Trabajo Final del Máster Universitario en Aprendizaje Integrado de Contenidos en Lenguas Extranjeras (Inglés)

“Acceptance and adoption of the WebQuest in CLIL”

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Abstract

The implementation of CLIL is something that has been spreading in recent years in various countries. In the case of Spain, and specifically the Canary Islands, it is no different. This work focuses on the creation, implementation and realization of activities in the form of a learning situation to investigate the acceptance that 3rd year Primary students from a school in Tenerife have when using a WebQuest as a CLIL work method in the classroom, instead of more traditional materials.

Key words: CLIL, WebQuest, Primary, Bilingualism, ICT

Resumen

La implementación de CLIL es algo que se ha ido extendiendo durante los últimos años en diversos países. En el caso de España, y concretamente Canarias, no es diferente. Este trabajo se centra en la creación, implementación y realización de actividades en forma de situación de aprendizaje para investigar la aceptación que tienen los alumnos de 3º de Primaria de un centro de Tenerife a la hora de usar una WebQuest como método de trabajo CLIL en el aula, en lugar de materiales más tradicionales.

Palabras clave: CLIL, WebQuest, Primaria, Bilingüismo, ICT

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Introduction

This Master's thesis is intended to be developed as a research work and that, through this WebQuest, an attempt has been made to investigate the preference and predisposition of 3rd year Primary students to use, experiment and learn through this tool rather than using books. It is also fair to point out the fact that, thanks to a survey, students' preference for teamwork is analysed, as well as their sincere opinion as to how much they would recommend its use and consider that they can learn any subject through this tool.

It is worth mentioning that it consists of the creation, presentation and application of a WebQuest in a CLIL environment, with development at the Colegio Hispano Británico (La Laguna, Tenerife). For this, a complete learning situation has been created and carried out in the same way that it would be developed in a traditional way in the classroom, but instead of applying it in this way, the aforementioned programming has been adapted and transferred to a website, which has been created for that purpose. On this website, we find all the tools and explanations necessary to carry out what is proposed, either in the classroom or from home, an aspect to highlight if you want to use methodologies such as Flipped Classroom, online education, among others.

The topic chosen for the learning situation has been "Machines". The choice of the topic is justified by the continuity in terms of the agenda established for the students. Prior to this topic they have learned about "Energies", so machines are perfectly associated as a natural continuity in the teaching-learning process of students.

It is important to shed light on the fact that the students who are going to use the WebQuest are not used to the situation of learning topics related to science in English,

although they are used to working with that language in other subjects that are historically taught in the learner's native language.

In terms of activities, there are a myriad of options included due to the fact that diversity is appreciated as a necessary tool when looking for catching learners' attention. What can be found on the website are from average to innovative ones, including some, such as videos, online games, explanations, a book created for the occasion, creation of mind maps, a final task about a machine creation, to name but a few.

Justification

It has been decided to carry out this thesis in a CLIL environment because the English language learning is more and more prevalent and notorious, more and more governments and schools are advocating an immersive teaching of the language. On this occasion, the Science subject has been used to apply the CLIL methodology, and, specifically, the topic of machines.

The ability to develop a second language opens a door of opportunities for the learner, it helps you to acquire not only that language, but also linguistic strategies that you can apply to subsequent learning, it gives students a globalizing character, culturally rich, an approach different. Therefore, throughout this work, an attempt is made to expose, defend and explain the characteristics and functionalities of CLIL learning through a WebQuest.

Many of the activities presented and developed through the WebQuest seek the intensive use of the speaking skill. Bearing in mind that speaking is one of the most important skills, one of the less worked and causes more problems and frustration, was decided to put an extra effort on that. The use of the speaking skill will, in the end, depend on the school and the teacher who teaches the lesson. In my opinion, the most

suitable for a school, and from an early age, are the most additive models, because it is vitally important that children grow and advance with both languages, and that little by little, they use more the L2. It is merely impossible for a student to only use L2 from the first moment due to the fact that more teachers and preparation is required in order to develop such an educational system. I do not conceive of an education system in which the first years only L1 is worked, and then all of sudden learners just work with L2. Middle point is where we can find the victory, and that goes by showing them the two languages, with L1 dominance, and as they progress, L2 will be used more and more, because in the end, CLIL is that, not pure bilingual education.

