

CHILDREN'S LITERATURE AND PLURILINGUALISM IN A TEACHER TRAINING PROGRAMME. A CLIL APPROACH FOCUSING ON DIDACTICS (FOD)

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Abstract: CLIL has become a mainstream pedagogical approach at all educational levels, from Primary and Secondary Education to University. Up to now, most challenges have been addressed from the linguistic (Focus on Form, FoF) and conceptual (Focus on Meaning, FoM) perspectives, either separately or, increasingly, combined. Surprisingly, Didactics are seldom considered. Therefore, in this article some of these challenges, such as mixed-ability contexts, student anxiety, and an informed use of the students' linguistic repertoire, are explored by focusing on Didactics (FoD) to suggest informed pedagogical solutions. Three pedagogical proposals are put forward to promote efficient CLIL teaching: a visible and interactive combination of cognitive, metacognitive and socio-affective learning strategies, collaborative and distributed learning, and the Integrating Plurilingual Approach (IPA). The proposals are illustrated with examples from a module that has been implemented for over 8 years in a Teacher Training context (FPCEE, Blanquerna, Barcelona, Spain)¹

Keywords: CLIL, collaborative learning, distributed learning, learning strategies, Integrating Plurilingual Approach (IPA), plurilingualism, anxiety, mixed-ability.

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Resumen: El AICLE es ya un enfoque pedagógico que se ha extendido a todos los niveles educativos, desde la Educación Primaria y Secundaria hasta la Universidad. Hasta ahora, la mayoría de los retos que plantea se han abordado desde las perspectivas lingüística (Atención a la Forma, en inglés: FoF) y conceptual (Atención al Significado, en inglés: FoM), por separado o, cada vez más, combinadas. Sorprendentemente, rara vez se ha considerado la perspectiva didáctica. Por tanto, en este artículo se exploran algunos de estos retos, por ejemplo, los grupos heterogéneos, la ansiedad de los estudiantes, y un uso informado del repertorio lingüístico de los estudiantes centrándose en la Didáctica (Atención a la Didáctica, en inglés: FoD) para sugerir soluciones pedagógicas informadas. Se presentan tres propuestas pedagógicas para promover una enseñanza AICLE eficaz: una combinación visible e interactiva de las estrategias cognitivas, metacognitivas y socioafectivas de aprendizaje, el aprendizaje colaborativo y distribuido, y el Enfoque Integrado Plurilingüe (en inglés: IPA). Las propuestas se ilustran con ejemplos de un módulo que se ha implementando durante más de 8 años en un contexto de Formación del Profesorado (FPCEE, Blanquerna, Barcelona, España).

Palabras clave: AICLE, aprendizaje colaborativo, aprendizaje distribuido, estrategias de aprendizaje, Enfoque Integrado Plurilingüe (IPA), plurilingüismo, ansiedad, grupos heterogéneos.

CLIL (Content and Language Integrated Learning) irrupted with force in our educational centres at the turn of the new century. Once the initial excitement has subsided, it seems that it is becoming part of mainstream school planning with most institutions and parents in favour. Researchers and practitioners have been implementing and observing good practices to offer informed insights on the strong and on the improvable aspects of CLIL so as to point out the characteristics that make it efficient in our contexts.

Nowadays, CLIL has extended to many schools around the country. However, although on the rise, there is still scant pre-service or in-service training on offer. One way forward lies in procuring teacher trainees with the same learning process undergone by children who follow a subject in the CLIL mode in schools. This will help future teachers to gauge the pros and cons of the approach, and to shape their practice according to their own experience and not only to readings or other people's experiences. These students will be in an advantaged position as they will gain different perspectives and ideas for good practice.

