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**An Analysis on Education in a Digital Era:
WebQuests in CLIL Teaching**

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Abstract

This dissertation consists of the analysis of education in the digital era we live in currently and how through CLIL teaching and the use of ICT our teaching can be really improved. Moreover, through the implementation of a learning situation based on a WebQuest, it will be shown how useful this resource may be for teachers to use. In addition to this, further investigation has been made to compile the necessary information to give a proper theoretical background, starting from how the digital evolution has affected our society to exploring the uncharted and gigantic world of CLIL teaching and the different tools we may find in it. Furthermore, after giving the necessary theoretical information, it will be explained in a very detailed way what the learning situation that had been set out and what it consisted of, how it was made, the context of the class and the results obtained from it. To continue with, throughout this dissertation, many controversial questions are going to be set out. Is our educational system properly adapting to our digital evolution? Do we need new methodologies to improve it? All these questions and more of them will be solved along this essay with the main purposes of spreading the idea that a change is needed in our way of teaching students, to spread what is needed to do so, and finally, to simply show the reader how it feels to apply the WebQuest in class and the easiness and hardships that teacher might find.

Key words: Education, digital competences, CLIL, ICT and WebQuest

Resumen

Este trabajo de fin de máster consiste en un análisis sobre la educación en la era digital en la que vivimos actualmente y como a través de la enseñanza CLIL i el uso de las TIC nuestra enseñanza puede ser claramente mejorada. Además, a través de la implementación de una situación de aprendizaje basada en el uso del WebQuest, se podrá observar como de útil puede llegar a ser esta herramienta para los profesores. Así mismo, una exhaustiva investigación se ha llevado a cabo para recopilar la información necesaria para explicar debidamente el contexto teórico necesario, empezando por como la evolución constante de la digitalización ha afectado a nuestra sociedad hasta explorar el desconocido y gigantesco mundo de la enseñanza CLIL y las diferentes herramientas que esta nos puede proporcionar. Por otra parte, después de explicar debidamente toda la teoría necesaria, será expuesta al lector con todo lujo de detalles la situación de aprendizaje que se ha llevado a cabo y en que consiste, como se creó, el contexto en el que la clase se encontraba y los resultados que se obtuvieron. Para continuar, a lo largo de este proyecto, serán planteadas bastantes cuestiones de carácter controversial, como pueden ser si nuestro sistema educativo se está adaptando debidamente a la era digital en la que vivimos, o si necesitamos nuevas metodologías para poder mejorar este en cuestión. Todas estas cuestiones y otras muchas más serán resueltas a lo largo de este ensayo junto a los principales objetivos a conseguir con este escrito, que son difundir la idea de que un cambio es necesario en nuestra manera de enseñar, divulgar la información necesaria para conseguir dicho objetivo y mostrar directamente al lector como es aplicar el uso del WebQuest como herramienta educativa y las facilidades y dificultades que un profesor puede llegar a enfrentar.

Palabras clave: Educación, competencias digitales, CLIL, TIC y WebQuest

1. Introduction

We live in a digital era where we are dependent on technology for almost every aspect in our daily lives. We pay with credit cards, we use smartphones to check our email accounts, to use social media, etc. Nonetheless, technology is a double-edged sword since, as I have just said, we depend on something that we have created, but we have infinite possibilities when talking about technologies, infinite things to be developed and improved through the use of the resources that we have available, and education is not an exception.

Education is one of the basic concepts when talking about building a functional society that can form and instruct students since they are very young in order to be productive, useful and most important, happy, otherwise the two first thing would be very hard to achieve. However, our educational system needs to be highly reshaped since the rate of graduating students seems to be constantly dropping. But we, as teachers and professors, can do little to solve economical and systematic aspects, so we must contribute with our grains of sand as much as we can to improve our teaching methods, our pedagogy, making student prone to learn and not to give up, and here is where CLIL teaching comes into play and the different methodologies that we can apply through the use of it, and in this educational intervention and research, I have decided to focus on the use of WebQuests in CLIL teaching.

Why have I chosen this topic? Well, it can be clearly seen, that the education system has to properly adapt to this digital era, and as I want to contribute to this education world as much as I can, and I want to improve as a teacher since I consider that this new era of teachers should be taught how to work and tap into the resources that technology provides us and will continuously doing as time passes by.

To continue with I would like to briefly introduce what my project consists of, and later on, it will be obviously developed. I was assigned two 3rd ESO classes to work on this project. I decided to do it on Geography and History, specifically the Renaissance period was the chosen topic. Considering their age and their English level, we considered them more than capable of carrying out this whole project without any problem. Firstly, before dealing with the project itself, we decided that teamwork would be the key concept of this

project, so we arranged some groups. Then, they would have to work on some questions that they could find in the WebQuest, using the information that it was provided and by co-working, they would find the answers easily and we would check the answers all together aloud. Finally, after finishing the WebQuest, they would have to do a presentation on one of the sections that they have been working on throughout the WebQuest. As this is just the introductory part to this investigation, I do not want to extend myself, so this idea is going to be fully explained in detail afterwards.

Furthermore, in this dissertation it will also be found some theoretical background to understand what we are dealing with. Technology is important nowadays, of course, but how is that related to education? How does CLIL teaching affect the current concept of education? All these questions are going to be answered with a proper frame of reference as one of the main objectives of this whole project. Nevertheless, there are more objectives to be fulfilled in order to consider this a success. Putting aside if the educational intervention was successful or not, which it will be soon known, the main objective of this project is to investigate about CLIL teaching and to put in practice, and this has been done. Whether it worked or not, it is clear that this movement forward is necessary in education system, so we can just improve this kind of teaching by making mistakes and being constantly improving it. CLIL teaching and WebQuest are fields yet to be explored in a lot of senses, so that is why we are here working on this, to avoid having the same patterns that we had one hundred years ago when talking about educational methodologies.

