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**Applying principles from the Companion
Volume: Self-perceived language teaching
abilities in light of new instructional
challenges.**

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ABSTRACT

This study aimed to investigate language teacher's insights on the six specific competences outlined by CEFR and LOMLOE. These competences are highly pivotal in the English class since they strengthen learners to develop a wide array of abilities as well as knowledge for successful communication in a globalized society. This research was conducted with 53 participants who are primary or secondary teachers in different Spanish schools (n=53). The primary purpose was to analyse if language teachers are prepared to implement the six competences in the English classroom. For this research, one measuring tool was employed, an online survey through Google Forms with close-ended and open-ended questions about the six competences. Findings indicate that language teachers are indeed teaching these competences in the English class; notwithstanding, these same results underline the need for focused enhancements in certain areas owing to the fact that some are employed rarely or occasionally, including assessment tools, online and oral interaction, or mediation activities.

Key words: Language teaching and learning; reception, production, interaction; mediation; plurilingualism; interculturality; teacher training.

1. INTRODUCTION

Communication skills have come to the fore as an essential area of key educational competences. Proficiency in information reception, production and interaction is imperative not only in academic or professional situations but also in civic and social contexts. These abilities can be used in an array of settings such as digital or face-to-face interactions, and can take place either in real-time (synchronous) or after a certain amount of time (asynchronous).

In light of this, communication is the primary means of sharing thoughts, facts, and emotions, making language an invaluable tool for self-expression, idea exchange, and interpersonal connections (Sreena & Ilankimaran, 2018, p. 669). Therefore, it is of utmost importance to underscore the same prominence of these language skills, providing students with ample opportunities so as to employ English for a wide array of communicative situations (Hossain, 2015, p. 2).

To prepare students as proficient speakers in our plurilingual and pluricultural society, language teachers need to be familiar with the guidelines for the six specific competences outlined in current legislation in Andalusia for primary (Orden de 30 de mayo de 2023a) and secondary education (Orden de 30 de mayo de 2023b), which in turn is based on skills mentioned in the Common European Framework Companion Volume (CoE, 2020). These are reception, production, interaction, mediation, plurilingualism and interculturalism.

This research aims to gain insights into the overall comprehension of language learning practices along with their efficiency in the English classroom. This goal is pursued by the integration of specific empirical evidence linked to the combined findings of the literature review and the gathered data pertaining to teachers' insights in the six specific competences.

With this overall aim in mind, this researcher has the following specific objectives:

- i. To identify the teachers' perceptions of their strong and weakness points when implementing each competence.
- ii. To know if language teachers create activities connected to each specific competence
- iii. To verify if language teachers implement strategies in every specific competence
- iv. To determine if language teachers make use of reliability assessment tools

The dissertation will be structured into diverse sections, each dedicated to one of the six specific competences mentioned above. Every section starts with a historical overview by paramount scholars, justifying their employment with the intention of providing students with new knowledge and content to live in modern times.

The second section has to do with diverse strategies to successfully implement these competences in English classes. Last but not least, language teachers will receive possible recommendations for creating a dynamic and engaging learning environment.

This research, then, is intended to provide useful and relevant insights in relation to the teaching and learning of these specific competences. At the same time, this project recognises within the teaching of these competences that there is a need to foster

humanistic principles such as inclusive citizenship, diversity acceptance, or the importance of students as active participants (Castellotti & Moore, 2010, p. 7).

2. LITERATURE REVIEW

Considering the growing popularity of English as a foreign language and the global migration of populations, learning another language (henceforth L2) has become widely popular (Cenoz & Gorter, 2021, p. 1). Notwithstanding, mastering a language involves more than just developing linguistic abilities, it also includes education, socialization along with the acquisition of cultural knowledge (Byram, 2008, p. 46).

In the field of education, the imperative challenge is to identify specific behaviours that foster effective teaching and learning, which are referred to in instructional techniques (Ayua, 2017, p. 5). Irrefutably, students need to be challenged intellectually through tasks, procedures, and strategies that enable them to communicate fluently in verbal and non-verbal interactions, comprehend diverse viewpoints or make informed decisions (Erdoğan, 2019, p.116).

Hence, the success of L2 learning depends greatly on motivation, since highly engaged students use diverse tools for proficiency enhancement (Atmowardoyo & Sakkir, 2021, p. 1318). In this sense, teachers' communication style significantly impacts knowledge transmission to students, shaping their education experiences and underscoring both verbal and non-verbal communication (Sutiyatno, 2018, p. 430). The latter helps students with self-expression and comprehension when interacting with others (Surkamp, 2014, p. 32).

2.1 Receptive skills

Children's desire to interact in a particular language is closely tied to how successfully they acquire their language skills. Young adults do not essentially need to be proficient in a language they understand to communicate (Galeano, 2011, p. 327).

In the light of language learning, receptive abilities offer multiple input sources, facilitating the development of productive skills or output (Magyar, et al., 2022, p. 2). In essence, the comprehension of both skill types is vital for language (Golkova & Hubackova, 2014, p. 478).

In the upcoming three subsections, this topic will be discussed taking into consideration not only their core features but also their implications within the classroom.

2.1.1 Definition and Features

Reading and listening may be described as passive abilities since L2 learners do not actively demonstrate their proficiency when employing them (Rao, 2019, p. 8). As an active mental ability, the former involves aural recognition, knowledge acquisition, auditory syntax, memorization and the connection of sound to its semantic structure (Al-Dawoody, et al., 2022, p. 2).

Given the demand for efficiently extracting accurate information and details that students may struggle to manage, listening activities can prove an impediment, especially for those at lower skill levels. What is more, the reading process in a foreign language may be considered a challenging task too since it involves basic and advanced levels of comprehension (Avello & Muñoz, 2023, p. 2).

In contrast, the primary distinction between these two abilities lies in the support available to the students. When reading, students have the luxury of referencing the page for clarification, unlike while listening, they are obliged to interpret language in real-time without the possibility of reviewing (Holmes, 2019). Consequently, a good mastery of these skills is imperative to comprehend and interpret spoken and written language. By employing a wide variety of techniques, students can enhance listening and reading enabling them to become engaged and proficient in the language.

2.1.2 Strategies and methods for effective teaching of receptive skills

When it comes to acquiring listening skills, top-down and bottom-up strategies prove to be extremely useful. The first one is employed when deciding on the meaning based on context along with prior information. In contrast, the bottom-up strategy focuses on linguistic knowledge with the intention of comprehending the whole text. (Tyagi, 2013; Marlina, 2018, p. 6).

In the context of reading techniques, they can be defined as a set of “teachable, dynamic thoughts and behaviors” employed by students voluntarily in certain situations

(Oxford, 2017, p. 272). These include activating previous knowledge or making predictions, visualizing the text, or asking questions for clarification (Shanahan et al., 2010, p. 11). Nevertheless, two commonly acknowledged and used reading strategies are skimming and scanning. The former involves rapid reading to obtain the general meaning, whilst the latter is employed to discover specific details to quickly gather information (Dewi, 2022, p. 73).

Students can draw on multiple strategies simultaneously, for instance, cognitive processes to supervise their activities or get new knowledge and abilities. What is more, they can take control of their learning by employing metacognitive strategies by means of planning, controlling, assessing, and altering that process (Wah, 2019, p. 885).

Lastly, the socio-affective technique nurtures emotional regulation and motivation in language learning, fostering collaborative relationships between teachers and students to address listening challenges. What is more, this can be implemented when seeking clarification, problem-solving, or engaging in positive self-talk for task completion (Hanifah, 2020, p. 176).

2.1.3 Recommendations for language teachers to implement receptive skills in the classroom

In comparison to previous years, there has been an increasing awareness of the imperative role played by the art of listening in English language education. This recognition is reflected in the inclusion of listening assessment in diverse educational institutions such as schools or universities. This underlines the idea that language instructors may not give priority to the teaching of this ability unless it is formally assessed (Richards, 2008, p. 1).

As a matter of fact, it is a paramount ability that, pursuant to Mundhe (2015), teachers frequently overlook in the English classroom given that they often consider listening to be developed naturally by themselves, or that reading is a passive activity. Notwithstanding, the reality is that both are interactive processes whereby the listener or reader connects with the text (pp. 2-4).

In this sense, the integration of real-world passages and top-quality ESL textbooks, in line with Hossain (2015, p. 8) and Holmes (2019), is extremely pivotal

and provides a basic scaffold for enhancing receptive skills. This strategy can be combined with jigsaw activities where students cooperate to accomplish a common goal, make a collaborative effort, and develop social skills (Gordon, 2023; Johnson & Johnson, 2014, p. 845).

Grow and LeBlanc (2013) suggested a valuable set of recommendations for teachers to enhance receptive skills such as pre-planning assignments or using prompt and reinforcement strategies to ensure student attention (pp. 57-69). Aside from these suggestions, modern language teachers should possess a variety of qualities, including ICT competences, spiritual maturity or social-psychological knowledge to connect with students and guide them toward their goals (Jabbarov, 2020, p. 34).

Another paramount suggestion, pursuant to CEFR (2020), is the employment of audio-visual strategies, as they involve students in the reception and processing of visual and verbal cues to acquire input. Furthermore, Mathew and Alidmat (2013) claim that this technique not only develops critical thinking but also contributes to an enriched learning environment (p.91).

Nevertheless, it is imperative to note that while EFL learning requires exposure to input through listening and reading, it alone is not sufficient for ensuring and attaining proficiency (Wah, 2019, p. 883). As Krashen (1985) stated, language is best acquired through comprehensible input, enabling students time to assimilate information without being under pressure to generate output (p. 2).

2.2 Productive skills

As previously indicated, the use of receptive abilities does not necessarily require active production from students. After acquiring knowledge, students can gradually begin to produce their own discussions, speeches, and other speaking outcomes. In terms of productive or active skills, more energy is required to generate any output (Golkova & Hubackova, 2014, p. 478).

The following sections will explore the most relevant characteristics of speaking and writing taking into account what they can be applied in the English classroom properly.

2.2.1 Definition and Features

The development of productive skills is highly dependent on the acquisition of receptive abilities given that students can acquire a wide range of vocabulary that is useful when producing (Majeed & Ilankumaran, 2022, p. 78). Furthermore, both productive abilities are cognitive as well as functional, nonetheless, they differ slightly (Bachiri & Oifaa, 2020, p. 36).

Writing involves the utilization of grammatical structures, rhetorical devices, and discourse patterns together with lexicon so as to convey ideas coherently focusing on spelling, layout, punctuation and handwriting (Hedge, 2000, Harmer, 2015, pp. 324-325). Thus, it is a challenge for students to successfully convey their ideas clearly in a particular situation (Sauro & Chapelle, 2017, p. 460).

Regarding speaking, Cregan (2019) defines it as a sophisticated process, which involves the exchange of information (p. 1) integrating several components such as vocabulary, grammar, intonation, pronunciation, orthography or discourse techniques (Brown, 2007, p. 231). Additionally, a multitude of engagements are needed in order to achieve this ability, including physical, cognitive, and socio-cultural elements (Burns, 2019, p. 2).

These skills are an essential way of convincing and persuading others with the use of verbal and non-verbal communication (Hossain, 2015, p. 8; Lemmon, 2023). To attain that, it is paramount that students acquire and develop fluency and accuracy when interacting with native or knowledgeable speakers of the language (Motalebza et al., 2018, p. 266).

2.2.2 Strategies and methods for effective teaching of productive skills

When designing and planning tasks and lessons for English-speaking classrooms, it is highly pivotal to take into account the student's preferences and needs (Huang & Hu, 2016, p. 97). Teachers are responsible for generating interest and promoting active involvement in language learning by advancing solving setbacks, critical thinking or digital tools (Kim, et al., 2019, p. 2).

Additionally, dramatization, through theatre games, storytelling, mime, or role-plays, promotes communicative skills, engagement and an anxiety-reducing learning

atmosphere (Schenker, 2020, pp. 1-2). In this vein, students assume a specific role, write dialogues and perform orally, contributing to their language development (Bobojonova, 2020, pp. 431-432).

Clustering, a brainstorming strategy, is another impressive technique that enables students to generate ideas prior to writing (Adriati, 2013, p. 40). Similarly, the planning stage, as indicated by the CEFR (2020), plays a vital role in preparing drafts and engaging in thoughtful writing (p. 69).

Group work and cooperative games are other useful techniques given that they create a safe and pleasant learning atmosphere, nurturing active learner engagement (Galton, 2003). Likewise, surveys foster cooperative information gathering whilst practising speaking and writing at the same time (Hussain, 2017, p. 17).

In the field of speaking, another potentially effective activity to enhance this ability may come through self-assessment. The employment of this technique is vital, as it allows teachers to know what they have learned and what needs to be enhanced. Likewise, students can know their strong points or areas of improvement when producing (Ratnasari, 2020, p. 24).

2.2.3 Recommendations for language teachers to implement productive skills in the classroom

The vast majority of learners attempt to apply these two productive skills without success, given that they need the help of their teachers, who employ a variety of strategies such as providing feedback (Bougherara, 2016, p. 1). This can be considered a vital part of language education since it can create an optimal environment for the development of these abilities (Mundhe, 2015, pp. 5-6). Feedback can take diverse forms, from teachers, peers and self-feedback in face-to-face interactions. What is more, a multitude of digital tools offer instant feedback to students (Wong & Yang, 2017, pp. 291-292).

Despite the availability of creative and engaging methods for mastering active skills in the Internet age, only a handful of them are acknowledged by learners and not by teachers (Golkova & Hubackova, 2014, p. 480). The lack of proper ICT training for both teachers and students is one of the biggest barriers to implementing digital tools in education (Bachiri & Oifaa, 2020, p. 41). Overcoming this challenge requires

considering the limitations and features of these resources to create an enriching and engaging learning experience (Payne, 2020, p. 5).

In essence, teachers need to be familiar with a wide range of digital tools and utilize them strategically in problem-based contexts, advancing their professional development (UNESCO, 2011, p. 28). Diverse apps simplify the process of reorganizing words, identify spelling or grammatical errors and propose advancements (Wallace, et al., 2004).

In light of all the aforementioned, the goal is to motivate students whilst ensuring accuracy, form, and opportunities for planning and developing productive language (Duibhir & Harris, 2011, p. 18). Meaningful oral and written interactions should be prioritized as a primary factor in language learning, advocating authentic communication and engagement

2.3 Interaction

The aim of English language acquisition is to provide learners with the chance to acquire skills along with knowledge that will be useful in everyday situations. It is the capacity to interact and communicate in English on a daily basis (Daar, 2020, p. 312). The production of output has to do with expressing oneself, whilst interaction requires the collaborative building of speech with the purpose of attaining a common comprehension (Piccardo, et al., 2019, p. 20).

The following subsections will discuss these interactive dimensions of communication in L2 focusing our attention on the primary features and classroom implications.

2.3.1 Definition and features

The act of interaction involves both receptive and productive strategies along with the collaborative construction of discourse (CoE, 2001, p. 84). Language acquisition assumes a pivotal role given that it provides students with the chance to put into practice and enhance their language abilities, get significant input and feedback, or make meaningful modifications to their own linguistic output (Loewen, 2018, p. 117, Gass, 2013).

In this case, it is paramount to give learners the opportunities to interact using real situations with the intention of exchanging knowledge (Toro et al., 2019, p. 111). This process effectively links input, student internal abilities, including selective attention, and output in a successful manner (Long, 1996, pp. 451-452). Furthermore, it advances the development of implicit and procedural knowledge, promoting the exchange as well as the negotiation of meaning. (Loewen, 2015, as cited in Lessard-Clouston, 2018, p. 20)

In terms of CEFR (2020), interactions can take place orally, in writing and online. In oral interaction, spoken and face-to-face communication are involved by means of diverse tasks such as discussions or knowledge exchange (p. 71). On the other hand, writing involves diverse written texts such as the production of a message, a note or an email (p. 81). Finally, online interaction is often mediated by digital tools, making it less effective than face-to-face (p. 84).

In language learning, a variety of interaction techniques are indispensable for cooperative learning and real-life interactions (CEFR, 2020, p. 70). Consequently, a successful learning environment is built on relevant knowledge organized around explicit educational techniques aimed at accomplishing specific goals (Mehlenbacher, et al., 2000, pp. 169-170).

2.3.2 Strategies and methods for effective teaching of interaction

For learning to take place in the classroom, student engagement and participation should be prioritized. This involves the implementation of specific strategies aimed at fostering joint attention throughout classroom interactions (Gardner, 2019, p.215). The kind of technique makes reference to the way in which a teacher consciously engages with students, considering factors such as duration, input, or intervention (Pham, 2022, p. 2).

CEFR (2020) underlines the skills of turntaking and asking for clarifications, ensuring that everyone has a chance to speak encouraging active participation and communicative skills (pp. 88-89). It can be integrated with the use of task-based learning that highlights the use of authentic resources and linguistic skills to explore language through learning activities (Nunan, 2004, pp. 13-14). In this vein, negotiating

meaning is at the heart of interaction activities given that it upholds active learner participation (Al-Zahrani & Al-Bargi, 2017, p. 138).