Finally, feedback is sought from the students, in addition to the one who writes these words, in order to check if the theory put into practice has fruitful and motivating results for the people involved in the educational environment.

Research objectives

The specific objectives that I intend to investigate are the following:

- Define the WebQuest tool, as well as the CLIL approach
- Relate the use of WebQuest with learning a foreign language, in this case English.
- Propose a learning model based on the use of this tool, bringing the ICT world closer to students
- Make a real intervention to see the results with 3rd grade students

Theoretical framework

Times go by, there are changes and adaptations. On this basis, there are some changes that are directly applicable and others that are part of the way to develop certain ideas. This time we are dealing with the CLIL concept, which has been swarming among us for some time. Once legislation enters every idea, it goes from project to reality, and this is what we have been seeing in recent years, as reflected in ORDEN de 11 de junio de 2010, por la que se establecen los requisitos para la solicitud y autorización de la modalidad de aprendizaje integrado de lengua inglesa y contenidos de otras áreas o materias (Content and Language Integrated Learning), en centros públicos que imparten enseñanza básica en la Comunidad Autónoma de Canarias.

As George Couros said, "technology will not replace great teachers but technology in the hands of great teachers can be transformational". If we find such statements, it is nothing more than the fact that it is merely inevitable to associate innovative or modern education with English / CLIL today. It is also purely true that, although few, there are still detractors of this type of education, since they consider that knowing the language of the country where you live is enough, without taking into account the globalization process that the planet has been living through. over the past 30 years

More and more government institutions have implemented language immersion alongside the mother tongue. Manuel Megías Rosa (2012) affirms that it is a global trend, what happens is that in certain areas it is working or is being implemented with more force. I think it depends on the characteristics of the contexts. I mean not only linguistic but educational policies in general.

The purpose of introducing CLIL in the centres is none other than making the school-age population bilingual. It is interesting to note the fact that seeking that linguistic ability is not something totally new or innovative as such.

The need to know two or more languages is not new. Historical documents indicate that individuals and whole communities around the world have been compelled to learn other languages for centuries and they have done so for a variety of reasons -- language contact, colonization, trade, education through a colonial language (e.g., Latin, Greek), and intermarriage (Lewis, 1977).

Taking that into account we can add that, the Linguistic Society of America affirms that a bilingual person is someone who speaks two languages and that many people may become bilingual by acquiring those two languages at the same time in childhood or by learning a second language sometime after acquiring their first language.

This fact can bring arguments for and against in a debate about when and how a person can be considered bilingual. If someone manages to certify a C1-C2 level according to the CEFR, is that considered as bilingual? Can only someone born in an environment with both languages be bilingual? Detractors will affirm this, while some supporters will say that, as long as you can be proficient in that language, it will be enough to be considered bilingual, whether or not you were born in an environment with both languages.

Siguán and Mackey (1987) define the bilingual as "the person who, in addition to their first language, has a similar competence in another language and who is capable of using both in any circumstance with similar efficiency". I believe that such a definition of bilingualism would bring us closer to the fact that, through the CLIL methodology, a person who has not had, so to speak, the luck of being born in an environment with two

languages can reach this certain level that brings you closer to the aforementioned concept.

The acronym CLIL was coined in the 1990s, so it already has its way in society. Although it is a concept with time, it has not always enjoyed the same popularity as today, which is when it seems to have the most recognition. The reason for its increasing use was that “it placed both language and non-language content in a form of continuum, without implying preference for one or the other” (Marsh, 2002: 58).