2. Theoretical framework

There is a myth that says that we are just using the 10% of the capacity of our brains, just that. Fortunately, this is just a myth, but what do you think if I told you that this happens in education and almost no one is speaking about it? We live in a digitalized world where new technologies allow us to do things that were completely unimaginable just 30 or 40 years ago, full of possibilities that could be fulfilled, however, education has not been evolving at the same pace as the world has been.

We have created one of the most important inventions of all time that had probably moved us forward from the Contemporary Age to another one that pupils in a future will be probably studying, the internet. Due to this, the world has experienced huge changes in almost every aspect of its life, from our daily lives at home to the new idea of having money in form of crypto coins, literally changing our concepts of the economy. Nonetheless, education has not been affected by this explosive evolution of the technology. It cannot be said that we have the same methods as we used to, but with all the resources that we have, we could do much better than we do, and digital competences and CLIL teaching might be the keys to cross the threshold of the door of old-fashioned education and find a new, brilliant and innovative educational world.

Due to what it has been just said, theoretical background is needed to fully understand what we are to work on. Being well-informed about the resources that we have available is fundamental since this is the first step before starting using them, we have to be aware of what we have. Moreover, we need to know which basis of our system are the ones that have made difficult the evolution of the education system, the reasons why that might have happened and how society is structured so this issue has been perpetuated for that much time. Hence, we must be informed about the digital competences and communication and how these concepts are related to education. Then, when talking about education we should be focusing on CLIL teaching to be precise and how this kind of teaching can improve our children's education system. And finally, we need some background about what we are dealing with in this dissertation, which is the WebQuest, what it is, how it works, etc.

2.1. Digital competences and communication

Accessing to information nowadays is very easy and immediate in the digital era that we live. Due to this fact, the way our social world works, from the most insignificant thing that happens in our daily lives to the most important ones that implies the economical, or political world, have completely changed. Hence, if the world has changed that much, our education system should be adapting to these changes.

When dealing with digitalization, we need to focus on the internet, the greatest tool that has ever been invented that has allowed us to have all the information that we want at our fingertips. Not only on webpages, but also through social media (which is a very interesting field to relate to education, but in this dissertation the focus is not going to be on this tool) people can receive and produce information that anybody can see at any time. This may sound fantastic, but we have to be careful about the negative effects that this might cause. Firstly, the amount of information that we have at our disposal may overwhelm us, paradoxically misinforming people rather than doing the opposite. And also, we should be really careful of the information that we use. The internet is a world that you have to be taught how to use it properly, because as it is full of useful and interesting information, it is at the same time full of lies and crumbly and not so ethic information.

But, how is all of this related to education? Well, nowadays you may see a child of maybe 3 years old, playing *Clash Royale* with an iPad, watching a video on YouTube or watching some cartoons on another webpage. Our way of socialising has been completely affected by this digital era so our educational system demands different skills according to what is needed nowadays to be productive, since we can delegate on different devices many tasks that we do not really need to do anymore. It is thought that most of the employers and employees around the world would be executing their jobs in a different way of how it has been done previously in not so many years, that is why we need a generation fully prepared to face this future society.

To continue with, there are some skills that are not so relevant as they were some years ago, as memorizing, since we have all the necessary information on our devices. Hence, we have to empower skills such as critical thinking, being capable of solving problems, autonomous and able to work with technologies properly or one of the most important

ones, capable of working in teams. When working using media, it does not matter what your age, race or gender is, what matters is how well you work, since someone that has been working in a specific field for ages but has not experience working in this digital era, can be considered more of a rookie than the one that has just began working on it but has been grown up in this digital era, since this new upcoming group of people that has grown up with technologies, in which I include myself, are used to multitask on different things and to be innovative and creative, very important skills nowadays.

Nevertheless, this evolution makes us, as teachers, face some challenges that we are not taught for, and that is the most difficult aspect for us to deal with. The classic educational methods are completely old-fashioned and are no longer useful, we have to get along with the new devices that we have at our disposal. However, improving our teaching is not just using internet and a projector, it includes a series of new methodologies that focus on skills such as creativity or teamwork that adapts our students to this digital era,

To sum up, we cannot be still focusing on making students learn by heart a piece of text and puke it down on a paper, that is completely useless nowadays, our model has to be focus on the growth of every student and the basic aspects that he or she needs to be critical, practical and autonomous so knowledge can be taught in different ways as the world changes.

2.2. Education system

It is thought that the more the better, but this is a really huge misconception that is completely outdated and old-fashioned. Contemporary education is increasingly linked to our social-economic regime and our education systems are based on making the wheels of our social world work. However, current key competences, curriculum, which has an exaggerated amount of useless information, and teacher's duties directly clash with the utopian idea of reshaping the education system. In order to change this system, we have to focus on improving many aspects as the ones that have previously said.

Let us begin talking about the key competences, the ones that were proposed in 2019 by the European Commission, to be precise. This document is focused on many aspects, but here we are going to deal with the ones related to our investigation specifically. But firstly, what is a key competence? According to the European Commission, it is defined as a combination of knowledge, skills and attitudes that are taught. In other words, it is what it forms us as a functional citizen. So, these competences should be highly reinforced and developed so every student can be able to fulfil their needs and be provided of an excellent education. For instance, students develop their digital competences since they would be constantly working with a technological device.

Furthermore, we cannot forget about teaching staff, who are the ones in charge of raising new generations that would take the lead of our society in a future. Hence, teacher should be supported by the institutions in order to make this possible. As a matter of fact, this is one of questions proposed in Agenda 2030, which looks for ensuring an inclusive and equitable education.

To finish with this subsection, it is clear that we all can agree that we need to reinforce initiatives and innovations in favour of effective education. We know that we are still discovering digital education methodologies and different uses of ICT available, but it is fundamental that we get used to it and establish an evaluation method around it and, moreover, students need to develop their English skills, since it is the lingua franca that has been established. Luckily, most countries are already working on that, as we are doing here. Needless to say, this kind of education has a name, and it is CLIL teaching.

