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INGLÉS

DIALOGIC LEARNING ON READING:
USING TEXTS IN CLIL CONTEXTS

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Grado en Maestro en Educación Primaria

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*DIALOGIC LEARNING ON READING:
USING TEXTS IN CLIL CONTEXTS*

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Dialogic Learning on Reading: Using Texts in CLIL contexts.

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Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que "estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado […] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título".

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinares y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

Nuria Montes Suárez

En este estudio, el modulo de *formación básica* ha permitido la adquisición de los conocimientos necesarios para el desarrollo del marco teórico que fundamenta tanto las conclusiones como el análisis de los datos que lo sustentan. Por un lado, las aportaciones de Vygotsky en el campo de la psicología, con su defensa de la importancia de la interacción social para el aprendizaje. Por otro lado, las ideas de Freire desde la pedagogía, con su concepción del diálogo como elemento esencial de la educación. Ambos autores han servido de fundamento para el análisis de la importancia del aprendizaje dialógico en la adquisición de la lengua y el desarrollo de la lectura y el pensamiento crítico en alumnos de primaria dentro de programas CLIL.

El módulo *didáctico y disciplinar* ha sido esencial en el desarrollo de todo el trabajo. En primer lugar, ha determinado gran parte del marco teórico, concretamente en los apartados en los que se revisa la bibliografía en torno a los estudios y enfoques de la comprensión lectora. En Segundo lugar, este módulo ha aportado los conocimientos necesarios para el diseño y desarrollo de la parte experimental del trabajo, centrándolo en la importancia del aprendizaje dialógico en el desarrollo de la comprensión lectora en contextos CLIL. Por último, ha facilitado la reflexión inicial necesaria para la determinación de los objetivos de este trabajo.

Asimismo, el módulo *practicum* ha sido fundamental en la elaboración de este trabajo. El período de prácticas de su autora ha determinado tanto los objetivos como los puntos de observación, facilitando los datos cualitativos en los que se fundamentan las conclusiones y el análisis del presente trabajo.

Por último, el módulo *optativo* ha permitido reflejar los intereses como docente de la autora del presente trabajo, de tal modo que este módulo ha determinado que el análisis se centre en marco de contextos educativos que siguen programas CLIL para la enseñanza del inglés en primaria.

Abstract

This study is about the influence of social interaction in the development of reading and critical thinking, as well as content and language learning in CLIL contexts of primary. The aim of this work is to provide evidence of the importance of dialogic reading in constructing linguistic and content knowledge as a way to improve the instrumental reading comprehension in a process of reflection about meanings of the text that help students to develop their critical thinking.

The study will focus on the work with texts that provide the basis for content and language acquisition through dialogic learning. In the context of an egalitarian dialogue, we state that it is possible that everybody´s knowledge, experiences and emotions emerge. As a result of this, students develop reading competence and construct significant knowledge in dialogic learning situations that will be proved to be a useful teaching strategy to acquire not only knowledge but also to develop critical thinking.

Keywords: Reading; dialogic learning; egalitarian dialogue; texts; critical thinking.

Resumen

Este estudio analiza la importancia de la interacción social en la educación primaria y su influencia en el desarrollo tanto de la competencia lectora y el pensamiento crítico, como en el aprendizaje de lengua y contenidos en el contexto de programas CLIL. El objetivo de este estudio es demostrar la importancia de las prácticas dialógicas en la lectura para el aprendizaje de contenidos y conocimiento lingüístico, a través de un proceso de reflexión sobre los significados del texto que permite el desarrollo del pensamiento crítico, al tiempo que favorece la comprensión lectora de los alumnos.

El estudio se centra en el trabajo con textos como herramienta fundamental para la adquisición de contenidos y lengua a través del aprendizaje dialógico. En el contexto de un diálogo igualitario se dan las condiciones necesarias para que surjan las emociones, los conocimientos y las experiencias de todos los participantes. Como resultado, los alumnos desarrollan su competencia lectora y construyen conocimiento significativo en situaciones de aprendizaje dialógico que demuestra ser una

herramienta de enseñanza muy útil tanto en la adquisición de conocimiento como en el desarrollo del pensamiento crítico.

Palabras clave: Lectura; Aprendizaje dialógico; diálogo igualitario; textos; pensamiento crítico.

Índice

- ■ **ANTECEDENTES, OBJETIVOS Y CUESTIONES**

- Introducción del tema y vinculación con los contenidos del Grado de Maestro

Uno de los principales objetivos de la educación es desarrollar en el alumnado las estrategias necesarias para adquirir una adecuada comprensión lectora que le permita desenvolverse satisfactoriamente en situaciones de la vida cotidiana. Al mismo tiempo, el desarrollo de la lectoescritura implica la adquisición de la lengua reforzando las cuatro destrezas.

En el contexto de la educación primaria y dentro de los programas CLIL, donde se promueve tanto el aprendizaje de los contenidos como de la lengua, la lectura se convierte en una herramienta fundamental para la activación de la inteligencia y las funciones mentales del alumnado, al tiempo que resulta crucial en el aprendizaje tanto de la segunda lengua como de los contenidos curriculares.

Cuando hablamos de programas CLIL, la principal característica es que el alumnado estudia los contenidos y la segunda lengua de forma integrada, creándose, de este modo, las condiciones ideales para el desarrollo cognitivo y lingüístico. Lyster (2007) ha apuntado que tanto la lengua como los contenidos deben tener la misma importancia en estos programas. Sin embargo, recientes estudios analizados por este autor demuestran que generalmente se da más importancia al éxito académico, primando los contenidos sobre la lengua. En muchos casos, esto se debe, según el mismo autor, a modelos tradicionales de enseñanza basados en una metodología que contribuye a mantener una situación en la que la que los alumnos son meros receptores pasivos.

Desde una perspectiva sociocultural de la educación, en la que se entiende que el aprendizaje se produce a través del diálogo y no como una mera transmisión de conocimientos (Wells, 1992 & 1999), parece claro defender que mediante la interacción en contextos de diálogo igualitario se consigue un aprendizaje equilibrado tanto de la lengua como de los contenidos.

En base a estas ideas, resulta obvio reconocer que la lengua no es una mera herramienta comunicativa, sino que se trata también, de una herramienta cognitiva

que permite la interacción entre los alumnos y el profesor pero también la interacción con el propio conocimiento (Wells, 1992). Del mismo modo, en el currículum de primaria, recogido en el Decreto Foral 24/2007, se establece, en el apartado dedicado al Tratamiento Integrado de las Lenguas, que "la lengua es el principal medio de representación y comunicación, de socialización y aprendizaje, por lo que tiene un papel central en la formación integral del alumnado", contribuyendo de manera fundamental al desarrollo de las competencias.

Estas ideas tienen importantes implicaciones para la educación, ya que aportan fundamentos para la apuesta por metodologías de aula en las que la interacción surgida del trabajo con textos significativos, que introduzcan nuevos contenidos, sea la base para el aprendizaje, la reflexión crítica y el desarrollo de destrezas lingüísticas. Al mismo tiempo, el desarrollo de la competencia lectora se enmarca dentro de los objetivos de la etapa de educación primaria, ya que contribuye a la mejora de "la competencia comunicativa básica" (D.F 24/2007).

Por otro lado, desde una perspectiva de la educación que transciende el simple éxito académico, la lectoescritura permite al alumnado adquirir estrategias para la participación activa en la vida social, equipándolo con las herramientas necesarias para formar parte de una ciudadanía crítica. Desde este planteamiento, el presente trabajo pretende analizar como el aprendizaje y la reflexión pueden desarrollarse dentro de contextos educativos en el marco del diálogo igualitario y la colaboración destinada a la construcción de aprendizajes significativos.

Autores como Freire y Dewey (citados en Gómez M.N, 1982) defienden que la enseñanza no puede ser entendida como la mera transmisión de conocimientos del maestro al alumno. Estos autores consideran que la educación deja de ser tal cuando proporciona respuestas preestablecidas. En este sentido, el potencial de la educación reside en la posibilidad de crear contextos y situaciones en los que se desarrolle la capacidad del alumnado para aportar soluciones nuevas a problemas antiguos y plantear nuevos problemas. Partiendo de este hecho, el contexto ideal para el desarrollo de esta capacidad es el encuentro y el intercambio a través de un dialogo igualitario que permita la construcción de conocimiento y el desarrollo del pensamiento crítico.

Una de las aportaciones fundamentales del pensamiento de Freire (1970) para el presente trabajo es su concepción del diálogo como elemento esencial de la educación. Desde este supuesto, el educador se convierte en un sujeto problematizador que proporciona las condiciones adecuadas para que mediante el diálogo se produzca el conocimiento.

Diferentes autores defienden "la naturaleza comunicativa y dialógica de nuestra sociedad" (Aubert, A., Flecha, A., Flecha, R., García, C. and Racionero, S., 2008, p. 35). Las contribuciones de autores como Vygotsky en el ámbito de la psicología o Freire desde la pedagogía, "aportan elementos para hacer del diálogo la clave para alcanzar mayores niveles de democracia e igualdad social y crear mejores contextos para el desarrollo y el aprendizaje" (Aubert, A. et al, 2008, p. 34).

Estudios recientes muestran que el tipo de pensamiento que los estudiantes desarrollan está íntimamente relacionado con los diferentes contextos socio-cognitivos de uso de la lengua que se producen en situaciones de interacción (Miller, 1990 & 1991). Esto parece demostrar la pertinencia de considerar la importancia de las teorías socioculturales del aprendizaje, según las cuales, tanto el pensamiento como la construcción del aprendizaje se producen en situaciones de diálogo colaborativo (Barnes, 1992; Lantolf, 2000 & Wells 1992, 1999).

En base a estas teorías sobre el aprendizaje, hay otros estudios que apoyan el uso de metodologías donde las actividades son seleccionadas como un apoyo para el desarrollo de discusiones reflexivas y significativas en torno a textos que resulten pertinentes tanto por su contenido como por su calidad literaria. En los resultados obtenidos por Miller (1992 & 1991) en un trabajo etnográfico sobre el pensamiento dialógico en contextos educativos, describe como diferentes profesores introducen a su alumnado en actividades dialógicas que "desarrollan tanto la reflexión literaria como crítica" sobre diferentes textos y cuestiones socio-culturales. Esta autora defiende la introducción del diálogo en las clases como elemento fundamental para el desarrollo de la lectura crítica en "democracias multiculturales".

En base a estas consideraciones, algunos autores como Flecha (2000) creen que la tertulia literaria o las lecturas dialógicas son la mejor forma de fomentar la

construcción dialógica de significados en torno a textos. Estas prácticas crean la oportunidad para la reflexión y el intercambio en el contexto de un diálogo igualitario, donde las diferentes opiniones son debatidas y resueltas a través de la discusión. Este diálogo se construye desde las contribuciones de todos los participantes, a través de actividades colaborativas donde todos aprenden de todos, incluido el maestro, reforzándose, de este modo, la autoestima de todo el alumnado.

En el contexto de la enseñanza del inglés en programas CLIL, estas aportaciones tienen gran interés. Kim (2011) ha señalado que, puesto que el número de estudiantes de inglés (ELL) sigue aumentando, numerosos estudios intentan describir los procesos que participan en el desarrollo de la comprensión lectora en la segunda lengua. A este respecto, Cummins señala que la competencia lectora está íntimamente relacionada con el éxito académico (citado en Kim, 2011).

En base a estas ideas, numerosas investigaciones han intentado explicar y fundamentar la mejor forma de enseñar y desarrollar la competencia lectora. Por un lado, hay estudios que apuestan por la enseñanza de estrategias de lectura. Sin embargo, otros estudios muestran sus reservas sobre la idoneidad de desarrollar la competencia lectora en L2 desde la simple enseñanza de estrategias (Kim, 2011).

