

**“TIC Y AICLE  
COMO ELEMENTOS  
FACILITADORES EN  
LA ENSEÑANZA  
BILINGÜE”**

**Elena Carrión Candel**  
**Mercedes Pérez Agustín**  
UNIR

-----  
**ICT AND AICLE AS FACILITATORS IN BILINGUAL EDUCATION**

Photo by **Justin Fitzpatrick** from FreeImages

## RESUMEN

El enorme desarrollo de las tecnologías de la información y la comunicación (TIC) y la expansión de Internet, han provocado una auténtica revolución para el mundo de la música, proporcionando nuevos recursos para los educadores musicales de todos los niveles. Por lo tanto, la enseñanza bilingüe está empleando nuevas metodologías como CLIL-AICLE, que encuentra en las TIC un excelente recurso para mejorar la práctica docente, favoreciendo el desarrollo de la competencia digital en el alumnado, así como facilitando el aprendizaje de una lengua extranjera. Justificamos el uso de este blog educativo: My Musical corner, <http://mymusicalconer.blogspot.com/>, que versa sobre la utilización y puesta en práctica de recursos didácticos y multimedia sobre música en inglés. El objetivo principal es lograr una comunicación más efectiva de la música en inglés permitiendo la dimensión formativa y socializadora de nuestros estudiantes. Este trabajo se concibe a través de una metodología práctica, cooperativa y centrada en el estudiante, con un diseño activo, colaborativo y comunicativo adecuado para una educación integral. Los resultados demuestran que puede ser una herramienta de aprendizaje extraordinaria en el contexto educativo, ya que ofrece un medio eficaz, atractivo y de fácil acceso para enriquecer el currículo de Educación Secundaria y las actividades desarrolladas en el aula de música bilingüe.

## PALABRAS CLAVE

**Educación musical, Blog, Metodología CLIL, Aprendizaje cooperativo, Competencia digital, Educación Secundaria**

## ABSTRACT

The enormous development of information and communication technologies (ITC) and the expansion of the Internet have sparked a real revolution for the world of music, providing resources for music educators of all levels. Therefore, bilingual teaching is using new methodologies such as CLIL-AICLE, which finds in ICT an excellent resource to improve teaching practice, promoting the development of digital competence in students, as well as learning a foreign language. We justify the use of this educational blog: My Musical corner, <http://mymusicalconer.blogspot.com/>, which deals with the use and implementation of teaching and multimedia resources on Music in English. The main objective being to achieve a more effective communication of music in English enabling the formative and socializing dimension in our students. This work is conceived through a practical, cooperative and student-centered methodology, with an active, collaborative and communicative design suitable for comprehensive education. The results demonstrate that it can be an extraordinary learning tool in the educational context, as it offers an effective, attractive and easily accessible means to enrich the Secondary Education curriculum and the activities developed in the bilingual music classroom.

## KEYWORDS

**Music education, Blog, CLIL Methodology, Cooperative, Digital Competence, Secondary education**

# TIC Y AICLE COMO ELEMENTOS FACILITADORES EN LA ENSEÑANZA BILINGÜE

Elena Carrión Candel  
Mercedes Pérez Agustín  
UNIR

## INTRODUCTION

In response to the European Union's drive for plurilingualism, CLIL initiatives have been launched in several countries. In 1995, with the Resolution of the Council, there was a promotion of teaching classes in a foreign language for disciplines other than languages. The same year, in its White Paper on education and training, the European Commission stated that 'upon completing initial training everyone should be proficient in Two Community foreign languages', therefore it will help EU citizens to become more proficient in three European languages. This new context of plurilingualism in order to internationalize universities needs to establish a series of homogeneous criteria, objectives and procedures, agreed between the different universities, that guarantee the teaching and learning practice. Content and Language Integrated Learning (CLIL) is seen as a potentially highly effective response to Europe's needs for plurilingualism as it is perceived as a dual-focused education which contributes to fostering and consolidating the learning of both non-language subject matter and additional languages.

European countries with several official languages such as Belgium, Luxembourg or Malta, either with a major or a regional language, have been the first to introduce CLIL. Some European countries introduced legislation to establish CLIL as early as 1990. The European Profile for Language Teacher Education: A Framework of Reference (Kelly et al., 2004: 77) in the area of foreign language teacher education, suggests that CLIL should be part of initial teacher training as it adds the benefits for a better understanding of language, and a broader notion of social, cultural and values in teaching methodology and cooperation between teachers.

## CLIL: ORIGIN AND ADVANTAGES

Since the early 1990s this pedagogical approach has gained more popularity. Coyle, Hood and Marsh (2010) define CLIL as “Content and Language Integrated Learning is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (p. 25).

The recent implementation of CLIL in Spain has given into a lack of good teaching resources due to the following reasons:

1. The content knowledge is usually inferior in the foreign language.
2. Lack of teacher training on bilingual methodology.
3. Teacher’s need to prepare the materials which is time consuming.

However, we can also find some advantages when teachers have to prepare their own material:

1. Teachers know the objectives they need to achieve very clearly and can take into account students’ tastes and interests. The teacher will spend more time asking the students about their tastes and preferences and will get to know them better making the learning experience more personal.
2. They will be able to use authentic materials, these are texts, listening or videos that take place in an authentic context. This will help students to feel more attracted to the foreign language by cultural facts and be familiarized with the different accents, traditions, customs according to the country, region or province. Authentic materials will turn the learning experience into a really meaningful one.
3. Adapt authentic material to real objectives. The teacher will expect from the students more accurate and real objectives, since the material has been chosen according to their capacity, skills and tastes.