2.3. CLIL teaching

CLIL teaching is an unexplored field yet, but it already has plenty of theoretical concepts in which we could expend a lot of time, but I just want to introduce the main concepts of it, to relate this educational process with what has been investigated to produce this project and understand it properly.

This dissertation, as it has been previously said, is going to be focused on the implementation of a WebQuest, which is one of the many resources that we could apply through the use of this teaching. Furthermore, as it was put in practice in English, we must talk about CLIL teaching. CLIL teaching is one of the main goals to achieve in education, it is the perfect combination between content and the development of the necessary skills to become a productive and happy citizen of the current society. But, first of all, what is CLIL? CLIL is educational system where a foreign language and the content of the subject itself are taught in lockstep. The teacher must focus on the content, as it is what matters the most, but the learning language is also very important. Does this definition mean that CLIL classes are taught in the same way but in a different language? Not at all. A CLIL teacher has to follow a certain kind of methodologies to ensure that his/her students are learning both the content and the language.

For instance, we have to consider that learning is something that puts some pressure over the student, so here is where the Cognitive Load Theory appears. Your cognition has to process what you are learning. When you work with children, the amount of information that you can present is very limited because the working memory can only deal with a little amount of it at a time. Nowadays, as the information is in a click, instead of giving many unnecessary data, content should be reduced to lessen student's load. As it is said, quantity is not quality. What I want to say with this, is that we cannot teach the same amount of information and in the same way as we would do in Spanish, otherwise our children would collapse for sure.

Moreover, as teachers, we have to face the challenge of teaching a huge curriculum, full of unnecessary concepts that are not going to be useful at all. Hence, in the first stage, we may ask ourselves, what concepts do I teach? Our curricular is huge, we cannot compare it with the English one, for example. So, as CLIL teachers we have to take the basic concepts and reduce the curricular. In a second stage, we find another question, how do I

teach these concepts? We must have the idea of the concepts in both languages, not translating it literally because one language is synthetic whereas the other is more analytical. And finally, in a third stage, we have another question, what language do I need to teach? It depends on the difficulty of the task that we present. If we give the students a simple activity, we can complicate the language, whereas if we make the activity more challenging, we have to simplify the language, but we always have to be careful of using a good and appropriate English, even if it has to be simplified.

To continue with, when talking about CLIL teaching, we have to deal with two basic concepts, BICS and CALP. What is BICS? This abbreviation stands for basic interpersonal communicative skills, and it is the basic knowledge that we use to communicate, the English we need to be in a context where we speak with people. And what is CALP? This one stands for cognitive academic language proficiency and this deals with more specific language. Mainly, what it should be done is to start with BICS rather than being very specific and technical and then, step by step, moving slowly forward to CALP.

So now that we have these basic concepts, how do we apply them? How do I know to make a proper activity? We have to focus on the input and the output of our teaching, in other words, what we produce and the result that we want to receive. Depending on the level that the teacher might be in charge, he has to focus on improving different skills and in different ways. As in the project that I have carried out I worked with secondary school students, the main skills that we wanted to make them practice were speaking and writing.

So, the main aspects that a CLIL teacher should do would be to be practical, as simple as possible without forgetting about the content, clear, motivational and, of course, original. As we have repeatedly mentioned before, we live in a different era as the one we were taught in, and that demands different and innovative methodologies and activities and one way of doing it would taking advantage of the devices that we have available and create ITC activities. And that is where this whole dissertation is centred in, in a specific activity, the WebQuest.

2.4. WebQuests

Though this topic may not be very commonly used in schools currently, it is a quite useful resource at our disposal. But first things first, what is a WebQuest? A WebQuest, according to its creator, Bernie Dodge, is a guided search on the internet where the teacher makes an activity, choosing different websites that he/she considers to be reliable so the students can complete the task and give us a final product. Also, the children know from the very beginning what they have to do, how to do it, and which steps they have to follow. So, we can assume that this is a very useful resource to make the students learn and understand the concepts that we teach in a funnier way than just giving them information as if we were giving a monologue.

To continue with, when elaborating and creating a WebQuest, the teacher has to be very organised from the very beginning, otherwise the student might get lost from the very first class. First of all, we have to introduce the topic by putting elements to encourage the students but that also describe what they will have to find, for instance, some illustrations and short explanatory and eye-catching texts that do not feel boring. Then, we present the task which does not consist of simple questions, here we are going to set out what we want them to do by giving them the information that they should find and the steps that they have to follow. Moreover, we have the process, where the student would find the activities that they should perform and the links that they should visit to do it properly. They would also have to do a conclusion where they put all their reflections and all they have worked on. And finally, we have to give them more resources just in case they want to check for more information. Apart from these aspects, we could also include a didactic guide if we want other teachers to use the WebQuest where the task is well-explained and more information that can be useful for the teacher. Finally, if it is a long-term WebQuest, which means that approximately took between one week or one month to be finished, students usually make a final presentation on what they have worked on (as in the project that will later explained)

However, not all that glitters is gold, this kind of activities have some inconveniences and risks to be taken. It is clear that making a WebQuest is an extra load of work for the professor in question, but the reward is worth the price. Done a good job, finding great and useful websites, making it attractive for the students, and of course making them think

can give us a very grateful result. Moreover, we may also face the risk of not accomplishing students' demands. They may find it very boring, so challenging that they got demotivated, etc. Hence, teachers have to be very careful when planning this kind of activities, otherwise it would be a waste of time for both parts. Nevertheless, if the steps previously mentioned are followed and the idea is original, everything should flow properly in the class.

