UNIVERSIDAD D CÓRDOBA

COOPERATIVE LEARNING AND THE DEVELOPMENT OF BASIC COMPETENCES IN A PRIMARY EDUCATION PLURILINGUAL CONTEXT

Master's Degree in English for Professional Qualification

(Research Profile)

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/// 01 INTRODUCTION

Nowadays there are different mechanisms to have a detailed diagnosis of the situation and degree of academic achievement in our schools. "Governments are paying increasing attention to international comparisons as they search for effective policies that enhance individuals' social and economic prospects, provide incentives for greater efficiency in schooling, and help to mobilise resources to meet rising demands" (OECD, 2013: 3). And the data offered from an international perspective in reports by the Eurydice Network, which provides information and analyses about the European education system and policies, or by the OECD, the Organization for Economic Co-operation and Development, with its Programme for International Student Assessment (PISA) "offer an important added valued to what can be accomplished through national analysis and evaluation" (OECD, 2013: 3). In Andalusia we have the Andalusian Agency of Educational Evaluation (AGAEVE), which carries out diagnostic tests in 2nd year and scale tests in 4th year of primary education every year.

The report published by the Eurydice states that it is necessary to implement innovative methods, in particular, related to the teaching of content subjects in a foreign language and it encourages bilingual teaching in all the state members of the European Union (Eurydice, 2006: 8). Since the 1990s to the present, European programmes, educational legislative actions and other initiatives have resulted in "various forms of curricular changes as a result of integrating languages with content fields" (Marsh, 2012: 444). Since then, many works about Content and Language Integrated Learning (CLIL), AICLE in Spanish (*Aprendizaje Integrado de Contenidos y Lenguas*), and EMILE, in French (*L´Enseignement d´une matière intégré à une langue étrangère*), have been published. CLIL is a teaching approach based on the learning of different curricular content areas through a foreign language. Concerning this, the greatest value of PISA, though focused on reading, mathematic and science, lies in inspiring national efforts to help students to learn better, teachers to teach better, and school system to become more effective (OECD, 2010: 4), and we could use its finding to improve on CLIL.

Following that innovative approach, this work analyses the CLIL methodological guideline that is being implemented in the school C.E.I.P. Manuel Siurot in La Roda de Andalucía. This methodological guideline consists in the design of integrated tasks through which the students learn curricular contents and acquire higher skills and command of their mother tongue and of the foreign languages, English and French, while at the same time they develop the basic competences needed for a whole development of the students as citizens, the main objective of the Educational System. This school was the first Andalusian centre to incorporate Bilingual Education in all the groups of the same level, preventing in this way some of the organizational problems that many schools with bilingual sections have nowadays. It joined the Andalusian network of bilingual schools in 2006 and in 2009 the teachers team was

awarded with Educative Merit by the Provincial Delegation of Seville. This school has as one of its leading principles the incorporation of the newest methodological trends and every year the whole teachers team is engaged in training projects. During the school year 2011/2012, from November to May, the training project was "*Trabajamos las Competencias Básicas a través de tareas integradas*" and during 2012/2013, on the basis of the teachers training needs and the aspects to improve, the training project was "*Aprendizaje cooperativo y enseñanza curricular mediante tareas integradas*". This is the context where this study has been carried out.

Working through integrated tasks entails a cooperative learning structure where the students have an active role in their own learning and in the learning of the rest of the group mates. In this study, we will analyse the benefits, shortcomings and difficulties of the implementation of integrated tasks and cooperative learning in a plurilingual context. This study analyses, describes and evaluates the benefits, difficulties and effects of the use of cooperative learning and the implementation of integrated tasks as a way to organize the CLIL curriculum.

In the first part of this work there is a presentation of the theoretical background on which this research is based. Chapter 2 describes the main types of bilingualism, we focus on CLIL programme and analyse the benefits that this type of instruction has for our students' personal and academic development. In chapter 3, we depict the measures that the Andalusian government has adopted following the European policies using as main reference the Common European Framework of Reference for Languages (CEFRL) published in 2001 by the Council of Europe. Four years later, Plurilingualism Promotion Plan was published in Andalusia to organize and describe plurilingual education in all the educational levels. This chapter finishes by describing the School Linguistic Project, which specifies the pedagogical measures that each school in Andalusia takes to promote competence in linguistic communication, and within which the Integrated Curriculum and the Language Integrated Curriculum are framed. This first theoretical part finishes with chapter 4, a presentation and description of key concepts in this research: basic competences, cooperative learning and integrated tasks. Taking as a reference the description of basic competences made by the OECD, section 4.1 presents the eight basic competences that the Spanish government sets in Royal Decree 1513/2006, 7th December. They are considered the main competences that students must master when they finish compulsory education to face any situation at social, personal, interpersonal and professional level skilfully. Next, cooperative learning (section 4.2) is analysed as a necessary methodological strategy within the framework of CLIL education. We need to use simple strategies of cooperative learning to carry out communicative tasks successfully. In section 4.3, we define the concept of tasks as it is conceived in the CEFRL, and then, we explain which is the meaning of integrated tasks within this research context, where it is much wider since it surpasses the level of individual activity carried out to achieve a specific

objective, and it approaches to a more ambitious level where all the areas of the curriculum design tasks, organized and linked around a main search topic. Students pass through several instruction and developmental stages to make a final project about the topic. This is also known as project work, and it requires the use and mastery of cooperative learning structures to be implemented with success. The assumption is that there is a need to move on from the teaching of concepts to the teaching of processes and procedures related with daily life.

The second part of this work is devoted to the description of the research. Chapter 5 states the objectives and research questions, describes the context and participants, analyses the characteristics and methodology of this research, and explains the corpus of data, both qualitative and quantitative, gathered through questionnaires and documentary reviews. In chapter 6, the data are presented and discussed, organized into four dimensions: programme assessment, basic competences and linguistic skills, methodology and coordination. Finally, chapter 7 closes the research with the conclusions to the objectives and research questions, highlighting the methodological implications derived from the findings, and it presents the limitations of this study describing possible lines of future research.

/// 02 BILINGUAL EDUCATION

There are several reasons by which educational bilingualism has been adopted by many European countries. Nowadays, the mastery of languages other than the mother tongue is necessary for the development of social, economic, cultural, touristic and political activities in a globalized world. "Globalization invites language shift, especially in terms of human mobility and migration, which leads to dynamic multilingual societies" (Coyle *et al*., 2010: 157). It is because of this that the European Union pursues that an interchange of goods and knowledge be possible among their state members through a common linguistic policy. In order to achieve this, short and long term linguistic objectives are defined (Council of Europe, 2001, 2006; Eurydice, 2006). In global educative terms, Spain does not obtain the expected results as it has been released by the PISA report (OECD, 2010). According to recent European studies (OECD, 2013; Eurobarometer, 2005; European Commission, 2003), it is compulsory and necessary to design educational policies to change this situation through the improvement of some of the variables that causes a deficit in the learning of foreign languages.

In the next sections, we will focus on bilingual education beginning with a definition of three terms that are commonly used as synonyms though they differ in the way mother and foreign languages are used in the educative context. We also include a classification of the main models of bilingualism, and finally we provide a description of CLIL, within the framework of the European language policy of bilingual education.

2.1. Bilingualism, multilingualism and plurilingualism

Bilingualism is the capacity that a person has to express herself/himself in two languages in a balanced way. This is known as natural bilingualism and it is based in the assumption that the acquisition of two languages has been through simultaneous exposition to both languages, in the same terms of quantity and quality. Therefore, it is impossible that our students achieve being qualified as bilingual since they are not naturally exposed enough hours to the second language.

Then, what is multilingualism? We can define multilingualism as the capacity that people have to use more than one language as a means of communication. This term refers mainly to the number of languages, not to the different linguistic competence that they have of each language, that is, "the presence of several languages in a given space, independently of those who use them" (Council of Europe, 2007: 17). The term Multilingualism is used by the EU to refer to individual competence, while Plurilingualism describes the linguistic characteristics of a society. But the Council of Europe, on the

other hand, has chosen to refer to a society's Multilingualism and an individual's Plurilingualism:

> "Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society. Multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system, or by encouraging pupils to learn more than one foreign language, or reducing the dominant position of English in international Communications" (Council of Europe, 2001: 4).

In Andalusia, our main reference document is "Plurilingualism Promotion Plan. A language policy for Andalusian Society". What does plurilingualism stand for? If we look at the etymology of this term, it is very similar to multilingualism. Here, plurilingualism is used to add a multi-cultural component to the use of the language and refers to "the capacity of individuals to use more than one language in social communication whatever their command of those languages" (Beacco, 2005: 19). Therefore, the plurilingual speaker not only is able to communicate in several languages, but also is able to do it correctly in cultural terms. That is why, in its article 11, the Order 28th July 2011, which regulates bilingual teaching in the educative centres of Andalusia, sets as one of the specific functions of the teachers:

> "To adapt the curriculum of the area, subject or professional module, adding aspects related to the culture of the language that is being used" (BOJA no. 135: 7).

Citizens in the twenty-first century must develop a plurilingual competence to be able to cross borders among countries and cultures. This plurilingual competence is given a primary role in the European policies and the Common European Framework of Reference for Languages (CEFRL) defines it as:

> "The ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures" (CEFRL, 2001: 168).

2.2. Models of bilingualism: subtractive, additive, recursive and dynamic

Ofelia Garcia distinguishes four kinds of bilingualism depending on the use it is made of the second language. Subtractive bilingualism is used in monolingual schools, like British schools in Spain, where "a student speaks a first language and a second one is added while the first is substracted" (García, 2009: 51). What in Andalusia, like in other regions, is being implemented is a bilingualism known as functional or additive bilingualism, or even better a dynamic bilingualism. Additive bilingualism is "a model under which the second language is added to the person's repertoire and the two languages are maintained" (García, 2009: 52), and therefore, the mastery of the mother tongue or first language (L1) is clearly higher than the mastery of the foreign language (L2). This is the model that has been used in Canada. Dynamic bilingualism is based mainly on classroom interaction. When we talk

about the term dynamic bilingualism we cannot use categories such as first language (L1) or second language (L2) because the way in which people interact has changed as a consequence of the world's globalization. Dynamic bilingualism involves "a more dynamic cycle where language practices are multiple and ever adjusting to the multilingual multimodal terrain of the communicative act" (Garcia, 2009: 53). Teachers use different modes of language (visual, print, audio, text, graphic…) and several languages at the same time, that is, multilingualism. Therefore, we can conclude that dynamic bilingualism is similar to the term plurilingualism.

2.3. CLIL: characteristics, types and benefits

CLIL, in Spanish, AICLE, means literally Content and Language Integrated Learning and consists in the learning of curricular contents of non-linguistic areas and of a language at the same time, because its objective is to promote at the same time the learning of contents and the use of the language:

> "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language mastery to pre-defined levels" (Coyle *et al*., 2010: 1).

CLIL is a type of bilingual education because it uses the language as a medium of instruction, teaching contents through an additional language other than the students' mother tongue (Richards and Rodgers, 2003: 201). This is opposite to traditional second or foreign languages programmes, where languages are taught as separate subjects. Therefore, CLIL is based on the transmission of academic knowledge through a foreign language with the support and integration of the different languages that participate in the teaching-learning process, mainly the mother language (Wolff, 2005: 11). There are two extreme ways of implementing CLIL: content-based instruction and language-sensitive content instruction. In content-based instruction academic contents are taught in the language class, whereas in language-sensitive content instruction the foreign language is used to teach the academic contents using specific strategies, techniques and materials.

The main differences between bilingual approaches and CLIL are: the consideration of the second language as an individual subject in the curriculum which is taught at the same time together with the other content subjects; and the degree of collaboration between the content teacher and the language teacher, by which language teachers provide the necessary linguistic support for students in order that they may understand and assimilate academic content. And this is one of the ideas that we would like to highlight in this study, the necessity to collaborate between teachers:

> "CLIL programs have always tended to include the teaching of the target language as a subject parallel of its being used as a vehicle for content-matter learning […]. In many cases in secondary education, though not all, this involves different teachers who work in tandem, a language

teacher and a subject teacher who conveys the content through the same language as that used by the language teacher" (García, 2009: 210).

CLIL does not mean that teachers teach academic contents in a language but through it. Therefore, its main objective is methodological, promoting a participative model in the classroom opposite to the expositive model of content transmission. Its main characteristics are two (Coyle *et al.,* 2010: 6):

- The foreign language is used as vehicle to access contents, both, in the instruction process and in the communication process.
- The learning of the foreign language and contents is part of the same integral process.

On the one hand, these characteristics bring about benefits that have been proved by scholars along the last years. The benefits of including a second language in the transmission, processing and use of academic knowledge have visible short-term results (Marsh, 2013: 93-97).

- CLIL improves students' intellectual and metalinguistic performance: students need to use a great amount of communicative strategies (describing, summing, comparing, deducing, inferring…).
- Language is used creatively.
- It promotes a positive attitude towards the language, its speakers and their culture.
- The learning process of the language takes place in a more functional and communicative context.
- It is supported by a methodological resource of undeniable results, task-based learning.

On the other hand, it is important to highlight the increase regarding quantity and quality of exposure to the foreign language. School schedules raise the number of hours that students are exposed to the language. However, it is not in quantity where it's the highest of its benefits, but in quality, being this quality in the academic characteristics of the language and the methodological tools used in the teaching-learning process, what Cummins (1984) calls CALP. Cummins distinguished between BICS (Basic Interpersonal Communication Strategies) and CALP (Cognitive Academic Language Proficiency). CALP is the capacity to speak, understand, read and write in the language about academic topics. In our CLIL context the benefit of using a foreign language in the classroom comes from the increase of the students' capacity to use linguistic skills related with the academic contents of the area, even more that the increase of hours of exposition to the language.

Although the implementation of CLIL programmes is not a guarantee for success (Cenoz, Genesee and Gorter, 2013), if it is well structured and organised, and if the human resources are adequate in terms of linguistic and methodological qualification, the benefits can not be denied. Most of these benefits of bilingualism are similar to the ones we can find in CLIL settings, hence, social,

cognitive, and those specifically related to an increase in linguistic competence. Among the social benefits, it has been demonstrated that students in CLIL classes develop significantly more positive attitudes towards language learning (Merisuo-Storm, 2007); that they are more interested, motivated and autonomous, have reduced anxiety levels and are less inhibited to speak the second language (Arnold, 2011); and that CLIL classes can exert a positive influence on a student's desire to learn and develop their language competence in the foreign language (Marsh, 2000). Among the cognitive benefits are that CLIL boosts risk-taking, problem-solving, vocabulary learning skills, grammatical awareness, spontaneity in using the language and motivation (Marsh, 2007; 2009); that receptive skills, vocabulary, morphology, creativity, risk-taking, fluency, and quantity outcomes benefit more from CLIL (Genesee, 2002); and that CLIL students show greater awareness of language patterns, and a more efficient (strategic) use of the resources at hand to facilitate discovery (Moore, 2006). In terms of linguistic gains, CLIL has proved to be an effective way to increase the linguistic level of students participating in these kinds of programmes (Admiraal, Westhoff and de Bot, 2006; Dalton-Puffer, 2007; Lasagabaster, 2008; Lorenzo, Casal and Moore, 2009; Dobson, Pérez and Johnstone, 2010; Navés, 2011; Moe and Brevick, 2012).

Apart from those benefits, there other benefits related to the influence that the knowledge and use of a language has in the human mind and in our thought. "The argument that bilingualism is beneficial for individuals and societies is now extending to physical health through work on neural plasticity and brain vasculature among others" (Marsh, 2013: 25). It has been proved by scientific research that the plurilingual mind behaves in a different way to monolingual brain. Multilingual speakers have a higher memory capacity (specially regarding short-term memory), more accuracy in decision-taking and problem-solving, more ability to dismiss irrelevant information in the development of a task or even a higher skill to develop several tasks at the same time (Marsh, 2010: 4).

Finally, in line with the general idea of this study, the benefits of collaborative work of teachers, CLIL states that it is essential that both content teacher and foreign language teacher work together towards the common objective – content and language integrated learning. This involves a high degree of coordination, of mutual support, and of learning from each other. Support from the foreign language teacher may be given in two different ways: by providing linguistic support to the content teacher in the foreign language class; and by developing content terminology and linguistic skills that the students will need when in they are in the CLIL class (Pavón, 2010: 34). Both content and language teachers stand to gain from observing each other teaching their specific subject. Good CLIL teaching is a fusion of the best practice in these two areas, learning content through another language and foreign language teaching. The content teacher should know how the foreign language teacher designs and exploits communicative tasks and task-based learning, which may be adapted to the subject material of the CLIL class. And the

language teacher should learn about the intellectual demands of the content subject, what is expected of the student in classes given in their mother-tongue, the type of questions asked and level of thinking required to answer them (Méndez and Pavón, 2012: 579).

2.4. Language policy: European bilingual education

The Ministers of Education of the Member States embarked upon regular consultation, and on 6 June 1974 adopted a resolution establishing an 'Education committee consisting of representatives of the Member States and the Commission', the first of its kind, and which would later expand (Council of Europe, 1993). Some two years later, the first real European action programme for education was established, and the foundations for Community cooperation in this area were laid. Among other things, the programme was to maximise the opportunities in each Member State for the cultural and vocational training of citizens from other Member States as well as their children; to implement a more systematic exchange of information on each education system; to step up international contacts, fostering school exchanges and study trips, advocating the freedom of movement of teachers and mutual recognition of academic qualifications, etc. It is also in this action programme that early references to the concept of the 'European dimension in education' are found. Indeed, this area is expressly covered by the programme, which states that in order to give a European dimension to the experience of teachers and pupils in primary and secondary schools in the Community, Member States will promote and organize:

- short study visits and exchanges for teachers, with special emphasis on student language teachers;
- development of the national information and advisory services necessary to promote the mobility and interchange of pupils and teachers within the Community;
- contacts between the authorities of establishments concerned with teacher training;
- educational activities with a European content.

From that point on, the concept of the European dimension in education became one of the chief concerns of the Member States, and several types of concrete activity aimed at its development were swiftly proposed. In addition, a vast number of the European educational programmes introduced at the end of the 1980s stem from the 1976 action programme.

In the new context afforded by the Single Market, education has as one of its aims the preparation of young people to exercise their responsibilities in a wider social and economic area. It is in this perspective that the development of a European dimension of education must be seen as an important factor in the adjustment of the educational process to the new economic, social and cultural environment. Indeed, the improvement of linguistic competence, the mutual understanding of the practices and cultures of other Member States, and even the ability to work with those of other

nationalities or in another setting, are among the most important factors which help young people to become integrated into society and to accept more readily their responsibilities as European citizens (Ryba, 1992). At the same time, the new possibilities available in the context of building the European Community, in particular the greater range of educational opportunities, are a bonus which Member States should recognise.

Even more specifically, in the area of education could thus be centred naturally on schools, through transnational educational projects set up on the basis of partnerships (Council of Europe, 2006). These could include the following:

- cooperation through mobility and exchanges;
- the training of teachers and others involved education;
- the development of language teaching;
- distance learning through multimedia systems;
- the promotion of innovation in teaching;
- the exchange of information and experience;
- using the experience of the European Schools.

The emphasis from an early stage in Council of Europe projects on successful communication skills, motivated by increasing opportunities for interaction and mobility in Europe, remains important, but globalisation and internationalisation pose new challenges to social cohesion and integration. Language skills remain essential if individuals are to benefit from opportunities in employment and mobility but they are also necessary to participate actively in the social and political processes which are an integral part of democratic citizenship in the multilingual societies of Council of Europe member states. This increasing focus on language policies for democratic citizenship and social cohesion reflects the priority which the Council of Europe accords to education for citizenship and intercultural dialogue in the 21st century. It is reflected in the goal of education for plurilingual and intercultural citizens capable of interacting in a number of languages across linguistic and cultural boundaries.

- *'Multilingualism'* refers to the presence in a geographical area, large or small, of more than one 'variety of language' i.e. the mode of speaking of a social group whether it is formally recognised as a language or not; in such an area individuals may be monolingual, speaking only their own variety.
- *'Plurilingualism'* refers to the repertoire of varieties of language which many individuals use, and is therefore the opposite of monolingualism; it includes the language variety referred to as 'mother tongue' or 'first language' and any number of other languages or varieties. Thus in some multilingual areas some individuals are monolingual and some are plurilingual.

Council of Europe policy attaches particular importance to the development of plurilingualism – the lifelong enrichment of the individual's plurilingual repertoire. This repertoire is made up of different languages and language varieties at different levels of proficiency and includes different types of competences. It is dynamic and changes in its composition throughout an individual's life. The use and development of an individual's plurilingual competence is possible because different languages are not learned in isolation and can influence each other both in the learning process and communicative use. Education systems need to ensure the harmonious development of learners' plurilingual competence through a coherent, transversal and integrated approach that takes into account all the languages in learners' plurilingual repertoire and their respective functions. This includes promoting learners' consciousness of their existing repertoires and potential to develop and adapt those repertoires to changing circumstances.

The added value of the approach is viewed according to different opportunities. First and foremost, this is in terms of providing greater individual economic opportunities and benefits which, in turn, provides greater overall economic return on investment in language education. In addition, there are issues such as enhancing social inclusion and egalitarianism through providing a greater range of young people with alternative platforms for learning languages which suit specific styles, particularly with regard to learning strategies; gender mainstreaming in terms of male and female performance in language learning; being able to take advantage of the benefits of naturalistic early language learning; recognizing and capitalizing on the relevance of limited and domain-specific competencies in languages; making learners linguistically prepared to take up their rights to study in other countries, and providing a catalyst for school development which leads to improvement of educational environments.

/// 03 IMPLEMENTATION OF CLIL PROGRAMMES IN ANDALUSIA

Multilingualism has turned into one of the main objectives of the politic agenda of the European Union and many countries, Spain among them, are implementing bilingual programmes (Lasagabaster, 2001; Lorenzo, Casal and Moore, 2009; Casal and Moore, 2009; Madrid, 2005; Pavón, 2010; Pena and Porto, 2008; Ramos, 2008; Ruiz de Zarobe, 2008). In Spain, CLIL "encompasses a diversity of models given the decentralization of our educational system, which transfers educational powers to each autonomous community" (Perez, 2011: 391). Due to that decentralization, "Spain is a mixture of heterogeneous language situations that lead to different ways of understanding and managing L2 education" (Fernández Fontecha, 2009: 4). Spain and, in our case, Andalusia has decided to accomplish this objective because along many years, decades in the case of Sweden and Norway some time ago, and more recently in Holland and Austria, has been proved as an effective and of a cost not very high in global terms (Marsh, 2013: 20). Teaching of contents through a foreign language has achieved and is

achieving positive results by scientific researches (Dalton-Puffer, 2007) and it has become an educational alternative worthy of being implemented (Mehisto, 2012).

3.1. Plurilingualism Promotion Plan

The Andalusian Regional Government, aware of the deficiencies of foreign language teaching in Andalusia, designed a linguistic policy bearing in mind the European Council's measures and initiatives defined in the Common European Framework of Reference for Languages. In 2005, the Andalusian Goverment proposed a bilingual and plurilingual programme, the Plurilingualism Promotion Plan (Plan de Fomento del Plurilingüismo, 2005), henceforth, the Plan. The main pillars of the Plan are to improve the language skills of the Andalusian population in their mother tongue and, at the same time, to provide them with plurilingual and pluricultural skills . As far as Andalusian school pupils are concerned, the objective is to achieve plurilingual and pluricultural skills, sequencing the contents of each stage of schooling and adapting assessment criteria to those established in CEFRL so that oral and written skills are integrated in meaningful tasks and projects (Segovia *et al*., 2010: 155) Therefore, Plurilingualism and pluriculturalism will allow Andalusian students to participate actively in an increasingly globalised world.

The Plurilingualism Promotion Plan follows the characteristic of a Bilingual Programme, that is, the teaching and learning of certain subjects through the medium of two languages, mother tongue and second or foreign language, and not simply an increased number of hours of tuition in the foreign language. This second language is, therefore, an instrumental language, a language of learning, a teaching vehicle, which is used in parallel to the first language (the mother tongue). It does not, at any time, invalidate the first language, which is still the language in which the subject is presented. In this model, the natural language immersion method is used, based on communication, interaction and the prioritisation of the spoken language (Consejería de Educación, 2008).

In order to become a bilingual educative centre it is necessary that primary and secondary schools coordinate and apply for approval from the educational authorities. This ensures the continuity of the bilingual groups throughout all the stages of compulsory education. However, up to now, as depicted by Méndez and Pavón (2012: 575-576), becoming a bilingual institution didn't guarantee that all learners followed the CLIL programme. In general, at least during these first stages of its implementation, most schools are only able to offer the CLIL programme to one or, two groups per grade level.

The Plan explains how the Regional Ministry of Education monitors, assesses and coordinates the Programme. The Teacher Training Centres provide advises on pedagogical issues. The Provincial Delegations appoint inspectors to resolve any doubts. The correct and proper use of the human and material resources of the Bilingual Schools is also ensured and necessary as some recent studies on its

evaluation suggest (Pavón and Rubio, 2010). The training advisers coordinate different working groups, which elaborate materials and make suggestions at the provincial monitoring meeting, and they also channel the European projects.

The Andalusian government sets a legal framework for the implementation of Plurilingualism Promotion Plan. The reference law is the Order 28th June 2011, which regulates bilingual education in educational centres in Andalusia in four chapters. This law was partially modified by the Order 18th February 2013. All the aspects regulated by these laws are reviewed through specific instructions that are published every year before the beginning of the academic year. The Instructions for this academic year were published 19th June 2013. There have been some changes since bilingual sections started in 1998. Some of the most relevant are the linguistic competence (at least a B2) and degrees that teachers in bilingual schools must have. It suggests the educative centres that still have bilingual sections to introduce bilingual teaching in all the levels of the centre making the necessary previsions regarding the teaching staff, and the time devoted to bilingual instruction through the foreign language has increased up minimum 50%.

Apart from those mandatory documents, the Andalusian government has also published several documents with recommendations for the implementation of bilingual education. The most recent is the Informative Guide for Centres of Bilingual Education (Consejería de Educación, 2013). This second edition of the Guide is a very complete document where there are orientations for the coordination of bilingual teaching, aspects concerning teachers, language assistants, families and students, guidelines for the evaluation and the methodological strategies of bilingual teaching, as well as very useful web links to resources, materials and educational programmes and projects.

3.2. School Linguistic Project

All the current laws, from the LOE, Organic Law on Education, to the LEA, Law on Education in Andalusia, and the regional laws consider the importance of improving the linguistic competence of our students through specific educational measures and the Consejería de Educación, Cultura y Deporte de la Junta de Andalucía (CECDJA) presents the School Linguistic Project as the way to overcome the students' linguistic shortage. The organization, development and implementation of the School Linguistic Project imply a particular school organization and the teachers' commitment.

The LEA establishes in its article 5 that it is important to incorporate in both, primary and secondary education, "the necessary competences and knowledge to live in our society, with special attention to linguistic competence and the use of new technologies of information and communication", and article 38 defines competence in linguistic communication as the first one of the competences and means "the use of language as an instrument of oral and written communication both in Spanish

language and in the foreign language". Competence in Linguistic Communication is defined as "the use of language as an instrument of oral and written communication, of representation, interpretation and comprehension of reality, of building and communication of knowledge and of organization and self-regulation of thoughts, emotions and behaviours" (LOE, appendix I about Basic Competences).

Among all the Basic Competences, which will be described in chapter 4, we could assert that Competence in Linguistic Communication is essential since if this competence fails, the rest of the competences can't be developed properly. One of the means to achieve this Competence in Linguistic Communication is through reading, and thus, reading is considered in our law as a mandatory daily activity. Regarding this aspect, the Royal Decree 1513/2006, 7th December, which establishes the minimum teaching requirements in primary education, sets in its article 6.4 that "reading is a fundamental factor for the development of basic competences. The schools, when organizing its teaching practice, must guarantee a daily timing for reading, not less than thirty minutes, in all the years of the stage. The Instructions, 24th July 3013, of the General Direction of Educative Innovation and Teacher Training, about the treatment of reading for the development of Competence in Linguistic Communication in public educative centres which teach Childhood Education, Primary Education and Compulsory Secondary Education, concretes in its instruction 5.1 that the time devoted to reading must be an hour or a session of class, that in CEIP Manuel Siurot lasts forty five minutes.

Therefore, the School Linguistic Project (in Spanish, *Proyecto Lingüístico de Centro (PLC)*, Consejería de Educación, 2010) is a plan for the coordination of the different school measures to promote the development and improvement of Competence in Linguistic Communication in the Andalusian schools. Those measures are included, among other plans, in the Reading and Library Plan (Plan de Lectura y Bibliotecas), the Bilingual Project and in the Languages Integrated Curriculum, or in Spanish, Curriculum Integrado de las Lenguas (henceforth, CIL). It should be a plan that includes the learning of the mother tongue, the foreign languages and the classic languages –in the case of Secondary schools- and it must be done in an interdisciplinary and transversal way, that is, in all the areas of the curriculum and all the educative levels.

Chapter III, article 9.5 of the Decree 230/2007, 31st July, which establishes the planning and teaching in primary education in Andalusia, sets that "without prejudice to the specific treatment in some areas of the stage, reading comprehension, oral and written expression, audio-visual communication, information and communication technologies and education in values, will be worked in all the areas". In this context, any teacher, whatever being his or her area, is a language teacher. In this regard, Ortiz states that language development should be the shared responsibility of all teachers, not only those in bilingual and ESL classes (Ortiz, 2001).

From a perspective of educational and linguistic policy the most advisable is to develop a global plan to work on the students' linguistic competence, and this plan is the School Linguistic Project following different actions according to four dimensions: those related to Integration of languages and contents, those related to Curricular Integration of languages, those related to attention to diversity, and those developed as an answer to the results of the diagnostic tests:

1. Integration of curricular contents and languages where the teachers of non-linguistic areas, such as Science, Art, Maths… include in their didactic plans communicative tasks that imply the use and practice of the mother tongue and the foreign language –in the case of Bilingual Schools- taking into account all the linguistics skills: listening, speaking, interaction, reading and writing.

2. Actions for the teaching-learning through the integrated curriculum of languages:

   The Order 10th August 2010, which develops the curriculum in Primary Education, says in its Appendix I that "corresponds to the areas of Spanish Language and Literature and Foreign Language, in a particular but not unique way, to develop the four basic linguistic skills: listening speaking, reading and writing. This objective has to be achieved through a functional approach, through an approach to the world of children literature and a thoughtful use of the language."

   The methodological treatment of skills such as giving opinions, describing, telling, or arguing, requires a compulsory interaction among all the linguistic areas and, therefore, all the languages should work in a parallel way the same contents and the same strategies.

3. Actions for the development and improvement of Reading. As far as reading is concerned, it is important to teach reading strategies to help the students become independent readers, promoting in this way the development of competence in personal autonomy, include a wide range of activities from intensive to extensive reading and design a reading itinerary or route in all the areas of the curriculum.

4. Actions to attend linguistic diversity:

   - Mechanisms to set the coordination of all personal resources: among teachers, among teachers and families, and among teachers and other external specialists setting also the space and time for that coordination.

   - Generic measures to cater for diversity: selection of the most efficient strategies to teach languages such as an action-oriented approach based on tasks, task-based learning and content-based approach; management of resources such as complementary resources, language assistant, heterogeneous groups, etc. and the use of new technologies.

- Specific measures to cater for linguistic diversity taking into account the psycho-pedagogical evaluation and the analysis of personal, socio-cultural and familiar characteristics of the students. In light of the results of such evaluation, specific programmes will be designed among all the teachers and the specialists of the school to attend those students with specific needs of learning support.

