

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

Trabajo Fin del Máster en Enseñanza

Integrada de la Lengua Inglesa y

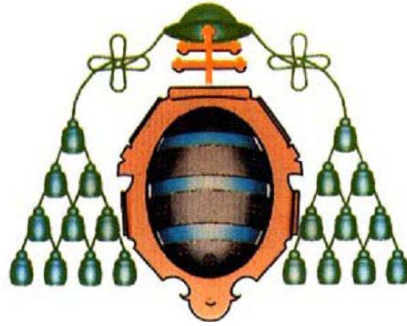
Contenidos: Educación Infantil y Primaria

Using Internet Resources when teaching through
CLIL.

Olaya Pascual Álvarez

Tutor: Alberto Fernández Costales

Julio 2013



Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

Trabajo Fin del Máster en Enseñanza

Integrada de la Lengua Inglesa y

Contenidos: Educación Infantil y Primaria

Using Internet Resources when teaching through
CLIL.

Olaya Pascual Álvarez

Tutor: Alberto Fernández Costales

Julio 2013

Index

1. Introduction.....	4
2. Content and language integrated learning (CLIL).....	7
3. ICTS and CLIL.....	13
4. Teacher and students: how to obtain the best from the Internet.....	17
5. Teacher and students: Google.....	28
6. Students' thoughts about using ICT when learning CLIL and English language	38
7. Teachers' thoughts about using ICT when learning CLIL and English language	46
8. Conclusion.....	50
9. References	54
10. Appendixes.....	60

1. Introduction.

We live in a multilingual world and learning foreign languages is a must. There have been many attempts on how to do it in an efficient way, one of these methods being Content and Language Integrated learning (CLIL).

The term CLIL was coined by David Marsh (1994) who defines it as follows: "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language".

Teaching a subject in an additional language (or L2) can be difficult for some teachers. They might not feel comfortable in the L2, and the best solution for this is to receive some foreign language lessons, the more the better in order to feel confident in the L2. Another difficulty might be that some teachers do not know how to teach both contents and language at the same time. Although there is some training in CLIL in Spain (and in Asturias) nowadays, it can be said that it is relative new so not all teachers know that they can take this kind of studies and for some of them the lack of free time (maybe the combination between their work and personal life requires a lot of dedication) is an obstacle.

Nowadays using ICTs (Information and Communication Technologies), in education on a regular basis is a must. However, there are some teachers that have poor ICTs skills or maybe they always use the same applications or visit the same websites and need to discover new ones to get better results with their students. A possible solution is to take a course at school but sometimes this is not possible (maybe there are no vacancies available in the course).

My goal for this Master's Thesis is to help those teachers that have difficulties with both technology (mainly focused on what the Internet can offer to them) and CLIL (because ICTs and CLIL usually come together). Through this Master's Thesis I will try to provide them with a general panorama of what ICTs and the Internet have in order to help them when teaching CLIL¹. In order

¹ This Thesis will be accessible to everyone that want to read it on the Internet once I finish my defense.

to do this I will not only focus on a description of ICTs applications and websites but I will also add methodological issues regarding how to use ICTs in CLIL. I will also comment on what are the thoughts of real students (that should take into consideration when planning our lessons) and the thoughts of a few teachers too. Finally, I am a lover of technology in my spare time but I have an ambiguous feeling about using ICTs when teaching; therefore, I hope that this Thesis will help me in making up my mind in this sense. I think they are good for some specific moments (e.g. preparing a lesson) but I am not fond of using ICTs every day at school since they could somehow contribute to 'automatize' teaching, which is a truly human activity in which interaction with students is a must.

Across the different sections of this Thesis teachers could have a general idea of what is the current situation of Asturian schools regarding ICTs and CLIL, focusing in two schools: one bilingual (Atalía) and located in Gijón, the biggest Asturian city and the other with a bilingual section (Peña Tú) located in Llanes, a small town in the East area of the region. This Thesis also deals with the relationship between ICTs and CLIL, what new opportunities can show the Internet when teaching CLIL (or how to use the previously knowledge in a different way to obtain the best for our CLIL teaching) and finally in the references section there is a brief selection of some websites that could be a start point of several activities that teachers can use in their CLIL lessons.

Next chapter is focused on the origins of CLIL and CLIL in Spain.

The third chapter deals with ICTs and the benefits of using new technologies when teaching CLIL with a special mention to Interactive Whiteboards. These last ones have been increasing their number at schools from the last years being an important part in our teaching work as it can be read along this thesis.

In chapter 4, teachers and students learn how to obtain the best from the Internet (what websites they can use and how to use them).

Chapter 5 focuses on possible applications of the search engine Google in the case of a CLIL classroom.

Chapter 6 gives a view of Atalía and Peña Tú's schools students using

ICTs at school when learning CLIL and English language.

In chapter 7 some teachers of two Asturian schools, one bilingual (Atalía) and one with a bilingual section (Peña Tú), share their opinion about using ICTs when teaching English as a foreign language and CLIL subjects.

Chapter 8 includes the conclusion of this Master's Thesis. My personal thoughts and personal experience about using Internet when teaching through CLIL and English language.

2. Content and language integrated learning (CLIL).

“In CLIL the learning of language and other subjects is mixed in one way or another. This means that in the class there are two main aims, one related to the subject, topic, or theme, and one linked to the language. This is why CLIL is sometimes called dual-focused education”. Marsh (2000).

There have been many attempts in order to find the perfect language teaching method². From Grammar Translation Method to Communication theories these last ones could some people believe that are the origins of CLIL.

But CLIL, teaching both content and language at the same time, is not new. In Ancient Rome, for example, Greek was used in education to get better jobs and a good lifestyle.

Since 1990 the teaching and learning of new languages took more importance due to the demands of the European Parliament that wanted to change the models of language teaching (they were considered weak and not adapted to the time) and the globalization: people did not only need to know about a specific topic (for their jobs, at school...) they needed to know how to express it in a foreign language. This is when it can be said that CLIL started to develop in the world³.

CLIL has some similarities with immersion programs (like in Canada, where immersion is used in order to strengthen bilingualism in the country, so people learn subjects in L2). The difference between CLIL and immersion programs is that the latter focus only on the content not in learning of a second language as well. As Lidia Wojtowicz, Mark Stansfield, Thomas Connolly, and Thomas Hainey said (2011:1): “What distinguishes CLIL from the other forms of bilingual education is that it does not focus only at language learning but pays the same amount of attention to both areas -language and non language subjects-. In this method of learning, progress in both areas is of the same

² Extracted and rewritten with my words from my “oposiciones” study papers.

³ Extracted and rewritten with my words from Marsh et al. (2010: 4 and 8) and Rowe and Coonan. (2008:1).

importance”.

One of the main handicaps of CLIL is that there is not a unique model to follow. It varies depending on the country, the schools and the teachers.

CLIL is an umbrella term covering a dozen or more educational approaches (e.g. immersion, bilingual education, multilingual education, language showers and enriched language programs). What is new about CLIL is that it synthesizes and provides a flexible way of applying the knowledge learned from these various approaches. The flexibility of the approach is, above all, evident in the amount of time devoted to teaching or learning through the second language. CLIL allows for low- to high-intensity exposure to teaching/learning through a second language⁴.

But there are some common CLIL essential features. One of them is to differentiate between the different types of language that teachers should be able to use in their teaching lessons.

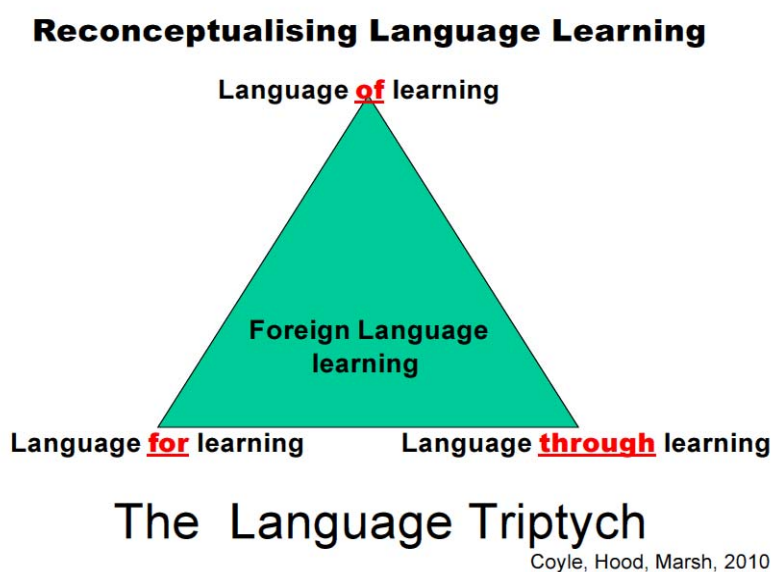


Image 1: Use of language in CLIL according to Coyle, Hood and Marsh (2010). P.47.

As it can be seen, there are three different types of language: language of learning, language for learning and language through learning.

Language of learning (it is an analysis of language needed for learners to access

⁴ Source: <http://www.macmillanenglish.com/methodology/samples/UncoveringCLIL.pdf>
Accessed on 31st May 2013.

basic concepts and skills relating to the subject theme or topic), language for learning (it focuses on the kind of language needed to operate in a foreign language environment) and language through learning (it is based on the principle that effective learning cannot take place without active involvement of language and thinking. When learners are encouraged to articulate their understanding, then a deeper level of learning takes place. The CLIL classroom demands a level of talk, interaction and dialogic activity which is different to that of the traditional language or content classroom. (Coyle, Hood and Marsh, 2010:37).

Translanguaging is present in CLIL, this means that teachers usually switch between L1 and L2 during their lessons.

“Quite often partial instruction through the vehicular language is manifested in bilingual blended instruction involving code-switching between languages (translanguaging). Here the lessons involve systematic use of both the CLIL language and the first language”. (Coyle, Hood and Marsh, 2010:15-16).

Another common CLIL feature is the four key principles which CLIL promotes.

With a holistic perspective in mind, Coyle (2007) developed what she labeled as the 4Cs conceptual framework, which focuses on the interrelationship between content (subject matter), communication (language), cognition (learning and thinking) and culture (social awareness of the self and ‘otherness’). The underlying idea was to bring together different facets of CLIL, so that CLIL pedagogies were developed, and, in this way, also to foster research into its different aspects. (Lasagabaster 2011:7).