La misma autora señala que según Fitzgerald (1995), esta controversia viene a demostrar que la lectura en L2 es un proceso mucho más complejo que en el caso de la L1. En torno a esta idea, parece demostrado que el nivel de adquisición de la primera lengua facilita el desarrollo de la lectoescritura en inglés.

Por otro lado, en la actualidad también existe un creciente interés en demostrar la importancia de los factores socioculturales en el desarrollo de la comprensión lectora. En este sentido, Kim (2011) señala en su trabajo la escasez de investigaciones sobre los procesos de lectura en L2 y su relación con la construcción dialógica de significado, algo que resulta vital para la adopción de medidas pedagógicas adecuadas.

En base a esta ausencia de estudios, el presente trabajo considera que se crea un interesante espacio para la investigación en torno a la importancia de los factores socioculturales y la construcción dialógica de significados en el desarrollo de la

competencia lectora en L2. Por tanto, consideramos que existen elementos para la investigación y la adopción de nuevos enfoques de la lectura en L2.

En los últimos años hemos visto como se ha producido una evolución en la definición y explicación de la comprensión lectora, hasta llegar a una concepción en la que la lectura se considera un proceso de construcción de significado a través de un diálogo entre el lector y el texto (Nuttal, 2005). En este diálogo, tanto las experiencias como las habilidades y el conocimiento previo del lector juegan un papel fundamental. Según la misma autora, diferentes estudios evidencian que los lectores eficientes establecen un diálogo continuo con el texto, lo que demuestra que la labor del maestro es enseñar a sus alumnos la mejor forma de llevarlo a cabo. Sin embargo, las aportaciones de los modelos interactivos de la lectura no tienen en cuenta la dimensión social de la lectura (Freire, 1998 & Wallace 2003).

Según Johnson (2004), existe una "lectura dialógica interactiva" que sitúa al estudiante de lengua inglesa en el centro del proceso de construcción de significado de un texto. En este proceso se produce una "lucha" por revelar el significado de palabras extrañas y ajenas (citado en Kim, 2011). Desde una perspectiva sociocultural del aprendizaje, estos autores consideran la importancia de la construcción del significado, sentando las bases para la observación y el estudio de la dimensión dialógica de la lectura en contextos educativos donde tiene lugar la interacción.

Cuando hablamos de la comprensión lectora en la segunda lengua, el proceso subjetivo de la lectura y de la construcción de significados de un texto son la base para el refuerzo de las estrategias de lectura (Kim, 2011). Al mismo tiempo, con la creación de una comunidad de aprendizaje (Wells, 1992 & 1999) que se fundamente en el diálogo igualitario (Flecha, 2000) entre personas, estaremos posibilitando una interpretación de los significados mucho más profunda, en la que los alumnos se convierten en sujetos reflexivos y críticos con la realidad. Tal y como defiende Shor, "el conocimiento se produce a través de una búsqueda y un intento colectivo de dar sentido a nuestro mundo" (citado en Wallace, 2003, p. 61). Esta es la idea que sustenta todas las lecturas analizadas en este trabajo.

- **Objetivos y cuestiones**

Considerando la pertinencia de estas investigaciones en torno a la lectoescritura y teniendo en cuenta que se trata de un campo muy poco investigado, este trabajo pretende analizar la importancia del aprendizaje dialógico en el desarrollo de la competencia lectora de estudiantes de L2 dentro de programas CLIL en primaria.

 El presente estudio se centra en las interacciones entre alumnos y maestros en torno a varios textos que han sido seleccionados teniendo en cuenta su potencialidad para la reflexión y la construcción de significado. A partir del análisis de datos cualitativos, este trabajo examina los procesos de construcción de significado de varios estudiantes de lengua inglesa en sexto curso de primaria dentro de un programa CLIL.

Tomando como punto de partida diferentes investigaciones que consideran la construcción del significado como un factor fundamental para el desarrollo de la comprensión lectora, este estudio pretende (a) analizar la importancia de las actividades previas a la lectura y su papel en facilitar y mejorar la comprensión lectora. Además, (b) determinar si se alcanza el aprendizaje de la lengua y los contenidos mediante la lectura dialógica de textos y con la realización de actividades derivadas de los propios textos. Finalmente, el análisis de los datos busca (c) determinar si los profesores pueden facilitar la reflexión y el pensamiento crítico a través de una selección adecuada de textos y mediante la práctica de lecturas dialógicas y compartidas.

Con el fin de conseguir estos objetivos y analizar los factores que participan en la lectura, este estudio intentará dar respuesta a las siguientes cuestiones:

1. ¿Cómo pueden los maestros de primaria enseñar a sus alumnos a activar el conocimiento previo apropiado para la lectura de textos en programas CLIL?
2. ¿Cómo pueden los maestros de primaria utilizar los textos para promover tanto el aprendizaje de contenidos como de lengua a través de las interacciones promovidas por los textos en el contexto de programas CLIL?
3. ¿Puede el desarrollo de actividades dialógicas en torno a textos que impliquen la introducción de contenidos promover el pensamiento crítico en alumnos de primaria que estudian dentro de programas CLIL?

Dialogic Learning on Reading: Using Texts in CLIL Contexts.

1. THEORETICAL FRAMEWORK

Different authors in different fields (Freire, 1998, Halliday, 1975, Vygotsky, 1986, Wallace, 2003 & Wells, 1992 and 1999) have provided evidence of the importance of interaction and dialogue in educational settings. Vygotsky´s sociocultural theory focuses on the importance of interaction in learning. Halliday considers language as a tool that mediates learning. Wells argues for becoming classrooms in "inquiry communities" where knowledge building emerges through dialogue. Finally, concerning the different approaches to reading and after reviewing the literature about reading approaches, this study concurs with Wallace and Freire in considering reading as a social process with a strong potential for the development of critical thinking in schools.

1.1. Sociocultural Theory

The contributions of sociocultural framework have stated that human learning and development are inherently embedded in social relations. This is essential for this observational study as it provides the theoretical basis to adopt a dialogic reading approach to teaching. In this sense, it is very important the idea that Vygostky developed in his theory of learning through assisted performance in the context of joint activity.

According to Vygotsky "*any function in the child´s cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an internpsychological category, and then within the child as an intrapsychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts, and the development of volition.... Social relations or relations among people genetically underlie all higher functions and their relationships"*,(as cited in Lantolf, J.P, pp. 53-54)*.

From an educational perspective, Vygostkian theory has important implications as it situates the learning process in social settings. Considering this idea for the aims of this study that focuses on CLIL contexts where content and language learning are equally

important, interactions among peers, teacher and students will be crucial during the teaching-learning process.

In regard to the access to language and any other kind of learning, Vygostsky considers that it can be improved by assistance of one form or another. When talking about help from other people Vygostsky´s *zone of proximal development* is an interesting concept for language learning. It can be defined as follows: *"It is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers."* (Vygotsky 1978, p. 86). An implicit idea about this definition is the fact that learning takes place through interaction. As the author had stated in his studies, what a child can do with assistance today, she will be able to achieve it alone in the future.

Taking into account Vygosky´s studies, we can provide theoretical background for the use of texts in primary classrooms as a means to develop reading in the second language learners. According to Wells (1992), linguistics and sociolinguistics state that texts can both facilitate or frustrate reading acquisition. This has important implications for L2 readers as they have fewer resources than native speakers. Considering Vygostkyan´s principle of the zone of proximal development, Wells (1992) has argued that in the same way that the teacher can support learners to achieve what they would not do alone, so can texts perform a comparable scaffolding role, when they are selected so as to be just in advance of the L2 learners´ current proficiency.

Wells (1999) explains in his work *Dialogic Inquiry* how texts can be a powerful tool to construct knowledge through dialogue. Nevertheless, he also states that written texts are not the only possible tools. He refers to Vygotsky´s definition of diagrams, drawings, algebraic expressions and so on as "psychological instruments" which can be used in knowledge construction. In this sense, this study also argues for the use of images as a more powerful tool than written texts to achieve knowledge construction, at least as a means to introduce students to the practice of dialogic meaning construction.

Vygostky´s sociocultural theory provides the basis for a concept of education in which competitive individualism is replaced by the creation of a collaborative "learning community" (Wallace, G & Chang-Wells, G. 96), where teacher and students can learn from each other while participating in a dialogic inquiry to construct knowledge.

1.2. Halliday´s concept of language

Halliday´s grammar is essentially social. He talks about the language as "a versatile intellectual tool that the culture makes available to the child, enabling him or her to engage in joint thinking with others" (as cited in Wells and Chang-Wells, 1992, p.30). This is an interesting idea for this study as it provides the evidence for defending the importance of social interaction and language when constructing knowledge. In the teaching-learning process we should take into accounts that, when learning and using language, humans are participating in a continuous dialogue of meaning construction within the cultural community they belong to.

Hallidian´s concept of language is compatible with the idea that reading is a social practice. On the grounds of his theory, we will consider language and texts as the main tools to construct meaning through dialogue. According to Barnes (1992), this is an idea that has important implications for education because language is not only a medium to communicate curricular contents. It is the main medium used by children to construct knowledge relating it to their own interests and world vision. If we consider that language is the tool by means of which we construct knowledge, classrooms must became learning communities where inquiry dialogue is the way to work on the curriculum, including all students without taking into account their social, ethnic or linguistic background.

1.3. Socio-cultural approaches and Constructivism

The contributions of Vygotsky and Halliday provide the theoretical framework for this work. Their studies on language learning have important implications for the development of learning theories and teaching as they state that individuals´ participation in discourse is the means by which they achieve the cultural resources needed for socialization, an idea also present in our legislation (DF 24/2007).

Nevertheless, to emphasize the social nature of learning and language acquisition is not to deny nor ignore the importance of individuals´ construction of knowledge through a process of making sense of new information taking into account what he or she already knows. According to Wells (1999), what is important about sociocultural approaches to learning is that interactions among learners provide the context for social modifications of knowledge. The relationship between knowledge, learners and experts can be established through the creation of learning dialogic communities where every participant´s contribution is taking into account as a valuable contribution for the construction of new knowledge.

In this sense, this work concurs with those studies that consider knowledge construction an important aim of education as a process in which individuals progressively extends and modifies their knowledge in making sense of new information and experience.

From an educational perspective, we agree with Barnes (1976) when he argues that "the function of schooling is to bring the individual´s knowledge, and also the processes by which it is acquired, under conscious monitoring, so that she or he may take active and intentional control over her or his own learning and be able to make connections between knowledge acquired in school and that which is acquire in practical life situations outside the classroom" (as cited in Wells & Chang-Wells, 1992, p. 99). Nevertheless, it is in the context of social interaction where knowledge arises activating the process of individual´s understanding and learning through dialogue. On the basis of these ideas, this work wants to present a rationale for the transformation of schools and classes in dialogic learning communities.

The most interesting aspect of sociocultural theory is that it is an alternative to the individualistic conception of learning defended by traditional education and by those "progressive" models that place the emphasis on learning through discovery, just taking into account individual´s maturation without considering sociocultural aspects of the teaching-learning process.

1.4. Reading Strategies

It is true that the traditional conception of reading as the possession of a range of skills that enable individuals to decode a written text has changed during the last decades. Nowadays, many authors consider that although reading involves individual processes, it is essentially social.

According to Rings (1994), recent research has shown that reading is not a single set of "isolated skills", but rather a complex process that implies a holistic process in which reader and text are interacting. This author extends this analysis of interactive reading and explains how Rosenblatt (1993) stands for a transactional theory that understands reading as a process that transforms both the reader and the text (as argued in Rings, 1994). In this sense, "foundational to this theory is the assumption that critical reading is a form of critical thinking that corresponds to the more general assumption that reading is thinking" (Rings).