5. Improvement proposals according with the results of the diagnostics tests.

Coordination among all the teachers is essential for the elaboration and implementation a project like this. Therefore, a characteristic of any bilingual school is the need to work as a team since the PLC, the bilingual project, and the CIL demands "criteria unification, definition of common objectives, pairing work in the class or the distribution of tasks among teachers" (Consejería de Educación, 2013: 81).

3.3. Integrated Curriculum

The effectiveness on CLIL does not only rest on whether the teachers charged with teaching the subjects have a certain level of linguistic excellence, but also on a real organization together with sequencing of the curriculum and, above all, that the correct methodology is used in the two areas, linguistic and non-linguistic (Pavón and Rubio, 2010: 51). Regarding CLIL, it is essential to establish a link between the curriculum and the methodology so that the curricular content are treated in a systematic, organized and effective way. There are two opposite approaches in the organization of teaching. One that advocates a closed curriculum where objectives, contents, activities, materials and evaluations are fixed, and where teachers know beforehand how they are distributed along different educative stages and levels. And the other which favours an open curriculum, where the fundamental objective is to adapt teaching to a great variety of contexts. The approached adopted in the Andalusian schools is the second one. When teachers design their didactic programmes they can adapt the curriculum to the school context and the students' multiple skills, and in CLIL, for example, they can adapt the percentage of instruction through the foreign language, bearing in mind the current regulations (BOJA no. 135, 12th July 2011) or the kind of CLIL method suitable for their learners. However, at the same time, this may cause a certain degree of anxiety and concern in teachers.

The solution to the problem of having an integrated curriculum is in the design of didactic sequences, because all the didactic sequences planned for each level form the integrated curriculum. Content and language integrated learning (CLIL) programmes have undeniably given an unparalleled boost to interdisciplinarity or 'globalized teaching' in Spain (Dafouz and Guerrini, 2009; Ruiz de Zarobe and Jiménez, 2009). Following this interdisciplinary approach, in C.E.I.P. Manuel Siurot, teachers have been coordinating and working for several years in the design of integrated tasks, where all the subjects,

as far as possible, are organized around a topic selected in a process similar to the search for crosscurricular themes (Pavón and Rubio, 2010), and are integrated in order to develop a common final project where students work cooperatively, and the bilingual teachers design didactic sequences following those integrated tasks and using different types of materials and resources, some of them made the teachers themselves, and others created by publishing companies.

In all the CLIL courses, language or content disciplines are required to incorporate language objectives. The specific language goals of each subject are established with the guidance of language teachers and are only placed in the integrated curriculum after teachers have reached an agreement. Following the CEFRL, CLIL should use varied didactic principles (Madrid, 2005: 181):

- Direct exposure, for as long as possible, to authentic language use through one-to-one interaction with the speaker or native of that language, listening and participating in conversations, listening to recordings, watching documentaries, reading a variety of authentic documents, producing written texts, using information and communications technologies and using foreign languages to learn other subjects of the curriculum.
- Direct exposure to selected oral language and written texts . For the integrated teaching of language and content, it will sometimes be necessary to adapt documents relating to non-language subjects.
- Direct participation in authentic communicative interactions in the foreign language. This objective can be achieved if the schools encourage exchange visits and participate in the activities of the Plurilingualism and the School Community Programme.
- Direct participation in the tasks designed for the students.
- Self-study or directed study using distance learning materials.
- A combination of presentations, explanations, repetition exercises and exploitation activities in the mother tongue, whose use is progressively reduced and replaced by the foreign language.

To finish, the integrated language curriculum must also incorporate criteria which provide an educational response to the diversity of the student body. Some of those criteria will be analysed in chapter 4.

3.4. Language Integrated Curriculum

Language integrated curriculum "is based on the principle that people do not have differentiated, separate communication skills depending on the languages that they know, but that they possess plurilingual and pluricultural skills which cover all of those languages as a set, accepting also the fact that the acquisition of one or more foreign languages will affect one's reflections on the mother tongue" (Consejería de Educación, 2005: 27-28). Foreign languages and Spanish language instruction

should share the types of texts and the thematic units to work in a parallel way, though with different difficulty levels.

Oral and written skills in the mother tongue and in the foreign language(s), both receptive and productive, are taught and practiced in an integrated manner, attempting to simulate real-life communication processes. The development of communicative strategies which compensate the lack of competence in the foreign language will continue to be encouraged, as will the transfer of those which have already been developed in the mother tongue. Oral communication in the classroom is seen as something that is common to everyone, as well as being the most authentic means of communication, and for that very reason, foreign languages will be used as the essential medium of communication. With foreign languages, the classroom context should also be used to create simulations of situations related to the world outside.

The idea of working with the languages in an integrated way derives directly from the guidelines provided in the CEFRL, and acquire a practical dimension with the European Language Portfolio (ELP, Council of Europe, 2000; Little and Perclová, 2001) [1], which is used as a tool to assess the mastery on languages following the levels established in the CEFRL. The European Language Portfolio (ELP) is a document in which those who are learning or have learned a language - whether at school or outside school can record and reflect on their language learning and cultural experiences.

/// 04 *BASIC COMPETENCES AND PEDAGOGICAL STRATEGIES: COOPERATIVE LEARNING AND INTEGRATED TASKS*

4.1. Teaching practice in the 21st century: foundations for quality teaching

A child of the 21st century needs to learn how to ask questions, pose problems, consider solutions and think creatively, again the notion of creativity. We know that we have to design our classes around a topic, to set specific didactic objectives (taking into account our students' characteristics in terms of academic level, psychological and physiological capacities…), to select contents to achieve those objectives and, at the same time, to provide all diversity of students the didactic experiences to help them to develop the basic competences that will allow them to be competent citizens. So, in order to achieve this, all teachers, it doesn't matter the subject they teach, have to use in their classes a wide range of methodological strategies that will support the students' learning. It's obvious that each teacher has his or her own style –just like our students- however, it's our duty to reflect on the way we carry out our role.

[1] For further information visit http://www.coe.int/t/dg4/education/elp/

What it is evident is that we are facing a period of change. In the 21st century, the school is experimenting a methodological renovation that started in the late 20th century towards a learner-centred approach that "requires social interaction between learners and teachers and scaffolded learning by someone or something more expert –that might be the teacher, other learners or resources" (Marsh, 2013: 75). That scaffolding, a key concept CLIL, is necessary to support the students' individualized learning through tasks that must imply a cognitive challenge for the students. Following Diana Hicks´ ideas[2], the next chart shows the differences between traditional foreign language learning and the new approaches in foreign language learning, CLIL included:

Traditional foreign language learning	New approaches in foreign language learning
Emphasis on language accuracy	Emphasis on language fluency
Teacher centred	Learner centred
Deference to the native speaker	Shared communication across other language users
Non-cognitive	All kinds of cognition encouraged and required
Uncreative	All kinds of creativity (multiple intelligences)
Un-reflective	Reflection is essential
Focus on individual work	Focus on pair and group work
Three stages lesson (presentation-practice-production)	Lessons start from the pupils
Mixed ability is seen as a problem	All classes are seen as opportunities for inclusivity

Table 1

It is necessary to add relevant commentaries to some of these ideas. First, if the purpose of learning any language is to communicate, the important is to be fluent, no matter the degree of accuracy, just the enough to produce meaningful messages. In fact, according to Diana Hicks, it's said that around a 79% of native speakers have an inaccurate fluent language.

Second, a learner centred class must have the following steps or phases:

- Start from the child with a creative or cognitive activity (either in L1 or in L2 or both)
- Finding out: it's the meat for the lesson, using L1 and L2
- Sorting out with cognitive creativity processes
- Reflection on how students have learned (evaluation of the learning process)

[2] Diana Hicks is a textbook writer and a trainer/consultant. She has been writing textbooks for Cambridge University Press for more than 25 years and is particularly interested in materials and tasks for ELT, which combine language learning and learning through language within a Bilingual/CLIL framework. She has been working as a Comenius trainer for the EU for fifteen years and has worked with teachers and students in more than 40 countries worldwide. From http://www.cambridge.com.mx/elt/primarycolours/authors.html

Third, this point connects the one about the change of a three stages lesson for a lesson that starts from the pupils. Both concepts are not incompatible. We should design the suitable activities to achieve that our students (using different cognitive strategies and with the help of the L1) talk about what they know or, even better, what they don't know about a topic. The practice or associative stage will be within the finding out stage, and the production or autonomous stage will be equivalent to the sorting out stage. The innovative element here is the reflection stage, and this is something that it is also considered in the Spanish educational system because two of the basic competences that students must master when they finish compulsory education are "autonomy and personal initiative" and "learning to learn", and with reflection both of them are worked.

And fourth but not least, from the previous one and from what Artiles and Ortiz state (2002: 201), the mother tongue plays a very important role in the learning of foreign languages. Let's stop a little bit more in this concept. Méndez and Pavón (2012) focus on this dimension, specifically in the use of L1 and L2 in CLIL contexts and they state that "the recognition that the languages do not affect one another negatively but help each other in instructional settings has an immense impact on education planning". There are many studies to find out up to what extent the use of the L1 in EFL classrooms could help the process of acquisition of the foreign language (Atkinson, 1993, 1987; Rodríguez and Gina, 2008; Alegría and García, 2009). I want to make reference to two of them carried out in Spain with undergraduate students. Alegría de la Colina and García Mayo made a study in 2009 to test the role of the first language (L1) in the learning of a second language (L2). They provide a literary review on the topic and explain that:

> "Within the sociocultural framework the L1 is viewed as an important tool which provides a cognitive and social space in which learners can help one another during task performance... The use of the L1 in the second/foreign language classroom can be useful in certain situations, especially when the learners share that L1 and when they do not have enough metacognitive skills in their L2" (Alegría and García, 2009: 327-328).

They conclude the study –that has some limitations- showing that "low proficiency EFL learners make use of the L1 to manage the task and to discuss grammar and vocabulary" (Alegría and García, 2009: 343).

Other authors suggest that the L1 might be included in limited doses, simply for procedural or managerial aspects such as setting up tasks, monitoring group and pair work, giving instructions or checking comprehension (Atkinson, 1993; 1987). With reference to this, again we have to consider Cummins' distinction between BICS (Basic Interpersonal Communication Strategies) and CALP (Cognitive Academic Language Proficiency). Therefore, tasks such as monitoring group and pair work or giving instruction (BICS) should be carried out in L2. In fact, students are normally used to this kind of

"classroom language". Rodríguez and Gina (2008: 95) advocate a more open-minded approach using the mother tongue "to encourage learners to focus on similarities and differences between their first language and the target language under study rather than just using it as a managerial aid". In fact, one of our roles as teachers, is to teach our students metacognitive strategies so that they achieve one of the eight basic competences, learning to learn. They finish their study concluding, "judiciously resorting to L1 in the EFL classroom may be in fact more a help than a hindrance" (Rodríguez and Gina, 2008: 100). Therefore, following Ortiles (2001), school staff should understand the native language instruction provides the foundation for achieving high levels of English proficiency (Cummins, 1994; Krashen, 1991; Thomas and Collier, 1997).

To finish this theoretical background and summing up the main ideas of this chapter, it interesting to comprise some factors that Ortiz (2001) considers as critical to the success of English language learners and that apply to our research context:

- A shared knowledge base among educators about effective ways to work with students learning English.
- Recognition of the importance of the students' native language.
- Collaborative school and community relationship
- Academically rich programs that integrate basic skills instruction with the teaching of higher order skills in both the native language and in English. Bloom (1984) talks about a taxonomy of educational objectives that teachers must set to make students practice a wide range of cognitive tasks.
- Effective instruction, an analysis of what is meant by effective pedagogy in different contexts involves a major focus on "the centrality of students experience and the importance of encouraging active student learning rather than a passive reception of knowledge" (Cummins 2005: 108).

4.2. Basic competences in the Spanish curriculum

The integrated curriculum, described in section 3.3, focus on the pupil (who is at the core of the teaching-learning process), as an individual who communicates and develops his or her own learning strategies, and therefore learns to learn, as a social being whose integration must be facilitated and as a person who is developing and reaffirming his or her personality. This leads us to the notion of basic competences.

The Educational System has as its main goal the whole development of students, and basic competences are the set of skills, knowledge and attitudes that our students will need to cope with the different aspects of life at social, interpersonal, personal and professional level. They promote the

acquisition of functional knowledge by our students. Basic competence is not a new concept since it had already been used and applied by the authors and thinkers of the New School at the end of the XIX century and in the XX century. Some of those scholars were Decroly (Principle of globalization), Maria Montessori (Principle of learning by doing) and Celestin Freinet (use of free texts, school diary, interschool correspondence and the school press).

In 1997, OECD member countries launched the PISA programme, with the aim of monitoring the extent to which students near the end of compulsory education have acquired the knowledge and skills essential for full participation in society, and use it as a guide for the assessment and identification of overarching goals for education systems and lifelong learning.

OECD defines the term competence as:

> "A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating" (OECDE, 2005: 4).

In Spain, basic competences are presented in two Royal Decrees. In Primary Education, they are described in R.D. 1513/2006, 7th December, appendix I (BOE no. 293, 8th December 2006) and in its appendix II explains how each area contributes to the development of basic competences giving methodological guidelines to take into account in the design of our curriculum. In Secondary Education, basic competences are ruled in R.D. 1631/2006, 29th December, appendix II (BOE no. 5, 5th January 2007).

Therefore, basic competences are acquired and improved along the different educational stages and are the bases for a continuous learning along life. And although none of the legal documents of reference stipulates explicitly basic competences in childhood education, its inclusion is carried out implicitly in the blocks and knowledge areas (Vieites, 2009). The only competence that it is mentioned is communicative competence (Muñoz, 2010: 4). Communicative competence refers not only to the speaker's knowledge of a language (Chomsky, 1965)) but also to the knowledge of the rules of use (Hymes, 1972). After Dell Hymes, there have been many authors who have described communicative competence including a number of sub-competences. However, the most influential model of communicative competence is the one proposed by Canale and Swain in 1980. They identified three sub-competences: grammatical competence, sociolinguistic competence and pragmatic competence. Two years later, in 1983, Canale reviewed this approach and distinguished: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. This model of communicative competence comprises knowledge and skill, incorporating, the four linguistic skill

(listening, speaking, reading and writing), to which the CEFRL added a fifth one, interaction, and this has been included in the blocks of contents that Royal Decree 1513/2006, 7th December sets in its appendix II for Foreign Language and Spanish Language and Literature. As we have seen, according to the important role that communicative competence has had in language learning, and to the influence that the mastery of linguistic competence has on the rest, linguistic competence is included in the mandatory documents as the first one. The eight basic competences are:

1. Competence in linguistic communication (linguistic competence)
2. Mathematical competence
3. Competence in the knowledge and interaction with the physical world
4. Treatment of information and digital competence
5. Social and civic competence
6. Cultural and artistic competence
7. Competence for learning to learn
8. Autonomy and personal initiative

In order to achieve basic competences, we have to face our students to tasks connected with daily situations. Those didactic tasks must be founded on objectives that are assessed through assessment criteria. It is important to highlight the close relationship existing between the different objectives of stage, the objectives of the different areas of the curriculum and and basic competences. One basic competence may be connected with several didactic objectives, and one objective can lead to the development of several basic competences. The next table illustrates the interrelation of basic competences with the general objectives of Primary Education and the objectives of the English area:

Basic Competences	**Objectives of state for primary education**		**Objectives for the English area**
R.D. 1513/2006	LOE 2/2006	D.230/2007	R.D. 1513/2006
Linguistic comp.	e, f	c	1, 2, 3, 4, 9
Mathematical comp.	e, f, g, i	a	5
Knowledge and interaction with the ph. w.	d, e, f, h, k, l, m, n	b	1, 2, 3, 4, 5
Treatment of information and digital c.	e, f, i	a	5
Social and civic comp.	a, c, d, f, k, m, n	b	6
Cultural and artistic comp.	e, f, j	d	6
Comp. for learning to learn	d, e, f, i	a	7, 8
Autonomy and personal initiative	b, i, k, m, n	a	7,8

Table 2

In C.E.I.P. Manuel Siurot, integrated tasks start with the identification of basic competences in every assessment criteria, and thought there has been several attempts to adopt a tool for the evaluation of the degree of achievement by students, it doesn't exist an specific tool and basic competences are evaluated taking into account the degree of achievement of didactic objectives, as we will see in the data analysis. After a training course about how evaluate basic competences in 2012/2013 thorough a computing programme known as ZEAPA, and using it as a model, the school has elaborated a simplest and easier tool to assess basic competences and it will be used in the current academic year 2013/2014.

At this moment it is important to remember the different measures that at European and national and regional level (Eurydice, PISA or AGAEVE reports) have been exerted to assess the degree of academic achievement in educational institutions, and which were previously commented in the introduction of this research. Nowadays, the assessment of instrumental areas (Spanish and mathematics foreign[3]) and Science is one priority for the Educational Inspection in Andalusia. Some of the data of the last report made by AGAEVE have been used in this research.

This research emphasizes the development of that integration of knowledge, skills and attitudes (basic competences) by means of an integrated curriculum that has been materialized with the design of integrated tasks using at the same time simple strategies of cooperative learning.

4.3. Cooperative learning

4.3.1. Key concepts in cooperative learning

To begin with, it is important to highlight that cooperative learning emerges along the XX century as a reaction to the traditional emphasis on individualism, memorization, competition and the search of objectivity. Cooperative learning is a general term. There are specific terms such as Team Learning, Group Investigation, Jigsaw, or TAI (Team Assisted Individualization), which are cooperative methods developed by specific authors and thought for specific contexts. Some of those well-known authors are David W. Johnson and Roger T. Johnson or Robert Slavin. In the context of primary education, the work of Spencer Kagan (1985) is the best reference since he wrote a practical manual about cooperative learning strategies easier to learn and implement than the previous models[4].

Sometimes cooperation is used as a synonym of collaboration. However, they are not exactly the same. While *cooperative learning* can be defined as "working together to accomplish shared goals" (Smith, 1995), *collaborative learning* is "a method that implies working in a group of two or more to

[3] Although foreign language is also an instrumental area, this one is not included in the Diagnostic and Scale tests carried out by AGAEVE, following what other international tests include (PISA).

[4] For further information visit http://www.kagancooplearn.com/index.html/ and http://sps.k12.mo.us/coop/cybercoop.html

achieve a common goal, while respecting each individual's contribution to the whole" (McInnerney and Robert, 2004: 205). From those definitions we could say that the key difference between these approaches to group work is that cooperation is more focused on working together to create an end product, while successful collaboration requires participants to share in the process of knowledge creation (Dillenbourg *et al.,* 1996; Roschelle and Teasley, 1995). In other words, cooperation can be achieved if all participants do their assigned parts separately and bring their results to the rest of the group, while collaboration entails direct interaction among the students in the group to produce a product and involves processes such as negotiations, discussions, and acceptance of the opinions of other group mates (Kozar, 2010: 16). Posed in this way, the difference between the two concepts is clear, however, in the practice, there are not clear boundaries.

Another dichotomy that appears when talking about cooperative learning is group work versus teamwork. Cassany (2004: 12) makes a distinction about these two concepts:

Group work - Group	Teamwork - Team
It tends towards homogeneity and it is formed randomly.	The teachers form the team following some criteria. It is characterized by heterogeneity.
They have a short life.	They tend to have a long life.
There are leaders and there is not control.	Tasks and teams are organized. Each individual has a role and a function in each task.
Hetero-evaluation: the teacher assesses the final product of the each member and of the whole group.	Self-evaluation: each student and the group evaluate the product and the process of their own work as a team.
There is nor training not monitoring.	Training and monitoring is essential so that the group can become a team.
Un-reflective	Reflection is essential

Table 3

It is very important to highlight that in the context of this research, when we refer to group work we mean teamwork, since we have followed the requirements to create in our classes teams, described in the Programme CA/AC, and that it is explained further bellow.

Whether we are talking about cooperative learning, collaborative learning, group work or teamwork, in all those cases, there are opportunities for interaction, and students' learning process is highly benefited:

> "Working with small teams of students contributes to unquestionable advantages to teaching since this technique allows the student not only to have the opportunity to reach significant learning levels but it also values his/her ability to express both orally and in written form, to structure and defend his/her ideas, to clarify them..." (Domingo, 2008: 231).

Cooperative learning, put quite simply, is a type of instruction whereby students work together

in small groups to achieve a common goal. Cooperative learning has become increasingly popular with benefits that include increased student interest due to the quick pace of cooperative tasks, improved critical thinking ability, and the opportunity to practice both the productive and receptive skills in a natural context. In a CLIL or language-learning context, the array of benefits extends beyond increased language learning to include increased self-esteem and tolerance of diverse points of view (Johnson and Johnson 1989; Kagan 1995; McCafferty, Jacobs and Iddings, 2006; Slavin 1995), in sum, the development of basic competences.

Although cooperative learning has numerous variations, Johnson and Johnson (1999) indicate five features of a successful cooperative learning activity: (1) students learn that their success depends upon working together interdependently; (2) students are individually accountable while achieving group goals; (3) students support and assist one another's success through face-to-face interactions; (4) students develop social skills by cooperating and working together effectively; and (5) students as a group have the opportunity to reflect on the effectiveness of working together. When these principles are realized, cooperative learning creates a rich environment for students to learn language and simultaneously develop their capacities for collaborative 21st century communication and problem solving.

In chapter 6 of the Guide (Consejería de Educación, 2013: 82), about Methodology and Evaluation, we can read that one of the features of the pedagogical eclecticism that characterizes CLIL is the use of cooperative learning since "it eases that individual differences reduce and guarantees the success of the group in which each member provides his or her individual characteristics during the realization of tasks".

In the framework of CLIL or language learning this strategy means that:

- Learning is more effective when students have an opportunity to participate, discussing ideas and information.
- Effective teachers strive to provide a more balanced linguistic exchange between themselves and their students.
- Interaction accesses the thought processes of another and solidifies one's own thinking.
- Talking with others, either in pairs or small groups allows for oral rehearsal of learning.

4.3.2. Cooperation and inclusivity: an answer to diversity

Diversity is a reality in our classes and that is the reason why The European Agency for Development in Special Needs Education published in 2003 a report where the following actions were described as the effective ones within inclusive education for learners with special needs, and they apply to special learning needs and foreign language learning (Marsh, 2005: 23):

- Cooperative teaching – teachers working together with other teachers (a specialist or colleague), the head teacher and other professionals;
- Co-operative learning – learners that help each other, especially when they have unequal levels of ability, benefit from learning together;
- Collaborative problem solving – for all teachers, clear class rules and a set of borders – agreed with all the learners – alongside appropriate (dis)incentives have proved particularly effective in decreasing the amount and intensity of disturbances during lessons;
- Heterogeneous grouping – mixed ability level groups and a more differentiated approach to teaching are necessary when dealing with a diversity of learners in the classroom;
- Effective teaching and individual planning – all learners, including those with special learning needs, achieve more when systematic monitoring, assessment, planning and evaluation is applied to their work. The curriculum can be geared to their needs and additional support can be introduced effectively through an Individualized Educational Programme (IEP) that fits with the normal curriculum (in Andalusia, this IEP is regulated in Chapter III of the Order 25 July 2008).

Regarding cooperative teaching, the great problem that we find in schools is that "teachers often have limited training related to special education" (Ortiz and Yates, 2001: 72) and sometimes it happens that "by the time teachers request assistance, the student's academic difficulties are so serious that the teacher's interest in problem solving is half-hearted, and with good reason" (Ortiz and Yates, 2001: 75).

> "An emphasis on inclusive education, means that the special education teacher of the future will not function independently in an isolated, self-contained class or resource room. Rather, that teacher will work as a consultant to and a collaborator with colleagues in general education classes. This new role for special educators will require changes in teacher preparation and on going professional development" (Artiles and Ortiz, 2002: 202).

To cater for the diversity that we can find in our classes, it is important that we understand the concept of "inclusivity". If we bear in mind all the next ideas, we will be in good conditions to offer our students with special learning needs a suitable educational answer. These ideas have been gathered from a two-day workshop on CLIL that I have had the opportunity to enrol this summer with Dr. Diana Hicks. Inclusivity means:

1. Offering every pupil in the class an equal chance to participate in the tasks.
2. Accepting that every class is "mixed ability" and therefore, the wider the battery of cognitive activities used in our classes the better we'll cater for diversity taking into

account our students' learning styles. This is linked with the theory of Multiple Intelligences proposed by Howard Gadner[5] in 1983.

3. Recognising that each pupil will bring different strengths to the tasks.
4. Understanding that the process of making meaning is more important than the "done" product.
5. Allowing each pupil to make decisions and choices.
6. Trusting the pupils' decisions and choices.
7. Seeing individual progress as signs of "success".
8. Constructing opportunities for involvement.

4.3.3. Cooperative learning in C.E.I.P. Manuel Siurot

As we have seen, nowadays, one of the recommendations from the educative institutions is the promotion of cooperative learning among our students, and from the teachers training centres (CEPs), teachers can find training activities about this issue. The benefits of this methodological strategy are many, and one of the purposes of this study is to weigh up how this strategy can contribute to the improvement of our students' acquisition of basic competences, to what extent it is possible to use cooperative learning in our classes and in a CLIL context, and last but not least, which are the teachers' believes, concerns and expectations after one year of training.

C.E.I.P. Manuel Siurot has implemented cooperative learning using as reference documents the works by Pere Pujolàs (2004, 2008, 2012). Pujolàs together with a group of experts launched in 2011 the Programme CA/AC (*Cooperar para Aprender/Aprender a Cooperar*)[6] as a result of the research I+D Project carried out by the Research Group about Attention to Diversity (GRAD) of Universitat de Vic, funded by the Ministry of Innovation and Science.

The Programme CA/AC is organized into three fields: field A, intervention field to foster group cohesion; field B, team work as a resource to teach; and field C, intervention field where team work is conceived as a content to teach (Pujolàs, 2012). This programme was carried out in more than 300 centres of childhood, primary and secondary education in all Spain. Several authors (Breto and Gracia, 2012; Juan and Oliveras, 2012; Traver, 2013) gather some of those experiences developed in childhood and primary education schools and they provide a short and useful description of the main simple strategies of cooperative learning used with young students (roundtable, 1-2-4, numbered head together…) Some of the main simple strategies of cooperative learning, based in the work by Spencer Kagan (1985) are:

[5] For further information, visit http://howardgardner.com

[6] For further information about how to work with cooperative groups (cooperative teaching and learning and heterogeneous grouping), visit the web http://www.cife-ei-caac.com

- Information gap activities: each student in a group has only one or two pieces of information needed to solve the puzzle or problem. Students must work together, sharing information while practicing their language, and using critical thinking skills.
- Jigsaw: jigsaw reading task by chunking text into manageable parts (1-2 pages). Students are numbered in each group (1-4 or 5). All 1s read the first 2 pages, 2s read the second 2 pages, etc. These expert groups then discuss their reading and share ideas. The original groups reconvene, discuss the whole text and share their expertise. Students pool their information.
- Numbered heads together: Similar to Jigsaw without forming expert groups. Each student works on one portion of assignment and then students share.
- Roundtable: Use with open-ended questions, grammar practice. 4-5 students are grouped at tables with one sheet of paper and one pencil. The teacher asks a question or explains a point and students pass paper around table, each writing their own response. Teacher circulates room.
- Send a Problem—One table team sends a question or problem to another table. Each table team solves or answers question and passes it back to original table. This is a good way to review for a test.

4.4. Learning through integrated tasks and CLIL

I am closing this section focusing on integrated tasks. This chapter started with general pedagogical guidelines asserting that nowadays children need to learn how to ask questions, pose problems, consider solutions and think creatively. In a sentence, we have to teach our students to be "resilient", that is, having a problem, they will have to master knowledge, skills and attitudes –basic competences- to solve it successfully. Therefore, the development of basic competences means the realization of learning tasks.

In Chapter 2 of the Common European Framework of Reference for Languages (2001), it is stated that the methodological approach based on action through tasks is the most effective one for the development of the general and communicative competences that people need to have as individuals and social agents. Trujillo and Ariza (2011: 4) define a task as a didactic sequence organized in such a way that helps the students to get the fulfilment of a complex activity related to their own life experience. When talking about tasks, we are also talking about project work –also known as Problem-based learning (PBL). Navés and Muñoz (2002: 2) in the article "*Usar las lenguas extranjeras para aprender y aprender a usar las lenguas extranjeras. Una introducción al AICLE para madres, padres y jóvenes*" say that CLIL emphasis in "problem-solving" and "knowing to do things" makes students feel motivated when they are able to solve problems and do things even in other languages.

A task is a special form of technique or a sequence of techniques. The most common characteristic in all the definitions given by different authors is its focus on authentic use of language for meaningful purposes. Peter Skehan (1998) defines a task as an activity in which:

- Meaning is primary
- There is a communicative problem to solve
- There is a situation comparable to real-world activities
- The stress in on the communicative code and not on the linguistic code
- Task completion has priority
- The assessment of the task is in terms of an identifiable outcome

Cooperative learning can have a great value in connection with the scheme of tasks made by Willis and Willis (Trujillo, 2002: 13). According to this scheme (Willis and Willis, 1996, 2007), a task has three phases:

- Pre-task phase: the teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and get ready.
- Task Cycle phase: the students do the actual task in pairs or small groups while the teacher monitors. Students do the planning and prepare themselves to report to the whole class (orally or in writing) how they did the task, their decisions and what they learned. Finally, groups present their work to the class. During this phase, the teacher acts as a linguistic adviser, helping with corrections and giving feedback. Though this phase, the emphasis is on understanding and expressing meaning but also on language form.
- Language Focus phase: it provides the opportunity for explicit language instruction; the activities will be oriented towards the identification and analysis of different features of language graded according to students' level of English.

Therefore, cooperative learning is a useful tool for teaching, especially for the teaching of languages, and it can be the vertex of a didactic triangle as it can be observed in the next figure (Trujillo, 2002: 12):

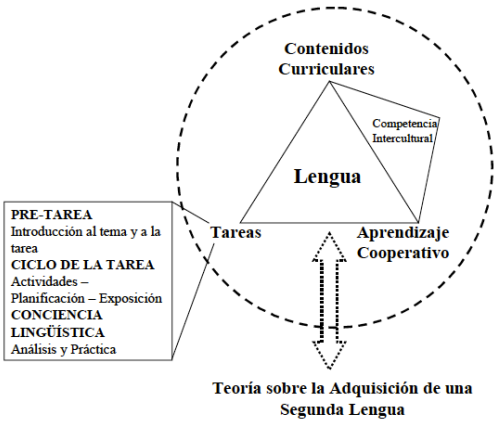


Figure 1

It's important to tackle the concept of task in this work because, either if working a bilingual school or not, it contributes great benefits in the learning of English as a foreign language. As it has already been introduced in section 3.2, through the School Linguistic Project, schools must include communicative tasks with proposals to improve expression and oral interaction, oral comprehension, written production, reading and reading comprehension, and agreements on the treatment of errors, either spelling, grammar or discourse errors. Linguistic or communicative competence is the result of the fusion of formal (linguistic) and instrumental (communicative) knowledge. These two dimensions are built in an interrelated way. "The key to successful learning is to find ways of weaving together formal and instrumental knowledge" (Estaire and Zanon, 1994: 77). One procedure to link these two dimensions is through a task-based approach to learning (TBL).

Nowadays there is a growing interest in providing students with the necessary tools to become autonomous and independent learners. The model that has adopted C.EI.P. Manuel Siurot is learning through integrated tasks, in this context, integrated tasks means learning through projects. These integrated tasks provide a very rich learning experience through different subjects where students have to practice different skills such as note taking, classifying, labelling, defining, organizing or transferring information to graphics etc.