Implementing cooperative learning is another strategy, nurturing favourable interactions and enhancing learning outcomes (Moreira, 2020, p. 7). This approach has the potential to maximize classroom interactions, enabling students to engage collaboratively (Galegane, 2018, p. 1597). Collaborative projects offer an impressive opportunity to interact verbally by planning or decision-making whilst practising real-world situations through teamwork to overcome possible setbacks (Ellis, 2003; Ozverir et al., 2017, p. 263).

Through a combination of these interaction strategies, teachers are able to develop a dynamic learning environment that assists students in accomplishing their language learning goals through verbal and non-verbal communication.

2.3.3 Recommendations for language teachers to implement interaction in the classroom

Classroom interaction involves verbal and non-verbal communication, thus, teachers ought to incorporate both to advance student engagement and learning (Rohmah, 2017, p. 193). The employment of non-verbal or paralinguistic communication takes special emphasis so as to develop language proficiency and language use such as facial expressions or gestures (Goullier, et al., 2019, p. 13)

In essence, the use of non-linguistic communication in the class has a direct repercussion on their cognitive development as well as communication abilities, boosting their interest and engagement when completing the task (Pimentel-Velázquez & Pavón, 2020, p. 327).

To accomplish active engagement, cooperative strategies including jigsaw tasks, collaborative writing or think-pair-share are recommended (Johnson and Johnson, 2008, p. 29). They nurture a rich atmosphere where pupils enhance their communication along with problem-solving skills whilst learning a language (Ramos & Pavón, 2015, p. 140). The use of scaffold language can help teachers in guiding their pupils when doing interactions (Vygotsky, 1978)

What is more, the degree of interaction is imperative, requiring teachers to design discussions that encourage acquisition-rich exchanges where children focus on the topic and help one another (Ellis, 2005, p. 41). Combined with the incorporation of digital tools can be advantageous in teaching L2 through methods that enable to interact in real-time using chat apps (Martyushe, et al., 2021, pp. 9-10). Moreover, to keep students engaged, digital resources, including videos, game-based learning materials or pedagogical movies may be employed (Haleem, et al., 2022, p. 280).

The use of the aforementioned tips not only enhances language proficiency but also upholds communicative skills preparing students for real-life interactions. It emphasizes the vital role of interaction as a way of mediation enabling children to effectively comprehend as well as negotiate meaning (Lantolf, 2000, p. 85).

2.4 Mediation

In the CEFR's initial versions from 1996, mediation skill was incorporated as the fourth form of communication in which reception, production along with interaction are typically involved. Mediation also introduces the creation of new meaning through fresh insight and innovative ideas. In mediation, nevertheless, language is more than just a medium of exchange that serves as a gateway for accessing not only the other but also the novel, along with the unexplored, even though it aids others in doing so (Piccardo, et al., 2019, pp. 20-21).

2.4.1 Definition and features

Mediation skills integrate language skills and interaction, making it a more sophisticated and multifaceted process with cognitive and interpersonal challenges (North, 2016, pp. 3-5). Mediation, then, can be defined as a voluntary conflict resolution process, where people help resolve differences and negotiate mutually acceptable agreements (Moore, 2014, p. 1).

This process contributes to the development and transmission of meaning whilst bridging gaps in communication by means of the employment of multiple languages or modes of expression (Seed, 2022, p.4). Comprehending the three categories in which

mediation can be classified is paramount for effective implementation. They include (North & Piccardo, 2016):

- Mediating a text entails transmitting information to those who cannot access the original material owing to “linguistic, cultural, semantic or technical barriers” (p. 25)
- Mediating concepts involve controlling interaction and cooperative meaning-making (p. 26)
- Mediating communication makes reference to supporting participants' comprehension, negotiation, and conflict resolution (p. 27)

Irrespective of these three categories, North and Piccardo (2016) state that it is a multifaceted competence that can be divided into four kinds: linguistic, cultural, social and pedagogic mediation. Within linguistic mediation, both interlinguistic and intralinguistic dimensions come into play. In the former, texts are interpreted and translated taking into consideration the register, whilst in the latter texts are summarized in either the same or a distinct language (p. 9).

In contrast, cultural mediation is the transmission of messages using linguistic aspects and nuanced components of culture (p.9). Thirdly, social mediation makes reference to the act of bridging communication gaps between people who may not be able to comprehend one another (p. 10). Finally, pedagogical mediation is connected to cooperative and collaborative work with the purpose of mediating knowledge and critical thinking skills (p.11).

2.4.2 Strategies and methods for effective teaching of mediation

As previously mentioned, in the field of foreign language acquisition, mediation may be regarded as a social activity designed to foster communication between people who struggle to comprehend one another's languages (Gerwers et al., 2020, p. 160). Hence, pursuant to CEFR (2020), it is a process that attempts to make meaning clear and promote successful comprehension (p. 117).

What is more, as stated by Neagu (2007), it involves a plethora of tools and materials that are used to handle data or information and create a similar context throughout the communication process. In this vein, the goal for students is to progress

from merely copying and choosing text segments with the purpose of not only creating presentations combining multiple sources but also summarizing more complicated discourses (p. 352).

To attain that goal, several techniques can be employed according to CEFR (2020), such as the explanation of new concepts through connections to prior insights or the simplification of texts by means of text streamlining among others (pp. 118-121). What is more, when students play the role of a mediator, the employment of non-linguistic communication is vital (the proper body language, gestures or visual contact), along with more abilities such as careful listening or free focused attention when interpreting messages (Whatling, 2012, p. 20).

Aside from that, there are more advantageous techniques to ensure proper mediation. These include employing cognitive abilities so as to analyse and gather relevant information (ECML, n.d.), providing scaffolding support to comprehend the original text (North and Piccardo, 2017, p. 6), and advocating an open mind and a sense of curiosity in mediators to comprehend any conflict (Land & Taylor, 2012, p. 83).

Language teachers can make use of these strategies with the aim of nurturing their pupils into skilled mediators and enhancing their communicative skills developing a deeper comprehension of the language.

2.4.3 Recommendations for language teachers to implement mediation in the classroom

Some language learners may display a natural aptitude for mediation, while others will require additional support to partake in mediation activities in English. This kind of task does not aim to give students the chance to share their thoughts, but rather to play the role of an intermediary between participants whose languages are different and who cannot comprehend one another (Neagu, 2007, p. 351)

Taking into consideration the previous idea, peer support is an indispensable component of mediation which enables language teachers to boost the student's language proficiency, cultural comprehension, and communication abilities through implementing mediation tasks into language teaching (Goodier, n.d., p. 2).

To enhance mediation skills in students, language teachers can also incorporate several fruitful recommendations proposed by some scholars. Goodier (n.d.) advocates for an approach where specific roles as well as distributing leadership possibilities are assigned, allowing pupils to elaborate information gaps (p. 3).

Levy (2009) suggests the utilization of digital tools and resources (e.g., online dictionaries, translation apps or language learning platforms to name but a few) to enable the exchange of knowledge and concepts among students (p. 771). This approach can be combined with providing students with feedback to analyse mediation errors and overcome complications (Grabe & Zhang, 2013, p. 20).

Through the employment of the previously mentioned recommendations, children will have the opportunity to grow in knowledge and experience, enabling them to help their peers in reaching the full developmental potential or enhancing problem-solving abilities (Shamir et al.; 2008, pp. 387-388). What is more, the idea of mediation has the potential to change how teachers approach their work on a daily basis by helping them to think more thoroughly about what it means to be plurilingual (Piccardo, 2022, p. 16).

In a nutshell, the tactical method of mediation highlights the importance of active participation with the intention of enhancing cultural together with linguistic insights (North, et al., 2022, p. 34). This approach promotes plurilingualism, which opens doors for travel and employment in Europe, while also being crucial for ensuring social inclusion, regardless of language proficiency (CoE, 2007, p. 9).

2.5 Plurilingualism and reflection on the language

CEFR introduced mediation together with plurilingualism to language instruction simultaneously. It is worth noting that the crosslinguistic interpretation of mediation has gotten the greatest attention. Notwithstanding, plurilingualism is not always present in mediation given that it demands learners to be mindful of language as well as acknowledge the parallels and distinctions among languages (Piccardo, et al., 2019, p. 25).

Essentially, language proficiency is the basis of this competence along with a willingness to engage in communication, the ability to comprehend multiple languages and cultures, the acceptance and appreciation of cultural and linguistic diversity,

together with the capability to apply these skills across several language-related contexts. In the context of today's globalized world, adopting a plurilingual approach in foreign language education is imperative to satisfy the needs of our interconnected society (Romanenko, et al., 2020, p. 74).

2.5.1 Definition and features

Plurilingualism, as outlined by the CEFR (2001), requires individuals with abilities in one language or more. Plurilingual people are able to mix their overall abilities into a single interconnected repertoire (pp. 133-134). Those who are plurilingual have the capability to employ multiple languages connected to the context, enabling them to alternate languages without losing the intended message (Yüce, 2019, p. 96).

Hence, plurilingual competence makes reference to the ability to deploy an extensive array of tools focused on language and culture with the purpose of fulfilling communication requirements or engaging with individuals from diverse backgrounds and environments. This process not only involves enriching this repertoire but also involves drawing from resources acquired in all known or learned languages, along with cultures are involved (North, et al., 2022, p. 34)

In addition, this competence aims to capture the dynamic and holistic nature of students' language repertoires, which are shaped by several sociocultural and linguistic experiences in diverse contexts such as family, school or job (Piccardo, 2021, p. 2; Vallejo & Dooly, 2020, pp. 3-4). Thus, this competence examines the connections between languages in a person's complete language skills, nurturing their strengths rather than weaknesses (Piccardo, et al., 2019, p. 18).

In essence, as explained by Coste, et al., (2009), it is the capacity to make use of languages for communication purposes while partaking in cross-cultural engagement (p. 11), making it a resource for communication, which individuals utilize in accordance with their needs (CoE, 2007, p 39). That means, pursuant to Piribauer et al., (2015), participants with different languages and cultures interact in a specific situation and exchange information (p. 5), thanks to plurilingualism's dynamic communication style (Canagarajah, 2009, p. 13).

2.5.2 Strategies and methods for effective teaching of plurilingualism

The recognition and appreciation of the tremendous benefits of plurilingualism in the classroom have been lacking, making it challenging for them to implement tangible objectives (Wichser-Krajcik, 2021, p. 12). Either way, to address this process, several techniques and methods have been suggested, like developing procedural awareness, meaning negotiation or problem-solving (Pinho & Andrade, 2009, p. 315).

Irrespective of these, there are more essential techniques to put plurilingualism into practice. Notably, the integration of CLIL in English classes, as stated by Marsh and Frigols (2012), is a pedagogical approach that underscores teaching both languages together with content in a second language (p. 1). What is more, it also implies the integration of the 4Cs framework, communication, cognition, context along with culture, in the lessons (Darn, 2006).

Translanguaging is an approach that fluidly switches between languages, drawing on the whole linguistic repertoire to improve communication (Garcia & Wei, 2014, p. 170). This promotes the simultaneous employment of multiple languages, building on the foundation of multilingual people and cultures, reflecting real-world interactions (Cenoz & Gorter, 2021, p. 2, Cenoz, 2017).

The activation of higher-order-thinking skills is another strategy since students can solve real-world shortcomings connected to diverse linguistic, cultural and real resources (Arvanitis, 2017). Scaffolding plays an imperative role in that process, enabling learners to identify and utilize their current literacies and linguistic abilities (Cross, et al., 2022, p. 346). It requires the connection between languages and cultures through linguistic materials to enhance communication (Cenoz & Gorter, 2015).

The use of these diverse techniques enriches language learning experiences and allows children to develop their linguistic abilities while enhancing their academic performance.

2.5.3 Recommendations for language teachers to implement plurilingualism in the classroom

Plurilingual competence can acknowledge the variety of children's linguistic experiences and abilities while enhancing linguistic knowledge (La Morgia, 2020). To

implement this competence successfully in the classroom, a set of outstanding tips may be used.

One wise suggestion is that teachers may create engaging translanguaging or code-switching resources and tasks to help students gain a deeper comprehension of multiple communication situations (Cenoz & Gorter, 2013, p. 597). This advocates self-confidence together with independence, alongside a sense of curiosity and respect for different cultures as well as languages (Boeckmann, 2012, p. 269).

Promoting enthusiasm and involvement is another valuable aspect of plurilingual education. Choi and Ollerhead (2018), advance for connecting language learning along with real-life contexts, enabling students to integrate their prior knowledge with new experiences and nurturing their self-confidence (p. 5). This can be combined with the usage of pluriliteracies like visual aids or digital tools when doing daily activities to put into practice plurilingualism (Galante et al., 2020, pp. 16-17).

The incorporation of these suggestions in plurilingual education benefits both teachers and students by acquiring new insights about languages and cultures. Teacher excellence is a combination of showing students how all cultures are interconnected, pique their curiosity about the other, and help them become more aware of themselves and their cultures as perceived by others (Byram, et al., 2002, p. 10). In essence, It promotes a learning atmosphere where students of different languages, ethnic, social, and cultural origins feel included and respected (Galante, et al., 2022, p. 7).

2.6 Interculturality

Plurilingualism and interculturality are not new phenomena given that they have been a component of numerous civilizations and traditions, from ancient and perhaps, prehistoric periods to the present (North, et al., 2022, p. 34). This concept of plurilingualism, as stated by Byram (2021), has to do with the usage of intercultural communication competence (ICC), which is considered as the comprehension and appreciation of other cultural viewpoints and norms.

In the upcoming subsections, this competence will be discussed, exploring its core elements, its practical implications in educational contexts together with diverse suggestions for language teachers.

2.6.1 Definition and features

The underlying principle of this competence, as outlined by CEFR (2020), is that the student becomes a social agent through broadening their knowledge of language and culture to actively engage in both academic and social situations (p. 123), influencing their thoughts, identities or emotions (Gutiérrez-Santiuste & Ritacco-Real, 2023). What is more, ICC creates emotional and psychological connections with other cultures, acts as a mediator between diverse social classes, and challenges the presumptions of one's own cultural group (Beacco et al., 2016, pp. 20-21).

In this sense, pluricultural people are proficient in multiple cultures, albeit at different levels. They are able to communicate and move around in numerous societies since they are familiar with their traditions and nuances (Yüce, 2019, p. 96). These aspects underscore the use of a communicative environment where the participants draw on their skills to interact successfully, and a collection of communication techniques used throughout such interactions (Bernaus, et al., 2007, p. 12).

2.6.2 Strategies and methods for effective teaching of interculturality

To successfully teach interculturality, the teacher must actively integrate cultural aspects into language instruction (Bagui & Zohra Adder, 2020, p. 92). In this vein, the traditional instruction style hinders cross-cultural communication and fails to spark students' interest in learning intercultural aspects (Wei, 2021, p. 3).

This way of teaching can cause a lack of cross-cultural interactions, lead to knowledge gaps, make improper judgments or jokes together with navigating cultural differences. To effectively handle this shortcoming, the incorporation of real materials like English newspapers or periodicals in lessons may drastically enhance intercultural competence (Wei, 2021, p. 3).

Instituto Cervantes (1997-2022, as cited by Jódar & de los Ángeles, 2023, p. 12) gives a strong emphasis on the utilization of two approaches: social skills that promotes non-linguistic communication in intercultural situations, as well as the holistic approach that makes reference to how cultural differences enhance productivity and empathy. This can be combined with the use of the European Language Portfolio given that it supports meaningful intercultural and linguistic attainments (Byram, 2003, p.12).

Another strategy is the employment of drama through questioning and role-playing. They allow students to analyse their interpretations and make educated decisions. They can collectively explore the real world from various angles, using both verbal and non-verbal communication to compensate for their linguistic limitations. (Bräuer, 2002, pp. 58-61).

Lastly, integrating audio-visual translation is extremely important as it promotes pluricultural along with plurilingual competence. In an array of teaching environments, it is considered a pivotal technique in the preparation of language teachers (Noriega-Sanchez, et al., 2021, p. 14). Teachers are free to incorporate intercultural and global perspectives in their teaching provided that they follow the guidelines established by the curriculum designers like goals, methodology or resources among others (Victoria & Sangiamchit, 2021, p. 138).

2.6.3 Recommendations for language teachers to implement interculturality in the classroom

In recent years, the growing recognition of diverse cultures around the world has increased the significance of this competence. Familiarity with ICC and a broader understanding of other cultures is vital to have pluricultural interactions and become more open and tolerant towards others (Ilie, 2019, p. 264). In this sense, intercultural education upholds the development of cultural insights, and abilities for living in our multicultural world through essential values between people from diverse social classes, ethnic backgrounds, religions or cultures (UNESCO, 2007, p. 37).

This kind of education is crucial owing to the prevalence of strong prejudices and intolerance towards other cultures and ethnic groups in many societies (Chlopek, 2008, p. 4). It enables students to nurture a deeper understanding of their own and others' cultures, leading to successful communication and cultural harmony among students (Lázár, et al., 2007, pp. 21-22).

As part of the process of acquiring this competence in students, it is pivotal to document and reflect on their local experiences. Such a strategy makes it possible to comprehend the pupils' learning progress better and offers insightful information on their development and advancement in this field (Lenz & Berthele, 2010, p. 28).