CLIL in Spain

CLIL has been developed in some parts of Spain in the last 16 years. The ‘Bilingual and Bicultural Project’, also known as ‘MEC/British Council program’ has its origin in the agreement signed in 1996 by the Spanish Ministry of Education, Culture and Sports and the British Council.

Primary schools are encouraged to offer at least two subjects, one of them must be Science; the other one -Mathematics, Art and Crafts, Physical Education, and Music are the most common -it depends mainly on teacher availability.

As in Spain every Autonomous Community has some degree of flexibility to develop the Curriculum contents that have to be taught to students, there is not a common rule on how CLIL has to be implemented (hours, subjects...), so

the Autonomous Communities have their own rules for doing this.

The bilingual communities (Galicia and Catalonia, for example) have been using CLIL in their schools since many years ago, most of the subjects are taught in their local languages (Galician, Catalan, etc) but there are some of them (the fewest) which use Spanish too.

In Asturias, CLIL started in 1996 with two bilingual schools: Ventanielles (in Oviedo) and Atalía (in Gijón), they are currently the only ones that are bilingual in this province; but according to Educastur website there are 108 public⁵ schools with bilingual section; one of them being Peña Tú in Llanes, which has been participating in CLIL teaching discipline for the past five years.

Teachers' training in CLIL in Spain

In the last few years there have been a few courses related to teaching CLIL, but there is not enough yet. The Master in Content and Language Integrated Learning (Infant and Primary Education) of the University of Oviedo tries to be a helpful tool for teachers like me that have interest on teaching in schools with CLIL subjects.

The lack of specific CLIL training for teachers in the last years was the reason that nowadays, a teacher who uses CLIL can be a subject teacher or a foreign language teacher. With this in mind, CLIL teachers have to be aware that they should concentrate on both (content and language) at the same time and not only on one part of their subjects (the foreign language or the specific subject, such as Arts).

As Jan Rowe and Carmel Mary Coonan said at an International conference in 2008:

A latent pitfall in the CLIL situation is connected with the professional profile of the CLIL teacher. The CLIL teacher in the Primary school is, generally, a foreign language specialist. The danger for this teacher is to lose sight of the fact that CLIL teaching is not language teaching but subject matter teaching. The challenge for the foreign language specialist is to keep this in mind at all times, s/he must not resort to teaching the language but create the conditions for it to be learnt.

⁵ Public schools in the USA are State schools in the UK.

Another thing to take into consideration is that if the CLIL teacher is a foreign language teacher, maybe he / she does not know the subject, or if he/she is the subject teacher maybe he / she does not have a high competence in the foreign language. That is why whenever it is possible subject teachers and foreign language teachers should work together.

There are many reasons for CLIL to be so successful, some of them are:

-Students do not learn the L2 as in traditional L2 lessons they learn it while studying a subject.

-CLIL can offer learners of any age a natural situation for language development which builds on other forms of learning. (Coyle, Hood and Marsh, 2010:11).

-Students are involved with the cultural context of the foreign language (L2) and its background.

-The basic methodology adopted in CLIL is encouraging students to learn by 'doing things' and by collaborating (Marsh: 2002 and 2008). This allows active learning which is more motivating than passive learning.

-CLIL not only promotes linguistic competence, it also serves to stimulate cognitive flexibility. (Coyle, Hood and Marsh, 2010:10).

Some tips for CLIL teachers

- Teachers should give scaffolding to students in order to help them to understand both the language and the content they are learning.
- Teachers have to design the lessons according to this and following Coyle's 4Cs.
- CLIL teachers have to be flexible with the foreign language. Students have to learn it and although accuracy is important, a CLIL subject is not the language subject so some mistakes can be allowed.
- The teacher has to summarize most of the content that students are going to learn. Non-relevant details should be avoided.

- Key words are necessary for students to understand what we are teaching to them.
- Visual elements are essential: they contribute to a better comprehension.
- Use of repetition. For example, use the same contents and vocabulary in different exercises.
- Use of ICTs and the Internet whenever we can.
- Switching between L1 and L2. Sometimes it is better to use L2 for clarifying a concept whereas others could help in learning things in both languages.

3. ICTS and CLIL.

ICT “stands for “Information and Communication Technologies”. ICTs refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums”. (Tech Terms 2010).

Nowadays all Asturian schools have computers with an Internet connection and there are many Asturian schools that have Interactive Whiteboards (IWBs), too. (The Interactive Digital whiteboard -IDWB or Interactive White Board IWB- is a whiteboard that is connected to a computer and a projector. There are different kinds of IDWB depending on the way you interact with them).

The use of ICTs for learning improves students’ motivation and they help in the children’s development of autonomous and interactive learning. As Butzin, Cooper and Brna said: “Common statements reflecting the positive influence of ICT in the educational setting have been reported to be positive student attitudes, higher self-esteem, more student engagement, and increased student achievement” (Butzin, 2001; Cooper & Brna, 2002: 2002).

ICTs (and Internet) have more advantages which can be:

- Due to the fact that many children have computers at home, they know how to use them, so this avoids ‘wasting’ time teaching them how to use a computer and focusing on what we want to teach through them.
- ICTs present information in an attractive way and with the help of the Internet we can access to huge information that can help us in our teaching task.
- ICTs enhanced levels of motivation.
- ICTs are tools students use to learn, practice and improve new knowledge.

- ICTs adds variety and interaction to a lesson.
- When using a computer or the Interactive White Board (IWB) ICTs give visuals that help in the comprehension of what is being told.
- ICTs help students to realize that there are different accents of the foreign language (for example English from: UK, USA, Australia...) they are studying.
- “Computer use during lessons motivated students to continue using learning outside school hours”. (Rashmi Ranjan Mohanty, 2011).
- Internet has a wide variety of materials which can be used in CLIL lessons.
- Internet can be used at home by students that means that they can, for example, revise what they have learned at school or prepare a paper work... anytime and anywhere they want to check it (there are no timetables to follow, the information is always there).

There are some advantages exclusively of the IWBs:

- They are easy to use.
- They can be used for all age students (from elementary to higher education).
- Their interactivity makes the learning process interesting and fun.
- It works fine with the software that the computer already has, so you do not need specific software to do many activities (such as connecting to the Internet, using some computer programs, etc). However, the use of specific programs may make the experience better.
- You can save what you have previously done and use it whenever you want.

They also have some disadvantages.

- Price. They are more expensive than traditional whiteboards. The ones that use pens need specific ones, and these pens can be expensive.
- Breakdowns and failures. Like all electronic devices, they need maintenance, and the reparation it is not usually cheap.
- Shadows: we must be careful in our location (or the person who is using

the IDWB) because it can be difficult for us to see what we are doing (and the same happens to the rest of the classroom).

Using ICTs when teaching through CLIL gives students all the benefits ICTs have and make easier to learn the new content and language.

“The use of ICT in the CLIL classroom can have a very positive impact on students’ motivation and learning outcomes by using challenging materials that provide learners with opportunities to develop both academic knowledge and language skills”. (Fürstenberg and Kletzenbauer).⁶

“ICTs provide the media and the applications that facilitate CLIL students in their inquiry for linguistic and non linguistic knowledge and experiences, and cater for opportunities for active learning, for experimentation with the target language, for collaboration and for the development of competences and strategies”. (Kosmas Vlachos).

“ICT has a multimodal and vital role to play in CLIL, since it caters for the media and the resources that can enhance multidisciplinary learning, and provides the means that stimulate, guide, and facilitate students in their efforts to express themselves adequately and effectively in the target language”. (Kosmas Vlachos).

Children love using ICTs and for students using them in the CLIL classroom makes the learning process funny and amusing (most children are usually close to ICTs because they use them at home). They usually see the results of what they have done in the moment and there is lack of pressure for them (it is relaxing) when studying. For example, when teaching the water cycle: students can go to the Internet and watch a video that may be subtitled in the foreign language in order to obtain a better comprehension. The teacher could have taught key words before watched it, and the visual image helps to understand what is being said reinforce what students are studying. As a clip (or movie) is dynamic the learning process would be more dynamic than looking at a picture and reading a text.

There are some difficulties when using CLIL and ICTs at the same time:

⁶ Source: http://conference.pixel-online.net/ICT4LL2012/common/download/Paper_pdf/149-CLI02-FP-Kletzenbauer-ICT2012.pdf (2012) Retrieved 1st May 2013

- Organizational: to prepare the lessons requires lots of time and to be organized in what to teach, how to teach and when to teach the contents.
- Materials: need to use appropriate materials that are adequate to the level of students' knowledge of the content and language subjects. They should be interactive, so students will be active participants in the learning process. As many times we do not have these materials we have to create them from scratch, making this time consuming.
- Technical: the same that ICTs have.
- Expensive: the same that ICTs have and materials especially designed for CLIL.
- Concentration: some students can only pay attention to the use of ICTs and not in the learning process (for example when playing a game they can be distracted by the game itself).

4. Teacher and students: how to obtain the best from the Internet.

There are many websites and online applications that could help us in our teaching task, but exploring all of them would be impossible. Every teacher knows what he/she wants to teach so the information looked in the Internet will vary according to this.

I have a special interest in online applications because if there is a problem with the hard disk (the place where all the information we save is stored) of the computer/computers all that we have saved online is going to be still there. The disadvantage of this is that one day the Internet connection could not work, but with this in mind, we should have a copy of what we want to work within the hard drive (or in a pen drive). There are also applications that can be used offline without an Internet connection.

I would also like to emphasize that not all the information which is shown in the following lines is suitable for all kinds of students; the idea is the older they are the more things they can do (due to their cognitive development). And we also should tell the students' parents the importance of being with their sons/daughters when children are using the Internet. First of all, because all the dangers the Web has. Second, because the information below is used for educational purposes not just for entertainment (although that does not mean that students cannot have fun while learning/revising language and content).

a. Websites

Websites are several web pages that are usually on the same server. They always have a main address (called homepage) that does not change unless the creator of the website decides to move it to another server) and other web pages. Websites can be devoted to one or to several topics.

