familia în picioare.

Mateo Gascón García 4°C

Biografía Familiar

Candela Gascón García nació en Castellón de la Plana, España, el 22 de junio de 2004. Tuvo una infancia normal, en la que sus padres la educaron de la mejor manera posible e intentando que no le faltara de nada.

A los 4 años empezó a ir al colegio Lluís Revest, en Castellón de la Plana, y estudió allí toda la educación primaria. Un hecho que le marcó, y hace que hoy en día le tenga respeto a los ascensores fue: un día iba a subir a la segunda planta con su profesora por el ascensor, pero por un malentendido subió ella sola, se asustó mucho y empezó a llorar y a chillar hasta que salió y volvió con su profesora.

Más adelante, pasó a hacer secundario en el IES Penyagolosa, también en Castellón, donde conoció a sus amigas/os de hoy en día y aún estudia. Ahora mismo está acabando segundo de bachiller y dentro de poco hará la EBAU para poder acceder a la universidad. No tiene claro aún que quiere estudiar, pero lo que sí que tiene claro es que lo quiere hacer fuera de Castellón.

En un futuro le gustaría trabajar en algo relacionado con la bioquímica, un campo de la biología, el cual estos años está siendo muy importante para descubrir e investigar nuevas cosas. Además, también le gustaría crear una familia y ser madre de dos hijas.

Flipgrid: activity 8

Flip Groups Camera 🔔 😊


4th ESO C / Activity 8 📄 📤 ⋮

April 4, 2022

Activity 8











In this activity you have to summarize the main points of the biography you have written. You have to record yourself in English and the video must last about minutes. Then you have to share the video with your classmates and give feedback to them adding some comments.

[Add Response](#)



Google Classroom:

≡ Plurilingüismo y Tic Tablón Trabajo de clase Personas Calificaciones

	A3. Key words in the 'Death' section	Publicado: 13 mar
	A3. Key words in the 'Early life & Adulthood' ...	Fecha de entrega: 18 mar, 13...
	A2. Partes de una biografía	Fecha de entrega: 14 mar, 13...
	A1. Biography	Fecha de entrega: 14 mar, 13...
	A1. Biografía (Valenciano)	Fecha de entrega: 14 mar, 13...
	A1. Biografía (Español)	Fecha de entrega: 14 mar, 13...
	Biografía lingüística	Fecha de entrega: 17 mar, 23...
	Biografía Lingüística (Ejemplo)	Última modificación: 13 mar
	Qüestionario	Fecha de entrega: 14 mar, 13...
	Cuestionario	Fecha de entrega: 14 mar, 13...

?

Appendix 5: Assessment criteria

	1	2	3	4	5
Chronological order	The student hasn't followed the chronological order	The student has tried to follow the chronological order but with a lot of mistakes	The student has properly followed the chronological order with some mistakes	The student has followed the chronological order almost perfectly with no major mistakes	The student has perfectly used the chronological order
Structure	The student hasn't followed the structure	The student has tried to follow the structure but with a lot of mistakes	The student has properly followed the structure with some mistakes	The student has followed the structure almost perfectly with no major mistakes	The student has perfectly used the structure
Language (verb tenses and time expressions)	The student hasn't used past tenses and time expressions	The student has used past tenses with a lot of mistakes and not time expressions	The student has used past tenses with mistakes and time expressions with some mistakes	The student has used past tenses and time expressions with mistakes but not major mistakes	The student has perfectly used the tenses and the time expressions