

JOINING FORCES: COMBINING GRASSROOTS AND LARGE-SCALE RESEARCH FOR MORE INCLUSIVE CLASSROOM PRACTICE IN CLIL

Philipp Siepmann (WWU Münster, Germany)

In Germany, bilingual education has a long-standing tradition that traces back to grassroots initiatives along the French and German border in the 1960s (SOURCE). In many ways, CLIL has remained a grassroots movement in that there are only very broad guidelines on the implementation of bilingual programs at secondary schools (SOURCE) and there are very few formal training programs offered to (student) teachers to specialize in CLIL education. Against this backdrop, it is not surprising that CLIL at most schools is implemented as a talent program for (linguistically) gifted students rather than a part of mainstream education (SOURCE).

The German sub-study of the ADiBE project (Siepmann et al. 2021) has revealed that although CLIL teachers and students have to cope with the lack of multiprofessional teams, adequate teaching and learning resources and digital equipment, both stakeholder groups agreed that teaching methodologies and support structures are in place that cater to learners' diverse needs and which could provide the basis for an opening up of CLIL streams for a broader target group. The practical outputs of the ADiBE project – the digital learning materials, the teacher training modules as well as the so-called CLIL pills (short videos on salient issues related to inclusive CLIL education) – are designed to tackle the problems and to build on the strengths identified in the study. However, as is the case with most large-scale research projects such as ADiBE, the actual use and usability of these outputs will remain uncertain.

In my talk, I will first present some core findings of the German ADiBE sub-study. I will then

argue that there is great potential in enhancing the sustainable impact of research on inclusive CLIL education by complementing large-scale international research with more grassroots, practice-led research methodologies such as action research or design research. I will refer to an initiative of the CLIL staff at my former school that resulted in a common CLIL concept, which ultimately supported language learning and the development of scientific/subject literacy across all CLIL subjects taught at the school. I will then map out avenues for further research into inclusive bilingual education that could both provide deeper theoretical insights into the subject matter and contribute to promoting innovative, diversity-sensitive classroom practice.

ANALYSING EGALITARIANISM AND INCLUSION IN CLIL PROGRAMMES

Ana Otto Cantón (Universidad Complutense de Madrid)

Virginia Vinuesa Benítez (Universidad Rey Juan Carlos)

Víctor Pavón Vázquez (Universidad de Córdoba)

Voices have been raised warning of the possibility that Content and Language Integrated Learning (CLIL) may produce differences between students, favouring those who are better prepared and leaving aside those who are not. On the contrary, others deny that differences in student learning are caused or increased by this type of programmes. We believe that in order to enrich knowledge about the extent of these potential problems it may be beneficial to have first-hand knowledge from teachers. To this end, the responses of 376 teachers from all monolingual regions of Spain were analysed to find out their perceptions of whether CLIL encourages segregation and neglect of disadvantaged students. The results of this analysis show that there are clear differences in teachers' perceptions, but at the same time indicate that teachers are explicitly confident about the measures that need to be taken to prevent these potential problems from arising.

BILINGUAL EDUCATION AND ATTENTION TO DIVERSITY: THE VIEW OF PRIMARY SCHOOL STUDENTS

Ramiro Durán Martínez (Universidad de Salamanca)

In recent years, concerns about inclusive practices in bilingual education have grown exponentially and there is a consensus that attention to diversity currently represents one of the main challenges for bilingual education programs.

In the first part of this talk, we will review the tenets of the CLIL (Content and Language Integrated Learning) and the UDL (Universal Design for Learning) approaches, highlighting the principles they share that lead to attention to diversity. Both of these approaches advocate for a change in what to teach and how to teach it, from a multimodal perspective where the student plays an active role in his or her learning process. We will also discuss some of the resources most frequently used in the bilingual classroom to carry out inclusive teaching practices, highlighting multilevel activities and scaffolding strategies.

The second part of our talk will be devoted to presenting some of the results of the Bilingual Education and Attention to Diversity (EBYAD) project (<https://ebyad.usal.es/>), which aims to evaluate the degree of attention to diversity of bilingual programs in primary schools, as reported by teachers, students, and school management teams. We will specifically focus on the students' point of view.

A sample of 2,518 primary school students completed a survey on how often their teachers, teaching content subjects in English, use different inclusive teaching practices. Some supportive teaching practices were commonly observed such as personalized explanations to clarify instructions, lexical and syntactic scaffolding strategies to foster communication in English, and the positive use of feedback. In contrast, other inclusive practices, such as the use of different tasks to foster student participation, time adaptations in assessment activities, and the presence of support teachers in the bilingual classroom, were never observed by a significant number of participants. This student needs analysis will help the EBYAD project to design open-access digital educational resources that will hopefully promote attention to diversity in bilingual programs.