In this contribution, I will first set the theoretical framework by briefly outlining the characteristics of CLIL as developed in this proposal. I will then set the pedagogical approach used to explore efficient (CLIL) teaching techniques. As the text progresses, I will illustrate the previous by explaining the situated practices carried out in a specific

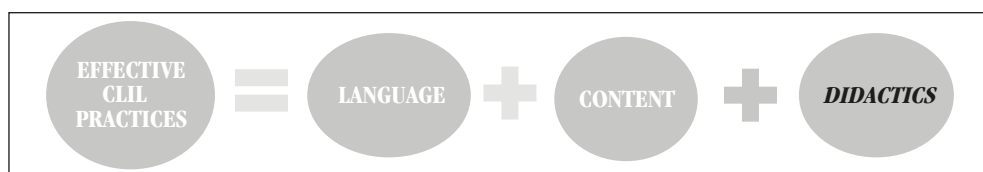


module for Teacher Training at Blanquerna (Barcelona, Spain) in the hope that, by sharing informed real class experiences, we will gradually make our way towards an efficient rise of our students' communicative and intercultural development in any language.

1. FOCUSED PEDAGOGICAL PRACTICES: THE APPROACH

One of the basic questions when facing a CLIL syllabus is: which are the most efficient CLIL teaching practices? Although quite a few scholars have put forward ideas and guidelines, the emphasis is usually on exploring issues related to “language” and “content”, whereas “didactics” are only briefly touched upon or are left out of the holistic equation suggested here:

FIGURE 1
Equation for holistic CLIL teaching practices



While these guidelines are useful and grounded on good practices, they usually do not differ from a taxonomy of strategies for efficient general teaching. The question is that, although these should undoubtedly also be followed for any efficient FL class, can a list of efficient CLIL teaching strategies be put together? (Figueras, González-Davies and Flores, 2011; Flores, 2015). We can argue that, for efficient CLIL practices to occur, in the first place, efficient *teaching* strategies should be embraced, for example, scaffolding, interacting, being flexible, checking for understanding or designing learning materials at the appropriate level. Second, we should add effective *foreign or additional language* teaching strategies such as including the four skills, vocabulary and use of English in a balanced way, repeating, recasting, using audio-visual support and slow speech, and so on. Finally, we should try to differentiate effective *CLIL* teaching strategies and add them to the previous for our proposal to be really effective. Which are some of these characteristics observed in our teaching context?

Dalton-Puffer (2011:183) described CLIL as: “an educational approach where curricular content is taught through the medium of a foreign language, typically to students participating in some form of mainstream education at the primary, secondary, or ter-



tiary level". Here appear two of the main components of a CLIL programme: Focus on Meaning or Content (FoM or FoC) and Focus on Form (FoF). We may also argue that here surfaces a first differentiating characteristic of the CLIL mode since, if we decide that one of the aims is to improve the foreign language, it follows that the threshold language level in a CLIL context should not go beyond the upper intermediate. This is so because, if the students are already proficient in the foreign language, their learning process will not differ much from that carried out by native speakers. That is, they will improve linguistically and conceptually in the same measure as most natives do. In this case, although there is always room for improvement, the acquisition of the four skills, general vocabulary and grammar will not involve such a high cognitive load and, so, from this perspective, there does not seem to be much point in considering FoF as a critical competence to be attained. This linguistic frontier has already been explored by scholars who are putting forward alternatives to CLIL, for instance: ICLHE: Integrating Content and Language in Higher Education (Wilkinson and Zegers, 2008), or ELFA: English as a Lingua Franca in Academic Settings (Jenkins, 2014), amongst others. Therefore, here I will consider that CLIL happens in beginner to upper intermediate levels of FLL.

As CLIL subjects also form part of the natural curricula at the institution, another aspect to consider is that one of the main differences between a CLIL class and a FL class is that in our (as in most) CLIL programme the students are not grouped according to language levels. So, CLIL teachers voice their concern regarding mixed-ability groups: how can one teach students who, in theory, have a similar level regarding contents, but are quite dissimilar regarding the foreign language? Here, we have to address the question: which are the most efficient CLIL strategies if we consider that mixed-ability classes are inherent to CLIL programmes?

Anxiety is a well-known issue in CLIL contexts at all levels. The fact of having to perform in the foreign language can lead to different reactions from the students, from blockage to poor outcomes even in students who perform well conceptually in their own language and have an appropriate level in the target language. Therefore, rather than blaming the cognitive aspect, it seems logical to conclude that, often, these problems are due to socio-affective and meta-cognitive reasons.