The use of ICT and virtual exchange programs such as e-twinning or Erasmus+ provide students genuine chances to exchange cultures, interact with peers from diverse countries, and learn interculturally. Such initiatives help them to develop skills, including conflict resolution, critical thinking, decision-making, and action-taking, vital for living in a globalized world (Victoria & Sangiamchit, 2021, p. 138).

By means of these noteworthy suggestions, students can develop cultural and interpersonal awareness to comprehend how culture affects people's behaviours, norms and styles of communication (Lustig & Koester, 2006, p. 55).

3. METHODOLOGY

This research is carried out by means of both quantitative as well as qualitative research to give a holistic comprehension of language teaching practices. The research questions made for this study are shown in:

Q1: What knowledge do teachers have about the six specific competences?

Q2: How do language teachers implement the competences in the English classroom?

Q3: What types of tasks do teachers employ to help students develop each competence?

Q4: What techniques do teachers use to enhance the acquisition of each competence?

Q5: How do teachers assess each competence?

Q6: What areas of proficiency and shortcomings can be identified among teachers when putting each competence into practice?

3.1 Participants

The research involves a sample of 53 participants (83,1% are women and 16,9% are men) who are currently employed as primary or high school teachers from diverse regions across Spain. The questionnaire was distributed by means of diverse WhatsApp groups, ensuring a broad spectrum of educational backgrounds, school types and geographical areas.

The key demographic information of the participants is shown in Table 1.

	N	Mean
Age	53	37.057
Valid N (listwise)	53	

Table 1. Population descriptive statistics

Participants in this study were drawn from diverse kinds of schools like public, semi-private and private. The distribution of participants among these school types is detailed in the table 2:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public	32	60.4	60.4	60.4
	Semi-private	13	24.5	24.5	84.9
	Private	8	15.1	15.1	100.0
	Total	53	100.0	100.0	

Table 2. School type

The involvement of teachers from an array of schools and geographical areas enhances the quality and depth of the data gathered. It provides a broader perspective of how the six specific competences are being applied in Spanish schools.

3.2 Instruments

The survey was conducted through an online platform to facilitate possible participation from a variety of educational contexts, enabling participants to complete the web-based questionnaire anywhere and at any time. Additionally, a plethora of online survey platforms come equipped with integrated analytic resources that enable quick data processing (Evans & Mathur, 2018).

The principal tool used for data collection is an online questionnaire created in Google Forms and was validated by three university professors, specialists in teaching and learning foreign languages in primary and high school education.

This platform was chosen given that it is openly accessible on the Internet for anybody with the purpose of using and creating online surveys. The fact that Google

Forms can be accessed from any location at any time makes it an attractive software for conducting web-based surveys in research (Vasantha & Harinarayana, 2016)

The online survey consists of a combination of 5-point Likert-type items for closed-ended questions together with open-ended inquiries with the purpose of making sure that the topic was thoroughly analysed and explored.

This based-web survey is based on 9 distinct sections so as to cover diverse elements of language teaching practice:

1. The informed consent of the study.
2. Personal information such as age, gender, educational background, teaching experience and so forth.
3. Receptive skills (listening and reading). This part has a total number of seven inquiries, five closed-ended as well as two open-ended questions.
4. Productive skills (speaking and writing). This section has six questions, four closed-ended and two open-ended questions.
5. Interaction: this part has five closed-ended questions and two open-ended ones.
6. Mediation: it has the same set of questions as the previous part.
7. Plurilingualism: it contains seven inquiries with five closed-ended and two open-ended.
8. Interculturalism: it has six questions, four are close-ended and two open-ended.
9. Questionnaire appreciation

3.3 Data collection procedure

The study utilized an online questionnaire to collect information about the knowledge of teachers regarding the six specific competences and it can be found in the Appendix I. This study was made possible by means of transferring the data obtained from the Google Forms survey into IBM SPSS 29, a statistical analysis software with the purpose of gathering both quantitative and qualitative data.

Quantitative data was gathered through closed-ended questions connected to activities, strategies or assessment employed by language teachers for each specific

competence. It enables teachers to identify if they were successfully implementing the specific competences in the classroom.

Simultaneously, the same questionnaire provided qualitative data by means of open-ended questions, which allowed content analysis to obtain insights into teachers' perceptions of their strengths and weaknesses when applying the six competences.

4. RESULTS

The combined integration of quantitative and qualitative data enables researchers to broaden their inquiry through an in-depth and thorough analysis (Dawadi, et al., 2021, p. 27). For this reason, this study has employed a mixed method with the intention of exploring how language teachers are prepared to incorporate the competences into English teaching.

In this section, two topics are going to be discussed, the internal Consistency in quantitative data and the detailed analysis of the outcomes gathered from the online survey focusing on the six specific competences outlined in the CEFR (2020).

4.1 Internal Consistency in quantitative data

An imperative phase was the analysis of Cronbach Alpha of each section to assess their reliability. The results obtained were distributed into two different tables in the first one all the sections were taken into consideration, nonetheless, the second one shows the reliability of each individual section.

SECTION	CRONBACH ALPHA	Nº ITEMS
All the sections	.751	31

Table 3. Reliability statistics: Cronbach Alpha of all the sections

SECTION	CRONBACH ALPHA	Nº ITEMS
Reception	.707	5
Production	.818	4

Interaction	.753	5
Mediation	.902	5
Plurilingualism	.889	7
Interculturality	.858	4

Table 4. Reliability statistics: Cronbach Alpha of each section

These Cronbach Alpha coefficients give us a reasonable level of confidence as to the internal consistency of the questions.

4.2 Quantitative and qualitative data analysis

The outcomes of the quantitative data analysis have been meticulously checked and examined by means of SPSS software, version 26. The data was organized into individual tables, each dedicated to a specific competence.

Last but not least, two open-ended questions have been included at the end of each section connected to the specific competences. Their purpose is to help teachers identify both the strong points and areas of improvement when implementing them in the English classroom.

First and foremost, the outcomes obtained for receptive abilities are shown in table 5:

	N	Minimum	Maximum	Mean	Std. Deviation
Frequency listening activities	53	1	5	3.79	1.026
Frequency reading activities	53	1	5	3.79	.927
Frequency audio-visual activities	53	2	5	3.89	.934
Frequency comprehension strategies	52	1	5	3.71	.936
Teacher use of assessment instruments receptive skills	53	2	5	4.26	.711
Valid N (listwise)	52				

Table 5. Descriptive statistics of receptive skills

The previous table illustrates that language teachers are actively implementing receptive skills in the English class. Notably, the data underscores a higher frequency of audio-visual activities compared to listening or reading tasks. It suggests that the worth of multimedia in enhancing comprehension is becoming more widely acknowledged.

Regardless of that, due to the fact that the mean is 4.26 and the standard deviation is 0.71, the use of assessment tools for this competence indicates considerable emphasis is placed on monitoring the progress of learners in receptive abilities.

Once the quantitative data has been analysed, it is imperative to identify the answers of the participants linked to how to improve the implementation of reading along with listening with the intention of determining their strong points.

OPEN-ENDING QUESTIONS ABOUT RECEPTIVE SKILLS

Strong Points	The use of an array of diverse activities and resources to catch the attention and interest of students such as gamification, visual aids, cultural tasks, dramatization, ICT or games.
	The employment of different assessment tools like checklists, rubrics or direct observation.
	Motivation and perseverance
Areas of Improvements	The incorporation of authentic materials
	Time to create more engaging and innovative activities
	More focus on students who require specific educational attention
	The utilization of diverse assessment tools such as self-assessment
	Planification of the lessons
	Phonetics and the use of different linguistic registers

Table 6. Qualitative data of receptive skills

The next table is based on speaking and writing and clearly demonstrates a noteworthy emphasis on productive assessment practice given that the minimum is 3

and the mean score is 4.04. It might imply that language teachers are aware of the value of assessing output in the English classroom.

	N	Minimum	Maximum	Mean	Std. Deviation
Oral production	53	2	5	3.75	.939
Written production	53	1	5	3.77	.954
Production strategies	52	1	5	3.62	.932
Teacher use of production assessment	53	3	5	4.04	.706
Valid N (listwise)	52				

Table 7. Descriptive statistics of productive skills

Within open-ended questions, participants underscored several strong and weak points (Table 8).

OPEN-ENDING QUESTIONS ABOUT PRODUCTIVE SKILLS

Strong Points	The use of an array of diverse activities and resources to catch the attention and interest of students such as gamification, presentations, visual aids, cultural tasks, dramatization, ICT, games or projects.
	The employment of different assessment tools like checklists, rubrics or self-assessment or observation techniques.
	Incorporation of current topics when speaking and writing
	Motivation, creativity and perseverance
	Diverse strategies such as cooperative work or the use of drafts
Areas of Improvements	Implementing more opportunities for oral presentations
	Time to correct all writing assignments considering the volume of students in the class
	Enhancing the planning and organisation of activities
	Planification of the teams or groups when speaking

	Addressing time management in writing tasks
	Using reliable assessment tools when speaking
	Providing focused attention to pronunciation

Table 8. Qualitative data of productive skills

In table number 9, oral interaction is given the highest priority with a mean score of 4.08 and a standard deviation of 0.895. It determines that teachers frequently employ face-to-face interaction in the class.

Irrespective of that, online interaction receives less attention and lower priority than the rest. Its high standard deviation of 1.261 and its low mean of 2,79 indicate a broader range of opinions or practices among the teachers. Notwithstanding, given that students find it completely natural and typical, the value of this kind of interaction has risen in the 21st century. Hence, it should be acknowledged as an essential ability, equivalent to receptive and productive skills as it helps students in the development of language competence (Cinganotto, 2019, p. 136).

This discrepancy can be caused by the lack of digital technologies in schools, which might limit opportunities for this form of communication.

	N	Minimum	Maximum	Mean	Std. Deviation
oral interaction	53	2	5	4.08	.895
written interaction	53	1	5	3.58	.989
online interaction	53	1	5	2.79	1.261
interaction strategies	53	1	5	3.74	1.041
Teacher use of interaction assessment instruments	53	2	5	3.92	.895
Valid N (listwise)	53				

Table 9. Descriptive statistics of interaction

The participants highlighted strong points and weaknesses in open-ended questions:

OPEN-ENDING QUESTIONS ABOUT INTERACTION

Strong Points	The use of a plethora of diverse innovative tasks and resources to catch the attention and interest of students when interacting, including ICT, games, cultural tasks, dramatization, oral presentations or debates.
	Nurturing an atmosphere of respect
	Incorporation of current topics when speaking and writing
	Motivation, creativity and originality when doing interaction activities
	Diverse strategies to foster cooperative work during the interaction
Areas of Improvements	Implementing more opportunities for online interaction
	Time to create more activities
	Fostering the participation of learners in discussions or debates
	More variety of the use of assessment tools like feedback or rubrics
	Planification of the teams or groups when speaking

Table 10. Qualitative data of interaction

A peculiar aspect of this table is that the standard deviation values of the three main kinds of mediation and the strategies employed are greater, underscoring a notorious diversity in perspectives and approaches among teachers. It might imply that they differ about how to work mediation or what techniques to use in the English classroom.

	N	Minimum	Maximum	Mean	Std. Deviation
Mediation of texts	53	1	5	3.26	1.112
Mediation of concepts	52	1	5	3.54	1.093
Mediation of communication	53	1	5	3.23	1.120
Mediation strategies	52	1	5	3.35	1.118
Teacher use of mediation assessment instruments	53	1	5	3.49	.973

Valid N (listwise)	51				
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Table 11. Descriptive statistics of mediation

In terms of mediation, the next table determines some identified strengths and areas of improvement:

OPEN-ENDING QUESTIONS ABOUT MEDIATION

Strong Points	The use of diverse current and engaging topics when doing mediation tasks
	The incorporation of strategies to nurture assembly, cooperative work, communication or discussion.
Areas of Improvements	Implementing more activities to enhance the three kinds of mediation
	Motivating students to partake in mediation tasks
	Planning better the groups and teams
	Teaching strategies to solve possible daily problems
	Researching this skill given that it is a new topic in education
	Enhancing the use of rubrics or other assessment tools

Table 12. Qualitative data of mediation

The table concerning plurilingualism shows a detailed overview of language proficiency development of diverse dimensions of Plurilingualism. Consequently, there is a curious aspect to it as the activities that is based on vocabulary along with grammar have a strong mean and standard deviation, meaning that teachers prioritize the development of lexical knowledge and grammatical proficiency.

In contrast, phonological and orthographic tasks together with the analysis of the parallels and distinctions among languages receive less attention in the English classroom. It can be caused since spelling, pursuant to Yeong (2015), can frequently be more challenging compared to reading given that “phoneme-to-grapheme mapping is more inconsistent than “grapheme-to-phoneme mapping” (p. 196).

In the realm of this insight, language teachers may find it advantageous to focus their teaching approaches on helping the students acquire phonological and orthographic control given that they are imperative to attain plurilingual competence.

	N	Minimum	Maximum	Mean	Std. Deviation
Improvement vocabulary repertoire	53	1	5	4.36	.922
Vocabulary control	53	1	5	4.15	.907
Grammatical accuracy	53	1	5	4.09	.925
Phonological control	52	1	5	3.56	1.037
Orthographic control	52	1	5	3.90	.934
Analysis/comparison of similarities/differences between languages	52	1	5	3.42	1.126
Teacher use of instruments for linguistic competence	53	1	5	4.00	.899
Valid N (listwise)	51				

Table 13. Descriptive statistics of plurilingualism

In response to plurilingual competence's open-ending inquiries, teachers underlined the following strengths and weaknesses:

OPEN-ENDING QUESTIONS ABOUT PLURILINGUALISM

Strong Points	The use of diverse engaging tasks and resources, highlighting games, and ICT.
	Teaching of vocabulary and grammar
	Output
	Positive feedback
	The utilization of CLIL
	Enhancing the teaching of some linguistic aspects such as pronunciation, phonology, orthographics and grammar

Areas of Improvements	Improving the assessment through rubrics among others
	The creation of more activities based on the comparison of languages
	Motivation

Table 14. Qualitative data of plurilingualism

The last table is linked to interculturality. The findings demonstrate that teachers are willing to nurture this competence underscoring activities based on fostering respect for linguistic, cultural and artistic diversity. The standard deviation, which has a range of 0.904 to 1.016, may indicate a wide array of strategies in how to implement and assess this competence in the English classroom.

	N	Minimum	Maximum	Mean	Std. Deviation
Exploring/understanding other cultures	52	1	5	3.71	1.016
Activities promoting respect for linguistic, cultural and artistic diversity	53	1	5	3.91	.904
Activities to express and share own linguistic, cultural and artistic experiences	52	1	5	3.79	.957
Teacher use of pluricultural assessment instruments	52	1	5	3.73	1.012
Valid N (listwise)	50				

Table 15. Descriptive statistics of interculturality

Last but not least, in the field of interculturality, the following table delineates specific strong points and areas for enhancement:

OPEN-ENDING QUESTIONS ABOUT INTERCULTURALITY

	The use of cultural lessons
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Strong Points	Promotion of values such as respect, empathy and tolerance towards their own and other cultures
	Cultural appreciation through activities, games, projects, authentic materials (realia, texts, videos...) or interactions
Areas of Improvements	Insufficient time to plan different sorts of cultural activities
	Enhancing the assessment of cultural activities
	Incorporating more cultural aspects of different countries such as literature, art or music
	More opportunities to interact with foreign students

Table 16. Qualitative data of interculturality

5. DISCUSSION

The qualitative data analysis shows notable similarities and differences between the six competences. Language teachers make use of a wide array of resources such as audio-visual or authentic materials. A current study was conducted by Anggraeni (2017) who highlighted the significant belief in using real-world tools to enhance the students' productive skills.

Another strong point is the employment of a broader spectrum of diverse activities, especially digital ones. Notwithstanding, primary Spanish schools face setbacks such as limited time, insufficient digital tools or inadequate technical support, which have resulted in a shortage of digital competence among teachers as stated by Castaño-Muñoz et al., (2021) in their study (p. 26).

Irrespective of that, language teachers acknowledge the need of enhancing their use of assessment tools like self-assessment, rubrics or feedback on the different competences. The assessment involves the collection and recording of information about students learning, the employment of proper methods and strategies, or the planning of new content through the use of objectives along with assessment information (Nacional Council for Curriculum and Assessment, 2007, p. 8). In education, it is an essential aspect within the curriculum, since pursuant to Teferi and

Abdel-Al Ibrahim (2023), without performing any kind of assessment, it is hard to verify that the curricular targets and goals have been attained (p. 1).

As a matter of fact, the language teachers' assessment literacy was the focus of a study conducted by Firoozi, et al., in 2019. They determined the need for training of teachers not only in receptive abilities to comprehend proper input but also in productive skills to construct output (p. 1). Furthermore, the research revealed a shortage of language assessment practice or assessment proficiency among teachers. Even though, another paramount finding of the study is that the vast majority of English teachers struggle with oral communication (pp. 9-10). Consequently, it is necessary and vital for language teachers to learn how to properly assess the six competences to help students communicate fluently and accurately in the English classroom.