It is worth mentioning that some educational methodologies that are tried to be presented as innovative, futuristic or novel are nothing more than a resurgence or adaptations of past methodologies. It is well known that some methodologies advocate the use of nature as a means of teaching, teaching in open, natural environments, but there is evidence that it was used that way many years ago. To give strength to this argument we have when 100 years ago, in the middle of the tuberculosis outbreak, in 1904, they opened the “Waldschule für kränkliche Kinder” or “forest school for sick children” around Berlin. With this I want to reaffirm the idea that, where we think that it is innovating, perhaps it is using a rehash of something previously used, without this meaning anything negative.

Therefore, a question needs posing: what do we intend to achieve with CLIL? Well, to obtain an exact answer we would have to ask all the teachers in charge of said methodology, but broadly speaking, we could allow ourselves to affirm that what CLIL tries to do is that the competence of being able to teach and learn subjects that are normally taught in the mother tongue and now it is done in English it becomes something common, every day, easily accessible for any learner. This, as it has been tried to affirm throughout the document, is tried through the introduction of the foreign

language, normally English, in school subjects that have historically been taught the mother tongue, Spanish in the case that concerns us.

Coyle (2007) suggests that a CLIL approach raises teachers´ and learners´ expectations, increases vocabulary learning skills and grammatical awareness, motivates students´ independence, improves L1 literacy, encourages linguistic spontaneity, develops study skills, generates positive attitudes and motivates students towards learning languages, as well as putting cultural awareness on the agenda. Content and Language Integrated Learning (CLIL) has become a highly topical issue due to its substantial increase in popularity, not only in Spain but also in several other European countries (Coyle et al., 2011).

Doubts may arise about this term, since it can be confused with EMI (English as a Medium of Instruction), and it would not be the first debate that is generated, but to uncheck CLIL from EMI we would have to go to the way of presenting CLIL. The main difference lies in the fact that CLIL does not teach grammatical content, the language is learned through its use, as we do in our mother tongue when we are babies. Grammar and vocabulary are not presented as historically associated with the learning of a foreign language, but rather, through exposure, we are obtaining the required learning.

CLIL teachers can be called hybrid teachers since there is an obvious relationship between the language we are using and content we are teaching. The language remains the same, English, but the content changes. CLIL teachers have to teach concepts, content (mathematical content, science content and more). Nevertheless, it is not about teaching linguistic content. CLIL teachers have to speak the language, and by speaking the language the learning process is completed and students can acquire the language when learning Math, Natural Sciences, and any other subjects, but not learning English

as a foreign language. We have to change the idea that it is the same content as in Spanish but only changing the language to English.

To clarify more what can be done in CLIL, we must get into its guts, for this, we will take a look inside the CLIL learning, where there are many tools that can be used, including the WebQuest, which is the one that concerns us the most.

The beginning of everything comes thanks to the transformation that, between 1960 and 1980, computer technology undergoes, which goes from being a purely calculation device, to being used as a means of communication. This fact completely transforms the perception of the use of computers. Later, the concept of a website is created, which is something like a collection of publicly accessible, interlinked Web pages that share a single domain name. Websites can be created and maintained by an individual, group, business or organization to serve a variety of purposes. While a web page is a document which can be displayed in a web browser such as Firefox, Google Chrome, Opera, Microsoft Internet Explorer or Edge, or Apple's Safari. These are also often called just "pages." Together, all publicly accessible websites constitute the World Wide Web. The first website was created in 1990 by Tim Berners-Lee, a British physicist at CERN. 3 years later, in 1993, CERN announced that everyone could access and use the World Wide Web for free. Now, taking into account that it is a web page, we come to understand that it is the concept that concerns us.

