



Universidad de Jaén

Centro de Estudios de Postgrado

**Master's Dissertation/
Trabajo Fin de Máster**

**The *eScholarium* platform: Assets and
pitfalls**

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ABSTRACT:

This Research Project has as aim to give an overall view of the situation on bilingualism in the Spanish region of Extremadura and more specifically in A-type secondary schools. Its assets and pitfalls. Besides, this work wants to explain what the digital platform *eScholarium* is and its influence in CLIL classes.

The purpose of this work is to determine if CLIL classes will take advantage of this platform or, on the contrary, it will be a burden; If CLIL classes will make the acquisition of contents slower than in Spanish, and if L1 will be affected by learning contents in an L2.

This work has been made through questionnaires answered by teachers and pupils. Both quantitative and qualitative data have been analyzed. The results obtained show that *eScholarium* is the future of education in Extremadura and CLIL classes will take advantage of this platform. The research also shows that contents in CLIL classes are diminished and adapted to the required level, but CLIL learners gain more competencies than content learners in an L2. Spanish competence is not diminished in this process.

RESUMEN

Este Proyecto de Investigación tiene como finalidad el dar una visión general de la situación del bilingüismo en la región española de Extremadura y más concretamente en centros de secundaria tipo A. Sus ventajas e inconvenientes. Además, este trabajo pretende explicar en qué consiste la plataforma digital *eScholarium* y su influencia en las clases con Aprendizaje Integrado de Contenido y Lengua Extranjera (AICLE).

El propósito de este trabajo es determinar si las clases AICLE sacarán ventaja de esta plataforma o, por el contrario, ésta será una carga; Si las clases AICLE supondrán una merma en la adquisición de contenidos con respecto a las clases en lengua materna, y si la lengua materna se verá afectada por el aprendizaje de contenidos en una segunda lengua.

Este trabajo ha sido realizado mediante cuestionarios respondidos por profesores y alumnos. Los datos recogidos tanto cuantitativos como cualitativos han sido analizados. Los resultados obtenidos muestran que la plataforma *eScholarium* es el futuro de la educación en Extremadura y las clases AICLE sacarán provecho de ella. Este proyecto también muestra que los contenidos en las clases AICLE son reducidos y adaptados al nivel de cada curso pero los estudiantes tienen más competencia en la segunda lengua que los estudiantes que imparten sus clases en lengua materna. La competencia de español no se ve mermada en este proceso.

KEY WORDS

students, teachers, *eScholarium*, digital, CLIL, bilingualism, platform, contents, A-type schools, L1, L2, educational, questionnaires.

PALABRAS CLAVE

estudiante, profesores, *eScholarium*, digital, AICLE, bilingüismo, plataforma, contenidos, centros tipo A, lengua materna, segunda lengua, educativo, cuestionarios

1. INTRODUCTION

1.1 Justification and objectives

The *eScholarium* platform is a platform created by the Department of Education and Culture of the Regional Government of Extremadura to get the daily and real use of ICTs both inside the classroom and at home. This platform allows the progressive integration and use of digital books apart from monitoring students telematically.

It is being implemented gradually in all of the Primary, Secondary and State Schools of Languages in Extremadura.

This platform allows to work more efficiently with digital books into the classroom apart from being a medium to be in contact with students-teachers, parents-teachers and parents-school.

In the month of January, 2013 the so-called *eScholarium* platform was launched by the Educational Authorities in Extremadura.

The aim of this platform is to enable the access to and acquisition of educational contents and digital books (eBooks), free or for fee, and subsequently to monitor the relation that students and teachers would establish throughout these contents, apart from facilitating the implication of parents in the education of their children.

Bearing all this in mind and nearly 4 years having passed since its implementation, it is necessary to carry out a research project in order to try to establish to what extent this platform is fulfilling the objectives by which was created.

1.1.1 MA Dissertation objectives

The general objectives of this Research Project are to determine:

1. Which the assets and pitfalls of the *eScholarium* platform are.
2. If CLIL lessons will take advantage of this platform or on the contrary this platform will be a burden.
3. If CLIL lessons will make the acquisition of contents slower than in Spanish.
4. If the mother tongue will be affected by learning contents in a second language.

Apart from these general objectives, with the realization of these questionnaires, this research project will have as specific objectives:

1. To determine to what extent the platform *eScholarium* and the use of digital books have changed or are going to change the traditional teaching and learning process.
2. To determine if high schools are technologically equipped to use *eScholarium*.

3. To determine to what extent teachers and learners are sufficiently trained to work with ICTs and digital books.
4. To determine if L2 learning will be improved with the introduction of *eScholarium* and the digital book.
5. To determine if CLIL will provide advantages to get access to a better job.
6. To determine to what extent CLIL will mean a loss in the acquisition of content knowledge with respect to L1 learning.
7. To determine if studying contents in a L2 will make your level of Spanish diminish.
8. To determine to what extent the implementation of *eScholarium* entails a clear advantage in Content and Language Integrated Learning (CLIL) education and its participants.
9. To determine to what extent the implementation of *eScholarium* supposes a clear disadvantage in Content and Language Integrated Learning (CLIL) education and its participants..

2. LITERATURE REVIEW

2.1. What *eScholarium* is and stages of implementation

eScholarium is a platform which integrates teachers, pupils, families and school. It is a way of connecting teachers and pupils, teachers and families, and families to the school. Teachers can be in contact with parents since, for instance, if the students do not attend classes, their parents receive a text message in their mobile phones. Teachers can also contact the families via mail and inform about every incident that has occurred in the school. Families can also contact the teachers who are in charge of their sons and daughters.

This platform allows teaching with digital books, both published by publishers or made by the teachers themselves.

The objectives of *eScholarium*, established by the Department of Education and Culture of the Regional Government of Extremadura in the *Instrucción 25/2013 de 18 de septiembre* are the followings (Instrucción 2013: 14-15):

1. To improve the educative quality and the academic achievement as well as the success of students.
2. To put at the service of the whole academic community a platform which allows the realization, development and tracing of Teaching/Learning -T/L- activities in the form of face-to-face, semi virtual and distance learning courses at non-university educational level.
3. To promote a model of virtual education supported in Information and Communication Technologies which can be adapted to the personal and working conditions of any person, anytime and anywhere, and to the peculiar characteristics of Extremadura.
4. To promote and allow an individual education, adapted to the needs and interests of students and monitoring their educative progress.
5. To quickly detect different difficulties that students may present in their own learning progress, and to give an efficient solution as quickly as possible.
6. To allow efficiently communication among teachers, students, parents and educational administration and to collaborate as a truly "Learning Community" in the education of our students.
7. To use Educational ICTs to promote ways of learning with which develop self-learning, self-evaluation, team and collaborative work, reflexive and project-based learning and key competences assessment.
8. To increase the responsibility of students for their own education and to promote long-life learning.

9. To promote and collaborate in the effective adoption of modern concepts that characterise this Information and Communication Technologies educative model.
10. To facilitate the relationship between the Educational Community participants and the different publishers that produce and publish digital apps and contents both free and for a fee paying.

Now, I would like to comment on the different sections of *eScholarium*. As shown in figure 1, there are six big sections in the home page, namely: Desktop, Calendar, Contents, My groups, My Centre and My messages. I will comment on every single one in order to make easier how to handle this platform:

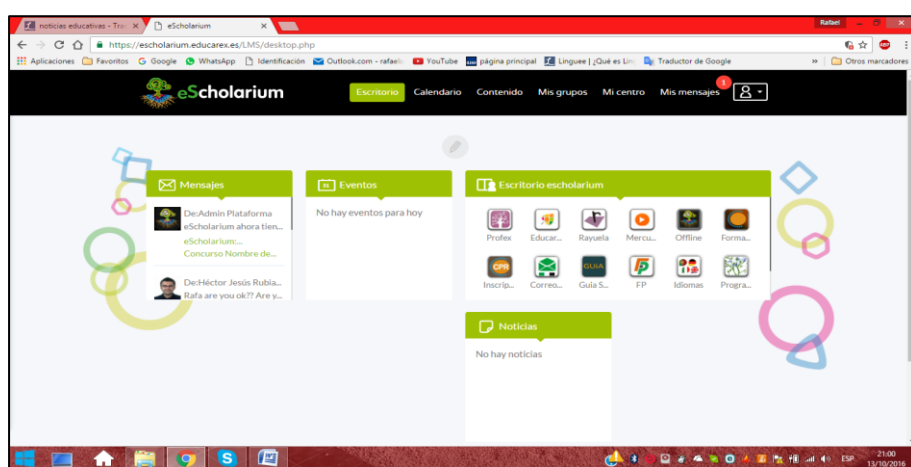


Figure 1. Desktop of *eScholarium* <<https://goo.gl/VEv2hV>>

In the desktop, teachers and pupil can see their mail inbox and check if they have new notifications. Here, they can see if there are relevant events such as exams, training courses, or even academic meetings and acts. Apart from these, there is a box with links to the main websites of the Educational Administration, or interesting websites which make easier to surf in the Net without logging out the platform. The last box is called "News" where teachers and pupils can get information about the latest educational news.

As shown in figure 2, in the section called "Calendar", this platform provides a calendar where teachers can schedule, for instance, their exams with each of their groups, set for homework, use it as a personal agenda, program an event with one group or various of them, communicate the parents an exam or a meeting, and finally the Principal and the Chief of Studies can schedule initial, quarterly and final assessment meetings. Apart from all this, in this calendar, local, regional or national festivities can be seen.

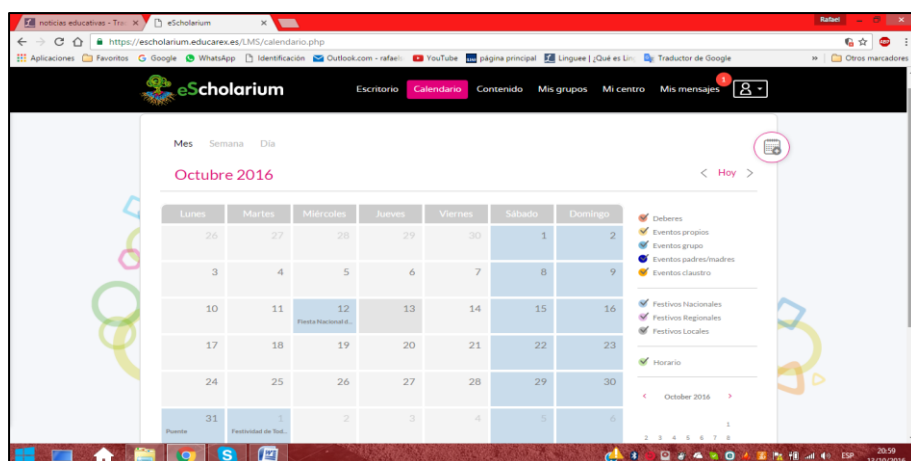


Figure 2. Calendar of eScholarium <<https://goo.gl/TGRN8L>>

As shown in figure 3, in the section called "Contents", teachers and pupils have all of the digital student's books and workbooks. Each pupil and teacher has their own digital books to work in class or at home. Apart from the digital books, teachers can develop their own didactic material and upload it here. If checked figure 3, apart from books from very well known publishers, I have books written by myself - INGLÉS 1º, FPII ING, PMAR GEOGRAFÍA, among others. All these materials developed by teachers can be shared to all the group of teachers, in Primary, Secondary and State School of Languages in Extremadura.

