



Universidad Internacional de la Rioja
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Master's Degree in Bilingual Education

**CLIL in tertiary education: first course of
Nursing studies using textbooks with the
help of ICTs**

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Abstract

In the last 2 decades, Bilingual education methodologies have been recently implemented across Europe at universities. There have been changes leading to new structuring of the existing university programs and consequently, English language has been considered a reality in this type of education since nowadays, it is a paramount skill to use in this globalized society.

In this work, we have included a theoretical study on the CLIL methodology (Content and Language Integrated Learning), as well as its principles and main features, especially following soft-CLIL principles, in which the final proposal is based on. The study's main objective is to design a soft CLIL didactic unit in the language subject for first grade of the Nursing degree at university following the 4Cs framework and using a suitable textbook and ICTs. To accomplish that, there are specific goals to consider too. Firstly, we have revised CLIL core features, as mentioned above, and the use of textbooks and ICTs in CLIL settings and analyzed the suitability of two different Nursing language textbooks to design CLIL learning situations. Therefore, some digital tools are presented throughout the design of the intervention proposal, since we consider they play an important role to teach content, present any of the 4Cs and provide students with digital competences.

Finally, we reflect on the possibility of extending this study by making a whole revision of the contents presented during the first grade of Nursing studies after having implemented the present proposal for one of the units. Besides, we think that another key point that could be interesting is the collaboration of content and language teachers to successfully implement hard CLIL principles in the current university and moving beyond soft CLIL in the language subject.

Keywords: CLIL methodology, textbook, ICTs, Nursing studies, university education.

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1. Introduction

Content and Language Integrated Learning (CLIL) is the term accepted for the combination of the learning academic content with the learning and use of an additional language (Cenoz, 2015). Therefore, in CLIL settings, learners gain knowledge of the curricular subject while at the same time they are learning and using the vehicular language.

In this present experimental research the intention is to evaluate two Nursing textbooks in first grade of Nursing studies at university level, while implementing soft CLIL methodologies in the class. Thus, students are learning the content referring to Nursing studies, but at the same time they are using English as the vehicular language to do so. Additionally, the use of ICTs is also stated in order to fill in the possible gaps that are not considered in those textbooks in terms of Coyle's (2007) 4Cs framework.

1.1. Justification of the research

In this day and age, there is a need to prepare students with a good command of, at least, one additional language, as some educational settings are looking for plurilingual education. Therefore, English has been considered a *lingua franca*, which according to the online Collins dictionary (n.d), "it is a language used among citizens who do not speak one another's native language". Although English subject lessons are crucial to understand all the ins and outs of the language itself, other approaches such as CLIL (Content and Language Integrated Learning) have become extended in most European schools as a response to the poor results obtained regarding language competences in these language lessons.

Regarding CLIL, several authors have tried to give an accurate definition of the term referring to that as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle et al., 2010, p.1). Moreover, CLIL is classified into two categories, hard and soft CLIL. According to Bentley (2010), hard CLIL refers to curricular subjects other than linguistic ones that are taught through the "CLIL vehicular language" (Coyle, et al., 2010), soft CLIL refers to the content awareness in language classes, so it is more language-oriented. That is to say that, soft CLIL is a language driven approach in language classes using specific subject content and where teachers can

elaborate didactic units making greater use of subject-based content while using an additional language.

In terms of Spain, there has been a progressive implementation of CLIL programs, as the main objective is to make language acquisition more efficient. Nonetheless, its implementation in non-higher education settings has entailed several issues among CLIL teachers, such as the scarcity of materials on which they can rely (Coyle et al., 2010; Mehisto, 2012; Gondová, 2015).

In the university where this proposal is contextualized, this shortage of CLIL textbooks for CLIL educators means that they usually decide to choose among different options, since they find challenging to fulfill the specificities of CLIL methodology. Therefore, teachers may choose among any of these alternatives: trying to look for a suitable CLIL textbook according to their subject and target group, creating their own materials or adapting materials which already exist to their subject. Furthermore, when CLIL teachers design or modify materials, they should aim at promoting critical and creative thinking and learners' autonomy (Mehisto, 2012). On account of that, teachers training in creating or adapting materials for the class has to be considered as stated by Baker (2001).

Besides, the educative community has to face the fact that new technologies and digital literacy are playing an important role in all levels of education. According to Eshet (2004, p.1) "digital literacy involves more than the mere ability to use software or operate a digital device; it includes a large variety of complex cognitive, motor, sociological and emotional skills, which users need in order to function effectively in digital environments"

Having a well-prepared CLIL lesson using technology can save time in the class and it is usually more motivating and engaging for learners. However, it also requires a good command of ICTs. Considering that CLIL teachers may have to create, adapt or modify existing materials and that it may be time-consuming, it is quite understandable that using a textbook which fits into the teaching program objectives could be the ideal solution for some educators, putting aside the use of ICTs and staying in their comfort zone.

According to Zanatta (2012), CLIL teachers at university level following soft CLIL should deal with the alternation of the other languages spoken in class (in the current study, Spanish and Catalan), revise the language and the subject content that students need to acquire, look for suitable resources and be ready to work interdisciplinarily with other colleagues. Therefore,

a factor such as “teamteaching”, which stands for the collaboration among teachers from different disciplines (Figueras et al., 2013) could be a perfect solution. This collaboration can enable to integrate the content and language, since the specialized subject-content teacher can elaborate their own planning of the didactic unit and the language specialist can help in adding the specialized language of the subject, specific structures and grammar. Thus, based on the study presented by Cummins (2008) about Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), he pointed out that students need to learn specific content while, at the same time, developing CALP, which means some kind of the language manipulation in cognitively demanding situations in specific contexts.

Additionally, in tertiary education, ESP (English for Specific Purpose) also plays an important role, because it is related to language teaching through meaningful and useful content (Vega et al., 2019). Besides, González (2013) believes that CLIL programs are content-based programs and subject programs too. He mentions that CLIL teachers should have to analyze the language demands of their lessons and provide the necessary language support to help learners to attain the language learning. If teachers do not take into account all these issues, the language may be learned more slowly or unsatisfactory. On the other hand, “ESP is designed to meet specific needs; it is related in content to particular disciplines occupations and activities; it is centered on language (syntax, lexis, discourse...) that is appropriate to the activities” (González, 2013, p.6).

Then, the ESP’s main goals include the study of the target language in a particular field, knowing what the learners’ needs are and the use of the content and materials that may be found in real work places. In this manner, ESP is different from CLIL in the sense that it does not involve teaching a specific subject-content; otherwise, its main focus is on realizing tasks suitable for specific work places. For instance, in an ESP lesson which can be focused on Nursing studies, some tasks may include doing some practice in providing clear and specific instruction to patients before entering to the surgery room. For that reason, ESP and CLIL share common features such as the use of classroom materials. However, while in ESP programs specific tasks for that subject are the main core of the syllabus’ design, in CLIL, the content aligned with the language used as a vehicular one is the starting point for the CLIL course design activities (Vega et al., 2019). According to Yang (2016), ESP can be considered as a category of English Language Teaching (ELT), and CLIL is said to differ in materials, teachers’ preparation and course objectives, mostly because CLIL puts more importance on

content than ESP. Consequently, CLIL is not an evolution of ESP because the focus differs from each other; ESP and CLIL aim at becoming fluent in a language, but CLIL does not focus on teaching this language. In the Nursing studies dealt in this present study, the focus is put on CLIL, particularly in soft CLIL because there is content awareness (Nursing content) in the language class, so the educators become facilitators of the content curriculum in a language-driven approach.

All in all, the purpose of this work is to take into account the analysis of two Nursing textbooks and the CLIL principles to design a didactic unit which can be implemented in a soft-CLIL context. Besides, the support of additional tools, such as ICTs will help in the development of the unit.

1.2. Brief analysis of the state of the art

Bilingual education methodologies have been recently implemented across Europe in the last two decades in tertiary education, as there have been several changes regarding educational and language policies identified as the “Bologna process”. These changes have led to a new structuring of the existing university programs and have considered English in this type of education a reality. The “Bologna process” pretends to recognize all the European degrees studied in Europe and allows a better mobility around Europe among European students. Then, university education in Europe has undergone an important shift, as it used to rely only on its national language(s) in each European country to, in the recent years, having to embrace English in educational institutions for teaching and learning too, and giving access to a bilingual education. Since then, several language measures have been taken into account, such as offering more English language courses for specific and academic purpose to allow students at university follow a subject correctly in an additional language or introducing the CLIL approach in some schools.

CLIL makes reference to an approach in which a foreign language is the mean of instruction in a non-language subject. Its aim is dual-focused, as the students learn specific content subject by using a L2 (second language), but at the same time, they are learning the language itself. Besides, CLIL approach pays attention to the fact that the learner is the center of the learning process and there is a need to improve the students’ critical and creative thinking. To do so, there is a crucial aspect in CLIL known as *scaffolding*. Scaffolding

is a technique in which students receive the teacher's support in a variety of ways (presenting varied, rich and authentic input, providing structures or frameworks to understand the content and/or the language structures, using body language, considering multiple intelligences in the classroom...) to make students capable of achieving the learning objectives set at the beginning of each unit. Apart from all these aspects, the foundations of this methodology are based on the 4Cs' theory proposed by Coyle (2007). The combination of four main aspects (Content, Communication, Cognition and Culture) establishes the basis of this theory. Moreover, according to Marsh et al. (2011) teachers are supposed to assume multiple roles and become facilitators of knowledge. Nonetheless, finding teachers with enough competences to lead CLIL at university level is, probably, one of the main obstacles when implementing this new practice. The difficulty of this lies in the fact that teachers need to have a good command of the additional language, as well as sufficient knowledge to teach the contents of the curriculum (Infante et al., 2009)

The recent implementation of CLIL has involved some downsides for most of the CLIL teachers, though. For instance, most of them lack in experience and specific training in CLIL methodology, but also there is a kind of materials' scarcity. According to Garone et al. (2020, p.1) "successful multilingual integration in Nursing education depends on implementation policies that take into account proper support for the teachers and clear learning objectives for the students". Furthermore, regarding tertiary education, the content is highly specific for each subject, which makes even more challenging finding appropriate material coming from trustworthy sources. Hence, the use of a template or checklists to evaluate the pros and cons of a textbook could be useful as it may ease this tough process.

On the other hand, some educators consider that textbooks are useless and unnecessary, since not always they follow a logical syllabus, they can miss important aspects of the subject content or make the learning process unnatural. However, "the textbook is a tool, and the teacher must know not only how to use it, but how useful it can be" (Wen-Cheng et al., 2011, p.95). Thus, a textbook, together with a well-prepared and organized lesson and good use of ICTs to make the lessons more engaging and appealing to students in soft CLIL settings at university level can be a useful tool.

Besides, determining if a textbook fits in with a target group and whether it is useful to attain the learning objectives set by CLIL teachers is an important process to ponder on. On

this account, after analyzing two Nursing textbooks used at university level in soft CLIL in which CLIL language teachers in language lessons work on general language while supporting subject-related topics and the language of the topic, there is clear evidence that not all the principles are included in these textbooks and perhaps, having the support of ICTs will enable CLIL language teachers to fulfill all the key points.

1.3.Objectives of the study

The main objective of this study is to design a soft-CLIL didactic unit for first grade of a Nursing degree at university following the 4Cs framework and using a suitable textbook and ICTs.

To accomplish this main objective, the following specific goals have been designed:

- To revise CLIL core features and the effects on tertiary education.
- To examine the use of ICT in CLIL settings
- To analyze the suitability of two different Nursing language textbooks to design CLIL learning situations.

2. Literature review

2.1. The CLIL approach

2.1.1. CLIL's background and its effects on tertiary education

Over the last years, there has been an explosion of interest in multilingual societies, as there has been a global contact between different languages and cultures due to immigrant movements and the rapidly expansion of new technologies. Educational policies in Europe have changed considerably over the years, owing to the fact that there is a necessity of having multilingual citizens. In order to achieve this goal, some programs emerged in Europe with the aim of making changes in educational methodologies by fostering plurilingual education and upgrading European citizens' language competences.

In the 1980s, the European Council and the European Commission took actions to promote the acquisition of more than one language from a very early age. The European Commission focused on the encouragement of teaching in educational institutions through more than one language (Marsh, 2002) and set up several programs to better foreign language teaching by fostering innovative methods. All of a sudden, more schools started to include subjects in their curricula which were taught in a foreign language, and more content was learned in the new language. Therefore, European institutions decided to back up CLIL programs and they launched the so-called Action Plan (2003-2004) in 2003, to enhance the way a foreign language was taught, create a rich environment which embraced teaching and learning a foreign language and foster the advantages of learning a foreign language in the long run.

In terms of tertiary education, as mentioned in the section 1.2, there have been lots of changes regarding educational and language policies identified as the "Bologna Process". All these changes have led to a restructuration of the existing university programs and have considered English in this type of education a necessity. In terms of Nursing studies, several countries in Europe also offer Nursing degree programs in English. With the raise of multilingualism, nurses are also required to develop their linguistic skills in order to communicate effectively with their patients or other colleagues (Garone et al., 2017).

According to Vega et al. (2019), CLIL in university education is where content can be studied in a deeper and more practical way. They also state that in university settings, learners who study non-linguistic academic programs may not be interested in learning a second

language; however, “the ability to do so with their academic area of interest serving as a context for learning may prove to be a motivating factor” (Vilkanciene, 2011, p.112).

All in all, although some students may find difficulties in learning the subject content due to their low L2 proficiency, Yang (2017) argues that CLIL can increase university students’ employability and mobility after graduation thanks to the specialized content learning in the CLIL scenario and the vehicular language development.