John Dewey (Sawyer, 2006: 15), forerunner of project work or learning based on tasks, promoted the idea of learning by doing and applied the ideas of cooperative learning, that, later will be so popular in United States since 1920s. This change towards project-based learning (PBL) means an integration of knowing and doing:

> "Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products. PBL refocuses education on the student, not the curriculum -a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. These cannot be taught out of a textbook, but must be activated through experience" (Markham, 2011: 38).

Project-based learning promotes learner's intrinsic motivation, autonomy and independence. In this process students propose ideas with the guidance of the teacher, thus they feel part of the learning process and their motivation and implication in the learning activities rise. Once the students have made the project, they have to display it to the rest of the students because in this way they reflect about their work. Through project, students deal with different contents and carry out different tasks (search for information, exchange ideas and opinions, get consensus, take decisions) to achieve the final goal in form of final product: a ppt presentation, a poster, an interview, a play, etc. In this kind of learning process, students are responsible of their own learning, activating skills in communication (competence

in linguistic communication), problem-solving (mathematical competence), reasoning, critical and creative thinking (competence in learning to learn and autonomy and personal initiative), cooperation and teamwork (social and civic competence), and if we are in a CLIL context, it is important to provide students with the necessary vocabulary list and linguistic structures they will need to carry out the tasks successfully. There are several good reasons for working on CLIL projects with young learners:

- It encourages engagement, motivation and creativity
- Students learn to transfer information from one context or subject to another.
- It foster thinking-skills
- It help learners to develop language and produce output
- It is a form of continuous assessment
- It encourages and develop cooperation
- It provides practice for independence and autonomy
- It brings real-world situations to the classroom.

Finally, Marzano (cited in Dale *et al.*, 2010) mentions five conditions which stimulate cooperation in groups and which can also be applied to project design, what Dale *et al.* (2010: 217) refer to as SPIRE: Simultaneous interaction, Positive interdependence, Individual accountability, Reflection, and Equal participation.

PART II: RESEARCH METHODOLOGY

This second part of the study is structured in three chapters. Taking into account the previously theoretical framework about languages, foreign languages, their teaching and how teaching contents through a foreign language can have a direct effect on the improvement of the academic achievement of our students, in this second part we are going to present, describe, analyse and evaluate how this framework is applied in a real context, a bilingual Childhood and Primary School in a relatively small town in Andalusia.

Chapter 5, about the research design, after presenting the research objectives and their corresponding research questions, and the context and the participants in the study, depicts the methodology and the characteristics of the design, the instruments and data gathered organized into dimensions to study the objectives and give answer to the research questions, and the procedure that has been followed to carry out this study.

Chapter 6 analyses the data on the basis of the theoretical framework described in the first part. As a participant in the study and through my direct contact with the educative system, first in Secondary Education and later in Primary Education, and with what happens in the classes with the students as well in the rest of the school space with the teachers, this study includes personal reflections on the results, to finish in chapter 7 with conclusions to the objectives and research questions and its contribution for the possible improvement and change of our teaching practice.

/// 05 RESEARCH DESIGN

5.1 Objectives and research questions

5.1.1 General objective

The main objective of this study is to determine if the use of cooperative learning and integrated tasks bring about a higher implication of the students in the learning process. It is hypothesized that, as a result of such implication, there would be an improvement in the acquisition of the eight basic competences and, therefore, in the students' linguistic competence, both in their mother tongue and in the foreign language.

In this general objective we can identify the variables of this study. There are two independent and two dependent variables. The independent variables are *cooperative learning* and *integrated tasks,* and they represent the phenomena that the researcher is going to analyse in order to check the effects and changes that they produce in the studied context. The dependent variables are *the student's*

involvement in the learning process (participation) and *the students' academic improvement of the eight basic competences (academic improvement)* and they represent the means that measure these changes.

In this study, there are other variables that might affect the findings. According to Seliger and Shohamy (1989: 92), those other variables can be classified into subject and extraneous variables.

The subject variables of this study are:

- The sex role and the distribution of males and females in cooperative groups
- The age of the children

The extraneous variables are:

- The variety of simple strategies of cooperative learning
- The frequency with which simple strategies of cooperative learning are used
- The use of group dynamics
- The number of students that might leave the school before the study has finished

However, the researcher has to control the effect of those variables through different means. In the next sections of the research design, the researcher explains how all those variables can be controlled so that the research will be reliable and valid.

5.1.2 Specific objectives

1) To check if learning through integrated tasks is a suitable method for the development of basic competences.
2) To ascertain if, thanks to the active role of students in cooperative learning during the realization of the integrated tasks and in the presentation of the final product, they improve their communicative skills, both oral and written, in their mother tongue and in the foreign languages.
3) To describe the benefits and difficulties of cooperative learning through integrated tasks in Childhood and Primary Education.

5.1.3 Research questions

1) Is learning through integrated tasks a good context to promote cooperative learning in an effective way?
2) How can we deal with the practice of the eight Basic Competences?
3) Is there sufficient linguistic evidence supporting the assumption that cooperative learning can help the students be more competent in their mother tongue and in the foreign language?

4) Which are the advantages, disadvantages, or even shortcomings of integrated tasks and cooperative learning strategies with students of Childhood and Primary Education?

5.2 Context

This study has been carried out in C.E.I.P. Manuel Siurot, a Childhood and Primary School in La Roda de Andalucía, Seville. It is important to make a detailed analysis of this context because it determines the development of the Educational Project, where one of its general lines of pedagogical intervention is the design and implementation of integrated tasks in monthly didactic sequences to improve the development of the eight Basic Competences. The planning of curricular contents around integrated tasks also requires the collaboration from parents and other relatives. Therefore, the family context is relevant for the interpretation of the students' academic results.

La Roda de Andalucía is a town in the province of Seville, located in the Sierra Sur region. It has more than 4,000 inhabitants with an acceptable socioeconomic level with little unemployment, though in the last years, due to the economic crisis, this situation has changed. The socioeconomic level does not match the cultural aspirations of most of the population, who merely want to get a job to fulfil his or her material needs. This situation entails an educational level, which could be qualified as low. Up to now, the youth generally has had low aspirations to continue with their studies, due to the ease with which they can enter into the labour market.

Regarding the facilities in La Roda de Andalucía, there is one childhood and primary school, one high school, one adult school, one culture house, one youth house, and one local library. However, the activities that are organized there do not receive much participation. Due to this situation, it is very important that C.E.I.P. Manuel Siurot offers, among its plans and programmes, the Opening Plan for Families providing the students the opportunity to participate in several workshops like English, Computing, Music, etc., that, otherwise, they would seldom receive.

Most of the students come from families of medium to low socioeconomic level, though the entire social stratification is present, since this is the only childhood and primary school in the town. In all the classes there are students of ethnic minorities and, as in other places of Spain, in the last years, there has been an arrival of immigrants from Romania and Morocco, and a little representation of other South American nationalities. Only about 1% of students come from nearby villages and use school transport.

In general, the importance of the educational role of the school is not considered worthy by the families since they do not appreciate the importance that the school has in the education of their children. A great number of students reach the objectives and master the basic competences to a

certain extent in accordance with their age. Nevertheless, the school considers it necessary to have a greater implication from the families for a better achievement in the educational process of their children.

When students enter the school –independently of their youth– they have a low linguistic level with poor linguistic expression, full of shortages and mistakes. Another important aspect to take into account in this context is the decrease of family authority or even, in some cases, lack of authority, due to excessive permissiveness at home. Students tend to behave in the school like they do at home, making it difficult for them to accept basic coexistent rules. What is expected from the cooperative work involved in learning by integrated tasks is some improvement in this problem.

Absenteeism is almost null because of the actions taken by the Absenteeism Local Committee. However, the absentee students, when there are absentee students, are usually students of ethnic minorities.

Regarding the educational level of the students, they are registered in the levels corresponding to their age. The majority of those who have a curricular gap fall in the category of students with destabilization problems in the family or suffer some kind of special educational needs. Due to the considerable number of students with special educational needs, there is specialized staff in the school and a special education classroom. This aspect will be analysed in the next section regarding the characteristics of the participants in this study.

A useful instrument to have a deeper analysis of the school context is the last report made by the Andalusian Agency of Educative Evaluation (AGAEVE), in Spanish, Agencia Andaluza de Evaluación Educativa. This report[7] is made taking into account the academic achievement of students (students' results registered in the *Seneca* Platform[8]), the results of the diagnostic (2nd year of primary education) and scale (4th year of primary education) tests, and the results are organized on the basis of a series of Approved Indicators divided in three categories:

- Teaching-learning
- Attention to diversity
- Atmosphere and coexistence

In order to understand these data, it is necessary to analyse the notion of "tendency". The evolution of the results in the last three academic years allows knowing the tendency. The tendency of

[7] Indicadores homologados para la autoevaluación de centros que imparten educación infantil y primaria. Informe definitivo de resultados curso escolar 2012/2013. Consejería de Educación. Agencia Andaluza de Evaluación Educativa. C.E.I.P. Manuel Siurot, 19/09/2013.

[8] Digital platform of the Consejería de Educación, Cultura y Deporte de la Junta de Andalucía where teachers record information about the academic achievement of students.

the results can be continuous or discontinuous. While the continuous tendency is produced when the value of the indicator has progressed without ups and downs, in the discontinuous tendency, there are ups and downs in the valued achieved in an indicator within the three last academic years. On the other hand, continuous tendencies can be positive or negative. In the case of proactive indicators, the tendency will be positive when the values have increased, whereas, in the case of reactive indicators, there must be a reduction of such values so that the tendency can be considered positive.

The data achieved in other schools with a similar socioeconomic and cultural rate (ISC henceforth) are highly meaningful because the influence that the socioeconomic and cultural rate has on the students' academic achievement is proven.

The symbols that are used in this report are the following:

↑ Proactive indicator: The excellence is 100% and the improvement of results is produced when the values increase.

↓ Reactive indicator: The excellence is 0% and the improvement of results is produced when the values reduce.

▲ Positive tendency. Relevance: results over the average in schools with a similar ISC in proactive indicators.

△ Discontinuous tendency of proactive indicators

▲ Negative tendency. Relevance: results below the average in schools with a similar ISC in proactive indicators.

▼ Positive tencency. Relevance: results below the average in schools with a similar ISC in reactive indicators.

▽ Discontinuous tendency of reactive indicators.

▼ Negative tendency. Relevance: results over the average in schools with a similar ISC in reactive indicators.

Though some of those indicators will be fully detailed in chapter 6 of this study to support our findings, taking into account the above information, it is relevant to highlight the followings:

CHATEGORY	INDICATOR	RESULT	TENDENCY	RELEVANCE
Teaching-Learning	↑ Childhood Education students who reach the stage objectives	66,06%	△	▲
	↑ Primary Education students with positive evaluation	90,95%	△	▲
Attention to diversity	↑ Promotion of Primary Education students with meaningful curricular adaptations	87,50%	▲	▲
	↑ Effectiveness of the Reinforcement Programmes for Instrumental Areas in Primary Education	33,09%	△	▲
	↑ Effectiveness of meaningful curricular adaptations in Primary Education	69,45%	▲	▲
	↑ Year-age suitability in elementary education	85,50%	▲	▲
Atmosphere and coexistence	↑ Compliance of coexistence rules in elementary education	99,88%	▲	▲
	↓ Behaviour against coexistence in elementary education	0,36%	▼	▼
	↓ Seriously dangerous behaviour for the coexistence in elementary education	0,24%	▼	▼
	↓ Reoffending students with behaviour against coexistence and/or seriously dangerous behaviour for the coexistence in elementary education	0,12%	▼	▼

Table 4

5.3 Participants

The participants in this study are the students of the school and the teachers. Dealing with students, we will include information about childhood and primary education because, though in childhood education, there is only an approach to the foreign language area with two sessions a week, the methodological approach is the same. Teachers in childhood education also organize their contents in integrated tasks and they start to put into practice cooperative learning structures as much as possible, taking into account the level of maturity of the students. This clarification is necessary because it determines the way in which data have been gathered in this study. First, students of childhood education are not included as participants in the students' questionnaire due to their early age, and second, teachers of childhood education are part of this study since their opinion is relevant and necessary because it is importan to start with teamwork and set the same working habits than in primary education, and ease the process of transition from childhood to primary education.

5.3.1 Students

In the next figure, it appears the number of students in the school classified by educational stage, sex, and students with special educational needs that are schooled in the specific classroom. There are more students who have different kinds of specific educational needs but they are integrated in their corresponding groups and follow their own Educational Reinforcement Programmes or, when necessary, Individualized Curricular Adaptation Programmes.

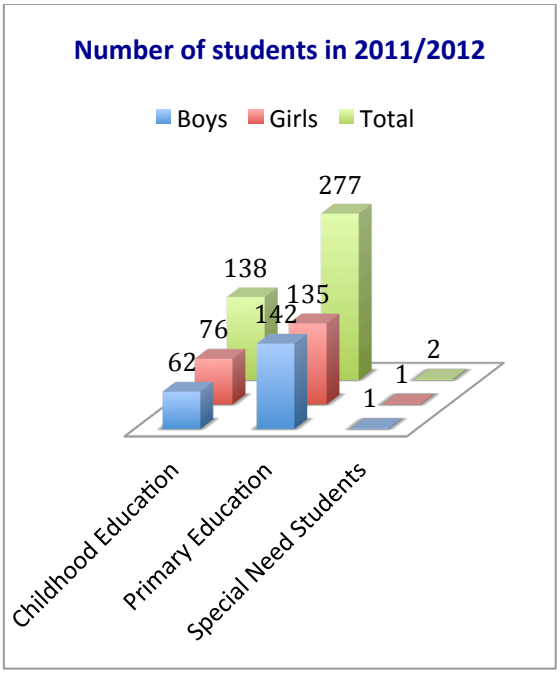


Figure 2

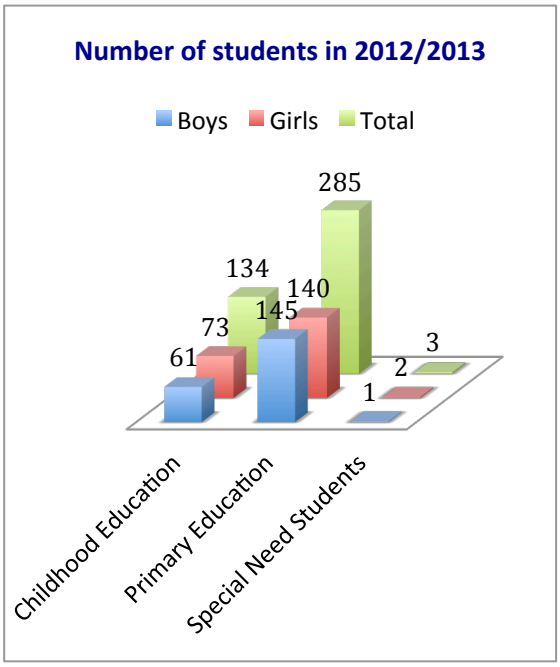


Figure 3

It is important to analyse the notion of special needs students since teachers have to provide educational measures according to their needs, and their presence will influence the activities and learning strategies carried out in our classes as well as the school success rates.

In one of his latest publications, David Marsh deals with diversity in a broad sense and with the measures that have been carried out in Europe "to provide support and open up opportunities for non-traditional and disadvantages learners" (2013: 71-91). It is relevant at this point to make a remark about the terms "special" and "specific". Marsh states:

> "Special Educational Needs is a term that is understood in different ways across the European Union. This is equally true of the term Specific Educational Needs. Definitions are influences by legislative, educational, medical, and even funding arrangements. What binds the terms together is the issue of diversity. Students with special or specific needs represent groups of learners who need specific forms of educational provision… Definitions and categories of special educational needs and handicap vary across countries" (2013: 76).

The European Agency for the Development in Special Needs Education (Agency SNE) in Spain refers to students with special educational needs as:

> "Those who require certain support and specific educational attention due to disability or serious behavioural disorder, either for a period or throughout the whole of their schooling. The identification and assessment of the educational needs of these students will be carried out as early as possible by qualified professionals. It is the responsibility of the Education Administrations to provide infant school provision for children with special educational needs and to develop appropriate schooling programmes for them in primary and secondary schools" (Agency SNE, 2012: 62).

The Organic Law 2/2006, 3rd May, on Education (LOE) modified the organization of attention to diversity in Spain. One of those modifications was the concept of special educational needs included in Title II: Equity in Education. Its Chapter I includes among Students with Specific Needs of Educational Support to:

- Students with Special Educational Needs (SEN) derived either from disability or from a serious behavioural disorder.
- Students with High Intellectual Capacity
- Students of late incorporation to the Spanish educative system

Chapter II about Compensation of Inequality in Education refers to those students that are in an unfavourable situation either because they belong to social groups such as ethnic minorities or because they live in rural areas.

There are specific laws that regulate attention to diversity in Andalusia[9]. Law 17/2007, December 10th, on Education in Andalusia (LEA) ratified the LOE, but includes a wider approach to the concept of Specific Needs of Educational Support in its Title III, Chapter I, article 113, including:

- Students with Special Educational Needs also derived either from disability or from a serious behavioural disorder.
- Students with High Intellectual Capacity.
- Students of late incorporation to the Spanish educative system.
- Students with specific learning difficulties.
- Students within the group of social inequality

To achieve that students –in our case English language learners– with difficulties succeed in schools, early intervention is necessary, or in Artiles and Ortiz's words "early intervention strategies can

[9] Apart from the LEA, the main law about attention to diversity is the Order 25th July 2008, which regulates attention to diversity in primary education (BOJA no. 167, 22nd August 2008).

prevent academic failure" (2002: 201). According to Ortiz, this early intervention includes several measures, but among them, once the students have been diagnosed, peer or expert consultation is essential. "Peers or experts work collaboratively with general education teachers to address students' learning problems and to implement recommendations for intervention (Fuchs, Fuchs, Bahr, Fernstrom, & Stecker, 1990, cited in Ortiz, 2001). This collaborative work links with the concept of cooperative teaching that will be included in our data analysis.

Going back to our context and taking into account the previous information, the figure below shows the number of students with special needs of educational support. It is important to take into account the following data because the characteristics of those students and their family context have a direct influence on their academic achievement. As far as nationalities are concerned, in this figure, only those students who do not know the Spanish language and need to follow an Educational Reinforcement Programme are included. Overlaps among those categories are possible. Some of students, apart from the problems derived from their linguistic diversity, also have specific learning difficulties and all of them belong to ethnic minorities and, therefore, they could also be classified within those categories. The same could be said of Spanish students who belong to ethnic minorities and are considered students that need compensation derived from social inequality. It is strange not to detect in those students specific learning difficulties. Students are not diagnosed with high intellectual capacity.

	Students with Specific Needs of Educational Support in C.E.I.P. Manuel Siurot									
	Special Educational Needs				***Late incorporation to the Spanish Educative System***		***Specific Learning Difficulties***		***Social Inequality***	
	Disability		***Serious Behavioural Disorder***							
Stage	***11/12***	***12/13***	***11/12***	***12/13***	***2011/12***	***2012/13***	***2011/12***	***2012/13***	***2011/12***	***2012/13***
Childhood	2	1	0	2	Romania: 1 Morocco: 1	Romania: 2	4	6	7	6
Primary	12	12	2	2	Romania: 12 Algeria: 1	Romania: 8	13	21	7	9
Total	14	13	2	4	15	10	17	27	14	15

Table 5

5.3.2 Teachers

The current staff of the school is set up by 28 teachers plus one itinerant Audition and Language teacher that comes to school twice a week to supervise the students with special needs. It is necessary

to know the profile of the teachers because this information will determine some of our conclusions as far as methodological aspects and teachers' needs.

To provide a general frame of the teachers' profile, five figures have been included in this section. Table 6 shows the number of teachers in childhood and primary education as well as the number of specialists.

NUMBER OF TEACHERS IN C.E.I.P. MANUEL SIUROT	
Infant teachers	7
Primary teachers	8
English-Primary teachers	6
English teachers	2
Physical Education teacher	1
Religion teacher	1
Music teacher	1
Therapeutic Pedagogy teachers	2
Audition and Language teacher	1
Itinerant Audition and language teacher	1
TOTAL	29

Table 6

That teaching staff is relatively stable since 20 teachers have their definitive post in this school. All of the teachers in childhood education (100%) have their definitive post here, whereas in primary education, there are 7 teachers that do not have a definitive post. These teachers are the Physical Education teacher, the Music teacher, 2 Audition and Language teachers, 1 English teacher and 2 Bilingual-primary education teachers. Therefore, 96% are definitive teachers and 31,03% are either provisional teachers or substitute teachers, as it can be seen in the next figure:

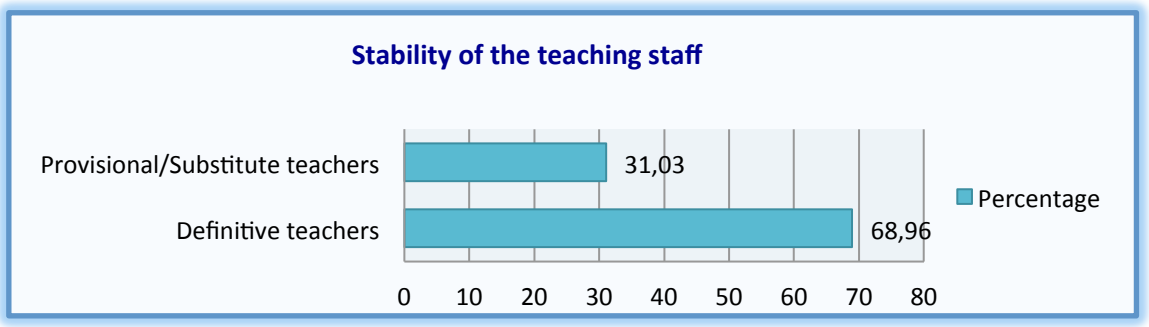


Figure 4

Figure 5 and 6, respectively, describe the teaching experience of childhood and primary teachers. The information is given in percentages and organized into different age ranges. A distinction among generalist teachers (Figure 6) in primary education and the bilingual teachers has been made (Figure 7) because, since this study has been carried out in a bilingual school, there are specific aspects connected to the way in which the CLIL project has been implemented. These data, as well as the credited level of English described in table 7, of the English teachers and the bilingual teachers of non-linguistic areas, (Science, Artistic Education and Physical Education) has been gathered from the first question included in the teachers' questionnaire that can be found in Appendix 1.

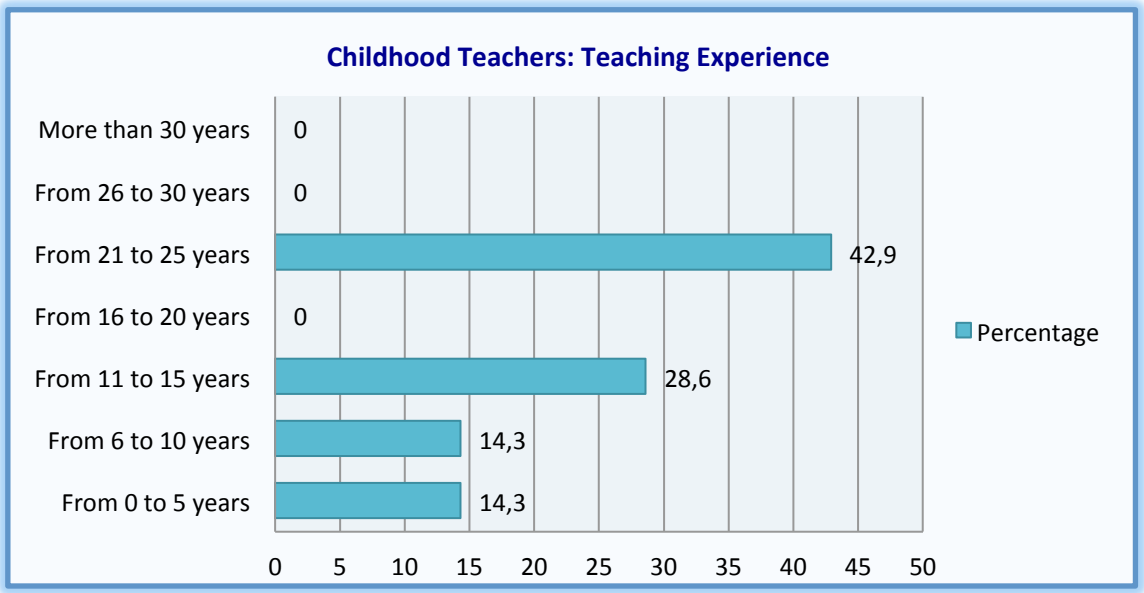


Figure 5

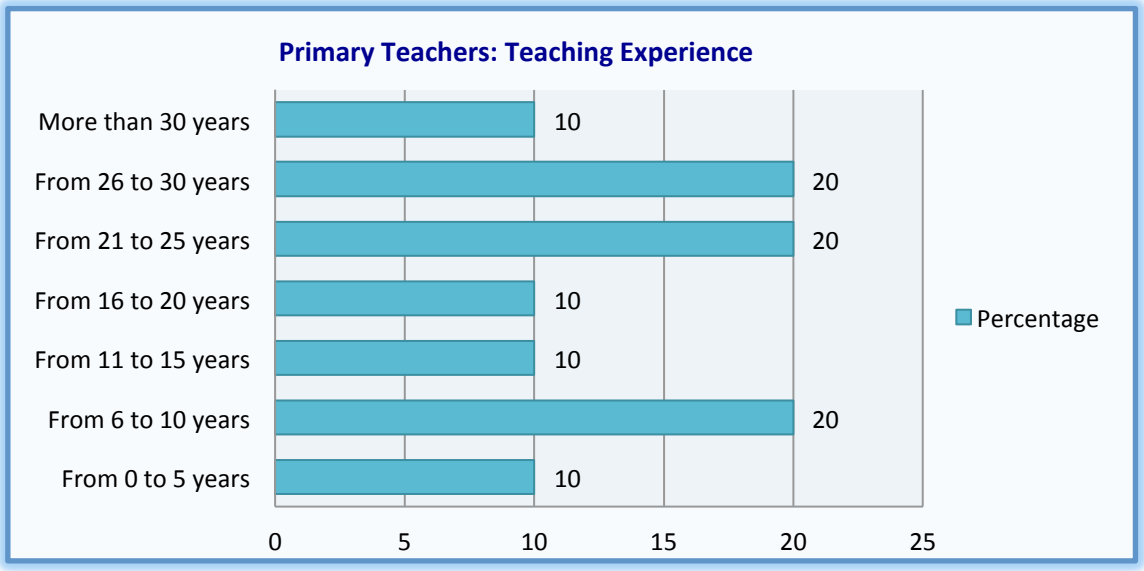


Figure 6

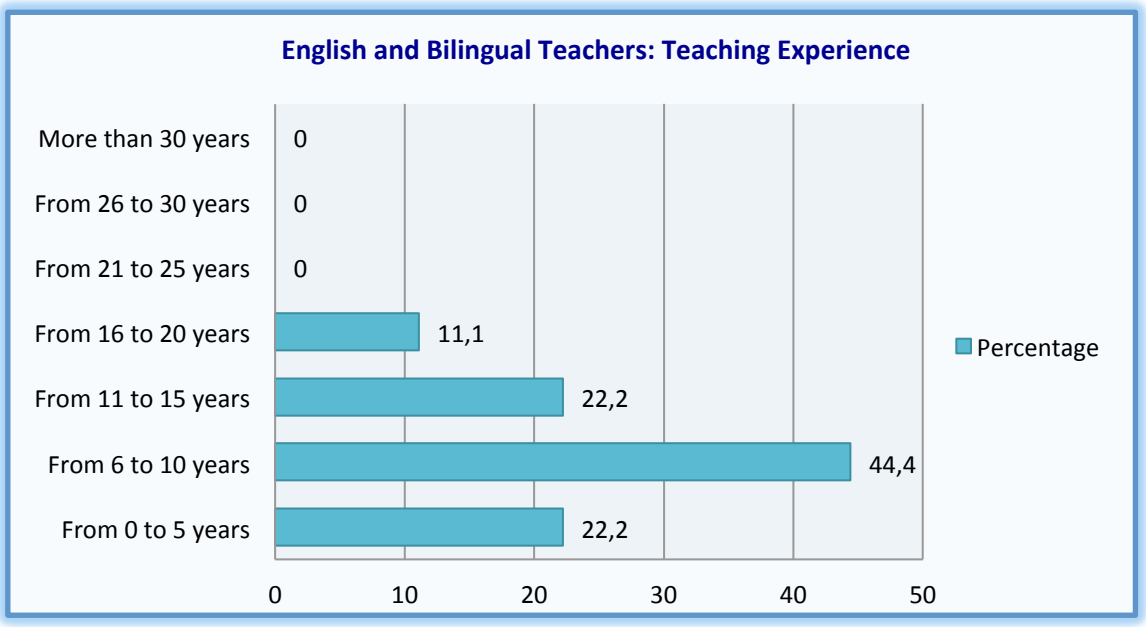


Figure 7

Dealing with the credited level of English, only three of the teachers have at least a B2, which is the lowest level required to teach in CLIL teaching, according to the Instructions 19th June 2013 about the organization and running of bilingual teaching for the academic year 2013/2014. This study, as it has been explained before, has been developed during two academic years -2011/2012 and 2012/2013- and during that period to teach in bilingual schools, it was enough with the Degree in Primary Education with Foreign Language Speciality.

English and Bilingual Teachers: Level of English		
	Level of English	**Number of Teachers**
CEFR Levels	A1	
	A2	
	B1	3
	B2	2
	C1	
	C2	
Degrees	Primary Education Teacher Foreign Language Specialist	4
	English Philology	1 (+ B2)

Table 7

5.4 Methodology and characteristics of the research

When I decided to enrol in this Master, I did it under the necessity of improving my knowledge about how to tackle the difficult task of teaching in a bilingual primary school with little previous knowledge other than what I had previously studied, and my teaching practice in a bilingual school in the city of Seville, where I had the opportunity to participate in a training course for bilingual teachers.

One year later, I was sent with a definitive position to this school, C.E.I.P. Manuel Siurot, bilingual too, as it has been fully explained in the introduction and in section 5.2. It was pleasant to confirm that this school was very active from the point of view of educational innovation and participation of all its members in the school life. In this framework, I started in Cordova the Master, reason of this research project, and it was while engaged in my first year of study that I realised that this school was one of the best contexts to carry out a research project. As a consequence, this study emerges from my experience as a teacher in a school where the way the teaching is organized differs from the running of other primary schools. They are implementing their teaching practice following the last guidelines offered by the educational administrations. I, as part of that reality, believe it is relevant and necessary to take this context as the suitable one to consider if those teaching guidelines are appropriate in a bilingual school, they revert to the academic results of our students, to what extent those didactic measures are being implemented in an appropriate way, which aspects or strategies should be modified or even eliminated, and which new strategies or steps should be introduced.

This study fits into the field of classroom research, a study developed in the framework of the intact classroom, without random selection of subjects or a control group. The fact that in this study the teacher is also the researcher facilitates the acceptance of the research by all the participants as it does not interfere with the normal activities of the school, and data collection does not provoke rejection from the school community (Escobar and Sánchez, 2009: 70).

I, as a participant in the study, have my own opinion and even intuitions about how the teaching strategies adopted by this school affect the students' academic achievement. However, as Seliger and Shohamy state, " while common sense, intuition, and introspection about experience are useful, they are of limited value unless used appropriately" (1989: 9). Therefore, my intention with this study is to develop the objectives of this research and give answers to the research questions posed in section 5.1, following the methodology and procedures suitable to develop a research with validity and reliability.

Next, taking into account the frame of reference of the work of researchers such as Seliger, Shohamy, Alwright, Bailey, Nunan, and Bonnet[10], I include several sections to explain in detail which is the adopted research methodology and what are its characteristics.