## CLIL IMPLEMENTATION THROUGH

One of the main CLIL objectives is to raise students’ curiosity and motivation. This is achieved as we stated before adapting authentic material to a real context where they will be exposed to real problems and will have to give a solution. Students’ motivation is also increased by the use of ICT tools (internet webpages, podcasts, videos, animations...) Digital resources will be a great ally for CLIL methodology because the students will be the main protagonists in the learning process attached to a real context.

CALL that stands for Computer Assisted Language Learning was a pioneer in the 1950’s and 60’s mainly for testing. Ten years later the attention was focused on communicative approaches more based on meaning towards the teaching/learning of a foreign language. It was then when CALL responded to the main needs for language teaching because of its self-efficacy, immediate feedback, reinforcement and interaction. Blend between CALL and CLIL(CA-CLIL) took place in the 2009 with the term “ubiquitous CALL” when technology was omnipresent as

Wheeler (2009) stated,

“U-learning will rely heavily on access to devices and tools that enable and support learning in any context, whether mobile or static, anywhere 24/7, and in a manner that is seamless and unobtrusive. It will also need to be ‘intelligent’ according to the strictest interpretation of the ubiquitous model, so that it can predict changing contexts and user needs as they occur. The key tools of Ulearning will be mobile phones, laptops and other portable wireless devices.” (Wheeler, 2009, para 2)

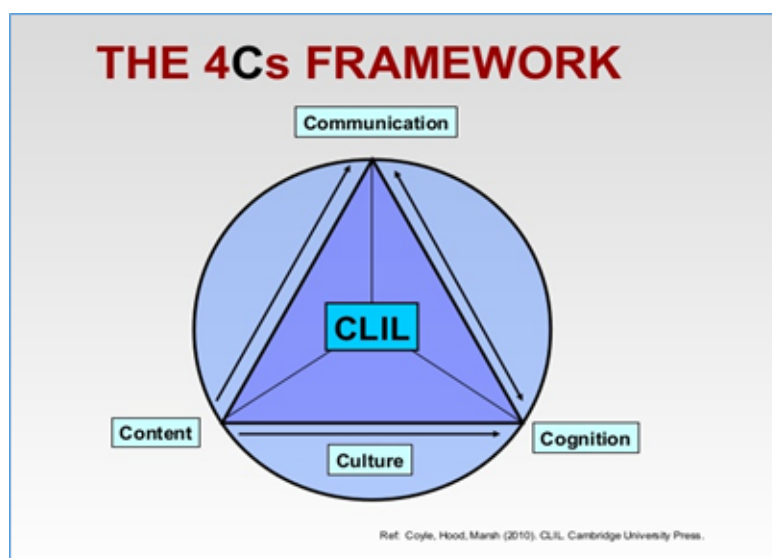
We will now analyze the main features of this blended learning (CLIL and CALL)

1. Constructivism methodologies
2. The learner is the main agent of his/her learning
3. Fosters interaction
4. Based on different tasks
5. Cooperative learning
6. Agency

The implementation of ICT tools through CLIL is mainly carried out through web quests as Vlachos (2009) points out. This helps you to introduce your sessions, timing, implementation and assessment of the project. The 4 C's term coined by D. Coyle can be carried out through the use of ICT tools as shown below:

1. Cognition: by constructing knowledge through networks, linking ideas and topics.
2. Content: because the information is really accessible, provided at a real time and efficient.
3. Culture: contact with other cultures and social networks is fast and feasible.
4. Communication: this skill is fostered by improving interaction with native speakers and connectivity.

**Figure 1.** 4C's de D. Coyle, Hood y Marsh



Now we will see different resources to work the 4 C's. In order to work a specific content regarding science, innovation, we can visit <http://www.howstuffworks.com> or if we want our students to get familiarised with two main geniuses of British and Spanish literature they can access the following website <https://sites.google.com/site/candigallardo/shakespeareandcervantes>. If we want to adapt the content the following website allows you to copy and paste the word or expression connecting you to all dictionaries online <http://lingro.com/>. Learners can be exposed to different communicative experiences using a free software Audacity where they will learn how to change the pitch and tone of their voices and adapt them to the second language. To work the C for culture, ICT allows learners to investigate about different festivals, historical events, tales, inventions... all around the world, which provides them a first-hand cultural experience. The following website <http://www.onestopenglish.com/clil/young-learners/history-culture-and-the-arts/literature/> will introduce them to amazing ancient and modern tales all around the world and to famous religious and cultural festivals. The cognitive skill is often the most challenging because the content lies outside and it is sometimes abstract. In order to work the C for cognition we propose to predict what is going to happen next, as we will see in the article through Treasure Hunt, the following website provides worksheets with different topics to predict. <https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/making-predictions-worksheets-and-lessons/>

Through this website <https://sciencebob.com/category/experiments/> students can learn by doing experiments, therefore activating their prior knowledge on that topic, using the grammar structures and the syntax. This engaging learning experience will consolidate the knowledge of that specific topic.

Due to the previously mentioned ideas the development of language teaching methodologies with the high demand on proficiency of a second language and the breakthrough of technology brings into the need of an efficient, dynamic and engaging approach which is blending CLIL with ICT tools.

Throughout the article we will also analyse the main benefits of implementing digital resources (in this case a blog called Cuadernia) to teach music in English through CLIL methodology.