2.1.2. CLIL’s main characteristics

Content and Language Integrated Learning (CLIL) refers to any dual-focused educational program in which an additional language, distinct from the speaker’s L1, is used as a medium of learning, teaching and communicating. As stated in previous sections, there are two types of CLIL: the so-called hard CLIL and soft CLIL principles. Regarding hard CLIL, it has to do with the fact that the subject curriculum is taught in an additional or foreign language. Thus, the main objective of the lesson is the content, not the language. CLIL subject teachers are usually in charge of the lesson and they work on the language of their subject, therefore, they mainly teach content and some subject language. On the other hand, soft CLIL form, (the one used in the current study) the content of the subject is put in second place (Nursing content) in comparison to the language of the subject, so there is a higher interest in learning the language. CLIL language teachers are usually in charge of the lesson and they work on general language, while supporting subject-related topics and language in their language lessons.

Generally speaking, in CLIL, fluency is more important than accuracy, as the language is seen and used in real-life situations; therefore, CLIL is based on language acquisition rather than on language learning. However, soft CLIL refers to the content awareness in language classes, so it is more language-oriented and as a consequence, apart from fluency, accuracy plays an important role in terms of acquiring the specific vocabulary, structures and grammar rules.

CLIL is based on constructivism theories, which according to Vygotsky (1986) learning is seen as the process in which individuals construct new knowledge or concepts building on prior knowledge and/or life experiences. For this reason, one of CLIL fundamentals is that the

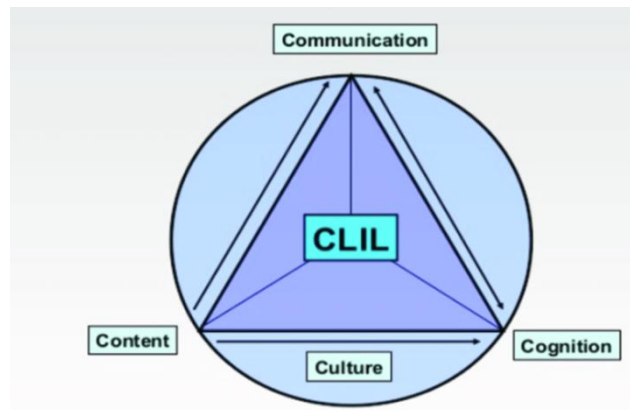
whole procedure is learner-centered, where pupils are the centre of the learning process and the teacher's role is mainly guiding the students in their own learning process. By doing so effectively, CLIL teachers need to use some scaffolding techniques to make both content and language comprehensible, since learning content by means of using a foreign language may not be an easy task and can even be overwhelming for some students.

Regarding scaffolding, it has a crucial role in this approach. This term refers to temporary structures to assist students to learn new concepts that cannot be acquired on their own. Gradually, as soon as the new knowledge is understood, the teacher will remove these structures to let students complete the tasks alone. In this manner, autonomous learning and critical thinking is promoted in these learning environments, as students will be able to learn on their own, make their own decisions, reflect on the activities and results and be responsible of their own learning. According to Morgado et al. (2015, p.26), scaffolding is "at the heart of all CLIL teaching" and the support provided by teachers in higher educational settings when trying to support students' knowledge related to specific content and to the foreign language must be perfectly selected and planned. The CLIL variant called soft-CLIL (the one used in this study) refers to taking a specific content from the curriculum and teaching it as part of a language class (Bentley, 2010). By doing so, soft CLIL lessons are language-led and not content-led. However, the content topic is used to teach a specific target language (English) and CLIL has mainly linguistic objectives rather than content ones.

However, putting CLIL into practice is an arduous task, as it requires expertise and training in it. Pérez Cañado (2013) pointed out that many teachers are in need to attend special courses in which, through the use of a second language, content can be taught. Moreover, she stated the fact that there is a lack of materials in order to organize properly a CLIL lesson. Publishing houses do not concern too much about the design of those materials, as the implementation of the CLIL approach differs from one European country to another.

Coyle (2007) proposed a methodological framework to design CLIL lessons based on 4Cs: Content, Cognition, Communication and Cultures. This is commonly known as the 4Cs framework (Figure 1).

Figure 1.The 4Cs Framework



Source: Coyle et al., 2010

The 4 Cs framework holds that effective CLIL will take place when:

- There is a progression in knowledge, skills and understanding of the subject.
- There is interaction in a communicative context among students or students and teacher.
- There is engagement in the lesson, which will be related to the students' cognitive processes.
- There is intercultural awareness through the position of self and otherness.

2.1.2.1. "C" for Content

Content in CLIL scenarios is not only about acquiring knowledge and skills, since it has to be a progression in these skills, new knowledge and proper understanding related to the educational curriculum. It has to do with the learners creating their own knowledge and develop their own skills.

Moreover, content cannot be considered separately from the other Cs and must be designed in alignment with the planning of specific lessons, as the language (C for communication) in CLIL class is used as a vehicle to learn the content, but also because content is bounded to culture (C for culture). Besides, in order to establish the objectives of each CLIL unit, content will be used in the cognitive planning (C for cognition) and teachers will consider a cognitive introductory verb followed by the type of content using the table from Anderson and Krathwohl (2001).

According to Anderson and Krathwohl (2001), content is divided in 4 categories, which must be linked to cognitive skills categories:

- Factual: it has to do with the basic elements to communicate, understand and organize a subject and specific details (dates, event, etc.). For example, taking the topic about “Diabetes” in Nursing studies, this knowledge has to do with good nursing practices: “do that please”, “it is better not to do that”...
- Conceptual: knowing the principles and generalizations of a concept or important ideas. Considering the topic about “Diabetes” in Nursing studies, this knowledge has to do with knowing information, classification and categorization. For instance: different types of Diabetes.
- Metacognitive: the knowledge and awareness of owns cognition to have the control of it and monitor it. Nurses may encounter patients from different cultural backgrounds; therefore, it is necessary to pay attention to contextual clues, such as the impact direct eye-contact may cause in some cultures
- Procedural: knowing how to carry out specific skills. If a nurse wants to measure the patient’s blood pressure, they will know that firstly, they will have to inform the patient about the process, then, they will ask the patient to roll up the sleeve, to finally measure the blood pressure with the right equipment.

Furthermore, Meyer (2010) suggested that content is developed through a unit and he states a sequence for planning CLIL units and materials in his CLIL Pyramid:

- The selection of the content: it is the heart of the CLIL lesson and the starting point for designing and creating new resources.
- Providing multimodal input: it should be varied and consider the different learning styles we may have in class.
- Input scaffolding: the type of input the educator chooses for the unit (videos, texts, charts...) and how familiar the students are with them will determine how to scaffold the content and what type of scaffolding will be necessary.
- Cognition and communication: any tasks created must focus on developing HOTS (high order thinking skills) in authentic communicative settings.

- **Output scaffolding:** the final objective of each unit will be creating an output (poster, video, presentation, etc.) The type of output will determine what type of scaffolding techniques the teacher will provide to the learners (frameworks, lists of words, etc.)

With regards to the present study, in first grade of Nursing studies, teachers usually check some specific textbooks to accurately choose which sections of them can be used to tackle the content of a unit. Afterwards, the teacher supplements the content from the textbooks with extra materials, such as videos, scientific texts or charts. In this manner, the teacher is attending to different learning styles, as some learners are more visual and prefer videos or images to build on the new knowledge or others are keen on categorizing information to have a better idea. Therefore, it is important to offer the input in a varied way and if it is necessary, use scaffolding techniques to help learners to grasp the knowledge (translanguaging, nursing flashcards, etc.). Once the students are familiar with the subject content and the language used in the content, they are ready to do tasks following a cognitive progression (from LOTS to HOTS) according to Bloom's Taxonomy. Taking as a reference a unit called "Hypoglycaemia and Diabetes", students could start recalling facts and making lists of important words or sentences and understand the main ideas to classify and discuss contents. For instance, starting labeling some body organs affected by hypoglycaemia, matching the medical terms to their definitions to finally classify them in terms of verbs (pump, regulate, produce, etc.) and key nouns of the topic (pancreas, hypoglycaemia, insulin, etc.). In this way, the teacher is fostering LOTS (the lower levels of Bloom's Taxonomy).

To continue with and moving to higher steps in Bloom's taxonomy, the teacher could present the topic using real listening exercises. Students will listen to a conversation between a nurse and a patient and, individually, analyze and take notes on how well the nurse has dealt with hypoglycaemia issue the patient is suffering. Afterwards, students could justify their opinions orally using the target language (English) and in this manner, the teacher could take notes of their arguments and assess their performance. By doing so, students will be making use of their thinking skills and creativity to support their ideas based on previous knowledge and previous sessions regarding the topic Diabetes.

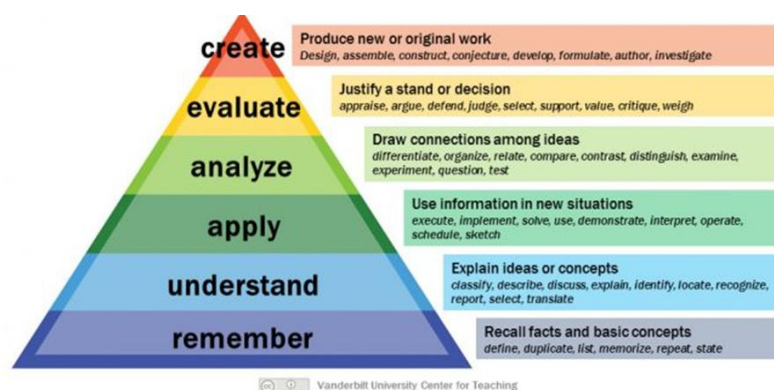
Finally, in pairs or groups of 3, students could carry out a role play in which one of them is the patient suffering from any type of Diabetes and the other(s) could be the

nurse(s) explaining different procedures to follow to handle the illness. In this way, the teacher will be fostering HOTS, as the main aim of the activity could be making students use their higher order thinking skills, autonomy and creativity to create a final output.

“C” for Cognition is related to thought and learning, so it has to do with the students’ thinking skills that they must need to develop in order to foster the understanding of the language and concepts. These cognitive skills can include: problem-solving, decision-making, categorizing, making connections, making hypotheses, to name a few. All of them foster critical and creative thinking and also allow students to be engaged in the CLIL learning environment, reflect critically on their own learning process and build new knowledge on their existing schemata (patterns of thoughts that organize and categorize information).

Anderson and Krathwohl (2001) stated that cognition is closely related to Bloom’s Taxonomy, as it is about developing thinking skills. This taxonomy, created in 1956 by Bloom and Krathwohl and later revised by Anderson and Krathwohl (2001) (Figure 2), categorizes thinking skills ranging from Low Order Thinking Skills (LOTS) to High Order Thinking Skills (HOTS) and has a total of 6 main categories. Each of these categories is connected to verbs in order to introduce the educational goals that are expected to achieve in any CLIL lesson. Therefore, this taxonomy will assist teachers in designing lesson plans, tasks, projects and providing feedback on students’ work.

Figure 2. Bloom's Taxonomy



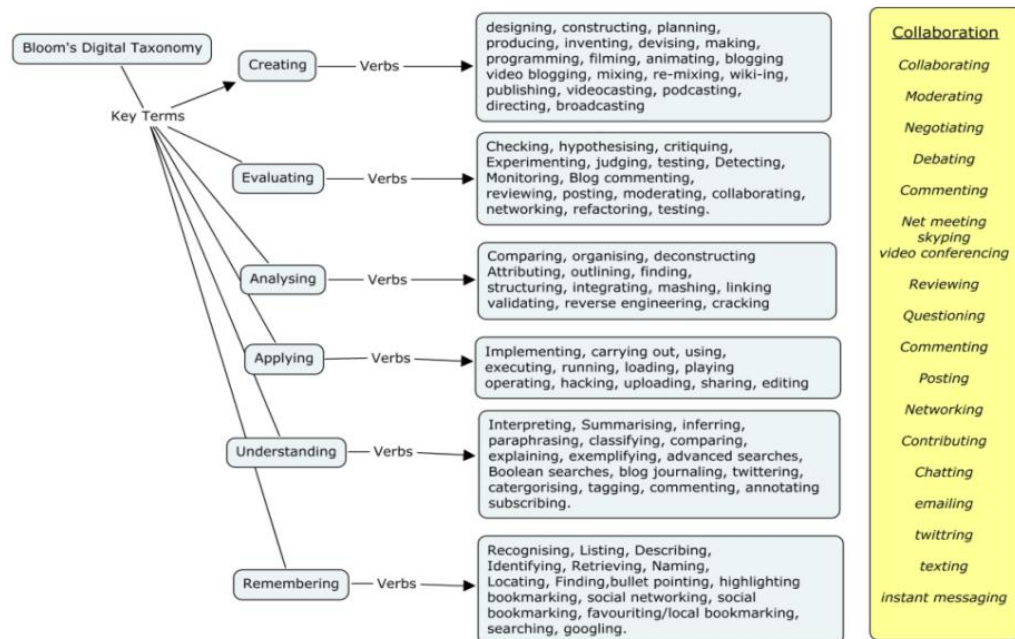
Source: Anderson and Krathwohl, 2001

At the same time, these categories are divided into two blocks. The first one belongs to LOTS: remember, understand and apply (which are less cognitively demanding); and the latter belongs to HOTS: analyze, evaluate and create (more cognitively demanding).

Besides, as mentioned in the previous section regarding content, when establishing the objectives of each CLIL unit, content will be used in the cognitive planning (C for cognition) and teachers will consider a cognitive introductory verb followed by the type of content. Therefore, according to Anderson and Krathwohl (2001), it is a two-dimensional process, as it refers to cognition and knowledge (content or subject matter) being considered at the same time. On the one hand, teachers have to take into account the cognitive processes in which students need first to remember, understand and apply content, to later analyze, evaluate and be able to create an outcome. In this manner, there will be a progression from LOTS to HOTS. At the same time, when teachers consider the formulation of the subject-related goals, they will have to make sure that the four categories of knowledge (content) are also covered (factual, conceptual, procedural and metacognitive). That is why the whole process is called the two-dimension interpretation of education goals.