5.4.1. Applied and practical research

Since the general objective of this study is to determine if the use of cooperative learning and integrated tasks bring about a higher implication of the students in the learning process, this research can be framed within the categorization that Seliger and Shohamy (1989) made about second language acquisition research. They distinguish three kinds: *basic* or *theoretical*, *applied* and *practical*. *Basic research* tries to describe theories that explain second language acquisition. *Applied research*, as its own name indicates, is concerned with the study of the application of theoretical knowledge in language acquisition, and *practical research* departs from the actual use of theoretical and applied knowledge in the classroom.

Therefore, according to that classification, this research can be considered applied and practical at the same time. It is applied because we are trying to test if the use of cooperative learning structures during the implementation of integrated tasks really has an influence on the improvement of our students' linguistic competence, both in the mother tongue (L1) and in the foreign language (L2). And it is practical because in the course of the research, teachers in the school design and implement integrated tasks and introduce cooperative learning strategies in their classes.

5.4.2. Descriptive research

There are different research methodologies on second language acquisition processes. Seliger and Shohamy (1989) identify three types of research that go from a qualitative research to an experimental research, going through an intermediate position with the descriptive research, which has characteristics of both of them. This study is one example of the last type. These three types have specific characteristics according to four parameters that are organized into two levels: conceptual level and operational level.

At the conceptual level, these parameters consist of the approach to the research problem (parameter 1) and the purpose or the objective for which the research is intended (parameter 2). At the operational level, the parameters deal with the research design (parameter 3), the kind of data, and how they are collected (parameter 4).

[10] Dr Andreas Bonnet is a professor at the School of Education, Psychology and Human Movement in the University of Hamburg. He is specialized in the field of Content and Language Integrated Learning and Cooperative Learning in the teaching of English.

Dealing with parameter 1, a research can be synthetic/holistic, where the phenomenon is studied as a whole, or analytic/constituent, where the researches focus on a factor or set of factors of the phenomenon under study. This research is framed within the synthetic or holistic approach. We are going to analyse how the use of cooperative learning structures in integrated tasks influence the students' development of basic competences, linguistic competence among them, and the benefits and difficulties of cooperative learning through the implementation of integrated tasks. To analyse all of these features, we are not going to analyse the role of the constituent parts of this phenomenon, since that "may result in a distortion of the phenomenon" (1989: 28). That is, we are going to study this phenomenon as a whole in a childhood and primary school, because if we focus on specific factors, the results will be influenced by the characteristics of the students that are using cooperative learning structures (age, behavioural patterns, interest, cognitive level, etc.) or even the experience of the teachers. Regarding this last aspect, we have to remember that teachers participated in a training course about cooperative learning in the academic year 2012/. The degree of experience of all the participants was very similar. Therefore, the results will be valid just in that specific context, as we will see in the data analysis, affecting the external validity of our research.

As far as parameter 2 is concerned, we follow a deductive, hypothesis-driven approach to the research. We started our research from the assumption that if there is a higher implication of the students in the learning process when we use cooperative learning structures in the implementation of integrated tasks, there will be an improvement in the acquisition of the eight basic competences, and therefore, in the students' linguistic competence, both in their mother tongue and in the foreign language:

> "Deductive research in second language might also be driven by theories or questions developed in other fields. It might be hypothesized that a theory developed in another field has explanatory value for understanding a given second language phenomenon" (Seliger and Shohamy, 1986: 30).

Something necessary to bear in mind, is that whether we "begin from the data-first or from the theory-first position, it is important to have a specific issue in mind, a particular problem to think about" (Allwright and Bailey, 1991: 38). In this case, we intend to test if the use of cooperative learning structures in integrated tasks helps students increase their level of participation in the linguistic activities. If this participation increases, it is expected that our students will improve their linguistic competence both in the mother tongue and in the foreign language. This improvement is expected because Spanish language and the foreign languages (English and French) are part of the Integrated Curriculum of the languages, where the process of studying, analysing and using the languages work in a

parallel and coordinated way, as far as possible, with the logical differences derived from the degree of mastery of students in the foreign languages.

Regarding parameter 3, control and manipulation of the research context, since it is a descriptive research, it is "concerned with providing descriptions of phenomena that occur naturally, without the intervention of an experiment or an artificially contrived treatment" (Seliger and Shohamy, 1989: 116). Therefore, this implies low control of the context and its variables. However, the measures that guarantee the reliability and validity of the research are explained in section 5.5.

Finally, parameter 4, concerned with the type of data and with the strategies that the researcher uses to collect, organize and analyse those data, is fully described in the sections 5.6 and 6.

It is evident from the information provided above that the adopted approach in this study is eclectic in its nature. Classifying a research in one extreme or another of a dichotomy such as qualitative or quantitative, synthetic or analytic, and heuristic or deductive, would imply a simplification of the research. That is why they present those parameters and kinds of research along a continuum, and the selection of one or another approach is at the researcher's discretion (Seliger and Shohamy, 1989: 114).

5.4.3. "3Ps" and "2Qs"

This study also takes into account what Bonnet refers to as the integration of the "3Ps" (product, process and participant) and the "2Qs" (quantitative and qualitative). He argues in his article that:

> "In order for CLIL to develop sustainability in the future it is crucial that an empirical evidence base for it be established. Whereas the domain of language competence has been covered to a considerable extent, other areas have been less well researched. Moreover, it is very difficult to established outcomes to CLIL practice, because the control of contextual factors is problematic…. A twofold integration of research with respect to its approach (quantitative and qualitative) and perspective (product, process and participant) would increase the conclusiveness of findings considerably" (Bonnet, 2012: 66).
>
> "In order to integrate these "3Ps" it is important to collect data on products, processes and participant at the same time, in order to establish their interrelation. During this process, both a qualitative and a quantitative approach have their individual strengths and weaknesses. Therefore, it seems to make sense to combine not just the "3Ps". It is also necessary to integrate the "2Qs" in a complex way, transcending the well established consecutive approach of restricting qualitative research to exploration and quantitative research to hypothesis testing" (Bonnet, 2012: 69).

This argument supports our choice of a descriptive methodology. Our products are the students' level of linguistic competence that can be analysed in AGAEVE's report, as well as in the teachers' questionnaires. The process is described through the study of students' and teachers' questionnaires. In his article, Bonnet explains that one of the outcomes of a previous study he carried out in 2004 to analyse how German students of chemistry construct content meaning in English is connected with the use of cooperative learning since this kind of learning foster interactional competence, framed mainly within or Social and Civic competence and Learning to Learn:

> "… This leads to the third outcome, a model of factors leading to successful competence acquisition in CLIL classrooms, particularly if they are organized in a cooperative way (Bonnet, forthcoming). It is based on the notion that successful negotiation of meaning is the key element of CLIL classrooms. (…) students need three core competences to succeed in CLIL classrooms: foreign language competence, subject matter competence and interactional competence" (Bonnet, 2012: 74)

And finally, in order to know the participants, we have information about their profile and opinion on their learning experience. As far as the profile is concerned, we have the students' profiles through the information that can be found in the official school documents and the own participant-researcher' knowledge of the context since, in the final evaluation meeting of each term, all the teachers are present to have a higher knowledge of the results in all the stages and levels of the school. The teachers' profile is provided by the first question of the teachers' questionnaire. And regarding the participants' opinion, we have that information through the questionnaires.

5.4.4. Ethnographic research

Nunan describes ethnography as a non-manipulative study of the cultural characteristics of a group in the real world rather than laboratory settings. This study utilises ethnographic techniques (participants observation) for documenting sociocultural aspects in the natural setting in which those behaviours occur and provide a sociocultural interpretation of the research data (Nunan, 1992: 230).

This research has some of the characteristics that Nunan (1992: 56) describe for an ethnographic research, contextual, unobstrusive, longitudinal and collaborative:

- "The research takes place in context, with an attempt to minimize the disruption caused by the researcher's intrusion".
- "The researcher does not attempt to control or manipulate the phenomena under investigation.
- "The research is relatively long-term, taking place over several weeks, months, or even years". This study has lasted more than a year what makes of it a long-term longitudinal study (Bisquerra, 1989: 124).

- "It entails the collaborative involvement of several participants, including the researcher, the teacher, and the learners".

In short, the next flowchart graphically gathers the characteristics of this study that, as it has been previously explained, is in between a qualitative and an experimental research. It is known as a descriptive research sharing characteristics of qualitative and experimental research.

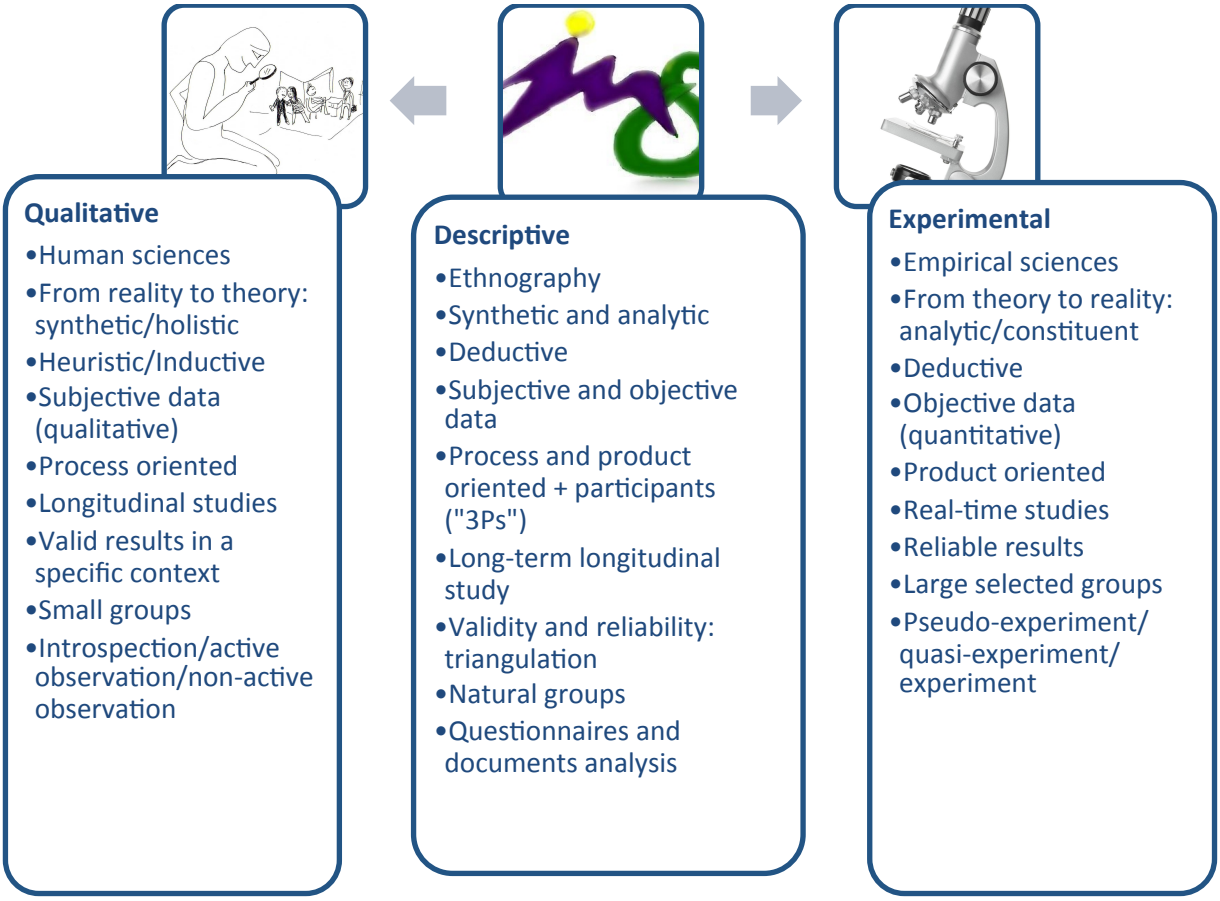


Figure 8

5.5 Reliability and validity of the research

"Reliability and validity are two criteria for assuring the quality of the data collection procedures. Reliability provides information on the extent to which the data collection procedure elicits accurate data, and validity provides information on the extent to which the procedure really measures what it is supposed to measure" (Seliger and Shohamy, 1989: 184).

As far as reliability is concerned, it is guaranteed in this study because the procedures applied to collect data have been carefully selected and used. A detailed description of those procedures is included in section 5.6.2. Therefore, a replication of this study by other researchers is possible. Primarily because the findings are consistent, and secondly, because it is likely that the results obtained in the second study are quite similar, with the possible nuances derived from the fact of researching a

learning phenomena within a context where many other variables could affect the study and that we previously identified when the general objective of this research was formulated in section 5.1.

The validity of a research refers to "the extent to which one has really observed what one set out to observe, and the extent to which one can generalise one's finding from the subjects and situations to other subjects and situations" (Nunan, 1992: 232). In other words, the research has to be interpretable (internal validity) and the results can be generalized to other populations to some extent (external validity). In order to achieve that, on one hand, it is necessary to design the methodology and select the research instruments carefully so that they gather the data that will give answers to the research questions. On the other hand, research findings can be applied to other contexts since the sample of the study is representative.

Dealing with internal validity, there are a number of factors that need to be controlled (Seliger and Shohamy, 1989: 95-110):

1. *The quality of the instruments and the data*: the instruments of this study are varied and carefully designed to assure that they will provide us the information we need to get to valid conclusions. Section 5.6.2, section 5.6.3, and chapter 6 give an in-depth description of the instruments. Since this research also has features of a heuristic research, there is low restriction or control, and the researchers' subjectivity is present in the study. As a consequence, "when data collected in this kind of research are reviewed, they are placed into categories established by the researchers" (Seliger and Shohamy, 1989: 37). The categories or dimensions that are distinguished in this research are included in the section 5.6.3.

   However, there are mechanisms to avoid that such subjectivity on the part of the researcher affects the validity of the research. "Validity is more a question of the quality of the data collected, and it is concerned with the representativeness, retrievability, and confirmability of the data" (Seliger and Shohamy, 1989: 111). First, the data collected must be true representative of the behaviour of the group observed. In our case, since all of the groups in the school are participants in the study and they are natural groups, the sample is a representative. Besides, in this case, the observer actually participates in the activity and works in the school under study. This may mitigate the influence of other factors such as attrition and the effect of the research environment on the students' responses to the questionnaires (Seliger and Shohamy, 1989: 104). Secondly, data are retrievable because the researcher has access to the student's questionnaires, teacher's questionnaires, AGAEVE report, and students' results for further reviews. And thirdly, the findings of the data can be confirmed through different sources through a process of triangulation. Triangulation combines information from quantitative and qualitative studies.

2. *Subject variability and size of the subject population*: this factor is connected with the previously referred concept of representativeness. This research has a sample population that is representative. It includes all of the subjects of the school in primary education because the greater the size the smaller the effects of individual variability.

   The fact of being a descriptive research and, therefore, exhibiting characteristics of heuristic and deductive research (i.e. it is not only a qualitative but also a quantitative study), has an influence in the size of the sample population. Regarding the optimum size of the sample in a deductive study, Seliger and Shohamy state that there are no rules, but the problems that could be derived from the variability can be controlled using a sample as greater as possible (1989: 98). Therefore, the number of the sample is important. In human sciences there are so many variables that we can't control that it's very difficult to carry out a proper experiment. What this research does is a "group study", in fact a study of all the groups in the school. Both descriptive and experimental research use group studies but the difference in descriptive research is that those groups already existed whereas in experimental research they are carefully selected. In this case, we have used natural, real groups. Students are different from group to group and within the group because they would have different characteristics (age, gender, family context, metalinguistic ability, etc.), but as it has been just pointed out, the effects of individual variability are diminished when the sample population is large.

3. *The time used to collect the data and implement the "treatment"*: the time elapsed in the implementation of cooperative learning through integrated tasks is considered enough so as to have an effect in observable behaviour of the students (participation, attitude, opinions and results).

4. *History, attrition and maturation*: first, history, that "refers to the possible negative effects of the passage of time on the study", is not a factor that may result on a negative effect, on the contrary, in this study the longer the period of time students are exposed to cooperative learning and integrated tasks and the more the teachers are used to implement single strategies of cooperative learning and design integrated tasks, the better the results are expected to be. Second, attrition refers to the fact that "the composition of the population studied may change the longer the study continues" (Seliger and Shohamy, 1989: 101). In this case, this factor is controlled because of three reasons:

   - All the students are included in the sample population and they belong to a compulsory education public school. As a consequence, they must be schooled and attend the classes, if not, the Absenteeism Local Committee, informed by the school,

starts up the action protocol to control that absenteeism[11]. As it was explained when describing the school context, absenteeism is almost null in C.E.I.P. Manuel Siurot, and the cases that appear are controlled because, on the contrary, if the families of the absentee students do not assure the students' attendance, the Committee can start up legal measures against the family. The few cases of absenteeism are students that belong to ethnic minorities and are classified as students with specific needs of educational support due to reasons of social inequality. Table 5 shows the number of students under this classification. In 2011/2012 there were 14, 7 in childhood and 7 in primary education, and in the academic year 2012/2013 there were 15, 6 in childhood and 9 in primary. The data that is relevant for the study is the number of students in primary education, since it is the sample population used in the students' questionnaire. The next table shows the evolution of absenteeism along the last three years. This information is provided by the last AGAEVE report.

	Rate of absenteeism			
	2010/2011	2011/2012	2012/2013	Average
School	1,08	0,36	0,39	0,61
Similar SCR[12]	0,92	1,27	0,81	1,00
Educative area[13]	0,9	0,65	0,85	0,80
Andalusia	1,6	1,44	1,41	1,48

Table 8

- The fact that a student leaves school does not affect the results because the data collection was made at the end of the school year and the results are not going to be compared with a previous data collection before the treatment started. Despite this research design controls that factor, it is necessary to mention that this situation has taken place with students from immigrant families that left school when the harvest period in the area (olives) finished and they moved to other regions of Andalusia.

[11] The Order 19th September 2005 regulates certain aspects of the Integral Plan of Prevention, follow-up and control of school absenteeism (BOJA no. 202, 17th October 2005) and which was modified in the Order 19th December 2005 (BOJA no. 7, 12nd January 2006). All that is regulated in these Orders was forwarded by Decree 167/2003, 17th June (BOJA no. 118, 23th June 2003), which regulates educational attention to students with special educational needs associated with unfavourable socio-economic conditions. In Tittle III of that Decree specific measures to eradicate absenteeism are signalled. Also in the Agreement of 25th November 2003, the Andalusian Government passed an Integral Plan for the Prevention and Control of Absenteeism (BOJA no. 235, 5th December).

[12] Similar SCR makes reference to the schools that have a similar socio-economical and cultural rate. This data is highly meaningful since it is proved the influence that the SCR have on the students' performance.

[13] These are the data about the results obtained in the schools that are within the educative area where the school is according to Decree 56/2012 (BOJA 20th March 2012).

This is the case of two families in the first year of study and one family in the second year. However, when the participants in this study were described (section 5.3.1), they were included together with several families from Romania that are settled in La Roda. Again, Figure 5 identifies those students. In 2011/2012 there were 15, 2 in childhood and 13 in primary education. They were of three nationalities, 11 Romanian, 1 Moroccan and 1 Algerian, and in 2012/2013 there were 10, 2 in childhood and 8 in primary, and all of them were from Romania.

- Apart from those arguments that guarantee the internal validity of this study, we have to add one more. When collecting the data, the researcher had into account if there were absent students because of an illness. Once the questionnaire was passed to all the students, the researcher had the possibility to pass out again the questionnaire in the next days.

Concerning maturation, it is evident that it is a more significant factor with younger students, and in this study the range of age is from 6 to 12 years. Nevertheless, the questions selected in the questionnaires were formulated in such a way, and dealt with specific topics, that the maturity level of students would not affect the interpretation of the data. For teachers, it is not the same to work with students of first level than with students of 6th level where the degree of autonomy, ability to coordinate with the students, etc. vary, and therefore, the way in which the teachers approach the methodological strategies are not exactly the same.

To finish with the analysis of the validity of this study, there are four factors that might affect its external validity:

1. *The characteristics and selection of the population*: again, regarding the characteristics of the population, since C.E.I.P. Manuel Siurot is the only primary school in the town and all the students are part of the study, as it has been explained when talking about the internal validity, all the social strata are represented and, therefore, the research findings are likely to be applied to other primary schools.

2. *The degree to which the independent variables are accurately described*: with respect to the independent variables, they have been fully explained because we have made a description both of the characteristics of cooperative learning and integrated tasks and also of the conditions in which these variables were used, the characteristics of the teachers using them, and the characteristics of the students.

3. *The effect of the research environment*: in this case this factor is controlled because, in fact, the students were not conscious of being part of a research and they were asked to fill in the

questionnaires as an activity to verify their opinion about their learning experiences to help teachers to improve their teaching process.

4. *The influence that the researcher has over the sample population*: the researcher was as objective as possible when applying the students' questionnaires. She read the questions and clarified students any possible doubt, avoiding any biased comments that might influence the students' responses. And regarding the teachers' questionnaires, they were asked to be as objective and faithful as they could about their own opinions and experiences.

5.6 Data collection

5.6.1 Procedure

The study has been carried out during two academic years: 2011/2012 and 2012/2013. In the next table there is a timing of the research stages:

Research stages	
April 2012	Explanation of the research project to the teachers and request of collaboration.
May 2012	Research design and design of instruments to gather the data
June 2012	First data-collection: students' and teachers' questionnaires
May 2013	Revision of the questionnaires for students and teachers and elaboration of the new questionnaires.
June 2013	Second data-collection: ➢ Students' and teachers' questionnaires ➢ *Colabor@* Platform ➢ Report of student's results
September 2013	Third data collection: ➢ AGAEVE's 2012/2013 report
October-November 2013	Data analysis and conclusions

Table 9

5.6.2 Corpus of data

According to Camps (2001), the instruments to analyse the teaching and learning of languages can be diverse but at the same time complementary (cited in Escobar, 2009: 71), that's why, in order to interpret the students' linguistic output, it is necessary to use both qualitative and quantitative research through a wide range of instruments.

This research gathers, on the one hand, quantitative data, and on the other hand, qualitative data. Therefore, we can not place neither at one extreme of the research methodologies, nor in the other extreme, but it adopts an eclectic approach combining different kinds of data in an attempt to provide a faithful description of the researched reality. This data are transformed into numbers to argue the finding in a rigorous manner, and as it has already been explained, they are subject to a triangulation process. In this study, the researcher has used several kinds of instruments to obtain explicit data:

Classification of instruments	
Semi-structured questionnaires	➢ Teachers' questionnaires ➢ Students' questionnaires
Record reviews	➢ AGAEVE's 2012/2013 Report ➢ *Colabor@* Platform ➢ Report of students' results

Table 10

Questionnaires

Regarding questionnaires, they are very useful instruments because the size of the sample population is large. They are semi-structured and include items about several dimensions with a narrow range of possible answers and items with open questions. The purpose of including open questions is to know specific characteristics of the phenomena as they are perceived from the students, and the same can be said about the teachers. The fact that the researcher is part of the study is an advantage since she knows the context from first hand experience and this eases the interpretation of the data. It is important to include both quantitative and qualitative data because the subjective data gathered from a qualitative research help to explain and describe elements from the reality that are difficult to quantify. This combination of quantitative and qualitative studies are supported by many researches:

> "We see most value in investigations that combine objective and subjective elements, that quantify only what can be usefully quantified, and that utilise qualitative data collection and analysis procedures wherever they are appropriate" (Allwright and Bailey, 1991:67).

The students' questionnaires were administered by the researcher at the end of the third term of each school year. The researcher is part of the research because she was a teacher in the first level of primary education (2011/2012) and in the second level (2012/2013). The reason why the researcher decided to administer herself the questionnaires was to make the data collection uniform and the fact

of applying the questionnaires at the same time makes the research data more accurate. The questionnaires were applied in the presence of the tutors because of two reasons:

- To monitor those students who might have some difficulty to follow the guidelines when filling the questionnaire due to possible learning difficulties or even special educational needs.
- To clarify the concepts or items that could be difficult to understand for some students, mainly in the first cycle. This is the case of the expressions "integrated tasks" or "final product".

In the case of teachers' questionnaires, in the academic year 2011/2012 they were given to the teachers at the end of the year in the last week of June because they could be more relaxed once the classes with the students had finished and they didn't have to correct tests, prepare the classes, attend to parents and write up school documents and on-line reports in the Seneca Platform. And also, because it was the best moment to reflect on the work done along the year. In the academic year 2012/2013 the questionnaire was sent to teachers by e-mail in the last month because in that way they could fill it and send it back to the researcher at any moment, and also because the researcher was not in the school during the last week to gather the questionnaires. One of the problems of using questionnaires, mainly in the case of questionnaires that are provided to teachers, is that there could be a low rate of return. In this research, despite the questionnaires were given to the teachers at moment in which the researcher thought as the best one to ease the teachers this task, it was difficult to gather all of them. In fact, though in the first year all the teachers filled the questionnaire, in the second year two of the teachers didn't return the questionnaire. However, this is something that does not influence the validity of the findings because the return rate is of a 92,59%.

There was not possibility to pilot the questionnaires but, before the data analysis, the researcher didn't detect any element that could affect the reliability and validity of the instrument. However, in the second year, when the second questionnaire was passed out, some adjustments were made, not because the questions didn't provide reliable or valid data but because of other reasons that are explained next.

Regarding the students questionnaires the changes were the followings:

- The first question in the first questionnaire (2011/2012) is not included in the second questionnaire (2012/2013). The reason is that in the first year of the research not all the didactic units included the development of an integrated task or final product at the end of the didactic unit. This final product only was included in three didactic units, one per term, and, once the classes finished, all the teachers decided in a staff meeting that the next school year they will

implement integrated tasks in all the didactic units with a total of 9 integrated tasks, three each term. The question was the following:

- *Question 1 (2011/2012): Which didactic units are more interesting, those carried out through integrated tasks or those that have been taught using your textbooks? Why?*

- The second question in the first questionnaire was about if students liked working in groups. They only had to tick yes or not. And after that, a second question tried to gather information about the reasons why they liked working in groups but there was not an item to gather information about the reasons why they might not like working in group, that is why in the second questionnaire this item was added:

  - *Question 2 (2012/2013): If you like working in groups, tick the sentences you agree with.*

    I like working in groups because:

    - *Classes are funnier.*
    - *My classmates help me.*
    - *I like doing tasks with my classmates.*
    - *I understand better the contents we are working on.*
  - *Question 3 (2012/2013): If you don't like working in groups, explain briefly why you don´t like.*

- The fourth question in both questionnaires was about the things students might not like about working by integrated tasks. In the first questionnaire, students were asked just to tick those aspects they like less and they had the possibility to add other reasons. Nevertheless, in the second questionnaire students were not given this possibility because the number of students that gave further reasons was very low, and those opinions wouldn't be representative, though interesting to take into account. Apart from this change, there was another that it is relevant when analysing the data since, now in the second questionnaire, they were not asked to tick the reasons they agree with because most of the students ticked all the possibilities offered in this question, but they had to number them from 1 to 4:

  - *Question 4 (2012/2013): Number from 1 to 4 the following items about working by tasks, being 1 what you like the most and 4 what you like the least.*

    - *To look for information*
    - *To share the information with my group mates to elaborate the final project.*
    - *To coordinate myself with the rest of the group.*
    - *To present the final project in public.*

As far as teachers' questionnaire is concerned, the only modification comes from what it has been explained about the decision taken by the teachers at the end of the academic year 2011/2012 about implementing integrated tasks during all the year and the introduction of cooperative learning strategies as a methodological strategy to monitor the students' work in group. Therefore, question 12 was reformulated:

- *Question 12 (2011/2012): Once that the school year has ended, and after putting into practice three integrated tasks and the school training about basic competences and integrated tasks, do you think that your skills in the work by integrated tasks? ¿Do you think that it is necessary more training?*
- *Question 12 (2012/2013): After the development of final products in all the didactic units, as a result of the integration of contents, and the inclusion of simple strategies of cooperative learning, answer the following questions:*
  - *Has it been possible to make the final products in all the didactic units?*

    Yes / No
  - *If not, specify the reasons:*
    - *Difficulty to adjust the contents and activities to the quarterly/yearly timing.*
    - *Difficulties to adapt my teaching practice to this system of work, that it is new for me.*
    - *Difficulties to have the suitable materials and resources.*
    - *Because the difficulty that students have to work cooperatively.*
    - *Others:*

Being this research a descriptive one where both qualitative and quantitative data are used, the questions in the questionnaires vary the degree of explicitness. They are semi-structured including both open questions, where the subjects –students and teachers- answer in a descriptive manner, and closed or structured questions, where the subjects check agreements or disagreements, mark responses either from a checklist, a rating scale or a Likert scale, and select among a number of alternatives.

Record reviews

Seliger and Shohamy refer to record reviews as a procedure used in qualitative research that "involves collecting data from documents and other materials, the content of which is reviewed and analysed by a process known as content analysis" (Seliger and Shohamy: 1989: 161). In this study, the documents used as a source of information are several and they are subject to a process of data triangulation. Those record reviews are:

- AGAEVE's 2012/2013 Report
- *Colabor@* Platform
- Students' results report

AGAEVE makes every year a final report on the basis of a series of approved indicators divided in three categories (Teaching-learning, Attention to diversity, and Atmosphere and coexistence). The data that the AGAEVE uses for that report are the results of the diagnostic tests, carried out in 2nd level, the scale tests, carried out in 4th level, the students' results in 6th level, as well as other information that the school provides to this agency. It is important to use these data on the analysis of this study because they will show if the teaching techniques used in this school are effective and have a positive effect on the students' academic improvement. This can be observed because in that report there is a comparative quantitative study of the results obtained during three academic years: 2010/2011, 2011/2012 and 2012/2013. And therefore, the results are representative of the effectiveness of the teaching techniques and didactic approach that the school follows.

Regarding *Colabor@* Platform, it is a digital collaborative setting created by the Consejería de Educación destined to the training of Andalusian teachers. Here, a number of users form a community that has a common setting to share resources and information. Those communities are organized under the supervision of the Centres of Teachers (CEPs). The CEP of reference for the C.E.I.P. Manuel Siurot is CEP Osuna-Ecija and in the last two years C.E.I.P. Manuel Siurot has been engaged in two training projects: *"Trabajamos las Competencias Básicas a través de tareas integradas"* (2011/2012) and *"Aprendizaje cooperativo y enseñanza curricular mediante tareas integradas"* (2012/2013). The researcher was the coordinator of the teachers training plan for the year 2012/2013 and the information that is going to be used for our research is that provided by the second project since there is a record of the information and documents that were shared in that community. For the purpose of this research, the data that are relevant are the opinions, impressions and experiences of the teachers once that they were trained in the knowledge, use and implementation of cooperative learning strategies in their classes. These data were collected in the last task of the training project and they provide further information about the advantages and difficulties of using cooperative learning strategies. The researcher has used these data to triangulate with the opinions stated by the teachers in the questionnaires. The information provided from this instrument is analysed qualitatively.

And the last type of data are those provided by the student's results report of 2012/2013 that the schools made at the end of the academic year to analyse the students' results in all the areas and all the levels of primary education.