CLIL websites are constantly increasing thanks to the participation and collaboration of CLIL teachers that want to share their experience with colleagues. There are also some of them that are focused on parents and students (there are links to some of these pages in the

reference section).

As teachers we can create a school website. Ideally, all teachers can work in the development of the website, and maybe students could contribute writing some comments or even have a students' section. This website should not only contain information about the school (address, staff, subjects, etc) but also links to resources (web pages, blogs, videos, etc) that are interesting for the school students and their parents.

b. Emails

Emails are a useful tool for communicating between teachers, students and parents. Depending on which server you have you can use a web page (such as Yahoo Mail, Gmail, or Hotmail) that has the advantage that is online so you do not need to occupy space of the computer/s hard disk or a program (Outlook, Opera, Mozilla Thunderbird....) in order to send and receive emails.

Advantages:

Teachers: we can help students and tutorage them through emails, they may use it to be in contact with students' parents and they can share their experience with other teachers.

Students: shy students can ask their doubts to teachers through emails. Students can communicate with other students of their school or of others (web pals, for example).

c. Chats

A chat is a program where instant online conversation takes place. Sometimes you can chat through the web-browser (the program you use for viewing web pages) but the usual thing is that you use a chat program like Yahoo Messenger (explained in the next chapter), mIRC, Skype...

All chats have the same characteristic: the text is typed in one part of the screen and then it can be read in other part of the same screen (usually a bigger part), and in most of them if you have a microphone and speakers you can talk (voice chat) with the other person (or people) without writing anything and if you have a video cam the other person (or

people) can see you.

Through chats, teachers and students have the same benefits as the emails but instantly and if they use voice chat and (or) video cam it is more motivating because it looks similar to a real classroom.

d. Blogs

A blog is a website with posts that can be related to one or more topics. The way these entries are usually seen is the last post on the top being the first one that had been written the last one that can be read. Blogs typically include features such as comments and links to increase user interactivity. Although blogs can be created using specific publishing software such as Word Press, there is no need to install anything like in Blogger (this last one is explained in chapter 5).

As teachers, it is interesting to have a blog where our students can revise vocabulary and content they learned in the subject. It is also motivating for them because they have what they learn in an interactive way where they can participate.

There are more advantages:

- Students may read the blog whenever they want, making the use of blogs a flexible tool for them.
- Blogs focused on students' participation promote student-centered approaches.
- Blogs encourage participation, and it could be easier for shy children to participate on them than in the classroom.
- Blogs develop reading and writing skills.

They also have some disadvantages:

- We have to take into consideration that not all students are able to access to the Internet out of the school.
- Some students may not know how to write entries in a blog. In order to prevent this we can show how to do it during the class time.
- We need to supervise everything that is written to prevent fake

information or improper language.

e. Webquests

Webquests are interactive activities done in the Internet with a similar structure: introduction, task, process and resources, evaluation, and conclusion.

- Introduction: it gives a background to the activity. It must be motivating to catch the students' attention.
- Task: it defines what students have to do.
- Process and resources: this two-step can be together or separate. The process adds extra information to the student about how it is expected to develop the task: the resources are chosen by the teacher for helping students to find what they need to complete the task.
- Evaluation: The evaluation not only pays attention to the result but also to the steps that were done in the process.
- Conclusion: it is a summary and also a reflection of the task.

Webquests can be done individually, in pairs or in groups. These two last ones are better in order to develop group work, explaining other members of the group what they have found. They promote interaction, the idea is not just to obtain some information in the Internet, but also to think about it, to share students' ideas about it, to guess what they are going to expect.

Webquests are great for CLIL subjects because children practice the language and the content they are learning in a motivating and contextualized way.

f. Wikis

Wikis are interesting web pages similar to an encyclopedia in the Internet. They can be focused on a specific topic or work as general encyclopedias (as the world wide famous 'Wikipedia'). They have an advantage (that can also be considered a disadvantage at the same time): everyone may participate on their creation, so they are active,

dynamic, and with the help of everybody they could contain a lot of information about the different topics. But the things that are written can be wrong due to, precisely, that everybody is able to write on them. So wikis have to be used wisely and not to believe that everything that is written there is correct. The teacher can previously read the information that is written on the Wiki page and contrast it to other reference sources. If our students are in the last grades we can tell them to do it for themselves (promoting autonomous learning at the same time).

g. Video sites

Videos provide real language situations in a contextualized way. It is very important to previously teach some specific vocabulary in order to help students to understand the meaning of the discourse. A good idea about how to use a video in a CLIL lesson is: first doing a brainstorming, second teaching (or revising) key vocabulary, and then watching the video; after this students can do some exercises.

There are lots of video sites on the Internet and many of them may be used with educational purposes. (As YouTube belongs to Google it will be explained in chapter number 5). The following are a brief selection of free video sites we can use in the classroom.

- 'Cosmolearning'⁷ has many topics which are of more interest for high school education, but the one that is devoted to English can help us in our foreign language development, especially the videos related to pronunciation. I like Jennifer Lebedev's videos about American English pronunciation (there are also British pronunciation videos by other authors).
- 'Watch. Know. Learn' counts with a large database of educational videos that may be used with children. On the left side of the window there is a directory that shows all the video categories (although the ages of the viewers are from 3 up to 18, it can be

⁷ Jennifer Lebedev. (JenniferESL). In Cosmolearning. Retrieved 7th January 2013 from <http://www.cosmolearning.com/providers/jenniferesl/>

narrowed sliding the line that appears when the button of the age is clicked), the videos (and some descriptions about them) are seen on the right part of the screen.

- Teachers TV. Teachers TV was a website with many videos related to teaching education (you can watch for example, a class of Maths in the UK); although it closed in 2011 its contents are still available on TES.

h. Games

Games are great for students in order to revise and learn contents and language in an effortless and relaxed atmosphere. They are also an assessment tool for teachers.

Some interesting games websites are:

- ICT games. They can be played on all kind of computers and IDWBs. They are focused mainly in Infant Education students but some of them may be suitable for first and second cycle of Primary Education. In the homepage there is a menu to choose games related to numeracy or literacy. Once one of these options is selected there is a new webpage with different categories related to the one was previously chosen.
- Topmarks. This website offers free games that can be used with the IWB or just with a computer. There are games related to English language and mathematics categorized by children's age. If the IWB category is chosen. there is a button column on the left with the different categories (arts, literacy...) and each of them is grouped by school stage.
- English Flash Games (for learning vocabulary). This blog looks like a webpage with many links related to free flash games. Although simple, there are some of them that are very interesting. It worth a look.

i. eTwinning

eTwinning is an educational online program; its goal is offering

collaboration between two or more schools of different European countries based on cooperative work and the use of ICTs.

eTwinning started in eLearning program but nowadays is included in Comenius, they have some similarities. For example, they both focus on European dimension and Cultural awareness, but they have also some differences like:

- Comenius also focuses on mobility and cooperation between schools.
- eTwinning focuses on digital competence and collaborative work through CLIL.
- eTwinning is simpler to use than Comenius and to start a project with; (it needs not to be approved while the project in Comenius should be).

eTwinning is an interesting educational program because our students practice: the foreign language (L2) they are studying at school, ICT (it is an online program) and content. Teachers “talk” with other European teachers and share their ideas, doubts and experiences; through this, they help each other in their teaching task.

eTwinning has an extensive tutorial and so easy to follow that I do not consider necessary to explain it here (there is a link in the references section to its website, the FAQs and tutorials).

j. The Cloud

“Cloud computing is a general term for anything that involves delivering hosted services over the Internet. A cloud can be private or public. A public cloud sells services to anyone on the Internet. (Currently, Amazon Web Services is the largest public cloud provider.) A private cloud is a proprietary network or a data center that supplies hosted services to a limited number of people”⁸

So It can be said that the cloud is the space where you save information in the Internet and you can do it (and retrieve it) through several devices like it can be seen in the next image.

⁸ Source: <http://searchcloudcomputing.techtarget.com/definition/cloud-computing>. Rouse, M. (2010)

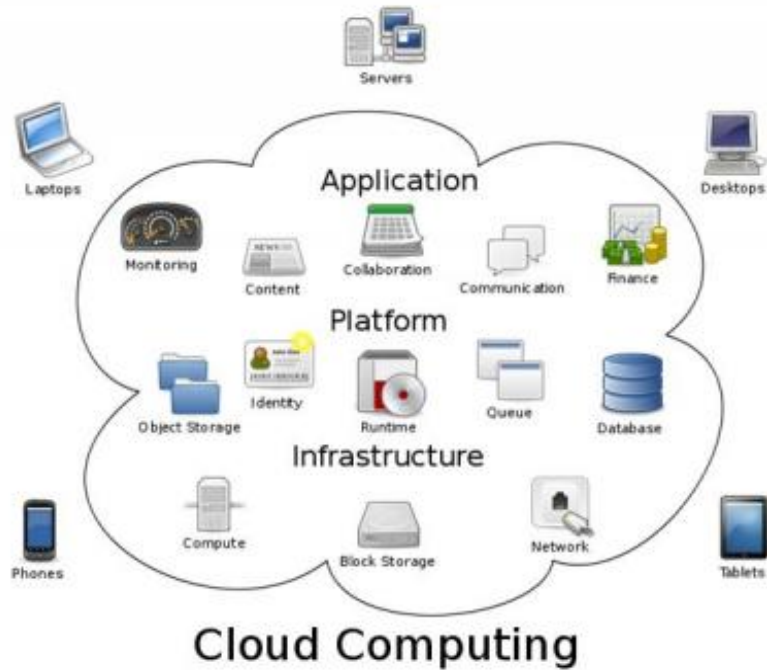


Image 2: Diagram showing overview of cloud computing including Google, Salesforce, Amazon, Axios Systems, Microsoft, Yahoo & Zoho. Created by Sam Johnston.

These are “the most famous” clouds:

Dropbox – developed by Dropbox.

Google Drive - developed by Google (explained in Chapter 5).

Wuala - developed by LaCie.

iCloud - developed by Apple.

SkyDrive - developed by Microsoft.

Campaign Cloud - developed by ElectionMall Technologies powered by Microsoft.