Additionally, due to the use of new technologies in every learner's daily life and the way the world has rapidly changed, the CLIL approach has had to adapt to these new circumstances in educational settings. Therefore, Bloom's Taxonomy revised by Anderson and Krathwohl in 2001 has been updated again by Crockett et al. (2011) and has been named as the Bloom's Digital Taxonomy. They put emphasis on how new technologies interfere nowadays in CLIL scenarios. (Figure 3)

Figure 3. Digital Bloom's Taxonomy



Source: Crockett et al., 2011

The aim of this new revision is to use some digital verbs related to each cognitive category and provide students with new educational methodologies and learning opportunities that have emerged as technology advances. In this manner, students will be future citizens being able to manage well in this globalized world and collaborate with others.

In terms of a real lesson in Nursing studies and related to the point 2.1.2.1 in which a hypothetical unit is designed following Bloom's Taxonomy in a unit about Diabetes, when students have to perform a role-play in which one of them will be the patient and the other a nurse, there are some introductory digital verbs that can be used to state the final goal. For instance, they can blog the whole dialog in the Nursing course blog or they can record the role play and share it on the university's social media. By doing so, students foster their digital skills and promote the "C" for culture, as they share their outcomes to the world.

2.1.2.2. "C" for Communication

In CLIL programs, content is taught through an additional language, different from students' L1 (mother tongue); therefore, the knowledge of this language will be the means of learning the content. Moreover, CLIL is based on language acquisition rather than on language learning, because language is used in real-life situations in which students can acquire it.

That is the reason why fluency is more important than accuracy, as students develop fluency through using language and communicating for different purposes. However, it differs from soft CLIL used in this study, because soft CLIL is a language-driven approach in language lessons using specific content and teachers can elaborate didactic units employing subject-based content in the nursing field, while using an additional language.

On the other hand, communication (language) calls for a reconceptualisation of it. The content that is being taught in class will determine the language needed to learn it, and this makes reference to the language academic specialisation called Cognitive Academic Language Proficiency (CALP) (Cummins, 1984). Consequently, Cummins (1984) established that when dealing with language learning in a CLIL classroom, CLIL is divided in two blocks: BICS and CALP, and there should be a progression going from BICS to CALP. The former stands for Basic Interpersonal Communication Skills and it is described as the development of conversational fluency in the target language and the basic communication skills that are needed in real-life situations tasks. In regards of CALP, it refers to the language used in academic situations. Thus, language in CLIL has to be tackled as comprehensible input, since it is the medium to acquire the knowledge, and at the same time, it has to be specialized.

In terms of soft CLIL, in some contexts such as the one in which this proposal is designed, BICS is barely tackled in the class (although in other settings it can be faced), as the teacher supposes that students are aware of the language necessary for a day to day living, including informal conversations. Due to the fact that students attending university lessons have undergone through secondary education, they are supposed to have these basic interpersonal communication skills. Besides, in this university, the teacher usually pays more attention to specific academic language of the subject (CALP) and grammar structures to discuss and argue about the content.

Bearing in mind all the ins and outs of the language in any CLIL classroom, Coyle et al. (2010) established a language classification called the Language Triptych in which language is divided into three types (Figure 4):

- Language of learning: it has to do with the specific lexicon of the subject and specific expressions or grammar rules (CALP).
- Language for learning: is the language needed in any CLIL classroom. It is the language used for working in the classroom (BICS).

- Language through learning: it makes reference to the students' whole linguistic repertoire to help them to transfer the knowledge and skills they have in their mother tongue to the language used in the CLIL context.

Figure 4.The Language Triptych diagram



Source: Coyle et al., 2010

Considering this classification, in the soft CLIL setting in this university, the teacher gives importance to “language of learning”, since it has to do with specific lexicon and specific structures. For instance, words such as: medication, post-operative, acute pain, etc. Besides, “language through learning” also plays an important role in this setting, as usually the teacher gives glossaries of the key words and expressions in both languages (English and Spanish). However, it is difficult to be planned beforehand, as the teacher cannot know the students' whole linguistic repertoire. Finally, another key point to consider when dealing with the role of language in CLIL is the 4 skills that also take part in language learning-based contexts:

- Listening (for oral comprehension): understanding the meaningful input.
- Reading (for written comprehension): understanding authentic texts.
- Writing (for written production): communicating in an effective written way by using specific lexicon, expressions and grammar rules.
- Speaking (for oral production): communicating in an effective spoken way by using specific lexicon, expressions and grammar.

In first grade of Nursing studies, all the 4 skills are usually tackled. For instance, listening is fostering by playing real conversations between nurses and patients to give students the chance to understand specific content. Reading is vital in this subject, as students usually need to look for scientific articles online to write their final dissertation. Moreover, writing

skills are constantly fostered, because many tasks from the textbooks consist of filling in patients' reports. Finally, speaking skills are used almost in all the units, as most of the times students have to perform a role play pretending to be a nurse and a patient.

2.1.2.3. "C" for Culture

It is complicated to define the concept of culture in CLIL, as it comprises a wide range of interpretations. However, in CLIL, culture is about awareness of oneself and of the others and it also has to do with identity, citizenship and progression towards plurilingual understanding in this globalized world. In CLIL lessons, teachers' main objective is to prepare students to be able to participate in multicultural societies through the use of more than one language. In Nursing studies, the "C" for culture is of paramount importance, as stated before. Students need to be prepared to interact in multicultural societies, which means that they, as future nurses, will have to follow some procedures different in one culture or in another. For instance, in some cultures, patients prefer to explain their illnesses or personal issues to someone of the same gender. Also, in some cultures, direct eye contact is a sign of rudeness and this can lead to misunderstandings. For these reasons, educators have to prepare future nurses to be able to face these inconveniences in the best manner. One way to do so is by interviewing nurses from other countries and allowing students to learn from these experiences and work on these types of cultural-awareness skills. Thus, in CLIL scenarios, educators will aim at promoting collaborative and communicative skills in the learners in order to be good citizens in the future.

2.2. The Textbook in CLIL settings

Researchers consider that textbooks have often played an important role in any educational setting, as it is an object which eases teachers' planning and can help in following a syllabus, apart from being the learning vehicle in lots of cases. Kirkgöz (2009) states that a textbook is the means for both teacher and learner learning and it can be a great support to teachers. However, some experts have also questioned to what extent textbooks can help teachers and students in the teaching and learning process in class, since they also have some inconveniences.

On account of that, teachers are usually divided in two groups, those who believe that textbooks are teachers' saving tools, since they can reduce the amount of time educators have to spend in preparing lessons and also they provide organization of the units. Others think that textbooks are useless as they do not attend to the different learning styles found in every class nor to the students' special needs (Ansary et al., 2002).

As Zaparucha (2009, p.94) states: "Among the most difficult issues regarding CLIL-style teaching is how to obtain teaching resources, including textbooks". He considers that not all textbooks follow the CLIL fundamentals, (such as Coyle's 4Cs framework to design a didactic unit), reflect the current curricula or even worst "studies comparing various CLIL-textbooks have shown that the cultural dimension has not properly exploited yet" (Meyer, 2010, p. 20). Moreover, as stated in previous sections, CLIL's recent implementation has led to a lack in teachers' training in designing materials.

Regarding tertiary education in Europe, CLIL has been a common approach looking for the need to acquire both content knowledge and language skills of a specific subject, with the intention to prepare students for the international job market. Therefore, internationalization has made English to be a medium of instruction across universities in Europe. Contrary to compulsory education, "students at university have reached advanced levels of cognitive development" (Smit et al., 2012 p.5) and these levels, together with the learning experience they have, may help them to a better understanding of the whole subject in an additional language.

Another key aspect to bear in mind is the difference between tertiary teaching educators and their colleagues at compulsory education. The former is usually defined as someone who has a role as a researcher in a specific field and who rarely receives substantial pedagogical training. On the contrary, teachers in compulsory education receive more pedagogical education in preparation (Smit et al., 2012). Moreover, tertiary education is not as dependent on curricular planning decisions as it may be compulsory education, because at university level, learners work in an autonomous way. In this manner, in some universities, teachers (who are usually language teachers and not content specialists) and coordinators who run the subject taught in English are fully responsible for creating the syllabus of that specific course individually.

As pointed out above, CLIL can be divided into hard and soft CLIL. In the current university, there is a tendency to focus on soft CLIL, which leads teachers to rely on authentic English textbooks, as CLIL teachers are more familiar with them; however, these textbooks usually do not have proper content and language design (Yang, 2018). As it happens in the current research, in some occasions, it is necessary to make use of more than one textbook, additional material plus the help of specific content textbooks to fully understand the whole content subject in a soft CLIL environment.

2.3.The use of ICTs in CLIL settings

Nowadays, the use of ICTs in our lives has become an important phenomenon, since all types of gadgets and the internet itself take part in almost all individuals' lives. As Candel et al. (2021, p.2) mention in their report, "technology plays a part in our surrounding environment and daily life". On that account, educational policies have seen the necessity to incorporate the use of new technologies in their syllabi. Then, according to Candel et al. (2021), teaching staff's training is essential for the inclusion of the ICT in the educational process in any setting, and this will facilitate the teaching-learning process always adapted to teach classroom and students' needs.

According to Alberio (2019) the advantages of using ICTs can be relevant in CLIL, where learners are expected to acquire the knowledge, understanding and the abilities related to a subject-content, while at the same time, students develop linguistic skills in a foreign language that is used as a vehicular one in the content. At the same time, it also means some challenges for CLIL teachers, who are not usually experts in the language (in hard CLIL) or in the content (in soft CLIL) (Dalton-Puffer, 2011) and for the learners who can present different language level (Coyle et al., 2010). Then, Alberio (2019) mentions that CLIL teachers should use the power of ICTs by offering and providing learners with different forms to support the content knowledge's acquirement, as well as the learning of the language used to grasp the content.

In CLIL settings, teachers should consider the wide variety of possibilities that digital tools can contribute the classrooms. On the one hand, with the use of ICTs, lessons can be more engaging and motivating for students, because teachers can bring into class the subject content and/or the language of the subject displayed in an interactive exercise. In this

manner, the learning process with technology can attend to different learning styles. For instance, visual learners can use different digital tools to combine colors or grouping main ideas for a better understanding of the knowledge. They could create a piece of canvas to classify words according to each unit: nasal cavity, alveoli, trachea, etc. in reference to respiratory system; or necrosis, inflammation, desiccation, etc. in terms of wound care. This will serve the purpose of a better understanding of the content and a better performance in a test. Interpersonal intelligences in Nursing lessons can benefit from simulations, such as role-plays, because apart from promoting cooperative learning in groups, they can perceive the moods and emotions of the others. To introduce the use of ICTs, students can record their performances for further visualizations and learn from these experiences. A good task related to that could be a role-play based on a pre-operative patient assessment and afterwards, watching the video and taking notes of their strengths, weaknesses regarding the current Nursing unit.

On the other hand, students' outcomes can be shared with other students around the world, they can learn from their virtual peers' opinions and become active participants. By doing so, apart from fostering the students' creativity and cooperation among classmates or virtual peers in collaborative research or projects, the "C" for culture will be present in the whole process, since students will be aware of others cultures and points of view when sharing their outcomes in any digital platform. Therefore, CLIL teachers should see new technologies as tools to help them in their teaching process and prepare their learners for the future. Educators should offer ICTs to their students as "they are not just a body of language, but tools to modify and expand that knowledge beyond their formal classroom education" (Beatty, 2013, p.46).

All in all, as stated in previous sections, the design of a CLIL unit is an arduous process, because apart from taking into account all the CLIL principles, teachers have to evaluate different textbooks and see if they fit in their lessons and students' levels. When this phenomenon does not happen, it is then when the use of new technologies can assist teachers in fulfilling all the gaps that textbooks may leave when dealing with CLIL lessons.

3. Experimental framework

In this section of the study, we aim at meeting the second specific objective of the study. We analyze the suitability of the two textbooks to successfully implement a soft-CLIL didactic unit in first grade of Nursing studies.

3.1. Methodology

In this study we analyze and evaluate two Nursing textbooks to see if Coyle's 4Cs framework has been taken into consideration in their design. We have done it through systematic examination of their contents. We have adopted a mix-method approach. On the one hand, a quantitative analysis has allowed us to evaluate specific units from two different books and analyzing each aspect of these units by giving them a grade. On the other hand, a qualitative perspective has been developed to discuss and compare those results.

After the presentation of the results, we discuss findings and suggest the use of new technologies in order to fill in possible gaps of lacks regarding 4Cs theory that have not been entirely tackled in any of the coursebooks.

3.2. Sample

The sample of the analysis are the two textbooks used in the subject "English for Health Science" in the first year of a Nursing degree at Spanish university in Catalonia. We have focused specifically on the unit devoted to the topic "Patient admissions".

According to the degree's guide, the subject consists of 6 ECTS (European Credit Transfer System) and uses English as a vehicular language. Since 2015 (when the degree's guide was approved by the "Agència de Qualitat del Sistema Universitari de Catalunya"), the soft CLIL principles are used in class paying attention to the language-driven approach, but using specific content with an intermediate English level (B1+ or B2 according to the CEFR (Common European Framework of Reference for languages, 2001)).

In accordance with Cunningsworth (1995), choosing a suitable textbook is a challenging issue. He considers that a coursebook acts as a resource for presenting the content and it can be in a spoken or written way; it can offer a range of activities for learners' practice and

communicative interaction; it may be a source of reference, a syllabus, an important resource for self-directed learning and also a vital support for teachers lacking in experience.