## OVERVIEW OF THE DIDACTIC PROPOSAL

The use of ICT has provided in education a new way of learning and a new paradigm in learning teaching processes. The educator is proposed to design, use, planning and elaboration of own, innovative materials adapted to the needs and interests of the students, to make them suitable to all possible learning situations, exploring new methods process evaluation strategies and results.

Likewise, students live daily with new technologies and are fully connected with them, so teachers have to start from this reality to create in the current context more playful, attractive and enriching situations, achieving the perfect symbiosis between music and new technologies.

Continuing these approaches, bilingual teaching is currently employing new methodologies - collaborative learning, CALL, e-learning, DIALANG or CLIL-AICLE - among the most prominent, which find in ICT a perfectly resource to improve practicing teaching, promoting the

development of digital competence in students, as well as facilitating the learning of a foreign language.

We recommend the use of this educational blog: My Musical corner, which deals with the use and implementation of teaching and multimedia resources on music in English- Cuadernias, WebQuests, Treasure Hunts, Power Points presentations, and Quizizz- for the realization, analysis and reflection from the part of the students, as a novel educational experience in bilingual education.

It is an educational strategy that excludes the memoristic learning of the contents of educational programs, as the main form of knowledge and evaluation, to give way to another in which collaborative and interactive learning is prioritized, through the discovery, the development of their expressive, comprehensive and synthesis capacity, as well as the development of social skills in students through the interaction, exchange, relationship and expansion of Knowledge.

The objectives that we aim to achieve with this proposal of educational innovation, using digital musical resources in bilingual education for the educational training of our students, would be the following:

- Use technological tools in music to improve and innovate in the teaching-learning process, to remove to learn and know how to do.
- Use English music as a means of acquiring and developing knowledge, general skills and social skills, necessary for the integral training of our young people.
- To value the importance of new technologies in the production and reproduction of music in bilingual teaching, adapting to the conditions and demands of 21st century society.
- Increase students' motivation by introducing interactive activities that facilitate the study of the content to be treated.
- Facilitate and encourage interaction and communication between the teacher and the student.

The following is the development of the didactic proposal, and the methodology, its results and conclusions are presented later.

Digital resources for educational purposes grow exponentially in all areas of knowledge. In fact, authors such as Guerrero, Gay and Robles (2016) point out that integration into the multimedia resource classroom has provided a possibility of improvement to the educational process.

Below is the description and explanation of the educational and multimedia resources in the bilingual education elaborated, Cuadernias, WebQuests, Treasure Hunts, Power Points presentations and Quizizz. With the use of these teaching and technological tools in bilingual education, music teaching processes are greatly enriched, due to the enormous potential of ICTs to promote interactivity, motivation and gamification, key actions in music education of the 21st century.

development of digital competence in students, as well as facilitating the learning of a foreign language.

We recommend the use of this educational blog: My Musical corner, which deals with the use and implementation of teaching and multimedia resources on music in English- Cuadernias, WebQuests, Treasure Hunts, Power Points presentations, and Quizizz- for the realization, analysis and reflection from the part of the students, as a novel educational experience in bilingual education.

It is an educational strategy that excludes the memoristic learning of the contents of educational programs, as the main form of knowledge and evaluation, to give way to another in which collaborative and interactive learning is prioritized, through the discovery, the development of their expressive, comprehensive and synthesis capacity, as well as the development of social skills in students through the interaction, exchange, relationship and expansion of Knowledge.

The objectives that we aim to achieve with this proposal of educational innovation, using digital musical resources in bilingual education for the educational training of our students, would be the following:

- Use technological tools in music to improve and innovate in the teaching-learning process, to remove to learn and know how to do.
- Use English music as a means of acquiring and developing knowledge, general skills and social skills, necessary for the integral training of our young people.
- To value the importance of new technologies in the production and reproduction of music in bilingual teaching, adapting to the conditions and demands of 21st century society.
- Increase students' motivation by introducing interactive activities that facilitate the study of the content to be treated.
- Facilitate and encourage interaction and communication between the teacher and the student.

The following is the development of the didactic proposal, and the methodology, its results and conclusions are presented later.

Digital resources for educational purposes grow exponentially in all areas of knowledge. In fact, authors such as Guerrero, Gay and Robles (2016) point out that integration into the multimedia resource classroom has provided a possibility of improvement to the educational process.

