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CONTRIBUTING TO THE CLIL CHARACTERISATION CONTROVERSY: A CASE STUDY IN ARAGON

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TABLE OF CONTENTS

1. INTRODUCTION	1
2. JUSTIFICATION OF THE TOPIC	2
3. ORIGINS OF CLIL	3
4. DEFINITION AND CHARACTERISATION OF CLIL	4
4.1. CLIL and immersion	5
4.2. Characterisation of CLIL	7
5. CLIL IMPLEMENTATION IN SPAIN	9
6. CLIL IMPLEMENTATION IN ARAGON	13
7. ADVANTAGES AND DISADVANTAGES OF CLIL	15
8. TEACHING ENGLISH IN PRE-PRIMARY EDUCATION: EARLY ACQUISITION OF THE SECOND LANGUAGE	18
8.1. Characteristics of learners in Pre-Primary Education	19
8.2. Teaching a FL in Pre-Primary Education	20
9. METHODOLOGY	20
9.1. Research objectives	21
9.2. Research design: a qualitative study	21
9.3. Instruments	21
9.4. Context description	23
9.5. Sample	26
9.6. Procedure	26
10. RESULTS AND DISCUSSION	27
11. LIMITATIONS AND LINES FOR FUTURE RESEARCH	51
12. CONCLUSIONS	52
13. REFERENCES	53
14. APPENDIX I. Observation protocol	61

LIST OF FIGURES AND TABLES

Figure 1. The 4Cs Framework by CLIL (Coyle 2007: 551).	4
Figure 2. Language integration experiences proposed by Met (1999, p. 7).	8
Figure 3. Figure 3. Types of bilingualism in Aragon.	13
Table 1. Schedule of CILE2+British school. Year 1 Pre-Primary Education.	24
Table 2. Schedule of CILE 1 School. Year 1 Pre-Primary Education.	24
Table 3. Schedule of non-CILE school. Year 1 Pre-Primary Education.	25
Table 4. Main features of the three groups.	26
Table 5. Observation protocol: Section 1. Item 1.	27
Table 6. Observation protocol: Section 1. Item 2.	28
Table 7. Observation protocol: Section 1. Item 3.	29
Table 8. Observation protocol: Section 1. Item 4.	29
Table 9. Observation protocol: Section 1. Item 5.	29
Table 10. Observation protocol: Section 1. Item 6.	30
Table 11. FL Development in Class. CILE 2+MEC-British school.	31
Table 12. FL Development in Class. CILE 1 school.	31
Table 13. FL Development in Class. Non-CILE school.	32
Table 14. Development of Competences in class. CILE 2+ MEC-British school.	33
Table 15. Development of Competences in class. CILE 1 school.	34
Table 16. Development of Competences in class. non-CILE school.	35
Table 17. Methodology and Groupings. CILE 2+ MEC-British school.	35
Table 18. Methodology and Groupings. CILE 1 School.	37
Table 19. Methodology and Groupings. Non-CILE School.	39
Table 20. Materials and Resources. CILE 2+ MEC-British school.	41
Table 21. Materials and Resources. CILE 1 School.	42
Table 22. Materials and Resources. Non-CILE School.	43
Table 23. Coordination and Organization. CILE 2+ MEC-British school.	44
Table 24. Coordination and Organization. CILE 1 School.	45
Table 25. Coordination and Organization. Non-CILE School.	45
Table 26. Observation protocol: Evaluation. CILE 2+ MEC-British school.	46
Table 27. Observation protocol: Evaluation. CILE 1 School.	47

ABSTRACT

The present MA dissertation focuses on an important topic in the current foreign language teaching scenario: CLIL (Content and Language Integrated Learning). Its chief goal is to identify the specific traits of grassroots CLIL implementation within the second cycle of the Pre-Primary Education stage at three different schools of the Autonomous Community of Aragon. In order to achieve this overarching goal, the dissertation is divided into two main sections. To begin with, it explains the origins and characteristics of the CLIL approach, as well as its pros and cons, in order to establish a theoretical backdrop against to frame the topic. Subsequently, it reports on a qualitative investigation in which an observation protocol has been used to identify and compare the main features of the three teaching-learning situations observed. Finally, the dissertation identifies the main characteristics and needs of each teaching situation and provides a list of potential self-reported limitations to take into account in future lines of research.