Ubuntu One - developed by Linux Ubuntu.

k. Yahoo

Although Yahoo is not as famous as it used to be some years ago (Google has become the principal competitor), I consider that both teachers and students can still using it in their teaching and learning tasks.

Yahoo has many sections but these are the ones that we can use

the most for education, almost all of these are free and some of them need a Yahoo account that is also free.

- Yahoo web searcher.

The way to use it is the same as other web searchers, the information that is sought is written in the search box and then the enter key should be pressed (or the search button must be clicked). On the left of the window the results can be filtered by time. On the right, above from the results, there are tags all related with the search: web (web pages), images, videos, news, shopping (this section is not, logically, free), answers (people write a question and yahoo members can answer it) and “On my god” (OMG) –gossip section. The first four may be used in the classroom but the last three (shopping, answers -some comments cannot be true, or be offensive or not suitable for our students- and OMG) do not have any educational use.

One possible use in a subject taught through CLIL is use this web searcher when looking for information; for example, if our students are studying the different parts of a plant, they can look for information (and or a image of it) through it. They can type keywords we had previously told them in order to make the search more precisely.

- Yahoo webmail.

There are many web mails that can be used to connect with our students or to exchange information (for example, if they are studying a specific CLIL topic they can share their ideas with students of another school, maybe of a different country so they have to use the L2 they are using in their CLIL lessons) but Yahoo webmail is an-easy-to-use mail that has many features included. Nowadays there are several versions of the webmail (they are updating the service) but all of them have these things in common.

The window is divided in two main frames, the small one on the left with some information (folders, contacts...) and the right one which is the place where emails are read or written. It also has a contact tag (to

edit your contacts, create a group with them...) and in the classic version there is a calendar tag too (an-easy-to-use feature that helps both teachers and students with the organization of their time, it works similar to Google calendar which is described in next chapter). The calendar application in the new version of the email is located on the right part of the window in the applications section.

- Yahoo messenger.

Yahoo messenger has recently changed. It is a free chatting program that can be downloaded from Yahoo website. Apart from text chatting it has the possibility of voice chatting and using a webcam. This can be useful for a tutorial with our students or their parents; it also may be used to communicate with other students or teachers from other schools and share information in real time about what is being taught related to CLIL.

Photos and documents can be shared while chatting. More than two people may participate in conferences and chat voice. For using it, a Yahoo account is needed. Once a person logs in, there is a window (it is the main window) through here most of yahoo messenger options can be done: start a chat/conference (a new window opens), send archives/photos, add/delete a contact, edit preferences, change the status (visible, non visible, visible for some people), add a general message (all people that you have in your contacts list can see it, etc).

- Flickr.

Free website used for creating online photo albums. There is a pay option with more storage available. If we just want to see photos we do not need to have a Flickr account. As many photos in the Internet have copyright, we can do a previously selection of non-copyrighted images and upload them here, and our students can use them, for example, when creating a presentation of something they are studying. We can use it, for example, when exchanging photos with teachers or

students from other schools (we can make a CLIL project, take some photos of it and then share it with other schools).

Advantages:

- Large amount of photos in the database which we can use when teaching.
- If we have an account we can personalize who can see our pictures and who cannot.
- The use of tags helps in the photo search and people identification.
- Favorites help when searching to a photo we previously saw.
- Easy to share photos in blogs, social networks...
- Several ways to upload the photos (by email, using the browser...).

Disadvantages:

- Students should not use this application alone (there can be photo content in the Flickr database that is not suitable for them).
- If we want to upload photos for free there is a space limit.

- My Yahoo.

My yahoo is a personal yahoo website. If you have a yahoo account you can choose some websites and applications to be on it. For example: word of the day, where people can learn a new word every day, idioms, etc.

It can be useful for both students and teachers because they have their personal educational space all created by and for themselves. They can have links to CLIL websites that can be interesting and useful for them.

5. Teacher and students: Google.

Google was created by Larry Page and Sergey Brin, two American postgraduate university students in 1996 (the original name was BackRub) and in 1997 the domain name for Google was registered. At the beginning, Google was only a web searcher, but soon it expanded offering several services. (The complete history of the company can be read in its website). Nowadays Google has many sections that both students and teachers can benefit from it. This is the reason I give to Google a complete chapter.

Some Google features are: Google images, Google maps, Google News, Gmail, Google chrome, Google Calendar, Google drive, Google Translator, Google mobile, Google books, Google blogs (Blogger), Google groups, Google academic, IGoogle, Google play, Picasa and YouTube.

Most of Google features are free and some of them need a Google account that is also free. If you want to create a Google account, in Google homepage click on start session, then in register, follow the steps until the end.

In order to obtain a better explanation about what Google (and the Internet) can do for us, I designed a fictitious unit about the Republic of Ireland for teaching to a sixth grade group in Science. Its objectives may be: to know that the island is divided in two parts (North Ireland and Republic of Ireland). That two languages are spoken in Ireland. Ireland is divided into provinces. Dublin is the capital. Other main cities are: Cork, Limerick and Galway. To know how to locate them on the map. Traditional food: Irish breakfast, Guinness beer. Traditional music and River dance. St Patrick. Castles. And to learn and use vocabulary related to the topic.

- Google maps.

Apart from the traditional use of maps where you have a world map that can be used, for example, to locate, a country; Google maps may be used with our students to calculate distances (from one point to the other:

by bus, by car, by bicycle or on foot).

Go to Google maps and click on “how to get there” button (on the left), then in the box labeled “A” write the start location (for example Dublin, Ireland) and in “B” the finish place (for example Cork, Ireland) Now the map has a blue line on the route. The distance (we can choose between kilometers or miles), the time to get from A to B and the route steps are shown on the left part of the window. Another destiny “C” might be looked for (and D, E...).

Students may use it to visit “online a place”. This is one of the most useful and motivating tools since our students can feel that they are really visiting a place.

For example, we can type Trinity College, Dublin, Ireland. On the left part of the window there is the address and the phone about the place we looked for. On the right part there is the map. Here there is the zoom tool and above the zoom in sign (+) there is a “yellow man”, with the help of our mouse we pick it and drop it in the point we want (in this case inside the Trinity College) so students can see it looks like.



Image 3 from Google maps. Tags: Trinity College, Dublin, Ireland.

The map can also be linked with html code, which can be found on the page: on the left frame of the browser there is an icon of a chain, when it is clicked a small window appears. Now, there are three options:

a) Paste the link on an email or instant message (there is a short abbreviation of the URL -web address- in case you have limited numbers of characters, just click on the square).

b) Copy the html to include it in a webpage. There is another option here, you can click on the link that says customize and have a preview of the map inserted. In the new window that appears four sizes can be chosen: small, normal, big and customize where you write the dimensions of the map.

c) Under the map there is an html code of the map that can be copied to a webpage.

To summarize, in our Republic of Ireland unit we can use Google maps in order to locate the island and main cities. We can also use it to calculate distances from one point to the other. And finally to visit “online” some cities and villages.

- Google images.

Although we, have to be careful with copyrights, this Google feature can help us when we need a specific image for a topic our students are learning. There are millions of them.

There are two ways to use it, both of them are accessed through Google home page.

1) There is a menu bar on the top of it. The third word on the left is dedicated to images. Click on it and then type one or more words related to what you are looking for and a new page will appear. Google also suggests other words for our search. If we pass our mouse cursor over the image, we have a preview of it with some extra information: the name of the photo, the URL where it is, its pixel size sometimes a brief description and it also has to link one to similar images (similar but

sometimes not the same) and more sizes (the same image in different sizes).

There are more features in Google images in order to make our search more effective. Clicking on search tools we have some options to classify them by date, all results (or by topic), size, color, kind (faces, photo...), standard view or show the photo size (in pixels). There is a filter of words (safe search) and a configuration menu (search configuration, advanced search, web history, web help).

2) If you already have an image you may “upload” it to Google and it looks for information that contains that image. In the search box click on the photo camera and a new menu will appear. There is another option to look for it if you know its URL (the URL of the image, not the website it contains), then the result is similar to the one you have if you look for some words in Google homepage. (We can give our students the photo URLs and they have to look for them in Google).

For example: continuing with our Ireland Topic we type Dublin castle in the Google images searcher, then many photos appear. If we have a Dublin Castle photo we can “upload it”.

If we know the address of the photo we could type it (or copy and paste) and search results of pages about this topic will appear. The same happens if we “upload” a photo.

- Google News.

Despite newspapers, Google News section does not contain news in its website. It is a news searcher and it links the words that were previously typed in the news box with the websites that contained the information.

If nothing is written, the window is divided in four main parts. The top of it, where different features can be accessed, and a search box. Then on the left, a table of contents of the different categories of this section. The middle part contains some random news with a small photo,

the place where it belongs, how long was published, and a summary of it and the right part has headlines and an icon of a wheel where we can personalize the news we want to see (to save our personal configuration we need a Google account). For example: International seen or not, if seen if you want to see more news about this topic that others. It can also be added topics that are not in the premade list.

Ireland unit: we look for news about Saint Patrick festival for our students this way we can select which news we want them to read about.

- Gmail.

A free webmail with the characteristic that when you answer a message it is like it is a conversation. Each sender will have an icon with a different color in order to differentiate which person has written something. At the beginning you will see like a small part of what has been written, so to read it completely you have to click on the message.

On the left side there are tags (like folders in other emails programs and/or web mails). New ones can be created. From this place you can chat with other people if they are at that moment connected. And it is automatically saved so it can be read later. It also has the same functions as other emails that can be selected in the right part of the screen (delete, check, uncheck...).

Ireland Unit: students use the email in small groups to contact each other when making an exercise at home. They can also write to Ireland tourism in order to obtain information about the island.

- Google chrome.

Google free browser. It can be downloaded from Google.

It is a fast browser so if we have a slow connection to the Internet in our school (as it usually is) using this program will shorten our time of waiting to charge the web pages. It is simple of use and all we have in it (our bookmarks, history...) can be accessed from other computers, cell phones... (if they have this browser installed and we have a Google account). It has a privacy component that makes it useful when using at

school with our students.

- Google Calendar.

To use this feature a Google account is needed. It is very interesting for both teachers and students because it helps to organize the teaching/learning planning. The events which are created can be private or public, so if our students need to make a paper work for some date we can create an event and share it with them. The calendar can be synchronized with smart-phones.