An efficient approach to diminish the challenges is a visible training in a combination of cognitive, metacognitive and socio-affective learning skills and strategies (Oxford, 2011). These can be included specifically in the learning context through Collaborative and Distributed learning, on the one hand, and by adopting an Integrating Plurilingual Approach (IPA) that considers the use of the linguistic repertoire of the students and teacher, on the other (Corcoll and González-Davies, 2016; Esteve and González-Davies, 2016). These pedagogical approaches have proved to be useful to achieve the main aim



of our classes: to foster the students' linguistic and conceptual communicative development in a student-friendly learning atmosphere. Finally, the learning tasks should be integrated sequentially in the syllabus following a coherent chain of processes.

In the next section follows an outline of each of these pedagogical approaches based on our own research and on that of other scholars, accompanied by examples taken from activities carried out in the module "Teaching English as a Foreign Language. Theory and Practice II", which revolves mainly around Children's Literature and Intercultural Competence.

2. COGNITIVE, META-COGNITIVE AND SOCIO-AFFECTIVE STRATEGIES IN A COLLABORATIVE CLIL LEARNING CONTEXT

Nowadays, few teachers doubt that a relaxed learning atmosphere favours effective learning. However, everyday pedagogical practices still seem to lie heavily on *what* should be learnt (declarative knowledge) without combining these effectively with *how* (procedural knowledge) to foster quality performance.

Declarative knowledge puts into practice mainly, but not only, cognitive strategies "for information processing and schema development" (Oxford 2011: 170). Examples are *resourcing* for appropriate documentation; *transfer*, or using known linguistic information to facilitate tasks; and *elaboration*, or linking known and new ideas or information.

Procedural knowledge requires a good control of meta-cognitive and socio-affective strategies, the former "for executive control over cognitive strategies" (Oxford, 2011: 170) and the latter "for managing emotions and motivation" (Oxford, 2011: 170). Examples of metacognitive strategies are applying *organizational* and *planning* skills for written or spoken discourse and for *keeping to deadlines*; *selective attention* for key words and phrases; *monitoring* for information that should be remembered or monitoring production while it is occurring; and *evaluating* or *checking* comprehension or production after completion of an activity.

Examples of socio-affective strategies are *cooperation* or working with peers to solve a problem; *questioning for clarification* or eliciting information from a teacher or peer; and *self-talk* or using mental control to ensure success or reduce anxiety.

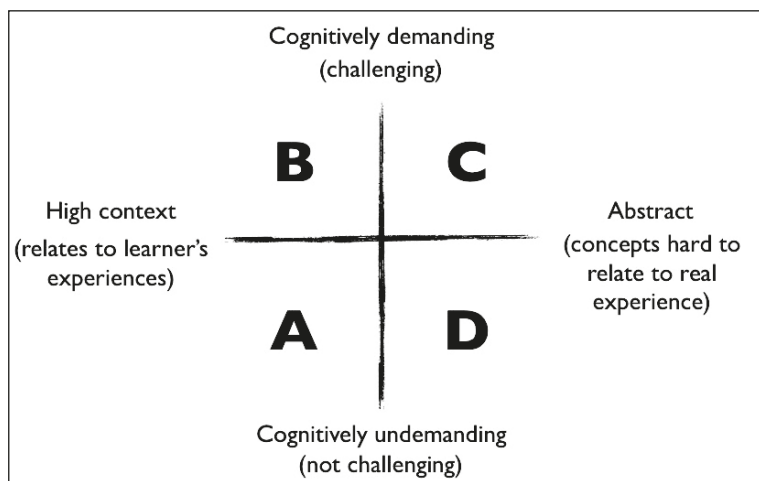
It is the combination of these learning strategies that enables the students to become agents of their own learning processes. Consequently, these strategies should be implemented more actively in the classroom. Here, I specifically suggest topic-based and collaborative learning and the IPA as appropriate pedagogical frameworks.