Said, that, what are the objectives of a WebQuest? What are the utilities that it can provide us? This could be simply summarized in creating happy, productive and plurilingual citizens, but let us develop this idea. As we already know, English is fundamental for almost every aspect of our life, from using a device to looking for a job. Hence, one of the main purposes of the WebQuest is to introduce the use of this second language in a natural and entertaining way. As this activity is completely guided (and normally waymarked so it is more eye-catching), students would not probably get lost, so it is a great opportunity for teachers to implement English. However, it has to be done carefully, being aware of the general level of the class and according to the difficulty of the content that is intended to be transmitted.

Moreover, it teaches students how to properly use the internet and other informatic elements that they may be very familiarized with, but that they have not gotten really into it. New generations, the ones that have grown up with every kind of device from a very young age, do know how to use almost every kind of device fluently without any help in an informal context, for instance, finding ways to download music, films, uploading photographs, etc. However, it is not that common that they know how to look for information properly, how to use certain software that is required for many jobs. Hence, through the fulfilment of the activities implemented in our WebQuest and the presentation that they might have to do at the end of the learning situation, they really get familiarized with a more formal context of the technology that they use constantly daily.

And last but not least, another purpose is to produce students with certain skills such as teamwork, autonomy and leadership capacity. This is one of the main points that are taught before doing a WebQuest, but also in CLIL teaching in general. We do not want to give them a full speech, we do want them to learn how to learn, to be able to solve problems by their own with our guidance, of course.

To sum up, though it may need further investigation, the WebQuest is one of the most useful resources that teachers may find to make students achieve the skills previously mentioned improving their English at the same time. Although the curriculum that teacher must face daily is complicated to adapt to this kind of activities sometimes, as time goes by this hardship will be getting easier and easier. Moreover, the use of digital devices in schools needs to be seen as something natural as soon as possible, so new methodologies and activities can be created in an easier way taking advantage of our development as a society.

3. Educational Intervention

Let us deal with the main concern of this dissertation which is the educational intervention that had been implemented to prove the usefulness of the WebQuest as a tool for educational means. Educational interventions, as we have already mentioned, help students to obtain the necessary skills that our society demands (cognitive, social, digital skills, etc). Therefore, along this whole section, it will be shown how this kind of teaching works. The learning situation is going to be puzzled out starting from contextualizing the project explaining in detail what kind of class, level and other matters, continuing with the content of the WebQuest itself, explaining what it consists of. Then, it will be explained what the project is about, how it was distributed (lessons, final task, etc). And last but not least, it will be addressed both the objectives to achieve, and the methodologies used to set out this project.

3.1. Contextualizing the project

Before dealing with the WebQuest itself, we need to be in context of the situation of both classes we worked with to put this project in practice. We need to know their level, both of English and the topic itself, how much time it lasted, how the class works in groups and how they behave. As I was dealing with both the A and the B groups, they have different contexts, but some similarities as well, so let us begin with these ones. First of all, we had 6 sessions of 55 minutes each to deal with the whole project, both the WebQuest and the short presentations that they would do afterwards (this will be later explained in detail). In both classes, we used 3 sessions to work on the WebQuest and the questions that were set out there to give you the necessary information about the topic itself. The topic was divided in three periods, the English, Italian and Spanish Renaissance and after the finishing the questions that were asked, each group (they were 6 in each class), would choose a period to work on and do the presentation about that specific period. At the end, in both classes there were 3 groups for the Italian period, as it is the one with more content, 2 for the Spanish one and lastly 1 group for the English period. To continue with, we would use one class, after finishing with the questions laid out on the WebQuest, to start preparing the presentation that they would do during the following days. And finally, we would use 2 days for them to present their final tasks. This is the main structure of the learning situation, but we will get to the bottom of it throughout this essay.

First of all, let us begin contextualizing 3rd ESO A, which was the easiest to work with. In this class, the English level was quite higher than in the other, so we did not need to worry about this issue. However, we had to be aware of other problems. For instance, in this class there is a Chinese boy that does not speak either English or Spanish, not a single word. Hence, when deciding which group he would be in, we decided to put him in the most competent one, since it would not mean a big load of work and it would have meant for another one. And, in the very end, we saw him trying to produce some words and during the presentation, he read, that is true, but he produced, which was the main goal of this project. As in every class, the other teacher and I had to deal with the most common problem when working in groups, speaking. From time to time, most of the got distracted at some point. That would not be a problem if it was just casually, but with some groups we really need to be upon them, otherwise they would not have worked properly.

Fortunately, this issue just occurred the first two classes, once they got adapted to this way of working, they started speaking Spanish less and less. Despite these few mishaps, the pace of the class while working was as good as I was expecting, and everything could be set out as planned applying the appropriate methodologies to make them work properly.

To continue with, let us contextualize the B group, which was the toughest class to deal with. In general terms, almost every student of this class is excellent, but there are some exceptions that make too much noise, and we had to redistribute them in different groups, otherwise if we had gathered them together, that group would have been a mess. And it turned out that separating them, they can be quite productive and work really well in teams, therefore, this was a complete success. Nevertheless, the most important issue was with one girl that has a lot of difficulties to establish any kind of relations with her partners and I realized that from the very first week at the school. We put her with the group that we considered the best for her, because apart from the socialising problems, she struggles a lot with English and the content itself. Hence, as were two teachers in the same group, we could be really upon her helping as much as we could while working in class. However, to produce the final task, they had to work just a bit at home to retouch the details that they could not finish in class, and for her and her teammates that was a huge problem. Not a problem of accessing to the necessary material to do so, it was just a motivation problem, and she did not do anything at home, and the day of the presentation that was reflected. As in that group there was an excellent girl, she started crying as a result of the overwhelming situation of not being able to produce as good as the other girl did. So, me and the other professor decided to give her another chance and to present her part alone the following day, and she did her best and tried to produce as good as she could. Apart from the issues just mentioned, the whole project could be set out perfectly, but we had to be stricter compared to the other class, but the results that will be shown afterwards reveal positive feelings.