The first time it is used it needs a small configuration (the time zone where you are, the country...) it is very easy to do it following the steps that the program gives.

The calendar can be seen: daily, weekly, by month, four days, and agenda.

Ireland unit: the teacher creates an event in order to mark when is the due date to present a group work.

- Google drive (some time ago called Google Docs).

To use this feature a Google account is needed.

This is one of the most interesting and useful applications that Google has. First of all it is a set of several free applications in one, you can create: documents, data base tables, presentations, formulas, drawings...

As teachers, we can create documents (or presentations...) and share it with our students or vice versa.

Students can also chat between them if they are connected at the same time.

Students can make comments to their peers' work (also teachers).

As sometimes is difficult to meet each other out of the school, if students have to make an exercise in a group work they can use Google Drive for this.

- Google Translator.

Translators are not accurate but sometimes they might be helpful

to students if they have not a dictionary next to them.

Although it is not probably the best translator in the Internet (none of online translators are), it can be useful for our students when they are using the net. Words can be translated in more than sixty languages. Just select the language you are writing (or choose the option 'detect language') and then the language you want the word to be translated it. The main screen is divided in two medium rectangles, in the left one you type the word and it is translated in the right one. Here you can listen to the way the word it is pronounced (speaker icon), task for examples where this word is used (an icon on the left of the speaker) and to value if the translation is well done or not (the tick icon).

There is another option to write (or paste) an URL or a complete text.

Finally, Google translator says with kind of word (noun, verb...) is the one you wrote and it gives examples of synonyms and derivatives of it (both in the language you wrote and in the translated one).

Ireland unit: students can use it to understand vocabulary they do not know.

- Google mobile

Nowadays, many people use smart phones. Google mobile has many applications (Chrome, Gmail, You Tube...) for this kind of phones.

Although we do not probably have many students in Primary education with mobile phones, maybe some of them in the last grades do. It is also a useful tool for teachers that need to use the Internet in their teaching and maybe they do not have their computer next to them at that moment.

- Google books.

This section is useful for having a preview of books before buying them. (However, in order to respect the books copyright, not all the pages can be read). As teachers we can look for information that can help us in our teaching labor, and if what we can read is interesting we

can share it with our students suggest them to read the pages of some of the books.

When you click on a book title the next page that is seen is the front page of the book, a brief description of it, the author's name, if there are any critics of it (written by people with a Google account), related books, the preview pages, part of its index, common terms, and the bibliographic information.

If you have a Google account you have more options: create and maintain libraries, share books with friends and to know what they are reading...

- Google blogs (Blogger).

(To use this feature a Google account is required).

Once you are logged in Google, go to Blogger. You will be informed that you do not have a blog yet. It is also available some information about Blogger and a video with a brief presentation.

Once the button of 'new blog' is clicked a new small window will appear (overlapping the previous window). Here you write the title of the blog, the address (if you have one, if you do not, write something on it but be careful, you cannot change this later) and choose a template for your blog (there are more templates that may be chosen later). Click on "create a blog".

Back on the main page again, you have the option to start writing your blog now or leave it for later. It is also here where some functions of blogger can be accessed (overview, posts, pages, comments, Google+, stats, earnings, layout, template, settings).

Ireland unit: students can write post in the blog about what are they learning about the unit, teacher can upload videos, exercises and links related to the unit.

- Google groups.

To use this feature a Google account is needed.

Teachers can create a Google group about the CLIL subject

where students can write comments and doubts and other students and the teacher can answer to them.

Once you are logged in Google groups, click on create a new group and follow the instructions. It is important to keep it private (just us and our students) in order to prevent the access of people not related to the classroom. The group menu is on the right part of the window where we can access to the different group functions (create messages, members, archives...).

To answer a message can be done in two ways. If 'answer' is clicked, all members of the group can read it, but if it is 'answer to the author' clicked he/she will receive a private message.

- Google Scholar

Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites. Google Scholar helps you find relevant work across the world of scholarly research. (Google Scholar).

Everybody can access to Google scholar and read its articles however, they are most suitable for teachers and university students than for Primary Education students.

- IGoogle.

To use this feature a Google account is needed. It is similar to My Yahoo.

Students and or teachers can create like a personal page using links from several websites. The idea is that students use this feature in order to consult information related to the CLIL subject (and or other school subjects) so IGoogle has an academic point of view for them. It could be a good idea to choose some contents that students should have on their 'IGoogle' (for example: a translation gadget, links to websites that can be interesting to them, etc).

- Google play.

It is a shop: music, books, movies, android applications and electronic devices. It could be interesting if we need a specific book (or our students need it) and there is difficult to buy it in a non-Internet shop.

- Picasa.

Picasa is both a program (free basic photo editor and a picture classifying, it is downloaded from Google website) and a free website for storing photos (up to 1GB, if more space is needed then paying is a must). In order to do this last feature a Google account is required.

There is link to a guide about how this program works in the references section.

Advantages.

-Simple free photo editor.

-Classifies photos (by: folder, people on it, tag we previously have written).

-Face recognition.

-Creates: photo collages, movies, screen savers, posters, CDs, etc.

-The photos can be uploaded to Picasa albums and Blogger (for these two last options a Google account is needed).

Disadvantages.

-In order to upload the photos the program must be installed.

-Limited space in Picasa website.

- YouTube and YouTube education.

YouTube can be described as the online video paradise. As a teacher we can consult many videos that can help us in our teaching adventure. Every video you need is probably here. We can also create videos and upload them in YouTube.

It also has an educational version (YouTube education).

Students can look for some videos that will help them in their studies. But be careful! Children should always be with an adult who supervises the content they are watching.

6. Students' thoughts about using ICT when learning CLIL and English language

I wanted to know what students really think about using ICTs when learning a foreign language through CLIL. For this reason I designed a questionnaire in two schools located in Asturias: Atalía (in Gijón) and Peña Tú (in Llanes). In both schools the research was made to students of the same educational levels (1st, 3rd and 5th of Primary Education).

I chose these schools for three reasons.

- The first one was that I knew the schools: I made my teaching internship of this Master in Atalía between October and November 2012 and I am currently working in Peña Tú.
- The second reason is because Atalía is a bilingual school and Peña Tú has a 'bilingual section', although it is not a bilingual school.
- Last reason is that in both schools the use of ICTs is wide present.

They also have some differences one of them is that Atalía is located in a big city (Gijón) with many schools whereas Peña Tú is the only school of a small town. Other aspects of these schools are commented before the results of the questionnaires.

Atalía school

Atalía school is located in a suburb called El Natahoyo in Gijón, a city on the north coast of Asturias whose estimated population is 278,000 inhabitants. Students come from different social backgrounds.

There are 7 Digital Interactive Whiteboards for all the students (4 of them are only for third cycle, one in each classroom). All the classrooms have a laptop or a personal computer. And there is also a computer room in the school that students visit from time to time. The students (138 in total, usually there are more students but those were the ones who were that day at school) who participated in this research were: 1st grade (A: 21 students and B: 25 students),

3rd grade (A: 21 students and B: 23 students), and 5th grade (A: 24 students and B: 24 students).

These are the five questions I asked them (originally in Spanish):

1-Do you use the computer in the school in order to learn contents in English and/or English language?

2-Do you use the computer at home in order to learn contents in English and/or English language?

3-Do you like using the computer to study?

4-Do you use the Digital Interactive Whiteboard in the school in order to learn contents in English and/or English language?

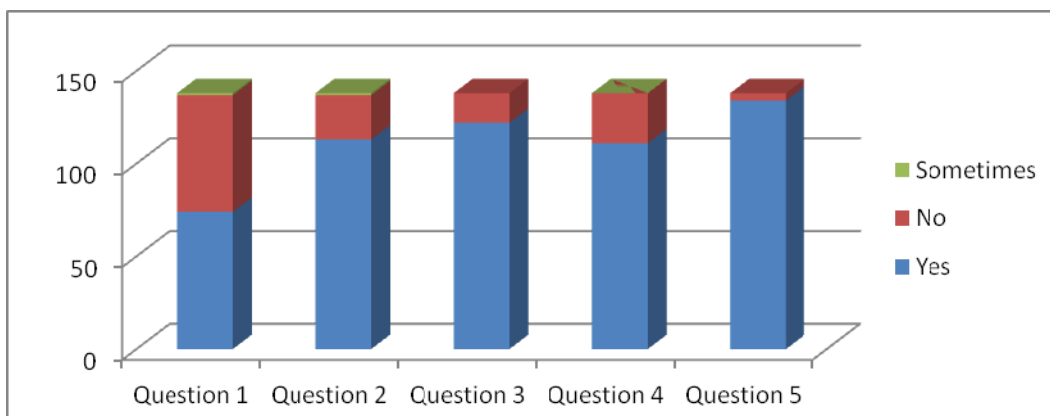
5-Do you like using the Digital Interactive Whiteboard?

There were only two possible answers: 'Yes' and 'No'.

The results for the 138 students were:

	Yes	No	Sometimes
Question 1	74	63	1
Question 2	113	24	1
Question 3	122	16	0
Question 4	111	27	0
Question 5	134	4	0

Table 1. Results from Atalía.



Graphic 1. Results from Atalía.

1st A	Yes	No		1st B	Yes	No
Question 1	21	0		Question 1	24	1
Question 2	21	0		Question 2	21	4
Question 3	21	0		Question 3	23	2
Question 4	21	0		Question 4	25	0
Question 5	21	0		Question 5	23	2

3rd A	Yes	No		3rd B	Yes	No
Question 1	4	17		Question 1	1	22
Question 2	18	3		Question 2	19	4
Question 3	18	3		Question 3	20	3
Question 4	3	18		Question 4	17	6
Question 5	20	1		Question 5	22	1

5th A	Yes	No	Sometimes	5th B	Yes	No
Question 1	11	12	1	Question 1	13	11
Question 2	17	6	1	Question 2	17	7
Question 3	21	3	0	Question 3	19	5
Question 4	22	2	0	Question 4	23	1
Question 5	24	0	0	Question 5	24	0

Table 2. Results by course: Atalía.