In connection with that, these books, which teachers usually use for first graders in Nursing studies in this university, serve the purpose to organize the syllabus of the subject. Thus, once the degree's guide has been approved, the degree's coordinator and the subject's teacher elaborate the syllabus and include the concepts of interest. Besides, they make sure that all the goals and competences (stated in the degree's guide) are fulfilled throughout the whole subject. Therefore, it is the university itself which is in charge of deciding which content have to be tackled.

The two books analyzed are: "Nursing 2. Student's book" (Oxford) and "Cambridge for Nursing" (Cambridge). Both were edited in the same year (2008) and, approximately, address the same level of English (Intermediate). The fact that they are from different publishing houses can increase the variety of the content in class.

On the one hand, the Oxford book has 15 units and in all of them reading, writing, speaking and listening language skills are tackled. The first and the second units, which deal with the topic regarding "Patient admissions", are the ones analyzed. The first one has to do with admissions related to accidents and emergencies and the second one refers to admissions by referral.

On the other hand, the Cambridge book has only 10 units, but they are longer in comparison to the Oxford one. It focuses on Intermediate+ English level and not all the skills are tackled in the first unit (reading, writing, speaking and listening). The first unit referring to "Patient admissions" is the one analyzed.

3.3. Analysis tool

Deciding how well a textbook can suit in a target group and determining how feasible it is to attain the aims established by CLIL teachers can be conducted in different ways. Some researchers suggest materials or methods to evaluate a textbook, such as checklists, survey questionnaires or evaluative templates.

In terms of checklists (the one used in the present paper), Ansary et al. (2002) state that the main inconvenience in checklists is that they mostly depend on theoretical issues or on

author's own priorities and/or criteria. All the checklists are created with different criteria and for different purposes and circumstances. However, Sarem et al. (2013) consider that checklists can lead to a more thorough examination of textbooks and can improve the final products for learners, instructors, and administrators. They also mention that checklists can be seen as the basis for not only selecting general textbooks, but also "for selecting specialized books designed for those students who are majoring in ESP courses" (Sarem et al., 2013, p.8).

With reference to survey questions, they should be provided to both teachers and learners. "Criteria should analyze specific language, functions, grammar and skills content" (Litz, 2005, p.10). This author makes a distinction between two types of questions to use in an evaluation survey: general questions that can be applied to any context, so perhaps they can be useful to other CLIL environments; or specific questions which are more related to concrete settings and cannot be applied in other contexts without any modifications. In this manner, and according to his view, questionnaires may be quite useful to elicit teacher's opinions and students' feedback on textbooks.

Other tools such as evaluative templates can be used to analyze textbooks. The term "template analysis" refers to "a varied but related group of techniques for thematically organizing and analyzing textual data. The essence of template analysis is that the researcher produces a list of codes ('template') representing themes identified in their textual data" (King et al., 2004, p.256). In this manner, the teacher is aware of its syllabus and perhaps of its lacks, and he/she can decide to keep using this coursebook with the target group, changing it for another one or using it in combination with others to complement the content.

To analyze the three units (unit 1 and 2, from the Oxford book; and unit 1, from the Cambridge book), we have used an adaptation of the checklist proposed by Cruces (2015) (see Annex). This tool was designed to analyze Science CLIL books employed in Primary education following Gawande's (2009) checklist as a guide for the elaboration of the evaluative criteria. Moreover, despite the fact that it is aimed for hard CLIL subjects and a different educational level, it is developed in sections which focus on the 4Cs framework, which is the backbone to articulate this study. Finally, Cruces' (2015) checklist has been also used in other studies such as in Codina's ones (2019) for an experimental research. The tool

proposes several criteria for the 4Cs and a progressive scale (from 1 to 5) to measure each descriptor, which ranges from “very poor” to “excellent. Finally, there is a section focused on collecting the textbook’s score according to the criteria she has established.

The first section is related to **Content** and it includes nine criteria. While some of the criteria tackle cognitive features such as textbook learners’ thinking challenge and cognitive level accessibility, others pay attention to the variety of the activities and the language development which is linked to the content. There are two key points to highlight from the template, which are the ones connected to multimodal input and prior knowledge, since they are one of the main CLIL features. However, the first criterion “The contents selected agree with those prescribed by the current educational law” may be more convenient for primary and secondary education, as in tertiary level, the content does not have to agree with those prescribed by the current educational law, at least in the present university; since Nursing content has been chosen and elaborated by the coordinator of the degree and the subject teacher. For this reason, the first criterion is not considered as it does not happen in the context of this proposal.

The section dedicated to **Cognition** is divided into seven criteria descriptors. On the one hand, the template considers whether the textbook is cognitively demanding for the target students and if there is a cognitive progression in the textbook’s content and activities. Additionally, there is one descriptor referring to the student’s reflection on his/her own learning process and another one focusing on providing students with study strategies. At the end, two more key points are stated: fostering HOTS and LOTS from Bloom’s Taxonomy and scaffolding. Scaffolding in this field is vital, as students are learning new and challenging content by means of using a L2; while at the same time, they are learning specialized lexicon from Nursing studies, which can be overwhelming without appropriate teacher’s guiding and multimodal input.

In terms of **Communication**, there are six criteria descriptors. Some of them state suitable and correct language used throughout the textbook and the tasks; therefore, linguistic functions are taken into account. The last criterion deals with different types of groupings in the tasks. In the case of Nursing studies, grouping or pair tasks are frequently used, since students have to perform role-plays or oral presentations and put the new knowledge into practice.

Finally, the section for **Culture** includes descriptors about raising intercultural awareness (another important factor in CLIL principles) while working on the content itself, and this awareness is divided into three sub-categories ranging from more general cultural ideas to deeper ones. Cruces considers that textbooks should offer balanced references between the students' region cultural aspects and other culture's features. In Nursing studies in the present university, the cultural dimension is the least tackled in class due to, most of the times, lack of time to cover all the content.

All in all, for the comparative analysis of some units of the two coursebooks, we have employed an adaptation of Cruces' (2015) checklist.

4. RESULTS

The results of the quantitative analysis of the three units that focus on the topic “Patience admissions” in the two coursebooks are presented in Table 1 (5 is the maximum score and 1 is the minimum).

Table 1. Quantitative Analysis from both textbooks

	<i>Nursing 2. Student's Book (Oxford University Press)</i>			<i>Cambridge for Nursing (Cambridge University Press)</i>
CONTENT	Unit 1	Unit 2	Average	Unit 1
1. The contents that are suggested by the textbook challenge learner's thinking	5	5	5	5
2. The contents that are suggested by the textbook are accessible for the students' cognitive level	4	3	3,5	4
3. The textbook activities integrate language development and content acquisition	3	3	3	2
4. The textbook offers opportunities for cross-curricular content to be assessed	4	3	3,5	1
5. The textbook offers varied educational situations such as experiments to facilitate content acquisition	1	1	1	1
6. The textbook includes multimodal input to address the visual, aural, tactile and kinesthetic modes of learning	4	4	4	4
7. The textbook offers opportunities for students to build on prior knowledge	4	4	4	4
8. The textbook promotes activities aimed at the production of observable outcomes	4	4	4	4
<i>Content Total Score</i>	29	27	28	25
COGNITION	Unit 1	Unit 2	Average	Unit 1
9. The textbook is cognitively demanding for the target students	4	4	4	3
10. The textbook is well-adjusted linguistically to facilitate cognitive progressions (i.e.: it fits the students expected level or is slightly above)	3	3	3	3
11. The textbook presents a cognitive progression in its content and activities	4	4	4	3
12. The textbook provides opportunities for students to reflect on their own learning process	5	5	5	1
13. The textbook provides students with study	3	3	3	2

strategies				
14. The textbook suggests activities into which both HOTS and LOTS are promoted	4	4	4	3
15. The textbook provides sufficient and appropriate scaffolding for the development of cognitive processes	3	3	3	2
<i>Cognition total Score</i>	26	26	26	17
COMMUNICATION	Unit 1	Unit 2	Average	Unit 1
16. The textbook is written in an appropriately simple but entirely correct language	4	4	4	4
17. The textbook employs the appropriate linguistic functions for each task (i.e.: defining, describing and hypothesizing)	5	4	4,5	4
18. The textbook highlights the core vocabulary items and phrases for each theme	4	4	4	4
19. The textbook predicts students' communicative necessities and provides the corresponding language support	3	3	3	3
20. The textbook's activities create communicative gaps to allow students to use the language meaningfully	5	5	5	5
21. The textbook includes activities to be carried out in different groupings (individual, pair work, small groups and whole class)	5	5	5	5
<i>Communication Total Score</i>	26	25	25,5	25
CULTURE	Unit 1	Unit 2	Average	Unit 1
22. The textbook presents contents for promoting intercultural awareness at 3 levels: surface culture (food/specific holidays), sub-surface culture (notions of courtesy and body language) and deep culture (unconscious values and attitudes)	1	2	1,5	2
23. The textbook's culture references are pertinent (not forced for content acquisition)	1	1	1	1
24. The textbook offers a perspective on the 3 levels of intercultural education: the student's culture, the foreign culture and global/universal culture	1	1	1	1
25. The textbook includes aspects of students' regional culture	1	1	1	1
26. The textbook includes balanced references to the students' culture and others	1	1	1	2
<i>Culture total score</i>	5	6	5,5	7
Global			85/130=65%	74/130=57%

In terms of quantitative results regarding the Oxford book, the final score obtained is 85 out of 130. Therefore, it can be classified as a high average score according to Cruces' template. On the other hand, in reference to the Cambridge book, the final score obtained is 74 out of 130, so it can be classified as a low average score according to her. However, the difference is not that significant to be classified in a different way, as there is only a difference of 10 points out of 130.

Accordingly, the results coming from the **Content** block are very similar in both books. There are few differences among the scores, with the exception of criterion number 4 which tackles whether the textbooks offer opportunities for cross-curricular content. In this sense, the Oxford book gets a higher score since it links the content with the English subject. Afterwards, in terms of **Cognition**, the scores obtained are quite distinct, with a significant difference in the score regarding the twelfth criterion (providing opportunities for students reflect on their own learning process), in which the Cambridge book gets the lowest mark as it does not include any task focused on that. In general terms, all the scores in the Cambridge book regarding Cognition are lower than in the Oxford book. In reference to **Communication**, the results gathered are exactly the same, so both books have almost the same score. To conclude with the quantitative analysis, **Culture** has got a very similar low mark in both coursebooks. However, the Cambridge book apart from making little reference to the promotion of the intercultural awareness in 3 different levels as the Oxford one does, it also deals, to some extent, with the last criterion about including balanced references to the students' culture and others, which the Oxford book does not.

In terms of qualitative analysis, regarding the **Content** from the Oxford book, it meets the descriptor criterion on its total (in both units) referring to how challenging the content is for students, as it is suitable for the students' level. It begins with less demanding tasks which are LOTS-oriented such as classify, identify and interpret key words from the unit and it moves to more HOTS-oriented tasks such as evaluate and select the most appropriate information and create a patient's final report. According to the second point which has to do with how accessible the content is for the students' cognitive level, the score obtained is similar in both units, as they follow a progression from LOTS to HOTS, but with less emphasis on HOTS (particularly in unit 2 that there is only one task HOTS-oriented. When it has to do

with the fact that the textbook activities integrate language development and content acquisition the score is average in unit 1 and 2. That is to say they get a 3, as both deals correctly with content acquisition but not with language development, since these units do not pay attention to BICS. Concerning whether the textbook offers cross-curricular content, it only links the unit content with other subjects such as English subject. Both develop some English grammar that has to do with Narrative tenses, Reported Speech grammar and English collocations in the current field. The book does not offer varied educational situations such as experiments, all the content is based on theory. Except for the tactile mode of learning, the rest of learning's modes (visual, aural and kinesthetic) are considered in both units to offer a multimodal input to facilitate the acquisition of the content. The units include visual materials and charts to make the content more accessible for these types of learners. Besides, there are tasks promoting listening skills (nursing-patient real conversations) to acquire the knowledge and some role-plays to take into account kinesthetic learners. The seventh criterion deals with the fact of building on students' prior knowledge. At some points, the book bears in mind this fact, because some activities work on basic concepts that learners should have learned in previous educational stages to move on, and build on new content. For instance, the textbook presents in both units some words belonging to the same family and students are supposed to recognize those words, to later create more new words with those roots (from blood, they should be able to create the term "bloody"). Finally, the last criterion states whether there are activities which aim at the production of observable outcomes. The units contain few activities fostering creativity, students' autonomy and use of the target language in role-play tasks or fill in a final patient's report in both units.

In terms of **Cognition**, the Oxford textbook is cognitively demanding for the target students since there is a progression from LOTS to HOTS as it has been mentioned in the Content part above. The book fits the student expected level and it is adjusted linguistically speaking; however, the second criterion also states that this linguistic characteristic is even slightly above, and it is not the case in any of the units. In Spain, when students finish the Baccalaureate studies, they are supposed to have a B2 level and, as mentioned in the book's features section, this one uses a B2 level (not higher), so this part is not going to be very cognitively demanding for learners. Criteria number thirteenth and fifteenth have to do with the way the textbook provides learners with study strategies and appropriate scaffolding for

the development of cognitive processes. In that sense, the book offers grammar charts and summaries in all the units to facilitate the understanding of the vehicular language grammar and some glossaries with the most common abbreviations used in this field. Even so, the strategies and the scaffolding are limited to visual learners and they do not take into account other multiple intelligences in class. To conclude with this block, the twelfth criterion deals with students' self-reflection on their own learning process. After some units, the learners have the opportunity to do some revision tasks and see how well they have understood the previous units. In this manner, the book fosters autonomy and self-reflection, as students ponder on the results and are aware of their strengths and weaknesses so far. Moreover, at the end of each unit, there is a checklist to help students to assess their progress in the unit and verify what they have learned so far.