3. COLLABORATIVE LEARNING WORKING TOGETHER TO ACHIEVE INDIVIDUAL COMPETENCE

Collaborative learning is based on Vygotsky's socio-constructivist approach to learning, that is, on the belief that knowledge is best constructed in society, with the help—or *scaffolding*—of peers and experts to advance along the ZPD (Zone of Proximal Development) (Vygotsky, 1978). In collaborative environments, individual work is not left aside but is reinforced by this co-operation, which takes place in groups where tasks are shared out according to the strengths of each student (distributed learning). The members of these groups should rotate since fixed groups frequently become installed in routines that block resourcefulness, whereas mobility fosters respect, tolerance and flexibility, as well as adaptation and negotiation skills, all of which are, moreover, relevant employability skills. In this context, students reveal different strengths and weaknesses that complement each other so that mixed-abilities often become a plus instead of a drawback. This approach is opposed to what happens in uniform teacher-centred contexts where the different students' talents are diminished.

In order to balance FoF and FoM, as well as to put into practice distributed learning and deal with mixed-abilities, Cummins' frequently quoted Learning Quadrant or Matrix (1984) can help teachers to plan their activities according to the levels in the group.



In this way, we can prepare activities that are cognitively demanding, but linguistically easy or the reverse. Let's take a look at an example for **Quadrant B** (challenging, but based on the students' linguistic and conceptual previous knowledge) (adapted from González-Davies 2004):



MIND MAPS. WHAT IS CHILDREN'S LITERATURE? To activate schemata and previous knowledge, each student starts on his / her own mind map and then compares and expands it with those of other students. This is an eye-opening introductory activity to any course. A Mind Map is a diagram that depicts ideas and concepts, terminology, etc. in a personal, flexible and clear way. It helps students explore issues related to children's literature, bring to the surface their passive knowledge, and share ideas on the topic. Also, the teacher can detect the initial level of the students and discuss the aims and expectations of the course with them.

The procedure consists in giving the students a big sheet of paper and asks them to write "Children's Literature" in the centre of the page and draw lines that lead to related topics. Each subdivision can include words, expressions, and other concepts, and can be expanded. Then, the students sit together and compare their Mind Maps (they are always different) and discuss their previous knowledge of the topic and their expectations regarding the course. Finally, a class discussion may follow where the aims and syllabus are presented by the teacher, discussed and, perhaps, adjusted to the detected initial level of the students to cater for their real needs.

By working together and applying distributed learning, that is, by actively including the strengths of each student, anxiety at having to perform in a foreign language is reduced. Also, by having a clear tangible product in mind thanks to a syllabus designed around didactic sequences and project work (see below), the students focus on the content and language to produce a specific outcome that is clear from the start.

Finally, initial resistance and anxiety are also overcome by using strategies such as *pooling unknown language on the blackboard* (by the teacher as she circulates around the groups, or the students themselves); compiling a *glossary of specialised terminology* online on a shared Drive document; introducing an *expert* (called "Big Brother" or "Big Sister") in each group (i.e. a student with an upper intermediate linguistic level); writing a *Session Diary* to record critical incidents (this was done by both the teacher and each group 5-10 minutes before the end of each session); or by designing specific *collaborative learning material* and techniques that could be used in a mixed-ability environment (Figueras, González Davies and Flores, 2011).

4. AN INTEGRATING PLURILINGUAL APPROACH: USING BACKGROUND KNOWLEDGE TO ADVANCE NEW KNOWLEDGE THROUGH TRANSLANGUAGING

Just as CLIL can draw from the students' previous conceptual and target language knowledge, it can draw from their knowledge of other languages. The integration of all the languages from their repertoire will serve several positive purposes such as help reduce anxiety, reinforce identity and self-esteem, and strengthen cognitive connections.



This enables *translanguaging* practices defined by Caraganajah as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (2011: 401).

IPA also contributes to increasing multi-competence skills (Cook, 2001) which may include understanding that language signs are arbitrary, sensitivity to semantic and grammatical (ir)regularities, good negotiation skills for diversity of meanings, tolerance of ambiguity, developed creative and critical thinking skills, or metalinguistic awareness. Consequently, we may conclude that the positive implications of accepting plurilingualism override possible drawbacks such as interferences or delayed production (González-Davies, 2014).