Nevertheless, embedded in this holistic perspective of reading is the use of strategies that a reader does in constructing meaning. It seems to be true that certain skills are needed as prerequisite for effective handling with written texts. In this sense, we consider that a brief account of reading strategies must be provided to understand the complexity of the reading process.

According to Carrell and Eisterhold (2002), much of the current literature on the reading process centres on the strategies used by effective and less effective readers. As it is true that it is very difficult for research to capture the full range of strategies that are used in effective reading, the focus is place on readers' strategies when dealing with problems on reading. When we talk about reading we must keep in mind the reading skills involved in this process:

1.4.1. Top-down and bottom-up processing

According to Nuttal (2005), they are complementary processes of the reading. Though normally unconscious processes, both can be adopted as conscious strategies by a reader approaching a difficult text.

Nuria Montes Suárez

This author points out that different research states that in the case of the top-down processing, readers make predictions based on the schemata they have acquired from their experience and intelligence. This strategy gives the readers a sense of perspective by making use of all that the reader brings to the text, like previous knowledge or common sense.

The same author also explains that in the case of the bottom-up processing, the reader builds up meaning by reorganizing letters and words, working out sentence structure.

To sum up, bottom-up and top-down approaches are used to complement each other. This is what has become known as interactive reading, where both are important strategies for readers.

1.4.2. The importance of flexibility for reading

As different authors like Nuttal have pointed out, competent readers are flexible and skilled at judging what they need to get out of a text to accomplish their purpose. The idea that some parts of a text may be ignored or skipped is important for efficient reading and this is required in techniques such as scanning and skimming.

1.4.3. Scanning

It is glancing rapidly through a text either to search for specific piece of information or to get an initial impression of whether the text is suitable for a given purpose.

1.4.4. Skimming

It means glancing rapidly through a text to determine its general idea or to keep ourselves superficially informed.

In both techniques, readers force their eyes over the text to take in the beginnings and ends of paragraphs, chapters, headings and so on. These are strategies that enable readers to select texts or parts of the texts.

1.4.5. The vocabulary problem

The same author has explained that a competent reader can cope with occasional interruptions, but constantly referring to a dictionary makes effective reading impossible. This is the main reason because teachers should teach learners of a second

language to use dictionaries only in case that they cannot understand the meaning of the text, calling their attention upon the fact that there are unknown vocabulary that can be skipped or guessed from context.

To sum up, although a brief account on the description of reading skills is needed to understand the complexity of the process, it should be stated that from an educational perspective, the research on reading seems to show that improvement in reading requires more than instruction in single strategies. As some authors have explained, skilled reading seems to involve an "orchestration of cognitive processes" rather than the "use of a single potent strategy" (Brown. R, Pressley. M, Schuder. T and Van Meter. P, 1996). From an educational perspective, this idea has important implications, as it implies that reading approaches must integrate multiple comprehension strategies, that is, teaching reading must be considered from a holistic perspective.

1.5. An Interactive Approach to Reading.

The main contribution of interactive models of reading is to consider that reading skills are interactively available at all levels to interpret the text. They assume that there is a complex interaction between top-down and bottom-up processes. These assumptions are based on word recognition research carried out with poor and good readers. According to van Dijk and Kintsch, (as cited in Grabe, 2002. P. 60): ... *"It has been found over and over again that the best discrimination between good and poor readers is performance on simple letter and word identification tasks. What is really wrong with poor readers is that they recognize isolated words inaccurately and too slowly, and compensate for their lack in decoding skills with context-dependent guessing or hypothesis testing... Good readers with their superior decoding skills can decode letters and words rapidly in a bottom-up fashion, and therefore do not normally need to resort to guessing strategies... What is really at issue are the speed and accuracy of context-free word recognition operations"*.

This research has shown that good readers are not only better predictors or make better use of context, but they are also better in context-free word recognition. This has important implications in teaching reading as it provides the evidence for the use of more holistic approaches to reading. Nevertheless, according to Grabe (2002), there

is no single interactive model, but different approaches that try to explain the complexity of reading. What is common to this approach is the idea that reading is a complex process that involves different skills operating in interaction.

1.5.1. Interactive Approaches to Second Language Reading.

The psycholinguistic model of reading is seen as an interaction of factors. Psycholinguistics has explained reading as an ongoing process of meaning construction. In this process, the readers have to predict, test and confirm or revise their predictions. According to this model, the readers do not use all the information available in the text. Nevertheless, as Coady´s studies have shown (as cited in Carrell & Eisterhold 2002, p. 74) ESL reader´s background knowledge interacts with "*conceptual abilities*" and "*process strategies*". The firsts refer to the reader´s intellectual capacity while the seconds account for language processing skills which also participate in oral language.

It is important to focus on the conceptual abilities as recent research indicates that "what the reader brings to the reading task is more persuasive and more powerful than the general psycholinguistic model suggests" (Carrell & Eisterhold. 2002, 75). In this sense, these authors argue that psycholinguistics approaches have failed to consider the importance of readers´ background knowledge.

The idea that comprehension involves subject´s knowledge of the world is essential when talking about reading in second language. Teachers must take into account that reading comprehension involves the understanding and construction of new meanings, concepts and ideas and this can only happen when the reader can relate the new information to something that the student already knows.

According to Nuttal (2005), when we talk about reading strategies we assume that the reader and the writer share the same code, this means the same language. Another important requirement is that they share certain assumptions about the world and the way it works. These assumptions about the world depend on our experiences and on how our minds have organized the knowledge we have got from our experiences. This is what the schema theory has described as schemata, an organized abstraction that derives from our particular experiences and becomes a mental structure.

This is very important when talking about reading strategies. Reading implies meaning construction of a text and the way we interpret it depends on the schemata activated by the text. This author has argued that "the idea that past experience gives rise to knowledge organized into schemata makes it easy to see that many connections between facts can be left unstated in texts" (Nuttal, 2005, p. 8) because our mental structures or schemata can provoke the connections needed for meaning construction.

Another important idea is that the meaning of the text is not waiting to be passively absorbed. That is, the reader is actively involved in getting the meaning out. According to Nuttal (2005), in this process predictions have an important role to play because they activate schemata as they call into mind any experience and associated knowledge that we already have about the topic of the text. Prediction can begin with the title and the text structure as they can provide information about the type of text. The reader´s schemata about how a text is organized will create expectations that will focus the reading by limiting the range of things to look out for. This means that readers themselves contribute to the meaning they derive from the text. Every person has different purposes in reading. But we also have different opinions, backgrounds and experiences and all this is what creates our schemata.

1.6. Reading as a Social Process

This study investigates reading as a social process in contexts of content and language integrated learning in primary. As we have seen, reading has been traditionally considered as an individual process in which only cognitive and psychological features are involved. Our intention is to analyse reading as a social process in which there is a learning community involved in constructing meaning from texts through dialogic interaction. In this sense, texts selection is very important as they can promote reflection and critical thinking in children. Depending on the topic and the level of complexity, children are able to analyse reality and reflect on social problems concerning gender questions, children situation in poor countries or colonization and its consequences.

As we have already stated, the reader has an active role in constructing meaning of the text. As argued in Wallace (2003), this opposes to the earlier approaches to reading

Nuria Montes Suárez

which considered it, along with listening, as a passive skill. In recent time, the reading theory has shifted to approaches that take into account the active participation of the reader, so nowadays reading is considered as interactive rather than active process. To sum up, what the readers bring to the text is as important as what they gain from it.

According to this author, when we focus on the social aspects of the reading process we are not only concerned with reading skills and strategies, but also with readers´ response to texts in a critical, conceptual and affective way. This reading approach explores not only the specific strategies involved in reading interpretation, but takes a "wider perspective on the sociocultural as well as the individual resources which readers bring with them to a reading task" (Wallace, 2003. P. 22).

The individual resources and background knowledge of the reader is closely connected with the schemata theory. However, schematic knowledge is acquired in specific social contexts. This means that our schemata are culturally built up.

According to Cook (as cited in Wallace, 2003. P. 22), schemata reinforce stereotypes. This is the reason because this author considers that texts should be selected taking into account their schema breaking function. In this sense, texts have a potentiality to challenge conformity.

To sum up, the contributions of the reading theory have been very important in providing research about the complexity of the reading process. The studies on the use of reading strategies and the schema theory have been very useful for teachers, but they have considered it as an individual cognitive process forgetting both social and cultural nature of reading. Multiculturalism and mix ability classrooms are the reality of nowadays schools conforming complex learning-teaching processes that require great effort from teachers and their ability to create an emotionally intelligent learning environment where everybody feels accepted. The reality of nowadays schools seems to prove the necessity for a social approach to reading that requires a holistic perspective on the processes involved in reading. At the same time, a reading approach that focuses in meaning construction through egalitarian dialogue can provide the basis for the development of critical thinking. In this process, as Freire has pointed out (Freire, 2000), teachers can help language learners to develop awareness of others and value and appreciate differences.

Dialogic Learning on Reading: Using Texts in CLIL Contexts.

1.6.1. Dialogic Learning and Egalitarian Dialogue on Reading as a social process

The idea of reading as a social process in which texts can be the means to achieve learning around dialogic reading is closely connected with egalitarian dialogue. An important idea about dialogic learning is that it takes place in the context of egalitarian dialogue and this means that every contribution is taking into account according to their reasoning. This has important implications for classroom interactions because it means that we all learn from others´ contributions.

According to Flecha (2000, p. 4), one reason to defend the practice of egalitarian dialogue in educational contexts is that "it develops reflection, information selection and processing better than traditional education", where the learner has a more passive role. This idea is crucial for dialogic reading as it means that the meanings of the texts are established by reasoning and not by the teacher. On the grounds of Vygosky´s contributions to the learning theory, language is essential in this process of constructing meanings of the text through egalitarian dialogue as it mediates this social meaning construction.

When we talk about texts we must considered them from a wide perspective, including any kind of text. Comber´s teaching experience in primary (as cited in Wallace 2003, p. 44) is based on activities where she invites the children to challenge the images of mothers, all white, blonde and middle class that normally appear on advertisements for mothers´ day. In this sense, teachers must consider the potentiality of images for developing reflection and critical thinking.

The main characteristic of CLIL contexts is that they achieve both language and content learning. On the basis of the ideas about dialogic learning and the Vygoskian and Hallidian conception of language and learning, dialogic reading based on content meaningful texts shows to be a powerful tool with important implications for education.

Nuria Montes Suárez

1.7. Pedagogical implications

"... much classroom interaction is less to do with building understanding than taking part in rather ritualised events where participants do not reflect – nor are invited to reflect – very deeply on the processes or content involved", (Wallace 2003, p. 49). Taking this affirmation as a starting point, the intention of this study is to provide evidence of the importance of classroom interactions around texts as a way to build understanding through reflection and collaborative interpretation. Teachers´ role should consider every teaching-learning activity keeping in mind what kind of knowledge is being transmitted or constructed in the classroom.

John Dewey stated, long time ago, what is a central characteristic of good teachers. He considered first, that teachers need a long-range vision of where they want to take the students. This clear view of the long-term purpose of education ensures that the teaching maintains a sense of purpose and direction that guides overall educational decision-making. At the same time, teachers need a short-range vision of the immediate circumstances of putting activities into practise so as to be able to make immediate decisions in everyday classroom activities (as argued in van Lier, 1996).

Both types of vision are essential: a long-range vision on its own would fail to take into account the power of the moment and everyday activities. On the other hand, focusing on short-term aspects of teaching and forgetting long-term aspects would lead to teaching processes with no sense of direction.

The role of the teacher of the foreign language is central to the learning process and must keep in mind both long-range and short-range aspects. While teachers of other subjects are called upon to inculcate habits and attitudes and achieve knowledge and skills in a familiar medium to their students, the foreign language teacher must bring about modifications in the students´ behaviour, habits, attitudes, knowledge and skills in an unfamiliar medium requiring additional or different psychological activity.