Another area of improvement is time management in lesson planning or activity design. As demonstrated by Sonnemann and Joiner (2022) in their study, currently, the vast majority of teachers do not have sufficient time to fully plan their classes. Furthermore, they claim that teachers are overwhelmed by all the expectations placed on them. Perhaps, an excellent way to help teachers is the use of diverse interactive approaches and strategies that "require little time to prepare and execute" (Malikovna, et al., 2022, p. 2)

Apart from that, it is imperative to discuss the qualitative data between the six specific competences. The findings determined that teachers are actively implementing them in the English classroom, notwithstanding, there are diverse aspects to discuss.

First and foremost, the outcome of the receptive skills determined that the teachers make use of audio-visual materials rather than listening or reading ones. This finding is consistent with Mei Hardiah's research (2019), which demonstrated the effective use of audiovisual media in enhancing the listening comprehension ability of learners.

Similarly, the research carried out by González-Vera and Corisco (2016) confirmed the beneficial effects of audio-visual media. Their study confirmed that it helped primary students to complete their auditory understanding with visual information (p.23).

The interaction block reveals that English teachers acknowledge the infrequent use of online communication in the classroom. A study demonstrated that

teachers need to be aware of the significance of online interaction in the teaching-learning process (Toscu, 2023, p. 11540).

Several factors may contribute to the infrequent usage of online interaction:

- ✓ The language proficiency of students. As CEFR (2020) mentioned, students who do not have the B levels may find it challenging and tough to partake in a virtual class. If meticulously guided, they are able to communicate throughout an online meeting (p. 85).
- ✓ Without adequate professional development along with training, new technologies cannot be fully employed by language teachers (Johnson, et al., 2016).
- ✓ The shortage of availability of digital resources in schools that are available limits the employment (Vrasidas & Glass, 2007, p. 87).
- ✓ Students today can be considered as digital individuals since they grew up in a digital society. For this reason, the application and usage of such materials in the classroom can be intimidating for language teachers who have no ICT experience (Johnson, et al., 2016)
- ✓ External aspects to language teachers, including insufficient connectivity or hours per week to use the ICT classes or equipment (Johnson, et al., 2016).

The quantitative data based on mediation showed that there is a disagreement when it comes to implementing mediation in the English classroom owing to higher standard deviation values in the strategies and activities sections.

In light of this, it may be considered as a new skill that language teachers need to incorporate in their lessons since, as Laviosa and González-Davies (2020) stated in their book, the successful communication between individuals who do not speak the same language or share a similar culture, is facilitated by the development of proficient mediation abilities (p. 438).

Pursuant to the study done by Lavrysh and Saienko (2020), mediation continues to be an impediment for teachers. As part of their recommendations, they suggest that it may be implemented through diverse activities and strategies such as the change of words by means of employing diverse synonyms, the reorganization of phrases or

sentences, or the transformation of information into a new sequence, minimizing the disclosure of unnecessary details to name but a few.

Moreover, the use of non-verbal communication techniques is crucial since they make ideas simpler, avoid setbacks or misunderstandings and make interactions easier (pp. 26-27).

In terms of incorporating mediation skills in the class, diverse pedagogical strategies through the employment of a plethora of advantageous tools are proposed by these authors. These include YouTube subtitles to enhance understanding, AudioNote or Flipgrid tools for summarising or explaining concepts, MindMup or MindMeister to identify keywords, Google min-mapping to mediate complex concepts, Padlet resources to translate, paraphrase or clarify in written activities, or ClassKick to do activities collaboratively (p. 27).

In the light of plurilingualism, as aforementioned, a curious observation of the quantitative data is the low use of phonology and orthography in English lessons.

To address this setback, Huo and Wang (2017) suggest the employment of a synthetic phonics approach for beginners in lower grades who have not had any previous familiarity with English given that prior literacy insights are not necessary (p. 9). In a study done by Ghorbani et al. (2016), it was found that implicit approaches such as drills combined with imitation are less efficient compared to explicit methods to teach pronunciation (p. 66).

Despite the limited focus on orthographic and phonology activities in Spanish language teachers, the research underscores a noteworthy connection between L1 orthographic along with phonological awareness and the ability to read in L2. In this case, when taking into account Spanish as L1 and English as L2, a study carried out by Sun-Alperin and Wang (2011) determined that these two languages have a plethora of similar features in the orthographic area as well as alphabetic principles (pp. 609-610).

Last but not least, the final competence is interculturality. It is clear that the mean scores for each dimension are higher than the midpoint, demonstrating a general willingness to engage in cross-cultural communication. It is essential to acknowledge that while the data collection shows a favourable trend, they do not fully represent the range of this competence. Pursuant to Infantes (2019), the depth and breadth of intercultural awareness may be limited by an overwhelming majority of textbooks (p. 463)

Henceforth, it is paramount the employment and integration of a plethora of pedagogical methods and materials within English classrooms with the purpose of teaching language properly. Studies, such as the one carried out by Tsavera et al., (2020), have underlined the effectiveness of diverse approaches such as task-based or project-based approaches, cooperative learning or role-play strategies since they can help students develop interculturality (p. 1113).

6. CONCLUSION

Before addressing the main points of discussion and conclusion, it would be necessary to address the limitations inherent in this type of study. One of its primary limitations was the size of the online survey since it may be too big given that it consisted of nine distinct blocks. Similarly, in this survey, we have received subjective opinions from participants rather than objective and observed measures of behaviour. These factors mean that results are not generalizable and that findings must be considered with a degree of caution.

Another limitation was the low level of participation and engagement, as it was answered by only 53 people. Several factors may have contributed to this such as the timing of distribution (summer months) or the high volume of messages in WhatsApp groups.

Regardless of these limitations, this study has provided a glimpse into language teaching practices, particularly in relation to the implementation of the six specific competences outlined in the updated CEFR and LOMLOE within the Spanish education environment. This combined both qualitative and quantitative methods, providing a comprehensive analysis of diverse aspects.

First and foremost, the quantitative method got a handle on the teachers' insights connected to activities, strategies and assessment tools of the competences. In contrast, the qualitative approach identified the areas of proficiency and shortcomings observed by language teachers when applying them. Diverse conclusions may be drawn from the outcomes and findings of the study given that they revealed insight into several paramount elements of the implementation and application of the competences within the English class.

A striking similarity among the six specific competences is the proactive employment of diverse activities and tasks. Language teachers frequently use a plethora of tools when planning them such as digital, authentic or audio-visual materials. This demonstrates a dedication to nurturing students and engaging learning opportunities in the English class.

Notwithstanding, they have acknowledged that diverse common educational aspects need to be enhanced. Firstly, the employment of diverse assessment tools with a focus on rubrics or self-assessment. Secondly, the prominent setback of time management in lesson planning and activity design, especially when doing oral presentations, writing assignments or online interaction given that they are extremely limited in the class.

This study can be seen as a source of illumination for language teachers on how to implement six competences with the intention of enhancing the English teaching practices. To address that, the features, strategies and recommendations examined in the theoretical framework of each competence ought to be taken into consideration.

Finally, yet importantly, this research may serve as an imperative step towards advancing more dynamic and engaging learning experiences so as to develop and practice not only language skills (reception and production), but also mediation abilities, linguistic proficiency and cultural insight.

Taking into account all this information, distinct future lines may be considered. The first one is the deepening of the assessment of the six specific competences with the aim to help language teachers enhance their language teaching practices to better know the needs of their learners within the English language. The government might provide them with the opportunities to do training programmes.

Another future line of research might be the participation of more individuals given that it can help us determine more strong points and areas of improvement of Spanish language teachers in the field of the competences. This collective insight can be a prominent tool for professional development and curriculum enhancements in Spanish primary and high schools.

This study was based on English language teachers in Spain, and another future line may be the exploration and analysis of teachers' perspectives from other countries

and compare them given that each country makes use of its own methodology taking into account the national and regional laws.

Overall, this dissertation significantly advances valuable insights about the perspectives of Spanish language teachers connected to the six language competences in the English classroom. They are based on the findings and data gathered throughout the survey. It is true that diverse aspects need to be enhanced with the purpose of developing language teaching practices properly.

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8. APPENDIX

I. Survey

Encuesta sobre actividades, estrategias y evaluación en educación primaria y secundaria

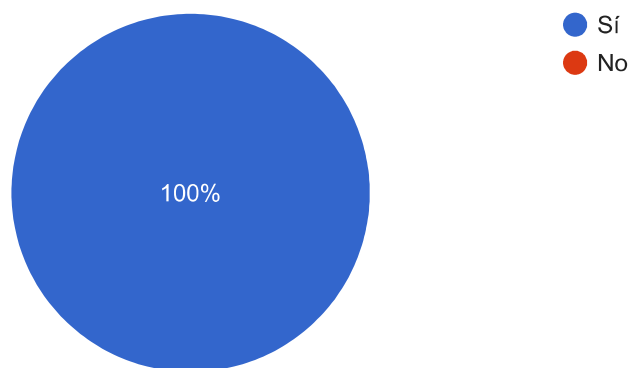
61 respuestas

Consentimiento informado.

He comprendido las afirmaciones

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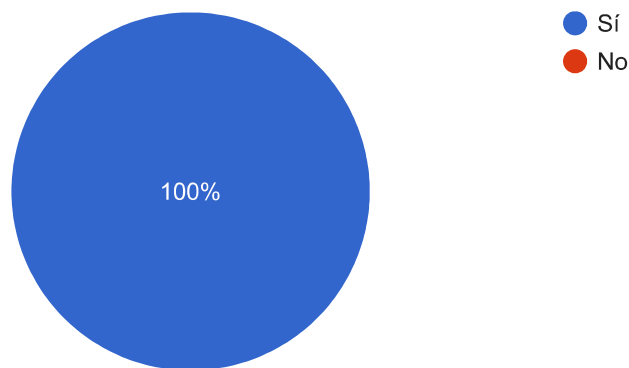
59 respuestas



Doy mi consentimiento para que mis respuestas formen parte del estudio

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58 respuestas

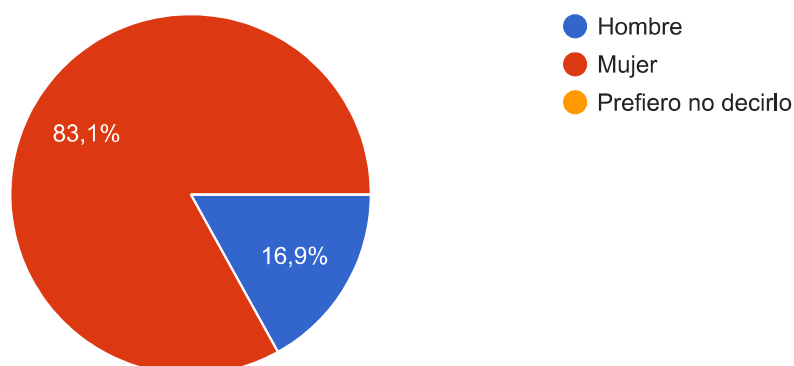


Bio data

Sexo

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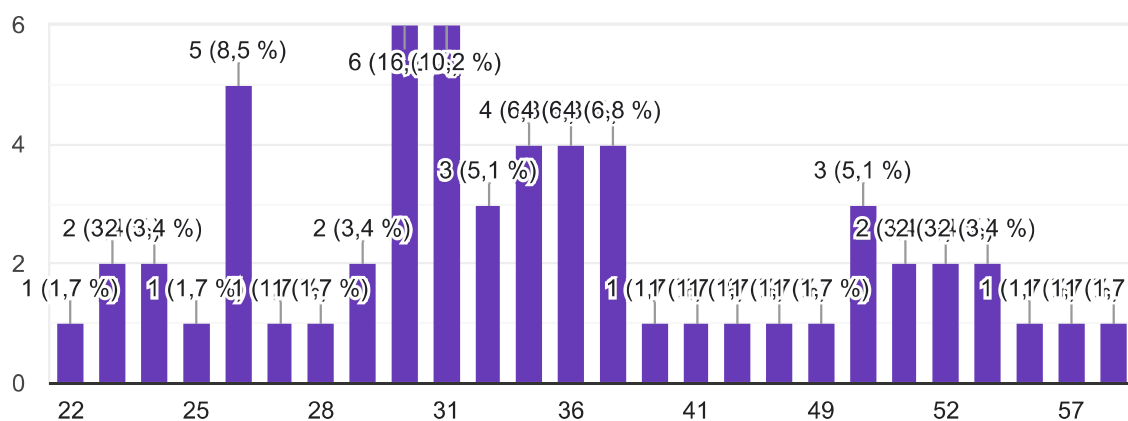
59 respuestas



Edad

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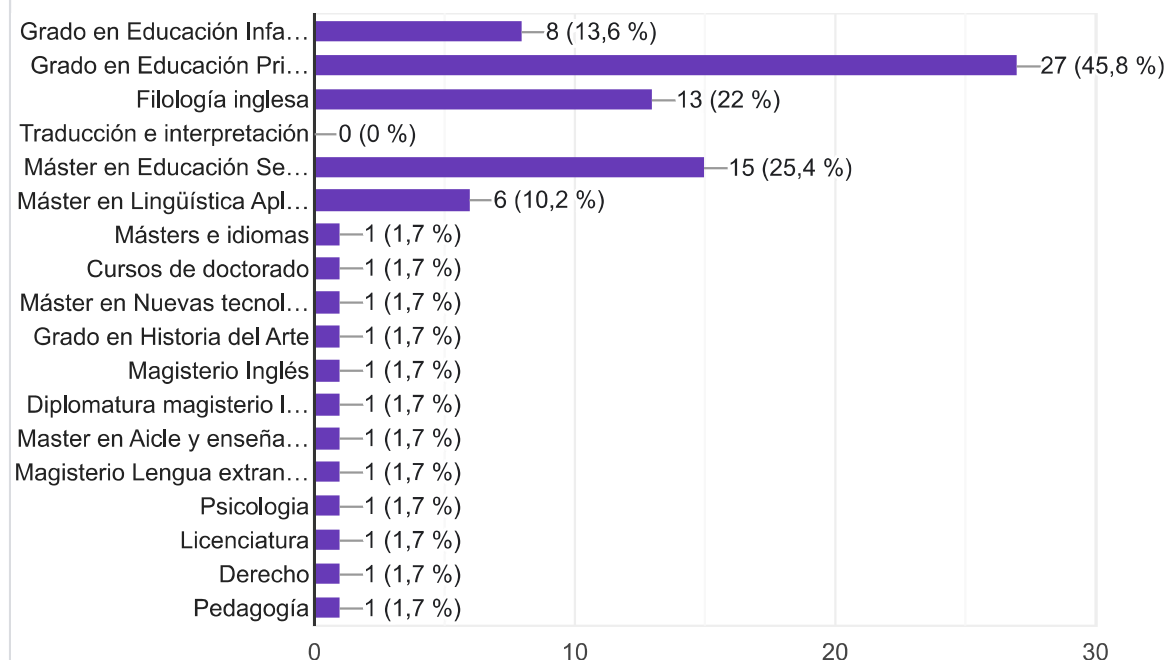
59 respuestas



Estudios realizados

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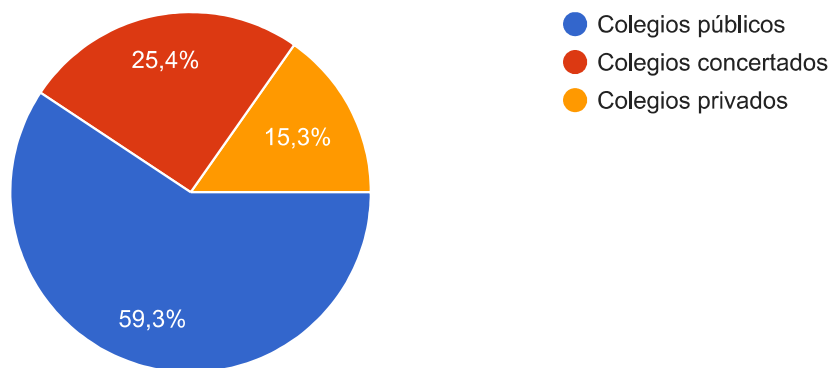
59 respuestas



¿Ha tenido o tiene experiencia profesional en...