Especially in line with the 4Cs in CLIL practices and with the new communication and social needs of our globalized world, all languages are welcome in the class if their use is justified. The question that remains is *how* to use them “in an informed and effective way.” (Corcoll and González-Davies 2016). Several possibilities open up, amongst them the implementation of Translation for Other Learning Contexts (TOLC), that is, translation used not for professional translator training, but for foreign language learning in a dynamic and interactive way, far from Grammar-Translation practices (González-Davies, 2012, 2014).

An example:

WHAT'S IN A TITLE? DEVELOPING CRITICAL AND CREATIVE THINKING.

The week before carrying out the activity, the students are asked to visit bookshops and the internet to find 3-4 challenging titles of children's books.

First, the teacher can show different challenging translations for the titles of well-known children's literature books. A class discussion follows regarding the similarities and differences between the titles.

Secondly, the students pool the titles they have found themselves in groups and translate them from and into different languages, as many as they can handle. It is crucial that they can give reasons for their translation choices since they will often have to change the words, adapt cultural references and so on. *Written Protocols* (WP), where students write down in columns a) the spotted problem, b) their different solutions, c) their final choice and d) the rationale for their final decision, are a useful scaffolding tool to guide this process (González Davies 2004: 196).

Thirdly, using their resourcing skills, the students then look for the published translations of the same titles in different languages.

Fourthly, they compare their translations with the published ones and try to justify all the choices and finally choose one using WP once more.



Finally, a class discussion ensues on translation choices and strategies.

SAMPLE TITLES:

- *Esio Trot* by Roald Dahl, trans. *Agu Trot* (Miguel Sáenz)
- *Harry Potter and the Philosopher's Stone* (UK) vs. *Harry Potter and the Sorcerer's Stone* (USA) by J. K. Rowling. (Intra-lingual translation)

The L1 and translation can be used from three perspectives: a) regarding and accepting *spontaneous* utterances as “affordances” (Van Lier 2000), i.e., opportunities to advance with speed and certainty in the learning process; b) *planning* activities that include the L1 and translation in a dynamic and interactive way to develop communication skills; and c) allowing, when necessary, the use of the students' complete language repertoire for private and intra group speech, for planning and organizing the work and their ideas, and for sharing information, on the one hand, and ensuring the use of the target language for public speech and production, on the other (González-Davies 2012, 2014).

The main aim is to scaffold the process that covers their ZPD by starting with an (informed) English Mainly context and moving gradually towards an (informed) English Only environment where IPA has a place.

All these considerations have been included in the implementation of the module “Teaching English as a Foreign Language. Theory and Practice II”, as can be seen next.

5. SYLLABUS DESIGN FOR EFFICIENT (CLIL) TEACHING: AN EXAMPLE

The chosen module forms part of the general curricula in our Teacher Training degree and has been offered for 8 years. It is taught in a naturally occurring group of students. The number of student oscillates between 15-35, depending on the academic year. Their general language level (around 85-90%) is situated at B1 and B2 according to the CEFRL (*Common European Framework of Reference for Languages*, 2001), with 5%-10% of students at an advanced level (C1 or C2), or native speakers. This results in a mixed-ability environment that requires effective teaching strategies that include good CLIL practices. Therefore, following our previous experience and research, the setting is a Collaborative Learning context that visibly includes distributed learning, a balanced approach to learning strategies, and the integration of the students' whole linguistic repertoire in the pedagogical procedures following the Integrating Plurilingual Approach (IPA). Assessment is competence-based, continuous and summative, and includes individual and team work.



5.1. *Integrating the 4Cs in the module*

The syllabus for the module is built around socio-constructivist premises to include the 4Cs Framework put forward by Coyle (2006: 15): Content, Communication, Cognition and Culture, which are transversally integrated here.

Content: the main topics in the module include a) Innovative approaches and methods in Foreign Language Learning; b) Teaching EFL through Children's Literature; c) Languages in contact: translanguaging and intercultural competence; and, d) Didactic resources.