In reference to **Communication**, criteria number 16 and 18 have to do with the way that Oxford textbook is written by using the language appropriately and highlighting the main vocabulary and phrases for each theme. In this regard, although the book deals well with the way it is written (since it is simple but using correct language) and the vocabulary and structures used, it does not predict students' communicative necessities 100% in criterion number 19. The coursebook assumes that students have a good level of BICS and social language because they have gained these skills in previous educational levels before accessing to university studies and, therefore, there are not any tasks focusing on them. On the other hand, most of the tasks in these units are CALP-oriented and the aim is to provide students with new specialized content and grammar structures. Then, the balance between BICS and CALP is not well structured. In accordance to that, it can be stated that criterion number 17, which has to do with the way the textbook applies suitable linguistic functions for the tasks such as describing, hypothesizing and matching are well implemented throughout the current units. To finish this block, the book fosters the use of the vehicular language in a meaningful way in the activities, as it includes tasks that can be carried out individually (written reactions to a patient's report or fill in a patient's form), in small groups (role-plays: a nurse and a patient) or as a whole class (debates and discussions about a specific illness or patients' behaviors) in all the units.

Finally, with regards to **Culture**, all the criteria have received a very low score since in no case, this "C" is fostered in almost any task in the first and second unit. There are not any references to the students' culture and others and there is neither any aspect which includes

intercultural awareness in the unit; so the foreign culture and the global/universal culture mentioned in the criteria number 24 are not considered. The only point which is reflected in unit 2 is the one referring to some notions of courtesy globally speaking, since there is one task in which learners acquire the corresponding vocabulary and structures to interact with patients in a respectful way and taking into account, to some extent, intercultural awareness, because for some cultures eye contact is not well received, as well as calling someone by his/her name instead of using his/her surname. Besides, in all the images the person who pretends to be a nurse is a woman, so the book stereotypes the nursing figure to a large extent.

Regarding the qualitative analysis of the Cambridge book, in relation to **Content**, it is challenging for the students, since it is quite adequate for the learners' level, despite being a book focused on Intermediate level + (B2+). Although presenting a higher level of English, the book is much LOTS-oriented in its activities (classify, define and recognize items) and with few tasks based on HOTS (mainly it is based on the design and creation of patients' admissions forms and role-plays). It leads to the second criterion which has to do with how accessible the content is for the undergraduates' cognitive level. Despite presenting a higher level of English, as stated before, the tasks are LOTS-oriented and therefore, the cognitive demands are lower in comparison to the other book. Concerning about the third point dealing with integrating language development and content acquisition, the coursebook does not follow 100% a language progression from BICS to CALP, because in this unit BICS are slightly taken into account, whereas the specialized vocabulary and grammatical structures play a key role in the topic. Still, it deals correctly with content acquisition, since all the key ideas from the unit are relevant and connected to the topic. Contrary to the Oxford textbook, the Cambridge book does not offer opportunities for cross-curricular content, it does not even tackle English grammar in any tasks. Likewise, the textbook does not present varied educational situations such as experiments to ease content acquisition, in the same manner as the Oxford book all the content is based on theory. Focusing on the sixth criterion about including multimodal input to address it to different learning styles, varied learning modes are considered to ease the acquisition of the content. For instance, the unit includes visual materials and charts to make the content more accessible to visual learners or role-plays and performances which include movements such as checking the patient's pressure that are more suitable for kinesthetic students to grasp the main ideas of

the content. Regarding the seventh criterion which deals with building on students' prior knowledge, in some tasks, the unit considers this aspect, since there are some activities in which the students work on basic concepts such as relating informal expression to create a friendly relationship with the patient before being immersed in a role-play. These expressions are usually known by the students, and the task serves the purpose to activate that knowledge to build on new one. In the same manner, the last criterion outlines the promotion of activities aiming at the production of observable final products with some activities such as filling in patients admissions form or using the target language in role-plays.

With respect to **Cognition**, the Cambridge textbook is quite cognitively demanding for the target students, although it does not follow an accurate progression from LOTS to HOTS. It starts with some LOTS-oriented exercises (classifying and matching items) and finishes with few HOTS-oriented ones such as discussing in an essay several strategies to put a patient at ease or what difficulties may encounter nurses with anxious patients. Besides, even though the textbook fits the students expected level or is slightly above (in this case is B2+, then a little bit higher than the level learners are expected to have after finishing Baccalaureate studies) it does not follow a language progression from BICS (it is almost not considered) to CALP (much more developed). Referring to criteria thirteenth and fifteenth, the book does not provide students with study strategies such as glossaries, summaries including popular abbreviations from the unit, to name a few. It only includes additional material like for example patient observation charts or patient record charts that may help the students to have a better idea of the format of these types of charts. Likewise, the textbook does not provide enough scaffolding for the development of cognitive process, as it has pointed out in the abovementioned lines, there are any types of summaries, grammar charts, speaking frames, etc. to acquire the vehicular language grammar or the main ideas of the content studied. Even so, there are few visuals to scaffold key ideas that can support visual learners, but it is not sufficient to attend to the diversity of learning styles encountered in a class. Eventually, the twelfth criterion which concerns about students' self-reflection on their own learning process is not included in the unit, as it does not provide students with any type of checklists to help learners to evaluate their learning progress, nor any revision tasks to be aware of their strengths and weaknesses; so the textbook does not promote autonomy and self-reflection.

To continue with **Communication**, with regards to criteria number 16 and 18 which focus on the way the textbook is written by using the language appropriately and highlighting the main lexicon and structures for the unit, the textbook fulfills the criteria. However, in criterion number 19 the score is a bit lower, because as it also happens with Oxford book, the Cambridge book does not predict students' communicative necessities 100%, and the balance between BICS and CALP is not well determined. The textbook assumes that undergraduates have a good command of BICS and social language because they have gained these skills in previous educational levels before entering to university. Thus, there are not any tasks focused on BICS, on the contrary, most tasks in this unit are CALP-oriented aiming at providing students with sufficient specialized content and grammar structures. In accordance with that, the seventeenth criterion has to do with the way the textbook applies suitable linguistic functions for the tasks such as defining, describing and hypothesizing. The textbook do so in several tasks. To conclude with the communication block, as well as in the Oxford textbook, the Cambridge book nurtures the use of the vehicular language in a meaningful way in the tasks, because it incorporates activities that can be carried out individually (fill-in the gaps exercises), in pairs (nurse-patient role-plays) or as a group class (debates and discussions about specific patients' attitudes or behaviors).

Eventually, in reference to **Culture**, as it happens with the Oxford textbook, all the criteria have received a very low score. There is only one reference regarding others' cultures when there is a whole-discussion class task in which students have to ponder on the role that cultural sensitivity plays when putting a patient at ease. The textbook states that it may vary depending on the patient culture and students have to discuss that issue. There are not any points considering notions of courtesy globally speaking or body language as in the Oxford book. As well as in the other textbook, in all the images, the person who acts as a nurse is a woman, so once again, this coursebook also stereotypes the nursing figure.

5. Discussion

In those textbooks, students encounter different types of tasks (spoken or written). Since the present study is based on a soft CLIL setting, most of the exercises from the coursebooks should be focused on the vehicular language's features (English), so they should follow the language-driven approach using specific content (Nursing), as it is mentioned in the Introduction section of this paper. By doing so, specialized vocabulary and common structures from the content-subject (CALP) will be fostered. Hence, the language of learning (CALP) in conjunction with the language through learning (the language necessary for building students' own learning strategies and organizing their own knowledge) are taken into account in these types of exercises. Besides, without explicitly being taught in class, language for learning, should be also promoted, because when students interact with the teacher or their classmates they need to use it for the subject's dynamics or discuss/defend arguments (BICS).

In accordance with that, Ansary et al. (2002) say that however perfect a textbook may be, it is just a simple tool in the hands of the teacher, and this teacher should not expect to work perfectly with it, since what is more important than a textbook is what the educator is able to do with it. Then, it should be the teacher who gives the appropriate use to a textbook to allow both learners and teachers obtain the most benefits from them. However, some scholars point out few problems when teachers have to look for CLIL teaching resources, including textbooks. Based on what Zaparucha (2009) mentions, CLIL's recent implementation has entailed the scarcity of teaching materials, in conjunction with the lack of educators' training in designing and creating resources for their CLIL lessons. On account of that, teachers who teach Nursing following soft CLIL in the current university, rely on the textbooks most of the times, but it is also true that they need to create additional materials to complement the topic, since it may not be completely addressed following the CLIL principles. What is more, these teachers tend to use digital tools to cover all the important missing content or principles in almost all the units.

On the one hand, as for the "C" for content analyzed in Oxford and Cambridge textbooks, both of them get good scores. In terms of how challenging the content is for undergraduates and how suitable for the learner's level is, both challenge students' thinking, the tasks move from LOTS to HOTS, despite being the Cambridge one more LOTS-oriented. Either of them

fosters CALP acquisition too, although it is more challenging in the Cambridge textbook, since the English level presented in it is slightly higher. The two of them share some commonalities such as: including multimodal input to address different learning styles and multiple intelligences and attend to the diversity in the class. Kazu (2009) argues that the learning styles are closely related to a person's features and preferences and that these learning styles reveal how students prefer to receive the information and how learners "perceive the environment, interact with this environment, react and experience learning in this process" (Kazu, 2009, p.1). He also states that when teachers consider the individuals' learning styles in a lesson, their interest in the topic increases to a great extent. That is exactly what these textbooks present: varied, multimodal input to attend the diversity of the class.

On the other hand, neither the Oxford book nor the Cambridge one offer varied educational situations such as experiments to facilitate content acquisition. Therefore, video sharing digital tools, such as YouTube or Edpuzzle can assist undergraduates to see varied educational situations. For instance, students can watch a video in which a nurse is attending a critical patient suffering a heart attack in the surgery room, and later on, watch the same situation but in an ambulance, while the patient is being driven to the hospital after a car accident. Both situations show the same disease but in different contexts. Thanks to the digital tools abovementioned, learners may acquire the content in a better way, as they can compare these situations and not only rely on the textbook content, but also explore laboratory experimentation indirectly by viewing the content from different points of view. According to Jackmann (2019, p.6), "experiments from a textbook (...) give a solid but limited experience. Youtube provides an invaluable source of laboratory work (...) as concepts and theories come alive".

Additionally, the two coursebooks promote chances for students to build on prior knowledge by presenting the topic using lexicon that learners should know (e.g. the word "blood") and build on new knowledge (e.g. the words "bloody" or "bloodstream") by doing matching exercises. Besides, both textbooks foster the production of observable outcomes such as role-plays in which, while a pair of students is performing the task, the rest of the classmates can see it and use checklists as peer-assessment to help those who are carrying out the role-play to reflect on their outcome. Finally, concerning about content, the Cambridge book does not offer opportunities for cross-curricular content as the Oxford one

does. The latter connects the Nursing content and language with the English subject by means of teaching the English grammar and specialized vocabulary in a cross-curricular manner.

In terms of Cognition, the score gained in both books is quite different. As pointed out in the results section, in the Oxford textbook there is progression from low order thinking skills to more challenging works fostering high order thinking skills (including writing reports or role-plays). The textbook scaffolds the development of cognitive process by offering summaries, speaking frames and charts to ease the understanding of the topic and the vehicular language acquisition and ultimately, activate the students' previous knowledge on the topic to build on new knowledge. Additionally, this textbook deals with students' self-reflection on their own learning process in different manners. A close inspection of the book reveals that there is a review section after some units. In this manner, the student can keep track of his/her own learning process and takes action, if necessary. Besides, at the end of each unit, there is also a checklist to help learners to assess their progress in the unit. All in all, there is no need to use digital tools regarding content when talking about the Oxford book, unless the teacher believes that undergraduates need extra practice in low or high order thinking skills. If that is the case, Twitter may be an option to foster concise writing skills to fill in a patient's report, as learners can state their opinion in a topic that the teacher has started in this social network. Moreover, the soft-CLIL teacher in Nursing studies can host brainstorming sessions on the Facebook wall (in a closed group) where learners can share ideas before a test or an oral performance. The use of social networks in class allows students and teachers leave behind the conventional classroom setting and create new environments for learning in a different way and teaching too (Lee et al., 2016).

Contrary to the abovementioned, the Cambridge textbook does not include any type of revision activities, students' self-assessment or checklist to be aware of their learning progress in the topic. Additionally, this book lacks in including glossaries or summaries of the unit. In order to solve this scarcity, the educator could use a game-based learning approach, "as gaming is becoming a new form of interactive content, worthy of explanation" (Pivec, 2007, p.2). According to Pivec, digital-based learning goal is to address new ways of ICT-based instructional design and give students the chance to acquire also digital skills that later they will need them in their future jobs. Moreover, he states that another game-based educational setting's goal is that the instructional content should be hidden in the game

features to make the learners engaged in both, the game itself and the subject content. One of the possible gamification tools which could be introduced to solve the lack of self-assessment and checklists in the Cambridge book is the one called “Kahoot”. It is a digital tool that the educator can use to revise subject content. The teacher can create a bunch of questions to revise the unit “Patient admissions” and students use their laptops or phones to answer the questions. By doing so, not only the teacher can instantly keep track of the students’ results, identify misconceptions that may need revision and use the results as formative evaluation, but also learners can reflect on their strengths and weaknesses. Furthermore, since the Cambridge textbook does not offer any type of glossaries, students could create theirs by using an app called “Quizlet”. It is an online flashcard site that allows users to make cards of vocabulary (in students’ L2, L1 or both) and tracks the user progress.