In order to succeed in reaching these objectives the teacher should keep the motivation of the students at a high level, not only by means of a motivating method but also by giving students a sense of security, success and achievement. At the same time the teacher should provide for individual differences. Students have different

learning capacities and may come to our class with different degrees of skill or different social and cultural background.

On the basis of these ideas about the complexity of the teaching-learning process, this work argues for the transformation of classes and schools in "inquiry communities" (Wells, 1992) where in the context of an egalitarian dialogue (Aubert et al., 2008 & Flecha, 2000), everybody´s contributions are accepted, providing the opportunity for everyone to feel accepted.

When considering the specificity of CLIL contexts of primary, it is relevant to think about methodologies that include all students. In this sense, the proposal of this study accounts for the reality of mixed-ability classrooms. The selection of meaningful content texts can provide the opportunity for "multiple interpretations and ways of knowing" (Miller, 1992). Dialogic reading facilitates reflection and helps students to become "active knowledge builders and critical thinkers" (Kim, 2011, p. 14). In this new context of egalitarian dialogue, students stop being passive receptors of knowledge and begin actively to generate knowledge. Reading and reflection become deeper once people realize that the group values their contributions.

Nevertheless, it is important to take into account that during discussions, teachers must encourage students to construct meaning of the text and of other students' responses. In this sense, the main role of the teacher is to provide suitable questions "to scaffold strategies for elaborating and testing meanings" (Miller, 1992). This is a very important role of the teacher as it facilitates the construction of more reasoned responses to the text, helping students to develop, little by little, their own strategies in the process of meaning construction.

The educational implications are evident in the sense that dialogic learning becomes central in the teaching-learning process. In the context of egalitarian dialogue, the intellect, experiences and feelings of the participants engaged in dialogic reading arise (Flecha, 2000). At the same time, it creates the conditions for a positive attitude towards learning which is generated by participants´ contributions. Finally, we can say that classrooms become places where personal experiences and feelings can be shared helping to create self-confidence in students.

Nuria Montes Suárez

2. METHODOLOGY

This study will focus on a descriptive-narrative analysis of how students interact around content meaningful texts and tasks derived from the texts through egalitarian dialogue. The classroom study aims to illustrate the way in which some of the principles stated in the preceding theoretical framework come into play in specific educational settings of primary. On the basis of the results and the theoretical framework already discussed, the purpose of the present study is to show how dialogic reading about content meaningful texts can develop reading and content learning in CLIL contexts, promoting language learning, reflection and critical thinking.

It is an observational qualitative study based on classroom interactions around texts and tasks derived from those texts. It is a semi-structured observation as part of the observational data has generated the questions of the study. Nevertheless, observational data will be reviewed before suggesting any explanation for the aspects being observed.

2.1. Data research

2.1.1. The role of the observer

The observer has taken two different roles during the observation time. The observation of the classroom study took place for a period of ten weeks. During this time, there was a week in which the researcher has been an active participant, being the designer of materials and tasks and taking the role of teacher. The rest of the period, the researcher has been an observer of different teacher-students dialogic interactions and a punctual active participant in those activities previously designed by her mentor tutor.

2.1.2. Tools

The classroom study is based on qualitative data that have been registered to support the participant observer´s analysis on how students constructed meaning on dialogic readings about content texts.

The recording of the observations was mainly made on field notes and notes made in situ that provided the basis for the reconstruction of interactions. The researcher also used a diary to account for events in chronological order. This diary was a very important tool as it provided the basis for data analysis, being the place for reflections, descriptions and ongoing analysis of the observations. It also had expanded notes about interactions that were made as soon as possible after the observations. This diary was essential for the present study as it provided the main reflections on the observations for the focus of this research and the definition of its objectives.

Using qualitative research as a general method, the observant also included in the data research transcriptions of audio-visual data, transcriptions of interactions among students and teacher and students´ productions.

2.1.3. Materials

The materials of this study were selected in order to provide relevant data to show how children construct meaning in dialogic reading during their interactions. In this sense, the most important supports for the analysis were the texts (including here the images selected for their potential for reflection) and the tasks derived from the texts that were used in classroom.

2.1.4. Selection and design of texts and tasks by the researcher

During the researcher´s internship as a trainee teacher in the observed school of this study, it was verified that the two groups in year six of primary were so used to do collaborative activities around texts. Texts were the main means used by their teacher to introduce contents in science. This provided a starting point for the design of the researcher´s activities. The sessions were text driven in the sense that they were the starting point of class analysis. Both texts and classroom tasks that supported them were selected taking into account their possibilities for content and language learning, but also on the basis of their possibilities for significant meaning construction and reflection.

In selecting the texts, what it was first considered was how they would connect with the students´ previous knowledge. It was also taken into account the researcher´s

interests on deciding which content the students would reflect on. The objective was in visualizing women in History and Science by using the selected texts as a thread to connect the classroom tasks that derived from them.

Traditionally, women do not appear in History and Science and it is difficult to find them in text books. It is important that the school provides female models so, taking this into account, the researcher selected two biographies about two different women who had made contributions to Science (although in the present study only one of the texts is analysed, in this case the text about Hypatia).

2.2.   Points of analysis

The focus of this analysis will be the designed materials which formed the basis of the lessons, mainly the texts selected and the tasks that provided the basis for students´ meaning and knowledge construction. Another important point of this study was classroom interactions (especially those around the texts), the researcher´s notes on the classroom performance of the different activities and students' interactions and inputs that consisted on their productions about the texts.

2.3.   The Classroom Study

2.3.1. *Context*

The researcher´s internship period as a trainee teacher in a state primary school in a working suburb of Pamplona, provided the data for the analysis on the importance of dialogic learning on reading, content and language learning, as well as on promoting reflection and critical thinking in children.

The school was in a process of reflection to adopt new methodologies to improve educational community´s participation. It is a bilingual school of English with a content-based program where students learn subject matter and target language at the same time. On the basis of the observations about the students´ interactions in three classes in year six, this study will focus on the last level of primary, providing data analysis on the researcher´s observations as both an active and an observer participant.

Nuria Montes Suárez

2.3.2. Participants

The classroom study is centred on the interactions of three different groups in year six of primary. The researcher´s internship period was an opportunity to observe and participate in the teaching-learning process of two groups. In one of the groups, there were twenty students; thirteen boys (65%) and seven (35%) girls, and in the second one, there were twenty-two students; nine girls (49.9%) and thirteen boys (59.1%). In regards to their origin, 20% of the students in the first group and 13.62% in the second one came from other countries like Algeria, Portugal, East of Europe and South America.

The researcher could also observe as an active participant a third group in year six. In this case the observer took the role of teacher during twelve sessions in a week period. It was a group of seventeen students, between eleven and thirteen years old. Teaching conditions were special as they were students from the four different classes in year six and they had different English teachers with different teaching styles. On the other hand, this new group was formed because the school organizes a snow week for the students every year. Those children who do not participate in this activity can attend to ordinary classes in a single class group.

 In this new group, there were six girls and eleven boys, although not all of them did attend to all the sessions. There were two girls in particular who only came to school the first two days. In the group, there was also a boy who could not participate in the snow week because of his bad behaviour so during the first sessions, he had a strong resistance to the researcher´s activities.

In regards to the students´ origin, two boys were from Algeria, a girl was from Nigeria, two boys came from countries of East Europe, a girl was from Romania and another girl was gipsy, but she was one of the students who only attended to school the first two days.

2.4.   The classroom setting

The purpose of the present study is to examine how a dialogic reading approach can achieve content and language learning and develop reflection and critical thinking in children. This classroom study aims to illustrate the way in which some of the preceding principles about theory can be seen in the practice.

The analysis will focus on two shared readings and two dialogic readings that were observed in a science class during the researcher´s internship period and during the week in which she was an active participant. One of the shared readings (the text about the Universe), took place during a session of interactive groups. This is an educational practice that consists on a collaborative activity designed by the teacher that is managed by different adults, normally parents that come into a classroom.

2.4.1. The Researcher as an Observer

a) Dialogic reading of the text "The Stuarts Great Fire of London. 1666. Samuel Pepys´ Diary"

During this year the two groups in year six were studying Science through texts. In this term, they were studying British History from the War of Roses to the Industrial Revolution. They were doing different group activities, but in all of them most of the time, the students worked autonomously to fulfill collaborative tasks. In the following chart, there is a summary of the tasks derived from text about "The Great Fire of London" (in Appendixes: Attached Documents. Document I):

Table 1. Text about "The Great Fire of London"

TASK 1	PREREADING ACTIVITY	The students watch a video about The Great Fire of London.
TASK 2	PREREADING ACTIVITY	The whole class analyses the video: Vocabulary, Why, When and Where did the fire took place?
TASK 3	READING ACTIVITY	Literacy circle activity. Everybody underlines a part of the text and explains his or her reasons for choosing it.
	3 WEEKS LATER	
TASK 4	POSTREADING ACTIVITY	Brainstorming Activity: What do we have to know before writing a Theatre Play? The teacher explains what the students should take into account before writing a play. They elaborate a sketch to be used in the next activity
TASK 5	SMALL GROUP ACTIVITY	On the basis of a historical event studied during this year, the students write a Theatre Play in small groups. One group sets their play on the Great Fire of London event.
TASK 6	BIG GROUP ACTIVITY (The two groups in year six)	Our Play on stage! Every group plays their play in the function room of the school. Previously, they have designed their custom, scene, music and script.

The study will focus on the dialogic reading of a text about the Great Fire of London in 1666. The first session started with a video about the event. After watching it, the students exchanged their impressions in big group. The teacher explained the new vocabulary, helping students to guess the meaning from context. At the end of the session, the teacher gave them a text about the Great Fire of London and she explained them that they should read it at home. Each student had to choose a passage or sentence to read it aloud and explain why it was particularly meaningful to him or her. This literacy circle activity took place a couple of days later.

Three weeks later, the teacher started a new activity about theatre. First, the whole group did a brainstorming activity about the main characteristics of theater. With these ideas, they elaborated a sketch to support next activities. They had to choose

one of the historical events they had studied during this year, whether in English or in Spanish History lessons, and in groups, they had to write a play inspired on that event. The characters and the story of the play could be fictional, but the setting should be real. Every group had two weeks to prepare the script and the setting for the play to be staged. There was a group who decided to place the action of their play during the Great Fire of London.

b) Dialogic reading of the text about the song "Joana, give hope".

The teacher was introducing the study of African Geography and History, so she played the song "Joana, give me hope" to know if the children knew it and to see what interpretations and feelings they could express about the song.

Table 2. Text about "The Apartheid". (In Appendixes: Attached Documents. Document II).

TASK 1	PREREADING ACTIVITY	1. They listen to the song "Joana give me hope". 2. The teacher asks them how they feel when they listen to the song. 3. Video of the Song "Joana, give me hope"(with images of Africa). 4. Video of the Song "Joana, give me hope" (with the lyrics).
TASK 2	PREREADING ACTIVITY	5. How do we feel when we listen to this song after watching the videos?
TASK 3	READING ACTIVITY	6. Literacy circle activity.
	3 WEEKS LATER	
TASK 4	POSTREADING ACTIVITY	7. Brainstorming activity: What do we have to know before writing a Theatre Play? (Sketch to write the play)
TASK 5	SMALL GROUP ACTIVITY	8. Writing a Theatre Play in small groups
TASK 6	BIG GROUP ACTIVITY (The two groups in year six)	9. Our Play on stage! Every group plays their play in the function room of the school. Previously, they have designed their custom, scene, music and script.