Keywords: CLIL, Aragon, Pre-Primary Education, CILE 1, CILE 2

1. INTRODUCTION

The last two decades have been defined by a rapid growth of a teaching approach in the area of languages in Europe with the main intention of satisfying and coping with the needs of our multicultural society, which makes European citizens have the necessity of being able to communicate in two foreign languages in addition to their mother tongue. This approach, which fosters bilingualism and in certain cases multilingualism, is known as CLIL (Content and Language Integrated Learning) in English, AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) in Spanish or EMILE (l'Enseignement d'une Matière par l'Intégration d'une Langue Étrangère) in French, and it has had an exponential uptake across Europe.

However, it is important to mention the presence of two periods which have marked the evolution of CLIL in the European scene. Although at the beginning CLIL was considered as a “lever for change and success in language learning” (Pérez Cañado & Ráez Padilla, 2015, p. 1) and as “awesome innovation” (Tobin & Abello-Contesse, 2013, p. 224), a more critical viewpoint of CLIL has appeared over the past half-decade. In this way, Pérez Cañado (2016, p.11) states: “contradictory opinions have been harboured vis-à-vis pivotal aspects of CLIL characterisation, implementation and research, thereby creating the need to revisit some taken-for-granted issues affecting this approach”. This phenomenon is referred to as the “pendulum effect” (Swan, 1985, p.86). The existence of these two distinctive periods in the evolution of CLIL has been the key element to focus this dissertation on this approach and its effects. In this way, this dissertation has as a main aim to shed light on the current CLIL controversy through the description and observation of this approach in three different schools in order to identify the current obstacles that the education community is facing and possible ways of overcoming them in order to continue advancing in the development of CLIL.

Taking this into account, this dissertation is mainly divided in two parts, each of them with a specific goal. On the one hand, in order to disestablish a theoretical backdrop against which to frame the practical study, we will provide information about CLIL implementation, its origins and its evolution in Europe and within the different regions that form Spain. Furthermore, we will analyse the different definitions of CLIL provided by different scholars in order to determine its main features, the differences between bilingualism and CLIL and its assets and pitfalls, due to the fact that both define two different stages of controversy. In addition to this, we will finally focus this project on the Autonomous Community of Aragon, particularly on the second cycle of Pre-

primary Education stage, with the main intention of knowing how the foreign language (FL) is introduced, taught and learnt at this stage.

On the other hand, the second part of this dissertation will be focused on a qualitative study carried out at three different schools of the region of Aragon, with the main aim of identifying how CLIL works in the Pre-primary Education stage and how these theoretical features apply in CLIL practice. This cross-sectional investigation will allow us to compare and analyse in depth the main features of each CLIL approach used at the three different schools and to shed light on what CLIL looks like in practice, characterising representative pedagogical practices and thus hopefully contributing to the CLIL characterisation controversy which has been currently documented. Therefore, the main objective is to focus on the classroom specific reality, as it is the most relevant context of the implementation where these initiatives take place. Finally, we will provide a reflection on the limitations of our dissertation and some suggestions for future lines of research.

2. JUSTIFICATION OF THE TOPIC

As was previously mentioned, the importance of CLIL is evident within the current language teaching scenario in Europe. However, criticism has recently been leveled at CLIL due to the plethora of models or variants which can be identified within it. As Bruton (2011a, p. 5) upholds, we stand in need of characterizing CLIL due to the plethora of models or variants which exist. As Pérez Cañado (2016, p. 15) claims, “Its linguistic, methodological, and organizational traits need to be further honed, sharpened, and fine-tuned in line with the demands of the diverse contexts where it is being applied”. The present dissertation aims to contribute to this overarching endeavour by identifying of the key traits of CLIL programmes at the grassroots level in three different classrooms in the community of Aragon.