With respect to communication block, as mentioned in previous sections, the present study is based on a soft-CLIL environment, it is language-oriented and the teacher uses specific content while using an additional language. In this sense, communication (language) calls for a reconceptualization and Coyle et al. (2010) divided the language into “language of learning”, which has to do with specific lexicon of the subject and specific expressions (CALP). The two textbooks tackle CALP throughout the units and promote the use of the L2 in a meaningful way. The tasks can be done individually, in pairs or as a whole class. However, “language for learning”, which is related to the language necessary in any CLIL classroom (BICS) is overlooked. The textbooks assume that students have a good level of interpersonal communication skills and social language because they come from Baccalaureate studies, and consequently, they are not stated in the books. To solve this lack, the teacher can use the Power Point program to create templates which include speaking frames to use them in the CLIL setting. Finally, the “language through learning”, which has to do with the students whole linguistic repertoire, is included in the Oxford book in the shape of glossaries to assist learners to grasp the main idea of the content.

Quite the opposite, as stated in the previous paragraph about cognition, the Cambridge book does not include any type of glossary. Once again, to solve this shortage of content, either the students in an individual way or the whole class as a group activity could use the app “Quizlet” and design flashcards to include key words from the unit, as it was a digital glossary.

Regarding Culture, any of the books pay special attention to that. It does not appear any references to the students' own culture and others' and neither any aspect that includes intercultural awareness. Thus, it is not stated important cultural aspects such as eye contact, one-to-one interaction or body language while dealing with a patient. Each culture may react differently to these issues; therefore, it is vital to work on that in class. Besides, both books tend to stereotype the nursing figure and throughout the unit, all the nurses are white women. According to Roux (2001) if educators do not deal effectively with diversity, cultural awareness and stereotyping in class, it can lead to frustration, misunderstanding and intercultural conflict among students. On the whole, regarding culture, teachers' main goal should be to prepare students to be able to participate in multicultural societies and be ready for several cultural interactions.

All in all, in section 6, we present an intervention proposal based on the results and the discussion abovementioned.

6. INTERVENTION PROPOSAL

In this section we will describe the intervention proposal that we have designed: its objectives, methodology sessions and the tasks, materials and resources, timing and assessment.

6.1. Aims of the proposal

The main objective of this intervention proposal is to provide first graders university students in the Nursing degree in a soft-CLIL context with opportunities to develop their oral communication, fluency and language knowledge in the L2 used in class (English) through the use of Nursing content, acquire content knowledge regarding the unit “Patient admissions” and foster intercultural awareness throughout the whole unit.

We also propose some specific learning objectives that we would like students to accomplish, which are described in the Table 2 in accordance to some basic competences decided by the coordinator of the degree and the teacher of the subject.

Table 2. Objectives and basic competences

OBJECTIVES	COMPETENCES
<ul style="list-style-type: none"> -Use the vehicular language to express opinions/ideas, to give reasons against/favor a point of view and express agreement and disagreement in oral or written products -Use the L2 as the vehicular language in class (with peers, teacher, discussions, presentations, etc.) -Read and listen texts related to the unit -Understand, know and use new lexicon and expressions related to the unit -Make use of the different tenses in the L2 and use the Reported Speech grammar to fill in the patients’ report 	COMPETENCE IN LINGUISTIC COMMUNICATION
<ul style="list-style-type: none"> -Design an infographic using a digital tool and share it with peers -Record a role-play video and upload it on YouTube to share it with peers 	DIGITAL COMPETENCE
<ul style="list-style-type: none"> -Identify and interpret specialized lexicon and grammar structures -Determine the main characteristics of patients’ admissions and triage 	NURSING COMPETENCE AND BASIC SKILLS
<ul style="list-style-type: none"> -Peer-evaluate pieces of work to be aware of their own learning process and work on their weaknesses 	LEARNING TO LEARN
<ul style="list-style-type: none"> -Interact with people from all backgrounds, nationalities and with different perspectives in a respectful way -Understand and appreciate the different cultural manifestations and beliefs 	CULTURAL AWARENESS COMPETENCE

6.2. Target group

The following intervention proposal is aimed at a first grade course of Nursing studies at university level whose university implements soft-CLIL methodology in the English for Health Science subjects.

Our intervention proposal is designed for a group of 55 students. Most of the students are from the Catalonia community (50 students), so their mother tongues are Spanish and Catalan and English is their third language. There are 4 of them who come from other Spanish communities, therefore, English is their second language; and there is one French student whose mother tongues are French and Spanish and her third language is English. Hence, all of them share Spanish as their mother tongue. It is supposed that all these students have the same level of proficiency in English, since all of them have overcome Baccalaureate studies and, as stated in previous sections, they are assumed to have a B2 level according to the CEFR.

These learners are studying the subject English for Health Science under the soft-CLIL methodology, and for all of them, it is the first time they are immersed in a CLIL setting. They are exposed to the vehicular language of the subject 3 hours per week in two days. One day a week, the group is split into two to work on challenging content, so that day, there are two CLIL teachers leading both groups. The other day of the week, the students are all together in the class as a whole group with just one teacher.

Some students from the group have expressed their willingness to look for future job opportunities abroad, especially in European countries; therefore, they see the experience of content and language integrated learning as a positive factor in their learning studies, since it may give them valuable skills to apply for Nursing jobs in the future.

6.3. Timing

This intervention proposal lasts 4 weeks and it involves 8 sessions with duration of 60 minutes (when the groups is split) or 120 minutes (with the whole group). The topic suggested in the intervention proposal is about "Patient admissions" and we tackle different points related to that, as well as specialized vocabulary, grammar and L2' features, since we

follow soft-CLIL methodology and it is necessary to foster content awareness in the language classes, making the lessons more language-oriented.

In Table 3, there is a summary of the topics, the sessions used for each topic, the activities employed for each session and the duration of them. In the following section, the activities are described in further detail.

Table 3. Timing of the sessions

TOPIC	SESSIONS	ACTIVITIES	MINUTES
What do you know about registered nurses?	1	-Activation of students' prior knowledge	20
		-Students, in small groups, share with the whole class their main ideas	40
Narrative tenses	2	-Students, in small groups, read a text and spot the different types of tenses -Students choose the correct form of the verb	100
		-Kahoot game	20
Triage assessment Abbreviations/ Vocabulary	3	-Students complete the description of different triage categories -Students read a short text and answer some questions -Students begin to create their own flashcards in Quizlet to learn common abbreviations	60
Abbreviations Fill in a patient's report	4	-Students finish the flashcards in Quizlet -Students listen to an emergency call-out and complete a record sheet	60
		-Students identify and interpret key words from the unit to fill in a report -Students start preparing a nurse-patient interview as a role play (2-3 students)	60
Expressions/strategies to create a relaxed relationship with the patient	5	-Activation of the students' prior knowledge -Matching and filling in the gaps exercises	30
		-Students start creating digital infographics with contents and objectives assigned by the teacher in groups of 5	30
Vocabulary/sentences from the topic (the heart and blood pressure)	6	-Students determine the main characteristics of the heart by reading a text -Students identify some phrases by describing changes in a patient's blood pressure	60

Oral presentation of the infographics		-Infographics presentation	60
Reported Speech Word formation (adjectives)	7	-Students complete exercises based on the specific grammar -Students complete exercises related to word formation activities and create their own glossary	50
		-Kahoot game	10
Final test Role play outcome	8	-Students sit the final test of the unit	60
		-Students present their final output on YouTube	60

6.4. Methodology of the proposal

The current intervention proposal is aiming at an active methodology that fosters learners to take a more active role in their learning process. The teacher's role is to become a facilitator of the content knowledge and guide their students' learning process.

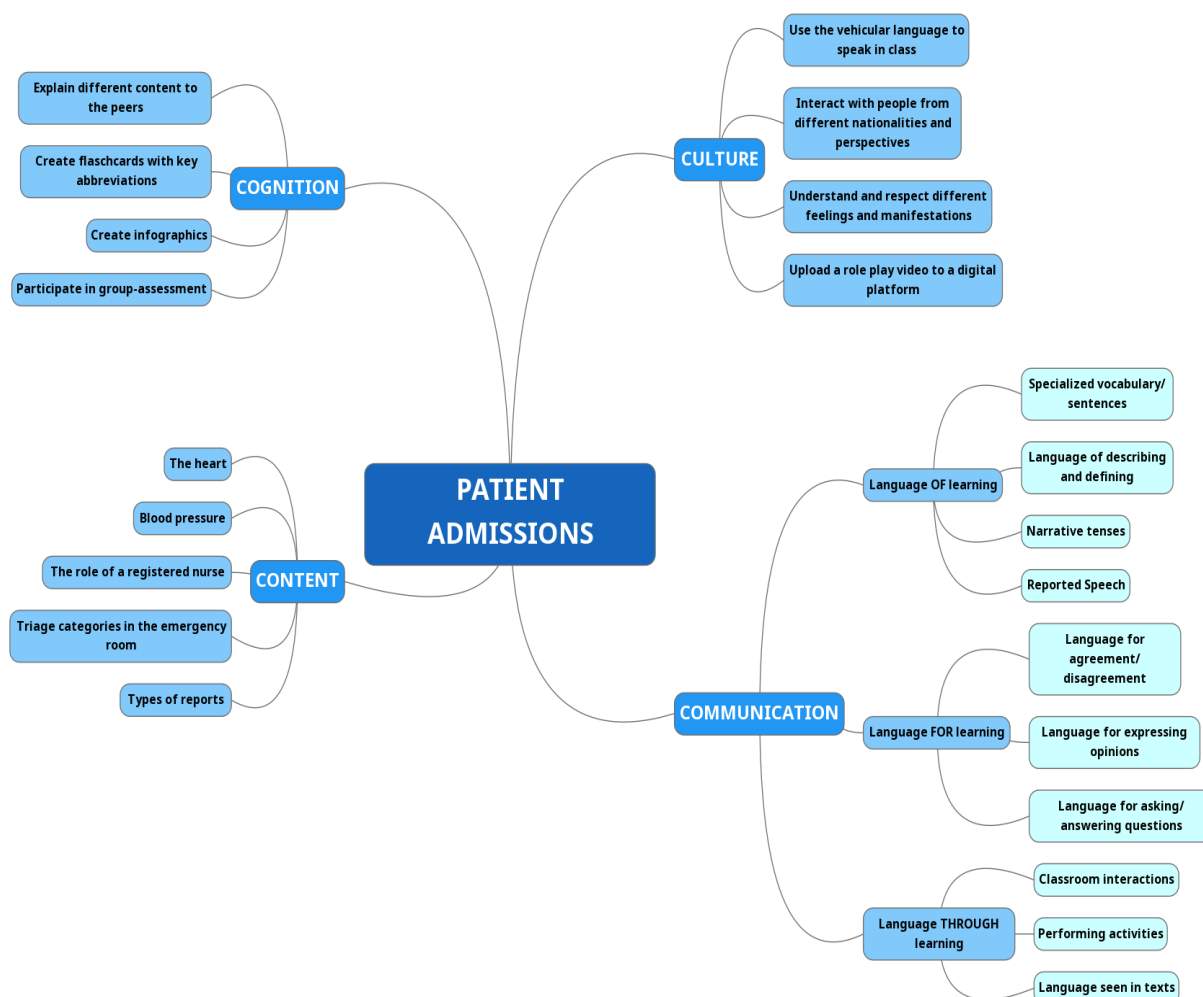
The use of the vehicular language (English) in the class will be encouraged, as well as interaction among students and teacher. One of the teacher's intentions is to provide constructive feedback, which will help learners to feel more confident when they express themselves in their L2 or L3. Therefore, reinforcing the positive aspects in them throughout the course will be a key factor.

While students perform the suggested activities, the teacher will offer them assistance to develop their communicative competence in English; by doing so, the teacher will make sure that they will be both learning the vehicular language and the corresponding topics from the unit. The educator will use varied strategies such as body language, showing images or digital flashcards with short texts, translanguaging or video support to make the content comprehension accessible to everyone.

Furthermore, different and multimodal resources will be used to achieve the basic competences and educational goals. A variety of practical and spoken exercises will be prioritized to encourage and improve learner's motivation during the sessions. Besides, most of the times, pupils will be working in groups in the tasks. In this manner, the teacher pretends to foster collaboration, cooperation, interaction, engagement and team work.

Finally, to design this intervention proposal, we have followed the 4Cs framework, as it is described in the literature review. In Figure 5, it can be seen how the intervention proposal is organized following the 4Cs.

Figure 5. The 4Cs of the intervention proposal



6.5 Sessions and activities

In this section, there will be a discussion of the various sessions which form part of the proposal and there will also include: the objectives of the session, materials, organization of the session, aspects to consider from the 4Cs, among others.

6.5.1 Topic 1: What do you know about registered nurses?

In the first session of the intervention proposal, the whole group is divided into two halves and the lesson will last 1 hour, so it will allow the teacher a better monitoring of the

students' learning process. In this session, we will try to activate students' prior knowledge.

The teacher will begin the session by asking the whole group of students:

- Do you know what a registered nurse is?
- What does a registered nurse do?
- What are some common nurse duties in their workplace?

After that, we will watch a video on Edpuzzle while at the same time students will answer the questions embedded in the video to see if they have understood the main key ideas. Afterwards, students are placed in groups of 4-5 students to share and discuss the ideas they have after having watched the video and whether they agree or disagree on what they have watched. Finally, the teacher will lead a debate in which each group will express their perspectives and conclusions reached by the group and the rest of the classmates will support, discuss or reject those points of views. By doing so, students will be using the vehicular language while discussing the subject topic in small groups. Moreover, answering the questions abovementioned before watching the recording and providing students with a slide with a list of expressions they could use in the discussion ("I think..", "in my opinion...", "I agree with you", etc.) will serve the purpose to scaffold the content and the specialized vocabulary and phrases coming from the unit before creating a big debate at the end of the session. At the end of the debate, in a closed group on Facebook social media, students will post the best ideas on the wall. It will allow both students and teacher to create a new environment for learning and move away from the conventional class for a while. Along this session, we will foster an active learning as pupils will be active participants and the teacher can be the facilitator of the learning, but we will also promote interaction with classmates with different perspectives and beliefs in a respectful way. Table 4 presents a summary of the first topic.

Table 4.Topic 1: What do you know about registered nurses?