On a second stage of the activity, the teacher also showed a video of the song where there were images of black people in different moments of the Apartheid´s period. In the last part of this prereading activity, the class watched a video with images and the lyrics of the song. At the end, she gave them the text and asked them to read it at home and choose a passage or sentence to share it with their partners. The literacy circle activity took place a few days later. This event was also chosen by one of the groups as the setting where the action of their play would take place.

c) Shared reading of the text "The Universe" in interactive groups

Every two weeks, the teacher organizes a session with interactive groups. Four adults, in this case three parents and the researcher, come into the class to manage a group while doing an activity designed by the teacher. Their role is to manage the group to make sure that there is a well-balanced participation of everybody, but adults do not participate in the activity. The advantage of this practice is that it provides the context for a rich and egalitarian dialogue in which the children work autonomously. In the following chart, we can see how the activity was designed:

Table 3. Text about the Universe. (In Appendixes: Attached Documents. Document III).

TASK 1	PREREADING ACTIVITY	1. Deciding the roles in the group: manager, secretary, person in charge of the materials, time controller and language controller.
TASK 2	READING ACTIVITY	2. Shared reading of the text. One member of the group starts reading the first paragraph, the person next to her or him summarizes the paragraph and the rest of the group decides if it is correct or not. The person who has read first writes down the idea. Next person starts the same process.
TASK 3	READING ACTIVITY	3. The whole group writes down a summary.

In this collaborative activity, it is the group that decides the different roles of the members. Then, they read the text following certain set up instructions. One of the children reads the first paragraph, the student next to her summarizes the main idea, the rest of the group clarifies it if needed and the one who has started reading writes

down the agreement that it has been reached by the group. They repeat this process with the next person until they finish reading and summarizing the text.

2.4.2. The Researcher as an Active Observer Participant

a) Shared reading of the text: "Hypatia of Alexandria"

The week in which the researcher could participate in taking the teacher´s role was an opportunity to be free to design and to put into practice different dialogic readings and tasks. During a period of twelve sessions, the only instructions given by the school were not to continue with the syllabus and work on all curriculum areas.

Table 4. Dialogic Reading of Images

TASK 1	ICEBREAKING ACTIVITIES	1. Getting to know one another. As it was a new group the researcher wanted to create a relaxed classroom climate before starting dialogic readings.
TASK 2	IMAGES ACTIVITY	2. Individual reflection on images. Every student should write a description of an image. Then, they had to interpret it and describe their feelings about the image.
TASK 3	IMAGES ACTIVITY	3. Small group reflection on images. They shared their ideas about the image with the rest of the group.
TASK 4	IMAGES ACTIVITY	4. Sharing images with others. In a new group, every student described his/her image to the rest who had to draw it and write about the interpretation and feelings about the image.
TASK 5	IMAGES ACTIVITY	5. Sharing reflections in small group. They compare their interpretations about the images with their partners.
TASK 6	IMAGES ACTIVITY	6. Sharing reflection in big group. In this part the teacher also participated. The objective of this activity was to create a positive attitude in the group to participate in dialogic activities.

The researcher could verify that those students that had been observed during her internship´s period were used to dialogic reading activities and they frequently worked in groups without problems. Nevertheless, there was a big part of the new group

formed during the snow week that the observer did not know what teaching style they were used to. The researcher wanted to create a positive attitude in the group to participate in dialogic activities. In order to get it, the researcher chose different images with different possible interpretations. The images were selected so that the students would work on collaborative tasks that involved dialogic construction of meaning.

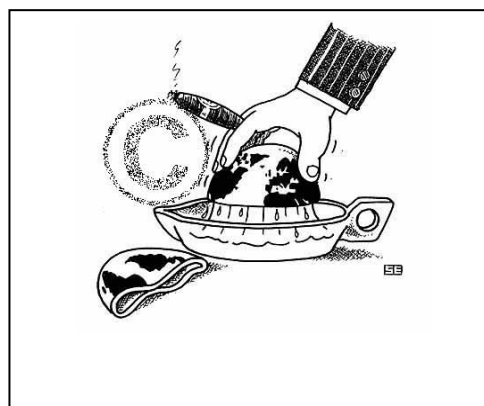**Figure 1.** Image used in Dialogic Interpretations

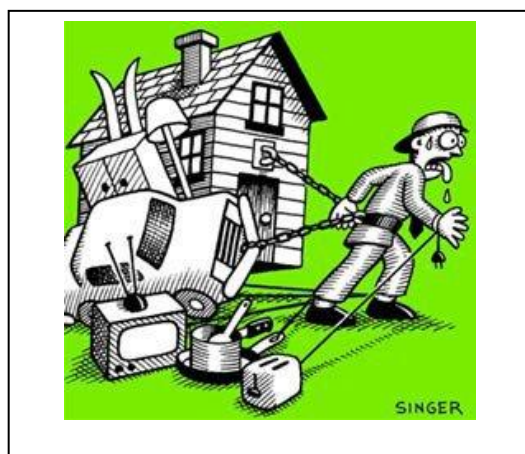**Figure 2.** Image used in Dialogic Interpretations

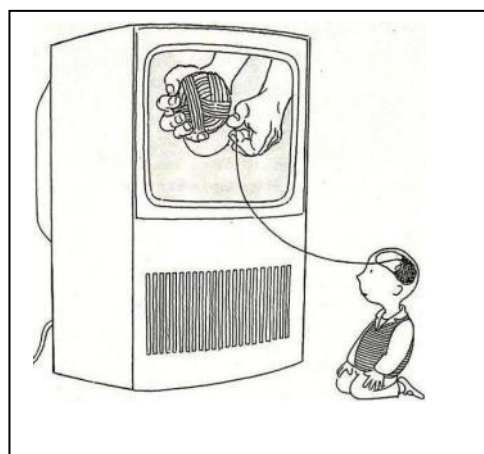**Figure 3.** Image used in Dialogic Interpretation

Figure 4. Image used in Dialogic Interpretation

On the basis of different research on teaching practice that considers the potentiality of images for meaning construction (Cook, 1994); the researcher chose four different images that required reflection to interpret them. The class was divided in four different groups. Every group had different images, but every member of the group

had his or her own image as in the first activity they had to work on it individually. Everyone had to describe, interpret and explain their feelings about the image. Then, they had to do a group activity following these instructions:
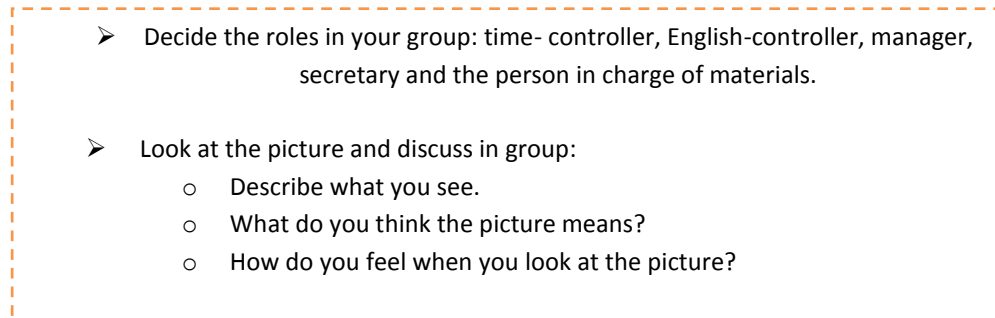
> ➢ Decide the roles in your group: time- controller, English-controller, manager, secretary and the person in charge of materials.
>
> ➢ Look at the picture and discuss in group:
>   o Describe what you see.
>   o What do you think the picture means?
>   o How do you feel when you look at the picture?

Figure 5. Instructions for group reflection about the images

The objective of this activity was that, after their individual work on the images, the students would engage in a dialogue over their interpretations. Then, these interpretations would be contrasted by every group and they would have to reflect on the differences they had found in order to reach an agreement if possible. At the end, the teacher organized new groups so that to be formed with people with different images that could not be shown to their partners. In this part of the activity, every member of the group had to describe their image to the rest and then they had to interpret it and write down how they felt about the picture. The final activity was made by the whole class. It consisted on a dialogic reconstruction of the meaning of every image where everybody could explain their interpretations. It was in this part when the teacher also participated in the dialogue, promoting new interpretations through appropriate questions.

The comparison of the individual interpretation with the final ones was very interesting as the teacher could observe an evolution on their analysis of the images. The objective of the whole sequence of activities was to design different tasks that could allow students to construct meaning little by little, in a way that they would feel that interaction and collaboration facilitates understanding, leading us to better construction of meaning.

In the following sessions we started to work on written texts. The first reading was about Hypatia. As a prereading activity, we watched a sequence from Amenabar´s film

"Agora" in which Hypatia undergoes her thinking process to explain the way in which the earth moves around the sun doing an ellipse. The observer knew that the students were going to study the universe in a week, so it was considered interesting to connect this reading with the official syllabus. At the same time, this sequence of the film provided information about the character of Hypatia. With this prereading activity it could be found that there was a student who had seen the film.

Table 5. Shared reading about the text "Hypatia of Alexandria". (In Appendixes: Attached Documents. Document IV)

TASK 1	PREREADING ACTIVITY	1. Video from the film "Agora". The class talked about the sequence and then the teacher gave them the text about Hypatia.
TASK 2	READING ACTIVITY	2. Scanning: Two groups read the text very fast trying to find out if Hypatia had invented something. 3. Skimming: Two groups read the text very quickly to give a general idea.
TASK 3	READING ACTIVITY	4. Shared reading activity: One member of the group starts reading the first paragraph, the person next to her or him summarizes the paragraph and the rest of the group decides if it is correct or not. The person who has read writes down the idea. Next person starts the same process.
TASK 4	READING ACTIVITY	5. Reading comprehension activities.
TASK 5	SMALL GROUP ACTIVITY	6. Sharing the answers in small groups
TASK 6	BIG GROUP ACTIVITY	7. Correction of the activities and dialogic construction of meanings of the text

Then, the text was given to the students. Two groups had to read the text as fast as possible to find out if Hypatia had invented something (scanning activity) and the other two groups had to read it very quickly in order to say what was the general idea of the text (skimming activity).

Next, the students did a shared reading activity in small groups. One member of the group starts reading the first paragraph, the person next to him or her summarizes this part, the rest of the group completes this idea if needed and the one who has started

Dialogic Learning on Reading: Using Texts in CLIL Contexts.

reading the first paragraph writes down the main idea once the whole group gets an agreement. Then, the person who did the first summary reads the following paragraph and the process starts again. The aim of the activity was to do a summary of the text.

In the final sessions, the students had to do a reading comprehension individually. Then they compare their answers in small groups before correcting the activity in big group. In this part of the activity we analysed different aspects of the text, as we could work on the vocabulary, the form of the text and the meanings. Here there is an example of the reading comprehension activities.

Figure 6. Example of Reading Comprehension Activity

2.5. Data Analysis

Analysis has been made by using procedures for discourse analysis paying particular attention to students´ interactions and productions. After a systematic analysis of the data, we started making sense of them, reflecting and writing notes about the observations. After organising them, we classified the data in four groups: audiovisual data, field notes and diary, students' productions and classroom discourse transcriptions. Next step was to read carefully all the data collected in order to select relevant data for the objectives of the present study. In doing so, we found a clear

structure in the organization of the materials and data that was connected with the use of texts in CLIL contexts. We classified the data taking into account the following aspects:

1. Dialogic learning on reading texts to promote content-knowledge building and learning.
2. Dialogic learning on reading texts to promote language learning.
3. Dialogic learning on reading texts to promote critical thinking.
4. Prereading activities in the improvement of students´ background knowledge on the topic prior to reading.

2.6. Results and Discussion

On the basis of recent research that considers the importance of meaning construction in the development of reading, this study aims (a) to analyse the importance of prereading activities and their role in improving reading comprehension. It also aims (b) to determine if language and content learning is achieved through dialogic reading and tasks derived from the reading of the texts. Finally, the analysis of the data seeks (c) to show how teachers can facilitate reflection and critical thinking through dialogic reading.