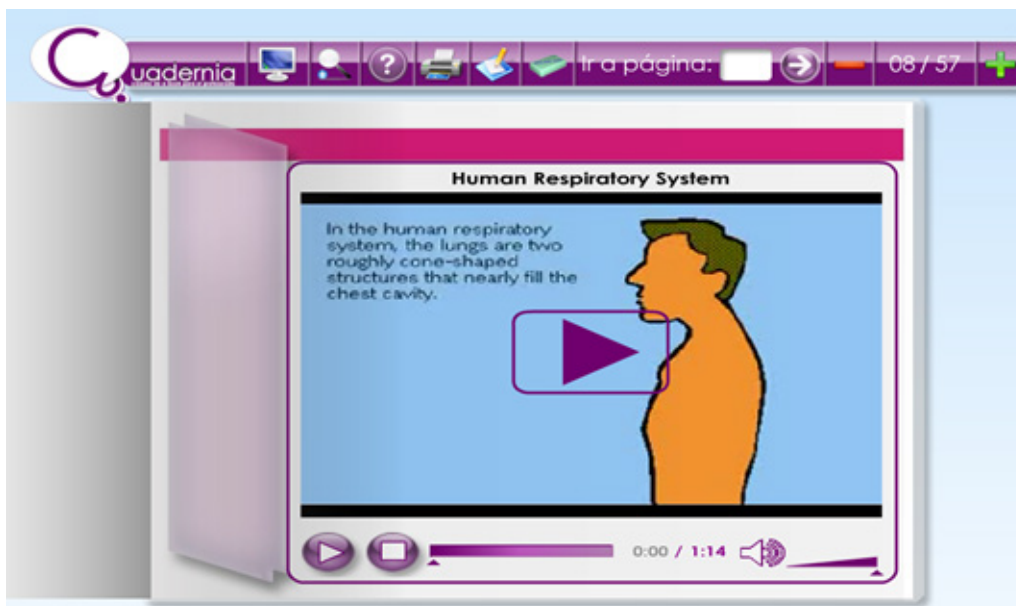
Below is the description and explanation of the educational and multimedia resources in the bilingual education elaborated, Cuadernias, WebQuests, Treasure Hunts, Power Points presentations and Quizizz. With the use of these teaching and technological tools in bilingual education, music teaching processes are greatly enriched, due to the enormous potential of ICTs to promote interactivity, motivation and gamification, key actions in music education of the 21st century.



It is an easy to use tool that allows us to create eBooks in the form of workbooks full of multimedia and educational activities to learn through play in a visual way. In Cuadernia you can play videos and sounds; you can also create activities so that the student can interact. It is an innovative development made in Castilla-La Mancha with big expectations for the future as it has completed all of the National and European standards as a digital educational resource maker.

### Cuadernia 1: Human Voices

**Figure 2.** Cuadernia Human Voices



The main concepts and theory of this Cuadernia are:

- The main characteristics of the human voice.
- The mechanism and parts for generating the human voice.
- Human Respiratory System
- Voice type.
- The classification of human voice.
- Famous singers of opera (female and male voices).
- Choral Music.

In this Cuadernia we can find useful and didactic media tools to teach the main characteristics of the human voice. Also, our students can learn with different exercises, watching interesting videos or listening to the sound of the different voices to recognize them so this is an attractive and interactive resource to learn. After viewing the different pages from the e-book about the

different concepts and the theory behind the human voice, the students will do various exercises to go over the vocabulary about the human voice in an interactive and lucid way, creating more interest. The teacher needs to divide the class into various groups to conduct the following activities. The activity has been designed for the second year of Secondary School (13-14 year olds)

## Cuadernia 1: Human Voices

English cuadernia, on the importance and functions of music in cinema, soundtracks, musicals, leitmotiv, glossary of terms. In this multimedia teaching resource, we expose the evolution of music in the Seventh Art in an attractive and playful way, promoting meaningful learning in students.

**Figure 3.** The Pink Panther. Cuadernia Music and cinema



**Figure 4.** Composers. Cuadernia Music and cinema

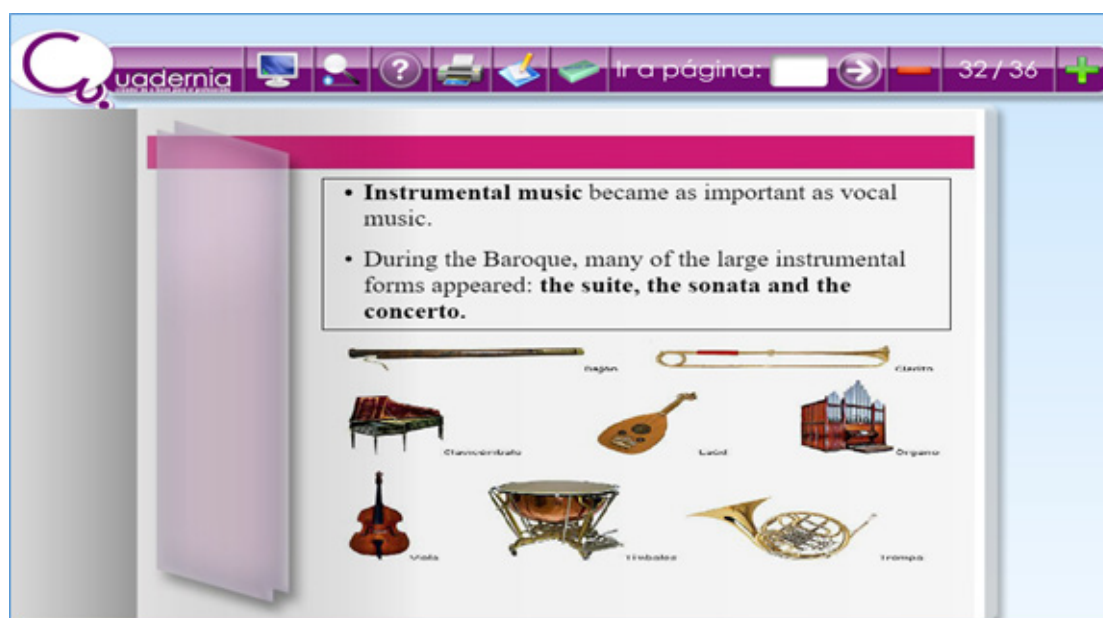


### Cuadernia 3: Baroque Music

We will use this Cuadernia to explain the characteristics of the Musical Baroque. To do this, we will go through the following methodological steps:

- Explanation of the main musical forms of this period such as: opera, oratory and passion (in the vocal field), and the development of the suite and concert (in the field of instrumental music).
- We will carry out with the group-class the explanation of the different types of operas, their parts and most representative characteristics, through the viewing, active listening and analysis of operas representative of the period.
- Explanation of the Baroque Orchestra, through the active viewing and listening of works representative of the period.