3.2. Content and lessons

Now that the intervention is already contextualized, we need to know the content of the WebQuest itself, what the learning situation is about and the activities that have been made for it. In addition to this, it is also necessary to know what was done in each lesson, so it can be properly seen how it feels to work using this tool.

First of all, I am going to introduce what is the WebQuest about. This project is about, as it was said before, the Renaissance period, and to be more specific, me and the other teacher decided to focus on the Italian one, since it was here where it was originated, and it has the richest content, hence, we could give more interesting information about it. Then, we also wanted to focus on the Spanish one, so they learn some basics about our art and where it came from, and finally, we also focused on the English period. This was my suggestion, since this period is basically centred on theatre and its main protagonist would be William Shakespeare, I decided to introduce them some basics about English theatre and poetry. What we wanted to introduce in every part was just the basic concepts to understand how important this period was for art, our conception of life and how the concept of humanism evolved throughout this period. Said that, let us move to how the WebQuest was structured.

To begin with, how did we present the topic to them? First of all, the History teacher prepared a presentation to briefly introduce the topic, what we would do in the following sessions, how we should work, and some rules that had to be followed that were two, to be more specific: Co-working and English must be spoken, we had to forget that we know Spanish. Along this presentation, there were shown pictures of some emblematic pieces of art and monuments that they would look for information about them afterwards, when working on the WebQuest, so no relevant information was given. After this presentation, I explained them what a WebQuest is, how it works and the steps that they had to follow to fulfil the task, and this is also shown in the first two sections of the WebQuest. Firstly, in the first section, some introductory questions are made in order to be answered aloud which are: What do you know about Renaissance? Why do you think it was so important? And, do you know any main character of this period? These questions could be easily answered by them in general, since the previous topic that was taught in this subject was Humanism, which is closely related to this one as it took place right after the other one.

To continue with, in the second section of the WebQuest, it can be found the explanation of the task itself. They would have to work in groups of 6 people, that me and the other teacher had already arranged, to answer the questions proposed regarding the three stages of the Renaissance that had been previously mentioned using the resources provided (links, videos, etc.) or using the ones that they might have looked for. Furthermore, it is explained the final task that would have to fulfil in order to show that they have worked and grasped the knowledge that we expect from them to acquire. When planning a WebQuest, the student must know from the very beginning what he or she is going to face, otherwise they would not be prepared, or they would not take it seriously. So, what is the final task about? After finishing the presentation, from the very first day each group would have to choose one stage of the one already mentioned, and they would have to do a presentation about it. For instance, if a group chooses the Italian Renaissance, that group would also have to choose to work either on architecture, sculpture or painting. For the Spanish one we decided to leave out the sculpture, since it was the one with less content to work with. And finally, with the English one they would have to choose to work either on poetry or theatre. The presentation should be divided in four stages. Firstly, they would have to introduce the period, with its main characteristics and main figures of the period. Then, they would have to introduce the specific art that they have chosen. Right after, they would pick some of the most representative examples, show them and explain how we can relate them to that specific period. And finally, they would tell us their conclusions where they have to express how it felt to work with this new tool, and if it was helpful for them. Finally, as everything had been explained and the groups were already arranged and ready to work, we used the last 10 minutes of this lesson to start working on the questions of the Italian Renaissance. Just before continuing, I would like to highlight that in both groups (A and B) we kept the same pace, so none of them had any advantage over the other. Said, that, let us continue.

Moving to the second lesson, we continue working with the Italian Renaissance and the questions laid out for it. The questions are formulated in a way that they start looking for introductory information to know how this period started, for instance. Then, the following questions are focused on the three main dexterities that have been already mentioned, architecture, sculpture and painting. The questions are made so they look for the main characteristics of each art, so, in case that a group has to do the final task about it, they are already working on it before dealing with that specific task precisely. And, at

the same time, they are acquiring the knowledge that the other teacher and I want them to learn, so we kill two birds with one stone. Before finishing the lesson, using around 10 minutes of it, we all would share the answers of this Italian part, since we make them work on a specific period at the same time, so we can keep some order. While sharing the answers, if we notice that there were some important points missing, we will tell them so they write down the information in case they might need it.

To continue with, let us move to the third lesson, which is the last one in which the WebQuest would be worked out. Along with session, we worked on both the Spanish and English Renaissances since they are way shorter than the Italian one. The Spanish one follows the same pattern as the Italian one, introductory questions and questions about the three main arts. However, as the English one is quite different from the others as it is based on literature, questions followed and slightly different pattern. First of all, they would watch a video where the Elizabethan period is introduced and how theatre became very popular and then, after answering some introductory questions, they would continue with the main characteristics of poetry and theatre. As the WebQuest was finished on Friday and the final task had been already explained, we told them to start working at home on their presentations during the weekend, so on Monday we could continue working with a basis.

The whole fourth lesson was used exclusively to work on their own projects, and as most of them had already worked at home, it was an easy-going class. We just had to answer their doubts about the presentation and the ones that had some retouches to be done, they did it at home following our instructions.

Finally, the last two sessions were used for the presentations in both classes. As there were 6 groups in each class, 3 groups presented each day. We used for the presentations the SmartZone, a special class which is bigger than a usual one, so students could be more comfortable and with a wider whiteboard and projector.

3.3. Objectives

Of course, by implementing this kind of new activities to be explored, we look for different objectives and results from the ones that we might get applying conventional methodologies and activities, however, what were our objectives with this project specifically? We wanted to focus on three main aspects: the knowledge to be acquired, improvement of their social skills and, of course, as a CLIL activity demands, the improvement of English.

