Hacia la Educación Primaria bilingüe: Diseño de actividades AICLE para Plástica y Ciencias Sociales

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Resumen

La educación bilingüe se ha convertido en una tendencia de innovación e investigación educativa durante los últimos diez años; de hecho, es una prioridad del sistema educativo actual. Por tanto, los centros de formación, como las Facultades de Educación, deben proporcionar al alumno las herramientas y los conocimientos necesarios para que sean buenos profesionales en sus futuros centros plurilingües y pluriculturales. Así, este trabajo tiene dos objetivos: mostrar la implementación de un proyecto de innovación en la Modalidad Bilingüe de la Facultad de Educación de Albacete, que consistió en el diseño de recursos AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) para Plástica y Ciencias Sociales; y explicar cómo esta experiencia supuso una oportunidad para profundizar en CLIL (*Content and Language Integrated Language*, equivalente a AICLE) y otras necesidades específicas de los futuros maestros de Primaria en colegios plurilingües. Este estudio se enmarca en la innovación educativa y se sirve de la investigación-acción, la investigación en el aula y el enfoque etnográfico de estudios de caso. Los resultados pondrán de manifiesto los beneficios de este tipo de proyectos en la formación de los futuros maestros, en sus prácticas y Trabajo de Fin de Grado, y demostrarán que las mencionadas Facultades están trabajando para acercar la realidad de los colegios a las aulas universitarias.

Palabras clave

Educación Primaria bilingüe; actividades AICLE; proyecto de innovación; Ciencias Sociales

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Towards Bilingual Primary Education: CLIL Activity Design for Arts and Social Sciences

Abstract

Bilingual education has become an education innovation and research trend in the last ten years. In fact, it is a priority in the current education system. Therefore, training centres, such as Faculties of Education, must provide students with the necessary tools and knowledge to become professional teachers in plurilingual and pluricultural environments. Considering this, the present paper has two main aims: to show an innovation project carried out in the Bilingual Programme of the Faculty of Education in Albacete consisting in the creation of CLIL resources for Arts and Social Sciences; and to explain how this experience was an opportunity to delve into CLIL and other specific future teachers' needs for plurilingual Primary schools. This study is framed within education innovation and follows action research, classroom research and the ethnographic case study approach. The results bring to light the benefits of this kind of projects for future teachers' training, as well as their student teaching and undergraduate dissertations, and demonstrate that Faculties of Education are working towards bringing the reality of schools to trainee teachers.

Key words

Bilingual Primary Education; CLIL activities; innovation project; Social Sciences

Introduction

Despite not being a new phenomenon (Baker, 2011), the importance of bilingual education[1] in Spain, even at different domains, has significantly increased in the last ten years (Anghel, Cabrales, & Carro, 2015; Cenoz & Ruiz de Zarobe, 2015; Dafouz Milne, 2008, 2011; Gómez-Hurtado, Carrasco-García, & García-Rodríguez, 2016; Hoyos Pérez, 2011; Huguet Canalis et al., 2011; Lasagabaster, 2012; Lasagabaster & Ruiz de Zarobe, 2010; Martín del Pozo, 2015; Pavón-Vázquez & Rubio-Alcalá, 2010; Ramos García, 2013; Ruiz de Zarobe, 2015; Ruiz de Zarobe & Jiménez Catalán, 2009; Ruiz de Zarobe & Ruiz de Zarobe, 2013; or Toledo, Rubio, & Hermosín, 2012; just to mention some examples). The previous act of Education (known in Spanish as *LOE*) promoted the learning of foreign languages and recognised teachers' efforts in teaching their non-language subjects in a foreign language (2006, p. 17185). In the most recent act of Education in Spain (known as *LOMCE*), mastering a second and even a third foreign language is regarded as a priority in education; therefore, under the umbrella of the plurilingual European project, this act fully supports plurilingualism by promoting the learning of two foreign languages as part of the curriculum, one as a core subject and the other as a specific subject (2013, p. 97865).

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[1] In this paper, our understanding of *bilingual education* is connected to Diebold's (1964) *incipient bilingualism*, that is, when "people with minimal competence in a second language" are included in the bilingual category (Baker, 2011, p. 8). In Spain, this means studying the subjects of the curriculum both in the foreign language, in our case English, and Spanish. Thus, some non-language subjects (e.g. Mathematics, Social Sciences, Arts, and so on) are taught in English. For that, CLIL (Content and Language Integrated Learning) is employed, which is using the foreign language to teach content and language at the same time (Mehisto, Frigols & Marsh, 2008).