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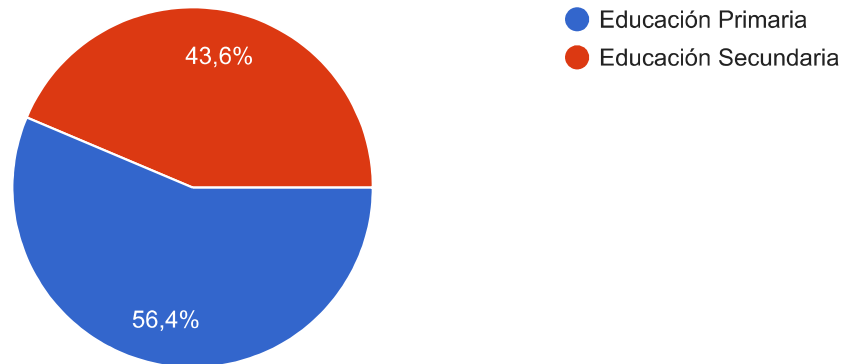
59 respuestas



Si trabaja en un centro de educación reglada (público, concertado o privado), está en educación primaria o secundaria

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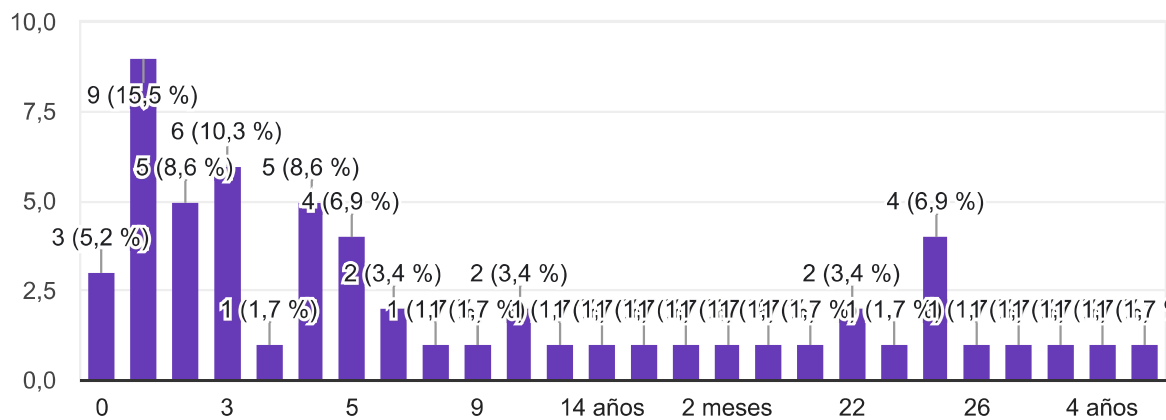
55 respuestas



Años de experiencia en la enseñanza

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58 respuestas

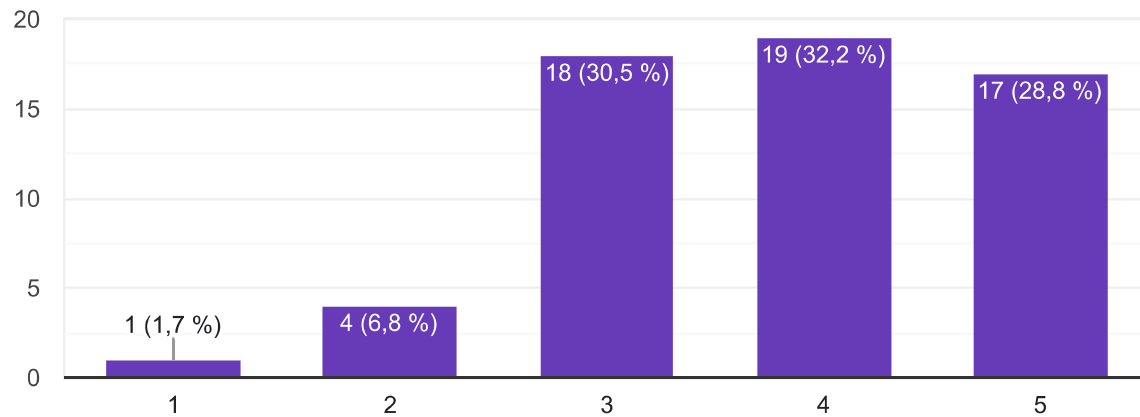


Destrezas receptivas

Los alumnos/as en mis clases participan en actividades para mejorar su comprensión auditiva (listening)

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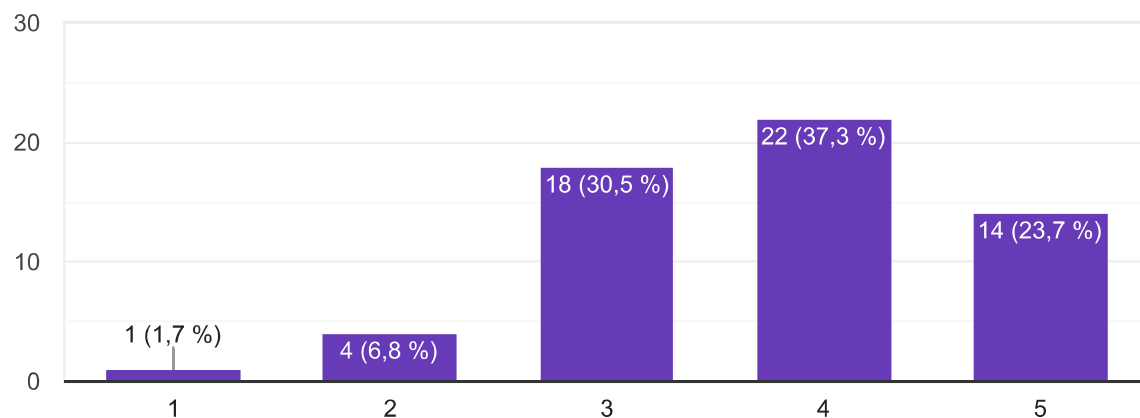
59 respuestas



Participan en actividades para mejorar su comprensión escrita (reading)

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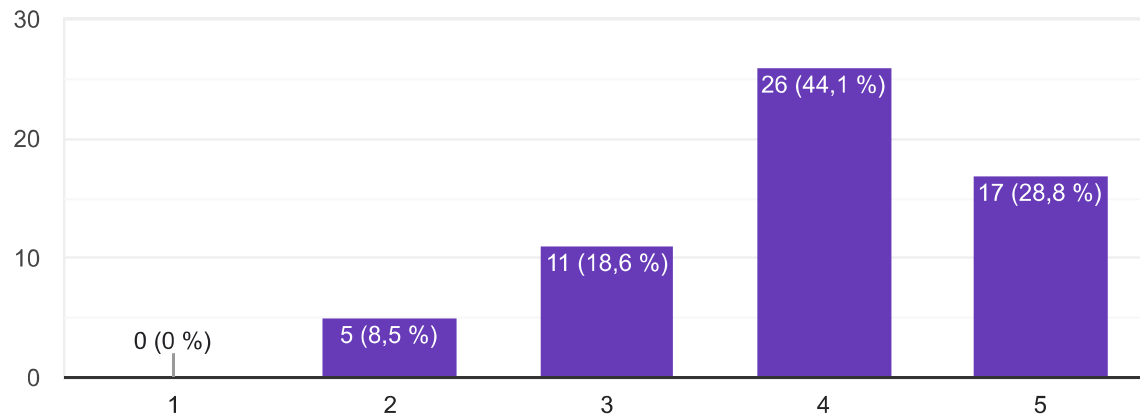
59 respuestas



Participan en actividades para mejorar su comprensión audiovisual (p.ej. videos)

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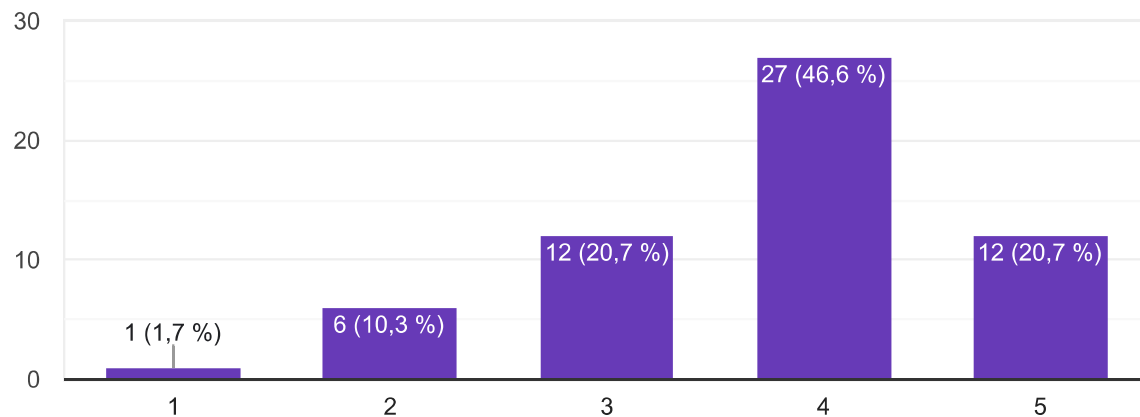
59 respuestas



Emplean distintas estrategias para mejorar su comprensión (p.ej. predecir, inferir, adivinar)

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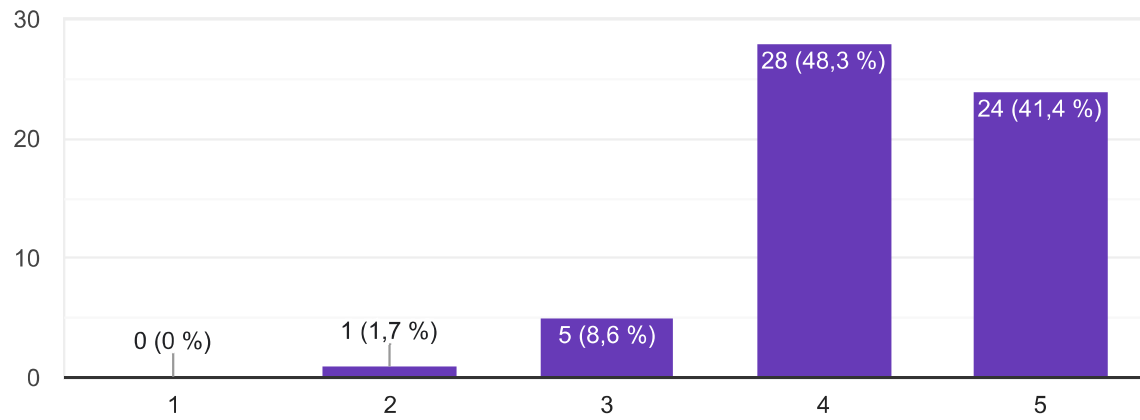
58 respuestas



Como profesor/a, uso herramientas fiables y válidas para medir las destrezas receptivas

 Copiar

58 respuestas



En la enseñanza y evaluación de las habilidades receptivas, mis puntos fuertes son:

31 respuestas

La constancia

Preguntas de comprensión. Herramientas de evaluación como checklists

Compresión general

Respeto hacia otros

El uso de dinámicas atractivas para el alumnado para su puesta en práctica.

Mostrar de forma visual para llamar la atención del alumnado sobre las actividades que vamos a realizar

Paciencia y análisis

Afianzamiento de los contenidos

el uso de diferentes herramientas, métodos...para la enseñanza de las habilidades receptivas

Distintos criterios de evaluación para ser más objetivos

Gamificación, teatro, grabación de vídeos por parte de los alumnos sobre temas variados, participación activa de mis alumnos en jornadas inglesas en el instituto, ...

1. selección de material didáctico variado y adecuado al nivel 2. retroalimentación efectiva a los estudiantes para poder mejorar su comprensión 3. creación de un ambiente inclusivo y motivador 4. incorporación de elementos culturales 5. Colaboración con otros docentes del departamento para la selección del material y la aplicación de distintas estrategias

La guía a los alumnos para encontrar las mejores estrategias para extraer información de textos orales.

La perseverancia y rutinas. Por ejemplo, durante seis semanas cada trimestre todos los martes toca "extensible reading". Fomentar la autonomía a través de diferentes recursos digitales también favorece el trabajo de estas habilidades.

Estoy atento para que en cada momento puedan tener mis alumnos los recursos necesarios para poder desarrollar las habilidades receptivas con actividades, audiolibros, libros, hacer preguntas para que ellos me respondan...

Motivar al alumnado para alcanzar sus metas durante actividades de comprensión lectora y escrita

Hacer entender al alumnado mediante diferentes recursos

El uso de las ICT para crear tareas

Rubricas

Enseñanza de estrategias para mejorar la comprensión

observación

Motivación y constancia

Explicación constante de las instrucciones de las tareas

role play y juegos

1) Estructurar la tarea en pasos pequeños en los que se puedan ayudar (parejas y grupos) y 2) elegir temas del interés del alumno que les provoque sentimientos, eso les anima a QUERER entender para después decir lo que piensan.

Comunicación y juegos

Listening

Dinámicas de grupo relacionadas con el tema, diversion

Observación

Writing

El uso de distintas herramientas de evaluación.

En la enseñanza y evaluación de las habilidades receptivas, mis áreas de mejora son:

28 respuestas

Debería de presentar más de un texto, dar más opciones

Conectar bien los temas con los criterios.

Fonética

El tiempo de exposición

Desarrollar actividades adaptadas a su edad y nivel de atención

Exhaustividad e implicación

Mejorar en alumnos con problemas de atención

Hacer una autoevaluación al alumnado y un poco mejorar la organización de algunas actividades o tareas para su enseñanza

No sé

Las que tienen que ver con el alumnado con la materia pendiente de años anteriores

1. incorporación de mayor variedad de material auténtico 2. desarrollar estrategias más efectivas para abordar las dificultades individuales 3. mayor integración de la tecnología en las actividades de clase.

Introducir más actividades de comprensión audiovisual.

Atención a la diversidad. Es sin duda. Lo más complicado: lograr que el alumno de C1 no de aburra y que el de A1 no se desmotive.

Mis puntos a mejorar sería poder tener más capacidad de saber más sobre algún problema en este sentido para poder ayudar a alumnos que tengan algun retraso o problema en este sentido.

Tiempo para crear más actividades motivadoras e innovadoras

Uso de diferentes registros lingüísticos

Utilización de amplitud de herramientas de evaluación

Recoger evidencias más frecuentes en el día a día

los recursos

Planificación

Utilizar las TIC con más frecuencia

writing

Este año tengo que "resumir" las rúbricas para hacer más ágil la evaluación formativa, el alumnado tiene que manejarlas con más frecuencia para evaluar y aprender (de sus propios errores y de los logros de los compañeros).

Empatía

Evaluación con rubricas

Lingüística

Listening y speaking

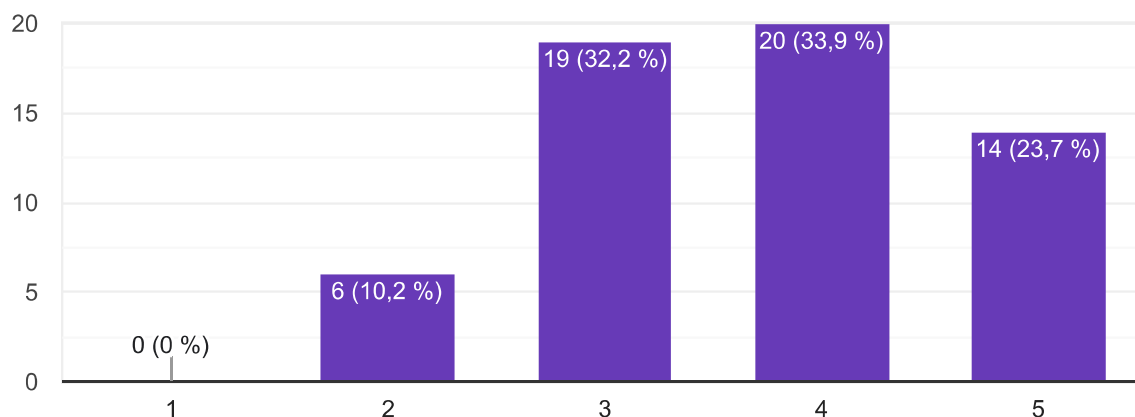
Trabajar más la interacción y mediación.