The knowledge that we wanted them to grasp was general knowledge, we tried to avoid unnecessary information. When making the WebQuest, I focused on the most important points of each stage or period and tried to avoid any load of information that could be overwhelming for the student, why? Well, this tool was completely new for the students and for the teacher in charge of the class as well, so I highly recommended the teacher one of the maxims of CLIL teaching, to reduce the load of content. If we had followed the content that the book establishes, we would have taught them much unnecessary knowledge that they would easily forget. What the other professor and I agreed to do, was to raise their interest in the topic, to boost their willing to participate and be involved in the class, and by teaching every piece of information that the book provided, that would not have been possible. In general terms, we considered that this objective was successfully achieved since the result (that will be later revealed) showed that these kinds of methods really work.

Furthermore, we wanted to improve their social skills, and what do I mean by social skills? Teamwork, being able to work with digital devices properly. As it has been already mentioned along this essay, these skills are fundamental nowadays to be considered a functional citizen, so, in order to achieve the goal of making the students successful citizens with huge opportunities, we decided that any kind of digital device was allowed, even mobile phones, despite the fact they were forbidden. They are in contact with their smartphones the whole day, so it is important to teach them different formal uses apart from the ones that they use every day.

And finally, our last objective was to improve their English. In this school, being able to produce English fluently is the most important and characteristic feature. Children are taught in English from a very young age, however, once they start primary and secondary, their only source to learn English is the subject itself. It is a quite demanding subject in this school, and sometimes students struggle to pass it. Hence, I thought that this could be a great opportunity as well of improving their English skills, speaking and writing mainly. As it was mentioned before, one of the main rules for this project was to speak English in every moment, and most of them satisfied this rule with no problem and a few others with a bit of pressure upon them. Therefore, this objective relay needed to be taken into account.

The main idea of what we wanted to achieve could be summarized in making them work by their own in English by telling them which path they have to follow, moving the rocks from the road but we would not drive the car for them.

3.4. Methodology

When putting into practice any kind of learning situation, it is necessary to follow any or some specific methodologies in order to guide coherently the class, and CLIL teaching itself was the methodology applied for this project. As it was said before, it is a dual methodology since we focus both on the content and the language, which is English in this case. What has been followed was the 4Cs framework (although in Spain we have an extra C) and those are: the content of the topic, cognition, which deals with reasoning skills, where the student has to think of different ways of facing his/her problem. In this project, students must think whether to use a video, or a link and which one of them gives them more useful information for the question that is being asked, thus improving their critical thinking. Moreover, we find communication, deals with oral and writing communication. When assessing, as it will be later seen in detail, participating and speaking with your partners will be taken into account considerably, and in order to say that, they need to practice reading and writing to answer the questions, so they are practicing many skills at the same time. Furthermore, competence, which is the Spanish C. CLIL should not be a monologue from the teacher just explaining the content, there should be an interaction with the students, make them participate, using all the tools that we have. And this is the basis of this project, we do not intervene at all, we are just there to answer their questions and doubts, but they are learning the whole topic by themselves. And finally, we find culture. CLIL is a great opportunity of enhancing one's knowledge of a foreign language, of course, but it is also a great chance of learning things about new cultures, we can take advantage of it and teach the language by explaining different kind of things about a specific country and I really wanted to work on that. The English Renaissance was not on the curriculum that we had to teach, however, we came to an agreement of omitting unnecessary information about the other two Renaissances and focus on the most important facts about them and we would work with the English one and introduce them to English literature.

And related to this last point that has been mentioned, we have to take into account that learning is something that puts some pressure over the student, so here is where the Cognitive Load Theory appears. Your cognition has to process what you are learning. When you work with children, the amount of information that you can present is very limited because the working memory can only deal with a little amount of it at a time.

Hence, we reduce the load information substantially and be careful of not being English teachers, since that is not our job, English is always a plus, but never a minus.

4. Assessment

Dealing with another point, we are going to move to evaluation or, it is usually called in CLIL teaching, assessment. And what is this? What is the difference? We have to take into account many things. First of all, testing is just making an examination to prove if your children have achieved some knowledge, so it is just a part of evaluation. Assess implies more meaning than just making a test, we do not have to worry just for our student's marks, but also if they have acquired the knowledge that we transmitted, that is why by using this kind of tools we are finding new ways of assessing our children. Apart from that, the student who commits mistakes is always seen in a terrible way, and that should not happen at all, students are in schools to learn, to make mistakes and to develop themselves. In England, for example, the words "mistake" and "error" are never used, instead of those ones it is used the word "miscue", this is like considering that the kid cannot find the right clue to find the answer, rather than failing. Hence, it is necessary a change in teacher's mentality so education can move forward.

Furthermore, we cannot forget when assessing that we have a dual methodology, we have to assess both the acquirement of the content and the English of the student. However, we have to focus on the content when assessing, if the student is good at English, that is a plus but if the student has some scarcities in English, it is not a minus, we look at other things where the student is good at. For instance, there were students that did a great job regarding their level of English, however, their presentations could have been a bit better, so although the English is a plus, they did not get as much as they could because of some missing points regarding the content.

In addition to what has been previously said, when assessing we have to keep in mind some objectives, criteria, and rubrics. Assessment must be observable, everything we assess must be seen by us. We have to take three things into account when teaching, the content, the procedure, and the language. We have to evaluate those aspects to be as objective as possible when assessing. And we also have to pay attention to those rubrics. Rubrics is a partial vision of criteria and of course that we have to take them into account, but we also have to use our common sense and not follow step by step what the rules tell us, there are many aspects that we see that the rules do not think of. Nevertheless, apart

from the rubrics that the government and the ministry stipulate, the other professor and I created our own chart with our own rubrics to assess the final tasks and how they worked all along the whole project.