Communication: the well-known Language Triptych (Coyle, Hood & Marsh, 2010) is integrated in the syllabus design:

Language “of” learning, which is specific and necessary to access the content.

Language “for” learning, related to interaction, notions and functions such as agreeing and disagreeing, planning, summarising and so on.

Language “through” learning, related to the unplanned language that occurs while the task is underway.

Cognition: a topic-based and top-down approach takes the students from meaning to form through communication (González-Davies, 2003). That is, rather than starting from a grammatical form (FoF), pedagogical action stems from a meaningful inquiry (e.g. Do the fairy tales that we know exist in other cultures? If so, how has Little Red Riding Hood been portrayed in other cultures? (see *Project Work*, below)), so the didactic sequences are oriented towards the production of a specific outcome. Coherently, the activities revolve around the chosen topic, thus creating the need in the learner to delve more deeply into the morphosyntactic, lexico-semantic, and pragmatic-cultural aspects of language, also allowing them to collaboratively contrast and analyse similarities and differences between the languages in their repertoire thanks to the IPA.

Culture: the chosen topics and the Integrating Plurilingual Approach make visible the development of intercultural competence.

5.2. *Critical Competences*

For space reasons, here follows a selection of the critical competences directly related to the topic in this article (the numbers of the competences have been adapted to the present format):

At the end of the module the students will...



<i>Linguistic competence</i>	<ol style="list-style-type: none"> 1. perform in the foreign language (English) from the point of view of communication and language at an upper intermediate level.
<i>Cognitive competence</i>	<ol style="list-style-type: none"> 1. recognise innovative approaches to teaching and learning a foreign language. 2. interpret innovative teaching-learning approaches critically. 3. have acquired criteria for the preparation of teaching materials for foreign language teaching and learning. 4. be able to select and develop learning materials based on children's literature and an informed use of all languages.
<i>Methodological competence</i>	<ol style="list-style-type: none"> 1. progressively develop general skills, language and communication through the integrated practice of the four skills. 2. be able to schedule a competency proposal linked to a centre of interest. 3. be able to design educational activities that promote cross-disciplinary knowledge transfer between different areas. 4. be able to use different evaluation procedures depending on the context of classroom and / or school. 5. show a receptive attitude towards mistakes and positive comprehension and / or expression, conceiving errors as part of the process, analysing and reorienting the educational action. 6. be able to design a didactic unit foreign language based on children's literature and an appropriate use of previously known languages.
<i>Individual / Social competence</i>	<ol style="list-style-type: none"> 1. convey a sense of openness, tolerance and respect for other cultures, explore their knowledge of other languages as means of communication and cultural bonding between people, and as a means of intellectual, personal and social development.

5.3. Pedagogical procedures

The syllabus design that most favours a satisfactory compliance all of these features includes *didactic sequences* accompanied by *parallel project work*, defined and illustrated below. The aims are achieved by collaboratively *planning*, *implementing* and *evaluating* both the process and the product.

Didactic sequences: a chain of inter-related activities with the same global aim and a final product. The full completion of a task usually takes up several sessions. In each of these, multimodal activities that lead along the same path towards the same end are carried out. On the way, both procedural (know *how*) and declarative (know *what*) knowledge are practised. Ideally, the tasks should be interdisciplinary, relating to other



subjects, thus emphasising a holistic view of teaching and learning (González-Davies, 2004: 236; Esteve and González Davies, 2016).

Sample. Guidelines for the teacher trainees:

Didactic Sequence: <i>Story-Telling at your Practicum School</i> (individual work)								
<ol style="list-style-type: none"> 1. Choose a book to be read with your Primary School pupils at your Practicum school. Take into account the characteristics of the group you will be working with. 2. You can prepare the story-telling using: http://www.oddcast.com/demos/tts/tts_example.php?clients 3. Prepare a children's feedback grid based on Leland et al. (2013). Share it with your classmates and modify it if necessary. Example: <table border="1" data-bbox="199 706 1110 789"> <tbody> <tr> <td>A Question</td> <td>A Drawing</td> <td>A Surprise</td> </tr> <tr> <td>A Feeling</td> <td>A New Word</td> <td>Like / Don't like</td> </tr> </tbody> </table> 			A Question	A Drawing	A Surprise	A Feeling	A New Word	Like / Don't like
A Question	A Drawing	A Surprise						
A Feeling	A New Word	Like / Don't like						
<ol style="list-style-type: none"> 4. Rehearse telling the story to your classmates. Peer analysis of your performance (with a peer evaluation scale). 5. Read the story to your pupils in school (if possible, record yourself, take pictures, ask for drawings, make copies of the children's grids... for your <i>e-portfolio</i>). 6. Include your experience in the <i>Self-Report</i> that you have to hand in at the end of the module. 								