TOPIC 1: WHAT DO YOU KNOW ABOUT REGISTERED NURSES?		
Duration: 60minutes		Organization: Grand group and groups of 4-5 students
Objectives	Materials/Resources	Scaffolding strategies:
-Use the vehicular language to communicate with peers and teacher	-Video from Edpuzzle about "Registered Nurses"	-The teacher assists learners through questions to make them easier to talk and discuss the topic.
-Use the vehicular language to	https://edpuzzle.com/assignments/60f9ce0f7cc45e4141cf18f2/watch	-The teacher provides some speaking

express ideas and opinions		frameworks starters to start a discussion.
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6.5.2 Topic 2: Narrative tenses

The second session will last 2 hours and it will be with the whole group. Since we follow soft-CLIL methodology in class, in this session students will determine and identify the main features of some Narrative Tenses that they may encounter in different scientific texts or patients reports. On the one hand, the teacher will present two Edpuzzle videos with the key points of some tenses and examples to scaffold the content. Afterwards, students will be placed in small groups to read a text called “*Rescue from the air*” from the Oxford textbook to spot the different types of tenses. Thereupon, students individually will do an exercise, also from the Oxford book, in which they will have to underline the correct form of the verb and complete some sentences with a suitable verb tense. At the end of the lesson, students will play a Kahoot game about narrative tenses to close the session and check what they have learned. This digital tool can be used for self-assessment, as teacher will get instantly results, identify misconceptions that may need extra revision and can use the results as formative evaluation. On the other hand, students can reflect on their strengths and weaknesses and work on improvements. Table 5 represents a summary of the second topic.

Table 5. Narrative Tenses

TOPIC 2: NARRATIVE TENSES			
Duration: 120 minutes		Organization: Groups of 4-5 students and individually	
Objectives	Materials/Resources		Scaffolding strategies:
-Determine and identify features of some narrative tenses	-Videos from Edpuzzle about present and past tenses https://edpuzzle.com/assignments/5f5f97cf6949de40abf04bf5/watch https://edpuzzle.com/assignments/5f5f984263a227407c2d285b/watch -Reading “Rescue from the air” (Oxford textbook, p.8, ex. 3)* -Exercise based on choosing the correct form of the tense (Oxford textbook, p.6, ex. 2) -Exercise based on completing the sentences with a suitable tense form (Oxford textbook, p.6 ex.1) -Kahoot game for revision https://play.kahoot.it/v2/?quizId=b3de51fb-aaeb-		-The teacher presents a video to scaffold the language of learning: Narrative tenses

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*Due to copyright issues, any images of the tasks from both books are included

6.5.3 Topic 3: Triage assessment in patients admissions and abbreviations (I)

This third session will last 1 hour and the group will be divided. During the first 30 minutes, the teacher will introduce the topic by explaining that in the current unit “Patients admissions”, students will have to know the differences between some triage categories when a patient arrive in the hospital: critical (cannot wait) category, urgent (see within thirty minutes), semi-urgent (see within one hour) or non-urgent (discharge) category. Then, undergraduates, in small groups, will complete a task from the Oxford book regarding the description of the different triage categories and interpret the content related to triage categories. The last 30 minutes will be devoted to create online flashcards with the most common abbreviations found in the current topic. Abbreviations are often used in patients’ records or reports, so it is vital for students to create lists of vocabulary to help them to remember those words and make use of their low order thinking skills. To do so, we will use some of the abbreviations included in the Cambridge textbook presented in the Sample section from the Experimental research. First of all, all together we will do a matching exercise in which learners have to match the abbreviations to their meanings; in this manner, once the students have completed the task correctly, they can start creating their own flashcards in class using the website called “Quizlet” and finish the task the next session. By doing so, we will be fostering digital competences and skills and promoting students’ creativity and autonomy on creating their own content for further study. Table 6 represents a summary of the third topic.

Table 6.Topic 3: Triage assessment and Abbreviations (I)

TOPIC 3: TRIAGE ASSESSMENT AND ABBREVIATIONS (I)		
Duration: 60 minutes		Organization: Groups of 4-5 students and individually
Objectives -Identify the differences between some triage categories -Analyze the content related to triage categories -Remember abbreviations from the unit -Create online flashcards with common abbreviations from the unit	Materials/Resources -Task about types of triage category (Oxford book, p.6, ex.1) -Matching task exercise: abbreviations and definitions (Cambridge book, p.11, ex.5d) -Website Quizlet to create online flashcards https://quizlet.com/	Scaffolding strategies: -The teacher monitors the students’ learning process by walking around the class and models some examples.

6.5.4 Topic 4: Abbreviations (II), fill in a patient report and design the final outcome

This session will be about two hours with the whole group. During the first 20 minutes, we will continue working on abbreviations and finishing the digital flashcards. After that, in order to demonstrate that undergraduates have grasped the key ideas behind the abbreviations, they will do a listening activity individually where they will listen to an emergency call-out and complete a patient record. In the second half of the class, we will present two tasks. On the one hand, students will identify and interpret more key words from the unit to fill in another patient's report in small groups from the Cambridge book. In this way, they will be using the vehicular language, applying and using the content learned so far, discussing the topic and interacting with their peers. Then, as we will have covered half of the content from the unit, students will be ready to start working on all the knowledge they have acquire so far to carry out an outcome. Students will be placed in groups of 2 or 3 to perform a role play. They will prepare a nurse-patient interview, record and upload a video on YouTube as a final outcome of the unit. In this session, they will start preparing the draft and the script they will follow in the interview. It is of paramount importance that they recap all the information from the unit, specialized vocabulary and phrases, and think about each student's role. Once again, we will promote active learning as students are active participants and the teacher will be the facilitator of the learning. Furthermore, other aspects such as creativity, cooperation, team work and HOTS will be also taken into account, since their outcome will be recorded and uploaded on YouTube to share it later with the whole class. Table 7 summarizes the fourth topic.

Table 7.Topic 4: Abbreviations (II), fill in a patient report, design the outcome

TOPIC 4: ABBREVIATIONS (II) / FILL IN A PATEINT REPORT / DESIGNING THE OUTCOME		
Duration: 120minutes		Organization: Groups of 4-5 students, pair and individual work.
Objectives	Materials/Resources	Scaffolding strategies:
<ul style="list-style-type: none"> -Create online flashcards with common abbreviations from the unit -Identify abbreviations for a patient report -Interpret key words from the unit -Design a nurse-patient interview as a role play 	<ul style="list-style-type: none"> -Listening task based on abbreviations (Cambridge book, p.12, ex.5e) -A patient report task (Cambridge book, p.12, ex.5f) 	<ul style="list-style-type: none"> -The teacher will provide learners with outcomes from previous years.

6.5.5 Topic 5: Expressions/Strategies to create a relaxed relationship with the patient.

In session number 5 whose length will be 1 hour, we will try to activate the students' prior knowledge by asking some questions to make students ponder on the topic and create a debate:

- Which techniques could you use for putting a patient at ease?
- Which difficulties could a nurse encounter with anxious and nervous patients?
- What role does cultural awareness play when putting a patient at ease?

Apart from activating students' prior knowledge, the aims of this activity will be to make students use the vehicular language (English) and interact with their peers and teachers as much as possible using the L2. Moreover, the teacher will be fostering cultural awareness by making learners think about which role cultural sensitivity and awareness play in that situation. Therefore, the "C" from Culture from the 4Cs framework is considered. Once the whole class will have come up with key ideas regarding the questions, the students are ready to work individually on a couple of exercises connected to strategies and expressions to create a friendly and relaxed relationship with the patient. These will be a matching task and a fill in the gap task retrieved from the Cambridge book. The last 30 minutes of the class will be devoted to start designing a digital infographic in groups of 5 with all the information gathered from the three questions mentioned above. Therefore, students will have to make decisions about the design of the infographic and which information to include in. In the following session, learners will present the infographic in front of their classmates and it will serve the purpose of peer-assessment and teacher-assessment. By doing so, digital skills and competences are promoted as well as cooperative learning, creativity and the use of English. Table 8 summarizes the fifth topic.

Table 8. Topic 5: Expressions/Strategies to create a relaxed relationship with the patient

TOPIC 5: EXPRESSIONS/STRATEGIES TO CREATE A RELAXED RELATIONSHIP WITH THE PATIENT		
Duration: 60 minutes		Organization: Grand group, groups 5 students and individually
Objectives	Materials/Resources	Scaffolding strategies:
-Use the vehicular language to communicate with peers and teacher	-A matching task (from the Cambridge book, p.10, ex.4b)	-The teacher will assist learners while they do the tasks individually providing models or using translanguaging
-Use the vehicular language to discuss ideas and give opinions	-Fill in the gaps task (from the Cambridge book, p.10, ex.4c)	
-Foster cultural awareness in terms of cultural	-For the creation of the infographic	

sensitivity	students can use different websites	
-Identify different strategies to create a friendly relationship with the patient	such as Canva or Genially https://www.canva.com/	
-Design a digital infographic	https://genial.ly/es/	

6.5.6 Topic 6: Specialized vocabulary/sentences from the topic (the heart and blood pressure). Oral presentation: Infographics

In session number 6, which will last 2 hours with the whole group, we will focus on developing CALP and the acquisition of specialized vocabulary, sentences and expressions connected to the topic in a soft-CLIL setting. In this session, the learners will determine the main characteristics and specialized vocabulary of the human heart by reading a text all together from the Cambridge book. The teacher will use some visuals and translanguaging to assist students with challenging content. Additionally, once they have finished the task, they will be able to discuss as a whole group which actions some parts of the heart do. In this way, they will be using the vehicular language and working on the new content. Then, pupils will have to identify phrases describing changes in a patient's pulse or blood pressure by reading another text, to finally, add these sentences to a table also from the Cambridge book too. In this way, students will be able to build on new content and increase their knowledge. In the second half of the session, undergraduates will present their infographics in front of their classmates. There are 55 students in the class and, in the previous session, they were placed in groups of 5. They will have to use their speaking skills and their knowledge content for presenting their infographic in 3-5minutes to the rest of the class. Table 9 shows a summary of topic 6.

Table 9.Specialized vocabulary/sentences (the heart). Oral presentation (digital infographics)

TOPIC 6: SPECIALIZED VOCABULARY/SENTENCES (THE HEART). ORAL PRESENTATION (DIGITAL INFOGRAPHICS)		
Duration: 120minutes		Organization: Grand group and groups of 5 students
Objectives	Materials/Resources	Scaffolding strategies:
<ul style="list-style-type: none"> -Determine the main features of the human heart -Use the vehicular language for discussing with peers and teacher -Identify sentences describing the changes in the patient's pulse -Present a digital infographic 	<ul style="list-style-type: none"> -A reading task about the human heart (Cambridge book, p.9, ex.3b) -A reading task about the changes in the patient's pulse (Cambridge book, p.13, ex.5h) 	<ul style="list-style-type: none"> -The teacher can use visuals or translanguaging to scaffold challenging content from the topic

6.5.7 Topic 7: Reported Speech grammar and word formation (adjectives)

The seventh session will last 1 hour and it will be with half of the group. Since we follow soft-CLIL methodology in class, in this session students will determine and identify the main features of Reported Speech in English language. On the one hand, the teacher will present a YouTube video from the BBC learning English channel with the key points of Reported speech to scaffold the content. Afterwards, students will be placed in small groups to do a task based on this content from the Oxford textbook. To continue with, the learners will build on new specialized vocabulary by doing a task from the Oxford textbook based on word formation. The teacher will model the first two sentences to scaffold the exercise and then, as a whole group, students will come up with possible answers. At the end of the lesson, students will play a Kahoot game based on Reported Speech content to close the session and check on what they have understood. Table 10 shows a summary of topic 9.

Table 10.Reported Speech. Word formation (adjectives)

TOPIC 7: REPORTED SPEECH. WORD FORMATION (ADJECTIVES)			
Duration: 60minutes		Organization: Grand group and pair work	
Objectives	Materials/Resources		Scaffolding strategies:
-Determine the main features of the Reported Speech in English -Remember specialized vocabulary (adjectives)	-A video about Reported Speech from BBC learning English channel: https://youtu.be/cetrFDN2Zg -A task for determining the correct tense in the Reported Speech (Oxford book, p.12, ex.1) -A word formation task to create adjectives (Oxford book, p.13, ex.2) -A Kahoot to revise Reported Speech: https://play.kahoot.it/v2/lobby?quizId=001b037d-405c-4572-a234-d097a9056e29		-The teacher will present a video with the key ideas about Reported Speech to scaffold the language of learning.

6.5.8 Topic 8: Final test. Role play outcome

The last session will be divided into two parts. During the first hour, the students will sit a final test with all the content and language features seen throughout the unit. The exercises included in the test will be similar to the ones we have seen along the unit: matching, classifying, fill in the gaps or short answer questions. In the last half, students will present their outcome uploaded on YouTube in front of their peers. Despite having mentioned at the beginning of the section that the sessions which last 2 hours the group is not split, in this occasion, we will divide the whole group to make the role play presentation easier and

faster. The role play presentation will consist of a nurse-patient interview using the templates/reports seen in the unit to fill in with the patient's information and make the performance looks like a real "patient admission situation". Hence, we will promote HOTS in the design to finally upload the students' outcomes on a private YouTube channel. In this manner, students will demonstrate and put into practice the subject content knowledge they have acquire, make use of the vehicular language, take into account the cultural factor (as they will share their final product on the Internet and they can interact with users' comments) and develop digital skills. Table 11 summarizes the last topic of the unit.

Table 11.Topic 8: Final test and role play outcome

TOPIC 8: FINAL TEST. ROLE PLAY OUTCOME			
Duration: 120 minutes		Organization: Individually and pair work	
Objectives	Materials/Resources		Scaffolding strategies
-Sit the final test of the unit including all the content and language -Share and present a role play as the final product of the unit	-Any official exams from the present university or role plays where real students appear are not allowed to be shared. -Examples from YouTube regarding role plays: https://youtu.be/W54yhhZ9DOQ		-The teacher provides students with mock exams from previous years.