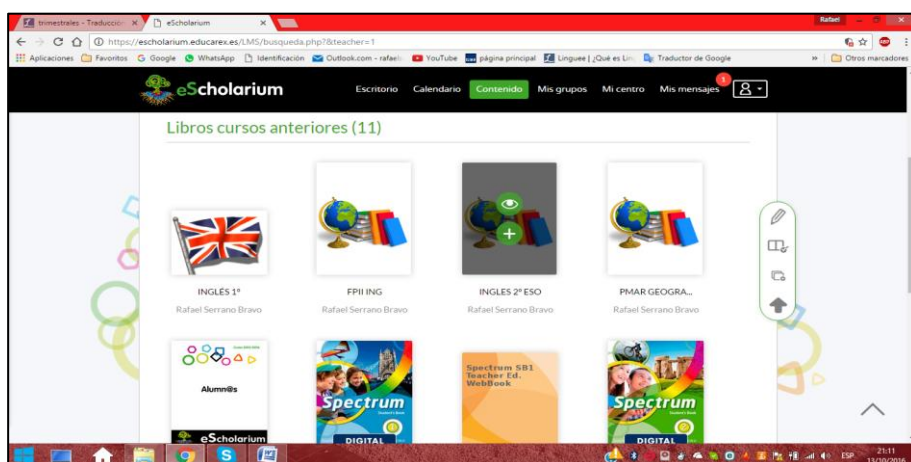


Figure 3. Contents in eScholarium <<https://goo.gl/QOv7sP>>

As shown in figure number 4, in the section called "My Groups", teachers can check all of their students, their personal data and their parents' information. Teachers can schedule for digital homework and the results are shown in the personal mail of the teacher. Teachers can also work in teams with their students, and create a wiki or a forum. Students can check their marks and see their evolution throughout the whole academic year. They even can contact each other inside their work team and chat about the tasks they are doing. It is in this

section where, clicking in each of the groups, teachers can create an event, for instance "In 2 weeks (the 20th of November) you will take topic-number-2 test. Work hard and good luck!". This event will appear in their calendar and a notification will be sent to their mail inbox.

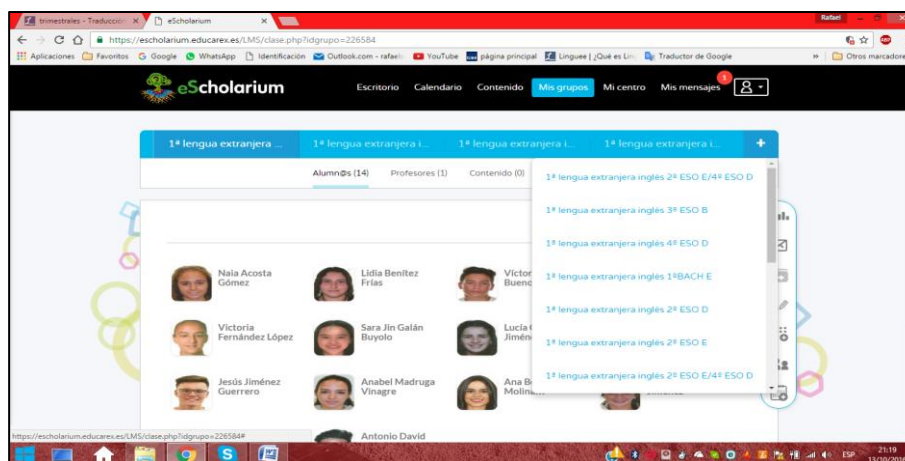


Figure 4. My groups in eScholarium <<https://goo.gl/5XwMyS>>

As shown in figure number 5, in the section called "My Centre", teachers can see all the academic staff. Here, you can contact whoever you wish in your centre and even create an event by saying, for example "Tomorrow during the first and second break, there will be an exhibition and competition of Halloween pumpkins. Please, those of you interested pick up the score sheet placed in the faculty lounge and assess them. Leave your results in my locker".

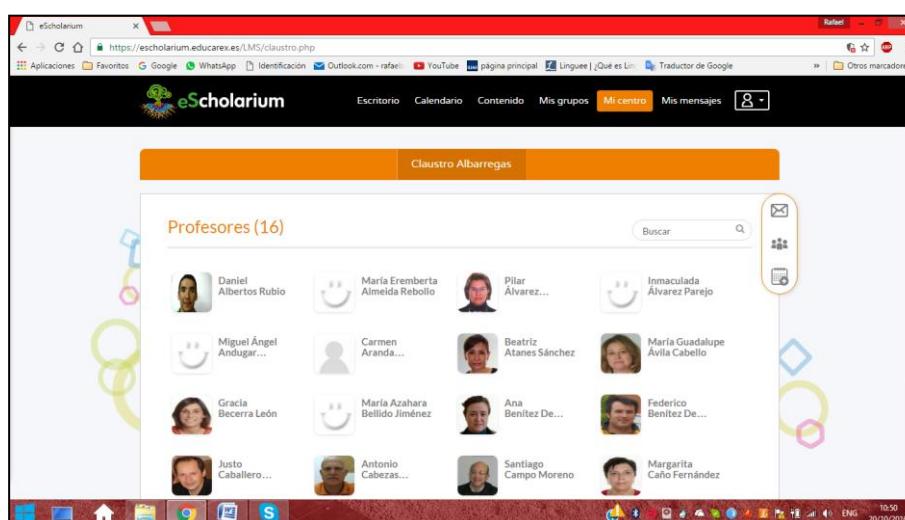


Figure 5. My Centre in eScholarium <<https://goo.gl/sfk1Dn>>

As shown in figure number 6, in the section called "My Messages", teachers can contact other teachers or students in the school, or even their parents. In this section, you can create an event and send it, for instance, "On Friday the 6th, you will take an exam of the lesson 2". This event can be shared with all the teachers of your group, your students and even students' parents.

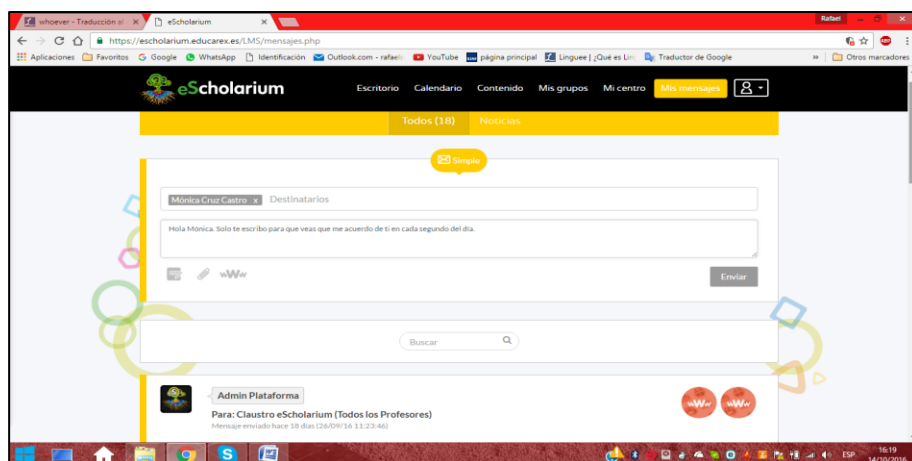


Figure 6. My Messages in eScholarium <<https://goo.gl/bTzIAI>>

Besides, eScholarium has its own training platform called eSchoform, see figure 7. In this platform, teachers have the same sections as in eScholarium, namely "Desktop", "Calendar", "Contents", "My Groups", "My Centre", and "My Messages". All these sections are the same as in eScholarium except the section devoted to "Contents". In this section, in spite of having your own material and student's books and workbooks, you can find some guides to operate properly with eScholarium, for instance, if you see figure number 7, you can see books namely "Types of files", "Students", "Teachers", "Centre Manual", among others. All these guides books try to make easier the handle of this platform, they are an instrument to train teachers, students and families. Apart from these ones, you can also see the file "Enrichment of a Digital Book". This file belongs to a training course I attended last year in order to make my own material much more attractive since, as I commented previously, eScholarium does not only house books coming for publishers but also material made by teachers. In this case, this training course was completely online and it was done through this platform.

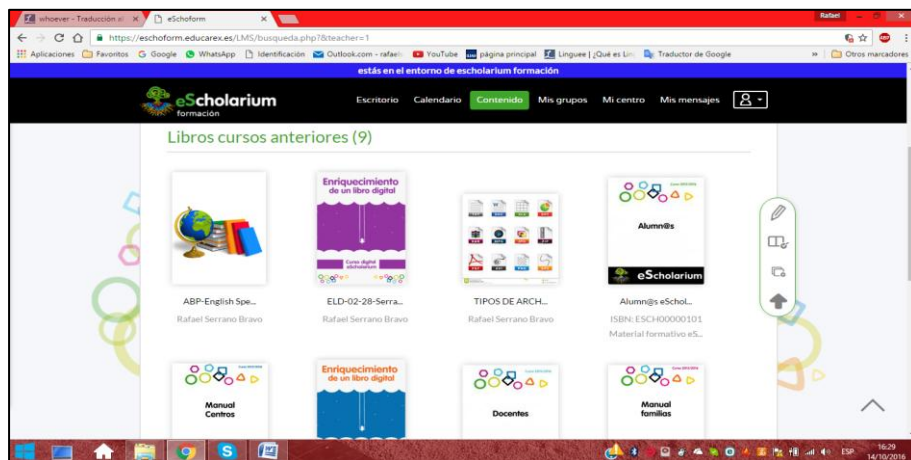


Figure 7. eSchoform in eScholarium <<https://goo.gl/cUxQZA>>

For instance, if you see figure 8, this training course had 6 sections, namely "Let's start", "The Digital Book: What to Enrich", "Files to Enrich Contents", "Multimedia Files", "SCORM Activities", and "Evaluation of the Course". If I wanted to revise what I learnt in this course now, I would only have to click the section I am interested in and check it again

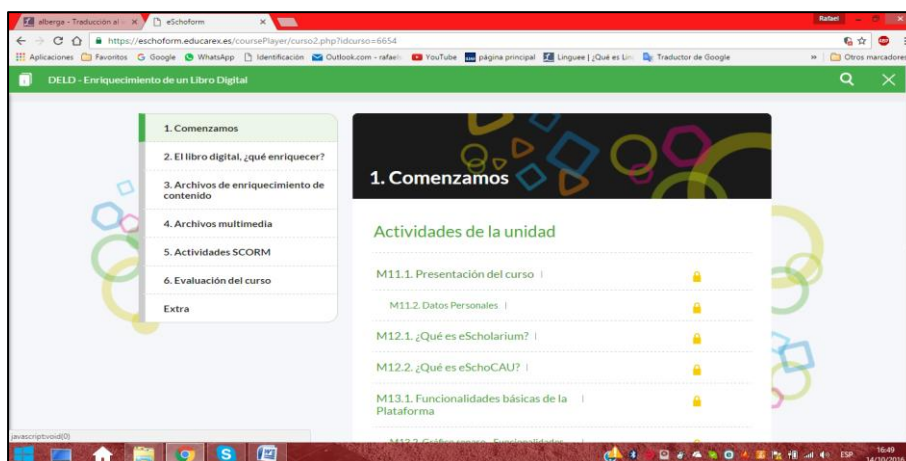


Figure 8. Training Course <<https://goo.gl/spSsGK>>

In this training course, a digital book had to be made with our own material and enrich it in order that our pupil may find it more visually attractive and motivating.

eScholarium includes teachers, pupils and parents or legal tutors. It provides assessment, traceability of the T/L process, detection of SEN (Special Educational Needs), access to resources, and collaboration and co-operation among teachers.