Destrezas productivas. Señala la frecuencia de las siguientes actividades de 1 (con poca frecuencia) a 5 (con mucha frecuencia)

Los alumnos/as en mis clases participan en actividades para mejorar su producción oral (p.ej. presentaciones delante de compañeros/as)

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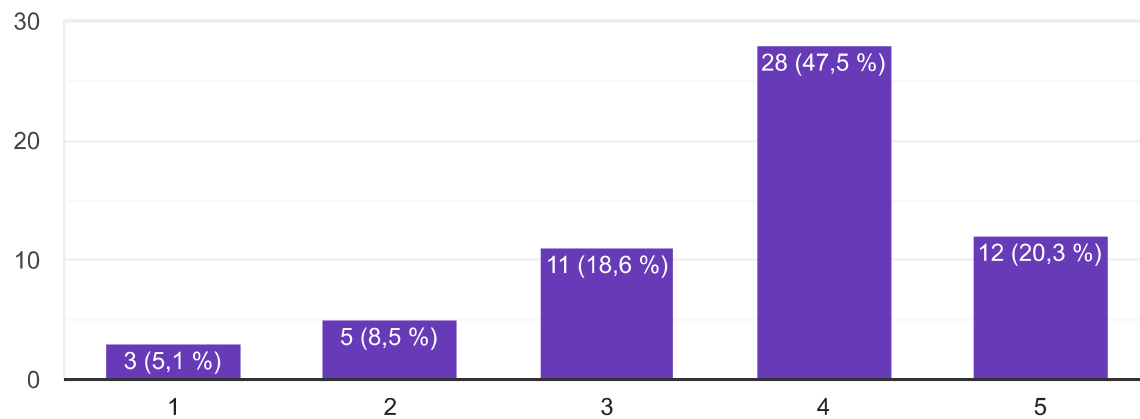
59 respuestas



Participan en actividades para mejorar su producción escrita (p.ej. escribir impresiones, informes, describir eventos o cuentos)

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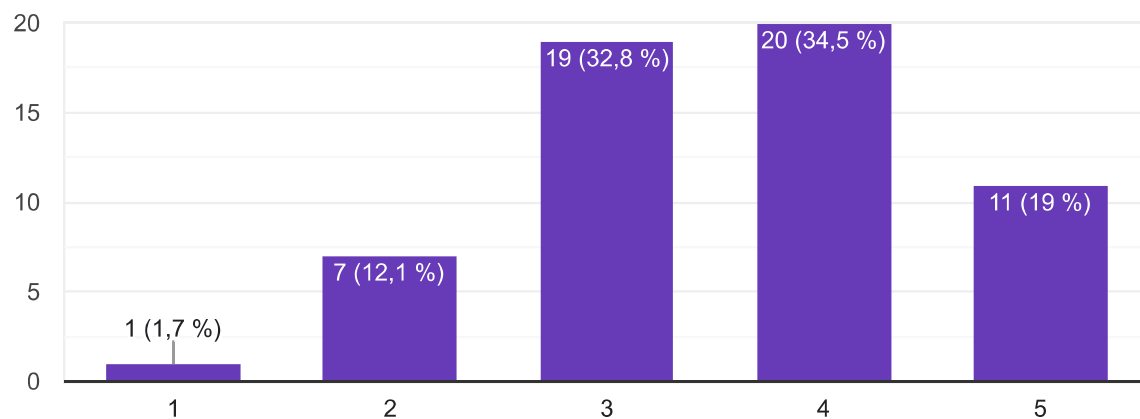
59 respuestas



Emplean distintas estrategias para mejorar su producción (p.ej. planificar, autocorrección)

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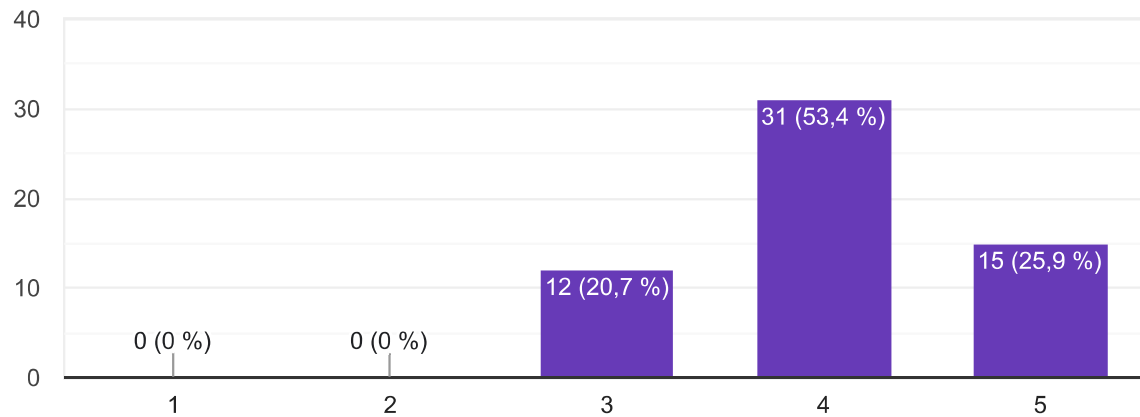
58 respuestas



Como profesor/a, uso herramientas fiables y válidas para medir las destrezas productivas

 Copiar

58 respuestas



En la enseñanza y evaluación de las habilidades productivas, mis puntos fuertes son:

27 respuestas

Que cada día el alumando interacciona y produce mensajes en inglés

Rúbricas, usode peer assessment, self-assessment checklists y planificación.

Estructura y organización de textos

La conversación con los alumnos a través de preguntas y respuestas.

Insistencia y paciencia con el alumnado

Creatividad y digitalización

Muchas presentaciones y juegos de interaccionar

Motivación del alumnado en diferentes actividades para mejorar su producción oral y escrita a través de juegos, role-plays, actividades de escritura creativa...

Preparo actividades motivadoras: escribir reseñas, responder en un foro sobre temas actuales...

Gamificación, teatro, grabación de vídeos por parte de los alumnos sobre temas variados, participación activa de mis alumnos en jornadas inglesas en el instituto, ...En definitiva, actividades significativas y en muchos casos con exposiciones ante otros alumnos

1. Adaptación de las actividades a los distintos niveles 2. Integración de actividades lúdicas y/o creativas 3. Fomento de la fluidez

La preparación de los escritos suele dar muy buen resultado.

El fomento de la creatividad a través de aplicaciones y de forma tradicional según nivel. Según sean más mayores incremento el uso de la tecnología y redes sociales para que interactúen de forma más auténtica.

Siempre intento que mis alumnos sean lo más independientes posibles para poder exponer y explicar aquello que están haciendo a sus compañeros e incluso a mi de la manera más sencilla e interesante para ellos.

Las actividades creadas por mi

Facilitar el enteneimiento

Proyectos, auto evaluación

El empleo de estrategias para mejorar la producción escrita

observación, uso de estrategias motivadoras para los alumnos

role play y juegos

Lo mismo que en las receptivas.

Descripción

Tests

Transmisión y comunicación materia

Observación

Writing

Mi experiencia y el uso de materiales variados.

En la enseñanza y evaluación de las habilidades productivas, mis áreas de mejora son:

24 respuestas

La pronunciación

Integrar esas actividades en situaciones de aprendizaje conectadas con sus intereses.

Espontaneidad en la producción oral

El tiempo de trabajo en la escritura.

Mantener la coordinación entre los alumnos en actividades grupales

Variación

Mejorar la variedad de actividades

planificación de algunas actividades de acuerdo al grupo-clase

Gestionar bien Speaking en grupos team numerosos

Las que tienen que ver con el alumnado con la materia pendiente

1. mejora de la planificación y estructuración de las actividades 3. Mayor dedicación a las actividades de producción tanto oral como escrita

Los alumnos deberían hacer más presentaciones, para enfrentarse a hablar delante de gente.

La corrección. Los grupos son muy numerosos y no llego a corregir todo lo que producen

Mis puntos a mejorar sería poder tener más capacidad de saber más sobre algún problema en este sentido para poder ayudar a alumnos que tengan algun retraso o problema en este sentido.

.

Proporcionar más situaciones con respuestas más fáciles para el alumnado con más dificultades

Interacción oral

Herramientas fiables para evaluar producción oral

writing

Lo mismo, trabajar las rúbricas.

Evaluación por rubricas

Oral

Speaking

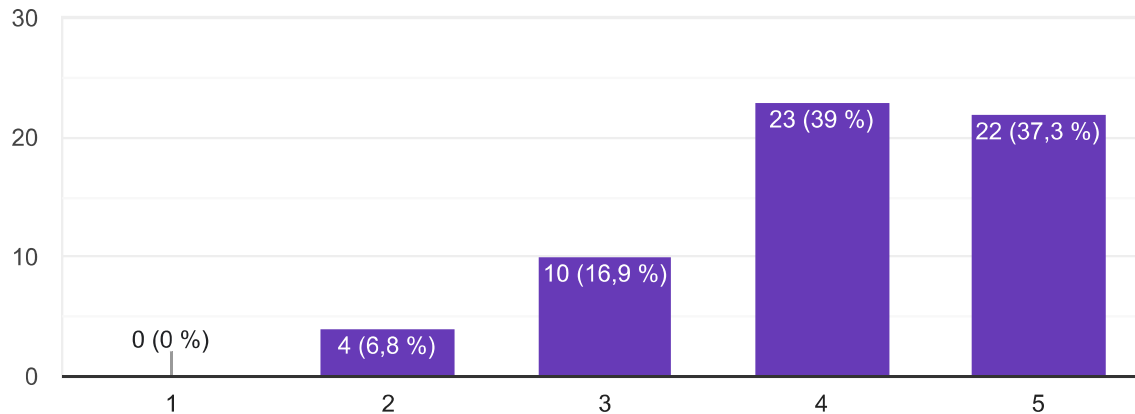
Conseguir mejorar la motivación de mi alumnado y detectar plagios y uso de inteligencia artificial.

Interacción. Señala la frecuencia de las siguientes actividades de 1 (con poca frecuencia) a 5 (con mucha frecuencia)

 Copiar

Los alumnos/as en mis clases participan en actividades para mejorar su interacción oral (p.ej. roleplay, diálogos)

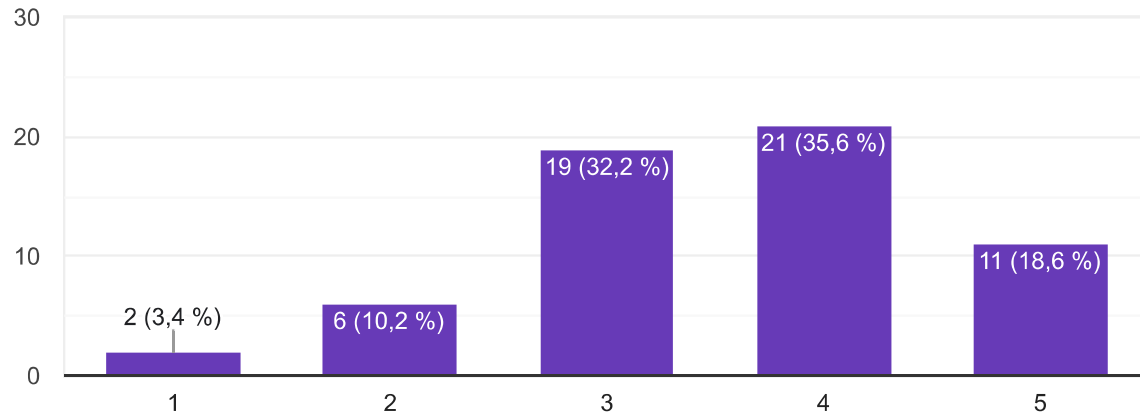
59 respuestas





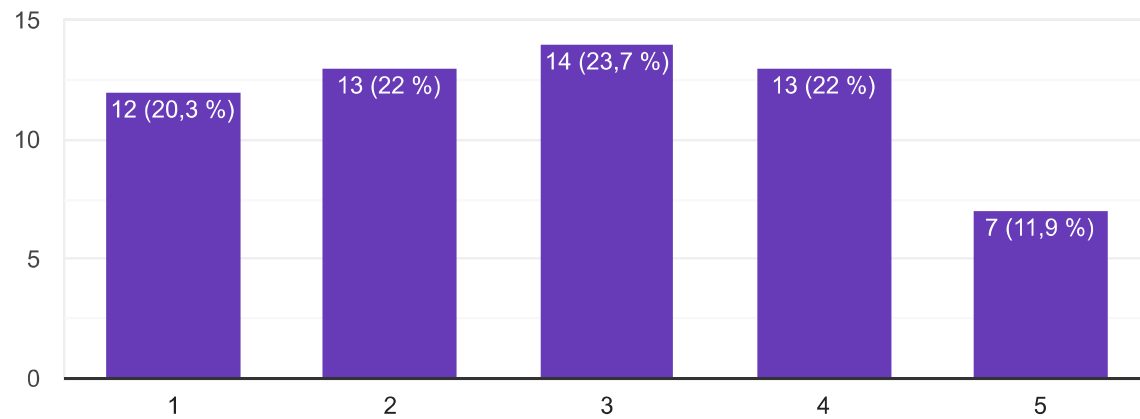
Participan en actividades para mejorar su interacción escrita (p.ej. emails, mensajes a otros)

59 respuestas



Participan en actividades para mejorar su interacción en línea (p.ej. chats, conversaciones online)

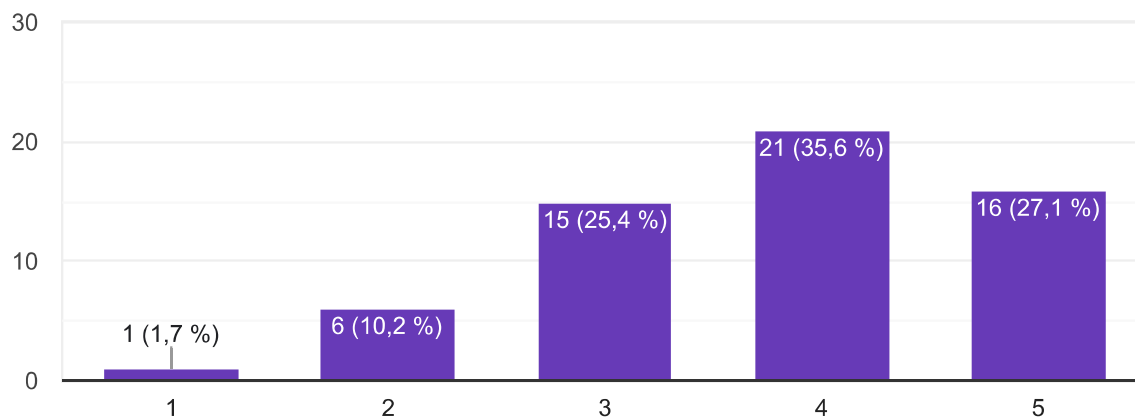
59 respuestas





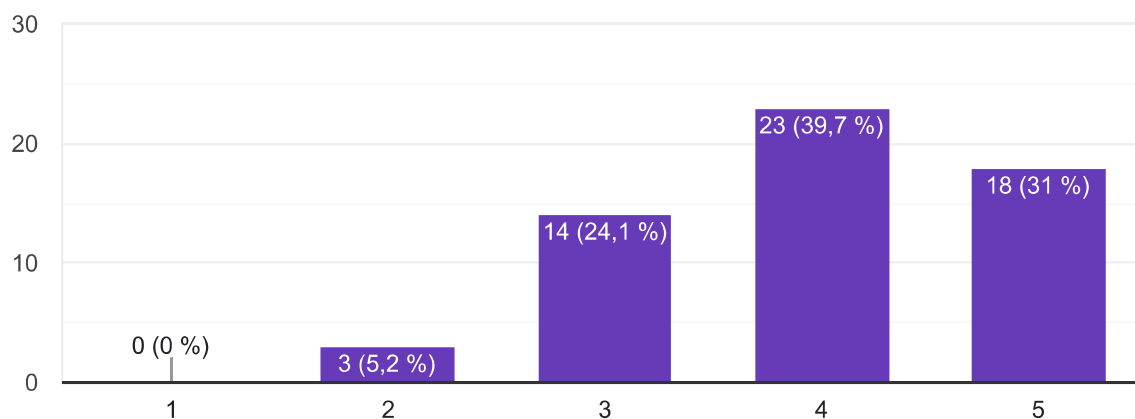
Emplean distintas estrategias para mejorar la interacción (p.ej. cooperar, turnarse, pedir clarificaciones, etc.)

59 respuestas



Como profesor/a, uso herramientas fiables y válidas para medir las destrezas interactivas

58 respuestas



En la enseñanza y evaluación de la interacción oral, escrita y en línea, mis puntos fuertes son:

24 respuestas

La constante interacción

Variedad de estrategias

Participación de todo el alumnado

El uso de juegos y una metodología atractiva.

Realización de actividades con diálogos, interpretando un papel (roleplay) entre ellos.

Originalidad y creatividad

Uso de webs que motivan al alumnado

Motivación al alumnado en la enseñanza de la interacción tanto oral como escrita

Diseño actividades novedosas y realistas

Conversación en clase, role plays, exposiciones orales, prácticas de writing individual y colaborativo, y uso de plataformas para practicar de forma individual interacción oral, escrita y auditiva, al ritmo de cada uno.

1. Integración de temas culturales en la interacción 2. establecer un ambiente de respeto y apoyo 3. estimular la creatividad

La introducción de las nuevas tecnologías para llevar a cabo dichas tareas.

Uso de las nuevas tecnologías.

Realizó actividades para que mis alumnos puedan expresarse de manera correcta, que respeten el turno cuando otro compañero está hablando, son todavía muy pequeños, pero intento que se familiaricen con las nuevas tecnologías de manera correcta

Crear estrategias para la cooperación

Debates

Actividades para mejorar su interacción oral

lo mismo

Tests

Google education

Trabajo en equipo, comunicación en el aula

Observación

Las dinámicas de clase

Tarea claramente explicada y guiada.

En la enseñanza y evaluación de la interacción oral, escrita y en línea, mis áreas de mejora son:

22 respuestas

La interacción en línea

Integrar esa práctica con herramientas digitales interactivas

Uso de lenguaje espontáneo

El tiempo de exposición de las interacciones.

Desarrollar actividades escritas que puedan agradar y mantener la concentración de la actividad para los alumnos

variación

Feedback para corregir errores

falta proporcionar estrategias a los alumnos para que la interacción sea mejor

No uso nada online por los problemas acuciaos a los móviles. Los carritos de portátiles no siempre funcionan tampoco.

Conversación en línea

1. Fomentar la participación en debates y discusiones 2. Promover la colaboración en linea 3. Promover la participación activa en linea

La puesta en práctica de más actividades de interacción oral.

La evaluación. A veces es difícil distinguir una producción propia, ya sea oral o escrita, de producción donde hay interacción. La tendencia es a evaluarlo como una producción más.

Mis puntos a mejorar sería poder tener más capacidad de saber más sobre algún problema en este sentido para poder ayudar a alumnos que tengan algun retraso o problema en este sentido.