Furthermore, bilingual education has always been a priority in Castilla-La Mancha; in fact, it was one of the first regions to include a bicultural and bilingual curriculum in state Primary schools through an agreement between the Ministry of Education, the British Council and the Government of France in 1996 (Hoyos Pérez, 2011, pp. 43, 46). Some years later, the Regional Council of Education and Sciences, considering the agreements and recommendations of the European Union, incorporated the first foreign language in the curriculum of Early Childhood Education and the first cycle of Primary Education (*Orden de 23-04-2002*). However, it was not until 2005 when European Sections were created (*Orden de 07-02-2005*); under this regulation, innovation projects on foreign languages were promoted so as to include a second foreign language in Primary Education and a third one in Secondary Education (2005, p. 3582). This regulation also introduced bilingual education, through the so-called European Sections, in state schools at the three mentioned stages. Schools with those Sections taught the following in a foreign language: 150 minutes a week in Early Childhood Education and at least two sessions a week, both for the first and the second foreign language, either in Primary or in Secondary Education. Nevertheless, those centres could choose the non-language areas to be taught in the target language.

In 2009-2010, Castilla-La Mancha implemented a Plurilingualism Plan with the aims of developing the communicative competence in a foreign language as well as the cultural competence to value interculturality and work towards better social cohesion. In this framework, Bilingual Sections were born under *Resolución de 07/06/2011*. After that, a new Plurilingualism Promotion Plan was created in Castilla-La Mancha (*Decreto 7/2014*). In accordance with it, centres had one of the following linguistic programmes (*Orden de 16/06/2014*): Language Initiation Programme, 180 minutes a week in Early Childhood Education and one non-language subject in Primary and Secondary Education as well as Vocational Training; Language Development Programme, 210 minutes a week in Early Childhood Education and two non-language subjects, preferably a core and a specific one, in the other mentioned stages; and Language Excellence Programme, 240 minutes a week in the former stage and at least three non-language subjects, preferably two core and a specific one, in the latter stages respectively. At present, the Comprehensive Plan on the Teaching of Foreign Languages is in force under *Decreto 47/2017*. It divides centres into two categories: bilingual and plurilingual. In Early Childhood Education centres have to offer a minimum of 200 minutes of non-language subjects, whereas Primary Education has a minumum of 25% and a maximum of 50% of non-language subjects.

In this scenario, the Faculty of Education realised this had to have an impact on the training of future teachers of English or non-language subjects in bilingual education, which was the ground for different bilingual pilot projects at the former School University of Education and the current Bilingual Programme in the now Faculty of Education. The first experiences started in 2005-2006, when some projects were carried out in specific courses, such as *Sociology* or *Music*. In 2008-2009, when the new degrees were introduced, the project was presented before the Board of the Faculty; and, in 2009-2010, some 1st-year courses were taught in English, apart from the ones belonging to the English Department. The number of courses taught in English progressively increased, including the four years of the degree, and in 2014-2015 the Bilingual Programme became official[2].

Not only has training been focused on foreign languages, particularly English, and bilingual education lately, but also education innovation. Since 2012, plurilingualism and language learning, along with the promotion of interculturality, have been one of the priority

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[2] To see the origin, evolution and results of the Bilingual Programme at the Faculty of Education in Albacete, see López Campillo and Sánchez Ruiz (forthcoming).

objectives of innovation projects in Castilla-La Mancha (*Orden de 18/04/2012*, p. 14968). In fact, under *Orden de 14/09/2016* (p. 21770), the effective use of foreign languages became a priority line of action.

Under these premises, this paper has two main aims. On the one hand, to explain the origin, evolution and results of an innovation project implemented in the Bilingual Programme of the Faculty of Education in Albacete, particularly with sophomore students of the Degree in Primary Education during the academic year 2015-2016. This mentioned project, at the same time, aimed to design CLIL resources for Arts and Social Sciences and present them among their classmates. On the other hand, to show how this experience –framed into an institutional innovation project carried out at the abovementioned Faculty– was also an opportunity to delve into CLIL and the specific necessities that future teachers, either of CLIL subjects or EFL (English as a Foreign Language), will have in plurilingual Primary schools.