**Figure 5.** Instrumental music. Cuadernia Baroque Music



The various activities proposed in Cuadernia as well as several expansion and reinforcement games in small groups and will carry out activities such as: matching, filling the gaps. All this to verify whether the student has assimilated and understood all the proposed content, promoting meaningful learning, collaborative learning and the competence to learn to learn.

### Cuadernia 4: Classical Music

We will use this Cuadernia to explain the characteristics of the Classical Music. The classical music forms (Sonata form, minuet form, rondó and theme and variation form. The most important instrumental forms such as: The Concert, the Symphony and the Sonata, the characteristics of the classical orchestra and vocal music.

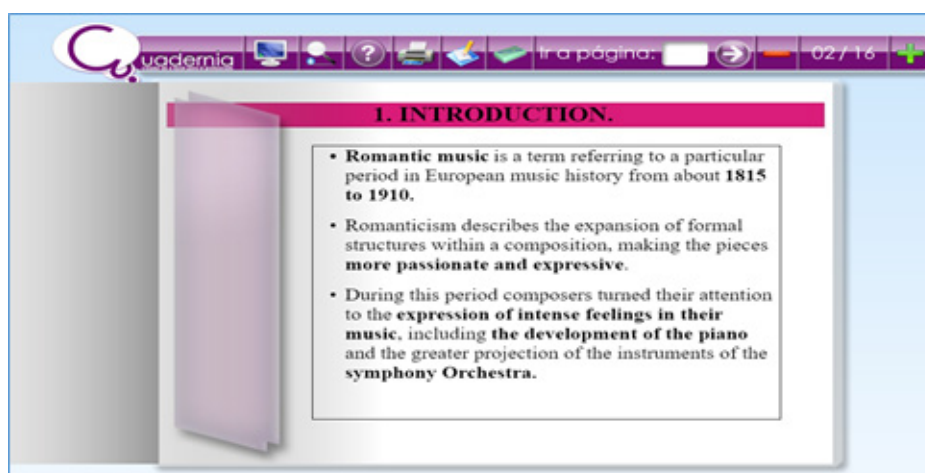
**Figure 6.** Cuadernia Classical Music



## Cuadernia 5: Romantic Music

We will use this Cuadernia to explain the characteristics of the Romantic Music. The types of Vocal music (the Lied and Romantic Opera), instrumental music with the Symphony and the Concerto, the main composers of this period Ludwig Van Beethoven, Félix Mendelssohn, Johann Brahms and Tchaikowsky, and the importance of Program Music, using the orchestra with a narrative purpose, trying to represent or describe ideas. Moreover, Héctor Berlioz and Franz Liszt, were important composers of program music.

**Figure 7.** Introduction. Cuadernia Romantic Music




**Figure 5.** Instrumental Music. Cuadernia Romantic Music

The screenshot shows a presentation slide from a software interface. At the top, there is a navigation bar with icons for home, search, and other functions, along with the text 'Ir a página:' and '11 / 16'. The slide content is as follows:

### 3. INSTRUMENTAL MUSIC.

- Great instrumental music forms like the **symphony** and the **concerto**, made the most of the grandeur of the orchestra and the virtuosity of soloist performers.
- The main composers were **Ludwig Van Beethoven, Felix Mendelssohn, Johann Brahms** and **Tchaikovsky**.



## WebQuests

with this research activity on the Web, students will know in an attractive and playful way all the instruments of the orchestra and will learn how they produce the sound and its construction process. All this working in small groups through cooperative and collaborative work.

### WebQuest: Musical Instruments

**Figure 9.** WebQuest: Musical Instruments


The screenshot shows a web page titled 'MUSICAL INSTRUMENTS' with a navigation menu: Introduction, Task, Process, Resources, Evaluation, Conclusion. The main content is as follows:

### INTRODUCTION

You and you classmates are one of the Secondary Music Classes selected to help organize a promotional exhibit for the American Museum of Music. Your class is in charge of the orchestral instrument section of the exhibit.

In this activity you will become more familiar with the family instruments by sight and sound. you will learn how instruments produce their sound.

This WebQuest will offer all the information you need to know about orchestral instruments!!



With these proposals of work in the classroom we immerse ourselves in new environments of knowledge, is cooperative learning and its fundamental function is to make learning active, encompassing it in the execution of a work plan. Currently, teachers face the challenge of providing authentic, collaborative and problem-based educational learning environments (Dodge, 1995, Billings & Kowalski, 2004; Pinya & Roselló, 2013; García & Tejedor, 2017). Welcoming these approaches, we have developed this WebQuest, which responds to a type of research-oriented activity, where all the information used comes from the resources found on the Web. Based on the questions provided by the teacher and the search and transformation of information, the student actively participates to achieve a goal or task marked by the teacher, allowing meaningful and discovery learning that is supports the premises of teamwork and cooperative work.

## **Treasure Hunt titled “Music and Cinema”**

---

The Treasure Hunt is a smaller activity than WebQuest, the student has to find answers to the given questions, found in the links selected by the teacher.