5.6.3. Dimensions

In order to answer to our research questions, we have classified the data into four dimensions and several sub-dimensions. Next, we can see which are the data used to analyse these dimensions:

DIMENSIONS		INSTRUMENTS				
		Teachers' questionnaires	Students' questionnaires	*Colabor@* Platform 2012/2013	AGAEVE	Report of students results
Programme Assessment: Integrated Tasks and Cooperative learning	Positive and negative aspects	Questions 3 and 12[14]	Questions 1 to 4	Final task in the Moodle (Section 5)	Attention to diversity: indicators 6 and 7	
	Achiev. of goals	Question 4			Teaching and learning: indicator 6 and the	Students' results report
	Training	Question 12[15]				
	Motivation	Question 13				
Basic Competences and Linguistic skills		Questions 5 and 8	Question 5	Final task in the Moodle (Section 6)	Teaching and learning: indicators 7 and 9 Attention to diversity: indicators 2 and 4	
Methodology	Teachers' ability	Question 2				
	Effective-ness	Question 6		Final task in the Moodle (Section 3)		
Coordination		Questions 7 and 11				

Table 11

The first dimension is about the assessment of the programme, which consists in the development of integrated tasks and the use of simple strategies of cooperative learning. Four sub-dimensions are distinguished within this dimension: positive and negative aspects, achievement of goals, training and motivation.

[14] Question 12 from 2012/2013 questionnaire.
[15] Question 12 from 2011/2012 questionnaire.

The second dimension is basic competences and linguistic skills. Though linguistic skills are included within Competence on Linguistic Communication, they are presented separately because the relevance that they have in this research context where Linguistic Communication plays a great role since we are in a bilingual school were the integration of L1 and L2 is necessary and it will have a direct effect upon CLIL.

In the third dimension about methodology there are two sub-dimensions: teachers' abilities and effectiveness of methodological strategies followed by the teachers of this school.

The last dimension is about coordination among teacher. The analysis of this dimension is especially important to assess key elements in a CLIL programme.

/// 06 DATA ANALYSIS AND DISCUSSION

In this chapter, I present the data classified into dimensions. Due to the amount and diversity of data, they are described and analysed following those dimensions in such a way that, to explain the findings about each one of those dimensions, we use the data provided by the different instruments: teachers' questionnaires, students' questionnaires, information from the *Colabor@* platform, AGAEVE 2012/2013 report, as well as the report about students results in 2012/2012. I analyse the resulting data through both qualitative and quantitative approaches. The results that can be analysed quantitatively are depicted graphically, either in tables or in bar diagrams. When the data can be analysed quantitatively, they include the total of the results in primary education and present the frequency of the data into percentages. Then those percentages are described qualitatively.

6.1. Programme assessment: integrated tasks and cooperative learning

6.1.1. Positive and negative aspects

To analyse which are the positive and negative aspects of teaching students through integrated tasks and the benefits or difficulties of carrying out cooperative learning, we'll do it from the perception of both, the teachers and the students. Teachers' beliefs about the running of this methodological programme are included in questions 3 and 12 of the questionnaire, as well as in the final tasks that they had to accomplish in *Colabor@* platform within the training programme carried our in the academic year 2012/2013. Students' answers to questions 1, 2, 3, 4, and 5 offer a good source of information to know which is their perception about cooperative learning and integrated tasks. And finally, we also include the results of two indicators of the AGAEVE report about attention to diversity because they will support one of the concerns that teachers have about working through integrated tasks, and it is who to cater for the whole diversity of students.

Teachers' questionnaires results

Teachers were asked (question 3) about the greatest difficulties that they faced when teaching through integrates tasks and the answers are quite similar both in childhood and in primary education. Since this is an open question the data are purely qualitative. Next, I include the patterns that have emerged from the questionnaires, explaining them in detail and quoting[16] key opinions. Despite the difficulties that teaches of childhood education identify are also expressed by primary education teachers, they are dealt with separately because it is in primary education where teachers find more difficulties.

Difficulties to implement integrated tasks in cooperative groups in childhood education
1. Lack of training and practice
2. Lack of time to prepare materials
3. A lot of preparation at home
4. Coordination among teachers
5. Teachers' concerns about their responsibility in the learning process of students
6. The early age of students
7. Lack of time in class to make so many things

Table 12

The four first statements can be categorized as difficulties connected with the work that teachers have to teach through integrated tasks. It is necessary, not only training courses like the one they have received in the school, but also practice. Teaching contents identifying a central concept that links all the areas of knowledge (i.e. housing, family, clothes, animals…) needs time, time to plan, and time to put it into practice and to improve from one integrated task to next one, and therefore, coordination among all the teachers that are part of the same educative team:

> T3b[17]. "To achieve an agreement among all the teachers that are going to carry out it, in such basic aspects as what to evaluate and how, in addition to agree the methodological strategies"

All this means the need to make a continuous self-evaluation of the teaching process to modify, eliminate and improve the planning of the lessons. Time is again present in the next difficulty. Teachers argue that they don't have enough time at school to prepare materials and this entails much

[16] To identify the teachers of the quotations T represents teacher followed by the number of the teacher and next it appears a letter, "a" for answers of the first year of the research and "b" for the second year of the research. In the case of childhood teachers, they have the same number in both years of the research since they have definitive posts in the school, but in the case of primary teachers the number does not necessarily stand for the same person, because the staff changed from one year to another.

preparation at home. Teachers have a lack of confidence in their own abilities as a result of being something new for them, and they are concerned about getting good results:

> T5b. "We are the shortcoming because we don't dare to take the first step towards the unknown, we don't want to fail because our responsibility towards the students' learning, though step by step, and thanks to the training we receive, we are getting more confidence"

And finally one of the highest concerns that teachers have is how to work in this way with young students that need to be taught at a slow pace adapted to their maturity level:

> T6a. "In childhood education it's difficult because students are not autonomous, mainly in three and four years. In five years, we could start working through tasks"

Difficulties to implement integrated tasks in cooperative groups in primary education
1. The need of implication, commitment and training.
2. Lack of training and confidence in this methodology
3. Reconsideration of the teaching practice, evaluation, behaviour in class.
4. A lot of previous work to plan and prepare materials
5. The amount of time needed to develop all the activities
6. The need of coordination
7. Families don't know about this methodology of work
8. Students are not used to work through integrated tasks
9. Some students are very young (first cycle of primary education)
10. The different degrees of implication of students in the group
11. Difficulty to work in group with heterogeneous classes
12. Adapt the contents to the diversity of students
13. Alteration of the classroom dynamics
14. Students need to be instructed to work in groups

Table 13

In primary education, teachers concur in the fourteen reasons that make this methodological design difficult despite the benefits that it has for the students, as some of them highlight, and as it can be concluded from other dimensions that will be analysed below. Again, like in childhood education, teachers agree that training and commitment on the part of the teachers are essential so that teachers get confidence in their daily practice. Teachers also affirm that the fact of having an unstable staff implies the need of being in a continuous process of training of the new teachers that come to the school, and of course this affects coordination. Although teachers have some slots in their schedules to

coordinate with the rest of the teachers, this is not enough. Therefore, this has to be a process that requires time to be implemented successfully, and the teachers' schedules have to be carefully planned:

> T8b. "I didn't feel qualified but my own desire to improve and the wish to innovate and to know new methodologies have made me feel very confortable accomplishing integrated tasks"

> T20b. "The greatest difficulty that I see it's not a difficulty of this methodology in itself, but on the conceptions that the majority of the teachers have, since we are tied to a specific teaching methodology and it is difficult to change and be open to new experiences… It is necessary to be convinced to initiate the change. It is necessary to believe, then want, and finally do"

> T14b. "This would be solved if the staff in the school were definitive"

Again, teachers consider that they need plenty of time to develop the activities that they design and that it is much complicated if the students are young. To overcome this it is very important that teachers design activities suitable for the students' age and also teach students how to work cooperatively to make projects.

> T14b. "Lack of time to adapt to the rhythm of the class, which is worse when there is not cohesion in the group"

> T19a. "It's difficult to implement with young students because they are not autonomous"

Something that differs from childhood education is the degree of collaboration of the families. In childhood education, it is very common to ask parents their collaboration to work with their children in their houses and even to participate in the school activities. Sometimes families come to tell tales or to help the teachers with some projects, but when they move to primary education the situation changes. There is a great change in the way students work. To start with, students in primary education are usually sat individually or in pairs. In this school students in primary education are sit in groups to work cooperatively in the projects that they make at the end of the integrated units, and some families do not support this initiative:

> T11b. "The family doesn't support that students work in groups because of personal reasons, and this turn our task even more difficult than it is"

Other problems are generated in our classes by the great diversity of students and this brings two important considerations, firstly, the degree of participation and engagement in the group activities, and secondly, the very design of the integrated tasks and final products to adapt them to the diversity of students:

> T13b. "Most students work in a right way, but some of them delegate responsibilities on the others and they don't get involved"

T10a. “Most students progress favourably though there are cases that even being good students they don’t get the results with an appropriate degree”

From this last quotation that can be generalized to the rest of the teachers, we can point out something very important in the process of assimilating this system of work, and it is that this is a methodology that requires time both for the teachers, as we will see in the findings of question 2, and for the students. Students need to be used to connect ideas and contents from different subjects, for example, they have to be able to use what they have learned in English about structures to describe their pets as a guide if they are asked to describe an animal in Science, and something more important, working in cooperative groups to make the final project of the integrated tasks implies the mastery of social skills, that need to be taught and that will be analysed next.

Diversity is a reality. There are students with different levels in every single class, we might find students who have a non-meaningful curricular adaptation and they are following a programme of reinforcement to overcome their learning difficulties, either because they have low learning skills, they belong to a family with an unfavourable social background or to unstructured families, they have incorporated late to the Spanish educative system, they suffer from behavioural problems or syndromes such as attention deficit disorder, with or without hyperactivity, autism, Asperger syndrome, etc. And there are also students that follow a meaningful curricular adaptation because their academic level is two years below their group of reference. With all this variety of students, teachers have to design sensibly the activities to be able to integrate them and allow them to participate and coordinate with the rest of the group. Collaborative work is a tool since those students can find in their group mates the necessary help to develop some of the activities with a certain degree of success. However, this is not always possible. This is a controversial issue that would need a deep analysis and could be the objective of a whole new research.

T24b. “From my role as a support teacher, I find difficulties if we don’t have into account the diversity of students: level of difficulty, way of present the contents, criteria to carry it out adapted to the characteristics, interests and abilities of each student. It requires perseverance, dedication and effort on the part off all the teachers implicated in the student’s teaching”

T26b. “As an audition and language teacher, I work with my students the language in all its dimensions: form, content and use. I start from their needs and competence level. Each student is unique and for that reason, each student needs an individualized programme… Because all of this, the objectives I plan for my students are very specific and they are not compatible with integrated tasks”

T25b "From my speciality (therapeutic pedagogy), I work in coordination with the tutor within the classroom. Cooperative learning need to be adapted to the student's characteristics and needs, and this is not always possible"

Another important point is the alteration of the classroom dynamics. The fact of working in small groups implies a great change. Despite students also work individually, cooperative work is fostered as much as possible, and thus, the classroom dynamics changes. Students have to follow some rules, they need to organize themselves following some guidelines, noise increases in the class, and sometimes this may cause lack of concentration in some students:

T18a. "The noisy atmosphere that group-work produces"

T8b. "We are afraid to change because we lose our leading role in the class. And I think it's completely the opposite, with this system of work our role get another dimension. All those shortcomings and difficulties can turn to be our ally and create an ideal atmosphere in our classes"

Therefore, it is evident that students need to be instructed to work in groups to achieve that the teaching-learning process be successful. It is necessary to group the students in cooperative groups to implementing integrated tasks with a final product, and this requires a lot of previous work. First, cohesion among students is necessary, they need to know each other, to know which are their classmates' skills, their weak and their strong points, and to know how to organize themselves within the group to accomplish the tasks successfully. In order to achieve that cohesion and to strengthen the relationship among students, teachers need to put into practice classroom dynamics and start the school year doing a study of their social relationships, what in Spanish is known as "sociograma".

T15b. "It is essential to have a class of students that allow you to do these type of activities... The highest difficulty is in the cohesion of the group"

However, when teachers answered the third question they also highlighted the following advantages:

- It is more dynamic
- The student is the protagonist of his/her learning.
- It is a much meaningful and contextualized learning and when one learns by doing, it is much long lasting and effective.

T23b. "Students acquire basic competences and functional learning… we integrate several areas of knowledge, generating meaningful learning and encouraging collaborative work where each student contributes the best he/she knows to do to the rest of the group"

Finally, teachers were asked in question 12 to say if they were able to make the final products in all the integrated tasks and if not, select the reasons. The question was formulated as it follows:

After the planning of final products in all the didactic units, as the result of integration of contents and the inclusion of simple strategies of cooperative learning, answer the following:

It has been possible to make final products in all the integrated tasks? If not, select the reasons:

(a) Difficulty to adapt the contents and activities to the quarterly timing.

(b) Difficulty to adapt my teaching practice to this system of work that is new for me.

(c) Difficulty to have suitable materials and resources.

(d) Because of the difficulty that students have to work cooperatively.

Only 33,3% of the teachers answered yes and a 66,6% no. The reasons they gave are expressed in percentages in figure 9:

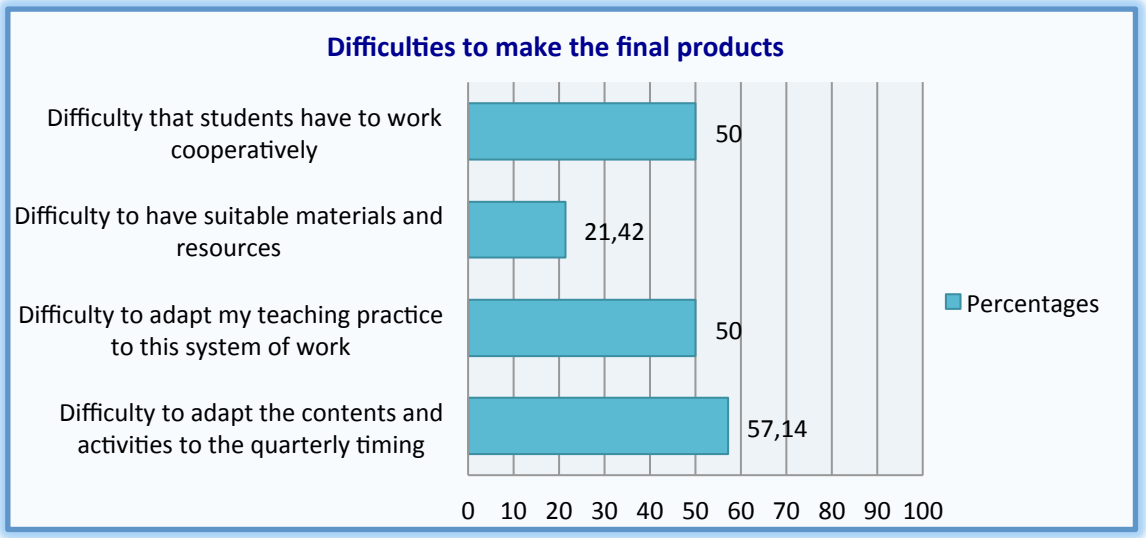
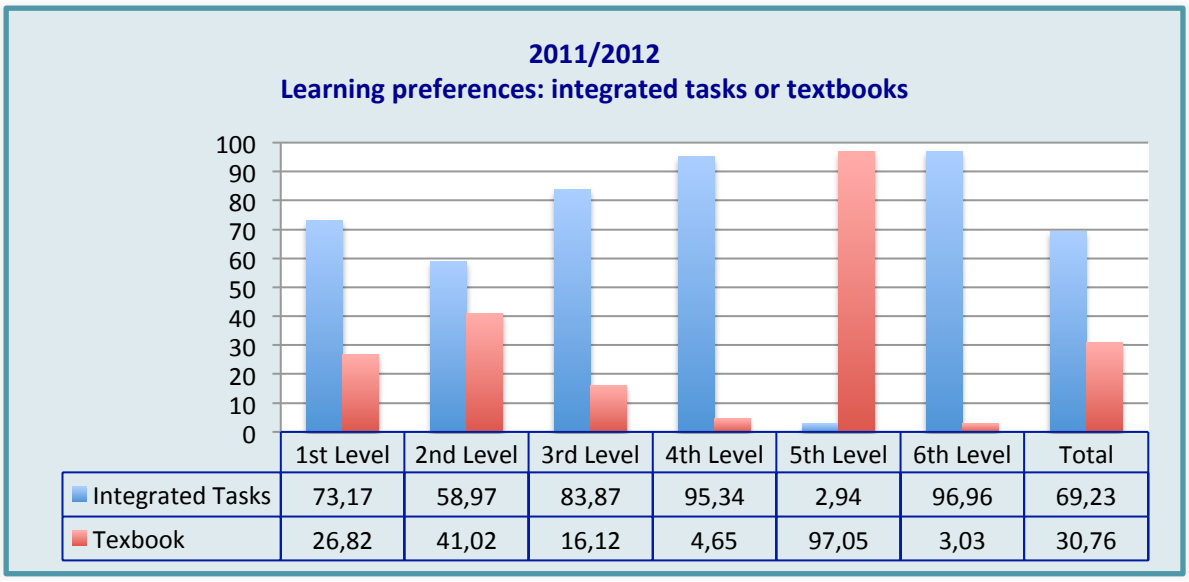


Figure 9

Around 50% of teachers that affirm that they couldn't carry out all the final projects because of three main reasons: first, the difficulty students have to work cooperatively, their lack of practice of this new methodology and the lack of time to carry out all the activities in time. Once more we find that it is essential to adapt the curriculum and their activities to the context and make a realistic planning. On the other way, this creates anxiety and the feeling that things do not work as they should. However, the final assessment that we could make is not exactly that. The results that students obtain are positive as we will see in this analysis.

Students' questionnaires results

Question 1: Which didactic units are more interesting, those carried out through integrated tasks or those that have been taught using your textbooks? Why?



	1st Level	2nd Level	3rd Level	4th Level	5th Level	6th Level	Total
Integrated Tasks	73,17	58,97	83,87	95,34	2,94	96,96	69,23
Texbook	26,82	41,02	16,12	4,65	97,05	3,03	30,76

Figure 10

As we can see, most of students in school (69,23%) prefer working through integrated tasks than with the book (30,76%). All the groups in the school prefer working through integrated tasks except 5th level. This has an explanation. This was a level where the two groups, 5th A and 5th B, had behavioural problems, there wan't group cohesion and there were students with learning difficulties, therefore, this methodology was a great change for them, and they required more time to be used to it and get profit of its advantages. Another aspect to comment it that it is in the first levels (level 1, 2 and 3) more that 25% of students answer that they prefer working with the book than through integrated units. This is connected students' level of autonomy. As students get older, they are more autonomous, they have more skills to carry out tasks by themselves, and the teacher is the guider providing them a higher room to take decisions.

The reasons why students like more working through integrated units are:

- "I like working in groups"
- "Because my mates help me and I help them"
- "Because you learn how to do things"
- "Because it's more difficult" and, at the same, "because it's easiest"
- "Because we use the digital board"
- "I learn a lot / I learn more"
- "Because I like the day we prepared healthy drinks"
- "Because it's funny working without the book"
- "Because the book is boring and we always do the same"
- "I understand things better"

- "Because we do arts and crafts"
- "Because we use the computer /and find the information faster"
- "Because it's interesting and funnier since you never know what you are going to work on"

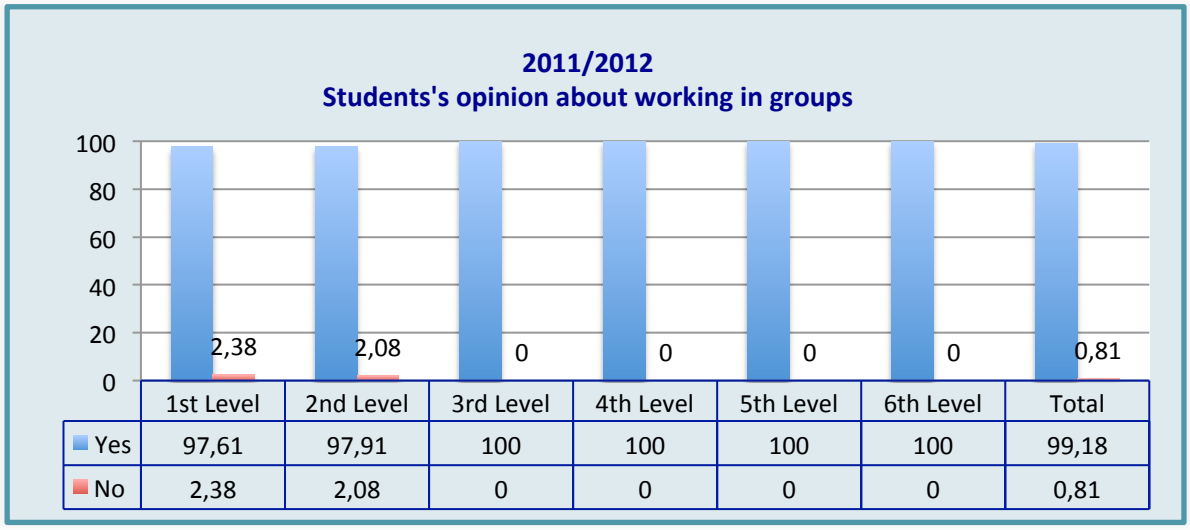
Here is relevant to point out two things, first students generally say that it is easier, the reason is that since students collaborate among them to solve doubs and problems, however, for some students, working through integrated tasks is a challenge, and the fact or being a challenge or "difficult", as they say, is something that they like.

The reasons why students like more working with the book are:

- "It's easier"
- "It's more important"
- "Because it's more relaxed, we don't shout and we don't need to move"
- "Because we did integrated tasks just three times and we have worked in this way less"
- "We learn better with the book"

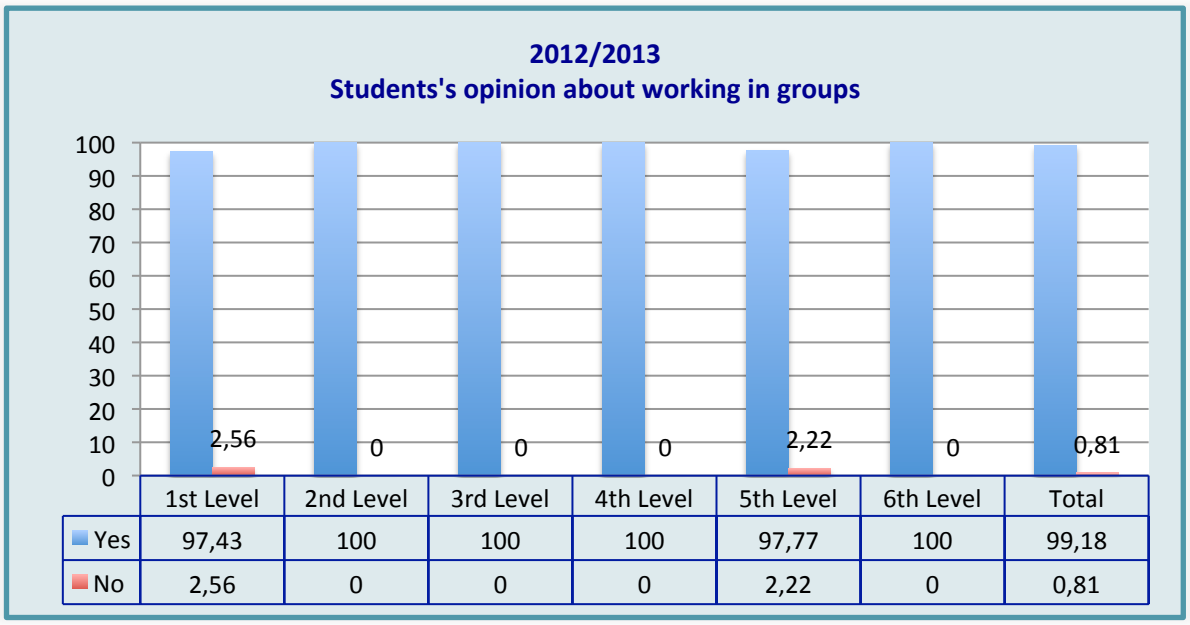
The book has become an institution in traditional teaching, therefore some students consider that it is more important that any other kind of instruction. Teaching using the book as the main, and in some cases the only resource, means that students do not know how to engage a teaching-learning process where they don't follow the path of the book and they themselves are the centre of the process. Therefore, students' training is a duty when working through integrated tasks or projects and in teamwork, since these two concepts "walk hand in hand" as we have seen in chapter 4.

Question 2: Do you like working in groups? Tick



	1st Level	2nd Level	3rd Level	4th Level	5th Level	6th Level	Total
Yes	97,61	97,91	100	100	100	100	99,18
No	2,38	2,08	0	0	0	0	0,81

Figure 11



	1st Level	2nd Level	3rd Level	4th Level	5th Level	6th Level	Total
Yes	97,43	100	100	100	97,77	100	99,18
No	2,56	0	0	0	2,22	0	0,81

Figure 12

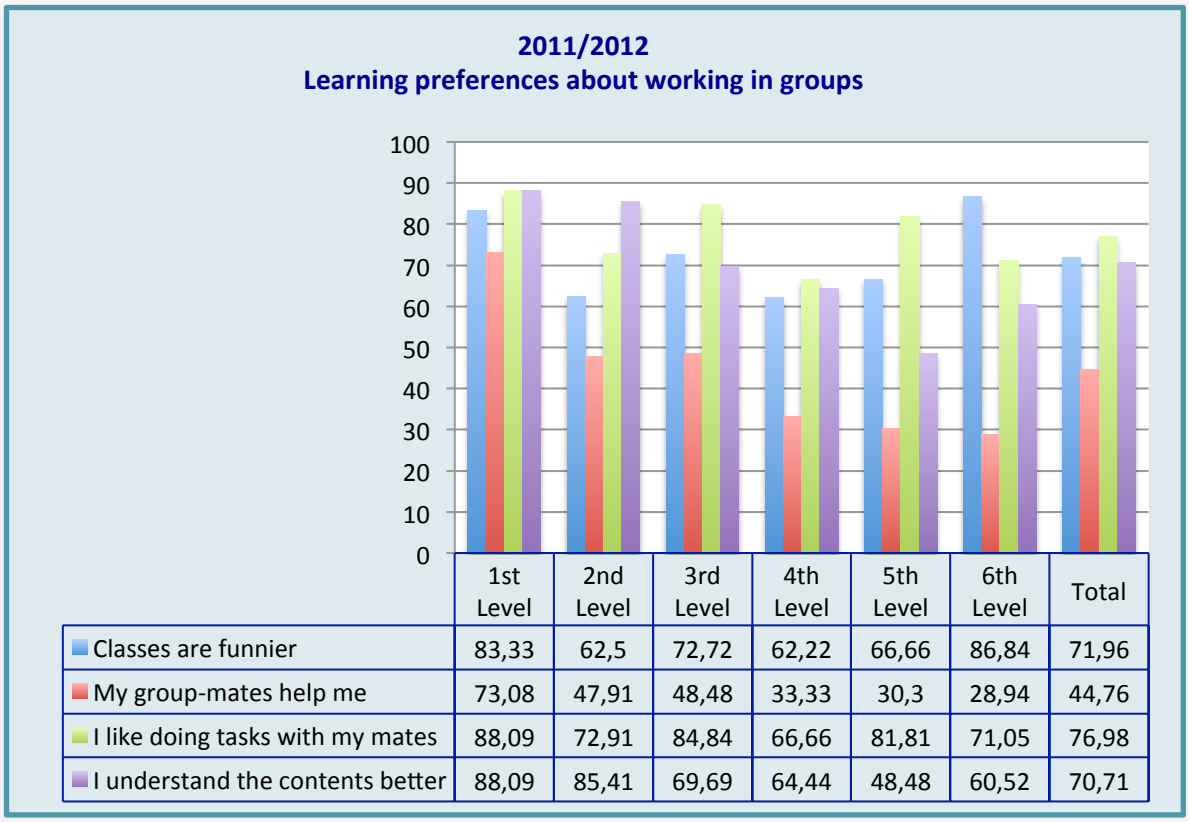
In this case the total results are exactly the same in both years. Near 100% of students like working in groups. 99,18% state that they like working in groups, opposite just 0,81% that don't like working in groups. Students find teamwork enjoyable (it is important to remember the difference between group work and teamwork explained in 4.2.1, but I used the expression "working in groups" because students are more used to it). Those who say no are students in the first cycle, less autonomous as it was explained in the previous question, or in the 5th level, a level that, as it has also been commented has problems of cohesion. Teachers have to use this preference as an advantage and teach then to use cooperativele so that they can engage in integrated tasks with less difficulty.

The second year we also asked the students to give the reasons why they didn't like working in groups, in case the number of students rises because we started to work with simple strategies of cooperative learning. However, as the answer is yes by majority, the resons given by the students that answered no are not representative for this study.

Question 3: If you like working by group, tick the aspects you agree with.

I like working by group because:

- *Classes are funnier.*
- *I understand the contents better.*
- *I like doing tasks with my mates.*
- *My group-mates help me.*

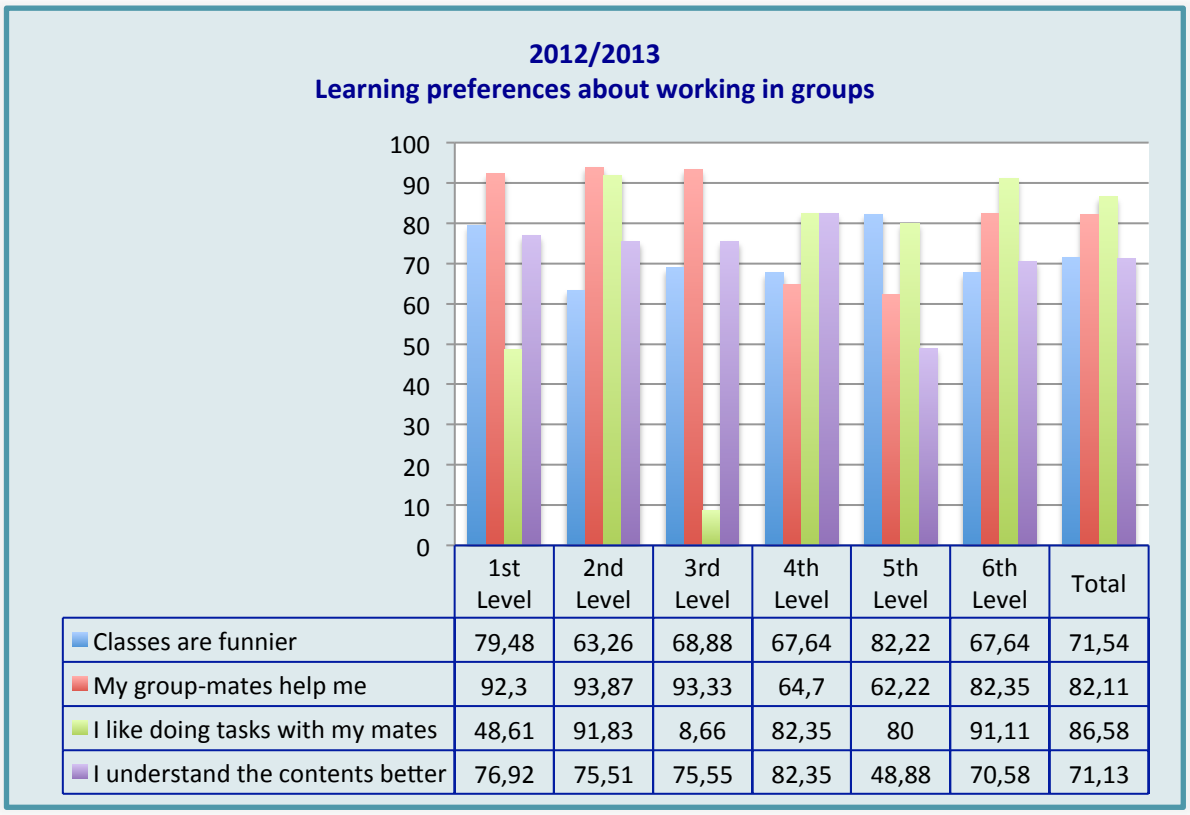


	1st Level	2nd Level	3rd Level	4th Level	5th Level	6th Level	Total
Classes are funnier	83,33	62,5	72,72	62,22	66,66	86,84	71,96
My group-mates help me	73,08	47,91	48,48	33,33	30,3	28,94	44,76
I like doing tasks with my mates	88,09	72,91	84,84	66,66	81,81	71,05	76,98
I understand the contents better	88,09	85,41	69,69	64,44	48,48	60,52	70,71

Figure 13

If we observe the percentage of results, all the possibilities are around the same degree of importance, except one, in all the levels of primary education. The option that students have selected less has been "my group mates help me" with a total of 71,96%, and the percentage has decreased as the students are older (level 1: 77,08; level 2: 47,91; level 3: 48,48; level 4: 33,33; level 5: 30,3; level 6: 28,94). This data shows the importance of "knowing how to do things" and "students' autonomy". This is something that we demand more from our students when they are in the second and third level of primary education, while in the first cycle students are much guided by the teachers, and thererofe, they carry out less open activites. Teachers have to teach students how to work cooperatively and use specific and strategies of cooperative learning. During this academic year integrated tasks were implemented without specific training in cooperative learning, neither for teachers, nor for students. Students were sat in groups, but this does not mean that they worked cooperatively, or in the best of the cases, collaboratively, and therefore, they did not worked as a team. Once more, we can appreciate the importance that these dichotomies (explained in section 4.2.1) have when we implement integrated tasks or project work.