Theoretical framework and methodology

This paper is framed within *education innovation*, that is, introducing something new or different in order to improve (Zabalza Beraza & Zabalza Cerdeiriña, 2012, p. 19) with long-term effects. Moreover, it combines two of Huberman's (1973, pp. 17, 19) and Havelock and Huberman's (1980, p. 75) innovation models: first, the model of *investigation and development*, in which something is discovered, developed and produced to be finally disseminated; and second, the model of *problem solving*, based on constructive thinking, and where the user is the focus of innovation, as one of their necessities will be met. In this project, first the necessity was identified (know how to design and use CLIL resources for bilingual Primary education). Then, a plan was developed and specific problems or obstacles were diagnosed; external and internal help was sought when necessary. After the problem had been solved, improvement measures were applied in further editions of the project. Finally, the users (in this case, the professor and trainee teachers) embraced the improvements and change derived from the project both immediately and for a long term.

As for the methods employed, action research, classroom research and the ethnographic case study approach were used. *Action research* is investigation done by teachers with the aim of gathering information on how their students learn or to improve their own practice (Mertler, 2009, p. 4; Milton-Brkich, Shumbera, & Beran, 2010, p. 47). To this end, first, the problem is identified; then, information and data are gathered and interpreted; later, action is taken considering the evidence; and eventually, results are evaluated to take new steps and improve future teaching performance (Ferrance, 2000, p. 9). *Classroom research* "is an act undertaken by teachers to enhance their own or a colleague's teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole-school priorities" (Hopkins, 2014, p. 1). Finally, the *ethnographic case study approach* allows observing real situations on the ground, delving into them and obtaining thorough and qualitative information about phenomena, facts and problems (Gómez-Hurtado et al., 2016, p. 178). Case study research also implies defining the topic to be investigated broadly and so covering several variables or relying on multiple sources of evidence; and ethnography is so used to critically and reflexively contextualise the subject in relation to the social setting in which it occurs and by considering all social relationships (Parthasarathy, 2008).

Project

Origin

In January 2015, the University of Castilla-La Mancha (UCLM) opened the ninth call for teaching innovation projects with the aim of improving the planning and development of Degrees and Master's Degrees as well as promoting activities considering both students' learning and teaching at the UCLM. In April 2015, one of the selected projects was 'Elaboration of resources for the teaching and learning of courses in English based on CLIL methodology'. The main purpose of this project was to coordinate contents, methodologies and language use between the professors of the English Department and of the other areas involved in the Bilingual Programme of the Faculty to guarantee the quality of its teaching-learning process. So as to obtain the mentioned departments' and interdisciplinary coordination, as well as to recognise students' efforts by reinforcing their knowledge, practical learning and communicative skills, several types of resources were elaborated to teach different university courses in the English language. At the same time, in those courses related to the teaching of specific areas, students designed materials to teach the subjects of the Primary curriculum in linguistic programmes, which could be actually implemented, especially during their student teaching.

This was taken as an opportunity for the students of *English Language and ELT[3] II*, in the bilingual group, to create different materials and resources to teach Arts or Social Sciences in future, potential linguistic programmes in Primary Education, in a parallel innovation project. These precise two subjects were chosen, because the professors realised that, whereas many materials have been created along the history of the Bilingual Programme at the Faculty –including the pilot experiences–, there was a dearth of materials regarding Arts and Social Sciences.

Participants

In that academic year, there were 28 students in class, 22 females and 6 males. For this group, the maximum number of students is 40. This is relevant, since non-bilingual groups have a maximum number of 70. This makes this group more dynamic and allows the possibility to do practical and hands-on exercises and projects as well as to attend to diversity and cater to their needs in an easier way compared to the non-bilingual one. *English Language and ELT II* is an annual course, with 9 ECTS credits, which is compulsory for every 2nd-year student, both in the Degrees in Primary Education and Early Childhood Education. However, the Bilingual Programme only exists in the former. Students in the bilingual group usually have a better level of English, derived from their interest in the language and the culture of English-speaking countries. Furthermore, from 2014-2015, 1st-year students have to demonstrate they have at least a B1 level of English under the *Common European Framework of Reference* (Language Policy Division, Council of Europe, 2001) to access the Programme. Nevertheless, the participants of this project were 2nd-year students, and so this was not applied to them in that academic year. This mentioned interest makes them be more participative and even demand practical and extracurricular activities. Therefore, apart from this project, other voluntary activities were carried out. For instance, the recording and editing of two videos to promote the bilingual group; weekly debates with a native speaker, which were considered for their final oral mark if they met some requirements specified in the syllabus of the course; volunteering to do extra