EDUCACIÓN INCLUSIVA EN LA ENSEÑANZA DE LA LENGUA EXTRANJERA INGLÉS EN PERSONAS CON BARRERAS PARA EL APRENDIZAJE Y LA PARTICIPACIÓN EN LOS ÁMBITOS FORMAL Y NO FORMAL

Eulalio Fernández Sánchez (Universidad de Córdoba)

Inmaculada Ruiz Calzado (Universidad de Córdoba)

La Universidad de Córdoba tiene entre sus fines la docencia, la investigación y la transferencia de los resultados de su investigación a la sociedad. En el ámbito de la enseñanza de lenguas, la UCO dispone del grupo de investigación Atención a la Diversidad y Educación Bilingüe (HUM 1021), cuyas líneas de trabajo incluyen, entre otros aspectos, el análisis del proceso de adquisición y enseñanza del inglés como lengua extranjera. Este grupo ha producido avances importantes en los estudios sobre el entendimiento del proceso de adquisición y aprendizaje del inglés, del papel que desempeñan los distintos elementos e intervinientes en este proceso y, por último, de los mecanismos, métodos y técnicas para mejorar los niveles de éxito en este proceso. En la última década, desde este grupo de investigación se han realizado avances importantes en la descripción e intervención en el proceso de aprendizaje de idiomas por parte de alumnos con Necesidades Específicas de Apoyo Educativo (en adelante, NEAE) y de las personas con barreras para el aprendizaje y la participación en la educación no formal.

La consideración activa y dinámica del proceso de adquisición de una lengua extranjera requiere que la transferencia de los resultados de la investigación proporcione el asesoramiento necesario a los participantes en este proceso: aprendices, profesores y/o administraciones públicas; máxime cuando se ha constatado la escasez, por no decir ausencia casi absoluta, de este tipo de orientación en el caso del aprendizaje de idiomas en este colectivo.

El servicio ALL, de orientación y asesoramiento ofrece una alternativa dinámica, atractiva y rápida para la tutorización y el seguimiento del proceso de aprendizaje de lenguas, de forma personalizada y enfocada a los requerimientos específicos de cada uno de sus alumnos procedentes de sectores públicos o privados, y en los distintos niveles educativos, inclusive la formación de adultos.

MESA REDONDA: EXPERIENCIAS DE EDUCACIÓN INCLUSIVA EN LA ENSEÑANZA DE LA LENGUA EXTRANJERA INGLÉS EN PERSONAS CON BARRERAS PARA EL APRENDIZAJE Y LA PARTICIPACIÓN EN ORGANIZACIONES SOCIOEDUCATIVAS DE CÓRDOBA.

Modera: Inmaculada Ruiz Calzado (Universidad de Córdoba)

La Universidad de Córdoba tiene entre sus fines la docencia, la investigación y la transferencia de los resultados de su investigación a la sociedad. En esta mesa se presentará al grupo de investigación Atención a la Diversidad y Educación Bilingüe (HUM 1021), pionero en la investigación sobre el aprendizaje del inglés en alumnado con Necesidades Específicas de Apoyo Educativo (NEAE) y en las personas con barreras para el aprendizaje y la participación.

Fruto de estos estudios, surge el servicio ALL de orientación y asesoramiento en el que se ofrece una alternativa dinámica, atractiva y rápida para la tutorización y el seguimiento del proceso de aprendizaje del inglés, de manera más personalizada y enfocada a los apoyos y a las necesidades específicas de cada uno de sus alumnos procedentes de sectores públicos o privados, y en los distintos niveles educativos, inclusive la formación de adultos.

ALL dispone de su propia página web para realizar la solicitud de las distintas prestaciones que ofrece el servicio bien por parte del propio alumnado, de los docentes, de sus tutores legales o de la entidad a la que asiste. Ofrece todos los niveles de inglés comenzando por talleres motivacionales destinados a personas cuyo conocimiento de esta lengua es básico o nulo, hasta el nivel B2. También se han impartido cursos específicos de inglés para atención al público para mejorar las oportunidades de empleabilidad de este colectivo.

En esta mesa redonda se podrá disfrutar de las propias experiencias del alumnado que ha recibido las distintas formaciones, de los docentes que han recibido el asesoramiento que dará respuesta a sus necesidades concretas y, por supuesto, de los monitores que han estado presentes en todo este proceso de aprendizaje en los distintos cursos de formación y talleres motivacionales impartidos en las organizaciones socioeducativas de Córdoba capital.

MATERIALS DEVELOPMENT AS A KEY CONSTITUENT OF CLIL

Cynthia Pimentel-Velázquez (Universidad de Córdoba)

Javier Ávila López (Universidad de Córdoba)

There is a growing interest in materials development for CLIL as research has disclosed teacher's difficulties with the design of CLIL materials and also the challenges for finding appropriate materials (Mehisto et al., 2008) in some CLIL contexts. A thorough analysis of the resources many educational institutions offer their students in an additional language shows major problems meeting the requirements for optimal language and content integrated learning, particularly in the promotion of academic language and skills. This talk elaborates on how CLIL programmes may benefit from a careful consideration of the construct of the 'Cognitive Discourse Functions' (CDFs) (Dalton-Puffer, 2013), text genres and other principles that may inform the design and selection of learning materials. With the goal in mind to enable students to apply their knowledge and express themselves in more than one language, we propose a tool to develop materials for a deeper integration of content, literacy, and language.