In order to achieve these objectives and analyse the factors involved in reading this study has reviewed the collected data answering to the following questions:

1. How can teachers in classrooms of primary teach students to activate appropriate background knowledge when reading in a CLIL context?
2. How can teachers in Primary use texts to promote both language and content learning through interactions around texts in CLIL contexts?
3. Can meaningful joint activities around content texts facilitate critical thinking in CLIL contexts of primary schools?

It was expected that by selecting meaningful content texts and by designing collaborative tasks derived from those texts, students would be able to develop content and language learning through contexts of egalitarian dialogue that involved critical thinking.

2.6.1. Activation of previous knowledge

Texts can be a powerful tool to construct knowledge through dialogue (Wells, 1999). But written texts are not the only possible tools. Images can be "psychological instruments" which can be used in knowledge construction. In this sense, the map of Egypt that appeared in the text about Hypatia acted as an instrument for the activation of Mouad´s previous knowledge about the African borders.

In the same sense, the selection of videos and the song that were used in the design of the prereading activities about the texts had the same role in connecting with the students´ prior ideas and language knowledge that could be needed during the readings.

The data provided evidence of the importance of prereading activities as a means to activate previous knowledge. In this sense, we can say that direct teaching of appropriate background can be made through prereading activities that include movies (like in the case of Hypatia´s text), videos, documentaries or songs (to introduce the text about the Apartheid)...

Some of the practices explained here are good examples of how prereading activities can promote the building of relevant background to develop reading interpretation. In the case of the text about the Apartheid, the introduction to the dialogic reading was the song "Joana, give me hope". When the teacher asked the students if they knew the song, some of them answered that the author was Bob Marley and that it remembered them of Jamaica. When they were asked about how they felt about the song they all considered it a happy song that made them want to dance. At a second play, they saw a video while listening to the song. It showed a map of Africa and images of African people in South Africa. The teacher did not explain anything here; she just wanted them to enjoy the song. At the end of the session, she played the song again but now she showed a video with the lyrics. Then, she gave them the text and asked them to read it at home and choose a passage to read it aloud and explain why it was particularly meaningful for them.

Undoubtedly, the song´s function here is to improve students´ background knowledge on the topic prior to reading. Even when they do not really understand the lyrics and

some of their predictions about the song were not correct, the images helped them to think about what the text was going to be about.

Another example of how prereading activities play an important role in activating previous knowledge in children is the video about the Great Fire of London. It was an introduction to the event that also allowed the teacher to present the new vocabulary.

2.6.2. Content and language Learning

The two dialogic readings of the texts about The Great Fire of London and the song "Joana, give me hope" provide evidence about how dialogic meaning construction of texts can promote content learning. Three weeks later, two groups chose these events as the setting of their plays. This shows that this practice is a useful teaching tool.

In the case of the first text, when the students are writing the play there are moments in which they are reflecting on language. For example, when deciding the dialogue of the different characters of the play there is a moment in which one of the students says: "Ok. And tomorrow we see". Another one says: "Ok, tomorrow we *meet*". But Imanol points out. "Ok, then. You say: tomorrow we *will* meet". Then, the whole group agrees. "Yes, yes, tomorrow we *will* meet".

In the same activity, when Ibón is explaining the argument of their play he says "so they get angry and they do a plan to burn his baker, so the Great Fire of London starts". The content learning acquired with the prereading activities and the text about the Great Fire of London is used three weeks later in the play. They are setting their play during this historical event, but they are also taking into account some of the facts described in the text (for example, the fact that the fire started in the Baker´s). This is an example of how dialogic reading can be used in teaching content.

The final text about the universe is an example of how students engage in meaning construction that goes beyond the text. When reading the text, a group gets involved in the following dialogue:

Eduardo (It must be noticed that this student was in Ireland for two months during this year)- If we could travel at the speed of light, we would never reach at the end of the universe because we would die. Scientifics say that the universe... it never ends.

Iker- It never ends, but are planets very far away that you can go... that the Scientifics say that are planets that they are very far ago that we cannot go. But if they don´t go, how they know it?

Alexia- because they could not go...

Paula- You can put a camera inside of a spaceship.

Eduardo- But there are one hundred million kilometres.

The members of the group are questioning the information that appears on the text. Even when it is a scientific text, there are things that they do not take for granted and they engage in a dialogic meaning construction that goes beyond the text.

In the shared reading of the text about the Universe, the same group gets involved in a dialogue in which they are working out meaning from the context.

Iker- What is the meaning of "pinhead"?

Paula- Pinhead? I don´t Know

Eduardo- I know the meaning of "pin" and the meaning of "head"...so, it is something very small.

In this dialogue, the text is providing the context for language learning, in this case vocabulary. In this shared reading, one of the students is verbalizing his strategies to guess the meaning of a word. By doing this, he is providing assistance to his partners to promote vocabulary learning. This is evidence that concurs with Hall´s ideas on recent research (as cited in Wells, 1992) that has shown that students can develop better skills when they are involved in joint activities where texts are used in a meaningful activity.

Another example of content learning took place in the session about the text "Hypatia of Alexandria". At a given time, there is a change of direction in the dialogue about the text that introduces new questions. The researcher calls students´ attention upon a part of the text where it is said that Hypatia was killed because she was pagan and she had power. She asks them why they think she had power and most of them keep quiet for a while, when suddenly Ossama answers:

Ossama- Because she is wise. Because she studied.

Teacher- So, what did she have?

Ossama- Knowledge.

Teacher- Ok. And do you think that having knowledge means power?

Students- Yes!

Ohana- Yes! Woman didn´t study because man say and the man could study.

Teacher- Then, if women didn´t study at that time, how is it possible that Hypatia did?

Again, most of them keep quiet or say that they do not know. But Ossama answers again:

Ossama- Because his father is wise and she is rich.

Teacher- So, what does it mean to have power?

Here, the conversation takes an unexpected change of direction:

Mouad- Power is money!

Teacher- But only money?

Ossama- And knowledge!

Mouad- Yes, but money too! Like in Africa... Europe was there... Like the Apartheid! They, Europe, they separated the countries like a cake! Juliana say.

Dialogic Learning on Reading: Using Texts in CLIL Contexts.

Mouad and Ossama are in different classes, but both of them have the same English teacher. Two weeks ago, they were studying Africa and the Apartheid and they had been analysing the reasons because the African borders are straight lines. In this moment, Ion, who has another teacher, says that he does not understand what Mouad is saying and this provokes a very interesting situation where part of the class explains to the rest something new. The dialogue changes its direction and a part of the class looks for an atlas to show the African borders to the rest of the class and they start talking about the sharing out of Africa after the I World Wide War among the European countries and the consequences of it.

During these activities, interactions frequently went beyond the text. That is the case of the dialogic reading about Hypatia, when an idea from the text provided the context for rich interaction among peers. Vigostskian´s construct of learning through assisted performance in the context of joint activity considers that learning first takes place between people interacting and then it is appropriated by the learner as an individual process. This is closely connected with his idea of *zone of proximal development*. Ion´s zone of proximal development appears in a dialogic construction of meaning of the text about Hypatia. In this situation Mouad is acting as an expert peer in assisting Ion to achieve new content learning. But at the same time, the knowledge that Mouad is sharing with his partners has been previously constructed through a dialogic activity in which he has been assisted by his teacher.

The map of Egypt that appeared in the text, created a connection with Mouad´s previous knowledge and this lead to an unexpected situation where we started to talk about African borders, the consequences of the share out of Africa among European countries after the I World Wide War and the Apartheid in South Africa. In this situation, it appeared the context not only for new content knowledge for those students who had another teacher, but also new vocabulary learning, as for example, the words "borders" or "Apartheid". In this example, it is shown how Hallidian concept of language, as the main medium to engage in joint thinking with others, becomes real in classroom settings. Children are constructing meanings in relation to their own interests and world vision. We can then conclude that dialogic reading in this case, provided the basis for better knowledge.

Nuria Montes Suárez

Through dialogic interaction around texts, children can learn vocabulary that they may not necessarily encounter in daily conversations and they can learn about conventions of print and the syntactic structure of language. Peers and scaffolded adult-child interactions in the context of dialogic reading and shared reading activities facilitate young children's language development. Following Vygostskian´s principle of *the zone of proximal development*, the adult can encourage learners to say just a little more than they would naturally. In this scaffolding, not only adults and peers but also the selection of texts takes an important role as it can lead to a more rapid development of language skills (in which we would include reading skills).

Teachers´ role is essential not only because it implies the selection of meaningful and significant texts that facilitate content knowledge, but also because of their responsibility in providing adequate challenging questions during the classroom interaction. In this sense, dialogic reading of texts provides the context for rich interactions among peers and teacher and students.

2.6.3. Critical thinking

In regards to the development of reflection and critical thinking, in the final activity of the text about Hypatia, the whole class engaged in a dialogic meaning construction on the basis of two questions about the reading comprehension activity, where the students had to give their opinion or reflect on some parts of the text.

When Ossama says that the text is interesting because women "don´t do this" and "they don´t invent things", he is constructing meaning of the text on the basis of his own world view. He is using his own culturally built up schemata to interpret the text. In this dialogue, the teacher is providing the adequate questions to scaffold children in confronting their own ideas and schemata:

> **Teacher (to the class) -**Do you all agree that women don´t invent things?
>
> **Precious-** No, Hypatia invent the astrolabe.
>
> **Mouad-** She study Maths…
>
> **Teacher-researcher-** She study? Is it correct?
>
> **Mouad-** She studies Math.
>
> **Teacher-** Ok, in present, but in past what do we say?
>
> **Mouad-** She studied.
>
> **Teacher-** Ok. Something else?
>
> **Ohana-** Yes, she did many things…
>
> **Ossama-** It´s true!… I don´t say women don´t invent things… I say we don´t know… we don´t study this things, this things are not in the books.

In this classroom dialogue, we can see how children are engaged in their own meaning construction of the text. Ossama undergoes a process in which he is confronting his own ideas, mainly based on common sense, with the ideas he is interpreting from the text.

As we have previously stated, schemata are culturally built up. Taking into account Cook considerations about how schemata contribute to reinforce prejudice (as cited in Wallace 2003), Hypatia´s text was selected considering its potentiality to challenge conformity. When Ossama says that "womans don´t invent things" he is probably confronting his own vision of the world with the new perspective proposed in the text. The text is providing an opportunity for reflection. At the same time, the meaning construction of the text that, in the context of egalitarian dialogue, is taking place among students and teacher provides the opportunity to explore his vision of the world. Through the dialogue with his partners, Ossama is exploring his own assumptions, undergoing a process in which he is able to recognize gender inequality in society when he says "Yes, it is true!… I don´t say women don´t invent things… I say we don´t know… I say we don´t study this things, this things are not in the books…"

This idea is very interesting for the teaching-learning process. Nowadays, the complexity of the teaching-learning process is conditioned by multi-ethnic schools where the teacher should make sure that all the students retain their sense of individual dignity and national pride while learning to appreciate aspects of the culture of the country whose language is been learned as well as those of the country where they are living (in many cases it is the county where they have been born, but it is not their culture because their parents come from a different country). Taking this into account, teaching reading in a dialogic way means that "in a social setting such as a classroom a diversity of responses to the same text is healthy in that it challenges the "common sense" (Wallace, 2003. p.23). As teachers, we must account for a diversity of interpretations. These interpretations should provide the basis for interaction and dialogue as a means of constructing new interpretations based on reflection and not in "unanalysed common sense" (Wallace, 2003. p.23) that usually supports prejudices and stereotypes. In this sense, this study aims to show how dialogic reading of texts has a potentiality for schema changing rather than schema confirming.