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[3] This stands for English Language Teaching.

activities in real schools, for example interactive groups[4]; and other supplementary activities to foster the culture and language of English-speaking countries, such as Saint Patrick's Day. Despite being voluntary, although considered in their final mark, students usually took part in almost all the activities. Students were usually willing to participate in anything proposed by the professors (i.e. Let's plant a plant together!) and even had their own suggestions, like activities to celebrate Halloween.

Design

In *English Language and ELT II*, students were informed of both projects, the UCLM and the English Department ones, and were encouraged to take part in both. For their participation in the latter, students could do it either about Arts or about Sciences; they could also select the grade and the topic or content they preferred under *LOMCE, Real Decreto 126/2016* and *Decreto 54/2014*. Table 1 shows the chosen areas, topics and grades.

Table 1.

Areas, topics and grades of the innovation project of the English Department

Area	Grade	Topic
Arts	1st grade	Geometric shapes: Circle, square, rectangle, triangle
	3rd grade	Colours
Social Sciences	1st grade	Means of transport and road safety
		Geography: The weather
	3rd grade	Geography: The Earth and its movements
		Geography: The layers of the Earth
		Geography: The weather and seasons
	4th grade	Geography: Relief and rivers
		History: The ages of Prehistory
	5th grade	Geography: The Solar System

They could do the project either individually or in pairs. Apart from the opportunity of putting into practice their teaching knowledge, and the possibility to use these resources in real schools –for example, in interactive groups or their student teaching–, their participation in the project was considered in their evaluation of oral skills. In order to pass the course, students had to pass both the written and the oral parts. The oral part could be passed through either progress tests in class –in which this project was included or the debates with the native speaker, among others– or a final exam.

They were told they had to design a CLIL activity from scratch and that copying and pasting materials would be penalised, although they could search on the internet and research for inspiration. In their final paper, they had to include: the title of the activity; the area, grade and topic; the content, based on the abovementioned law; the methodology, including

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[4] In this methodology, the class is divided into heterogeneous groups to ensure every pupil's participation and an adult –our students in this case– guides the activities under the supervision of the real teacher.

groupings, spaces, timing (related to the sequence of contents if possible), and the selected methods and approaches, for which they were advised to follow the methodological guidelines recommended in the current legislation; the development of the activity itself and the material; worked and evaluated key competences under the European Recommendation 2006/962/EC and *Resolución de 11/03/2015*; and, finally, the evaluation criteria and their associated learning descriptors or assessable learning standards. They were also recommended to use charts to summarise and clarify information better.

Results

Now we proceed to explain students' productions. Only two groups chose Arts, particularly geometric shapes (circle, square, rectangle and triangle) for first grade and colours for third grade. The rest chose Social Sciences, mainly Geography. For first grade, they created activities dealing with means of transport and road safety, and the weather. Three topics were chosen for third grade: the Earth and its movements, the layers of the Earth and the weather and seasons. They chose both Geography (relief and rivers) and History (the ages of Prehistory) for fourth grade. Finally, the Solar System was selected for fifth grade.

The activity about geometric shapes, *Meet the Shapis*, was aimed at 1st-grade Primary pupils and its main objective was to identify geometrical concepts in real life. The activity consisted of two parts: a story, with pre-, while- and post-storytelling activities; and second, identifying different shapes in daily life and creating a common object with different shapes. First, the *Shapis*, puppets representing the four basic geometric shapes (circle, square, rectangle and triangle), were introduced. Then, the story about this family was told, including their daily routine at home and their car. After that, the different geometric shapes forming their house and their car had to be identified, with the help of the puppets if necessary. Moreover, in the real activity, the teacher would show the pupils an image of an actual house and car and they would have to identify geometric shapes in them. Finally, in groups of four, pupils would have to create a figure or object, including at least the four basic geometric shapes. Through this manipulative activity, children would experience with geometric shapes and would have the opportunity to observe their differences and their main characteristics by comparing them. They would also relate the theory seen in class with real life.