To sum up, a Treasure Hunt can be made up of the following components:

- A brief introduction about a topic and can include an explanation of the task that the student needs to carry out.
- A series of questions, the difficulty levels depends on the level and age of the students.
- The “big question” that should be answered after thinking about all of the information obtained from the task.
- Links to the websites in which the students need to look for the answers.
- The evaluation stage that explains how the student is evaluated.

This activity of research and research on the Web, is about music and film. Students will be able to learn about their favorite Disney movies. In small groups you will have to choose four Disney films and research about: the film, the director, soundtrack and other details or curiosities. So, you’ll get to know Disney movies in an engaging and playful way. “Welcome to the world of DISNEY, a place where dreams come true.” The optimal learning and development of this treasure hunt will be achieved through collaborative work, where the construction of knowledge is achieved through social negotiation.

## Treasure Hunt: Music and Cinema

Figure 10. Treasure Hunt: Music and Cinema

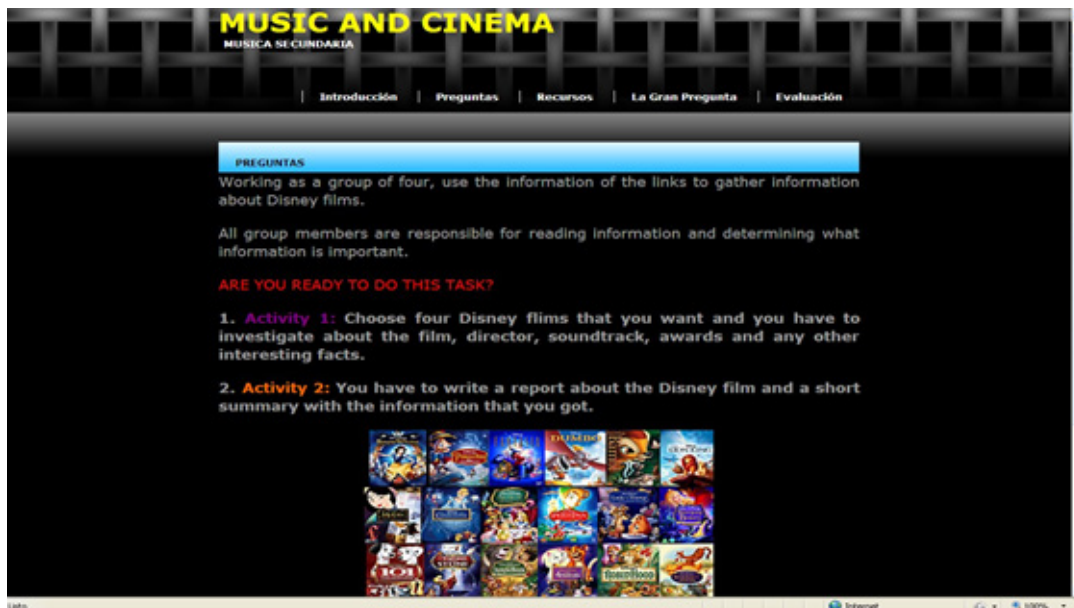
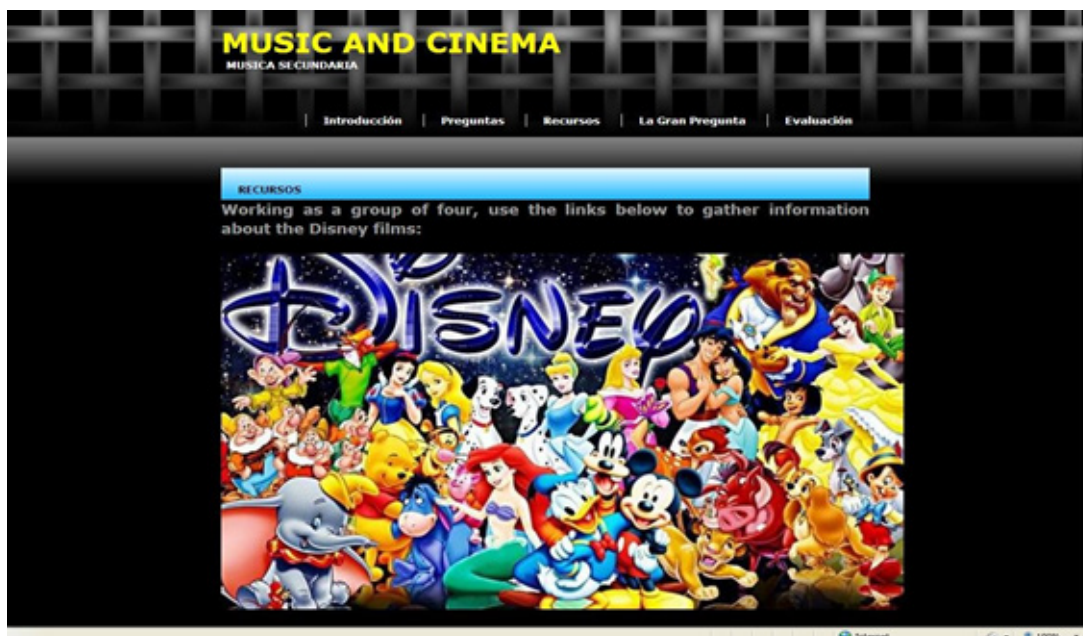


Figure 11. Treasure Hunt: Music and Cinema



Here there are some interesting power point presentations to use and learn in class. We will show some examples of Power Points as multimedia didactic resources with animated gifs, explaining the description of the different instrumental families and their most representative instruments, and the characteristics of the human voice and the types of voices. In addition, the viewing and active listening of representative orchestral and vocal works will be carried out, as well as auditory recognition exercises of the different instruments and vocal groupings through gamification and play.