Once I have explained how *eScholarium* and *eSchoform* work, Now I will move on to comment on the different stages of implementation of this platform. At this point, A summary will be done from how it all started to what we all know as *eScholarium* nowadays:

It was launched in January, 2013 in compliance with the *Instrucción 25/2013 de 18 de septiembre* (Instruction 25/2013, 18th of September)

The Department of Education and Culture of the Regional Government of Extremadura made a major effort to achieve real and daily use of ICTs, both in the classroom and in the students'. Thus, in 2003-2004, an ambitious technological investment was done. This investment allowed all schools, regardless of their geographical location, number of students, or any other characteristics, to have broadband connectivity and substantial computer endowment, passing from the previous "ICTs in schools" to "ICTs in the classroom."

In a second phase (2005), the basic software for operation and specific adaptations for schools were developed (*gnuLinux*). In early 2005, it was paramount to extend *gnuLinux* towards the educational community, thus including classrooms, educational administration and homes as places of access to ICTs and digital educational resources.

In this respect, both the *Organic Law of Education 2/2006 of 3rd May* (<https://goo.gl/ei9r9C>) and the fundamental objectives for the European convergence fixed in the *Regional Policy of the European Union* (<https://goo.gl/u1yICl>) establish the need to promote the use of ICTs (and the knowledge of a Second Language - L2-) by students and teachers. This law also promotes to structure a system of lifelong education and citizenship education, and adapts the teaching-learning process to the interests of students.

Within the general European legal framework, in February 2005, the *Framework Programme for the Revitalization and Promotion of the Use of ICT (ITER)* was born - in the educational community- through which the Regional Department of Education and Culture aims to effectively promote the use of ICTs among all members of the educational community (teachers, students, families, and administration). This programme has helped implement actions such as the creation of the Educational Portal of Extremadura *EducarExv2.0*. (<http://escuela2punto0.educarex.es/>), the development of the *Virtual English Lab* (<http://lvi.educarex.es/>), where many interactive resources for all levels, not only for the subject of English, can be found, and Educational corners such as *Contenidos Educativos*

Digitales (<http://conteni2.educarex.es/>), where a great number of interactive resources for all of the subjects in the curriculum can be found.

Moreover, in 2006, the then Department of Education and Culture provided the educational community of Extremadura with an integrated platform called *Rayuela* that, thanks to the Internet, allows:

- to have almost any data in real time, in an quick and reliable manner, facilitating decision-making to improve the quality of the educational system;
- to perform all tasks and activities related to the academic and administrative management activities quickly and efficiently, and to provide advanced services via the Internet such as school budgets and invoicing; and
- to establish a collaborative environment for different members of the educational community, uniting the school to the family and *vice versa* and enhancing the participation of all stakeholders in the development and progress of education.

Thanks to this project, *Rayuela* has become an essential tool for administrative and academic management of schools. It is currently a relevant and vital system of the Regional Department of Education and Culture, as it is the main repository of information on students, on Extremadura's educational offer, and on the various academic processes that take place throughout the academic year. It is at the centre of the relations with other existing systems in the Regional Department of Education and Culture and it is quite relevant for the Educational Community of Extremadura.

All this technological development has been completed in the last four years (2012-2016), with the *School 2.0 Program* (<https://goo.gl/bSyzx7>) a project with which the Regional Department of Education and Culture of the Regional Government of Extremadura, in collaboration with the Spanish Ministry of Education, Culture and Sports (MECD), is improving the technological equipment of the classrooms to adapt it to new ways of teaching and learning in the 21st century, thus reinforcing the integration of ICTs and the acquisition of knowledge in schools. For this reason, some classrooms (initially 1st and 2nd year of ESO¹) were technologically equipped with interactive whiteboards, and laptops were given to each student and teacher for them to use these ones as a tool in the class and at home.

In parallel, during this period, there has been an increment in the quantity and quality of digital educational contents (Free or Paid), published by the educational authorities or by

¹ ESO: Compulsory Secondary Education

² Learning Analytics: It is the measure, compilation, analysis and presentation of data about students, their contexts and interactions with the aim of understanding the learning process which is being developed and optimize the environment where these are produced.

independent publishers or authors. Digital educational resources have become an important part of the process of teaching and learning that takes place in our classrooms.

In 2011, a step forward in digital training resources became necessary, and the Educational Authorities made available a much more powerful functional tool called *eScholarium* that implemented the techniques of Learning Analytics². This meant a revolution in the process of teaching and learning by using digital media, and, especially, digital books (free or paying) and subsequently in the process of monitoring the relationship between students and teachers. In addition, this new tool sought to include teachers and students massively at all levels, so that a new software was needed with a minimal learning process to the extreme of using the latest technology websites and allowing adaptation to students and to families with little knowledge of how to use this tool.

This Virtual Learning Environment for Non-University Education which is called *Virtual Environment of Education eScholarium* (<https://goo.gl/dyFUwq>), continues the strategic program of ICTs called *Plan Educational Community 2.0* (<https://goo.gl/7Mu14b>) and which was approved in an extraordinary session in Cáceres on September 29th, 2012, allowing the use of digital textbooks.

This Plan launched the use of ICT in the classroom in a decisive and definite way, by integrating the digital textbooks in the system on a daily basis. This required the creation of different platforms and laboratories that allow students online monitoring, and the reproduction and editing of digital educational contents. This is the reason why a long period of at least 42 months was required to make it progressive and sustainable, thus making public funds more productive and profitable.

In this first phase (2013-2016), *eScholarium* along with *Rayuela* were key pieces in the progressive introduction of the use of ICTs in the classroom, so that both platforms were integrated with various applications and tools of *Software Educativo Extremeño or Linex* (<https://goo.gl/TILyY0>), a free operative system with no license for the purpose, *inter alia*, of making the educational system more efficient, improving academic performance, and implementing teaching with digital books, a gradual process that is integrating every year a greater number of students and schools until its complete assimilation.

² Learning Analytics: It is the measure, compilation, analysis and presentation of data about students, their contexts and interactions with the aim of understanding the learning process which is being developed and optimize the environment where these are produced.

2.2. Legislation on the process of implementation of *eScholarium*

This section deals with the main legislation which have allowed the implementation of *eScholarium* in the educational system of Extremadura.

1. *Instrucción 25/2013 de 18 de septiembre de 2013 de la Secretaría General de Educación*

This order has as its aim to structure and organize the details to start with the platform *eScholarium*. This instruction contains the first 49 pilot schools among which the centre where this Research Project has been carried out is included. This instruction wants to determine the exact number of licenses for digital books required for these centers as well as the financial allocation of them.

2. *Resolución de 13 de junio de 2014 de la Secretaría General de Educación.*

This order allows the inclusion of new centers in the platform. Here, the characteristics, objectives and requirements of the schools are detailed, as well as the different types of centers and their rights and obligations. Among the rights, each school will get two 42'' televisions for the teachers' room and for the hall, individual laptops for teachers and students, wifi in each of the classrooms for at least 40 people and a printer for each of the classrooms. It is worth mentioning here that in the case of the center of this Research Project these printers were not used due to the high cost of the cartridges and sheets of paper.

3. *Resolución de 11 de julio de 2014 de la Secretaría General de Educación*

In this order, the provisional list of centers participating in the platform is provided (a total of 92 schools).

4. Publication of 18th July of the Service of Information and Communication Technologies

This publication establishes the provisional lists of scale and financial allocations of schools admitted to the experimental procedure of digital teaching with educational platform *eScholarium* in non-university public schools in the region of Extremadura.

5. *Resolución de 1 de agosto de 2014 de la Secretaría General de Educación*

This instruction establishes the final lists and financial allocations of each of the schools admitted to the experimental procedure of digital teaching with the educational platform *eScholarium* in non-university public schools of Extremadura. In the case of the school of this Research Project the budget was of 6,617.19€.

6. *Resolución de 9 junio de 2015 de la Secretaría General de Educación*

This order establishes the conditions for extension and new registration in the experimental procedure with the digital teaching platform *eScholarium* for non-university public schools in

the region of Extremadura. Besides, it establishes the basis for B-type schools becoming A-type ones.

7. Resolución de 22 de junio de 2016 de la Secretaría General de Educación

This order establishes the detailed conditions for extension of the already-participants in the experimental procedure with the digital teaching platform *eScholarium* in non-university public schools in the region of Extremadura.

2.3. CLIL definition

Once we have analyzed the development of ICTs in Extremadura in the last ten years from the first stages when computers were integrated into the classroom to the nowadays use of digital books and *eScholarium*, and we have commented on the mail legislation behind it, it is now time to determine what CLIL is and the development of CLIL in Europe and Spain, next to the Canadian experience.

Firstly, it is relevant to define the term "bilingualism" and understand the differences with the term "CLIL". People think that bilingualism is the ability to speak two languages almost perfectly. However, this is an old belief.

To find a precise definition of the term bilingualism is a difficult task. There are many definitions by many different authors; In Harding and Riley (2003:3), some of them are cited:

Bilingualism (is) native-like control of two languages[...]Of course, one cannot define a degree of perfection at which a good foreign speaker becomes a bilingual: the distinction is relative, Bloomfield (1933:55-56)

The phenomenon of bilingualism (is) something entirely relative[...]We shall therefore consider bilingualism as the alternate use of two or more languages by the same individual, Mackey (1962:555)

In educational context, bilingualism is thought to be teaching students to "integrate (them) into the society in which the language is used" (Falk 1978). Cummings and Tamayo (1994:1) define it as "instruction to minority groups through the use of their mother tongue and, progressively, a mainstream language".

Marsh (2005:5) takes us to the difference between bilingualism and CLIL "The term Content and Language Integrated Learning (CLIL) (is) [...] a generic "umbrella" term to refer to diverse methodologies which lead to dual-focused education where attention is given to both topics and language of instruction".

Teaching and learning in a second or foreign language "is as old as education itself" (Coyle et al. 2010: 2). A clear example of this is when the Roman Empire invaded Greece. Children of Roman families were taught subjects in Greek by Greek teachers; it provided

them with a second language, expanded their professional opportunities and even gave them the possibility to settle down in Greece.

The term CLIL was firstly coined by David Marsh (2002:2): "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused, the learning of content and the simultaneous learning of a foreign language."

Marsh became part of a research team investigating practices where the methodologies were successful at language and content learning and provided pupils with an enjoyable experience. The term 'CLIL' was chosen in order to reflect the experts' shared perception of the similarities which they found in different "methodological practices" of bilingual teaching across the world (Marsh 2009: 7). Thus, CLIL was launched as a general term to include the common characteristics found in how bilingual teaching was practiced worldwide. CLIL was used to "describe and further design good practice as achieved in different types of school environment where teaching and learning take place in an additional language" (Coyle et al. 2010: 3).