Regarding colours, *Carnival masks* were designed for 3rd grade. This activity consisted in the creation of masks for a cultural event that would take place in the school at Carnival. Pupils would be able to create them individually or with the help of others. Thus, the objectives were to represent personal ideas in a creative way and to produce a piece of art/work by experimenting with diverse materials and techniques by following basic guidelines. Pupils would use their imagination and creativity and, at the same time, they would be able to share and express their ideas politely and provide and be provided with feedback to improve their work.

In relation to Social Sciences, two activities were prepared for 1st grade. *Around the city* was about means of transport and road safety. The main aims of it were to recognise different traffic signals for drivers and pedestrians and to know the names of the elements of an everyday street and the common means of transport in a city. For that, the teacher would explain the different signs and then three different tasks would be done. First, in *Walking and driving in the city*, groups of four or five pupils would be formed; they would be given a map with different places and signs. One member of the group would be a pedestrian, another would be a driver, and the other two would give them instructions to reach their destination as fast as possible and by complying with the traffic rules. Second, in *Who is*

faster!, pupils, in new groups of four, would access the computer to answer a Socrative[5] questionnaire related to this topic. And finally, as an extracurricular activity (*Let's drive for real*), pupils would be taken to the local park imitating a real city to learn about traffic and road safety. The other activity for 1st graders was called *Weathermen and Weatherwomen*; and its aim was to describe the weather through body sensations (mainly hot and cold) and to distinguish observable atmospheric phenomena (e.g. rain, snow, and so on). In it, pupils would be provided with a map of Castilla-La Mancha, with its five provinces delimited. After that, the teacher would read the weather forecast and pupils would have to place each symbol (i.e. a sun if it is sunny, etc.) in the corresponding city or town. Later, in pairs, a pupil would read another forecast using the same structures, so that the other one would place the symbols in the correct place. With this activity, pupils would not only learn to read local weather forecasts, but also about their region and cardinal directions.

Three activities were prepared for 3rd grade about Geography. The first was about *the Earth and its movements*, whose main aim was to recognise the basic features of the Earth and its movement as well as to identify the Earth's rotation and translation movement and their consequences. In it, a diagram with four different Earth positions would be shown so that pupils would discuss and write which season they represent. After that, they would have to answer several questions related to each season, hemispheres, and the duration of seasons and translation movements; and match the name of the four moon phases with their corresponding picture. The second, about the layers of the Earth, was *The world behind us*; and its main aim was to name, identify and represent the layers forming the Earth as well as to describe some of their basic features. A task, involving 5 subtasks, was created for that. In the first subtask, pupils would fill in the gaps with the name of the different layers of the Earth in a diagram; in the second, they would mark the characteristics of the Earth's inner core and put them in the correct place in the picture; in the third, they would have to repeat the same process, but with the characteristics of the outer core; in the fourth, they would answer if some given characteristics of the mantle were true or false; and in the fifth, they had to match some characteristics to the oceanic and continental crusts. After that, the task would be checked in class, so as to learn from their errors and be provided with feedback, and a brainstorming would be done to connect what they had learned in previous lessons (*meaningful learning*). The third activity was game-based and related the weather to seasons; thus, its aims were to recognise the main meteorological phenomena and match seasons with their typical weather. For that, pupils would be divided into groups of five or six students and each group would be given a card with one of the four seasons. Then, flashcards, previously shuffled, with significant items about each season, and related to the weather, would be dealt. To get the flashcards connected to their season, they would have to ask the other groups questions about the items in turns. While they learn new concepts and words, relationships among students would be strengthened in a playful environment and social and civic competences would be worked (by respecting turns, listening to their classmates' answers and remaining silent meanwhile).

Both Geography and History were chosen for 4th grade. In Geography, the selected topic was relief and rivers. *Who knows more about Spanish geography?* had three main aims: to identify, name and locate the different mountains of Spain; to know and locate the most important rivers of Spain; and to represent them both in a map. For that, the class would be divided into four groups of five or six people. Then, the teacher would distribute three or four cards per group and would hang a map of Spain on the blackboard. Children would have to read aloud those cards with clues describing a river or mountains so that their

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[5] Socrative (https://www.socrative.com/) is an app to "quickly assess students with prepared activities or on-the-fly questions to get immediate insight into student understanding".