The results for this same question in the following academic year (figure 14), the positive effect of cooperative learning is evident.



	1st Level	2nd Level	3rd Level	4th Level	5th Level	6th Level	Total
Classes are funnier	79,48	63,26	68,88	67,64	82,22	67,64	71,54
My group-mates help me	92,3	93,87	93,33	64,7	62,22	82,35	82,11
I like doing tasks with my mates	48,61	91,83	8,66	82,35	80	91,11	86,58
I understand the contents better	76,92	75,51	75,55	82,35	48,88	70,58	71,13

Figure 14

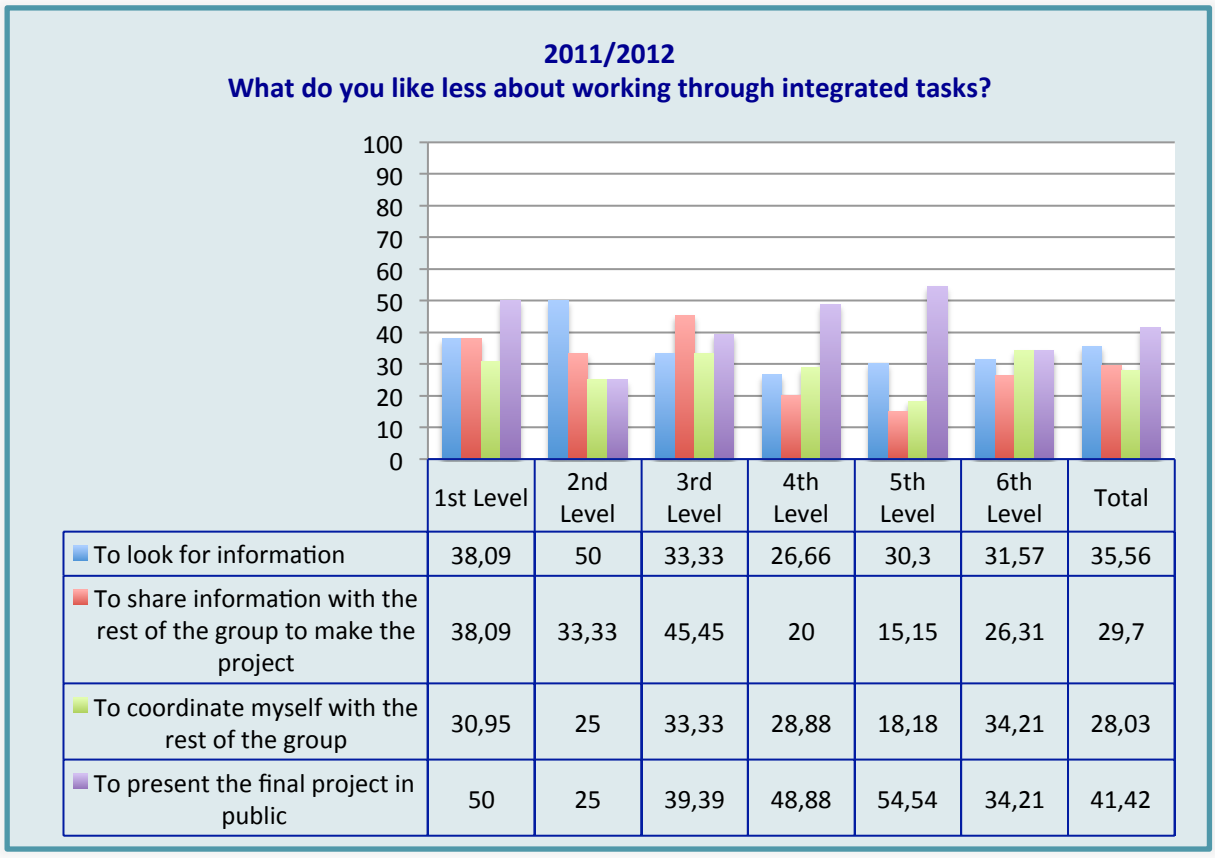
In 2012/2013 the results are much balanced. The total of students in primary education think the same about the playful element of learning through tasks and doing final projects, and the degree of understanding of contents that they achieve, the percentage in both cases is high, and around 71% ("classes are funnier": 71,54; and "I understand the contents better": 71,13). The same happens with the other two options that are connected with working in groups ("my group-mates hel me": 82,11%; "I like doing tasks with my mates": 86,58%). We have to remember that near 100% of students preferred working in groups, and this 100% is related with the opinion that students have of these two options ("my group-mates hel me" and "I like doing tasks with my mates"), and that is also why the percentage of answers is higher (from 10% to 15% approximately) than in the other two options: "classes are funnier" "I understand the contents better" are around 70%, while "my group-mates help me" and "I like doing tasks with my mates" are above 80%.

Regarding the balance of percentage of answers in the different levels, the students of the all levels answer approximately the same as it can be observed in the figure. The only level where the four options are not balanced is level 3. Here the options "classes are funnier", "I understand the contents better" and "my group-mates help me" are above 68%, whereas "I like doing tasks with my mates" is only 8,66%. The variable that influence in this result is a variable difficult to control but that we know if we triangulate this data with the answers given by the teachers of those levels about the specific problems that they had to carry out tasks. According to those teachers, in their classes, students had

difficulties make tasks in groups because families did not agree very much with this methodology. This was an indicator of personal problems at home, not related with the school life.

Question 4: What is what you like less about working through integrated tasks? Tick.

- *To Look for information.*
- *To share the information with the rest of the group to make the project.*
- *To coordinate myself with the rest of the group.*
- *To present the final project in public.*



	1st Level	2nd Level	3rd Level	4th Level	5th Level	6th Level	Total
To look for information	38,09	50	33,33	26,66	30,3	31,57	35,56
To share information with the rest of the group to make the project	38,09	33,33	45,45	20	15,15	26,31	29,7
To coordinate myself with the rest of the group	30,95	25	33,33	28,88	18,18	34,21	28,03
To present the final project in public	50	25	39,39	48,88	54,54	34,21	41,42

Figure 15

As we can analyse in figure 15, there are not great differences in the students's answers. If we look at the total, the percentage of the answers is from 30% to 40% (to coordinate myself with the rest of the group: 28,03%; to share information with the rest of the group to make the project: 29,7%; to look for information: 35,56%; and to present the final project in public: 41, 42%). The aspect the like less are those connected with coordination with the rest of the group, because the higher percentages are about activities that students do alone as part of the process, look information and present their project. Againg the percentages vary more in level 5 and this is connected with what we explained in question 3 about working in group.

Very few students give other reasons:

- There are students who don't work.
- To meet in the afternoons (6th A).
- It's difficult to take decisions (5th B).
- There is much noise in class and we can't work well (fourteen students of 5th A).
- Not look for information because I don't have Internet connexion.
- Not having a schoolmate when working with the computer.
- That some students argue just because of trifles.

Something negative about group work is that some students do not participate or work very much in the activities. Normally, this is the case of students who have learning problems or do not show interests in learning. In the first case, teachers must design inclusive tasks and to do this we can follow the guidelines given in chapter 4. Students do not know how to take decision and what it is more important, the level of noise increases. Student of the 5th level, who had problems to work cooperatively, gave this data.

In the second year of research this question was reformulated, as it has been explained in section 5.6.2. We asked the students to identify their preferences, being in the first position what they like more and in fourth position what they liked less. The data of first, second and third cycle are presented in figures 16, 17 and 18, respectively. And if we analyse those data, we can observe that, although the percentages vary from one cycle to another, the mode (that expresses the most frequent answers) is the same in the three cycles of primery education. Next table shows the mode:

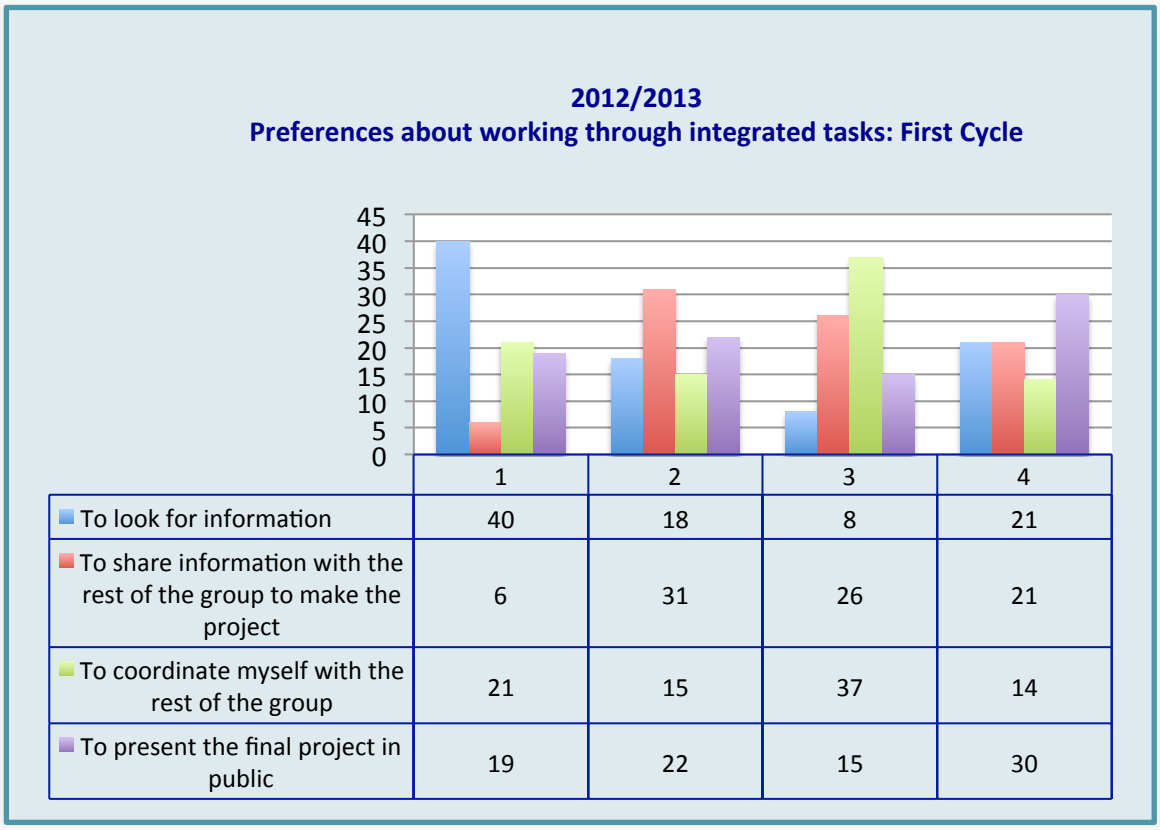
	PREFERENCES OF STUDENTS ABOUT LEARNING THROUGH INTEGRATED TASKS		
	FIRST CYCLE	SECOND CYCLE	THIRD CYCLE
1	To look for information: 40%	To look for information: 28%	To look for information: 26%
2	To coordinate with the group: 37%	To coordinate with the group: 27%	To coordinate with the group: 25%
3	To share information: 31%	To share information: 24%	To share information: 25%
4	To present the final project: 30%	To present the final project: 22%	To present the final project: 26%

Table 14

If we compare these data with the results of all primary education, we see again the same preferences coinciding in second and third position "to share information" and "to coordinate with the group" with very similar percentages:

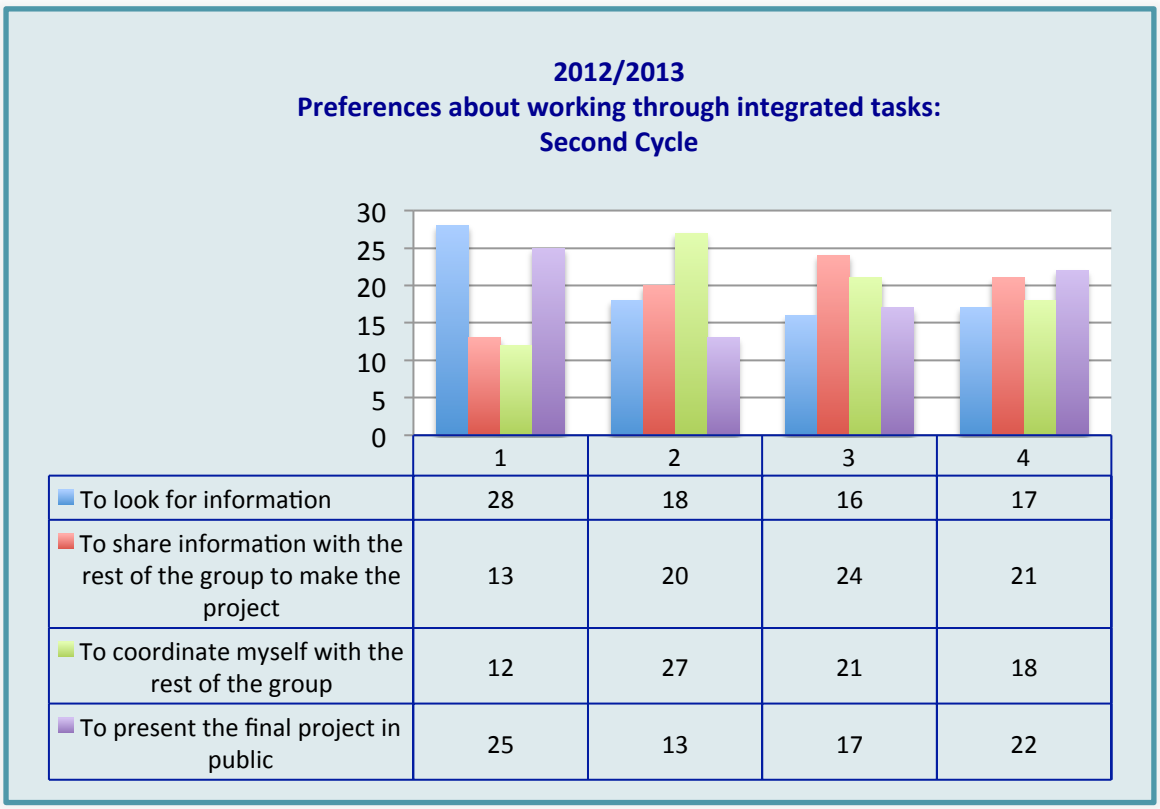
	PRIMARY EDUCATION
1	To look for information: 92%
2	To share information: 71% and to coordinate with the group: 67%
3	To share information: 75% and to coordinate with the group: 74%
4	To present the final project: 78%

Table 15



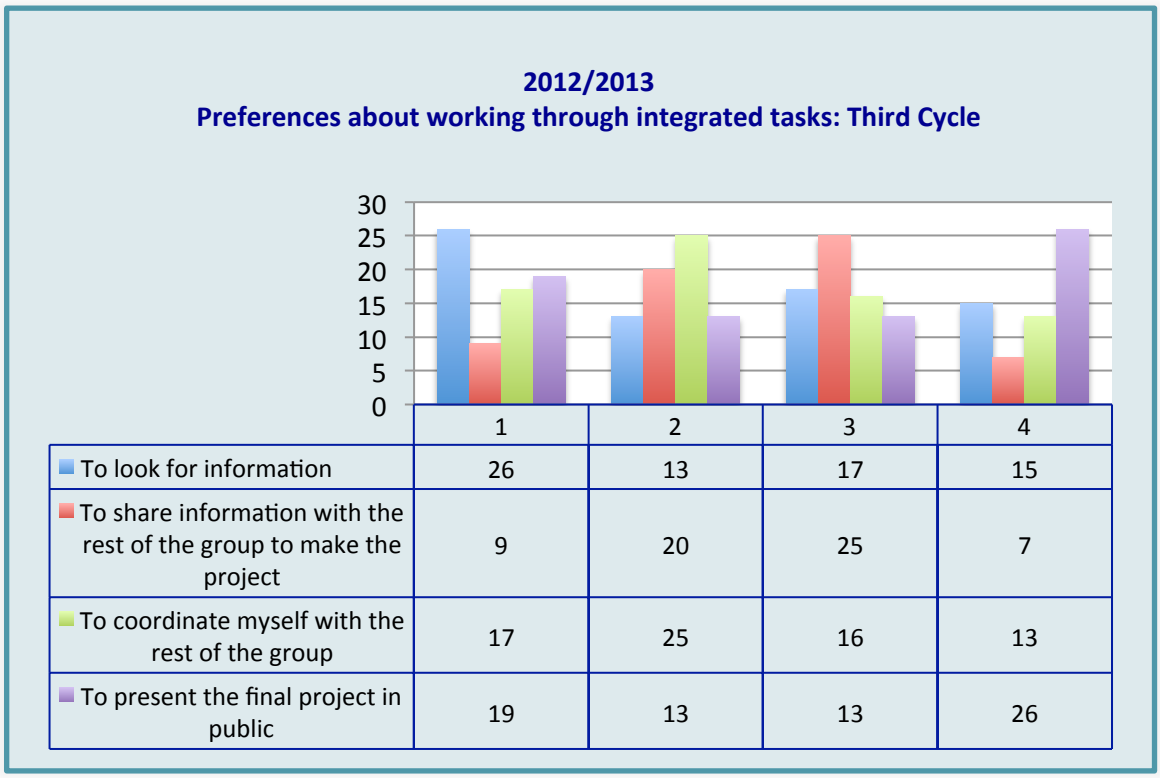
	1	2	3	4
To look for information	40	18	8	21
To share information with the rest of the group to make the project	6	31	26	21
To coordinate myself with the rest of the group	21	15	37	14
To present the final project in public	19	22	15	30

Figure 16



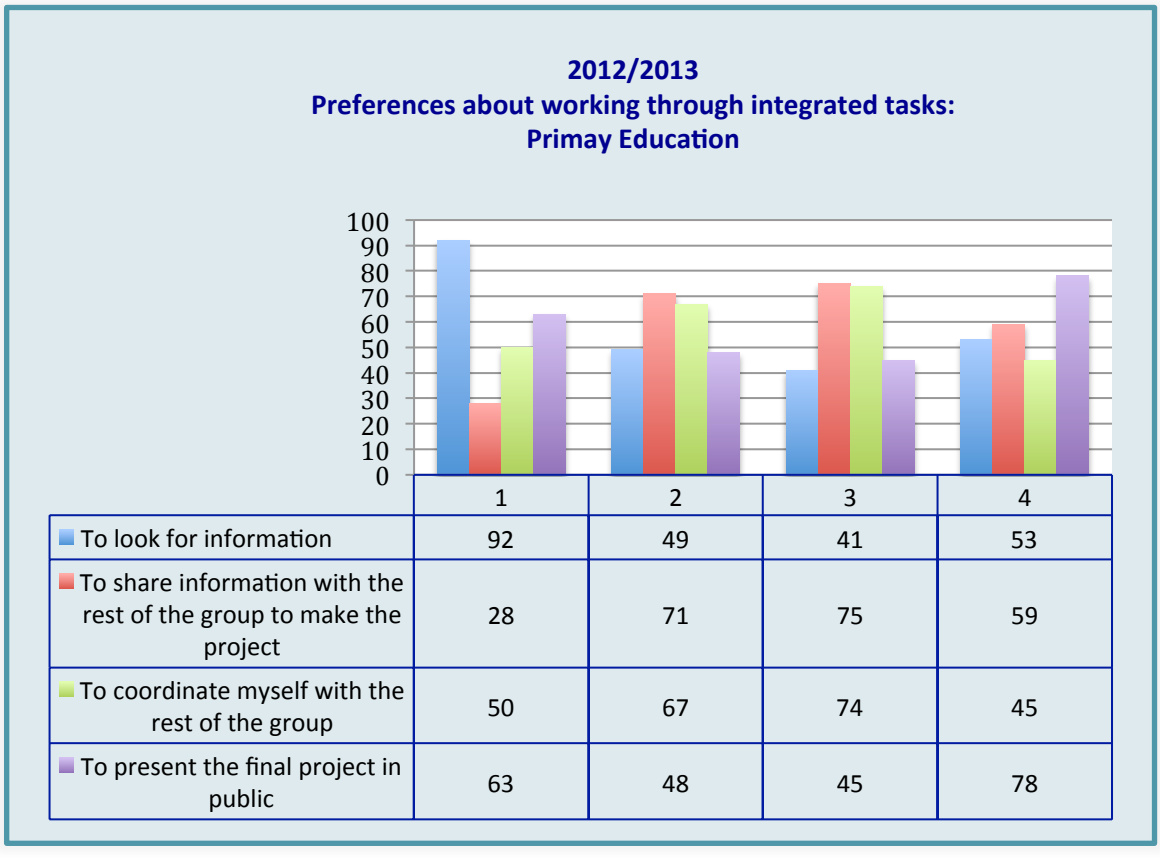
	1	2	3	4
To look for information	28	18	16	17
To share information with the rest of the group to make the project	13	20	24	21
To coordinate myself with the rest of the group	12	27	21	18
To present the final project in public	25	13	17	22

Figure 17



	1	2	3	4
To look for information	26	13	17	15
To share information with the rest of the group to make the project	9	20	25	7
To coordinate myself with the rest of the group	17	25	16	13
To present the final project in public	19	13	13	26

Figure 18



	1	2	3	4
To look for information	92	49	41	53
To share information with the rest of the group to make the project	28	71	75	59
To coordinate myself with the rest of the group	50	67	74	45
To present the final project in public	63	48	45	78

Figure 19

Colabor@ platform 2012/2013: Final task in the moodle (section 5)

As it was explanined in section 5.6.2, teachers had to log in *Colabor@* Platform and acomplish several tasks along the training period to reflect and share ideas with all the teachers in the community, and at the same time the adviser of the CEP could assess the development of the training activity. One of the activities that teachers had to do in the final task of the traing course was to identify the benefits and difficulties that they had found when implementing cooperative learning with their students. The answers of all the teachers are included in in the next table:

TEACHERS OPINIONS ABOUT THE BENEFITS AND DIFFICULTIES OF COOPERATIVE LEARNING	
BENEFITS	DIFICULTIES
• Students feel more confident in their answers and their self esteem rises. • Autonomy and motivation are reinforced. • It is strengthened that student improve their own results but also the results of his/her group mates. • Shared responsibility and students' relationship are favoured promoting respect towards the others. • It favours oral expression and turn taking, that is, communication in class. • Students take an active role in their learning process. • It favours activities where "inclusion", though with certain difficulties, is possible.	• Some students "delegate" their work to their mates and they do not get involved in teamwork or they prefer to do the tasks individually without sharing their results. • It is important to make the families aware about the importance of cooperative work. Some of them think that "group work" is a loss of time. • There are many doubts at the beginning of implementing cooperative learning, that is why a good training is needed. • Sometimes, there is no time enough to coordinate with other teachers. • Students need to talk about their tasks, they ask many questions, make noise, and sometimes there is and apparent disorder in the class. Teachers have to assume and accept this with normality.

Table 16

One of the negative aspects that teachers have identified about cooperative work is how to cater for diversity. They expressed that they had difficulty to integrate students with learning problems within the groups. AGAEVE report offers data in two indicators about the effectiveness of Meaningful Curricular adaptations (indicator 6, table 17), and the effectiveness of Reinforcement Programmes in instrumental areas (indictor 7, table 18). They are proactive indicators which means that the higher the percentages the better the results, and they support teachers' opinion about attention to diversity:

Attention to diversity ↑ Indicator 6: Effectiveness of Meaningful Curricular Adaptations in primary education				
	2010/2011	**2011/2012**	**2012/2013**	**Average**
School	38,89	No data	100	69,45
Similar SCR	60,29	59,94	62,46	60,90
Educative area	56,49	67,59	68,62	64,23
Andalusia	62	63,17	64,81	63,33

Table 17

The average of effectiveness in primary education in the school is 69,45% and this data is positive in relation to the evolution in the school since the academic year 2010/2011 (38,89%) up to 2012/2013 (100%). And it is also positive in relation to other schools with similar SCR, to the educative area, and to Andalusia. The reason is that students with meaningful curricular adaptation are usually attended more sessions by other specialist (Audition and Language teacher, Therapeutic Pedagogy teacher and support teacher) and their didactic objectives to achieve are adapted to their needs.

However, students that also have learning problems but follow a reinforcement programme do not achieve good results. Here it is the great difficulty. How to attend those students who are schooled in the same group, have to achieve the same objectives and are only attended by less professionals. The teacher has the help of the support teacher some hours a week, but they have to be very well trained in cooperative work and in how to attend students with learning difficulties to be able to design reinforcement programmes suitable to their needs, and achieve good results. In the next table we can observe as this indicator do not offer good results: 33,09% in the school, 45,33% in school with similar SCT; 52,72% in the educative area, and 46,54% in Andalusia:

Attention to diversity ↓ Indicator 7: Effectiveness of Reinforcement Programmes in instrumental areas in primary education.				
	2010/2011	2011/2012	2012/2013	Average
School	26,24	43,85	29,17	33,09
Similar SCR	45,75	46,66	43,59	45,33
Educative area	55,66	50,41	52,09	52,72
Andalusia	45,9	45,24	48,48	46,54

Table 18

6.1.2. Achievement of goals

The degree of success of the implementation of integrated tasks and cooperative learning can be measured by the degree of achievement of objectives by the students. To analyse this dimension within the assessment of the programme, we have used the data provided by the teachers in the questionnaire, and the results that students obtained in their evaluation and in Indicator 6 from the AGAEVE report.

Teachers' questionnaire:

Question 4: In your opinion, taking into account the areas that you teach, have the students achieved the didactic objective selected for each integrated task?

☐ *Very few* ☐ *Some* ☐ *Many* ☐ *All of them*

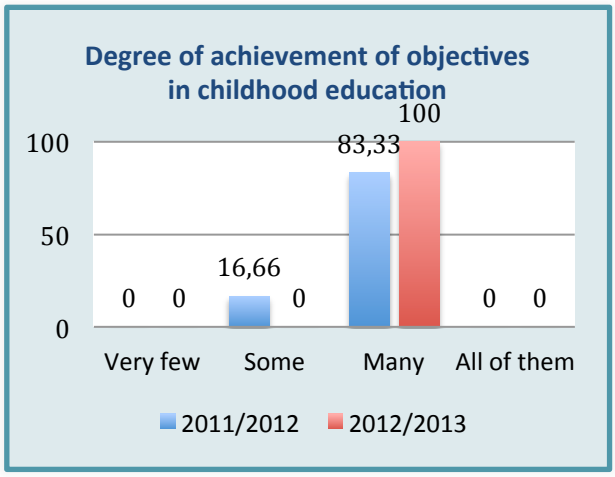


Figure 20

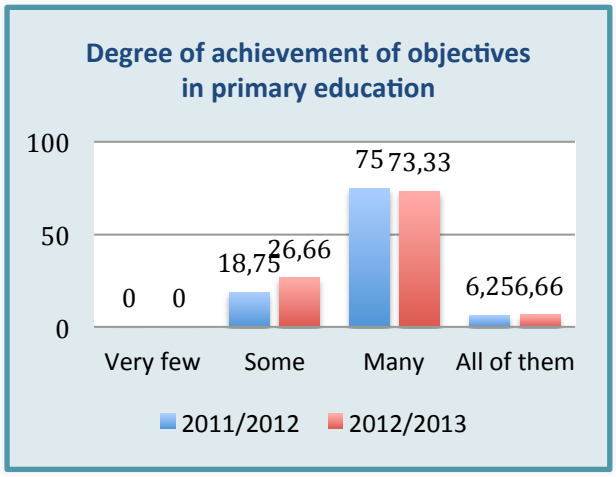


Figure 21

In childhood education, the evolution from the first year of implementation of integrated tasks to the second one is clearly positive. In 2011/2012 teachers think that 83,33% of students have reached many of the didactic objectives and only 16,66% of students have only achieved some of them. If we

compare those figures with the results in the following year, 100% of students achieved many of the didactic objectives. This data coincides with the perception that teachers have of the implementation of integrated tasks and cooperative learning. They think that this methodological guideline followed by the school is positive for students and, furthermore, it shares many similitudes with they way they teach in childhood education.

If we analyse the results in primary education the results are also highly positive in global terms. Comparing the results from one year to another, the results are quite similar. In the first year 75% of students achieve many of the objective and in the second year it is 73,33%, just a little below rising in this way the percentage of students, that reach some of the objectives, 26,66% opposite to 18,75% in the first year. Nevertheless, the number of students that reach all the objectives is a little higher, 6,25% in 2011/2012 and 6,66% in 2012/2013. Therefore, we could say that in primary education the perception that teachers have is that the students' results have not improved much from one year to another. However, if we compare this data with the one provided by the AGAEVE report and the report that the school makes at the end of the year about the evaluation results, we can observe that the tendency is positive. We could understand that the difference between what teachers perceive and what actually is is the result of the teachers' concern about the difficulties that they face in their classes when they work cooperatively and implement integrated tasks.

AGAEVE report

AGAEVE offer similar data if we analyse in the indicator about the percentage of students that achieve positive evaluation in primary education.

Teaching-learning ↑ Indicator: Students of primary education with positive evaluation				
	2010/2011	**2011/2012**	**2012/2013**	**Average**
School	86,29	94,57	91,98	90,95
Similar SCR	89,83	88,67	91,92	89,91
Educative area	88,75	88,83	92,53	90,04
Andalusia	89,18	89,23	90,57	89,66

Table 19

This table presents the evolution of the students with positive evaluation in primary education from the academic year 2010/2011 when the teachers were not using cooperative strategies or integrated tasks. In this year the percentage of students with positive evaluation in all primary education was 86,29%, in the 2011/2012 it increased to 94,57%, and in 2012/2013 the figure decreased to 91,89%. This difference in the percentage from 2011/2012 to 2012/2013 could be explained by the

variability of the students. We have to bear in mind that AGAEVE makes this report using data from 2nd level, 4th level and 6th level of primary education. And this is something that, due to the own design of this research, cannot be controlled, and therefore, the analysis of this quantitative data must be made cautiously. To finish with the analysis of this data, it is relevant to compare the average obtained in C.E.I.P. Manuel Siurot (99,95%) with the average obtained with other schools with similar socioeconomic and cultural level and with Andalusia, where the figures are below, 89,91% and 89,66%.

Students'results report

Finally, it is important to compare these previous data with the results obtained by students in the final evaluation along these tree academic years, identifying the percentages of students that get a positive evaluation in every level of primary education.