In the last part of this dialogic meaning construction of the text about Hypatia, we talked about the last part of the reading comprehension activity in which students were asked for their opinion about the sentence *"women were considered second class citizens"*. Here there are some of the students' answers:
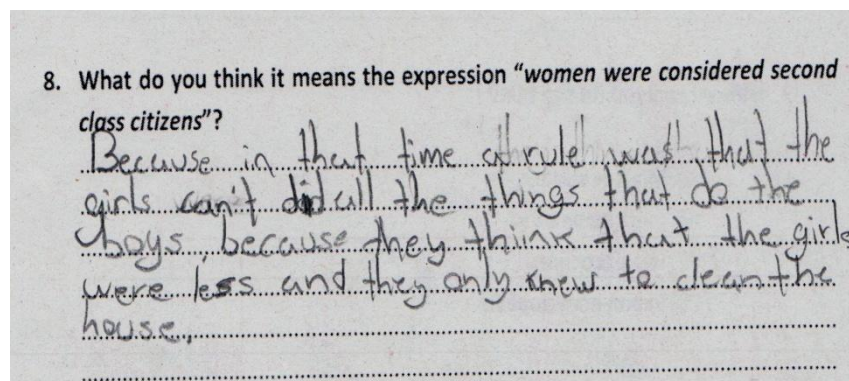

Figure 7. Example of the reading activity about Hypatia´s text.

8. What do you think it means the expression "women were considered second class citizens"?

That the womens not were very valorated or famous. The womens in that age they can't went to school they had to work at home. The mens were more valora- tete or famous because they fight.
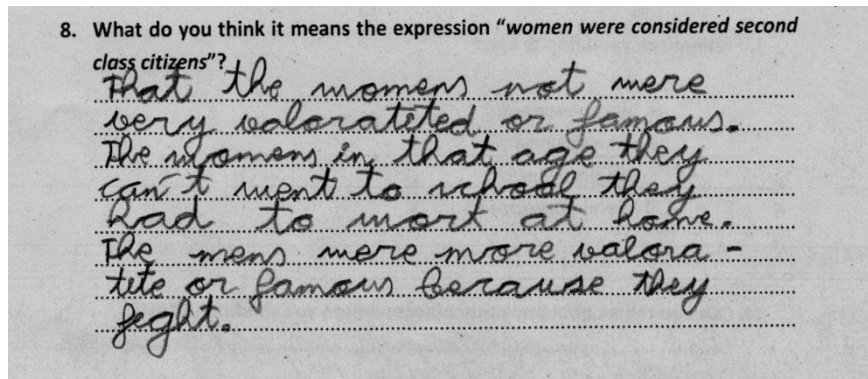
Figure 8. Example of the reading activity about Hypatia´s text.

Again, the text is providing the context for reflection. When children are engaged in dialogue to construct meaning, they put into practise their own individual resources and their own world view developing their critical thinking.

The activity with images provided another example of how children challenge their own assumptions exploring new perspectives and developing critical thinking. On the basis of recent research on teaching practice, we chose four different images that required reflection to interpret them. We considered that images would be easier to analyse than written texts, so our intention was to analyse how the group would participate in dialogic tasks around the images.

"Don't step on it . . . it makes you cry."

Figure 1. Image used in Dialogic Interpretations

In the final activity students shared their feelings about the images with the rest of their partners. When they were asked about the feelings that this image provoked on them and why, Iñigo answered "I feel nothing because I´m not a girl". Again the class engaged in a dialogic interpretation of the image. Some students said that "we are

obsessed with our body because we don´t like to be fat and this is for boys and girls. There are boys that go to gym a lot and stop to eat". At the end, Iñigo said "Ok. I didn´t think about that. It is true that it is a problem for boys and girls". Again dialogic reading of texts, in this case an image, engages children on reflection, questioning and modifying their own assumptions. In this sense, we can conclude that all these examples provide evidence of the potentiality of dialogic learning on reading as a means to promote critical thinking in children.

▪ CONCLUSIONES Y PROPUESTAS DE FUTURO

Los datos analizados muestran que, cuando se favorece la creación de situaciones educativas que implican el uso de un diálogo igualitario entre los agentes implicados en el proceso de enseñanza-aprendizaje, se producen aprendizajes que favorecen la reflexión y el desarrollo del pensamiento crítico.

En este estudio, el uso de textos con contenido relevante y significativo para el alumnado es mucho más efectivo para su motivación y aprendizaje. Teniendo esto en cuenta, dentro de los programas CLIL, los textos pueden ser utilizados de diversas formas, tanto para informar como para entretener, reflexionar o enseñar, trascendiendo su mera consideración como herramientas de enseñanza de la lengua.

Considerando las ideas de Vygotsky y Halliday que entienden que el lenguaje media el aprendizaje de contenidos conceptuales, y basándonos en los datos analizados, es lógico decir que existen razones de peso para involucrar al alumnado en actividades colaborativas que se fundamenten en el diálogo igualitario para la construcción de significados de textos significativos.

Desde una perspectiva pedagógica, es evidente que se trata de una metodología que promueve la construcción de conocimiento, tanto conceptual como lingüístico, al tiempo que permite el desarrollo del pensamiento crítico. En el contexto de un diálogo igualitario (Flecha, 2000), vemos como los estudiantes observados en este trabajo se sienten estimulados para reflexionar sobre la lengua, al tiempo que son capaces de poner en práctica sus propias estrategias para la construcción de significados del texto.

La escuela debe promover el desarrollo instrumental de la comprensión lectora, lo que implica formar lectores estratégicos. Los ejemplos analizados demuestran que una forma eficaz de promover el uso de las estrategias necesarias para convertirse en lectores competentes es hablar sobre diferentes textos en el aula. De este modo, estaremos promoviendo que nuestros alumnos hagan un esfuerzo consciente para leer mejor, adoptando estrategias eficaces.

El desarrollo consciente de las estrategias de lectura puede ayudar a los estudiantes a convertirse en lectores competentes. Sin embargo, la generalización de dichas estrategias se adquirirá mejor a través de actividades significativas que impliquen su

práctica, tal y como lo demuestran las actividades dialógicas analizadas en este estudio. En este sentido, es responsabilidad del docente asegurar que los estudiantes son expuestos a suficientes y variadas situaciones que posibiliten la generalización de dichas estrategias. Por ello, defendemos que la interacción del alumnado en torno a textos, que permitan la introducción de nuevos contenidos en un proceso de construcción de significados a través de un diálogo igualitario, es la forma más eficaz de poner en práctica dichas estrategias dentro de situaciones significativas.

Sin embargo, reconocemos las limitaciones de este trabajo. Considerando los objetivos iniciales establecidos en el presente estudio, es necesario señalar que el punto débil del aprendizaje dialógico en la lectura está en el desarrollo lingüístico. El análisis de los datos cualitativos permite observar que, cuando los alumnos participan en lecturas dialógicas y actividades colaborativas, apenas utilizan tiempos verbales que no sean el presente simple. Una posible explicación es que en situaciones dialógicas la preocupación principal se centra en la comunicación y no en el uso adecuado de la lengua. Esto tiene importantes implicaciones docentes, ya que como profesores no podemos asumir que el diseño de actividades dialógicas creará automáticamente las condiciones para la adquisición de la segunda lengua. En este sentido, nuestra propuesta de futuro recomienda el diseño de actividades colaborativas que implen prestar una especial atención a la forma de la lengua y a su sistema y que se pueden plantear como un aspecto más a trabajar en relación a los textos. No obstante, el análisis de los resultados también revela que, en el desarrollo de actividades colaborativas, el alumnado puede participar en conversaciones que impliquen reflexión sobre la lengua (ese es el caso del diálogo que se produjo en el grupo de Eduardo sobre el significado de la palabra "pinhead").

Para finalizar, podemos decir que todo el alumnado es capaz de construir significados de un texto, siempre que este se dé en el contexto de un diálogo igualitario en el que todas las contribuciones son valoradas de igual modo. Considerando esta idea, este trabajo aboga por un enfoque de la lectura que considera la adquisición de las habilidades lingüísticas de manera holística. Esto implica un profesorado que asume que al desarrollar la competencia lectora de su alumnado, mejora tanto el conocimiento en general como la lengua. Al mismo tiempo, defendemos un enfoque

que considera la lectura como un proceso social, crítico e interpretativo (Kim, 2011), más que como un conjunto de estrategias que el alumnado debe manejar.

Como docentes no debemos olvidar que lo que la escuela puede transformar hoy es tan importante como lo que reproduce (Flecha, 2000, p. 12). Partiendo de esta idea, es evidente que es responsabilidad del profesorado cuestionar tanto el qué como el cómo se enseña. La globalización presiona a los sistemas educativos para que "equipen" al alumnado con las estrategias necesarias para manejarse en la complejidad de los actuales contextos internacionales. Sin embargo, y tal como apuntan autores como Freire (1998) o Flecha (2000), este no puede ser el único fin de la educación, ya que también juega un papel fundamental en el desarrollo de ciudadanos críticos capaces de participar y transformar la realidad.

Teniendo en cuenta los resultados de este estudio, coincidimos con Flecha en considerar la potencialidad del aprendizaje dialógico como un instrumento educativo que promueve todos los aspectos del aprendizaje, facilitando también el aprendizaje instrumental y la adquisición de estrategias, ya que el aprendizaje se desarrolla mejor en situaciones dialógicas donde las interacciones con otras personas nos ayudan a tomar decisiones más adecuadas. Además, hemos comprobado que en el contexto de un diálogo igualitario, la reflexión es más profunda porque todos los participantes quieren entender las aportaciones de los demás.

El potencial de la lectura y el aprendizaje dialógico en la educación está en que su capacidad para dialogar y escribir sobre la realidad, lo que conduce a un mejor entendimiento del mundo. Al intentar desarrollar la capacidad crítica del alumnado debemos tener en cuenta tanto su edad como su nivel. Nuestra experiencia demuestra que niñas y niños participan de manera entusiasta en la construcción dialógica de significado y conocimiento cuando los textos son interesantes. Es decir, cuando los alumnos se involucran en actividades colaborativas significativas, son capaces de reflexionar de manera crítica sobre la realidad, lo que, tal y como defiende Freire, permite a los alumnos de una segunda lengua desarrollar su conciencia del otro y valorar y apreciar las diferencias.

Nuria Montes Suárez

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- **Appendixes**

- Appendix I: Transcription from the field notes and diary about a part of the dialogic meaning construction of the text about Hypatia.

Ossama- The text is interesting.

Teacher-researcher- Why?

Ossama- Because… because…woman don´t do this…

Teacher-researcher- What do you mean when you say that they don´t do this?

Ossama- They… womans…

Teacher-researcher- Women.

Ossama- Eso women…they don´t invent things…

Teacher-researcher (to the whole class) -Do you all agree that women don´t invent things?

Precious- No, Hypatia invent the astrolabe.

Mouad- She study…

Teacher-researcher- She study? Is it correct?

Mouad- She studies Math.

Teacher-researcher- Ok, in present, but in past what do we say?

Mouad- She studied.

Teacher-researcher- Ok. Something else?

Ohana- Yes, she did many things…

Ossama- Yes, it is true!... I don´t say women don´t invent things… I say we don´t know… I say we don´t study this things, this things are not in the books…

In the same session about Hypatia´s text, the dialogue continues until Ossama says again:

Ossama- Women are not like men… many years ago they don´t study.

In that moment, Ion who did not look very interested on the ongoing conversation surprises me and says:

Ion- Nuria, when woman go to school?

Teacher-researcher- It depends on the countries. Even nowadays there are places where girls cannot go to school and not only girls; there are countries where children have to work instead of going to school.

Ion- But in Spain?

Nuria- I´m not sure. I think it was about 150 years ago.

In that moment, Juliana, the mentor tutor says something.

J- Let´s check in internet.