In the CLIL approach the focus is on learning *through* and *with* a foreign language, as opposed to simply learning *in* a foreign language. The dual focus in CLIL is essential to understanding how CLIL is different from other practices consisting of teaching an L2 language apart from the pupils' mother tongue. CLIL is different from other language teaching practices in that it is content-driven (Coyle et al. 2010: 1). Marsh and Marshland (1999), claim that CLIL is not meant to replace explicit language instruction. Rather, CLIL should be viewed and practiced as a complement to traditional language teaching. It creates an environment which requires teachers to adapt their traditional teaching practices. It is flexible and adaptable for various contexts. It includes several models which are practiced in several ways with different learner types. According to Coyle et al. (2010: 1), "Good CLIL practice is realized through methods which provide a more holistic educational experience for the learner than may otherwise be commonly achievable". What creates the "dual-focused form of instruction" in CLIL are the multiple methodologies applied to support language (Coyle et al. 2010: 3). The methodologies used and the degree of focus on language differ according to the CLIL context: Whether language is focused on meaning or focused on form (Coyle et al. 2010: 35). In the former, the dominant focus may be on language, in the latter content may be the primary focus. However, Coyle et al. (2010: 6) state that no matter where the dominant focus is placed, the methodologies of CLIL create the "fusion" between content and language of which positive educational outcomes can be achieved. According to Coyle (2002:45), cited in Coyle et al. (2010: 6), what makes CLIL unique is "the planned pedagogic

integration of contextualized content, cognition, communication and culture into teaching and learning practice".

To make these concepts clearer, students in Extremadura study the subject of English language where more attention is paid on correctness and fluency, and CLIL subjects where, although correctness and fluency are also relevant, more attention is paid in contents and meaningful learning.

2.4. Computer Assisted Language Learning (CALL)

One of the objectives of this Research Project is to point out advantages and disadvantages of *eScholarium*. This platform, among all of its functions, can be considered a tool to learn an L2 through the help of a computer. The work entitled *Advantages and Disadvantages of CALL* by Indrawati, E. D. (2008) points out the main advantages and disadvantages of CALL. Among the advantages, she points out that CALL programmes are attractive and motivating for the student, they allow individualization of the learning process, deal with diversity and are time flexible. Besides, CALL programmes allow immediate feedback, error analysis, and repetition of the exercises. Among the disadvantages, she points out that the equipment is less handy because traditional books "could be used anywhere and anytime", it increases educational costs, there is a lack of trained teachers, CALL programmes are still imperfect (more based on listening, reading, and writing), and they cannot deal with learners' unexpected learning problems as a teacher does. Some of the advantages and disadvantages signaled in this work are commented below in the section 4.2 "Analysis of the results".

In this Research Project, I am trying to make conclusions about the integration of *eScholarium* and bilingualism, that is, between a digital platform with different apps and the meaningful learning of a L2. It is worth mentioning here the work *Improving the Effectiveness of Language Learning: CLIL and Computer Assisted Language Learning (CALL)* by Scott and Beadle (2014). They point out that CALL generally has "positive impacts on children's language competences where they are appropriately applied". They also points out that there are certain tools in CALL that can support traditional teaching, such as chats, online audio and visual multimedia resources, and online dictionaries. It is true that traditional L2 teachers use more and more these resources since all the classes have Internet access. These authors also points out three conditions for successful CALL:

- Teacher training for the effective adoption of CALL in class.
- Teaching approaches: Good selection of online material, promote student-centered learning to reduce anxiety, and good balance of CALL methods with traditional ones.

- Learning processes: Games-based tools to promote interaction and negotiation of meaning, and tools that prompt students to build responses. (pages 26-28)

I would point out a fourth condition for the success of CALL, the motivation of the students. Motivation is quite relevant in the process of education since it makes students learn quite meaningfully and they got the so-desired communicative competence.

2.4. Similar CLIL experiences in Canada, Europe and Spain

Regarding CLIL development, in the survey held by the *Euridice European Unit* in the document entitled *Content and Language Integrated Learning (CLIL) at School in Europe* (pages 7-10) is commented on the Canadian experience on bilingualism. English speaking parents who lived in the province of Quebec considered that their children should acquire significant learning skills in French since they lived in an French speaking environment. This immersion programme was very successful because of the implication of parents and authorities and the fact of living in a zone where French is widely spoken, not only at school but in their daily life. This immersion programme should be adapted to be successful in Spain because L2 is not spoken out of the class and the time of exposure to the L2 is minimum.

Concerning the evolution of CLIL in Europe, for a detailed summary, the work of Pérez Cañado entitled *CLIL Research in Europe: Past, Present, and Future* (2012) will be taken into account since it provides a global and precise vision of the evolution of CLIL in our continent. This author classifies her research into four zones: Northern, Central, Eastern, and Southern Europe, with a special emphasis on Spain and monolingual communities. This author starts by commenting on the origin of the term CLIL and the evolution of CLIL programmes in different countries of Europe. Her conclusion is that there is no uniformity in the way of implementing these programs because of the peculiarities of each country and the different educational systems. However, there are a few similarities, such as the presence of the L2 in the curriculum and the study of certain subjects *through* and *with* the L2. It is worth mentioning here that only in Spain there are 17 educational systems with its differences and peculiarities.

Regarding the CLIL situation in Spain, the general competence in primary schools with CLIL participant students shows that these students get better results than non-bilingual students in the traditional learning context when they are exposed to fill-in-the-blank tests and written comprehension (Jiménez Catalán et al. 2006).

The same tendency seems to be observed in secondary schools. Research carried out in the Basque Country and Catalonia shows certain superiority of CLIL students in the four basic skills if compared with non bilingual students (Lasagabaster 2008).

In my own experience, the proficiency of the students in the acquisition of an L2 have increased notably since the introduction of L2 in nursery and primary schools. It is worth mentioning here that, when I was a student, L2 was introduced at the age of 12 and many of the teachers used the traditional Grammar Translation Method in their classes. Skills such as speaking and listening were relegated to a secondary role or even they were not part of the T/L process.

Regarding Spanish university, research on CLIL is limited and many of these studies have been centered on the teacher's speech (Dafouz et al. 2007) or, in the opinion of university professors about the implementation of CLIL programmes at the university (Doiz et al. 2011). Likewise, Martín del Pozo's research (2016) was centered on general competencies and she did not compare undergraduate students who attended to English as L2 classes with undergraduate students who attended to CLIL programs at the university. Hewitt and Stephenson (2012) carried out research comparing university students coming from CLIL programmes in secondary education with students coming from non-bilingual ones. Results reveal a better linguistic attitude, much more motivation, lower anxiety level in the L2 lesson, and a better level of competence in those students coming from CLIL programs.

On the other hand, we should bear in mind that CLIL programs at university have been implemented recently and they are still limited in number. Research carried out in the Basque Country University points out that only 5% of subjects are taught in an L2 (Doiz et al. 2011). One possible reason for this figure is that English is not very frequently used out of the classroom, unlike other European countries where English is used as a vehicular language and a vital tool to communicate and get better jobs.

Finally, I would like to mention here on the questionnaire carried out by The Regional Government of Extremadura in February 2006 directed to all the schools in this region and more specifically in the section "Experience in the classroom". (<https://goo.gl/j1pW5r>). This study reveals that:

- The use of *eScholarium* for students has been very easy and intuitive.
- The access to the material in the classroom could be better because sometimes there are network problems.
- The traditional paper book is still used in many schools living together with the digital book.

- The use of the platform has not supposed a significant change in the students.
- When this platform is used in class the work of the students is mostly individual.

It is worth to mention that for the elaboration of this questionnaire only the opinions of the teachers were asked. Students and families were not asked so these results may vary because only one part in the process of T/L has been asked.

3. METHODOLOGY

3.1 Methodology used in this research

Regarding the methodology followed for the realization of this research project, according to the *Common European Framework of Reference for Languages* (<https://goo.gl/dV3I7H>) and taking Seliger & Shohamy's (1989: 17-20), and Nunan's (1991: 251-252 and 1992: 1-10) various types of research, this research is **applied** since it applies the product of basic research to a specific problem, in this case the assets and pitfall of *eScholarium*, if CLIL lesson will take advantages of this platform, if CLIL lessons will make the acquisition of contents slower than in Spanish, and if L1 will be affected by CLIL lessons.

According to the source of information, this work is derived from the **primary sources** of information, in this case it is focused in impressions and opinions that pupils and teachers have about the *eScholarium* platform and CLIL in question.

According to the approach, a **holistic analysis** has been done to try to view the separate parts as a coherent whole. In the case of this research, different questions have been answered by teachers and students in order to get general conclusions.

According to the purpose, this thesis is **inductive** since it seeks to derive general principles from the questionnaires.

According to the data, both **qualitative and quantitative** data have been used in order to make conclusions. Quantitative questions were restricted to five possible answers, and qualitative questions were open to any possible opinion, comment or answer.

Regarding the population, this thesis was made in a secondary school placed in Burguillos del Cerro (Badajoz-Extremadura) with a population of 3,204 inhabitants. It is a rural area and the unemployment rate is quite high. These questionnaires were passed in February, 2016 and the results were obtained in June the same year. The number of pupils in this centre is of 483 and the number of teachers is of 26. The students who answered the questionnaires range from 12 to 16 both sexes. In this secondary school, there are the following groups:

- 1 group in the 1st year of ESO
- 2 group in the 2nd year of ESO
- 1 group in the 3rd year of ESO
- 2 groups in the 1st year of ESO
- 2 groups of Basic Professional Training in Cookery.

These questionnaires were made with the permission of the Principal, and the Chief of Studies and they were answered by 20 teachers (76'9%) and 56 students of ESO (11'5%).

3.2. Questionnaires

For the development of this thesis, I have designed a series of questions in order to try to collect detailed information about two major fields: the platform *eScholarium*, and CLIL. Most of the questions are **closed-ended** questions so that dispersion may be avoided. However, some questions are **open-ended** since these ones were relevant to get general comments and opinions of what both pupils and teachers thought about some issues of this research.

The questions that **pupils** had to answer were the followings:

With regard to *eScholarium*, the questions were the followings:

1. To what extent has *eScholarium* changed the way you learn or study?
2. Do you consider that your secondary school is technologically equipped to use *eScholarium*?
3. Do you consider yourself trained enough to handle digital books and *eScholarium*?
4. To what extent does a digital book motivate you more than a paper book?
5. Will *eScholarium* and digital books improve your knowledge of a second language?

Concerning CLIL, the questions were the followings:

6. To what extent do you think bilingual teaching will help you get a better job in the future?
7. To what extent will studying contents in a second language provide you with a better level than a student which studies the same contents in Spanish?
8. Do you think that studying contents in a second language will make your Spanish level diminish?
9. What advantages does bilingual teaching have?
10. What disadvantages does bilingual teaching have?

The questions that **teachers** had to answer were the followings:

With regard to *eScholarium*, the questions were the followings:

1. Do you think that *eScholarium* will change the traditional way of teaching and learning in Extremadura?
2. Does the digital book have advantages with respect to the traditional book?
3. Do you consider that your secondary school is technologically equipped to use *eScholarium*?
4. Do you consider yourself trained sufficiently as a teacher to handle digital books and *eScholarium*?

5. Will the teaching and learning of a second language get better with the introduction of the digital book and *eScholarium*?

Concerning CLIL, the questions were the followings:

6. Do you think that bilingual teaching will help your pupils get a better job in the future?
7. Do you think that bilingual teaching will diminish the acquisition of contents with respect of traditional teaching in Spanish?
8. Do you think that bilingual teaching will diminish the evolution of the mother tongue?
9. What advantages does bilingual teaching / CLIL have?
10. What disadvantages does bilingual teaching / CLIL have?