Criteria	Not pass (0-49%)	Pass (50-60%)	Good (61-80%)	Nice (81-100%)
Knowledge acquired demonstrated in the presentation	Lacks the necessary knowledge of the topic	Acquired little knowledge of the topic	Demonstrates considerable knowledge of the topic	Almost perfectly acquired the knowledge of the topic
Participation in class while working on the WebQuest	Almost did not participate at all in class	Participated sporadically in class	Participated many times in class	Participated almost every time it was necessary in class
How organized are your ideas when presenting your work	No fluency when explaining what you have done and no good use of the software	Little fluency but transmits the idea and poor use of the software	Fluent and transmits the idea with easiness and good use of the software	Very fluent and very well—transmitted the ideas and great use of the software
Level of English when writing in the comic	Several mistakes in vocabulary and grammar	Some errors, but still comprehensible	Just some errors in vocabulary and grammar	Almost no errors in vocabulary and grammar

Based on the chart above, the rubrics that we have to follow, and special aspects that we might see and consider, we assessed the students and the results that will be shown right down below.

4.1. Final results

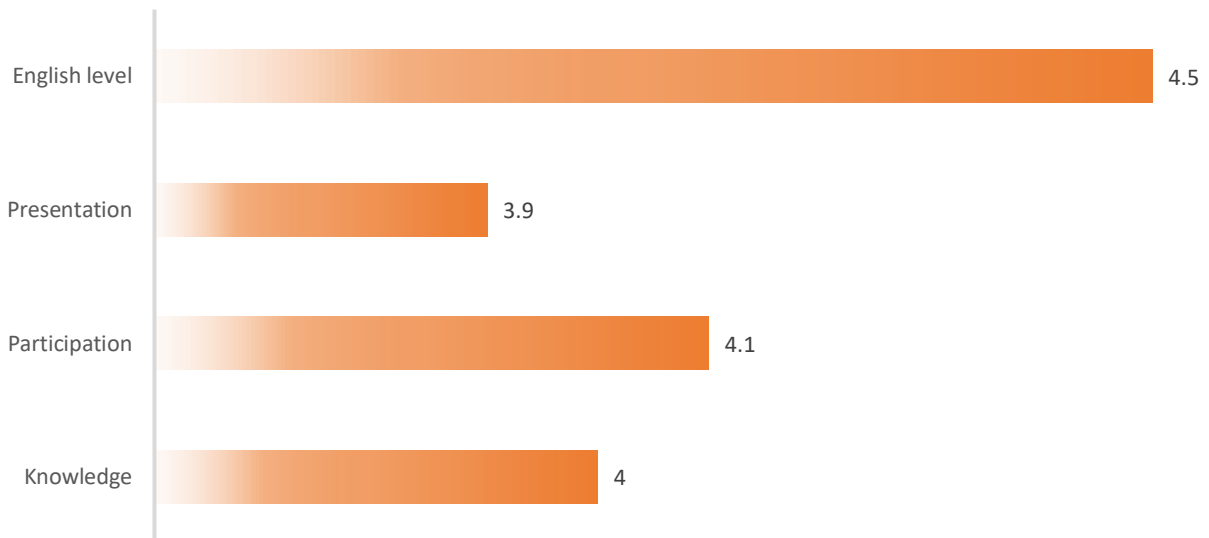
Firstly, the other professor and I consider that the objectives were mostly accomplished since the groups were constantly speaking in English as we wanted, they got familiar with a new tool, which is the WebQuest, they achieved the general knowledge about the topic itself that we expected from them to learn and, in general terms, the presentations were quite well-prepared. The atmosphere of the class was very comfortable for almost all of the students and they also got to know each other since it is known that in every class there are always different fixed groups, so as we tried to avoid putting those people together, they realized that they could get along with each other.

Moreover, there two remarkable actions that really deserved to be highlighted and they are about two different students. Firstly, one of them, tends to get constantly distracted when it comes to be focused, so we put him in a group that could make him work, someone that could put him into place. And fortunately, we were highly surprised by the fact that he really worked on the presentation, although the results were not as good as the ones of his mates, however, we really considered this fact when putting the marks. The other remarkable fact is related to the development of digital skills and the proper use of devices. One member of one of the groups could not come the day of the presentation, but did they give up? Not at all. He recorded himself at home and in every slide that corresponded to his part, there it was his face on the screen speaking and explaining his parts of the presentation. It was really surprising and satisfying to see how they looked for some way to solve their last-hour problem, but they did it in a perfect way, what was rewarded when marking the presentation.

Therefore, in general terms, according to the results that are going to be shown now, and the conclusion that they gave at the end of their presentations, how they felt, if it was difficult or useful, we consider that this kind of appliances can be very useful for teaching. In addition to this, here they are the final results. They were marked out of ten, however, in order to make the graphics smaller, it is done out of 5. We evaluated the rubrics previously explained and the average of the four marks would be the mark of the group, except of the participation in class, that was an individual mark.