So, what is a WebQuest? It was Bernie Dodge who, in 1995, coined the definition as a "research-oriented activity where all or most of the information used comes from resources on the Web." This concept is better reflected in Some Thoughts About WebQuest (Dodge 1997) and, from then on, it began to be used and became, in some way, one of the most important and useful techniques in terms of use and integration. of ICT in education. Having passed this to a more common language, it would be to say

that a WebQuest is the implementation, realization and fine-tuning of a learning situation through the Internet, giving or locating the resources and means necessary for its realization on the website itself, prior indication from teacher. Ideally, the central task of a WebQuest is a reduced version of what adults do at work, outside of school walls (Starr, 2000b)

In summary, a WebQuest is a didactic activity that proposes a feasible and attractive task for students and a process to carry it out during which students will do things with information: analyse, synthesize, understand, transform, create, judge, and evaluate, create new information, post, share, etc. Homework should be more than simply answering specific questions about facts or concepts (as in a Treasure Hunt) or copying what appears on the computer screen to an index card ("copy and paste" and "print" are the worst enemies of "understanding").

So, using a WebQuest is simply creating an Internet site to do activities? No. When designing a WebQuest, we have to take many factors into account. Dennis Hambeurkers (2014) affirms that when designing a website, the concept is the answer to the problem the site is trying to solve, the story the site is trying to tell. During the analysis, the design starts with a concept. But once you have an idea for the website, the conceptual work is not done.

It is important to bear in mind that this entire learning process is part of ICT. Like everything, the acceptance and incorporation of a methodology is not new, and the use of ICT is not new. For this, we have authors like Alves (2003), that points out the importance of designing innovative programs that contribute to the development of permanent professional training for teachers from the school itself through the use of ICT. Whatever the case, the point in question is that there are still problems in the link between ICT and the pedagogical work of the classroom.

As we can see, all concepts and ideas are related to each other. Everything has started as a chain of links, in which ideas or concepts are added that gradually create methodologies. We could not talk about WebQuest without talking about ICT, web page, web site, Internet or computing. The greatness is that, by adding each part, a tool as powerful as this is created, which allows so many and so varied applications.

Intervention

Regarding the intervention, a WebQuest was created (Annex 1) from the beginning, based on the theme of the machines. Based on the theory of WebQuest and on what I worked on and learned during the degree and master's degree, I created the main page in which aspects of the topic are briefly discussed, as well as showing a related video and questions regarding the video. To make the main part more entertaining, a Kahoot was created to be used as an initial evaluation, which will be repeated in the last session to check if they have progressed or not.

In another tab, we have the task, which explains both our objectives, the ones we seek when working in the WebQuest, and the steps to achieve those objectives. In the next tab, we find the process, in which we find the 7 steps that must be followed to carry out our final task, which is to create our own machine (Annex 2). In this process tab there is a "Did you know?" little riddle to make the visualization of the information a bit more interesting for the learners. The penultimate tab is dedicated to resources, in which there are from online dictionaries to extra videos about machines in case it is necessary to consolidate knowledge. The last tab is dedicated to contact in case it is necessary to contact the WebQuest developer at a time when he is not in class.

The learning situation worked through the WebQuest has been put into practice with the 3rd grade of Primary learners, both with group A and with group B at the Hispano Británico school, located in La Laguna, Tenerife. Thanks to the effort, dedication and contribution of both the students and teachers involved, I can proudly say that the approach could be completely finished, and the creation of the machines as a final task in both of them was achieved. Due to internal aspects of the centre, the timing was 4 weeks with 3ºB and 5 weeks with 3ºA, but in both cases 8 sessions were needed. The

proposed methodology was autonomous work, they were presented with the web, they were taught to navigate through it and from there they had to carry out the stipulated work, except in a few activities that were carried out in common.

The evaluation carried out consisted of the realization of the machine, with subsequent presentation and description of it to the colleagues, as well as a satisfaction survey (Annex 3) that they filled out in the last session. It should be noted that this survey was taken to be able to analyse more objectively the question that concerns us in this research.

Taking advantage of this survey, they were asked how they had worked on the WebQuest, thus taking advantage of it to see if it really is a tool that works with these groups or not, in order to be clear from the research aspect if it has been fruitful or not.