### Power Point: The Human Voice

**Figure 12.** Power Point: The Human Voice



**Figure 13.** Power Point: Instruments of the orchestra





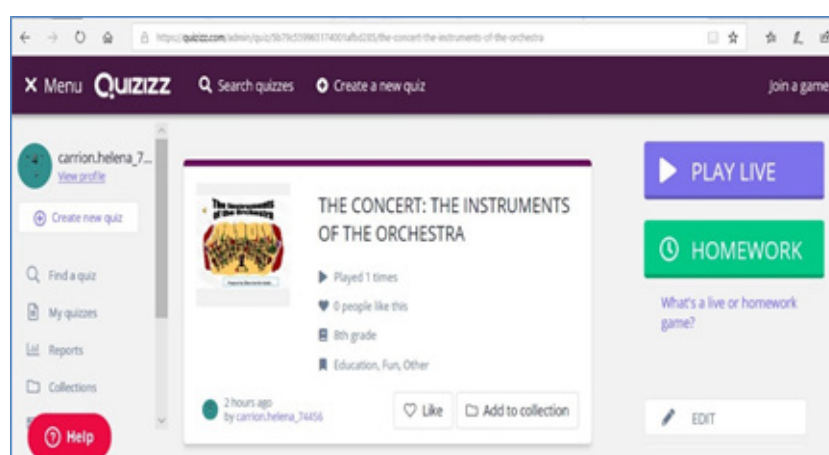
## Quizizz: The Concert, the instruments of the orchestra

Quizizz is a multiplayer question game similar to Kahoot. This tool allows the teacher to create a question and answer quiz for a ludic and game changing education. This digital tool is gaining followers to engage students in learning and even offers the option to evaluate them in a very simple way when collecting the data of the answers.

In relation to the methodologies available today, gamification with technologies can be very useful in the didactics and learning of Music, because this technique of gamification clearly connects with the digital composition of the new generations of students, trying to awaken curiosity of students, their creativity and teamwork and cooperative. The proposals presented in this article coincide in this line of action: “teach having fun, have fun teaching”, terms that should not be far from the classroom dynamics, in short, let’s make schools a place where young people feel like going.

This quizizz contains test questions, to recognize images and videos for discussion and debate about the different families of instruments and instruments of the orchestra.

**Figure 14.** Quizizz: The Concert, the instruments of the orchestra



## COOPERATIVE METHODOLOGY AND GAMIFICATION AS A LEARNING TOOL

The new educational paradigm in which we are immersed to this day, characterized by changes in society and new educational models, demands that the teaching work be active, constantly renewed and prepared to guarantee success in the training of students. In this sense, the latest trends in education include the introduction of gamification in classrooms and all educational activities, because the idea that curricular content should interest our students combined with the conviction that “you learn best by playing”, without they have led us to think as educators that we must give a new approach to our classes, providing a playful component.

In this regard, the objective of this educational innovation proposal aims to test the effectiveness

of the application of the cooperative learning methodology and gamification in the classroom as especially significant and innovative methodologies in the educational field, emphasizing its contribution to motivate students and facilitate the acquisition of learning (Burke, 2014, Filsecker & Hickey, 2014, Mouws & Bleumers, 2015, Su & Cheng, 2015; Contreras, 2016, Cózar & Sáez, 2016, García, 2016, Rodríguez, 2017, Ruiz, 2018).

Gamification is an educational strategy that excludes rote learning from the contents of educational programs, and the exclusive use of textbooks as the main form of knowledge and evaluation, to make way for another that combines teaching with digital resources, prioritizing collaborative, interactive, argumentative and discovery learning, developing their communication skills, that is, their expressive, comprehensive and synthesizing capacity, as well as the development of social skills in students by interacting, sharing, relating and expanding knowledge.

With our project characterized by the teaching of music through CLIL and gamification, we intend to provide a playful-educational proposal, promoting the interest and motivation of students for the subject of music. In the blog presented there is a large number of technological tools available for educational service to enhance learning. In this way, music can be learned at the same time than specific vocabulary of the English language is known, so that bilingual musical learning is enriched while playing, contemplating gamification as a teaching dynamization tool to achieve interest and the motivation of the students and improve the classroom climate.

## CONCLUSION

The application and the method that we propose, show that the use of the blog “My Musical Corner”, allows to generate innovative educational processes in teaching. Being an excellent resource for the realization of teaching-learning activities that take into account the interactions and cooperative work, since the positive attitudes of the students are necessary for the technologies to benefit them in the learning of foreign languages (García Laborda, 2011), as well as enabling the development of communication skills, fostering critical analysis and judgment, as well as interest and motivation for the subject of music in English.

This project “My Musical Corner”, recognizes the modification of the methods and forms of teaching in the classroom, encourages research, management and presentation of knowledge, and the development of the material by educational agents - teacher and students - the users of this learning. Where ICTs play an essential role to enhance and improve learning in the area of Music in English (Milán, 2013), constituting a fundamental resource for the classroom.

We justify the conjunction of music and new technologies that we use in this pedagogical experience of multimedia materials about music in bilingual education, a didactic material to collaborate in the teaching-learning process providing knowledge, through the use of a practical methodology that emphasizes favor the didactic and educational aspects of teaching, allows students to learn in an active and collaborative way, promotes critical thinking, facilitates the social skills necessary for the student and integrates in the classroom the plural, varied and open dialogue in relationship with knowledge.