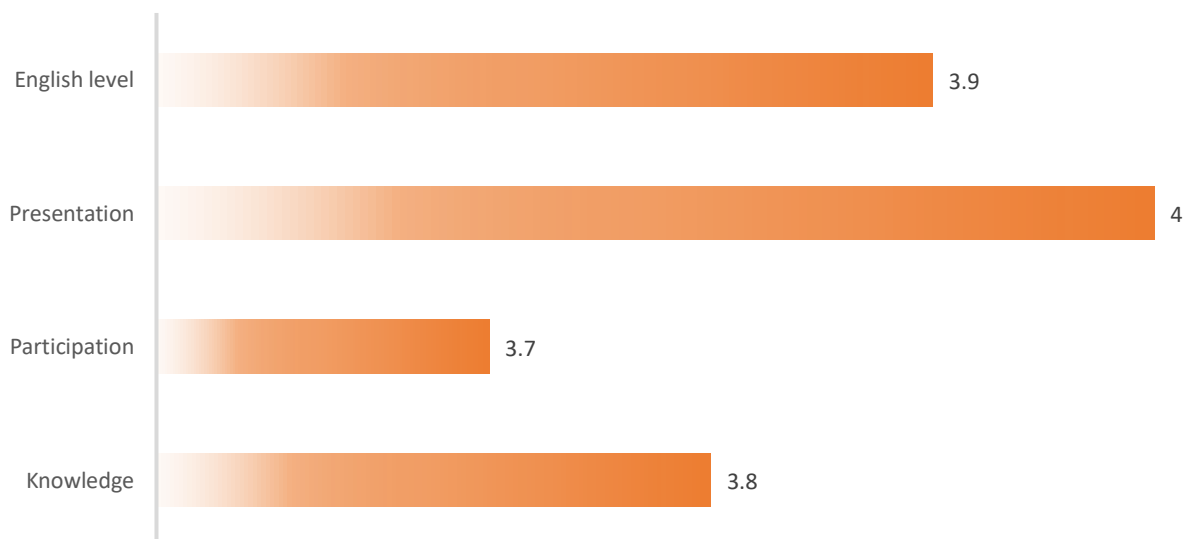
MEDIA DE RESULTADOS GRUPO A

Nota sobre 5



MEDIA DE RESULTADOS GRUPO B

Nota sobre 5



4.2. Surveys

It would not be fair that we assessed our student's work with a tool that they had never used before, and that we did not get assessed for our work as well, and that is what we did. I created a chart where they could evaluate us and the project itself regarding some specific aspects. First of all, if it was aesthetic, the interface, the source of the letter, the colours, etc. Then, the content of course, the questions that were asked, the videos, the images and so on. Moreover, if it was easy to use, its accessibility. Also, if it felt useful as a learning tool, if they would choose these methods over others. And finally, although that was answered in a way in their conclusion, their thoughts about doing the presentation and how the time was organized. In general terms, their thoughts were really positive. For instance, they really thought that it was a very interesting way of teaching a topic, outside from the typical ways that have experienced such as exams or poster boards. Moreover, there was some diversity in opinions regarding the videos. Whereas for other the videos were great and very helpful, for other they were confusing and did not provide the necessary information. After rewatching the videos, I consider that the videos were appropriate and give concise information, however, some of them could be difficult to understand, so depending on their level of English, they could be more or less helpful. But, almost all of them considered the videos and the images a helpful tool to answer the questions.

Nevertheless, there were some critiques regarding some aspects that they thought they needed to be improved. For instance, a few students wrote down that the given information could be clearer, because sometimes it was hard to find the necessary information to answer the question that was being asked as the information in the links could be extensive. And I agree with that, it is true that sometimes the amount of information could be overwhelming, so that is something that will be improved in future project that I make. And another point that was criticised by two or three students was the English as mean of teaching. This subject is always taught in Spanish, and some of them are not familiar with English apart from the subject itself. However, this critique could be considered as a motivation to put in practice this kind of methods even more, since the more this get done, the sooner they will get used to it.

Said that, the students were given the following the chart and they would fill it anonymously so they do not feel any pressure and they can be completely sincere.

ENCUESTA SOBRE WEBQUEST

	MAL	MEJORABLE	REGULAR	BIEN	MUY BIEN
ESTÉTICA					
CONTENIDO					
FACILIDAD DE USO					
UTILIDAD PARA APRENDER					
PREGUNTAS PLANTEADAS					
PRESENTACIÓN					

Observaciones (cualquier comentario para mejorar la situación de aprendizaje):

5. Conclusion

Good education is the basis of a functional and merry society, without a proper one, everything falls down in a domino effect. Academic failure in Spain is a fact that we cannot deny, and that leads to less prepared people, and at the same time that leads to an increment of low-qualified jobs, and we could be following the chain until we arrive every single aspect of our lives. That is why it is so important to improve our education system.

What it has been demonstrated throughout this essay is that with the facilities that we have available nowadays, teaching in an easier and better way is possible. I am not just referring to the technological devices that we have, which are very useful of course, but also the different possibilities that CLIL teaching allows us to explore. This dual methodology allows us to improve both the quality and the quantity of the content that we teach. It is an undeniable fact that students have a huge load of work to deal with, and much of that load is completely unnecessary. We need to adapt our education system to this new era, and CLIL teaching might be the first step on the way of achieving this objective.

Throughout the process of implementing the learning situation I experienced some of the problems that this obsolete system might cause. As the final exams were just around the corner, we had just two weeks to work on the whole project, while we would have liked to have one more week to deal with it. And it was impossible to start earlier since the students were dealing with other topics, topics with some information that could have been omitted since most of the questions were based on dates and names, things that we can easily look for on the internet, the main idea of the topic, which was Humanism, was already grasped by all of the students. However, it was gratifying having this experience, since I could feel on my skin what kind of difficulties teachers might face and that students do not notice.

Despite those problems that were just a little rock in our way, we really managed to carry out the learning situation properly and the final results were very pleasing to see. It is great to see students working on something that you have spent hours preparing for them to enjoy while they learn. That is another great point that should be taken in consideration always, school is not a prison, students are there to learn while at the same time they enjoy as much as possible. It is impossible, of course, to make everything attractive for every

single student, however, as it has been said before, we have within our hand's reach many impressively useful tools that students are used to work with to make everything flow fluently.

Teaching will never be completely updated, there will be always fields to be explored, new methodologies to be invented, technology is constantly moving forward, so this dissertation is just a little grain of sand inside one specific tool, that is another grain of sand inside CLIL teaching, which is just a method inside the vast world of teaching. Teachers have to be always trying new things, to enrich students and teachers' minds, otherwise society would be stuck in the Roar 20' yet, and not planning to colonize Mars. Education will always be the key to everything. As Nelson Mandela once said, *“Education is the most powerful weapon which you can use to change the world”*.

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-Apuntes de la asignatura “Introducción a la didáctica CLIL”

7. Annex

As I just used the WebQuest that I designed for the leaning situation, here I will be leaving the link to it: <https://filip649.wixsite.com/my-site>