These questions were asked to get to know the impression that students and teachers had about the use of *eScholarium*, the digital books contained in it, and the CLIL T/L process. Only 10 questions were chosen since the brevity and convenience of the questionnaire were paramount to get both students and teachers filled in it. Parents were not involved in this research since they do not deal with digital books or CLIL. Besides, these questionnaires were sent via Google forms and many of them do not have access to this platform, or in many cases they do not have even network at home.

4. RESULTS AND ANALYSIS

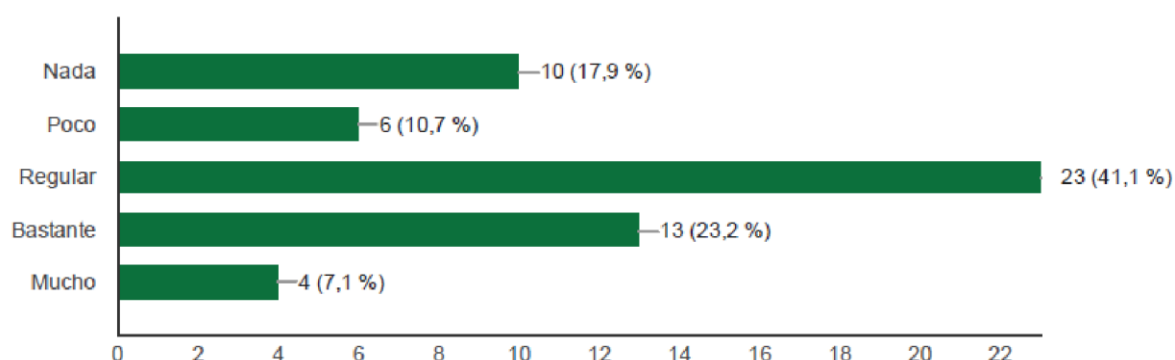
4.1 Results of the research

The results obtained in the **questionnaires directed to pupils** are shown below:

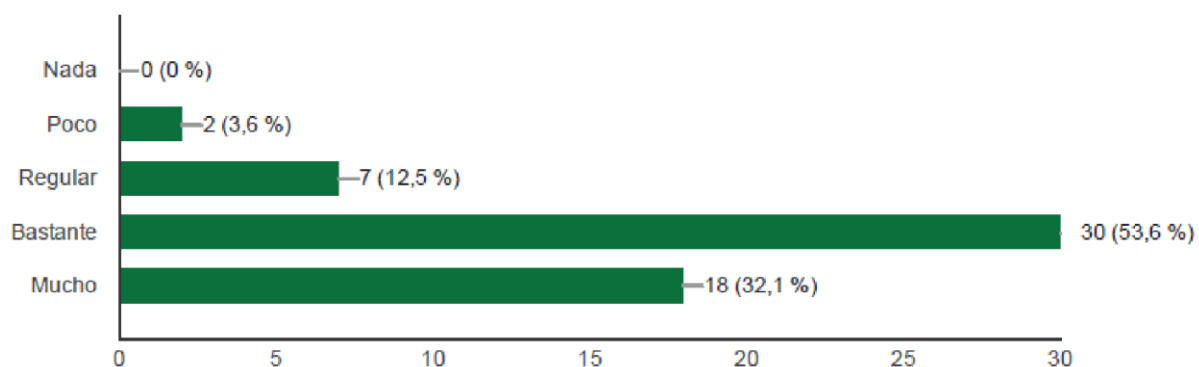
(*Nada*-"None"; *Poco*-"Few"; *Regular*-"Normal"; *Bastante*-"Quite a lot"; *Mucho*-"Greatly")

The number of students who answered the questionnaire was 56

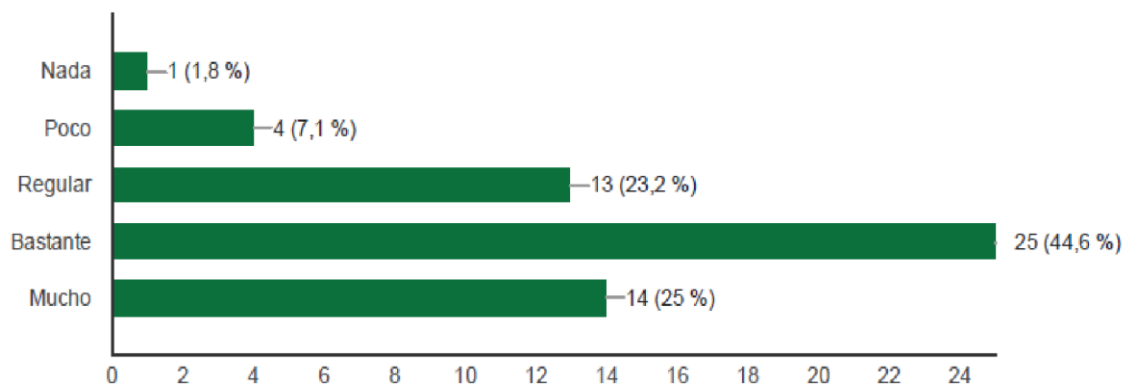
1. To what extent has *eScholarium* changed the way you learn or study?



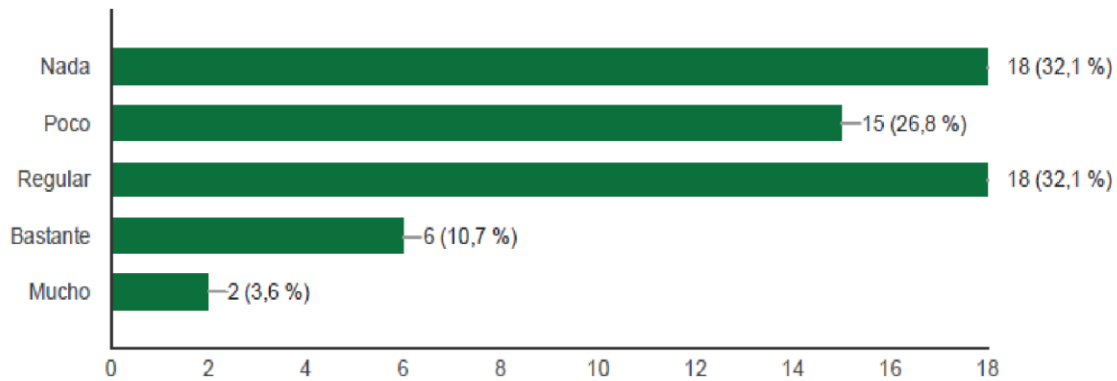
2. Do you consider that your secondary school is technologically equipped to use *eScholarium*?



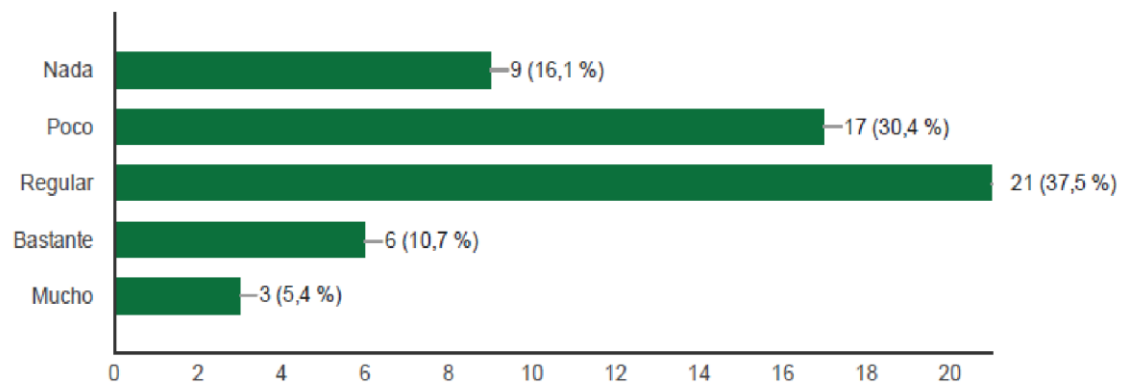
3. Do you consider yourself trained enough to handle digital books and *eScholarium*?



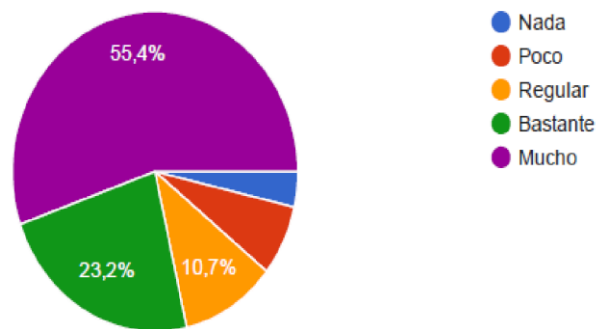
4. To what extent does a digital book motivate you more than a paper book?



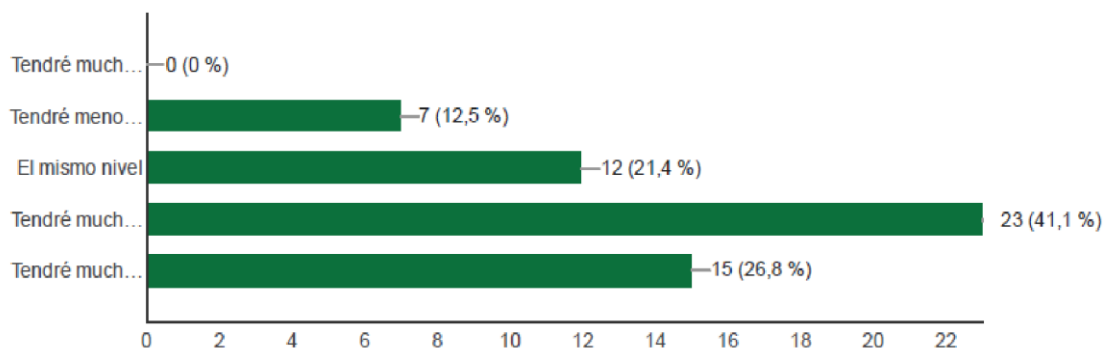
5. Will *eScholarium* and digital books improve your knowledge of a second language?



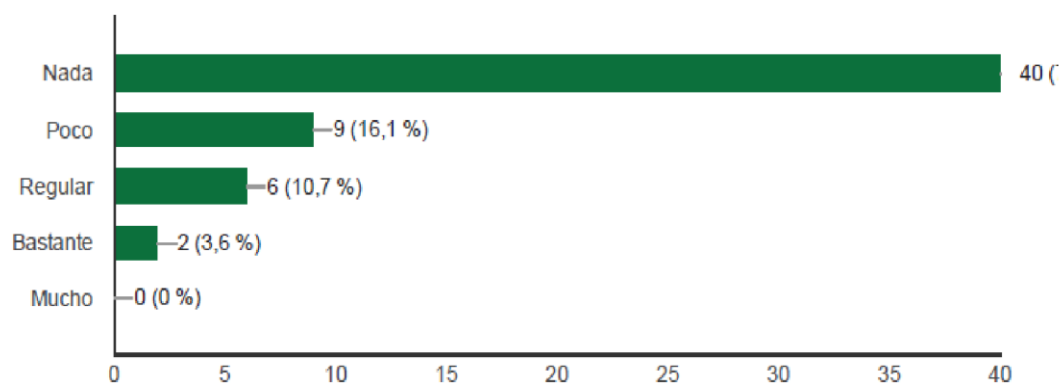
6. To what extent do you think bilingual teaching will help you get a better job in the future?



7. To what extent will studying contents in a second language provide you with a better level than a student which studies the contents in Spanish?



