

Research in Technology-Enhanced Content and Language Integrated Learning (CLIL)

Investigación en torno a las Tecnologías de la Información y de las Comunicaciones en el enfoque Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE)

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AN OVERVIEW OF THE VOLUME

Having begun the third decade of the 21st century, we can say that language learning and teaching have evolved considerably; subsequently, both language learners and language teachers have had to adapt their roles to new teaching paradigms, methods, and the constant development of technological advancements. While, on the one hand, language learners have become protagonists of their own learning process, on the other, language teachers have taken on a role of guiding and tutoring. From this premise, various educational approaches have emerged with the ultimate purpose of motivating language learners and offering them an enriching experience. Content and Language Integrated Learning (CLIL) has proven to be one of the most influential educational approaches throughout the last two decades. Moreover, CLIL is currently more plausible than ever due to the increasing use of Information and Communications Technologies (ICT) in foreign language learning. This special issue is the result of various types of empirical research and pedagogies that have been carried out taking into account, on the one hand, the premises of CLIL –with a special focus on the foreign language learning component– and, on the

other, an enhanced use of ICT. As the title suggests, this special volume examines this blooming combination of CLIL and ICT by offering the latest research and didactic practices in the area and is aimed at both language and non-language teachers, and researchers alike. The issue encompasses five articles and a book review.

In the first paper, Gimeno-Sanz focuses on the CLIL authoring tool and repository of ready-made materials known as *CLILstore*, which is composed of two integral components: Multidict (a multilingual multiple-dictionary interface) and Wordlink (an online tool enabling all the words on a website to become automatically linked to sundry dictionaries in various language pairs). The author closes her paper emphasizing the validity of both Multidict and Wordlink and concludes offering a discussion on how teacher training courses focusing on *CLILstore* can become useful so as to improve CLIL skills.

In the second article, Bellés-Fortuño and Bellés-Calvera analyse EFL writing skill of forty first-year undergraduate students taking a CLIL module in History of the Classical World at *Universitat Jaume I* (Valencian Region, Spain) with the aid of *Google My Maps*. In this study, the participants were required to create a custom map in which they had to describe five Roman vestiges that they had previously selected. The outcomes of this research proved that students' L1 negative transfer could lead to both lexical as well as grammatical inaccuracy. According to the authors, *Google My Maps* is proven to be a valid digital resource in order to consolidate not only History content but also to improve foreign language learning within an online learning setting.

After this, Montaner-Villalba, in the third paper of this special issue, aims to verify whether blogging helps EFL learners to improve the quality of their writing skills using English through CLIL. A group of 20 third-year compulsory secondary school students learning Geography at a state school in Valencia (Spain) participated in this experiment. Whereas, on the one hand, one group of 11 students completed their various writing skills in the treatment group through blogging, on the other, a second group of eleven learners participated as a control group with the aid of *Google Docs*. The findings of this research provided evidence that there was a significant difference between the treatment group and the control group, confirming the research hypothesis. In addition, the author analysed an interactive digital written task undertaken by the treatment group where the outcomes proved that blogging helped learners improve their EFL written competence through posting and exchanging comments while blogging.

In the fourth paper, Piquer, Morgado and Zverinova, within the framework of the EU-funded *Interdisciplinary Collaborative Approaches to Learning and Teaching* (INCOLLAB) innovation project examined two interdisciplinary approaches through CLIL, the

integrated learning of content and language, and the concomitant collaboration among content and language lecturers in order to plan and design Open Educational Resources (OERs) which are adjusted and, also, utilized in similar educational contexts at tertiary education. The authors of this paper offer an outstanding description of two specific proposals of OERs which are related to the theme of “Autonomy Support, a part of the subject of “Developmental Psychology”. This paper concludes by analyzing the findings of their implementation in three real contexts.

The fifth paper, by Pérez Agustín and Mortimore, analyzes the advantages of implementing storytelling techniques with the aid of the *Storyjumper* online software, which allows learners to follow a narrative comprised of beginning, climax and resolution. This study was carried out with students from Primary Education. Both *Google Classroom* as well as *Google Meet* were used focusing on two main objectives: enhancing learner creativity that will lead to non-guided extensive language output and fostering both oral and written language skills.

Lastly, García-Laborda reviews in a concise and critical manner the book *The Changing Face of ESP in today's classroom and workplace (Education)*. This book, edited by Nalan Kenny and Linda Escobar and prefaced by Elena Bárcena Madera, contains various useful and effective applications of English for Specific Purposes (ESP), teaching activities for classroom settings. Moreover, this volume on ESP offers interesting insights on how ESP can be combined with, and adopted by other disciplines, such as Content and Language Integrated Learning (CLIL), English Language Teaching (ELT), or English as a Medium of Instruction (EMI).

This monograph on Technology-Enhanced Content and Language Integrated Learning is indeed a volume which will be of great benefit and interest not only to non-language teachers and foreign language teachers interested in CLIL, but also to teacher trainees and future researchers interested in furthering their knowledge of Content and Language Integrated Learning through ICT. This is why we strongly believe that the readers will learn from and enjoy the well-documented research and pedagogical practices in this volume. We are convinced that this volume will offer our readers a firm empirical basis on which to improve their teaching of non-linguistic areas through the use of technology.

BIBLIOGRAPHICAL REFERENCES

Kenny, N. & Linda Escobar. (eds.) *The changing face of ESP in today's classroom and workplace*, Málaga: Vernon Press, 2020

ACADEMIC AND PROFESSIONAL PROFILE OF THE EDITORS OF THE SPECIAL ISSUE**Dr. Salvador Montaner-Villalba**

Salvador Montaner-Villalba is PhD in Computational Linguistics at UNED (Universidad Nacional de Educación a Distancia). Speaker on TELL (Technology-Enhanced Language Learning) with a particular interest in CLIL (Content and Language Integrated Learning), MALL (Mobile-Assisted Language Learning) and OER (Open Educational Resources), as well as Active Methodologies through ICT, in English as a foreign language. Dr. Montaner-Villalba is an ESP (English for Specific Purposes) Lecturer at Universitat Politècnica de Valencia and EFL Teacher in Secondary Education. He is currently Chair of Computer-Mediated Communication Special Interest group for EuroCALL (<http://eurocall-languages.org>). He is a Teacher Trainer in ICT in foreign language learning, having collaborated as an online teacher trainer at *INTEF (Instituto Nacional de Tecnologías Educativas y Formación del Profesorado, Ministerio de Educación y Formación Profesional)*.

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