classmates could guess them. If any group knew the answer, they would raise their hand and would go to the blackboard to locate it on the map. If they did this correctly, they would get one point. The group obtaining more points would win and would receive the award for best geographer. In History, the ages of Prehistory was chosen. *The world throughout history* was designed for pupils to learn the names of the ages of history as well as to order them chronologically; to identify and name historical facts by defining each age and to calculate the duration of each; and to recognise and describe the way of life of each age. The class would be divided into groups of three pupils; with the help of a computer and cards containing historical facts that left an imprint on the different ages of history, pupils would complete and order a timeline provided by the teacher. In this activity, pupils would use researching techniques to observe, compile and analyse historical information. They would also use cooperative and interactive work, since roles would be distributed and later they would have to exchange information and opinions as well as to accept opinions in order to reach a common agreement, and help and respect each other in that process. Pupils would also use ICT, following the teacher's rules, and would be encouraged to work on their own (autonomous learning) and use different sources of information to select the most appropriate contents (critical thinking).

Finally, in 5th grade, resources were created to work the Solar System. Therefore, the activity *Create your own Solar System* had two purposes: first, to learn the planets of the Solar System; and to be able to classify those planets according to their distance from the sun. In groups of four, children would make a sun and each of the eight (or nine) planets of the Solar System with polystyrene foam balls and painting. Then, they would bring them to class, mix and display them. Later, groups would choose a spokesperson and they would compete against their classmates to order them as fast as possible. For that, they would be able to listen to their peers' advice and opinions. Groups would learn the planets and their features, along with their distance from the sun, at the same time they have fun and build good relationships by working in teams.

Concluding remarks

First, we could claim that this classroom experience was successful, since by participating in both projects, the institutional one and the one derived from this in the English Department, both main aims were met. On the one hand, students created their own materials to teach CLIL Arts or Social Sciences in future plurilingual Primary Education. On the other hand, their university training is adjusted to reality and actual schools and so guarantees better academic and professional results of the Bilingual Programme. This is in line with Todd and Hibbert's work (2017), since educators are responsible for creating dialogic spaces that allow them to explore and integrate students' knowledge and interests in collaborative and task-based projects in the classroom.

Furthermore and in spite of being voluntary, almost half of the students participated in the design of CLIL resources. Some agreed to take part in the project at first but, after feeling overwhelmed by other projects and exams, decided to quit with the permission of the professor. This has two interpretations. First, this kind of activities should be promoted from the beginning and linked to the evaluation of the course. The project was accepted in April and the year syllabus was designed and approved of the previous September, so this project did not have a particular mark in it. However, to encourage students' participation, it was considered as part of the progress activities that give students the opportunity to pass their oral part in class. Moreover, the whole community must instil sense of initiative, entrepreneurship and willingness to participate in cultural and extracurricular projects in

students; since universities are conceived to enrich one's knowledge and to learn not only from formal classes. It seems that sometimes students do not appreciate, even free, activities purely designed for them, which both fulfil their needs and offer them a more complete training. Second, professors of the bilingual group observed that these precise students were overloaded with extra projects –even if they were the ones who demanded them since some were eager to do as many things in English as possible–, so they coordinated to try to solve this and make students' work more efficient in the following academic year. Thus, they created interdisciplinary projects with the Departments of Mathematics and Sociology. In this way, students would have the same project for two courses (and two different marks). By focusing their efforts on one paper, its quality would be better both linguistically and in relation to content. Likewise, the evaluation of content, by the content professor, and of language, by the language professor, would be more complete and so students would pay equal attention to both aspects. They would also be encouraged to check language with the two native speakers of the Faculty, who devote some hours to this kind of tasks. Moreover, as this time it was planned an academic year in advance, these projects were included in the year syllabus for the course; so, in the following academic year, the projects were a specific part of the final mark.

Finally, projects like this make students realise which the needs for their future jobs as a teacher are and so make students be willing to participate in this kind of projects and demand diverse, extra and extracurricular activities. These projects also complement their training and bring the reality of schools and the Faculty closer, which breaks through the barrier representing Faculties of Education as a source of obsolete and useless theory that will not be applied in future teachers' actual career. These experiences also allow students to observe children's reality before their student teaching (*Practicum I* and *II*) at 3rd and 4th years; and so in the mentioned two following years they can plan lessons, in courses related to specific teaching, adjusting to pupils' level, because they know children and the curriculum applied in everyday classrooms better. This can also be the ground to carry out research or innovation projects, based on real problems observed in actual schools, in their undergraduate dissertations.

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