8. Do you think that studying contents in a second language will make your level of Spanish diminish?



9. What advantages does bilingual teaching have?

These were the most outstanding answers:

- To learn much more (20 answers)
- To get a better job in the future (10 answers)
- To get more proficiency in a L2 (8 answers)
- To learn vocabulary and pronunciation more deeply (7 answers)
- To be more fluent in an L2 (6 answers)
- To be able to communicate with other people (2 answer)
- To be able to go to study abroad (1 answer)
- To get better competence and training in the L2 (1 answer)
- None (1 answer)

10. What disadvantages does bilingual teaching have?

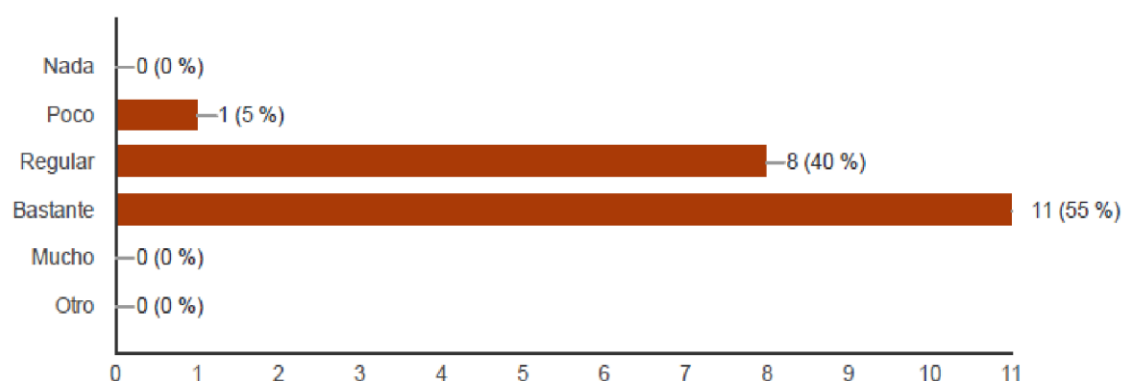
These were the most outstanding answers:

- It is more difficult, you have to study harder (23 answers)
- None (20 answers)
- Sometimes you do not know the meaning of the word (7 answers)
- Topics have less contents than topics in Spanish (5 answers)
- You can mix the languages (2 answers)

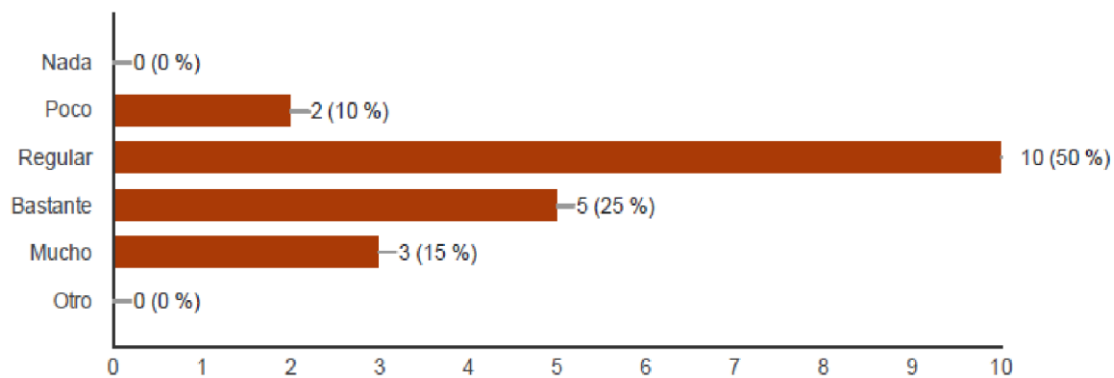
The results obtained in the **questionnaires of the teachers** are shown below:

(*Nada*-"None"; *Poco*-"Few"; *Regular*-"Normal"; *Bastante*-"Quite a lot"; *Mucho*-"Greatly")

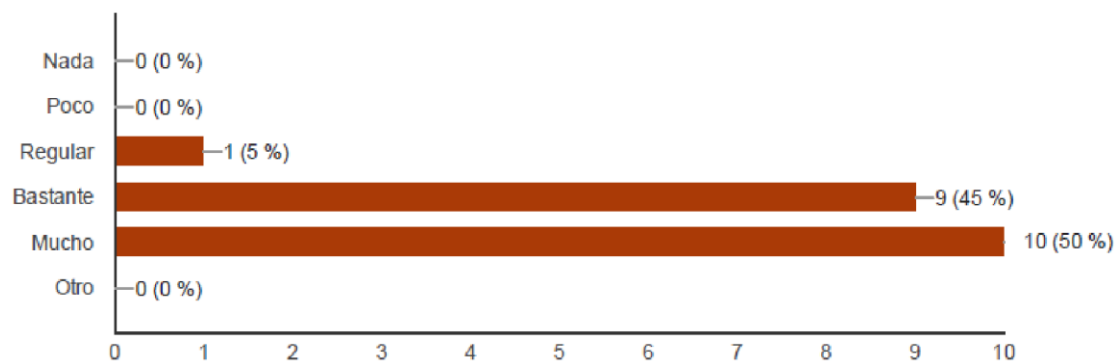
1. Do you think that *eScholarium* will change the traditional way of teaching and learning in Extremadura?



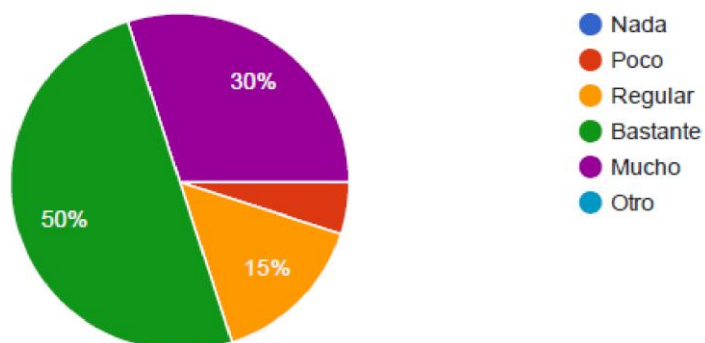
2. Does the digital book have advantages with respect to the traditional book?



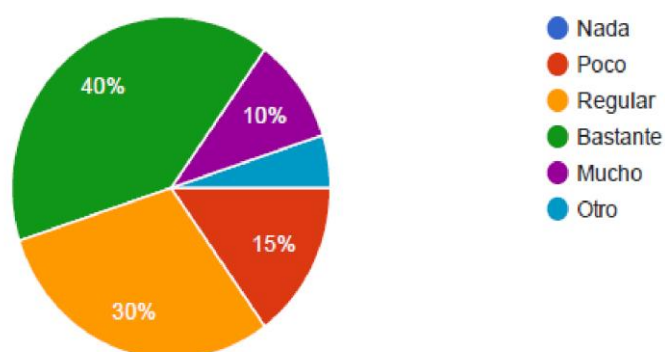
3. Do you consider that your secondary school is technologically equipped to use *eScholarium*?



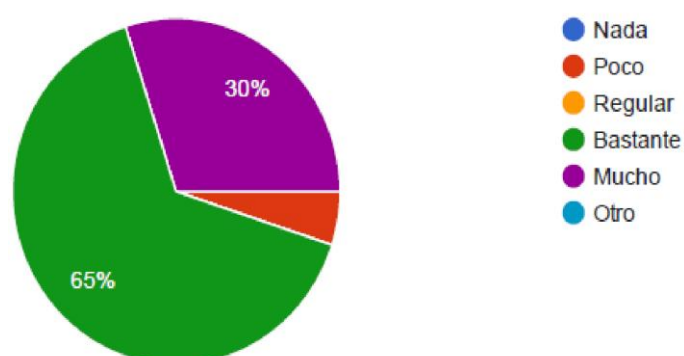
4. Do you consider yourself sufficiently trained as a teacher to handle digital books and *eScholarium*?



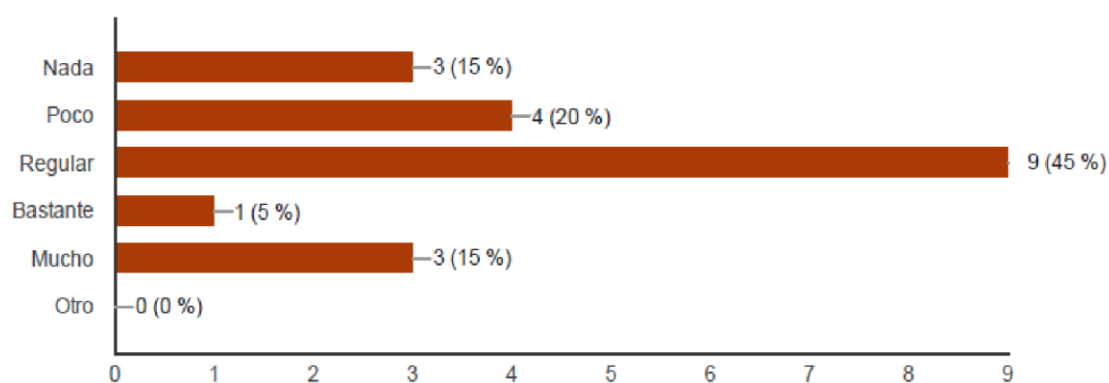
5. Will the teaching and learning of a second language get improve with the introduction of the digital book and *eScholarium*?



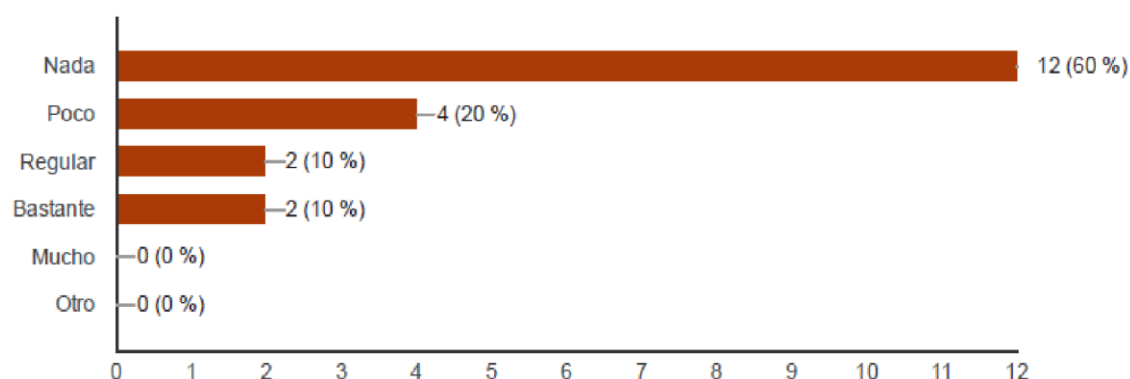
6. Do you think that bilingual teaching will help your pupils get a better job in the future?



7. Do you think that bilingual teaching will diminish the acquisition of contents with respect of traditional teaching in Spanish?