Some facts to pay attention to:

-It is curious that two 5th grade A students wrote sometimes in two questions (they were two different students) where the only possible answers were: 'yes' and 'no'.

-All students of 1stA answered 'yes' for all the questions.

-53% of students use computer at school to learn English or contents in this language.

-Almost 82% uses the computer at home for studying English or contents in this

languages.

-88% of students like using the computer to study.

-I have been in some Literacy sessions in 3rdB, and I know that the teacher, who has a blog, sometimes uses the computer in his classes so I was surprised that most of the students of both groups (A and B, they have the same teacher) answered no to the first question.

-80% of students use the IWB, but something to take into consideration in question 4 is with third of Primary Education groups, knowing that they share the same teachers is strange that their answers were not more similar in this question.

-5th grade (and 6th) has an IDWB in each classroom. They have the same teachers (but different ones from 1st and 3rd grades) it is not surprising that apart of question number 3 (that is using ICT at home) their answers are more or less the same.

-97% of students like to use the IWB.

Peña Tú school

Located in a small touristic town in the East coast of Asturias with an estimated population of 3,400 inhabitants, it is the only school of Llanes that is currently opened due to the closure of the semi-private school some years ago. For this reason students belong of all economical levels.

It has been a school with a bilingual section for the past five courses.

I had worked here in 2011 for some weeks and although ICTs were present then (it had three IWBs and several computers at that time) they were not as much as nowadays. Every classroom of Primary Education has a laptop connected to an Interactive whiteboard although unfortunately Internet cannot be accessed in all the classrooms, there are also four more IWBs: one in the English classroom (as we are many specialists of English in the school, this space is only used by one teacher who is the coordinator of the bilingual section), one in Arts, one in a multipurpose classroom and one in Infant

Education (that I can never access to it because every day when I go to teach to Infant education it is occupied with the physiotherapist).

The school also has two computers rooms but one of them is hardly used due to the old computers and the lack of an Internet connection.

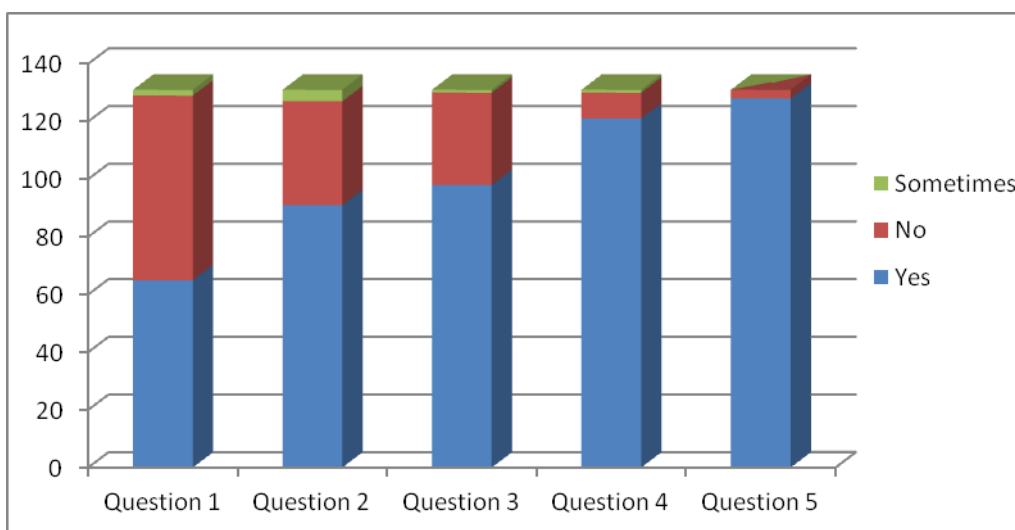
131 students in total participated in this research (there are normally more students but those were the ones who were that day at school) with the following distribution: 1st grade (A: 20, B: 16), 3rd grade (A: 19 students, B: 16 students and C: 17 students) and 5th grade (A: 14 students, B: 16 students and C: 13 students). Not all the students were the day of the questionnaires. The questions were exactly the same of the Atalía.

The results for the 131 students were:

	Yes	No	Sometimes
Question 1	65	64	2
Question 2	91	36	4
Question 3	98	32	1
Question 4	121	9	1
Question 5	128	3	0

Table 3. Results from Peña Tú.

As it can be appreciated in the following graph



Graphic 2 from Peña Tú.

1st A	Yes	No		1st B	Yes	No
Question 1	5	15		Question 1	2	14
Question 2	9	11		Question 2	9	7
Question 3	13	7		Question 3	12	4
Question 4	19	1		Question 4	16	0
Question 5	20	0		Question 5	15	1

3rd A	Yes	No		3rd B	Yes	No
Question 1	18	1		Question 1	15	1
Question 2	15	4		Question 2	11	5
Question 3	14	5		Question 3	13	3
Question 4	18	1		Question 4	10	6
Question 5	18	1		Question 5	16	0

3rd C	Yes	No		5th A	Yes	No	Sometimes
Question 1	17	0		Question 1	3	9	2
Question 2	15	2		Question 2	8	2	4
Question 3	14	3		Question 3	11	2	1
Question 4	17	0		Question 4	13	0	1
Question 5	16	1		Question 5	14	0	0

5th B	Yes	No		5th C	Yes	No
Question 1	5	11		Question 1	0	13
Question 2	11	5		Question 2	13	0
Question 3	8	8		Question 3	13	0
Question 4	15	1		Question 4	13	0
Question 5	16	0		Question 5	13	0

Table 4. Results from Peña Tú by course.

Some facts to pay attention to:

-Although the only possible answers were 'yes' and 'no', some students of 5th grade (A) wrote sometimes in some questions. More curious if possible it is the fact that in Atalía school it was the same level class group that wrote sometimes in the answers (5th grade A).

-56% students use the computer at school for learning English language and/or contents in English.

-Another fact to take into account is that 1st grade groups question number one affirmative answers. I teach English to them and I never go with them to the computer room (but we use the IWB as frequent as possible). I know that both teachers of Arts and Science never take them to the computers room too.

-69% of students use the pc at home in order to study English language and or contents in this language and 74% like to use the pc for studying.

-92% of students use the IWB at school.

-Almost all of them like to use the IWB (97%).

Comparing results of both schools

Comparing Atalía and Peña Tú answers we can say that students of Peña Tú school (56%) use more the computer to learn contents and English than Atalía students (53%). On the second question it is the opposite 82% of Atalía students use computers at home for studying comparing to 69% students of Peña Tú school.

88% of Atalía's students like using computers to study comparing to the 74% of the Peña Tú.

80% of students of Atalía use the IWB while 92% of Peña Tú use it, this difference can be due to the fact that there are more IWBs in Peña Tú than in Atalía.

The result for the last question is the same for both schools 97% of students like using the IWB.

The last comparison refers to the general tendency observed after analyzing the results of students from both schools.

Atalía and Peña Tú's students (269 in total) answers were:

	Yes	No	Sometimes
Question 1	139	127	3
Question 2	204	60	5
Question 3	220	48	1
Question 4	232	36	1
Question 5	262	7	0

Table 5. Results from Atalía and Peña Tú's students.

From these results it can be said that:

- 51% of students use computers at school.
- Almost 76% of students use computers at home for studying English language and or contents in English language.
- Almost 82% of students like using computers to study.
- 86% of students use the IWB at school for studying English language and or contents in English language .
- 97% of students like using the IWB.

Conclusion

It can be said that the IWBs win over computers at school when learning contents in English or English language. Many students use computers to study this and many of them like using the computer to study. Finally almost all students like using the IWB. This last fact tells us the importance of using whenever as possible the IWB to teach at school.

7. Teachers' thoughts about using ICT when learning CLIL and English language

I wanted to know what teachers thought about using ICTs when teaching English and CLIL. For this reason, I made a small questionnaire to CLIL teachers in Peña Tú and Atalía (I chose these schools for the same reasons I said in the students' surveys).

The questions were the following:

- 1-Do you use the PC with your students at school in order to teach English or bilingual subjects?
- 2-Do you use the IWB at school in order to teach English or bilingual subjects?
- 3-Do you like to use the IWB?
- 4-Do you think it is easy to use the IWB?
- 5-Do you use the Internet in your lessons?
- 6-Do you think that the use of ICTs helps in the teaching of English and the bilingual subjects?
- 7-Students' motivation improves when using ICTs?
- 8-Do you think that ICTS contribute in the students' autonomous learning?
- 9-Do you consider that the school has the necessary technological resources?
- 10-Do you consider that it would be necessary (to take) specific courses in order to improve the use of ICTs?

The possible answers were: 1 (hardly ever), 2 (few), 3 (sometimes), 4 (usually), 5 (a lot).

The results for the 12 teachers were (seven from Peña Tú, being one myself and five teachers from Atalía).

	Peña Tú school					Atalía school				
	1	2	3	4	5	1	2	3	4	5
Question 1	2	1	1	0	3	1	1	1	1	1
Question 2	0	0	0	3	4	0	0	1	3	1
Question 3	0	0	0	2	5	0	0	0	3	2
Question 4	0	0	0	6	1	0	0	2	1	2
Question 5	4	0	1	1	1	1	2	0	1	1
Question 6	0	0	0	4	3	0	0	2	2	1
Question 7	0	0	0	1	6	0	0	1	2	2
Question 8	0	0	0	5	2	0	0	3	1	1
Question 9	0	1	1	5	0	1	1	1	1	1
Question 10	0	0	1	5	1	0	0	0	4	1

Table 6. Results from Atalía and Peña Tú's teachers.

Peña Tú

- Survey comments:

-Question 1: 57% of teachers said that they used the computer with their students.

-Question 2: All of us use frequently the IWB, probably due to the fact that it is present in all Primary classrooms.

-Questions 3 and 4: All of us like using the IWB perhaps because all of us consider that it is easy to use.

-Question 5: 57% of teachers do not use the Internet in their teaching, maybe due to the slow connection of the Internet and that it cannot be used in 1st classrooms because the connection is not available in this part of the school.

-Questions 6, 7 and 8: All of us consider that ICTs help in the teaching of

English and the bilingual subjects, improve students' motivation and contribute in the students' autonomous learning.