Finally, we agree with the approaches of some authors (Torrego & Negro, 2012; Leris, Fidalgo & Sein-Echaluce, 2014; Zariquiey, 2016; Montaner, 2017), who follow these approaches and consider cooperative learning as an innovative educational methodology inside and outside the classroom, to achieve meaningful and experiential learning, because with this set of tech-

niques and methodological resources used, we can affirm that it is a genuine cooperative learning: positive interdependence, individual and group responsibility, the stimulating interaction, the development of interpersonal and group skills, and the active participation of the students in the evaluation of the cooperative work processes, both in the evaluation of the learning, as well as in the participation, the interaction of each student with the rest. All this will translate as real learning engines.

To conclude, this educational experience could serve as a starting point to open new lines of academic research around the use of cooperative methodology and gamification in teaching, specifically in the field of Secondary Education, not only in the subject of music in English but also in other subjects of the curriculum, selecting or adjusting the proposals that are reflected here, obtaining a double objective the learning of musical contents and the simultaneous learning of a foreign language.

## REFERENCES

- Billings, D. & Kowalski, K. (2004). Using WebQuests to promote active learning. *The Journal of Continuing Education in Nursing*, 35 (5). 200-201.
- Burke, B. (2014). *Gamify: How Gamification Motivates People to do Extraordinary Things*. Boston: Bibliomotion, INC.
- Contreras, R. S. (2016). Juegos digitales y gamificación aplicados al ámbito de la educación. *RIED Revista Iberoamericana de Educación a Distancia*, 19 (2), 27-33.
- Coyle, D., Hood, P., Marsh, D. (2010). *Content and Language Integrated Learning*. Ernst Klett Sprachen
- Cózar, R. & Sáez, J. M. (2016). Game-based learning and gamification in initial teacher training in the social sciences: an experiment with MinecraftEdu. *International Journal of Educational Technology in Higher Education*, (13),2.
- Dodge, B. (1995). WebQuests: A Technique for Internet-Based Learning. *Distance Education*, 1(2), 10-13.
- Filsecker, M., & Hickey, D. T. (2014). A multilevel analysis of the effects of external rewards on elementary students' motivation, engagement and learning in an educational game. *Computers & Education*, 75, 136-148.
- García, L. (2016). El juego y otros principios pedagógicos. Supervivencia en la educación a distancia y virtual. *RIED Revista Iberoamericana de Educación a Distancia*, 19 (2), 9-23.
- García Laborda, J. (2011). La integración de las TIC en la formación bilingüe. *Revista Teoría de la educación: Educación y Cultura en la Sociedad de la Información*, 12 (3), 101-117.

- García Valcárcel, A. y Tejedor, F.J. (2017). Percepción de los estudiantes sobre el valor de las TIC en sus estrategias de aprendizaje y su relación con el rendimiento. *Educación XXI*, 20(2), 137-159.
- Kelly, M.; Grenfell, R.; Allan, C.; Kriza, C.; McEvoy, W. (2004). *European Profile for Language Teacher Education – A Frame of Reference*. Brussels: European Commission.
- Leris, D., Fidalgo, A., & Sein- Echaluze, M. L. (2014). A comprehensive training model of the teamwork competence. *International Journal of Learning and Intellectual Capital*, 11 (1).
- Milán, M.A. (2013). Las TIC en la enseñanza y aprendizaje de lenguas extranjeras. En Cózar, R. y De Moya, M.V. (Coords.), *Las TIC en el aula desde un enfoque multidisciplinar: Aplicaciones prácticas* (pp.79-98). Barcelona: Octaedro.
- Montaner Villalba, S. (2017) Aprendizaje Basado en Proyectos: una aproximación teórica. *Campus Educación Revista Digital Docente*, (Nº 5), 24-27, <https://www.campuseducacion.com/revista-digitaldocente/numeros/5>
- Mouws, K., & Bleumers, L. (2015). Co-creating Games with Children: A case Study. *International Journal of Gaming and Computer-Mediated Simulations*, 7(3), 22- 43.
- Pinya, C.& Roselló, M. R. (2013). La WebQuest como herramienta de enseñanzaaprendizaje en Educación Superior. *EDUTEC. Revista Electrónica de Tecnología Educativa* (45), 1□16.
- Rodríguez- Fernández, L. (2017). Smartphones y aprendizaje: el uso de Kahoot en el aula universitaria. *Revista Mediterránea de Comunicación/ Mediterranean Journal of Communication*, 8(1), 181-190.
- Ruiz, D. (2018). Quizizz en el Aula: Evaluar Jugando. *Observatorio de Tecnología Educativa del Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado*, 3-5.
- Su, C. H. & Cheng, C.H. (2015). A mobile gamification learning system for improving the learning motivation and achievements. *Journal of computers Assisted Learning*, 31 (3), 268-286.
- Torrego, J.C. & Negro, A. (2012). *Aprendizaje cooperativo en las aulas*. Madrid, España: Alianza.
- Vlachos, K. (2009). The Potential of Information and Communication Technologies (ICT) in Content and Language Integrated Learning (CLIL). The Case of English as a Second / Foreign Language. In Marsh et al. (eds.) 2009. *CLIL Practice: Perspectives from the field*.
- Wheeler, S. n. d. *U-Learning: Education for a Mobile Generation*. Online Powerpoint Presentation
- Zariquiey, F. (2016). *Cooperar para aprender*. Madrid, España: SM.