Results

In order to obtain the results, a survey has been carried out to 18 students from 3rdA and 19 students from 3rdB. To do so in the most objective way possible, the survey was not delivered to them until all the tasks proposed in the WebQuest has been completely completed. First, we will go on to analyse the data separately for each class, and then together.

3rdA: the data obtained indicates that 92.6% of the students prefer to work in groups. 70.3% prefer to work with a WebQuest rather than with the book, 70.3% like to have a final project, in this case, the creation of a machine. Moreover, we have that 77.78% consider that they have learned thanks to the WebQuest and also consider that they can learn from other subjects using this aforementioned tool. Finally, 79.6% recommend the use of a WebQuest to people who do not use it.

3rdB: the data collected is that 68.4% of the students prefer to work in groups. 81% would prefer to work with a WebQuest instead of the book, following the traditional model. 79% like to have a final task on the WebQuest, in this case, creating a machine. 72% consider that they have learned thanks to the use of WebQuest. 73.4% consider that they can learn in other subjects using the WebQuest and 73.7% recommend the use of the WebQuest to people who do not use it.

Now that we have presented the results separated by class, we are going to put them together as if they were a single sample, to see how we have worked with the 3rd grade students.

Combined results: combining and sharing data, we see that around 80% of the students prefer to work in groups, an aspect that should be taken into account, although not in this school, there are cases in which it is considered pertinent to work individually.

Around 75% of the surveyed students prefer to use the WebQuest instead of a book, as well as 74% who consider that they have learned thanks to it. Close to 75% stipulate that they can learn from a WebQuest in other subjects, not just science, and they like to have a final project. Finally, almost 76% of the surveyed students, corresponding to 2 classes of Primary 3 with different ages, recommend the use of WebQuest in an educational environment.

Conclusions

As we could see, 24.2% more students in 3rd A prefer to work in a group. This data does not surprise me at all, since, during group activities, the differences between the 3ºB students were clearly seen. The fact that they are divided between 3ºA and 3ºB by date of birth, being those of 3ºB younger than the ones in 3ºA, added to the past quarantine and the fact that this year they are not used to working in a group may be the determining factor so that certain behavioural problems have arisen during certain activities, almost always related to the acceptance of ideas from colleagues or the non-acceptance that your opinion is not taken into account. Given this information, I think it is vitally important that, as a general rule, students prefer to work with peers and that, if organized well, with roles, it brings nothing but good learning results.

Leaving aside the teamwork issue and analysing the rest of data, we can affirm that the students of 3rd grade of the Hispano Británico school mostly prefer to work in groups. Moreover, they consider that they have learned thanks to the WebQuest that has been proposed. Furthermore, they believe that they can learn from other subjects, they like to have a final task and, finally, they recommend it to the rest.

Taking that information into account and bearing in mind our initial research question on acceptance and adoption of the WebQuest in CLIL, we can affirm that it is totally positive in the studied sample.

It is important to highlight these very favourable data, since it is the first time that they use a WebQuest to learn, it is the first time in more than a year that they have worked in a group and, above all, it is the first time that they have learned some science content in English, as her main CLIL subject is Arts & Craft. For all this, we can affirm that the research that has been carried out has produced especially positive numbers. It is also

worth highlighting the importance of having been able to carry out this work with almost 40 students, not just with one class. A determining factor has been the level of English that the students in general at the centre have, added to the existence of several students, especially in native 3rd A, who help the environment to develop in a completely English environment.

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Annexes

Annex 1

https://cristianpl35.wixsite.com/machines

Annex 2

Annex 3

				
I prefer working in teams				
I prefer working alone				
I prefer working on the WebQuest instead of using books				
I like having online activities on the WebQuest				
I like having offline activities on the WebQuest				
I like having videos and songs on the WebQuest				
I liked having all the information on the WebQuest				
I like having a final project on the WebQuest				
Did you learn thanks to the WebQuest?				
Did you enjoy learning Science in English?				
Do you want to learn more content on WebQuests?				
Do you think you can learn from other subjects using a WebQuest?				
Do you recommend using a WebQuest?				