-Questions 9 and 10: Almost all of us agree that the school has the necessary technological resources and that it would be necessary (to take) specific courses in order to improve the use of ICTs.

Atalía

- Survey comments:

-Question 1: The answers show that every teacher has a different opinion.

-Question 2: all teachers use the IWB, some of them more frequently than others.

-Questions 3 and 4: all teachers like to use the IWB and the majority of them think that it is easy to use it.

-Question 5: 60% of them do not use the Internet during the lessons.

-Questions 6, 7 and 8: teachers consider that ICTs help in the teaching of English and the bilingual subjects, improve students' motivation and contribute in the students' autonomous learning.

-Questions 9 and 10: Atalía's teachers do not have an agreement if the school has the necessary technological resources on the other hand they consider necessary to take specific courses in order to improve the use of ICTs.

Comparing the results from Peña Tú and Atalía.

First of all we have to consider that Peña Tú has more IWBs than Atalía whilst the latter it is bilingual and has more years of experience in this sector than the former.

-Question 1: according to teachers most of them use the computer when teaching CLIL or English language but this question make me doubt if they consider that using a computer when using IWB it is included in their answers

(so logically they use the computer) maybe I should have change this question and asked if they take their students to the computers room and use them for this purpose.

-Questions 2, 3 and 4: most teachers frequently use (and like using) the IWB in both school, perhaps because all of us have the same opinion: the IWB is easy to use (and there are several of them in both schools).

-Question 5: the use of the Internet when teaching is not a priority for teachers of Atalía school but I can say that Peña Tú teachers of the bilingual section have the same opinion: we would use the internet if it was faster and present in all the classrooms.

-Questions 6, 7, 8 and 10 have similar answers for both schools as it can be read above.

-Question 9: it is logical that the results from both schools are different because their technological resources are different.

8. Conclusion

When I first read the topics that were available for writing the Master Thesis and I saw this one I had no doubts on which one to choose. I wanted to do this topic from the beginning for two reasons. First of all because the reason I presented in the introduction of this thesis: to help teachers who teach for the first time in CLIL and need to improve their use of ICTs and the Internet. Second, because I love technology and, especially, ICTs. However, my position about using them when teaching was ambiguous. I liked using them sometimes but not always and personally I do not like to be taught all the time through them. 'It is too cold'.

Considering that ICTs and CLIL usually come together I wanted to know how this relationship works, so I carried out an investigation on this topic through two surveys: one to students and one to teachers. This became one of the most important parts of this Thesis. Teachers' opinion would help me in understanding better this relationship; however, the most important results are provided by students' thoughts, because at the end it does not matter if we like using, for example, the IWB if our students do not like learning through this device.

Students were eager to participate in this project especially in Peña Tú where my work there is a bit different from my colleagues. I teach English language to infants five hours per week to 4 and 5 year-old-students (3-year-old children do not study English in this school) and six hours to first grade classrooms in Primary Education, another hour is devoted to attend coordination meetings with teachers from the bilingual section and four hours to help students with difficulties in Spanish (in 5th and 6th grades); the rest of my teaching hours are usually devoted to substitute other teachers, so all students of the school know who I am. They were happy to participate in the survey in order to help me with this Master's Thesis (and some of them even wished me 'good luck').

On the other hand, it was an obstacle to make the teachers' survey. At the

beginning I wanted to do a questionnaire with a few items about their experience in CLIL using ICTs but what I found was that only one teacher answered them, the rest told me the same: they did not have time for doing it. Thanks to my tutor who provided some advice on how to make it like a survey I changed this and I designed a survey with ten questions whose answers were marked from 1 to 5, so it was fast to complete it. All my colleagues that I asked from Peña Tú school completed it and some of Atalía's did it too.

The results of both surveys surprised me in some answers. For example, 1st grade students from Atalía answered 'yes' in all questions. I do not know how reliable this information is, I can accept that in questions 1 ("Do you use the computer in the school in order to learn contents in English and/or English language?"), 4 ("Do you use the Digital Interactive Whiteboard in the school in order to learn contents in English and/or English language?") and 5 ("Do you like using the Digital Interactive Whiteboard?") have the same answers but I put into question that twenty-one students of the same classroom use the computer at home to study CLIL subjects or English language.

Some teachers' answers from Peña Tú were also surprising. I know the reality from this center, not only because I work in it but also because I get along with all the teachers from the bilingual section so I was shocked by the fact that one of the teachers answered that she used the PC with her students at school in order to teach English or bilingual subjects when I know that she never takes them to the computer room although maybe what she meant was that she makes use of the computer when she uses the Interactive Whiteboard. On the other hand it was not a surprising fact that depending on which grades we are teaching some of us do not use the Internet due to the fact that we do not have a connection in the classroom we are teaching or the signal is too weak.

To finish with the comments about the surveys, a last fact: the majority of children and teachers (including myself) like using the IWB (maybe because it is very easy) and students are very motivated when they are using it.

In CLIL lessons, students have to learn subjects in a language that it is not

their native tongue and this can be something very difficult and stressful to them, specially at the beginning when they do not have a language foundation (vocabulary, grammar) in the L2. This means that, besides teaching key words and using classroom language as much as possible, we need to motivate them to shorten the difficulties they can have. ICTs help in this as we had seen and IWBs play an important part on it.

I have to admit that this course I never take my students to the computer room, the internet connection in the school is very slow and so are the computers (they need to be changed). But I use the IWB every day (although the students and I are limited on the things we can do with it due to the lack of internet in first grades classrooms).

It is incredible how students react to the IWB, they love it. They are more motivated to study when it is used. Due to the lack of IWBs for infant education (there is only one and that classroom is always busy when I go to the building to teach) I am unable to use it with my infant students; but on the contrary in Primary Education I use it every day. The books we use have a special program for the IWB and there are many things: the three books (class book, activity book and teacher's book), flashcards (for watching on the computer), videos, extra exercises, games... So, for me, that I work in two buildings, it is easier to use the IWB than carry the books.

My students do not use the IWB every day with me, because I want that all of them are able to make use of it and sometimes due to the timetable (in order to follow the year planning) we do not have time and they cannot utilize it, but as I always use it in order to, for example, show them a video, or check the answers of an exercise with all students at the same time, I feel them more motivated.

It also has disadvantages as I mentioned in chapter 3. One day I designed one lesson using exclusively the IWB, that was the day that it did not work... there had been a problem with the computer that was connected to it. I had to change my plans and used the textbook. So, what I recommend it is not to depend only on ICTs, IWBs are electronic devices and for that reason one day

they cannot work properly, have in mind complementary activities just in case this happens.

Finally, I should say that I have slightly changed my mind a little bit about using new technologies when teaching. Although I do not think that at least in a near future I will stop using the traditional blackboard (I use it every day in order to add notes, comments and other things, I know I can do it with the IWB too but I still prefer to do it in a 'traditional way') and I have as yet an ambiguous feeling when using computers when teaching (maybe because at schools they are usually very slow) I love using the IWB. I have to admit it. It is easy to use, it gives a wide range of activities to do and children feel more motivated when use it. And motivation is an essential key for our students. As Marsh, Coyle and Hood say (2010:11) "Motivation is also an issue. If a learner participates voluntarily in learning through the medium of an additional language, it can enhance overall motivation towards the subject itself".

Let's give our students an opportunity of learning subjects in an additional language in an motivating way.

9. References

- Barberà, E. (2003). *La educación en la red: actividades virtuales de enseñanza y aprendizaje*. Barcelona: Paidós.
- Brooks, S. and Byles, B. (2011). *Using a WebQuest in Your Classroom*. Retrieved 11th December 2012 from http://www.Internet4classrooms.com/using_quest.htm
- Brooks, S. and Byles, B. (2011). *Why Webquests*. Retrieved 11th December 2012 from http://www.Internet4classrooms.com/why_webquest.htm
- Coyle, D. (2008). "CLIL – A pedagogical approach". In N. Van Deusen-Scholl, & N. Hornberger (Eds.), *Encyclopedia of Language and Education*, 2nd edition Volume 4 (pp. 97-111). Springer. New York: Springer Science and Business Media LLC.
- Coyle, D., Hood P. and Marsh D. (2010). *CLIL Content and Language Integrated Learning*. Oxford: Cambridge: Cambridge University Press.
- Dobson, A., Perez Murillo, M. D. and Johnstone, R. (2010). *Bilingual education project*. Spain. Evaluation Report. British Council Retrieved 28th October 2012 from http://www.teachingenglish.org.uk/sites/teacheng/files/BEP_Inglés.pdf
- Directorate-General for Education and Culture. (2006). *Content and Language Integrated Learning (CLIL) at School in Europe*. Retrieved 28th June 2013 from http://ec.europa.eu/languages/documents/studies/clil-at-school-in-europe_en.pdf
- Ducos, G., Vuorinen, P., Vroegop, P. *Methods of using online video in teacher education*. Retrieved 27th October 2012 from http://ceur-ws.org/Vol-398/S3_DucosEtAl.pdf
- eTwinning manual*. (2012). Retrieved 7th January 2013 from http://www.etwinning.es/apls/cursos/curso_es/images/5/5e/Manual_eTwinning_octubre2012_es.pdf
- eTwinning en Comenius*. Retrieved 7th January 2013 from http://www.etwinning.es/apls/cursos/curso_es/index.php/Documentos_1.c:eTwinning_en_Comenius
- Frigols Martín, María Jesús. *CLIL implementation in Spain: an approach to*