8. Do you think that bilingual teaching will diminish the evolution of the mother tongue?



9. What advantages does bilingual teaching / CLIL have?

These were the most outstanding answers:

- To get better competence in a L2 (8 answers)
- To get a better job in the future (5 answers)
- To know an L2 is always advantageous in a global world (3 answers)
- None (2 answers)
- To master an L2 in all of its fields (1 answer)
- The learning of a L2 is contextualized (1 answer)

10. What disadvantages does bilingual teaching / CLIL have?

Those were the most outstanding answers:

- None (8 answers)
- CLIL classes diminish contents in comparison with non bilingual teaching (6 answers)
- Teachers are not trained enough (2 answers)
- Segregation of students (2 answers)
- Students have to study harder (2 answers)
- Many families cannot help their sons and daughters since they do not know the L2 (1 answer)

4.2 Analysis of results

Firstly, I will analyze the specific objectives since the results obtained in them will help us to gain a complete overview of the general objectives. The first specific objective of this work is:

1) To determine to what extent the platform *eScholarium* and the use of digital books have changed or are going to change the traditional teaching and learning process.

Concerning the question 1: *To what extent has eScholarium changed the way you learn or study?* 41'1% of the students consider that *eScholarium* has made a normal change, not very significant, in the way they studied while 30'3% of the students consider that *eScholarium* has really supposed a significant change in the way they were studying. Only 28'6% of students consider that this platform has not supposed a significant change in the way they were studying. That is, 71'4% of students consider that *eScholarium* has made a change at greater or lesser extent.

It can be considered that the implementation of *eScholarium* has meant that pupils have had to adapt the way they were working with the ICTs. For students, it is easier to work with digital platforms and digital books because they adapt themselves quite well to ICTs.

Concerning the question 1: *Do you think that eScholarium will change the traditional way of teaching and learning in Extremadura?* 55% of teachers think that this platform will make a very considerable change, while 40% of teachers think that this platform will change in a normal way traditional T/L process. 5% of them consider that there will be few changes.

Analyzing these data, we can assert that for teachers the answer is not so enthusiastic since 55% of them are convinced that it will make a considerable change while the rest has doubts. This may be like that because some teachers consider themselves insufficiently prepared to work with ICTs and some of them, the ones with more experience, are reluctant to change the traditional T/L process.

With regard to the digital book and concerning the question 4: *To what extent does a digital book motivate you more than a paper book?* 58'1% of students consider that digital books motivate them few or none. 32'1% of students esteem that digital book motivates them in the same way as a paper book. 14'3% of them are motivated quite a lot or greatly.

These figures reflect the diversity of students in class. Some may prefer digital books, others may prefer paper books, and, obviously, some do not prefer neither of them. Diversity is paramount when working into the class since all of the learners have different

characteristics, what it is called emotional intelligence, and we, as teacher should know what type of learning is the most appropriate for each of our pupils. Probably, the best would be combine digital and traditional books and exercises.

However, these figures substantively change with teachers when they answered the question 2: *Does the digital book have advantages with respect to the traditional book?* 40% of teachers esteem that digital book is quite better than the traditional one. 50% consider that they have the same advantages, while 10% consider that paper books are better.

Analysing these data, it seems to be clear that digital books are not as motivating for students as for teachers. Students consider that digital books are not much better than traditional ones, but teachers consider that they are more motivating and useful. For most of the teachers, digital books are easier to handle and more motivating than paper ones, although some of the teachers still prefer working as they have always done. It seems to be clear that teachers prefer digital books because they make the teaching learning process easier, but, as in life, not always is the easiest the best.

2) To determine if high schools are technologically equipped to use eScholarium.

Having in mind that these questionnaires were made in an A-type centre, that is, centers with a major implication in this platform and with major economic budget, these were the results:

Concerning the question 2: *Do you consider that your secondary school is technologically equipped to use eScholarium?* 83% of students consider the centre very well equipped and technologically prepared. It is worth mentioning here that all of the pupils have a laptop and in the most of the cases they use digital books.

Concerning the question 3: *Do you consider that your secondary school is technologically equipped to use eScholarium?* 100% of teachers consider that the centre is quite well equipped and technologically prepared for the use of the platform. It is worth mentioning here that these figures could be quite different if applied in other centres with no A-type qualification.

Analyzing these data, It seems to be clear that in this case both students and teachers consider that their centre is technologically well equipped, having in mind what I have commented on previously.

3) To determine to what extent teachers and learners are sufficiently trained to work with ICTs and digital books.

Concerning the question 3: *Do you consider yourself trained enough to handle digital books and eScholarium?* 69'6% of students consider themselves quite or greatly trained to work with ICTs and digital books. 44'6% consider sufficiently trained, and only 8'9% of students consider themselves few or no trained to work with them.

Analysing these figures, it can be asserted that most of student fell capable to work with *eScholarium* and digital books because they were born in the digital generation and they feel more comfortable working with them. Besides, the use that they do of this platform is quite simple, most of times they only have to look for the digital student's book or the workbook.

Concerning the question 4: *Do you consider yourself trained sufficiently as a teacher to handle digital books and eScholarium?* 80% of the teachers consider themselves quite a lot or greatly trained to work with ICTs and digital books. 15% of them consider themselves trained enough and only 5% of them fewer o none trained.

Analyzing these data, it seems to be clear that teachers in this centre consider themselves well trained to work with new technologies and digital books. It is worth mentioning here that all of the teacher are scheduled to begin a 20-hour training course about *eScholarium* and digital books at the beginning of the academic year. Apart from this initial course, and to get points in the scale of the teachers, the Regional Government in Extremadura establishes the minimum of 60-hour training courses in ICTs into the academic year to get the so-desired points. This is a good way to get teachers trained.

4) To determine if L2 learning will be improved with the introduction of *eScholarium* and the digital book.

Concerning the question 5: *Will eScholarium and digital books improve your knowledge of a second language?* 37'5% of students answered that their learning of a L2 will be improved in the same way that without the introduction of *eScholarium* and the digital book, while 46'5% of them think that the introduction of these elements will improve their learning fewer or none. 16'1 of them consider that their competence in an L2 will be improved quite a lot or greatly with the introduction of both elements.

It seems to be clear that students consider that the improvement of competences in an L2 depends not only on *eScholarium* and digital books but on their work in class. There are more pupils that consider that both elements will help them improve their learning of an L2 fewer or none. This probably means that learning a L2 is more a question of daily work than of a digital platform or books.

Concerning the question 5: *Will the teaching and learning of a second language get better with the introduction of the digital book and eScholarium?* 50% of teachers consider that the introduction of these two elements will improve quite a lot or greatly the learning of a L2. 30% of them consider that these ones will improve the learning the same as without these two elements, and only 20% of them fewer or none.

Most of the teachers consider that *eScholarium* and digital books will improve the competence in an L2 the same, quite a lot, or greatly. The reason is that *eScholarium* allows to make your own didactic materials, and digital books are considered to be quite more attractive, interactive and motivating than traditional ones. As it can be seen 20% of teachers are reluctant to think that these two elements will make improvements in the educational system since many of them still prefer the traditional way of teaching.

Analyzing these data, It seem to be clear that here there is also a disruption in the perception of both teachers and students. Students are not really sure if the platform and digital books will improve their knowledge of a L2. However, 85% of teachers consider that both *eScholarium* and digital books will improve the same, quite a lot or greatly the learning of a L2.

5) To determine if CLIL will provide advantages to get access to a better job.

Concerning the question 6: *To what extent do you think bilingual teaching will help you get a better job in the future?* 78'6% of students consider that CLIL will help them quite a lot or greatly to get an better job. 10% of them in somehow. Only 4% of them consider that CLIL will help them fewer or none.

As it was commented on before in the advantages of CLIL lessons, students mostly consider that CLIL lessons will help them to get a better job in the future since they will be better trained than pupils studying content subjects since the knowledge of an L2 is paramount.

Concerning the question 6: *Do you think that bilingual teaching will help your pupils to get a better job in the future?* 95% of teachers consider that CLIL will help students to get a better job in the future.

Analyzing these data, it seems to be clear that both students and teachers agree that CLIL will make them get a better job or a better access to the labour market. According to an ADECCO report in Spain (24th September, 2015) published in *El Confidencial*, 32'8% of job offers demand at least to know an L2. English is the most demanding language, followed by French, German, Portuguese, and Italian.

6) To determine to what extent CLIL will mean a loss in the acquisition of content knowledge with respect to L1 learning.

Concerning the question 7: *To what extent studying contents in a second language provide you with a better level than a student which studies the same contents in Spanish?* 67'9% of students consider that they will have quite a lot or greatly level than students studying those same contents in Spanish. 21'4% of them consider that they will have the same and 12'5% consider that they will have fewer level.

Analyzing these figures, most of the students consider that they will not lose contents studying in an L2 because they consider contents are the same for both, CLIL students and content-subject students.

Concerning the question 7: *Do you think that bilingual teaching will diminish the acquisition of contents with respect of traditional teaching in Spanish?* 45% of teachers consider that they will not lose contents, they will have the same level. 35% of them think that they will lose contents fewer or none, and 20% consider that they will lose contents quite a lot or greatly.

Analyzing these data, it seems to be clear that students think that they will not lose more contents than another student studying contents in L1 while teachers think that they will have the same or more. Students consider that they are doing an extra effort studying certain subjects in an L2 and they are not losing contents in the way, while teachers consider that studying subjects in an L2 will make students reach the desired level but with more difficulty in the process. Probably the 20% of teachers who think that students will diminish contents in CLIL classes are the same who think that *eScholarium* and digital books will not improve the acquisition of a L2.

7) To determine if studying contents in a L2 will make your level of Spanish diminish.

Concerning the question 8: *Do you think that studying contents in a second language will make your level of Spanish diminish?* 87.7% of students think that studying contents in an L2 will diminish their Spanish level fewer or none. 10.7% of them consider that their Spanish level will be the same, and 3.6% of them consider that their Spanish level will diminish.

Concerning the question 8: *Do you think that bilingual teaching will diminish the evolution of the mother tongue?* 80% of teachers consider that CLIL will diminish Spanish competence fewer or none, 10% consider that they will have the same competence, and 10% consider that their competence in L1 will improve.

Analyzing these data, it seems to be clear that both teachers and learners consider that studying contents in a L2 will not diminish their competence in the mother tongue. This is due to the fact that the most of the time students use their mother tongue to communicate outside the class and the fact that apart from CLIL subjects they study Spanish Language as a curricular one. Unlike other countries in Europe where the L1 is relegated to a second role, in Spain, L1 is commonly used as a vehicular language.

8) To determine to what extent the implementation of *eScholarium* entails a clear advantage in Content and Language Integrated Learning (CLIL) education and its participants.

Concerning the question 9: *What advantages does bilingual teaching have?* Bearing in mind the most outstanding students' answers, we can conclude that students consider that their learning of an L2 will be better with the implementation of *eScholarium* since it provides innovative tools, such as digital books, interactive podcasts, games, among others, and all these tools are quite more attractive than working with paper books. Besides, they think that their proficiency, vocabulary and pronunciation will be improved. They also consider that learning well an L2 will make them get a better job in the future. It is clear that many international companies in Spain are demanding day by day people with mainly oral proficiency in an L2 and with the nowadays crisis, it is a good reason to be involved in CLIL classes. Apart from all this, students consider that CLIL classes will give them the opportunity of being able to study abroad more easily and communicate with people from other countries. It seems to be clear that the advantages are to learn much more, to get a better job in the future and to go abroad (for study or work).

Concerning the question 9: *What advantages does bilingual teaching / CLIL have?* Most of the teachers think that the main advantages are to get a better job in the future, to get better competence in a L2, and to be more competitive in our nowadays global world. It seems clear that the perspective of students and teachers are so closed since both consider that CLIL will make them get a better job in the future, improve their competence in a L2, and go abroad for work or study. Today it is quite important to have oral competence in an L2. Crisis is global and our region is one of the poorest in Spain. If students want to get better jobs, the way they can differentiate from the rest is having a good oral competence in an L2.