Tener tiempo para diseñar más actividades

Casi todas porque no me animo a innovar por el bajo nivel del alumnado

Actividades para mejorar su interacción en línea

lo mismo

Evaluación por rubricas

Progreso

La evaluación

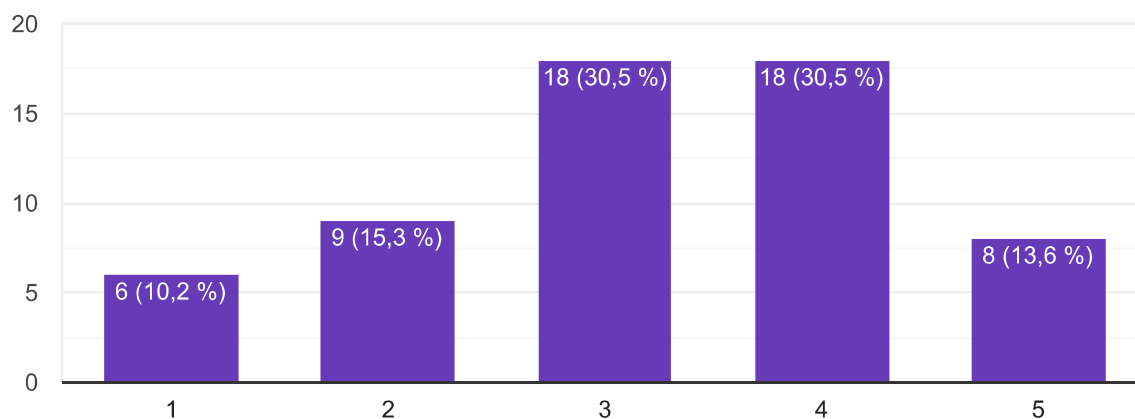
Dificultad de hacerla a menudo por el número de alumnos/as por clase.

Mediación



Los alumnos/as en mis clases participan en actividades para mejorar la mediación de textos (comunicar información encontrada en diversas fuentes, explicar datos, traducir, procesar textos)

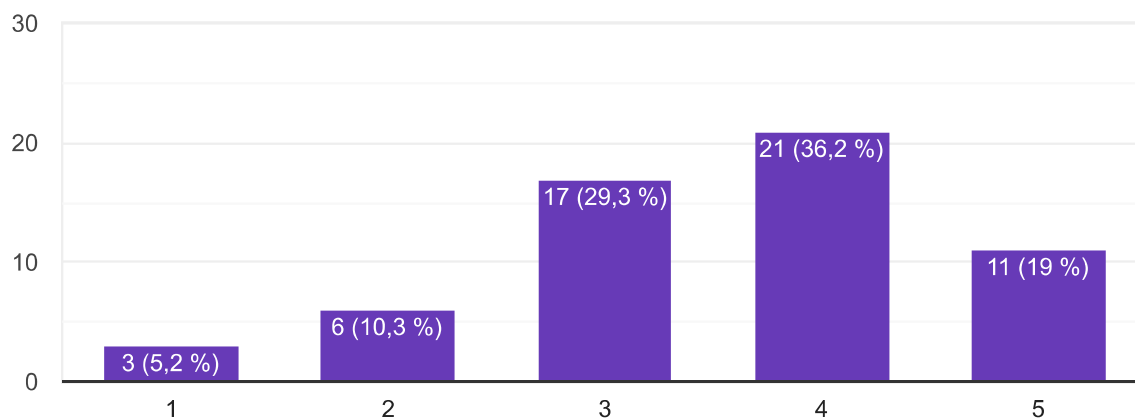
59 respuestas





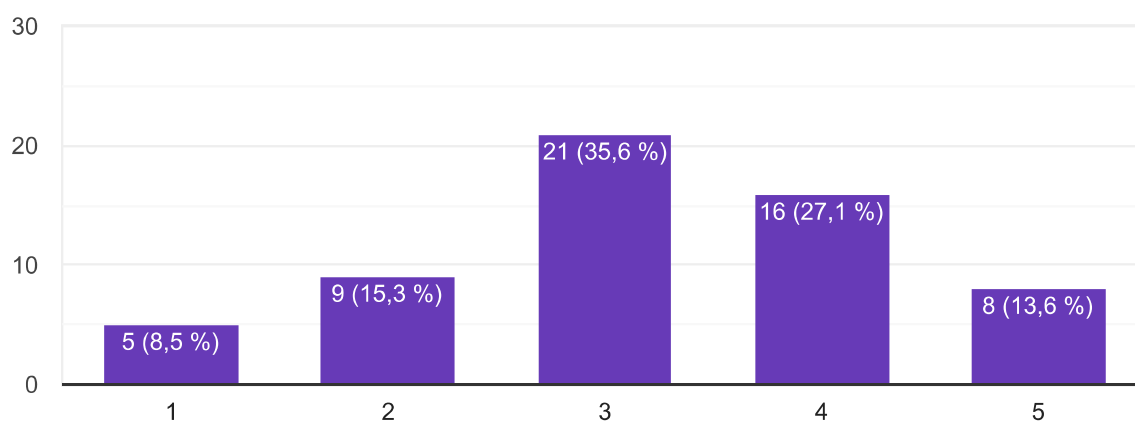
Participan en actividades para mejorar la mediación de conceptos (colaborar en grupos, hacer sugerencias, formular preguntas, liderar tareas)

58 respuestas



Participan en actividades para mejorar la mediación de comunicación (contribuir en un intercambio intercultural, hacer de intermediario, ayudar a encontrar acuerdos)

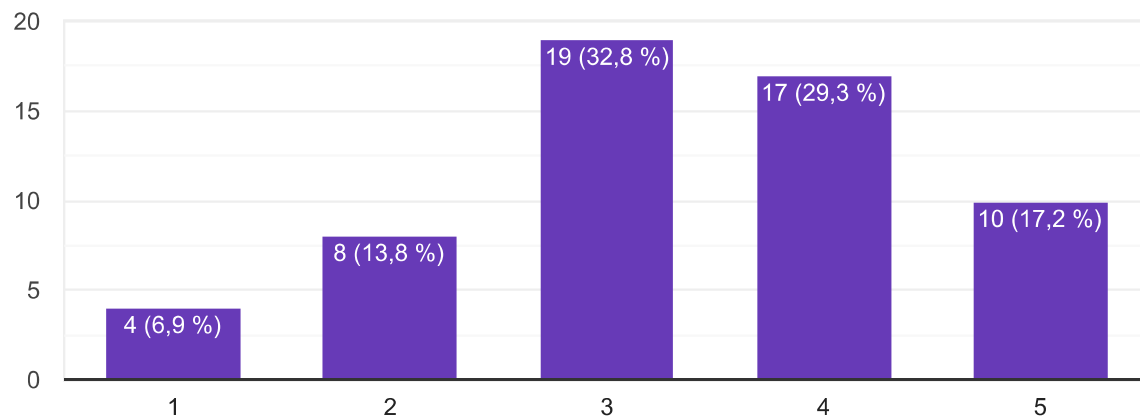
59 respuestas





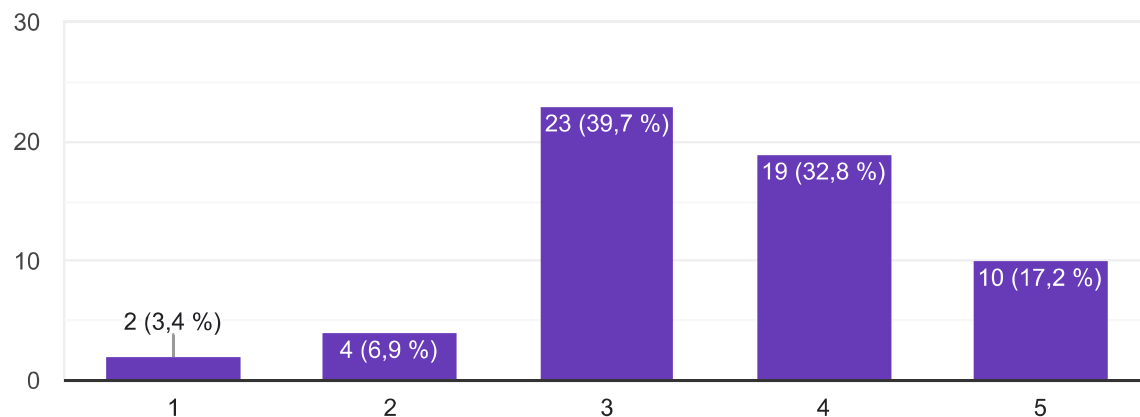
Emplean distintas estrategias para mejorar la mediación (p.ej. conectar elementos nuevos con conocimientos previos, adaptar el lenguaje, reformular mensajes, identificar información importante)

58 respuestas



Como profesor/a, uso herramientas fiables y válidas para medir la mediación

58 respuestas



En la enseñanza y evaluación de la mediación, mis puntos fuertes son:

20 respuestas

Las herramientas que les proporciono

Entiendo lo que significa mediación e incluyo pequeñas tareas

Actividades de grupo en la que informan, hablan, dialogan un tema de interés y lo exponen/defienden

Entusiasmo y novedad

Enseñanza de medios fiables donde encontrar información.

Ninguno porque empezando con esta destreza

Plantear temas diferentes para conversar

1. facilitar la comprensión intercultural 2. fomentar la escucha activa 3. promover colaboración y la empatía entre compañeros

La implantación de diversas tareas para llevar a cabo en grupo.

En este punto la atención a la diversidad resulta un punto fuerte al considerar los diarios de aprendizaje como instrumento para evaluar la mediación.

En este punto mis alumnos son demasiado pequeños para poder llevarlo a cabo este tipo de actividades.

.

Análisis de textos y búsqueda de respuestas y preguntas de comprensión lectora

Actividades para mejorar la mediación de textos

actividades donde se practique la interacción

Asamblea

Comunicación, dinámicas, trabajo en equipo

Diálogo

Actividades de clase

Tareas guiadas y evaluación con rúbricas.

En la enseñanza y evaluación de la mediación, mis áreas de mejora son:

19 respuestas

La poca participación de algunos alumnos/as

Intensificar el uso de la mediación e integrarlo como un skill más en la secuencia didáctica

Mantener la concentración en dicho trabajo

Poca implicación

Incluir más actividades donde tengan que buscar en varias fuentes

Falta introducir más actividades donde se trabaje la mediación

Todo

Practicarla más, tal y como plantea normativa

1. fomentar la autoconfianza 2. enseñar estrategias para la resolución de conflictos 3. evaluar el progreso de los estudiantes con medidas más tangibles.

Los agrupamientos a veces están desbalanceados.

En la enseñanza hay tareas que me cuesta llevar a la cabo porque no me convencen: traducción, por ejemplo. En la evaluación necesitaría criterios para concretos e instrumentos consensuados a nivel departamental. Es una habilidad difícil de evaluar porque a mí nunca me la han evaluado. Es algo nuevo y como tal requiere de un sistema nuevo que todavía no he podido definir más que de forma intuitiva.

Mis alumnos son demasiado pequeños para realizar este tipo de actividades

Investigar más sobre la mediación

Actividades para mejorar la mediación de conceptos.

emplear más actividades interculturales

Evaluación por rubricas

Cooperación

La evaluación

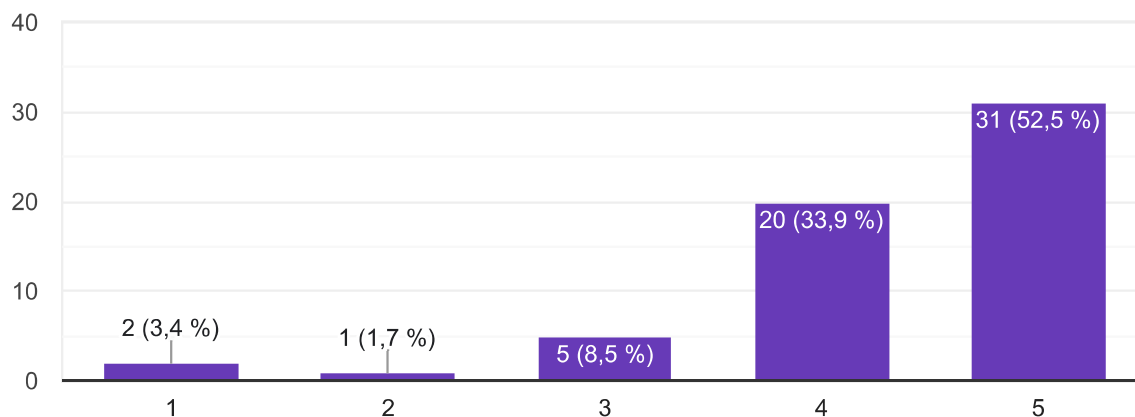
Crear y tener más materiales.

Competencia Lingüística

Los alumnos/as en mis clases participan en actividades para mejorar su repertorio léxico (vocabulario)

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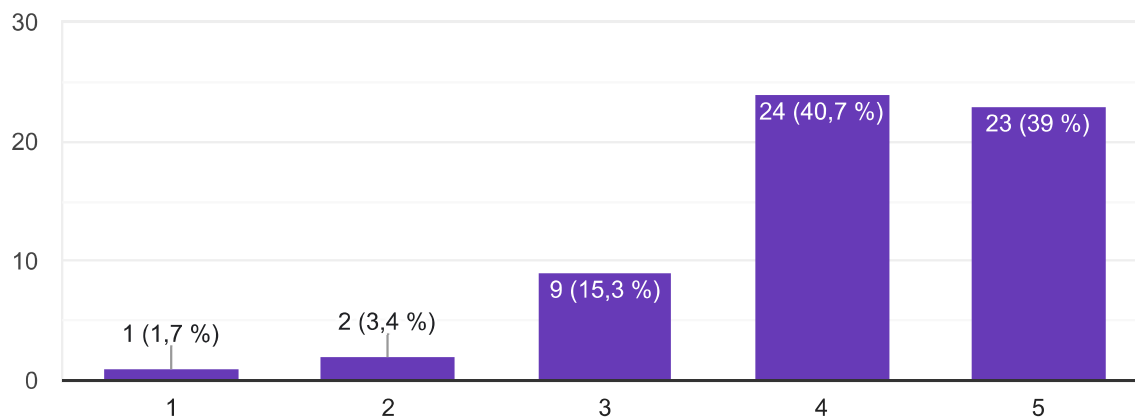
59 respuestas



Participan en actividades para mejorar el control léxico (uso apropiado de vocabulario)

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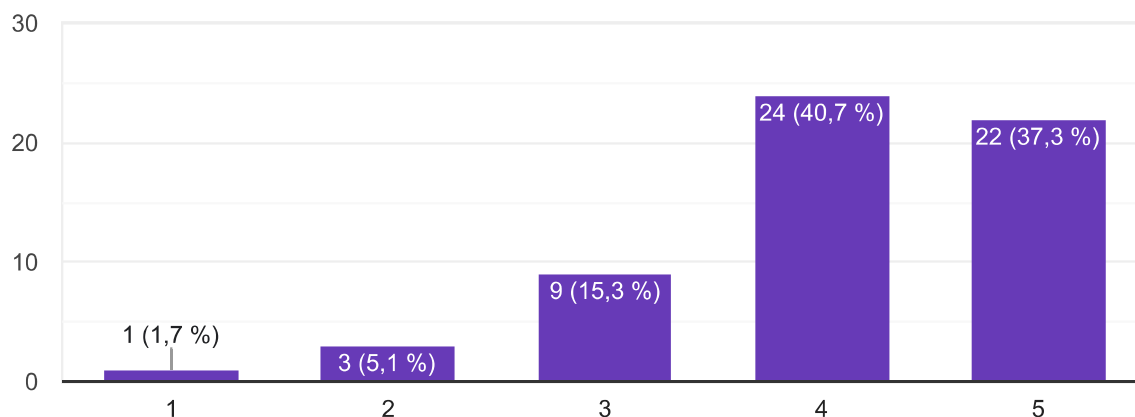
59 respuestas



Participan en actividades para mejorar la corrección gramatical (gramática)

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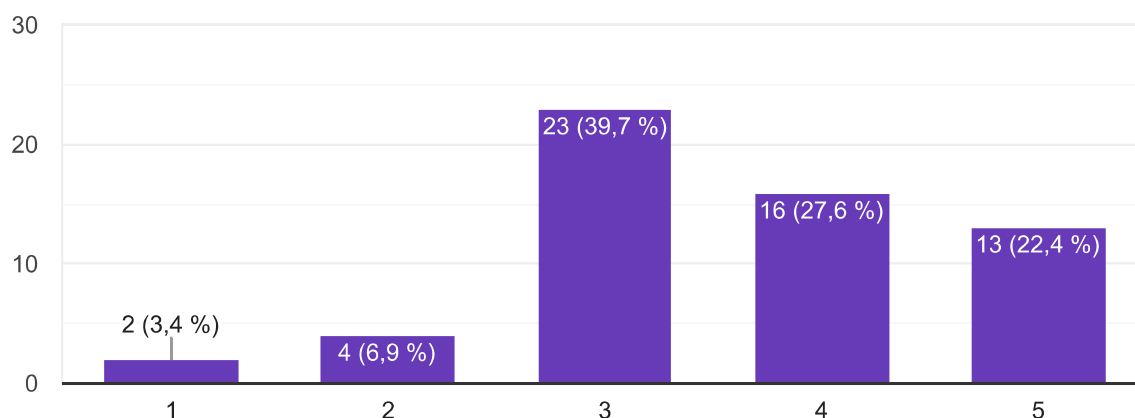
59 respuestas