Project work: a multicompetence assignment that enables students to work together on activities and tasks towards a tangible end product. Project work integrates the 4Cs, the language triptych and personal development. Throughout the process, students work collaboratively with the teacher and peers using all their declarative and procedural knowledge, including other languages. A project can be a macro-task that takes up the whole time allocated to the subject, or it can be a parallel development, occupying specific slots of the weekly timetable, which was our case.

Sample. Guidelines for the teacher trainees (Esteve and González-Davies, 2016):



Project Work: One Fairy Tale, Different Cultures

Activity 1. Orientation and decision-making. Form groups of 2 or 3 people and choose 2-3 versions of *Little Red Riding Hood* from different cultures. One must be in the target language (English). The other can be in any language you share in your group. You can use virtual or printed sources (remember that you must always cite sources).

Activity 2. Analysis of stories. Analyse the following points in each story and then compare the similarities and differences between them (use columns if you prefer):

- a) physical and psychological description of the main characters (3-5 characteristics for each): Little Red Riding Hood, hunter, wolf, grandmother, or others that may appear in the story, depending on the version (only crucial characters).
- b) The evolution of the protagonist:
 - Why does she leave home? Has a transgression been committed? What is it? What are the consequences?
- c) The role played by each of the previously selected characters: the villain, the hero, etc.
- d) symbolic or magical elements and actions that appear in each version (forest, flora, animals...).
- e) The end of each story.

Activity 3. Contrast to understand and translate. Compare the similarities and differences between the stories using the material that you have worked on throughout the project. Translate one of the stories into the target language (English) and then make a list of translation problems you have encountered, the various possible solutions discussed, and your justification for choosing the final solution (Written protocols).

Activity 4. Conclusions. What is the psychological and social message of each story? Which linguistic and cultural similarities and differences have you observed? Were you surprised by any aspects?

Activity 5. Put your ideas into practice! Do you think these stories and reflections can be interesting for the students of Primary Education? Why (not)? If so, design a didactic sequence that includes interlinguistic and intercultural activities based on traditional stories. If possible, implement your sequence with your school students in Primary (Practicum) and collect feedback and suggestions for improving them as well as the views of your Primary school students.

Activity 6. Final presentation. Present your work to the class selecting the most interesting points, strengths and weaknesses using a multimodal approach. Finally, hand in your work with a final reflection written by group members collaboratively in the target language (English).



7. SUMMARISING...

This contribution has presented a pedagogical experience based on a research project that set out to explore efficient teaching practices regarding collaborative learning and an informed use of plurilingualism in a CLIL context. Collaborative and distributed learning as well as an Integrating Plurilingual Approach (IPA) have proven to be efficient pedagogical approaches to advance efficient learning. Examples have been included from a naturally-occurring module that has been part of the curricula for over 8 years in a Teacher Training degree at the Faculty of Psychology, Education and Sport Sciences Blanquerna (Barcelona, Spain). Systematic observation has enabled us to fine-tune the approach so that the teacher trainees attain the required competences while they undergo CLIL training. This helps them become informed CLIL teachers themselves since they will have combined theory and practice and inferred the characteristics of a CLIL-based syllabus to finally draw conclusions from their own experience.

Further research focused on didactics (FoD) is needed regarding the blending of CLIL and an efficient inclusion of all the students' linguistic repertoire, implied in IPA, on the one hand, and the implementation of proficient collaborative distributed practices that include all learning strategies transversally across the syllabus, on the other.

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