This change of direction in the dialogue introduces new questions. At this point the researcher calls their attention upon a part of the text where it is said that Hypatia was killed because she was pagan and she had power.   She asked them why they think she had power and most of them keep quiet for a while, when suddenly Ossama again answers:

Ossama- Because she is wise. Because she studied.

Teacher-researcher- So, what did she have?

Ossama- Knowledge.

Teacher-researcher- Ok. And do you think that having knowledge means power?

Students- Yes!

Ohana- Yes! Woman didn´t study because man say and the man could study.

Teacher-researcher- Then, if women didn´t study at that time, how is it possible that Hypatia did?

Again, most of them keep quiet or say that they do not know. But Ossama answers again:

Ossama- Because his father is wise and she is rich.

Teacher-researcher- So, what does it mean to have power?

Here, the conversation takes an unexpected change of direction that surprises me:

Mouad- Power is money!

Teacher-researcher- But only money?

Ossama- And knowledge!

Mouad- Yes, but money too! Like in Africa... Europe was there... Like the Apartheid! They, Europe, they separated the countries like a cake! Juliana say.

- **Appendix II:** Text about the Great Fire of London. Audiovisual data´s transcription about the theater activity. The student is summarizing his group play which is going to take place during the Great Fire of London in 1666.

> **Ibón**- Alexia gets angry with me because I tell her that I´m gay. Paula is her friend and Eduardo is my friend, so they get angry and they do a plan to burn his baker, so the Great Fire of London starts and I help Eduardo to get out of the baker and they say "that gay is on fire", instead of the song "that girl is on fire".

- **Appendix III:** Text about the Universe (audiovisual data´s transcription). The students are summarizing the text in a shared reading activity in interactive groups.

> **Iker-** The Universe starts with the Big Bang Explosion and from that until now it get bigger.
>
> **Alexia-** That…how …What contain.
>
> **Eduardo-** Yes, but is the same of what is the Universe made of.
>
> **Alexia-** Yes.
>
> **Paula-** Yes, it´s the same. It´s a little bit of information about this,
>
> **Imanol-** It had the same?
>
> **Iker-** No, because what is made of is more general, but what it contains can be more things.
>
> **Paula-** Yes, more information than the other paragraph.
>
> **The rest of the group-** Yes.
>
> **Paula-** What contains then.

- Attached Documents:

- Document I: The Great Fire of London

The Stuarts

Great Fire of London 1666
Samuel Pepys Diary

Sunday 2nd September 1666

Weather Report - hot, dry and windy

The Thames water level was very low following a hot summer

Early morning

The fire began in the Pudding Lane house of baker Thomas Farriner. When questioned later Farriner said that he had checked all five fire hearths in his house and he was certain that all fires were out. Nevertheless, when the family were woken by smoke in the early hours of the morning, the fire was so well established that the family could not use the stairs had to escape through an upstairs window.

3a.m.
The fire was so well established that it could be seen from a quarter of a mile away.

Early morning
The Lord Mayor was advised to order the demolition of four houses. He decided not to issue the order because the city would then be responsible for re-building those houses. The fire spread destroying houses west of Pudding Lane. The City's water engine was also destroyed.

Mid-morning
News of the fire spread through the city and the streets were filled with people running to escape the fire.

Sunday Night
The fire had burned for half a mile to the East and North of Pudding Lane. King Charles II had been informed of the fire and he had instructed the Mayor to pull down any houses necessary to stop the spread of the fire. However, in a City where the houses were very tightly packed, pulling down enough houses to stop the fire before the fire took hold was a difficult, almost impossible task.

Monday 3rd September 1666

Weather Report: hot dry and windy

Early morning
The fire continued to spread and householders had to choose whether to help the fire-fighting effort or attempt to save goods from their own houses. The Thames was full of boats laden with property rescued from houses that had burnt down. Profiteers made money by hiring carts and boats at high prices. Most people could not afford their prices and could only save what they could carry.

Late Morning
To reduce the numbers of people in the area of the fire, an order was given that carts could not be brought near to the fire.

Charles II attempted to bring some order to the City by establishing eight fire posts around the fire with thirty foot soldiers assigned to each. His brother, the Duke of York (below), was put in charge.

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Late Evening

Because the wind was blowing from the East the fire had spread eastwards more slowly. Fire-fighters managed to prevent Westminster School from being destroyed although it was badly damaged.

The fire was now 300 yards from the Tower and orders were given for extra fire engines to be sent to prevent its destruction. Many of London's wealthiest citizens had taken their money and valuables to the Tower for safekeeping.

Tuesday 4th September 1666

Weather Report: hot, dry and windy

 Early morning:

The fire showed no sign of stopping. All attempts to check its spread had failed and the fire-fighters were getting very tired.

Afternoon :All carts, barges, boats and coaches had been hired out.

 8 p.m: The roof of St Paul's cathedral caught fire.

End of the Day: This had proved to be the most destructive day of the fire. St Paul's cathedral was among the many buildings destroyed on this day.

Wednesday 5th September
Weather Report: hot, dry but NO wind
Early Morning
The fire continued to burn but, due to the fact that the wind had dropped, it was not spreading so rapidly.
Mid day
The destruction of a number of houses in Cripplegate had stopped the spread of the fire and had allowed fire-fighters to put it out.
Evening
All fires in the West of the City had been put out.

Thursday 6th September

Weather Report: hot, dry, but no wind

 Early Evening
The fire was finally put out.
 It had caused a huge amount of damage: 87 churches, including St Paul's cathedral, 13,200 houses. Fortunately, only 6 people lost their lives, far less than the number that would have died from the plague if the fire had not happened.

Nuria Montes Suárez

Document II: Text about the Apartheid

History of the song

"Joana give me hope" has been originally sung by Eddy Grant, who was an eminent musician. This song has been tagged as an anti-apartheid song and was very popular among people in South Africa. In fact it was also proclaimed as the anthem against the practice of discrimination which was so obvious and rampant in Africa in 1980's. You would be surprised to know that this song had been forbidden by the government of South Africa. This song was prohibited because it ridiculed the government and it also acted as a catalyst for freedom against racial discrimination. The lyrics and the music of the song had gained acceptance in UK as it was ranked as the 7th best song. This melodious number could not be broadcasted on the radio and was not even sung on stage by musicians.

Interpretation

Most people interpret this song in one definite way. They assume that since the song was a melodious cry against apartheid Joana symbolizes the city of Johannesburg. It would be correct to say that the song revolves around Johannesburg and this meaningful song surely touches the soul.

But lots of people differ. They opine that Eddy Grant wrote this song in the honor of Nelson Mandela the revolutionary South African apartheid leader who fearlessly fought against the oppressive policy towards the blacks.

However, there many people who think that the song "Joana Give me Hope" doesn't refer to Johannesburg. In fact that would make this song absolutely obsolete as the song would lack meaning. The word Joana in this song symbolizes the then prime minister Johan Vorster.

In this lively song there is a line which is stated as 'Even the preacher who works for Jesus. The Archbishop who's a peaceful man is reference to the first black Anglican Archbishop of Cape Town called Desmond Tutu. He had received the Nobel Prize in 1984 for his revolutionary and path-breaking opposition against apartheid.

The song has a very stirring line 'She's got supporters in high up places, which turn their heads to the city sun'. This line establishes the fact that the international communities of nations were reluctant to take action against the South African government for rampantly practicing Apartheid.

This vivacious song is surely a ground breaking number in its own ways as despite being prohibited it had topped the charts and it was this song that made Eddy Grant famous.

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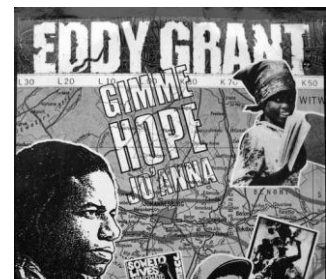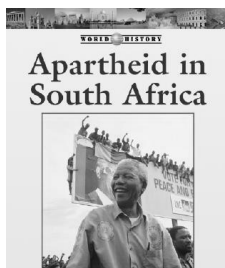
 - **Document III:**

The Universe

The Universe is everything we can touch, feel, sense, measure or detect. It includes living things, planets, stars, galaxies, dust clouds, light, and even time. Before the birth of the Universe, time, space and matter did not exist.

The Universe contains billions of galaxies, each containing millions or billions of stars. The space between the stars and galaxies is largely empty. However, even places far from stars and planets contain scattered particles of dust or a few hydrogen atoms per cubic centimetre. Space is also filled with radiation (e.g. light and heat), magnetic fields and high energy particles (e.g. cosmic rays).

The Universe is incredibly huge. It would take a modern jet fighter more than a million years to reach the nearest star to the Sun. Travelling at the speed of light (300,000 km per second), it would take 100,000 years to cross our Milky Way galaxy alone.

No one knows the exact size of the Universe, because we cannot see the edge – if there is one. All we do know is that the visible Universe is at least 93 billion light years across. (A light year is the distance light travels in one year – about 9 trillion km.)

The Universe has not always been the same size. Scientists believe it began in a Big Bang, which took place nearly 14 billion years ago. Since then, the Universe has been expanding outward at very high speed. So the area of space we now see is billions of times bigger than it was when the Universe was very young. The galaxies are also moving further apart as the space between them expands.

Most astronomers believe the Universe began in a Big Bang about 14 billion years ago. At that time, the entire Universe was inside a bubble that was thousands of times smaller than a pinhead. It was hotter and denser than anything we can imagine.

Then it suddenly exploded. The Universe that we know was born. Time, space and matter all began with the Big Bang. In a fraction of a second, the Universe grew from smaller than a single atom to bigger than a galaxy. And it kept on growing at a fantastic rate. It is still expanding today.

After 300 000 years, the Universe had cooled to about 3000 degrees. Atomic nuclei could finally capture electrons to form atoms. The Universe filled with clouds of hydrogen and helium gas.

Nuria Montes Suárez

- Document IV:

Hypatia of Alexandria

Born: about 370 in Alexandria, Egypt
Died: March 415 in Alexandria, Egypt

Hypatia was a Greek who lived in Alexandria, Egypt, the third largest city of the Roman Empire, and a melting pot of cultures. In a time when women were considered second class citizens, Hypatia was a teacher at an all-male school.

It is believed that she invented the astrolabe, which measures the position of the stars and planets. The astrolabe was also used for water purification. She was an incredibly gifted astronomer.
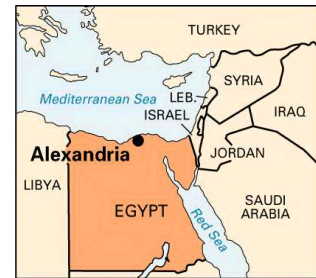
Hypatia is the first woman that was known to write on the subjects of math. She also wrote several philosophy papers and astronomy papers, but only fragments of these writings remain.

Hypatia was born around 370 in Alexandria. Her childhood is not well-known, other than she was taught by her father, Theon. Her father was a distinguished mathematician and astronomer working at the Museum. The Museum was the institute for higher learning and contained the Alexandria library.

She taught mathematics and philosophy in Alexandria. Hypatia became leader of the Neoplatonic school of Alexandria in 400. This school was the last dedicated to the Greek philosophy of Plato. She attracted many students since she was regarded as an authority figure.

During Hypatia's lifetime, there was a lot of fighting between Jews, Christians, and pagans. Hypatia believed in a divine being, "the One," which was the ultimate source of all reality. She wanted to get closer to "the One" and taught her students to break away from the world of matter by searching for the soul. Hypatia helped her students get in touch with their spiritual nature. Because of her great power and belief in "the One," which was considered pagan, she was murdered.

Hypatia's fame grew when news of her brutal death was heard. Her martyrdom was praised and probably caused other scholars to leave Alexandria. Many regard her death as the end of the influence of Greek philosophers and scientists.

Dialogic Learning on Reading: Using Texts in CLIL Contexts.