6.6. Assessment

6.6.1 Learning Assessment

We will conduct a combination of both formative and summative assessment during the whole intervention proposal. Formative assessment will help learners to improve on certain areas and understand the goals of the topics, whereas for teachers, it will enable them to gather evidence about students' achievements. Summative assessment will be used for evaluating students' learning skills acquisition and academic achievement, so they will get a score which will contribute to the final grade.

First of all, the teacher will provide initial assessment by using prompts and questions at the beginning of a topic. We will do it in session 1 when discussing the first questions orally and once the students will have posted their opinions on the Facebook wall. Besides, in session 5 the teacher will assess students when dealing with the topic regarding creating a good relationship with patients and managing cultural situations. Besides, in sessions 6 there will

be a group discussion about the main heart's functions in which students will have to demonstrate their content knowledge while teacher assess them.

Additionally, the teacher will use formative assessment through observation, while students are working individually or in small groups on. For instance, in sessions 2 and 7 when students will be dealing with English grammar, the teacher can offer formative and corrective feedback to acquire the content. In sessions 3,4,5 and 6, undergraduates will need to do some tasks based on specialized vocabulary or expressions by doing matching or fill-in the gaps exercises. The teacher can walk around the class, assist them and provide corrective and formative assessment again to give students different opportunities for improving and learning the content and the vehicular language.

Self-assessment and peer-assessment will play a role too. On the one hand, self-assessment will be conducted in sessions 2 and 7 by learners when they play the Kahoot game. In this manner, they will be aware of their own learning process and keep track of it. Moreover, it will also help the teacher to record the students' improvements of the topic and make any arrangements in the teaching process to reach the goals. In session 6, the undergraduates and the teacher will conduct peer-assessment and teacher-assessment for summative purposes. Students will have to present orally their infographic and the teacher and classmates will assess their performance by using an analytic rubric, which separates the components (criteria) for assessing content, language, culture and digital skills (Table 12). All in all, learners will get an average mark from the teacher and their peers.

Table 12. Analytic rubric for peer-assessment in the creation of an infographic

CATEGORY	Level 1	Level 2	Level 3	Level 4
DIGITAL SKILLS	The digital tool is not appropriate for displaying the content of the topic	An appropriate digital tool has been used but the content is not appropriate for an infographic	Both the digital tool and the content are appropriate but a different tool would be a better choice for this particular topic	Both the digital tool and the content show creativity and are completely appropriate for the topic
LANGUAGE ACCURACY (Language of learning)	The student has not include specific vocabulary/expressions about creating a relaxed relationship with the patient. The use of narrative tenses is not varied	The student has include 2-3 specific words /expressions about creating a relaxed relationship with the patient. The use of narrative tenses is not varied	The student has included 3-4 specific words/expressions about creating a relaxed relationship with the patient. The use of narrative tenses is varied	The student has included 5 or more words/expressions about creating a relaxed relationship with the patient and he/she has a good command of narrative tenses
CONTENT ACCURACY	Less than 2 accurate facts are displayed on the infographic. It seems to be a collection of unrelated items and it is difficult to understand the main idea.	2-3 accurate facts are displayed on the infographic. Ideas are somehow organized but are not very clear for the reader	3-4 accurate facts are displayed on the infographic and the ideas are clear, but the organization could be better	5 or more accurate facts are displayed on the infographic and the ideas are clear and well organized
CULTURE	The student has not considered the role cultural awareness plays when putting a patient at ease	The student has considered the role cultural awareness plays when putting a patient at ease displaying 1-2 ideas	The student has considered the role cultural awareness plays when putting a patient at ease displaying 2-3 ideas	The student has considered the role cultural awareness plays when putting a patient at ease displaying more than 3 ideas

Source: Own elaboration with the support of Rubistar website

Finally, there will be summative assessment too in the last session conducted solely by the teacher. On the one hand, students will sit a test based on the content knowledge seen throughout the unit. The test will be a compilation of exercises seen in both textbooks and it will include the content and the language from the unit “Patient admissions”. Therefore, they will get a score which will contribute to their final mark. Additionally, after the test, learners will present the unit’s outcome which has been previously uploaded on YouTube. The teacher will carry out summative assessment in their nurse-patient interview role play and once again by following another analytic rubric and considering content and language integration (Table 13). Students will get a score which will contribute to their final mark too.

Table 13. Analytic rubric for teacher-assessment in the role play

CATEGORY	Level 1	Level 2	Level 3	Level 4
CONTEXTUALIZATION (patient's age, disease and triage assessment)	There is no contextualization	The student has done it quite well but there are 2 or more elements missing	The student has done it correctly but there is one element missing	The student has done it exceptionally and all the elements are included
CONTENT ACCURACY	Lesson content is inaccurate and the presentation is off topic	Lesson content is somehow presented and the student has a fair understanding of the topic	Lesson content is mostly presented and the student has good understanding of the topic	Lesson content is accurately presented and the student indicates excellent understanding of the topic
LANGUAGE ACCURACY (Language of learning)	The student has not included specialized vocabulary/expressions. The use of narrative tenses is not varied and there are no evidence of Reported Speech	The student has included 2-3 specialized words/expressions. The use of narrative tenses is not varied and there are no (little) evidence of Reported Speech	The student has included 3-4 specialized words/expressions. The use of narrative tenses is varied and there is evidence of Reported Speech	The student has included 5 or more specialized vocabulary/expressions. There is a good command of narrative tenses and Reported Speech
FLUENCY AND PRONUNCIATION	It is very difficult to understand the student, there are lots of hesitations and unfinished sentences	It is difficult to understand some parts of the student's speech, there are pronunciation and intonation mistakes	The student shows confidence and speaks clearly and loudly with minor pronunciation and intonation mistakes	The student shows confidence and engages the audience. The student speaks clearly and loudly with good pronunciation and intonation

Source: Own elaboration with the support of Rubistar website

6.6.2 Assessment of the proposal

Along with the learning assessment, we have also evaluated the intervention proposal, although it has not been implemented in the current setting yet. Thus, the design of the proposal, the performance and the assessment of the results are evaluated. By doing so, it will allow us to identify problems, as well as suggest some changes and/or improvements. Table 14 presents a checklist with which the teacher should assess this proposal.

Table 14. Intervention proposal checklist

Criteria	Yes	No	Comments
The goals are appropriate for the unit			
There are several opportunities for students to use the L2 throughout the unit			
The students' communicative skills in the vehicular language have improved at the end of the proposal			
The timing for each session is adequate			
The resources and materials proposed are suitable for the unit			
The activities are engaging and motivating for students			
The scaffolding suggested has met the students' demands			

7. Conclusions

This section presents the conclusions of the study which are drawn from the objectives presented in the first part. The main objective was to design a soft-CLIL didactic unit, on the topic “Patient admissions”, for first grade of a Nursing degree at university following the 4Cs framework using a suitable textbook and ICTs. To achieve it, we have reviewed literature on CLIL features and the effects on tertiary education, examined the use of ICTs in CLIL settings and analyzed the suitability of 2 different Nursing language textbooks to design CLIL learning situations.

We can conclude that research on CLIL tertiary education, and specifically on soft CLIL, has not received much attention. CLIL features and its background are mostly focused on primary and secondary education hard CLIL lessons. Furthermore, previous research on the language class at university has traditionally adopted an ESP perspective. Thus, the lack of findings has demonstrated that there is a need for further research on this area and the niche the present study has tried to cover. Regarding the use of ICTs in CLIL settings, we have identified different tools that can be used in these particular settings, and how ICTs can foster indispensable elements considered in CLIL teaching and cover those lack or gaps which are not included in English language textbooks.

The quantitative and qualitative analysis of the units of two Nursing language textbooks on “Patient admissions” has allowed us to determine their suitability for designing soft CLIL learning situations. The study has revealed the weakest and strongest points of each textbook to finally create an ideal didactic unit with the best tasks from each coursebook, and the help of ICTs. Additionally, throughout this proposal, it has been shown how ICTs can assist Nursing students to improve communicative and digital skills, key elements in the 21st century. The design of the didactic unit could be implemented following the 4Cs framework.

Although this intervention proposal has not been carried out, we expect to implement it successfully in a short period of time and consider teaching collaboration, since the theoretical framework provided gives credibility to do it. All in all, this dissertation can be a further step towards some university educational improvements and can also foster interdisciplinary collaboration to make the CLIL principles present in the future Nursing studies in the current university.

8. Limitations and further research

Despite having achieved most of the objectives established at the beginning of the present study, some limitations have been encountered during its process and further research is also suggested.

The analysis tool used for the study and the publications found are mainly focused on primary and secondary education contexts, rather than on university ones. In terms of the analytic tool, in spite of having chosen a tool which was designed for a different context (primary education), its design has been referred to, as mentioned in the experimental research section, and the tool has been considered suitable since all the important aspects from the 4Cs have been covered. Certainly, if other tools focused on university contexts had been found, they would have been included in this research. However, the one employed in the study has been proven to be suitable for the analysis with a minor adaptation. In reference to publications, there is a shortage of soft-CLIL research in tertiary education; therefore, although the tool was also used for hard-CLIL principles it has taken into account to the study because the rest of the factors fit in the proposal.

We have found other limitations once we have suggested the intervention proposal. To begin with, the teacher has to assume that all the learners have the same language level and competences skills to face the vehicular language, and it is definitely not the case in the target group the proposal has been designed for. There is a huge variety in the students' level of English, which may lead to further and extended explanations on the language itself rather than in the Nursing content. By doing so, the teacher may be short of time delivering the content and it may be proposed for homework or students' own research. Another limitation is the amount of students in class when they are all together as a whole group. Even though the group is split once a week, it may be beneficial to do it in both sessions since it will allow undergraduates to receive more personalized feedback, solve their doubts and work on small groups.

Although the present study is a starting point for further research, it may be convenient to have a revision of the whole course, not only about the first topic concerning about "Patient admissions", but all the topics that the students will encounter throughout the course. Once the current intervention proposal is implemented in the class, seen how efficiently it works

and its weaknesses; it could be useful to analyze all the didactic units in the course and think about the possible design for soft-CLIL contexts in this degree. If the teacher in charge of the subject, the coordinator of the subject and the principal see that this implementation works effectively in the language subject; content and subject teachers could work collaboratively and implement hard CLIL in some subjects. In this manner, thanks to collaborative and team teaching, the university could evaluate how to improve the language learning and competences skills from a collaboration perspective, in collaboration with the language and content subject, as it is done in other universities. On the whole, the spotlight should be giving students the more convenient education in the Nursing degree for their future careers and bearing in mind the skills they will need to be part of this globalized world.

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10. Annex

Cruces' (2015) checklist:

CLIL SCIENCE TEXTBOOK SELECTION CHECKLIST ONE TEXTBOOK TEMPLATE		Very poor	Poor	Average	Good	Excellent	TOTAL
CONTENT		1	2	3	4	5	
1	The contents selected agree with those prescribed by the current educational law.						
2	The contents that are suggested by the textbook challenge learners' thinking.						
3	The contents that are suggested by the textbook are accessible for the students' cognitive level.						
4	The textbook activities integrate language development and content acquisition.						
5	The textbook offers opportunities for cross-curricular content to be addressed.						
6	The textbook offers varied educational situations such as experiments to facilitate content acquisition.						
7	The textbook includes multimodal input to address the visual, aural, tactile and kinesthetic modes of learning.						
8	The textbook offers opportunities for students to build on prior knowledge.						
9	The textbook promotes activities aimed at the production of observable outcomes.						
CONTENT TOTAL SCORE							/45
COGNITION		1	2	3	4	5	
10	The textbook is cognitively demanding for the target students.						
11	The textbook is well adjusted linguistically to facilitate cognitive progression. (i.e. it fits the students expected level or is slightly above						

	it).						
12	The textbook presents a cognitive progression in its content and activities						
13	The textbook provides opportunities for students to reflect on their own learning process.						
14	The textbook provides students with study strategies.						
15	The textbook suggests activities into which both high order thinking skills (HOTS) and low order thinking skills (LOTS) are promoted.						
16	The textbook provides sufficient and appropriate scaffolding for the development of cognitive processes.						
COGNITION TOTAL SCORE							/35
COMMUNICATION		1	2	3	4	5	
17	The textbook is written in an appropriately simple but entirely correct language.						
18	The textbook employs the appropriate linguistic functions for each task. (e.g.: defining, describing and hypothesizing).						
19	The textbook highlights the core vocabulary items and phrases for each theme.						
20	The textbook predicts students' communicative necessities and provides the corresponding language support.						
21	The textbook's activities create communicative gaps to allow students to use the language meaningfully.						
22	The textbook includes activities to be carried out in different groupings (individual, pair work, small groups and whole class).						
COMMUNICATION TOTAL SCORE							/30
CULTURE		1	2	3	4	5	
23	The textbook presents contents for promoting intercultural awareness						

	at three levels: surface culture (food and specific holidays), sub-surface culture (notions of courtesy and body language) and deep culture (unconscious values and attitudes).						
24	The textbook presents contents for promoting intercultural awareness at three levels: surface culture (food and specific holidays), sub-surface culture (notions of courtesy and body language) and deep culture (unconscious values and attitudes).						
25	The textbook's cultural references are pertinent (not forced) for content acquisition.						
26	The textbook offers a perspective on the three levels of intercultural education: the students' culture, the foreign culture and global/universal culture.						
27	The textbook includes aspects of the students' regional culture.						
28	The textbook includes balanced references to the students' culture and others.						
CULTURE TOTAL SCORE							/30

FINAL SCORE							/ 140
		Very poor	Poor	Average	Good	Excellent	
COMMENTS						