- different models*. Retrieved 21st May 2013 from <http://lear.unive.it/bitstream/10278/1013/1/13Frigols.pdf>
- Fürstenberg, U. and Kletzenbauer, P. (2012). *CLIL: from Online Sources to Learning Resources*. Retrieved 1st May 2013 from http://www.pixel-online.org/ICT4LL2012/common/download/Paper_pdf/149-CLI02-FP-Kletzenbauer-ICT2012.pdf
- Gaballo, V. (2010). *Integrating Content And Language In Specialized Language. Teaching And Learning With The Help Of ICT*. Retrieved 28th October 2012 from http://pixel-online.org/ICT4LL2010/common/download/Proceedings_pdf/CLIL02-Gaballo.pdf
- Gunelius, Susan. *What is a Blog?*. Retrieved 13th November 2012 from <http://weblogs.about.com/od/startingablog/p/WhatIsABlog.htm>
- ICT. (2010). Retrieved 16th December 2012 from <http://www.techterms.com/definition/ict>
- Information about Google chrome (Google browser) Retrieved 2nd January 2013 from <https://www.google.com/intl/es-419/chrome/browser/features.html>
- Kommer, Dave. (2004). *Motivating students to learn using technology*. <http://personal.ashland.edu/dkommer/Ing%20Papers%20Fall%2004/Mole%20Final.pdf> Retrieved 16th March 2013
- Lasagabaster, David. (2011). *English achievement and student motivation in CLIL and EFL settings*. Retrieved 31st May 2013 from <http://dx.doi.org/10.1080/17501229.2010.519030>
- Marsh, D. (1994). *Bilingual Education & Content and Language Integrated Learning*. International Association for Cross-cultural Communication, Language Teaching in the Member States of the European Union (Lingua) University of Sorbonne. Paris.
- Marsh, David. (2000). *Using languages to learn and learning to use languages* (page 6) Retrieved 26th May 2013 from <http://archive.ecml.at/mtp2/clilmatrix/pdf/1UK.pdf>
- Marsh, David. *CLIL/EMILE The European dimension Actions, Trends and Foresight Potential*. (2001-2002). Compiled and authored by David Marsh, University of Jyväskylä, Finland. Retrieved 26th May 2013 from

http://ec.europa.eu/languages/documents/clil-marsh_en.pdf

-Mehisto, P., Frigols, M.J. and Marsh, D. (2008). *Uncovering CLIL*. Retrieved 31st May 2013 from

<http://www.macmillanenglish.com/methodology/samples/UncoveringCLIL.pdf>

- Mohanty, Rashmi Ranjan. (2011). *ICT advantages and disadvantages*.

Retrieved 18th December 2012 from <http://ict-adv-disadv.blogspot.com.es/>

-Nia.(2012). Analyzing The Benefits And Drawbacks Of Using Ict Within The English Classroom. Retrieved 17th December 2012 from

<http://www.tutorhunt.com/resource/1346/>

-Nieto Gil, J. M. (2008). *Aprovechamiento didáctico de Internet*. Madrid: CCS.

Gallego, D.J. and Gatica, N. (2010). *La pizarra digital. Una ventana al mundo desde las aulas*. Sevilla: MAD Eduforma.

-Oddone, C. (2011). Using Videos from YouTube and Websites in the CLIL Classroom *Studies About Languages (Kalbu Studijos)*, issue: 18 / 2011, pages: 105-110 Retrieved 27th October 2012 from

<http://www.ceeol.com.aspx/getdocument.aspx?logid=5&id=2e1f1659ba5c4310b2f4f225d8d73d2f>

-Paley, Irina. *Types of Interactive Whiteboards*. Retrieved 17th November 2012 from http://www.ehow.com/list_6588329_types-interactive-whiteboards.html

-Palomo López, R. Palmero, J. R. and Sánchez Rodríguez, J. (2008). *Enseñanza con TIC en el siglo XXI. La escuela 2.0*. Sevilla: MAD Eduforma.

- Rouse, Margaret. *Cloud Computing*. Retrieved 30th April 2013 from

<http://searchcloudcomputing.techtarget.com/definition/cloud-computing>

-Rouse, Margaret. (2005). *Web site*. Retrieved 11th December 2012 from

<http://searchsoa.techtarget.com/definition/Web-site>

-Rowe, J. and Coonan, C.M. (2008). *Some foreign language issues in Primary CLIL: the teacher's voice*. Retrieved 8th April 2012 from http://conference.pixel-online.net/edu_future/common/download/Paper_pdf/ITL08-Coonan.pdf

-Serenó, Eva. (2012). *Las TIC en el aula: herramientas para el aprendizaje y consejos de uso*. Retrieved 17th December 2012 from

http://www.aprendemas.com/Reportajes/html/R2213_F19042012_1.html

-Soetaert, R., Bonamie, B. (2009). *New Rules for the Language & Content Game. From CBLT/CALL to CLIL/TILL*. Retrieved 28th October 2012 from

<http://blocs.xtec.cat/clilpractiques1/files/2009/01/e12.pdf>

-Strickland, Jonathan. "How Cloud Computing Works". Retrieved 30th April 2013 from <http://www.howstuffworks.com/cloud-computing/cloud-computing.htm>

-Stukalina, Yulia. (2010). *Using Content and Integrated learning (CLIL) for creating the educational environment contributing to language learning in a technical higher school*. Retrieved 28th October 2012 from http://tsi.lv/Research/Conference/MIP_2010/2.pdf

-Tennant, Adrian. *What is CLIL?* Retrieved 16th December 2012 from <http://www.onestopenglish.com/clil/what-is-clil/>

-University of Minnesota Webpage. Retrieved 27th October 2012 from <http://www.carla.umn.edu/cobaltt/> (Webpage for advanced research on Language Acquisition, it has a ICT section when teaching CLIL).

-Vlachos, K. (2009). "The Potential of Information Communication technologies (ICT) in Content and Language Integrated Learning (CLIL): The Case of English as a Second/ Foreign Language". In Marsch et al. (Ed.). *CLIL Practice: Perspectives from the Field* (University of Jyväskylä): 189-198. (It can also be read from <http://www.icpj.eu/?id=24>)

-*What is eTwinning?* (2010). Retrieved 11th December 2012 from <http://www.etwinning.es/en/training/faq-general-topics/56-ique-es-etwinning>

-Wikipedia. Computación en la nube. Retrieved 30th April 2013 from http://es.wikipedia.org/wiki/Computaci%C3%B3n_en_la_nube

-Wojtowicz, L., Stansfield, M., Connolly, T. and Hainey, T. (2011). *The Impact of ICT and Games Based Learning on Content and Language Integrated Learning*. Retrieved 1st May 2013 from http://conference.pixel-online.net/ICT4LL2011/common/download/Paper_pdf/CLIL07-247-FP-Wojtowicz-ICT4LL2011.pdf

Resources for teachers

-BBC schools. Retrieved 21st March from <http://www.bbc.co.uk/schools/>

-Flickr. Retrieved 17th January 2013 from <http://www.flickr.com/>

-Heinz Tschabitscher.(2012). Top 11 Free Email Programs for Windows. Retrieved 12th November 2012 from

http://email.about.com/od/windowsemailclients/tp/free_email_prog.htm

-Picasa program guide. Retrieved 8th January 2013 from

<http://support.google.com/picasa/answer/157000/?hl=en>

-Teachers TV. Retrieved 7th January 2013 from

<http://www.tes.co.uk/MyPublicProfile.aspx?uc=447531¶metrics=40002&profileTab=resources>

-Watch. Know. Learn. Retrieved 7th January 2013 from

<http://www.watchknowlearn.org/>

-Wikipedia. Retrieved 9th December 2012 from

http://en.wikipedia.org/wiki/Main_Page

-YouTube. Retrieved 9th December 2012 from <http://www.youtube.com/>

-Zapico Teijeiro, F. González González, M.P., Álvarez Jiménez, M. and Martín Rodríguez J.L. Retrieved on 3rd June 2013 from

<http://web.educastur.princast.es/ies/sanchezl/archivos/introduccion.pdf>

Some interesting websites for using the IDWB with are:

-Tes. Iboard. Retrieved 13th March 2013 from <http://www.iboard.co.uk/activities>

-ICT games. Retrieved 21st November 2012 from <http://www.ictgames.com/>

-The Whiteboard blog. Retrieved 5th January 2013.

<https://www.facebook.com/whiteboardblog>

-Top Marks. Retrieved 10th January 2013. <http://www.topmarks.co.uk/>

Some useful blogs related to education are:

For teachers.

-Blog de Mery Suárez. Retrieved 15th January 2013 from

<http://www3.gobiernodecanarias.org/medusa/ecoblog/esuasan/extra-clil/>

-Reflections on CLIL. Retrieved 17th January 2013 from

<http://clilreflections.blogspot.com.es/>

-Zona CLIL. Retrieved 15th January 2013 from <http://clil.wordpress.com/>

-CLIL Blog. Retrieved 15th January 2013 from <http://clilblog.wordpress.com/>

For students.

-English Flash Games for learning vocabulary. Retrieved 28th March 2013 from

<http://englishflashgames.blogspot.co.uk/>

-Las TIC en primaria. Retrieved 28th March 2013 from

<http://isabelpgarcia.blogspot.com.es/>

-Literacy blog. Retrieved 27th November 2012 from

<http://blog.educastur.es/mikel/>

-Ready, Steady, Go. Retrieved 18th December 2012 from

<http://blog.educastur.es/penatullanes/>

10. Appendixes.

1- Teachers' questionnaire.

C.P. _____ Cursos en los que impartes clase _____

	Preguntas	1 (Muy poco)	2 (Poco)	3 (A veces)	4 (Bastante)	5 (Mucho)
1	¿Usas con los alumnos el ordenador en el colegio para enseñar inglés o asignaturas bilingües?					
2	¿Usas la pizarra digital en el colegio para enseñar inglés o asignaturas bilingües?					
3	¿Te gusta usar la pizarra digital?					
4	¿Consideras que es fácil usar la pizarra digital?					
5	¿Utilizas Internet durante las clases?					
6	¿Crees que el uso de las TIC ayuda en la enseñanza del inglés y en las asignaturas bilingües?					
7	¿Mejora la motivación de los alumnos al usar las TIC?					
8	¿Crees que las TIC contribuyen al aprendizaje autónomo de los alumnos?					
9	¿Consideras que el colegio tiene los recursos tecnológicos necesarios?					
10	¿Consideras que se necesitarían cursos específicos para mejorar el manejo de las TIC?					

Thank you very much!

2-Students' questionnaire.

CURSO _____

	Pregunta	Si	No
1	¿Usas el ordenador en el colegio para aprender cosas de inglés o en inglés?		
2	¿Usas el ordenador en casa para aprender cosas de inglés o en inglés?		
3	¿Te gusta usar el ordenador para estudiar?		
4	¿Usas la pizarra digital en el colegio para aprender cosas de inglés o en inglés?		
5	¿Te gusta usar la pizarra digital?		

Thank you very much!