RECURSOS PARA UN MODELO DE BILINGÜISMO INTEGRADO EN LOS CENTROS EDUCATIVOS

David Ruz (Fundación Santos Mártires)

El proyecto Erasmus+ INTEGRATED BILINGUAL MODEL propone una serie de eficaces recursos para facilitar la implementación de los planes bilingües en Europa. Parte de un pormenorizado análisis de necesidades y facilita unas novedosas pruebas de lenguaje disciplinar muy útiles para los centros educativos con el objetivo de evaluar su progreso en estos planes. Por otro lado, IBmodel ofrece BILINGUAL ME, una plataforma con recursos gamificados online para su uso en el aula como apoyo a los contenidos bilingües. Además, IBmodel pone a disposición de los centros la app CHECK IT, un importante apoyo para la coordinación docente que permite crear espacios colaborativos online para todos los agentes educativos. En esta ponencia, se presentarán estos resultados del proyecto y se darán ideas para su implantación efectiva en los centros educativos.

TEACHING LANGUAGES TO STUDENTS WITH SPECIAL NEEDS: THE TEACHERS' PERSPECTIVE

Teaching staff UCOIdiomas

Teaching languages to students with special needs is a highly complex task that requires several crucial aspects to be properly addressed. Nowadays, it is usual to find students with very different characteristics in schools: students with different capacities, immigrant students, students with special needs, or students belonging to dysfunctional families. In this context, one of the main problems for any educational proposal is that under the umbrella of "special needs" we can find a wide variety of needs. For instance, students with physical and cognitive problems, multi-ethnic students, students with emotional problems due to family problems, or students with high or low learning capacities. According to experts, when we encounter students with special needs who are learning a foreign language, irrespective of their characteristics of the necessity, more importance should be given to addressing those needs than to learning the language. This is why it is so important that teachers understand that students need specific support to develop their foreign language skills. In this presentation we will analyse the challenges of dealing with special student from the perspective of teachers involved in in this particular kind of teaching activity.

DIVERSITY AND INCLUSION IN CLIL: WHAT HAVE WE LEARNED AND WHERE IS IT TAKING US?

M^ª Luisa Pérez-Cañado (Universidad de Jaén)

This talk will focus on one of the most hotly debated issues affecting Content and Language Integrated Learning (CLIL) at present: diversity, inclusion, and elitism in bilingual programs. The latter have been in place in many parts of Europe for over 20 years and are evolving in exciting new directions. One of the most prominent ones at present involves mainstreaming CLIL and making it accessible to an increasing range of learners. This new challenge has thrown bilingual education a real curveball and is entailing a thorough overhaul of our current CLIL programs. This presentation will explore the main lessons we have learned as a more diversity-sensitive model continues to take root in bilingual education. These hinge on eleven main fronts: the concept of diversity in itself, the role of the L1, pedagogical techniques, materials design, success factors, best practices, chief challenges, long-term effects, teacher education, the focus of research, and multi-tiered systems of support. For each one, it will trace where we started out, showcase the current situation, and map out future pathways for progression. The latest empirical evidence on the topic (stemming from the ADiBE Project: www.adibeproject.com) will be used to address each front and the broader take-aways and chief pedagogical implications will be extracted for the frontline stakeholders. A broad array of materials, methodological tips, and teacher development options will be made available to continue addressing the challenge of diversity in CLIL in the immediate future and to ensure CLIL for all increasingly moves away from being a mere chimera to become a firmly embedded reality in our classrooms.

LA ENSEÑANZA BILINGÜE COMO FACTOR DE CALIDAD

Xabier Gisbert (Asociación Española de Enseñanza Bilingüe, Presidente)

La enseñanza bilingüe es un valor añadido que las administraciones han incorporado al sistema educativo con el fin de favorecer que un número cada vez mayor de alumnos alcancen elevados niveles de competencia lingüística en una lengua extranjera, herramienta fundamental para un mejor futuro profesional.

Sin embargo, este modelo de enseñanza, no exento de críticas, carece de un mecanismo sistemático de evaluación que permita por un lado conocer sus fortalezas y sus debilidades y por lo tanto poner en marcha las medidas de mejora más adecuadas. Aunque la calidad de la enseñanza bilingüe que se imparte viene determinada por la calidad de los programas, no se dispone de datos que avalen una percepción positiva ampliamente compartida.

En esta ponencia se tratará de dar una visión realista de la evolución de la enseñanza bilingüe, de su complejidad, de sus limitaciones y de la necesaria implicación de todos los actores concernidos, especialmente las administraciones y los docentes, así como de analizar líneas de actuación que puedan en el futuro contribuir a la mejora de la enseñanza bilingüe a nivel regional y nacional y, consecuentemente, de la calidad del sistema educativo.