9) To determine to what extent the implementation of *eScholarium* supposes a clear disadvantage in Content and Language Integrated Learning - CLIL- education and its participants.

Concerning the question 10: *What disadvantages does bilingual teaching have?* 38'9% of students consider that they have to work more than a non-bilingual student. 35'7% of the students consider that CLIL education has no disadvantages, 12'5% of students consider that vocabulary of the topics is difficult, 8'4% of them consider that they lose contents in comparison with non-bilingual students, and 3'3% mix both L1 and L2.

It seems to be clear that the main disadvantages are, apart from none, to study harder than a non-bilingual student, and difficult vocabulary. In my own experience, bilingual students work harder because it is obvious that it is not the same studying in your mother tongue as studying in a foreign language.

Concerning the question 10: *What disadvantages does bilingual teaching / CLIL have?* 40% of teachers consider that CLIL has no disadvantages, 30% of teachers consider that CLIL diminish contents (these teachers who consider that CLIL classes diminish contents are probably the same who prefer traditional teaching and learning methods), 10% of them consider themselves no well-trained (probably due to the lack of interest), 10% consider that students have to study harder, and 10% think that most of the families cannot help their sons and daughter with their homework. In the case of our school situated in a rural area, most of the families do not speak in an L2 and this make parents cannot help their sons and daughters in case of doubts.

Once I have analyzed the specific objectives of this Research Project, I will move on to analyze the general objectives:

1) Which the assets and pitfalls of the *eScholarium* platform are

Taking into account students and teachers' answers of the questionnaires, and on the basis of my own experience as an English teacher in primary and secondary education for 20 years, I can assert that the main advantages of *eScholarium* are:

- This platform involves a change to a greater or lesser extent in the T/L process since it is more motivating and attractive than the traditional blackboard for both teachers and students.
- Activities and materials can be done by the teachers and be shared with the whole educational community.
- Training of teachers can be done through this platform in the website *eSchoform*.
- Communication between the different stakeholders in the educational system (administration, teachers, students and parents) gets better since all of them can contact each other through the mail service and text messages on the phone.
- *eScholarium* provides schools technologically with ICT devices, such as interactive whiteboards, individual laptops, corporative mail accounts for teachers and students, which gives education a higher quality.
- Teachers and students consider themselves trained enough to handle this platform since it is very intuitive and easy to manage.

Apart from all these, according to the comments of most of my partners in the centre, *eScholarium* is a good platform to improve a L2 since teachers have the possibility to send their students films, podcasts, songs, real conversations, et al, and make their students record their own oral productions, and this is a good way to improve the two most difficult skills: listening and speaking

Regarding the main disadvantages and on the basis of the questionnaires and my own experience, these are the most outstanding ones:

- Some teachers consider themselves insufficiently trained to work with this platform. Although all of the teachers in Extremadura are provided with an initial 20-hour training course, this one seems to be clearly insufficient since the possibilities of *eScholarium* are quite broad. These teachers who consider themselves insufficiently trained are probably the ones with more experience and who are used to working with paper books and traditional methods.

- Some pupils ignore the different sections in *eScholarium* due to the lack of training of their teachers. Students tend to use *eScholarium* simply as a way to access the digital book, but nothing else. However, this tendency is changing since day by day teachers are quite well trained and prepared to use ICTs.

Apart from all these, and on the basis of my own experience, the network in schools sometimes crashes and teachers and students cannot have access to the broad range of possibilities that *eScholarium* offers. This involves a clear disadvantage that traditional T/L process did not have. Traditional paper books never crash. Some publishers provide teachers with offline books that teachers can manage in such case, but the problem is that students cannot access their own books since they are offline.

Another disadvantage is that there are teachers, mainly the ones with many years of experience, that prefer traditional methods of teaching and they are not used to managing ICTs and computers. Although they are specifically trained to handle *eScholarium*, they actually continue to use traditional methods. With the passing of years, this tendency will tend to disappear since new teachers come very well trained in this type of digital education.

2) If CLIL lessons will take advantage of this platform or on the contrary this platform will be a burden

Taking into account students and teachers answers and on the basis of my own experience, I can assert that bilingualism and *eScholarium* involves a clear step forward toward a quality T/L process. Bilingual subjects take a clear advantage of this platform since digital books are contained in it, and both teachers and students can control their own process of teaching and learning. I would dare to say that bilingualism and *eScholarium* are hand in hand since, although bilingual teaching does not need a specific platform, its use compiles not only digital books but a whole range of apps such as mail, calendar, app to create new materials, among others, apart from integrating teacher and student training, sharing didactic materials with other stakeholders, what allows to integrate a whole set of resources in one which involves better communication among the different stakeholders in the educational community.

On the basis of my own experience, digital books are supposed to be more attractive than traditional ones, students can get feedback of them since they belong to the information age, lately called digital age, and probably they are more comfortable using a laptop or a digital book rather than a traditional paper one, but, data collected in question number 2 of students questionnaires, show that not all of the students are equally motivated with digital

books and bilingualism. Only a part of them perceive that this kind of teaching can provide them with a better job in the future and with the nowadays crisis this is paramount. However, others prefer traditional books and traditional methods of T/L. Teachers have to bear in mind that diversity is the main characteristic of students and T/L process should comprise and share the best of the two different teaching methods.

3) If CLIL lessons will make the acquisition of contents slower than in Spanish

Taking into account answers of students and teachers, on the basis my own experience, I can assert that studying contents in a L2 means much more effort on the part of both teachers and students and this is a handicap.

On the side of students, they think that they have to invest more time to studying those subjects since the language is not their mother tongue and they have to learn new vocabulary and pronunciation. However, at the same time, they think that they are acquiring level much more in the L2 and in the subject than another non-bilingual student, and this motivates them more.

On the side of teachers, 70% of them think that studying contents in a L2 should not cause a diminishing in the acquisition of contents. Not all of the teachers have the same motivation and competence in the L2, given the T/L process is not in their own language and this leads to make an extra effort that some of them are unwilling to assume.

However, students and teachers agree that contents have to be adapted to the required English competence for students' level of study. It seems to be clear that it is not the same studying contents in your L1 than in an L2. Studying contents in an L2 means more effort and more time and this may produce a diminishing in the contents to be learnt. Both students and teachers perceive that CLIL classes entail an extra effort and work that not all of them are ready to assume.

4) If the mother tongue will be affected by learning contents in a second language

Regarding the diminishing of competence in the L1, students think that studying in a L2 will not cause a diminishing in their mother tongue since they study Spanish Language and Literature and they are the most of their time using Spanish for social interaction and communication.

Regarding the diminishing of competence in the L1, most of the teachers think that studying contents in a L2 will not get to reduce the competence in the mother tongue since students use Spanish the most of the time in their social interactions.

Teachers and students agree that Spanish will not suffer a loss of competence for the sake of studying certain subjects in a L2.

4.3 Lines for future research

Having analyzed the results of this Research Project, future lines of research could be directed to the realization of this work with a greater number of participants since, as I commented previously, the sample is quite reduced. It was carried out in an A-type Secondary School belonging to a rural area and the results have been obtained analyzing the answers of 20 teachers and 56 pupils. Some of the results could be different whether these questionnaires are applied to another type of schools (B or C-type schools).

At tertiary level, there are few research at this respect. This research could be done at university in the degrees where CLIL programs are applied. This lack of research is probably due to the fact that at this level CLIL programs are limited.

On the other hand, *eScholarium* and digital books are nowadays implemented in many Primary, Secondary and State School of Languages, so this research should be conducted longitudinally, more prolonged in time, with post- and delayed post-testing phases, that is, tracking the results in different phases having in mind tests results.

In this work, I have tried to give an overall and specific view of *eScholarium* and bilingualism in a A-type school. Some results may be transferable to the situation in Extremadura but some of them may be quite different because not all the centers in the region belongs to the A-type category or have the same characteristics.

5. CONCLUSIONS

The main goals of the current study are to determine the assets and pitfalls of the *eScholarium* platform, if bilingualism will take advantage of this platform or on the contrary this platform will be a burden, and if CLIL lessons will make the acquisition of contents slower than in Spanish, and determine if L1 will be affected by learning contents in a L2.

In the section devoted to the analysis of results, I have commented and analyzed the results obtained in depth. At this point, I would like to relate some of my results with others obtained by other researchers mentioned in my literature review:

- Comparing the results obtained in this study with those of The Government of Extremadura carried out in February 2016, it can be observed both that the platform *eScholarium* is very intuitive and easy to handle. However, in my study *eScholarium* has made both students and teachers change the way they taught and learnt in their schools while in most schools in Extremadura this has not been the case.
- Unlike the Canadian and North American experience, where CLIL programs were very successful, in Spain and due to the fact that English is not necessary for daily life in most of the cases, CLIL programs are more focused not to get oral fluency or a better pronunciation of the L2, but merely to get more competency in skills such as reading, vocabulary (at receptive level) listening and writing. These same conclusions were obtained by Lasagabaster (2008).
- In my research project, digital books are used in the most of the cases since this study has been carried out in a A-type centre. However, the reality shows that even nowadays digital and paper book live together in the classroom. It is worth mentioning that in the study carried out by The Government of Extremadura in no case is the paper or digital book the only material used inside the class.
- As stated Lasagabaster (2008), students coming from CLIL classes show certain superiority in the four basic skills in the L2 with respect to students coming from content learning. In this Research Project, it can be inferred that CLIL students show a greater domain in at least the receptive skills (listening and reading) since they are exposed to them for longer than the rest of content learning students.

Due to the idiosyncrasy of Spain where Spanish is the main vehicular language, CLIL students do not diminish their knowledge of their mother tongue because they speak it every day and they study it at school. Spain has traditionally been a country with few competences in L2 because Spain is the second more spoken language, behind the Mandarin

Chinese, regarding native speakers. Spaniards do not feel the need for learning an L2. The good climate conditions in our country make many people choose not going abroad and this does not ease the nowadays situation too much. It is remarkable to say that the level of competence in an L2 of our students has increased a lot in the last 15 years due to the commitment of Educational Authorities of implementing an L2 at the very first ages (3 years old). It is worth mentioning that the nowadays crisis and the need for work have promoted people get interested in learning an L2

Regarding the diminishing of contents, it seems to be clear that studying contents in an L2 is quite more difficult than studying those same contents in your mother tongue. There may be loss of contents in the way inasmuch as the weekly class hours in CLIL are not enough and contents in most of the cases have to be translated into Spanish. This implies more time, more effort, and more work.

I will bring my Research Project to an end by saying that *eScholarium* and digital books are the future for the education system in Extremadura. The Regional Government of Extremadura is investing quite a lot of money to equip the schools with the appropriate technological devices, and to train teachers. It is clear that *eScholarium* and digital books are in the initial stages and that their implementation will be done step by step. Not all of the schools are equipped in the same way, not all the characteristics of the centers are the same, and not all the teachers agree with this digital method of teaching, but it seems to be clear that this platform and the digital books are very useful tools. Even though, the digital books and paper books are sharing the same space nowadays, teachers and pupils will have to adapt the T/L process so that both of them may be successful in a near future. Although there are still problems with them, they will be solved and computers and interactive whiteboards will be an essential component in education.

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