RESULTS AT THE END OF EACH ACADEMIC YEAR			
	2010/2011	2011/2012	2012/2013
1st level	79	88	80
2nd level	62	91	89
3rd level	85	93	86
4th level	75	85	85
5th level	81	64	90
6th level	50	80	69

Table 20

In 2011/2012 there was a considerable improvement of results in all the levels except in 5th level. This is a level where there are many students with specific needs of educational support; in fact, the tutors that teach in both classes of 5th level had problems to implement integrated tasks and simple strategies of cooperative learning. And in the academic year 2012/2013 again the results are also better that in 2010/2012, however the difference with respect to the results obtained in 2011/2012 has only improved in 5th level and in 4th level the percentage is the same, whereas in the rest of the levels the percentage is less. In sum, it can be conclude that the evolution along these three years is positive because in the last year all the levels except 6th are above 80%.

6.1.3. Training

This dimension is very much connected with teachers' ability that will be analysed within dimension 3. In the implementation of a project like this, training of teachers is a key issue. C.E.I.P. Manuel Siurot engaged in two training projects the first one in the academic year 2011/2012 about

basic competences and integrated tasks, and in the academic year 2012/2013 about cooperative learning. In the first year the question about training was:

> *Question 12: Once that the school year has finished and after the implementation of three integrated tasks and the training about basic competences and integrated tasks, do you think that your knowledge about working through integrated tasks has improved? Do you think it is necessary more training in this regard?*

The majority of teachers (73,91%) affirm that the have improved their knowledge and skills on integrated tasks. However, despite this improvement, they consider that it is necessary more training (78%). That is, the general feeling is that they know more about the topic, about integrated tasks how to plan them and work with them the basic competences. But this training didn't provided specific information on how to accomplish the integrated tasks with the students. Integrated tasks with final products need the organization of students into cooperative groups and in this first year of training this was not the topic of the training programme in the course, though we received two sessions abut this. Nevertheless, there are worthy opinions on the quality of the training programme, and they must be taken into account for the future:

> T10a. "I need orientation about students with academic gaps or who don't like working in this way and prefer traditional tests"
>
> T14a. "More than more training we need a bank of activities for the different areas and tasks"
>
> T19a. "Yes, but the training has not been enough. We have not received quality and enough documents and information"

Here there are three key aspects: first, how to cater students with special needs; second, to have a bank of resources just to implement then in our classes, and this link with one of the difficulties that teachers identified even after the second year of training and implementation. It is true that nowadays thanks to the Internet we can find plenty of activities and ideas for our projects. Therefore, the problem is not the access to them but time that is needed to organize and find the tasks to design a final project that match with our students' needs and characteristics. And third, it is very important that in a training activity of this modality, the coordinator of the training activity provide the rest of the teacher enough information, documents or models to take them as a reference point**.**

6.1.4. Motivation

Teachers' questionnaires results:

Teachers expressed their level of motivation towards this project and their opinion about the continuity of the project in question 13:

Question 13: At the moment, which is your motivation towards this project? Will you carry on with it?

In the first year, teachers' motivation was positive (82,60%), though 17,39% of teachers were not motivated with this system of work.

T5a. "I think that school must change, and this methodology can lead us to that change"

(T14a) "A lot of work to get poor results. The administration doesn't pay our effort. We leave aside key contents for future learning (calculus, memorization, study techniques, grammar). Nowadays, everything is based on social issues, groups, etc., nullifying individuality, everything is politics"

T15a. "I like it and I understand that used it correctly, it is methodology that encourages autonomy"

T19a. "It would be necessary to continue with the training about how to work through integrated tasks and projects and how to work in groups"

The second quotation, which is completely negative, must be carefully analysed, and somehow, the next quotations provide arguments to assess it. First, it is necessary to highlight that this is an opinion of a teacher of the fifth level. In 2011/2012, the students that were in that level presented many special educational needs, there was not cohesion among the group, and there were students who had behavioural problems. All these variables affect the students' results. This is very important to take into account. However, we can identify in those words that there is also a misunderstanding on the part of the teacher, about what is an integrated task and how to work with it. Working through integrated tasks does not mean that students are not going to study calculus, study techniques or grammar, not at all. All those things are and must be included in the didactic planning of integrated tasks. The purpose of integrated tasks is to look for the linking point among different areas to teach students in a meaningful way. And last but not least, working in cooperative groups does not mean the neglect of individual tasks. Both coexist in the classroom dynamics. What we intend when we organize students in cooperative groups, that it is not the same as working in group as we saw in section 4.2.1, is to make them think, to collaborate with their mates and to promote among others skills, autonomy. The keystone is how to do it correctly, and for that training is essential.

However, and despite the difficulties, previously analysed, 91% of teachers believe that it would be positive to continue with the implementation of integrated tasks.

One year later, all the teachers in the school were positively motivated, though at different degrees depending of the difficulties or problems that they have in their particular classes. No teacher

gave a completely negative opinion towards this project. The most representative opinions are quoted next:

T7b. “My highest motivation is to continue with the practice of this type of methodological project, with great illusion, since students like a lot, it’s a playful way to teach and learn and I wish to experiment new ideas”

T11b. “I’d like that my students work well in groups”

T8b. “I’m convinced of its efficiency and of the clear improvement that we’ll have with our students”

T13b. “Students are more autonomous and the time to correct activities is reduced, by which it is possible to attend better students with learning difficulties”

T9b. “I think it is positive to work through projects and that teachers should improve in their implementation”

T18b. “My students have less behavioural problems than in the previous year”

T19b. “I think that we are in the right path, but we need to improve in our training, and we need more time to coordinate ourselves, not only to programme the integrated tasks, but also to enrich ourselves from our mates’ contributions”

Students’ questionnaire results

Question 6: If you want to add something else about how it has been for you working through integrated tasks, you can do it in this space.

Students’ motivation towards cooperative work and integrated tasks 2011/2012	
Positive opinions	Negative opinions
• They help each other and cooperate within the group. • It is an enjoyable methodology. • They like to make final projects. • They like using computers. • They learn things that don’t appear on the books.	• Sometimes, students don’t agree. • They don’t like doing tasks for the final product at home. • They think they lose time.

Table 21

Table 21 collects the opinions, both positive and negative, that students gave. This was the only open question for students, and the number of students that answered in the first year was only 20. Many students admit that they like working through integrated tasks because it is an enjoyable activity for them, and they can talk with other students while doing the activities. Once the topic has been introduced and the final product has been defined, there is a phase in which students have to look for information, and one of the more useful resources, mainly in the second and third cycle because students' are more autonomous, is the use of the Internet, that's why they say that they like to use computers and that they learn things that don't appear on their books:

- "I like because we can talk among ourselves and all in the group collaborate"
- "Integrated tasks are great and I would like to continue with this system of work"
- "It's funny"
- "I like using the computers and playing games because we learn more"

And finally, many students agree that some of the best things of working in cooperative groups are that they can help each other, and that they like doing the final project:

> "What I have like the most is when we prepared healthy drinks and we explained the importance of drinking them"

Finally, the only aspects they don't like are connected with some of the difficulties of working cooperatively. Students' have to learn to give opinions, listen to other group-mates' opinions and achieve an agreement, and this is something that might be even worse if they have to do tasks at home, where there is not teacher's monitoring. As a result of this difficulty some students think that they lose time.

Next year, however, the amount of answers to this open question increased much more with 77 answers. They added new reasons why they liked working through tasks cooperatively and identified which are the behaviours that they don't like. Students' answers are included in the next table:

Students' motivation towards cooperative work and integrated tasks 2012/2013	
Positive opinions	Negative opinions
• They help each other and cooperate within the group. • They know their classmates best and the their relationship improves. • They feel better when their opinions are taken into account. • It is an enjoyable methodology. • They think they learn more. • They like to make final product. • They like using computers.	• Sometimes, students don't agree. • They don't like working with some classmates. • Difficulty to assume other group mates' roles. • Difficulty to finish their tasks on time. • Not all students in the group carry out the tasks and their role properly.

Table 22

Once more, two of the most frequent opinions are that they like to work in groups and making the final product. Regarding group work, 20 students agree that they learn from the group mates and this is a meaningful data because it means that students are getting used to work in groups and they are able to get benefit from this process of cooperation. Students' self-confidence increases when their opinions are taken into account by the rest of the group and they are able to develop their role (coordinator, secretary, moderator and observer). Student's relationship also improve, they know each other better and some behavioural problems disappear, and finally, they perceive that they learn more:

- "We help each other and the result of the work is much better"
- "We share out the tasks and we all work equally"
- "I like because we have confidence, we understand each other better and we have more ideas"
- "It makes our work easier, we help each other and what we love is talking among ourselves and come to terms"
- "I have a better relationship with my mates"

Concerning the final product, many students enjoy making the final products because they have a more active role in their learning process, they have to look for information, share the information, select it and organize it into a specific format, prepare a short play or produce a model:

- "I liked the puppet show"
- "I liked doing the graphs about the consumption of fruits of students in the school
- "I enjoy making the models and I learn at the same time"

- "What I have liked the most and it is the most interesting has been the tasks about olives, we enjoyed a lot and the result was very good"

And to finish with students' opinion, we have to analyse the negative points that they found. They are linked again with the difficulties that have working in groups, although they affirm that they prefered working in this way (99,18%). Cohesion in the group is very important, and students have to develop social skills to carry out their tasks in groups successfully. It's very important that teachers put into practice group dynamics to achieve and foster group the cohesion of the groups. This is a long process and that's the reason why along this two years, though groups have been stables to a certain degree following the opinion of experts, it has been necessary to make changes:

- "I don't like when I don't have a good relationship with my group-mates"
- "I like to work more with some students than with others"

Finally, another problem that students have is that they have to learn to accept their role and the other group-mates' role:

- "I think that the coordinator of the group should change every week"
- "There are students that don't work"

To make all students reflect about this, and at the end of every integrated task, students have to make a self-evaluation on the way they have worked. In appendix XX there is a template of this self-evaluation sheet.

6.2. Basic competences and linguistic skills

In this section we use data from the teachers' questionnaires, students' questionnaires, teachers' task in Colabor@ platform and AGAEVE report.

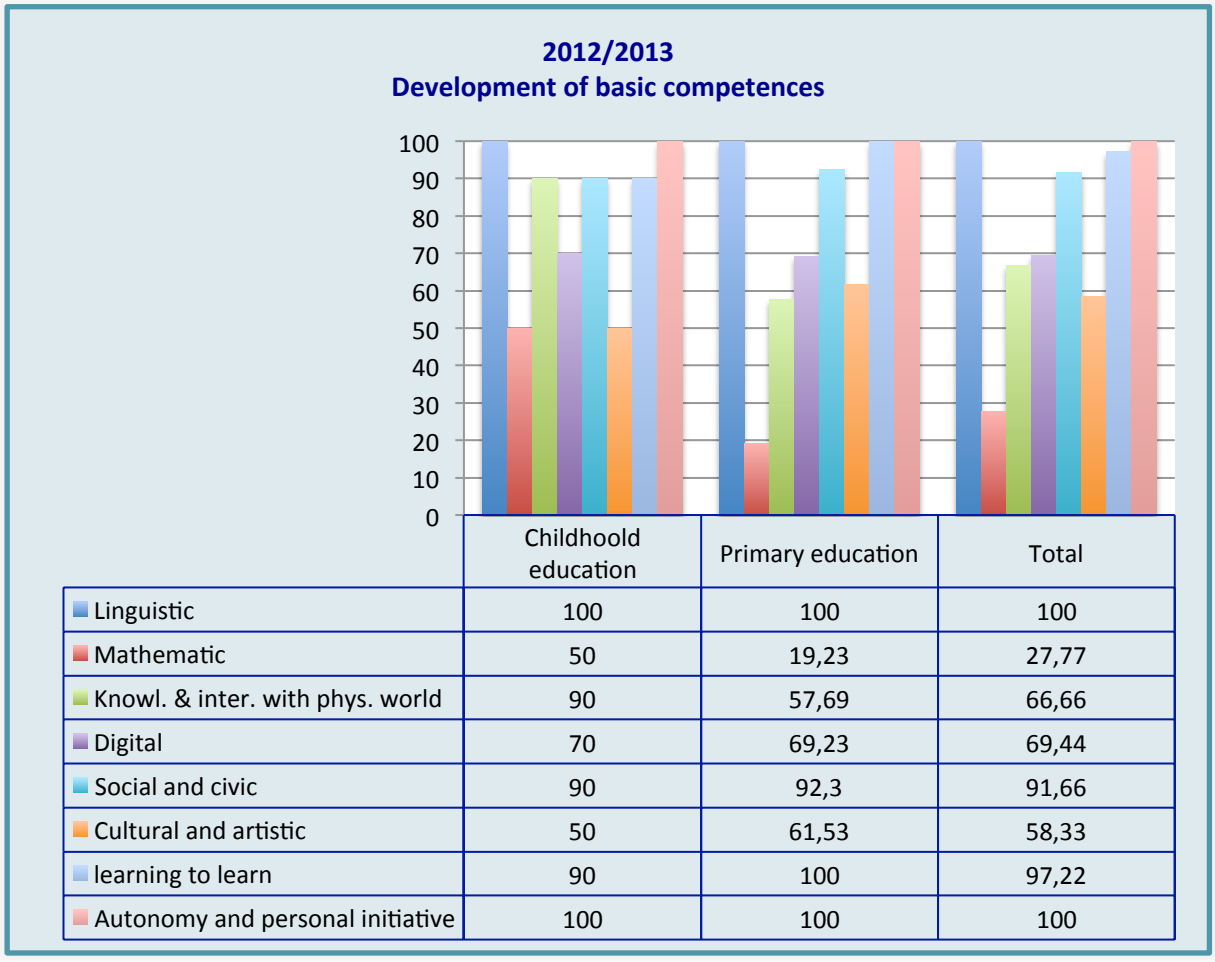
Teachers' questionnaires

Question 5: Which basic competences are developed more with this system of work?

Teachers stated that cooperative work and integrated tasks foster mainly competence in linguistic communication and autonomy and personal initiative, and the most difficult to develop is mathematical competence. The percentages that are showed graphically in figure 22 are:

1. Competence in linguistic communication: 100%.
2. Mathematical competence: 27,77%.
3. Competence in the knowledge and interaction with the physical world: 66,66%.
4. Treatment of information and digital competence: 69,44%.
5. Social and civic competence: 91,66%.

6. Cultural and artistic competence: 58,33%.
7. Competence for learning to learn: 97,22%.
8. Autonomy and personal initiative: 100%.



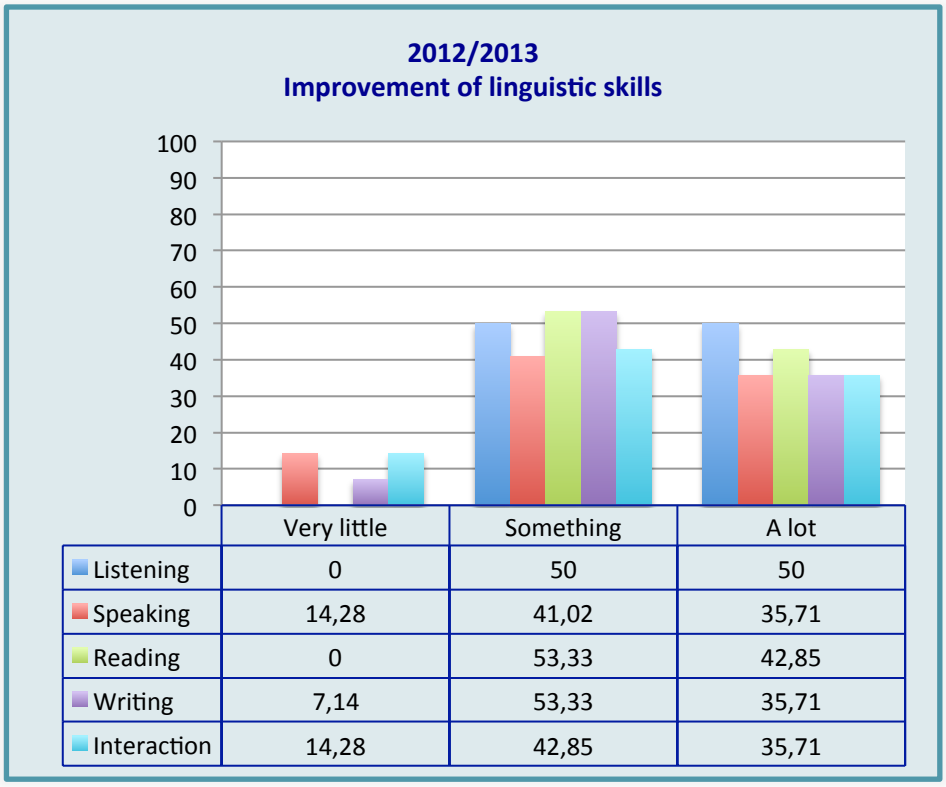
	Childhoold education	Primary education	Total
Linguistic	100	100	100
Mathematic	50	19,23	27,77
Knowl. & inter. with phys. world	90	57,69	66,66
Digital	70	69,23	69,44
Social and civic	90	92,3	91,66
Cultural and artistic	50	61,53	58,33
learning to learn	90	100	97,22
Autonomy and personal initiative	100	100	100

Figure 22

T3b. “All of them can be equally worked, only it is necessary to use a great range of activities and situations where they can be developed”

T20b. “ Obviously, all of them are worked moren than with a, let’s say, traditional system, but I think that some of them are strengthen like social and civic, learning to learn and autonomy and personal initiative… Linguistic competence experiences a qualitative step forward, since in many final products students have to explain what they have learnt to their classmates. Something similar happens with digital competence, since there is a lot of previous research, mainly with the older students, though this, as with the rest of the competences, depends ultimately on the teachers”

Question 8: If you teach L1, L2 or L3, which skills have improved?



	Very little	Something	A lot
Listening	0	50	50
Speaking	14,28	41,02	35,71
Reading	0	53,33	42,85
Writing	7,14	53,33	35,71
Interaction	14,28	42,85	35,71

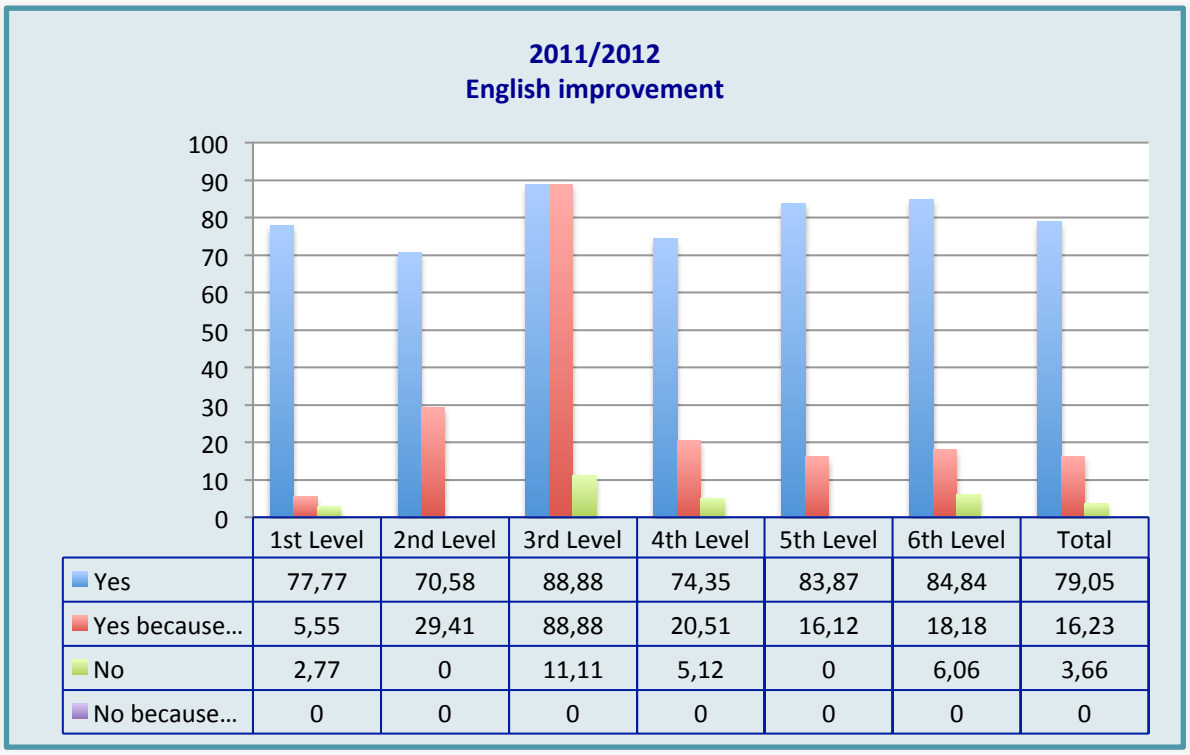
Figure 23

In this case, we have use the information provided by teachers in primary education because in childhood education teachers work mainly oral skills and they are introduced to reading skills mainly in the the last year of the stage.

Students' questionnaires

Question 5: Do you think that your level of English improves with this system of work? Tick

- *Yes, because I try to use it, mainly in the presentation of our project.*
- *Yes, because …*
- *No, because I don't make an effort to use English while working in Science, English or Art, since it is difficult and I left my mates do what I don't know.*
- *No, because…*

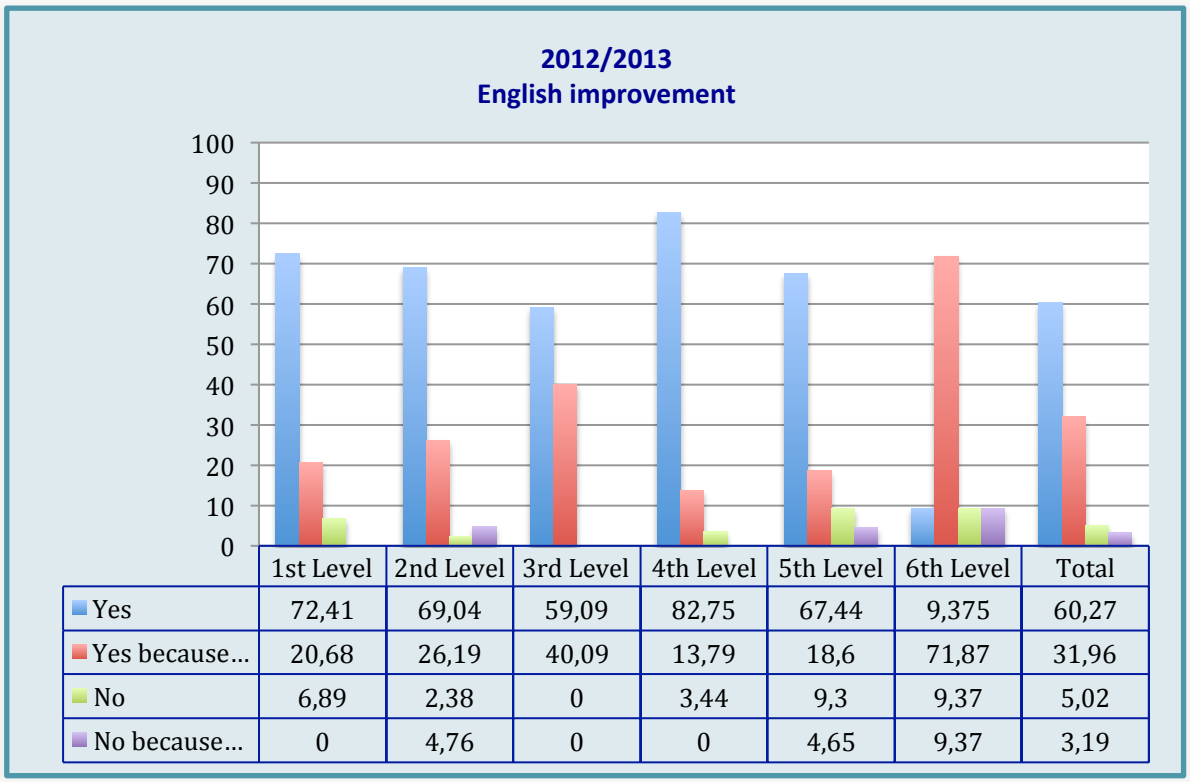


	1st Level	2nd Level	3rd Level	4th Level	5th Level	6th Level	Total
Yes	77,77	70,58	88,88	74,35	83,87	84,84	79,05
Yes because…	5,55	29,41	88,88	20,51	16,12	18,18	16,23
No	2,77	0	11,11	5,12	0	6,06	3,66
No because…	0	0	0	0	0	0	0

Figure 24

In 2011/2012, most students mark the first option and they think that their level of English has improved because they use more the language. More than 95% of students in primary education believe that they have improved their level of English, and only less than 4% answer they have not improved. In all the levels the percentage is above 70%, and the reasons they gave are:

- "We practice it more"
- "We play games to learn English"
- "My classmates help me"
- "I understand things better and I pay more attention"
- "It's easier"
- "We enjoy ourselves"
- "I like working in groups"
- "We have made projects"



	1st Level	2nd Level	3rd Level	4th Level	5th Level	6th Level	Total
Yes	72,41	69,04	59,09	82,75	67,44	9,375	60,27
Yes because…	20,68	26,19	40,09	13,79	18,6	71,87	31,96
No	6,89	2,38	0	3,44	9,3	9,37	5,02
No because…	0	4,76	0	0	4,65	9,37	3,19

Figure 25

In 2012/2013, the result is also positive, more than a 90% of students affirmed that their level of English has improved, and less than a 10% consider that they have not improved. All the levels show positive results except 6th level, this level, has it has been explained in other dimensions have specific characteristics and they are not used to work in group because of learning difficulties and lack of group cohesion.

The reasons were:

- "I have learn more things"
- "I like working with my classmates"
- "We help ourselves / my classmates help me"
- "I can use English in the Art class"
- "I understand things better"
- "I have to speak with my classmates"
- "We make dialogues"
- "When I am in front of the class I have to speak"
- "I am more interested on languages"
- "My classmates tell me what I don't know and I learn it"
- "I have to use it to do the activities"
- "There are many theatre plays and dialogues in English and they are funny"

The negative reasons were:

- "I don't like English at all"
- "It's very hard to use it"
- "I only pay attention for a very short period of time"

Colabor@ Platform: final task in the moodle (section 6)

In this task, teachers had to give their opinion about how cooperative learning and integrated tasks contribute to the improvement of basic competences and they gave the following reasons, that add to the results of the teachers' questionnaires about the degree of development of basis competences.

CONTRIBUTION OF COOPERATIVE LEARNING TO THE ACHIEVEMENT OF BASIC COMPETENCES	
BASIC COMPETENCES	CONTRIBUTION
Linguistic competence	Dialogue and oral expression are encouraged and written expression also improves.
Mathematicas competence	It is improved because students have to learn how to organize the information and their results, and how to present them to the rest of the class (tables, graphs…)
Knowledge and interaction with the physical world	Topics about the physical world (Science) are normally the core of project work and students learn them in depth.
Treatment of information and digital competence	The use of the digital board and the Internet is normally a good source of information and students enjoy them.
Social and civic competence	Cooperative learning fosters this competence mainly. Teamwork promotes social skills and values that encourage respect for the other. Students learn to communicate and appreciate individual and group interest.
Cultural and artistic	The use of images, pictures, and the design of the final product for its presentation foster this competence.
Competence for learning to learn	Students improve their skills to achieve their objectives and solve difficulties they may find in the learning process.
Autonomy and personal initiative	Students have to take decisions and collaborate with their mates. Self-confidence and ability to organize are fostered.

Table 23

In this case, we use two proactive and two reactive indicatiors that measure linguistic competence in the 2nd and 4th level of primary education. And if we observe the data all of them show a tendency towards improvement if we compare the results with the results of other schools. Proactive indicators have increased, whereas reactive indicators have decrease considerably

Teaching-learning ↑ Indicator 7: Students of 2nd level of primary education that reach globally a high knowledge in competence on linguistic communication				
	2010/2011	2011/2012	2012/2013	Average
School	71,43	64,58	60,42	**65,48**
Similar SCR	60,99	48,97	64,52	58,16
Educative area	69,52	55,92	67,71	64,38
Andalusia	61,36	51,04	63,77	58,72

Table 24

Teaching-learning ↑ Indicator 9: Students of 4th level of primary education that reach globally a high knowledge in competence on linguistic communication				
	2010/2011	2011/2012	2012/2013	Average
School	24,32	47,73	46,43	**39,49**
Similar SCR	24,7	24,58	26,03	25,10
Educative area	23,82	26,1	34,31	28,08
Andalusia	26,47	26,92	27,18	26,86

Table 25

Attention to diversity ↓ Indicator 2: Students of 2nd level of primary education that reach globally a low knowledge in competence on linguistic communication				
	2010/2011	2011/2012	2012/2013	Average
School	0	4,17	6,25	**3,47**
Similar SCR	8,27	17,77	9,69	11,91
Educative area	4,44	8,14	7,44	6,67
Andalusia	8,44	14,71	10,27	11,14

Table 26

Attention to diversity ↓ Indicator 4: Students of 4th level of primary education that reach globally a low knowledge in competence on linguistic communication				
	2010/2011	2011/2012	2012/2013	Average
School	40,54	2,27	3,57	**15,46**
Similar SCR	27,22	31,86	26,69	28,59
Educative area	28,66	29,72	21,98	26,79
Andalusia	27,48	28,15	26,75	27,46

Table 27

The average of students that reach globally a high knowledge in linguistic competence is 65,48% in 2nd level and 39,49% in 4th level. These data could be interpreted as negative, however, the reference to know if they are positive or negative is mainly the data of schools with similar SCR, with 58,16% and 39,49% respectively. If we analyse the reactive indicators, the average of students reach less percentage in 2nd and in 4th level (3,47% and 15,46%) than students of similar SCR schools (11,91% and 28,59%).

6.3. Methodology

6.3.1. Teachers' ability

In the questionnaire that was administered to the teachers they were asked in question 2 if they felt qualified to teach through integrated tasks and if they had ever worked in this way. The results were:

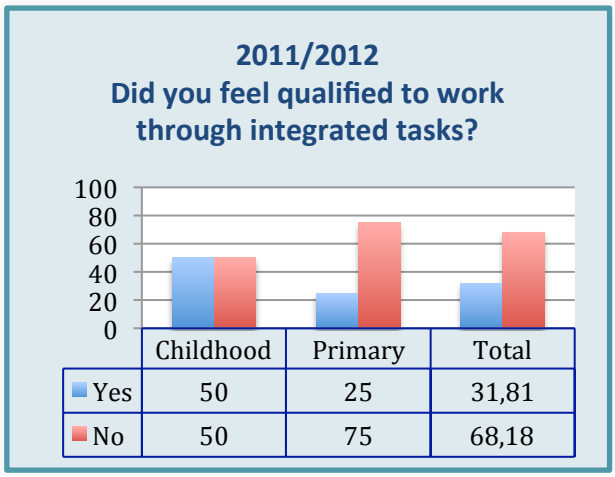


Figure 26

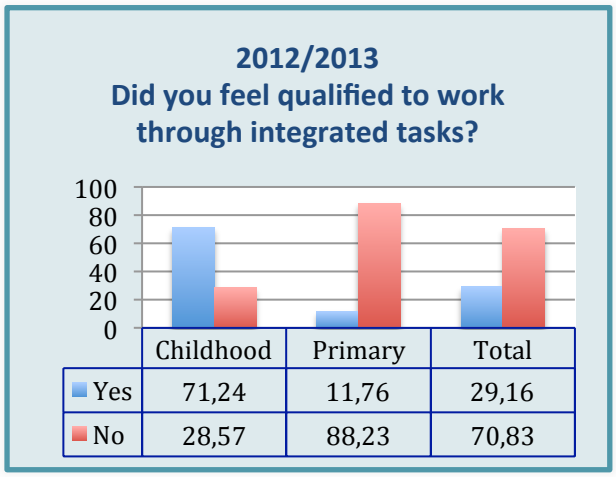


Figure 27

As we can see from these two figures, the number of teachers who think that they don't feel confident to work through integrated tasks is much higher than those who think that they are trained to work following this methodology. In 2011/2012 a 31,81% answered yes and 68,18% no. In childhood education the number of teachers that think that they are trained enough is the same than those that have doubts about how to work through integrated tasks, not only in the planning phase but also in the implementation of the integrated tasks. The reason of this is that this is a methodology quite similar to the one they already use because they integrate contents around a centre of interest, but they don't necessarily make a final project and the students do not work cooperatively in groups, and also, because there was an experimental phase in 2010/2011:

> T2a. "We could say that in childhood education we work through tasks since the centres of interests that we work globalize all the areas. The only difference is that we don't present the final product"

T3b. “It has not been very difficult for me, since in childhood education we work from globalization. The first didactic units were made quite a long time ago for the first cycle and it helped me to understand the concept of integrated task”

T5b. “I didn’t feel secure a hundred per cent, but designing tasks in cycle meetings and with my level mate, the training that we have received along these two last years, and the fact of assimilating tasks in our daily work progressively, all this, has helped me not to feel lost and to put them into practice with success. I had previously worked through projects in another school but with materials from publishing companies without receiving training about the issue and without the support and experience of other work-mates”

In primary education the difference between the teachers who think that they are trained (25%) and those who have more problems (75%) is higher. Those who consider that they have the knowledge, skills and training necessary to carry out the implementation of integrated tasks successfully are teachers that have taught previously in the school and already worked in this way in the experimental phase in 2010/2011.