Participan en actividades para mejorar el control fonológico (pronunciación)

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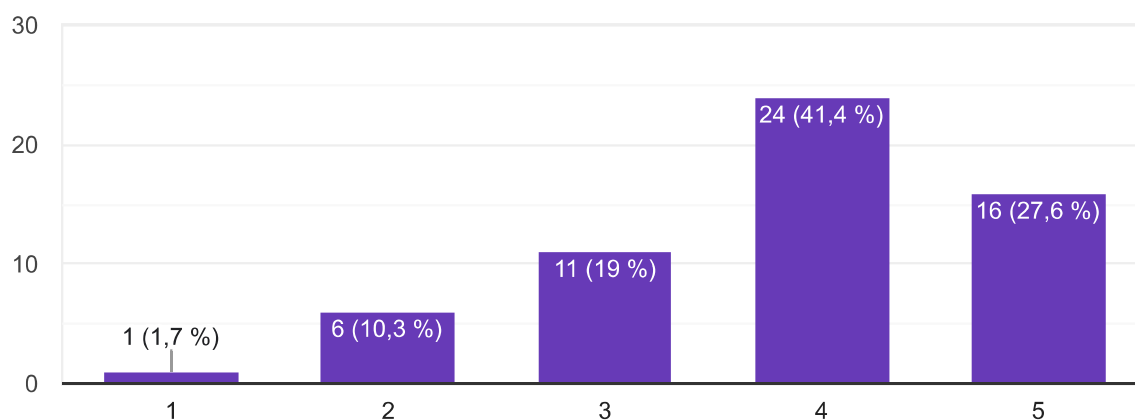
58 respuestas



Participan en actividades para mejorar el control ortográfico

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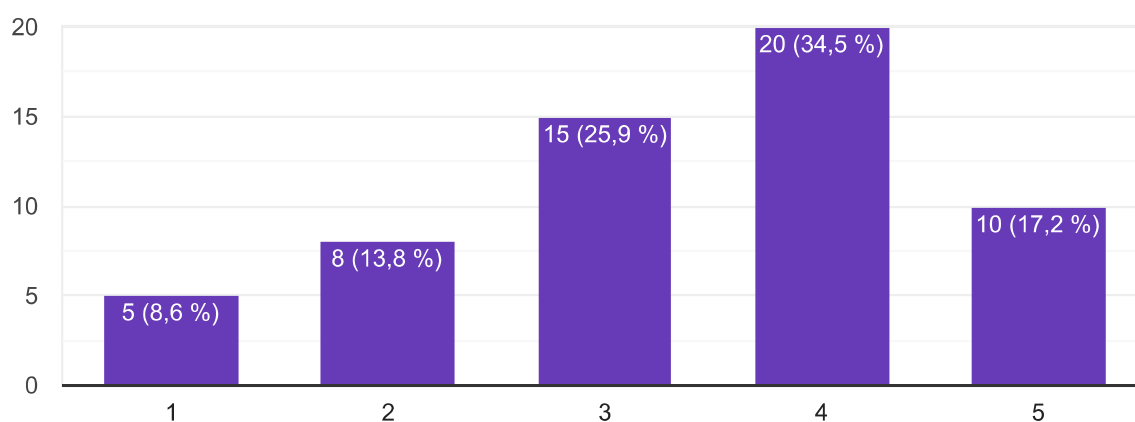
58 respuestas



Analizan o comparan semejanzas y diferencias entre lenguas

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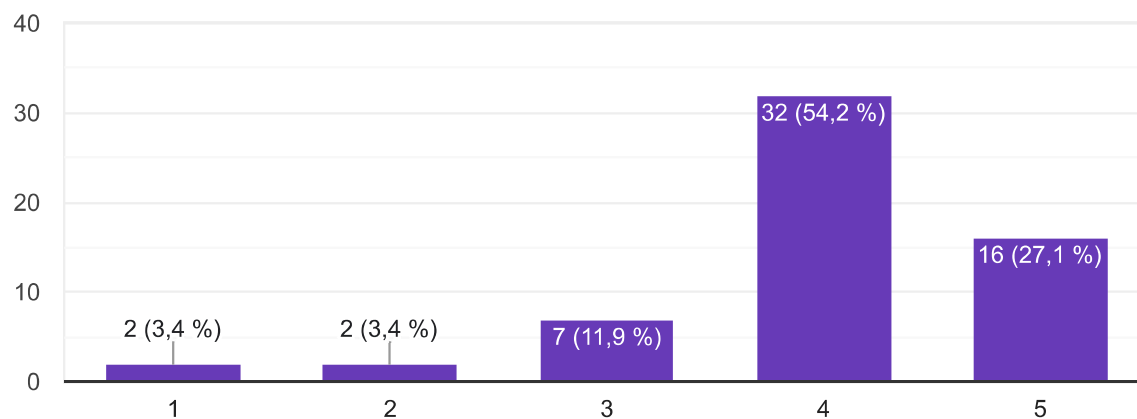
58 respuestas



Como profesor/a, uso herramientas fiables y válidas para medir la competencia lingüística

 Copiar

59 respuestas



En la enseñanza y evaluación de la competencia lingüística, mis puntos fuertes son:

24 respuestas

El uso de juegos para mejorar estas destrezas

Variedad de actividades

El uso de un amplio vocabulario.

Uso de diálogos y uso de buena pronunciación

Originalidad

Enseñanza de vocabulario y gramática

la utilización de diferentes herramientas y habilidades proporcionadas para su enseñanza

Intento buscar muchos recuerdos en varios formatos para llegar al Máximo de mis alumnos

Actividades variadas y juegos

1. uso de una gran variedad de actividades 2. enfoque comunicativo 3. empleo de feedback positivo

Su correcta implantación en outputs que los alumnos realizan.

Refuerzo por medio de la plataforma digital, con lo que el trabajo de la comp. Lingüística es más llevadero.

Realizó actividades para que puedan expresarse y así poder ampliar vocabulario, y poder hablarlo de manera correcta, canciones, experiencias, tener cada cierto tiempo un cuenta cuentos

Creo acts divertidas para la adquisición de los aspectos lingüísticos

Clil, comparación entre países, uso de realia

Vocabulario

uso de juegos para aprender la competencia lingüística

repaso con juegos y actividades relacionadas

Elaboro pruebas en las que se integran las 4 destrezas con el USE OF ENGLISH integrado, no hago exámenes de gramática-vocab per se.

Soy profesor de Lengua e Inglés

Trabajos y textos con casos prácticos relacionados con el tema

Observación

Los juegos y actividades dinámicas

Uso de diferentes herramientas y estrategias.

En la enseñanza y evaluación de elementos lingüísticos, mis áreas de mejora son:

22 respuestas

La enseñanza de la pronunciación como tal

Maximizar el tiempo invertido y la selección de repertorio léxico

La gramática.

Realización de textos para la corrección ortográfica

-

Hacer más ejercicios de comparación de lenguas

Falta trabajar algunos elementos lingüísticos, algunos más que otros, ya que no hay un equilibrio entre todos

No lo sé

1. fomentar la reflexión y la atención a la estructuras lingüísticas 3.fomentar mayor autonomía

A veces, motivar con este tipo de temas es complicado.

Debiera decirle más tiempo. Al final es a lo que menos tiempo dedico, especialmente en los cursos de 1 a 3 de eso. En Bach, por contra ocurre al revés, pues es un curso enfocado al examen de acceso a la universidad, donde prima la evaluación de estos elementos lingüísticos.

Mis puntos a mejorar sería poder tener más capacidad de saber más sobre algún problema en este sentido para poder ayudar a alumnos que tengan algun retraso o problema en este sentido.

.

Más uso de las nuevas tecnologías de forma innovadora

Fonología

control ortografico

no sé

Agilizar las rúbricas

Evaluación por rubricas

Oral

La evaluación

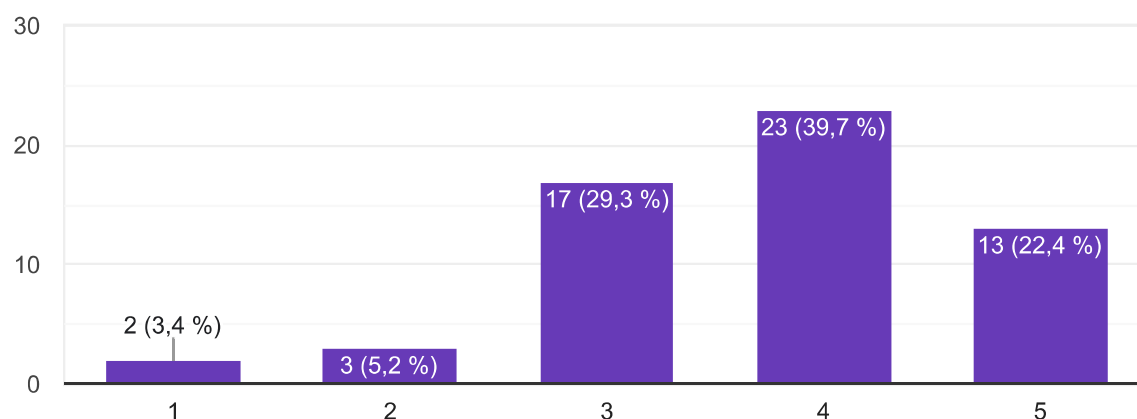
Mejorar el dominio lingüístico a través de materiales que les resulten motivadores.

Competencia Pluricultural

Los alumnos/as participan en actividades para explorar y comprender mejor otras culturas

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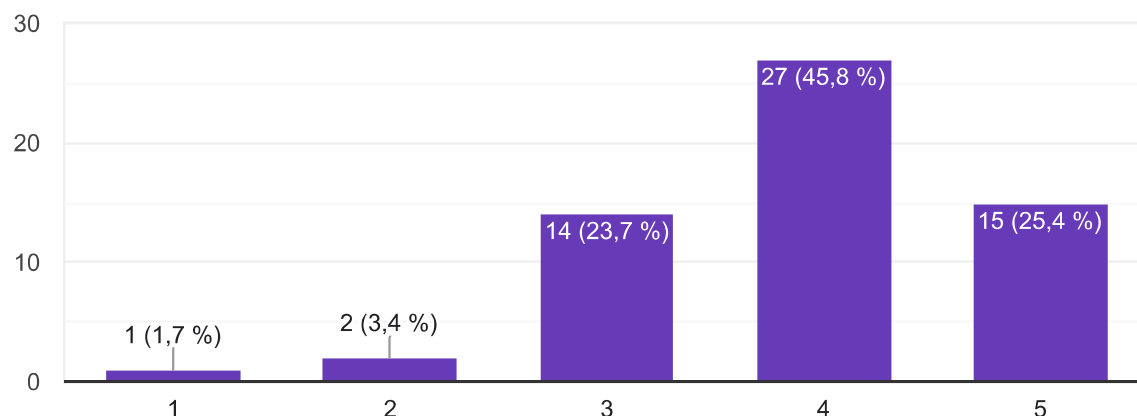
58 respuestas



Participan en actividades que fomentan el respeto por la diversidad lingüística, cultural y artística

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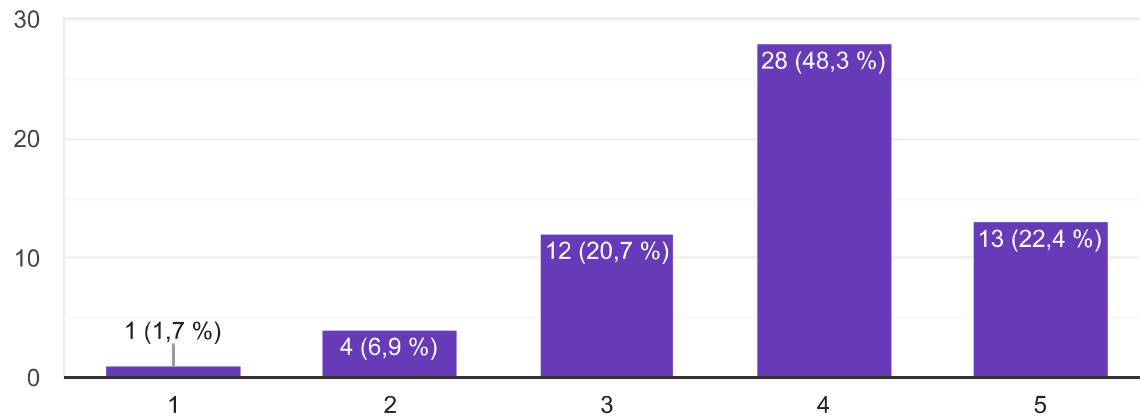
59 respuestas



Participan en actividades donde expresan y comparten sus propias experiencias lingüísticas, culturales y artísticas

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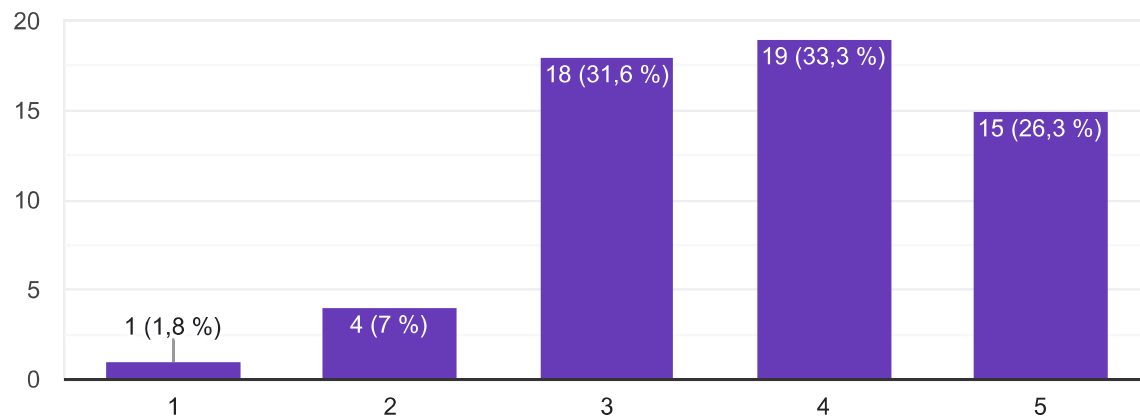
58 respuestas



Como profesor/a, uso herramientas fiables y válidas para medir la competencia pluricultural

 Copiar

57 respuestas



En la enseñanza y evaluación de elementos pluriculturales, mis puntos fuertes son:

20 respuestas

Se trabaja y analizan otras culturas constantemente

Experiencia

Actividades en la enseñanza de diferentes culturas a través de juegos

Tolerancia y respeto

Los alumnos aprenden a apreciar su propia cultura

Uso de herramientas para su enseñanza y evaluación

Suelo ofrecer a mis alumnos penpals y contacto con alumnado de otros países, intercambios, etc

La variedad de nacionalidades de mi centro permite comparar elementos en las diferentes culturas, lo que enriquece a todos

1. respeto y apreciación de la variedad cultural 2.integración de la cultura en todas las actividades receptiva y productivas 3. Fomento de la empatía y de la tolerancia

El aprovechamiento de la presente multiculturalidad en clase.

Cada trimestre realizó un trabajo por proyectos que gira en torno a un aspecto de la cultura de los países de habla inglesa: Thanksgiving, Saint Patrick, etc

En este sentido mis niños son muy pequeños pero si tengo de diferentes nacionalidades así que ayudamos a que aprendan de cada país algo importante y los padres vienen a hablar sobre ello, exponemos videos, realizamos actividades de grafomotricidad...

Hago sesiones culturales para adquirir conocimientos de nuestra cultura y otras.

Comparación de costumbres y festividades a través de vídeos, textos ...y realización de proyectos

videos y material auténtico

Cultura inglesa y americana

Comunicación, transmisión

Cooperación

La interacción con colegios extranjeros

Fomento del respeto y apreciación de otras lenguas y culturas a través de intercambios y organización de movilidades Erasmus, así como actividades en el aula.

En la enseñanza y evaluación de elementos pluriculturales, mis áreas de mejora son:

19 respuestas

Llevar a cabo más proyectos al respecto

A veces falta de conocimiento

Planificación de actividades

variación

Mejorar la evaluación en general porque no examina como tal

Trabajar con más frecuencia estos elementos en clase

Elucubrar cómo evaluar este apartado

1. incorporación de más recursos pluriculturales: literatura, música, arte etc.

Buscar variar en las actividades a tratar, para motivar aún más al alumnado.

La evaluación, pues al final se centra en la producción oral, con un bajo porcentaje dedicado al contenido

Mis puntos a mejorar sería poder tener más capacidad de saber más sobre algún problema en este sentido para poder ayudar a alumnos que tengan algun retraso o problema en este sentido a la hora de expresarse.

.

Interacción con otras personas extranjeras

Introducir mayor cantidad de actividades para desarrollar esta dimensión

no sé

Evaluación por rubricas

Cultura

La evaluación y meter dichas interacciones en unidades didácticasticas

Dedicar más tiempo de clase/casa.

Este es el final de la encuesta. Muchas gracias de nuevo por su participación.

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