T23b. “This last year I have more confidence, though I have a lot to learn and improve I have clear ideas”

The reason of the difference among childhood teachers that argues that they are not trained enough and primary teachers comes from the fact that this methodology is quite different from what teachers do in primary education where the subjects are taught independently ones from the others, they don’t look for links among them and the learning style is more individualist. If we compare those results with the ones of the second year of the research (2012/2013), they have not improved in global figures since only 29,16% of teachers affirm that they feel confident (opposite to 31,81% in 2011/2012), whereas the 70,83% state that they are not confident enough to work in this way. The reason why the figure has not improved has to be searched in primary education. In Childhood education the number of teachers that think that they have been able to work in this way with confidence after two years of implementation and training has increased (71,24% yes and 28,57% no) while in primary education is completely opposite (11,76% yes and 88,23% no). In this case, there are two reasons, first, as it has been said, this is an unusual methodology in primary education and it is necessary much training to feel confident enough, as we can read from the teachers’ quotations:

T8b. “I had a great amount of doubts, lack of training and even lack of conviction. However, I think I have overcome that phase and now I feel in the opposite side. I feel the need to improve in this system of work”

T17b. “Since in the last year we worked thorough integrated tasks, this year I have felt more comfortable but I don’t feel trained enough”

And second, the stability of the teaching staff in childhood education is of a 100% whereas in primary education a 31,03% of teachers are either substitute teachers or provisional, which means that for most of them this methodology is new and they had not experimented the training and implementation of integrated tasks in the previous academic year.

T12a. “I have never worked through tasks and it was the first time I worked as a teacher”

T10b. “One is never trained enough when you are applying a methodology for a short period of time and, specially us, who are experimenting the process with changes in the teaching staff”

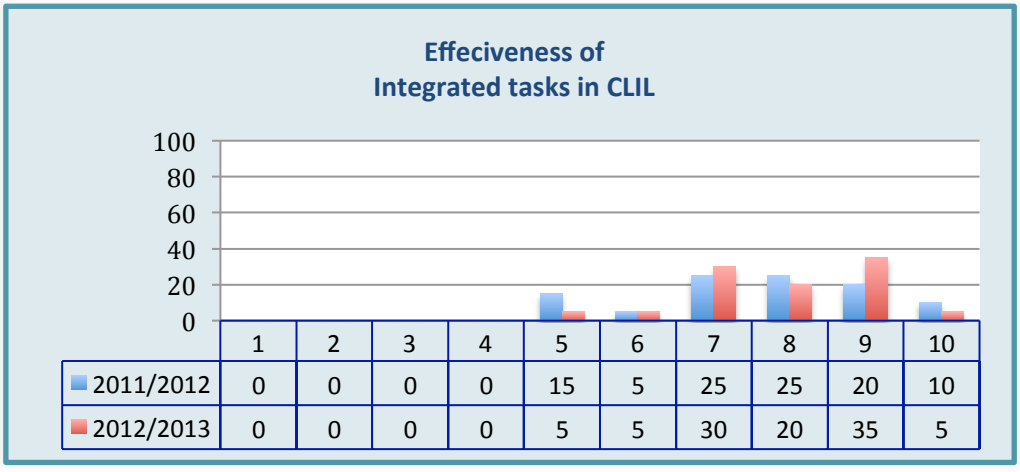
T13b. “It was my first year in the school and I didn’t feel qualified because I have never worked before like this,… and furthermore, there was lack of information from the part of the teachers that had already worked in the school”

T23b. “Sincerely, the first year I didn’t feel qualified to put into practice tasks since that was the first time I worked as a teacher”

6.3.2. Effectiveness

Teachers’ questionnaires

Question 6: Value the effectiveness of integrated tasks as a methodological strategy in CLIL



	1	2	3	4	5	6	7	8	9	10
2011/2012	0	0	0	0	15	5	25	25	20	10
2012/2013	0	0	0	0	5	5	30	20	35	5

Figure 28

Colabor@ Platform: final task in the moodle (section 3)

In this section teachers had to comment the requirements to implement cooperative learning. They identified the following:

- To foster group cohesion through group dynamics.

- To organize the students of the class into groups.
- To distribute of roles among the students in the group (coordinator, secretary, speaker, observer).
- To foster a relaxed atmosphere, security and collaboration.
- To teach students how to be cooperative: our students don't know how to work cooperatively, since, traditionally, our teaching model has been individualist.
- To teach them, at the same time, to be independent and responsible to adquire their roles and carry out the tasks.
- To teach them how to solve problems so that they can learn how to overcome possible conflicts and difficulties in their learning process.
- To teach them simple strategies of cooperative learning to carry out the tasks cooperatively (groups of investigation, group writing, 3 minutes stop, 1-2-4, shared rearing, numbered heads, roundtable, ect)[18]

6.4. Coordination

Question 7: Has there been coordination with the rest of the teachers of linguistic areas and content areas? If so, specify how it has been (by e-mail, in the afternoon schedule, in coordination schedule) and how it has worked.

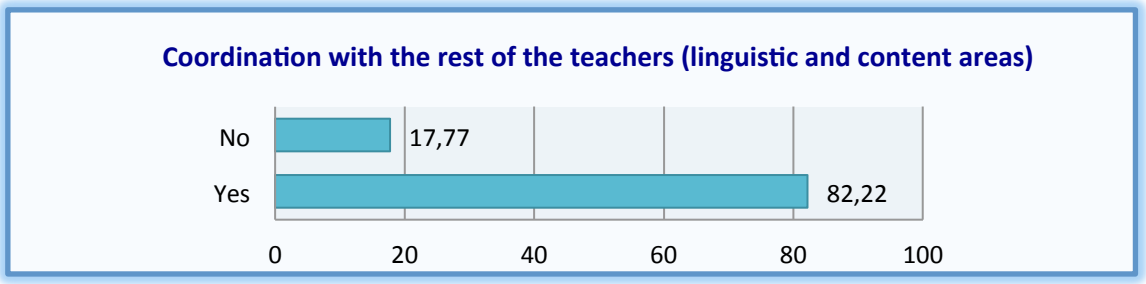


Figure 29

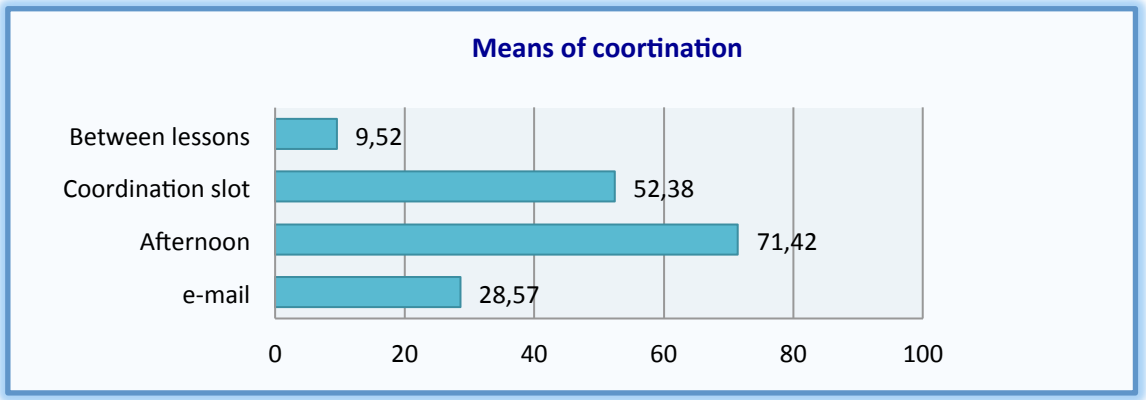


Figure 30

[18] For a detailed description of those and other simple strategies of cooperative learning, consult the attached CD.

T13b. “During the afternoon schedule due to the amount of paperwork and to the meetings, there hasn’t bee enough time to coordinate”

T19b. “With the tutor of the other group in the coordination slot, but it was not enough enough time (only 45 minutes), and only sometimes in the afternoon meetings”

T20a. “Apart form implementing coordination chedules, we should improve its use, practising among us cooperative work”

Question 11: Has there been coordination and planning of the classes with the language assistants? If so, which type?

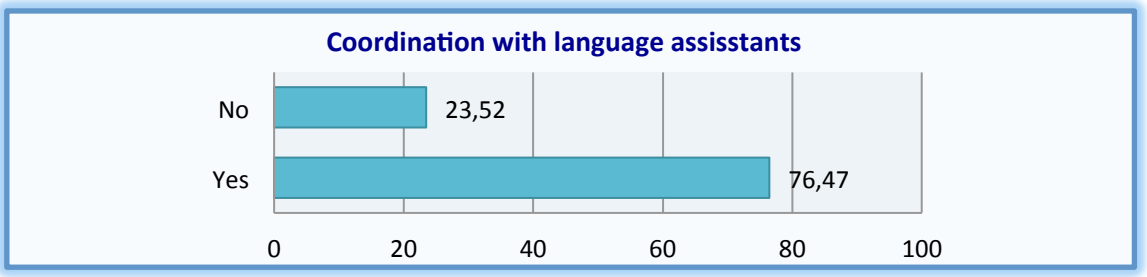


Figure 31

76,47% of teachers affirm that they coordinate with the language assistants to prepare the classes but they consider that they would need to improve coordination and devote more time to it. 23,52% of teachers do not coordinate with the language assisstants, and in this case, what they do is just to follow the activities of the textbooks without previous planning. When there is coordination between the teacher and the language assistant, sometimes, the language assistant follows the activities that are programmed in the books, whereas in other classes they bring their own ideas (mainly games to practice oral skills) taking into account the contents that students are learning at that moment. Following one or other lesson planning, depends on the freedom that the teacher gives the language assistant to innovate and do what they consider best. They coordinate in breaks or in the class when they change from one lesson to another and some of them use emails, but they do not have a specific slot in their schedules to coordinate with the language assisstants.

T23b. “We coordinate in class, I programmed several activities, and, on the fly, I explained her and we did them together”

T11b. “We explained her how we worked and sometimes she prepared worksheets or games related to the topic”

T13b. “I think it is necessary to establish sessions for bilingual coordination with the language assistant in the schedule soas to encourage such coordination”

T15b. “I planned the lessons and the language assistant did what I told her”

T19b. “Not much. It was limited to short periods of time in the breaks or when she came to class and I explained then what I wanted her to do for the next lesson”

As we see there is not a specific time devoted to coordination with the language assistants and this implies that this resource is not properly used because if teacher had more time to work cooperatively and collaboratively with the language assistants, they could desing carefully activities that might be different to the ones that are traditionally included in the textbooks and encourage more enriching learning activities for students.

/// 07 CONCLUSIONS

7.1. General

During this research project I have tried to identify and analyse good teaching habits that can be used within classroom dynamics in any school context, CLIL included. The findings of the study and analysis of the data collected along two years of research help understand how the students can increase their development of basic competences by means of incorporating simple strategies of cooperative learning along the implementation of integrated tasks. The main general conclusion deriving from this study is that the rise of students’ engagement in learning is connected to a previous process of adaptation to new rhythms of work in which the knowledge of the classmates and the knowledge they have about themselves is essential. Teachers have to ease this previous phase of group cohesion through group dynamics and to take into account the net of relationships among the students, so that they can organize their classes into teams. It is at this moment, when teams are formed, when these students have to assume different roles within the team to engage in a process of cooperative learning.

I consider that students’ engagement in learning is connected to having trustworthy relationships between the teacher and the students, as well as between students’ peers. Programmes and curriculum resources are only useful as methods of presenting knowledge or skills. However, they are not enough, they need to be complemented by the active mediation of the teacher, who guides the students to fulfil their tasks, and who creates the proper environment for acquiring meaningful learning while enjoying themselves.

A second major conclusion is that cooperative interaction processes within the classroom are essential, but those processes cannot be something isolated. They have to be developed in a parallel and transversal system of common pedagogical guidelines in the whole school. It should not be an

isolated initiative of one teacher, but on the contrary, all the teachers in the school should incorporate the same pedagogical guidelines in their classes, no matter the content they teach. Therefore, cooperative work has to surpass the limits of the classroom and spread out all the educational community. Teachers have to cooperate and collaborate among them in all the phases of the teaching learning process that are part of a cyclical process: analysis of the situation, design of curricular programmes, implementation of those programmes, evaluation, and design of new strategies of didactic intervention. If teachers follow this cooperative cycle, the results will be successful and they will achieve their objectives, which, in sum, are the development of students' basic competences. Teachers' and students' perceptions are analysed to determine if cooperative learning and integrated tasks help increase the students' interests towards learning in general and towards basic competences acquisition in particular and, thus, if it can strengthen the students' linguistic competence, understood as a plurilingual competence where both mother tongue and foreign languages are included.

This study examines if cooperative learning and integrated tasks applied in a CLIL primary school improves the students' mastery of basic competences as a result of the rise of students engagement in their learning process. First of all, the findings of this study disclose that integrated tasks, or project work, is the ideal condition to integrate contents and languages and develop basic competences since students' degree of engagement, motivation and creativity rises; they are able to transfer knowledge from one areas to other areas; they enhance thinking, linguistic, social and strategic skills; and they promote meaningful learning through tasks connected with the real world and with students' interests. At the same time, this research confirms the assumption that cooperative learning is the best approach to teach integrated tasks in a CLIL context and develop communicative skills in their mother tongue and in the foreign language, and describes the benefits that cooperative learning through integrated tasks have in childhood and primary education and also the difficulties that teachers and students have to face with.

More specific findings will be reported in the following section, specifically devoted to answer the research questions, and especially in section 7.4.3., where the pedagogical implications deriving from the results of this study will be explained in detail.

7.2. Research questions

In this section, I will answer specifically the research questions posited for this study (the specific objectives are accordingly answered within this way):

1. Is learning through integrated tasks a good context to promote cooperative learning in an effective way?

The answer is yes. As we have seen in section 6.1.1, most of students in school (69,23%) prefer working through integrated tasks than with the book (30,76%) – figure 10- and near 100% of students like working in groups. 99,18% state that they like working in groups, opposite just 0,81% that don't like working in groups – figures 11 and12.

2) How can we deal with the practice of the eight basic competences?

Teachers stated that cooperative work and integrated tasks foster the development of the eight basic competences. The percentages of they degree of development -figure 22- and the contributions of cooperative learning to the achievement of basic competences -table 23- are the following:

- Competence in linguistic communication: 100%.
  Dialogue and oral expression are encouraged and written expression also improves.
- Mathematical competence: 27,77%.
  It is improved because students have to learn how to organize the information and their results, and how to present them to the rest of the class (tables, graphs…).
- Competence in the knowledge and interaction with the physical world: 66,66%.
  Topics about the physical world (Science) are normally the core of project work and students learn them in depth.
- Treatment of information and digital competence: 69,44%.
  The use of the digital board and the Internet is normally a good source of information and students enjoy them.
- Social and civic competence: 91,66%.
  Cooperative learning fosters this competence mainly. Teamwork promotes social skills and values that encourage respect for the other. Students learn to communicate and appreciate individual and group interest.
- Cultural and artistic competence: 58,33%.
  The use of images, pictures, and the design of the final product for its presentation foster this competence.
- Competence for learning to learn: 97,22%.
  Students improve their skills to achieve their objectives and solve difficulties they may find in the learning process.
- Autonomy and personal initiative: 100%.
  Students have to take decisions and collaborate with their mates. Self-confidence and ability to organize are fostered.

3) Is there sufficient linguistic evidence supporting the assumption that cooperative learning can help the students be more competent in their mother tongue and in the foreign language?

   Once again, the answer is clearly yes. Teachers affirm that around 50% of students have improved their linguistic skill slightly and the other 50% of students have improved linguistic skills considerably – figure 24. In 2011/2012, more than 95% of students in primary education believe that they have improved their level of English, and only less than 4% answer they have not improved – figure 24- and in 2012/2013, the result is also positive, more than a 90% of students affirmed that their level of English has improved, and less than a 10% consider that they have not improved – figure 25. AGAEVE report also shows positive data about the students' knowledge in linguistic competence – section 6.2, tables 24, 25, 26 and 27.

4) Which are the advantages, disadvantages, or even shortcomings of integrated tasks and cooperative learning strategies with students of Childhood and Primary Education?

   According to teachers, there are enough reasons to use cooperative learning in the implementation of integrated tasks:

   - Students feel more confident in their answers and their self-esteem rises.
   - Autonomy and motivation are reinforced.
   - It is strengthened that student improve their own results but also the results of his/her group mates.
   - Shared responsibility and students' relationship are favoured, which results in promoting respect towards the others.
   - It favours oral expression and turn taking, and consequently, communication in class.
   - Students take an active role in their learning process.
   - It favours activities where "inclusion", though with certain difficulties, is possible.

   The difficulties they identify are:

   - Some students "delegate" their work to their mates and they do not get involved in teamwork, or even they prefer to do the tasks individually without sharing their results.
   - It is important to make the families aware about the importance of cooperative work. Some of them think that "group work" is a loss of time.
   - There are many doubts at the beginning of implementing cooperative learning, which is why a good training is needed.
   - Sometimes, there is no time enough to coordinate with other teachers.

- Students need to talk about their tasks, they ask many questions, make noise, and sometimes there is and apparent disorder in the class. Teachers have to assume and accept this with normality.

Regarding students' motivation towards cooperative learning and integrated tasks, the majority agree that that they learn from the group mates. This is really rich information because it means that students are getting used to working in groups and they are able to get benefit from this process of cooperation. Students' self-confidence increases when their opinions are taken into account by the rest of the group, and when they are able to develop their role (coordinator, secretary, moderator and observer). Students' relationship also improve, they know each other better and some behavioural problems disappear, and finally, they perceive that they are learning more. The negative aspects are linked with the difficulties that working in groups has. As it is well known, cohesion in the group and social skills require special organisation and techniques, and teachers need to be conscious that they have to put into practice group dynamics.

7.3. Curricular and pedagogical implications

As commented in section 3.4., the Common European Framework of Reference for Languages was designed with the aim of providing a common method of learning, teaching and assessment. The CEFRL contributes to the improvement of languages and teaching since it helps plan syllabuses, guidelines, exams, and assessments ensuring they meet the students' needs. Each member of the European Community has made proposals and initiatives to improve the educational system in their countries and to foster Plurilingualism. Specifically, in the autonomous community of Andalusia, the Ministry of Education launched in 2005 a language policy known as Plurilingualism Promotion Plan with the aim of adapting the educational system to the new needs and the evolution of knowledge. Later, the educational authorities regulated plurilingual education in Andalusia through the Order 28th June 2011, where it is stated that the methodological proposals that bilingual centres have to adopt are the European guidelines about linguistic policy presented and explained in the CEFRL, and that they consist in the use of communicative tasks (Consejería de Educación de la Junta de Andalucía, 2011: 7).

Recently, in the Informative Guide for Centres of Bilingual Education, the Andalusian government recommends the application of cooperative learning since it guarantees the success of the group to which each member contributes his/her individual characteristics. The Guide also advises to use communicative tasks and learning through projects, that we call integrated tasks, and states that the best moment to carry out a project is at the end of a didactic unit (Consejería de Educación, 2013: 82-83).

The effectiveness of this organization and systematization of work will depend on the point of view that teachers approach the implementation of simple strategies of cooperative learning and integrated tasks. If we take into account the effect that this has in our students, in how they perceive this way of working and the influence that it has in the development of students' competences, and in their achievement of objectives, this type of work has to be evaluated positively. However, if we take into account how teachers' experiment this methodology, we have to highlight the difficulties to put it into practice, among others: it requires a great deal of previous work to plan, coordinate and elaborate materials, and also how to integrate students with special needs. What the teacher can do to overcome as much as possible the negative aspects of cooperative learning, and to encourage the students' commitment when working in a team, is to design heterogeneous groups and foster group cohesion. Regarding this, the work by Pujol (2012) is very useful for primary education. Also, Pérez and López (2009) made a bibliometric study about the importance of teachers training in the implementation of cooperative learning techniques within the classroom. They conclude that the influence that teachers training has on the literature about cooperative learning is rather limited because from 1997 to 2008 only 98 were published in the three databases that they used as reference for their study, "this is one of the limitations of this study, although two of the databases are north American and they are representative enough" (Pérez and López, 2009: 10).

From now on, I will describe the pedagogical implications obtained in this study:

- The need of a preparatory phase to implement cooperative learning with our students. Students have to form a cohesive team and the knowledge of roles has to be clearly defined. This preparatory phase minimizes the possibility of confusion when doing the different activities along the integrated tasks. We cannot assume that our diverse students automatically understand how to achieve the most gains from our methods of instruction. Cooperative learning, like most things involving human behaviour, is socially constructed. Just as we provide students with knowledge of subject-verb agreement or vocabulary, we should also lead them to learn why and how to work better together. This is not to say that each and every cooperative activity that we implement in our classroom will be executed seamlessly. There will always be external factors to complicate the dynamics of a classroom, but at least we will have avoided making assumptions about our students by agreeing to learn how to learn cooperatively.
- Exploiting group work or teamwork, according to Cassany (2004: 12), provides students the opportunity to co-operate, share and give feedback from their work on the task. Thus, students must be encouraged to work like a team, co-operating and seeking a common target rather than just as a group where all the members work individually.

- The combination of cooperative learning and integrated tasks approach entails an effective methodological proposal for the development of basic competences because it brings real-world situations to the class, and consequently, it fosters meaningful learning. Students learn how to do things (Sawyer, 2006: 15).

- It is necessary to adjust the design of tasks and final projects to timing. Teachers highlighted the lack of time to carry out the all the tasks and fit them to their programmes. That design must be suitable and adapted to our students' characteristics and needs in order to be able to cater for diversity and allow every single student to participate in the learning process.

- Students like working through integrated tasks because: it is funny and easier; for some students it is a challenge and they like because it because it is difficult, they like doing the final products; they do not use the book as much as in traditional classes (teachers should consider the sentence "books are our servants, not our masters"); it eases understanding and therefore learning; it encourages creativity and artistic skills when doing the final products, and students learn "how to do things".

- Cooperative learning is an area that has been object of multiple studies which prove the academic achievements resulting from it use, and the affective, cognitive and social development of the individual participating. Tasks, CLIL and cooperative learning are based in the findings of studies about the learning of languages, and they support this proposal taking into account the balance among effort-result, and also the capacity that these three elements have to generate a teaching learning process of strong humanistic values (Trujillo, 2002: 13). A study carried out by Bejarano (1987) concludes that there is a link between the communicative approach to foreign language instruction and cooperative learning when working with small groups. I believe that this study demonstrates how to forge a link between the content and the process of instruction.

We can finish this section with the sentence: "success will go to those individuals and countries that are swift to adapt, slow to complain and open to change" (OECD, 2010: 5).

7.4. Limitations of the study and future lines of research

To begin with the limitations, this is an investigation made with natural groups and for that reason there are variables such as students' sex, their age and their particular characteristics that are difficult to control, mainly when we use qualitative data as in this research. As a consequence, it is possible that in another school context the results are different. Though, in this study, there are certain aspects that have been observed because data gathering and data analysis have been made by levels, and for example we check that students in the first cycle of primary education are less autonomous, or

that in some groups of students that have behavioural problems and there is not group cohesion, the results are poorer.

Nevertheless, since the sample of students is representative because we have used all the natural groups, we can affirm that it would be possible to replicate this research in another school with the same sociocultural rate. This rate is identified by AGAEVE.

Maybe, something that we have to consider carefully is the kind of tasks and the kind of final products that we have chosen. We should be very careful when planning the tasks, describe very well the cooperative strategies we are going to put into practice in the group, and value the complexity of the final product that must fit the developmental stage of students and their capacity, what Vigotsky referred to as Zone of Proximal Development (ZPD) (Vygotsky, 1978:76). That is, if activities are too easy, children might become bored, de-motivated and possibly disruptive; and on the contrary, if they are too difficult, children are likely to become anxious, and also de-motivated and possibly disruptive.

This previous limitation links with the next one: the time to carry out the tasks. They should be neither too ambitious nor too simple. They have to be adapted to our students' characteristics, and they should increase their level of difficulty as students get familiarized to make projects and work in a cooperative way.

And finally, on the one hand, it is also important to design and systematize rubrics to self-evaluate the teaching-learning process, and on the other hand, to have time to reflect on it. Teachers tend to be in a hurry to fit the timing of the programme and they do not stop to make that process of reflection, self-evaluation and readjustment.

Concerning possible lines of future research, another research of experimental approach could test how simple strategies of cooperative learning contribute to develop each one of the five linguistic skills included in the European Portfolio of Languages, commented in section 3.4, since we conclude that our students improve their L2 linguistic skills from the assumption that if linguistic competence is improved, as the findings of this research show, then L1 and L2 improves because of the existence of a plurilingual competence (Consejería de Educación, 2005: 27-28). Also, similar studies could be complemented with class observation. And as a literal conclusion of this section, it could be tested with another research line focusing on how to integrate students with specific needs of educational support in teamwork. With our research we have confirmed that this is not always possible. This is a controversial issue that would need a deep analysis and could be the objective of a whole new research.

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Appendix 1: Teachers' questionnaire 2012/2013

1. **Datos del profesorado**
   - ¿Cuántos años llevas ejerciendo la docencia?
   - ¿Es éste tu primer año en este Centro Educativo?
   - Especifica el área/áreas que impartes y el nivel
   - Si impartes clases de inglés o francés, tu nivel de inglés acreditado es:

     ☐ A1 ☐ B1 (3º EOI) ☐ C1

     ☐ A2 ☐ B2 (First Certificate / 5º EOI) C2 ☐

2. **Cuándo comenzó el curso, ¿te sentías preparado/a para enfrentarte al trabajo por tareas integradas?, ¿si es tu primer año en este centro, habías trabajado anteriormente mediante tareas integradas o proyectos?**

3. **¿Cuáles son los mayores inconvenientes que encuentras en esta metodología**

4. **En tu opinión, teniendo en cuenta las áreas que impartes, ¿han alcanzado los alumnos los objetivos planteados en cada una de las tareas?**

   ☐ Muy pocos ☐ Algunos ☐ Muchos ☐ Todos

5. **¿Qué competencias básicas se trabajan <u>más</u> mediante este sistema de trabajo?**

   ☐ Competencia en comunicación lingüística
   ☐ Competencia matemática
   ☐ Competencia en el conocimiento y la interacción con el mundo físico
   ☐ Tratamiento de la información y competencia digital
   ☐ Competencia social y ciudadana
   ☐ Competencia cultural y artística
   ☐ Competencia para aprender a aprender
   ☐ Autonomía e iniciativa personal

6. **Valora la idoneidad/efectividad del trabajo por tareas integradas como planteamiento metodológico para el aprendizaje integrado de contenidos y lenguas (AICLE).**

   ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

7. **¿Ha habido coordinación con el resto de profesorado de áreas lingüísticas (L1, L2, L3) y áreas no lingüísticas?**
   En caso afirmativo, especifique cómo ha sido (por correo, en horario de exclusiva, en hora de coordinación…) y cómo ha funcionado.

8. **Si impartes L1, L2 o L3, ¿qué destrezas han mejorado?**

	Muy poco	Algo	Mucho
Comprensión oral – Listening comprehensión			
Expresión oral – Speaking			
Lectura – Reading			
Escritura – Writing			
Conversación – Interaction			

9. **¿Qué instrumentos de evaluación has utilizado? ¿Han resultado adecuados?**

10. **¿Cuáles han sido las funciones del auxiliar de conversación en las clases de L2 y/o Conocimiento del Medio?**

11. **¿Ha habido coordinación y preparación de las clases con el auxiliar de conversación? Si la respuesta es afirmativa, ¿de qué tipo?**

12. **Después del planteamiento de productos finales en todas las unidades didácticas, como resultado de la integración de contenidos, y de la incorporación de estrategias simples de aprendizaje cooperativo, responde a las siguientes preguntas:**
    - ¿Ha sido posible poder realizar los productos finales en todas unidades didácticas?

      ☐ Sí
      ☐ No

      En caso negativo, especifíquese los motivos:

      ☐ Dificultad para ajustar los contenidos y actividades a la temporalización trimestral/anual.
      ☐ Dificultades para adaptar mi practica docente a este sistema de trabajo, que para mi resulta novedoso.
      ☐ Dificultades para disponer de los materiales o recursos adecuados.
      ☐ Por la dificultad que para el alumnado supone trabajar de forma cooperativa.
      ☐ Otras:

13. **En estos momentos, ¿cuál es tu motivación ante este proyecto metodológico?**

14. **Observaciones o comentarios que desee añadir.**

APPENDIX 2: Students' questionnaire

1. **¿Qué unidades didácticas te han resultado más interesantes, las planteadas mediante tareas integradas o las planteadas a través del libro?**
   ¿Por qué?
2. **¿Te gusta trabajar en equipo? Señala**.

   ☐ Sí ☐ No

3. **Si te gusta trabajar en equipo, señala los aspectos con los que estés de acuerdo.**
   Me gusta trabajar en equipo porque:
   - ☐ Las clases me parecen más divertidas.
   - ☐ Mis compañeros me ayudan.
   - ☐ Me gusta realizar trabajos con mis compañeros.
   - ☐ Entiendo mejor los contenidos que trabajamos.

4. **¿Qué es lo que menos te gusta del trabajo por tareas? Señala.**
   - ☐ Buscar información.
   - ☐ Poner en común la información buscada con el resto del grupo para elaborar el proyecto o trabajo.
   - ☐ Coordinarme con el resto del grupo.
   - ☐ Tener que presentar el proyecto final en público.
   - ☐ Otras:

5. **¿Crees que tu inglés mejora con este sistema de trabajo? Señala.**
   - ☐ Sí, porque me obligo a usarlo, sobretodo en la presentación de nuestro proyecto.
   - ☐ Sí, porque…
   - ☐ No, porque no me esfuerzo en usar el inglés mientras trabajamos en Conocimiento, en Inglés o en Artística ya que me resulta difícil y dejo que mis compañeros de equipo hagan lo que yo no sé.
   - ☐ No, porque…

6. **Si quieres añadir algo más sobre cómo te ha resultado trabajar mediante tareas integradas, puedes hacerlo en este espacio.**