Furthermore, in accordance with the current legislative references, the teaching-learning process of a FL is introduced in the curriculum of second cycle of Pre-Primary Education stage, which means that children are exposed to a foreign language from the beginning of their school life. However, studies on CLIL in Primary and Secondary Education have continued to increase in number, but there is still a lack of research in the Pre-Primary Education stage. This situation has become the second key aspect of this dissertation. As a consequence, we will carry out a research focused on CLIL at this stage.

Moreover, in Spain there are monolingual regions, such as Andalusia, Madrid or Aragon, and also bilingual communities where English is taught as the third language, such as the cases of Catalonia or Galicia. This is why Spain is therefore considered as a great example for multiple models of CLIL, as cited by Lasagabaster and Ruiz de Zarobe (2010, p. 284), who claim that

“drawing an uncomplicated, homogeneous picture of CLIL policy in Spain is an impossibility”. Despite of the wide variety of CLIL programmes in Spain, it is important to emphasise the lack of research in monolingual regions of this country. This lack of research is a further difficulty since we have not been able to find any research related to our main aim of identifying how CLIL works in the Pre-Primary Education stage in Spain. This evidence has become the last and third key aspect of this dissertation. Having established the relevance of the topic at hand, let us now delve deeper into the evolution of the concept of CLIL.

3. ORIGINS OF CLIL

Mehisto, Marsh & Frigols (2008, p. 9) mention that teaching through a second language has existed for many centuries, such as the case of the Sumerians in Iraq 5000 years ago, or the use of Latin in European universities for many centuries. However, the origin of CLIL programmes is often associated with the first French immersion programmes and North American teaching models from the 1950s. Those CLIL programmes were commonly known as CBI (Content-Based Instruction), whereas the term CLIL “is linked to the use of English-medium instruction in Europe in the 1990s” (Cenoz, 2015, p. 21).

One of the first CBI experiences was developed in Canada in 1965, when a group of English-speaking parents who lived in the French-speaking province of Quebec wanted their children learn the French language as a first language, making them able to comprehend and interact in French and reach normal levels of achievement throughout the curriculum, including the English language too, and to make them appreciate the traditions and culture of French-speaking Canadians, as well as of the English-speaking Canadians (Baker and Jones, 1998).

Afterwards, CBI programmes spread across Canada and the United States (Mehisto, Marsh & Frigols, 2008). From the 1960s to 1998, about 300,000 Canadian children participated yearly in such a programme (Marsh, 2002, p. 56). Moreover, with regard to the United States, there were more than 300 dual-immersion programmes in elementary schools offering ten different languages (Potowski, 2007, p. 2). Thus, according to Pérez-Vidal (2007, p. 44), the effects of these programmes “are extremely revealing for the design and implementation of CLIL programmes in Europe”.

At a later time, European schools started to be interested in the above-mentioned programmes based on the integration of a foreign language and content. In 1978, the European Commission proposed that one of the main aims was “to encourage teaching in schools through the medium of more than one language” (Marsh, 2002, p. 51). Subsequently, the publication of the European Commission’s *White Paper on Teaching and Learning towards the Learning Society*

(1995) established the need to be proficient in three European languages (the mother tongue + 2 objective mentioned in section 1).

Therefore, CLIL emerged due to the necessity of upgrade the FL proficiency of EU citizens and to achieve a sustainable situation. Accordingly, CLIL was launched in 1996 by UNICOM, the European Platform for Dutch Education and the University of Jyväskylä (Finland), although the term was coined before, in 1994. Since then, CLIL has become the centre of investigations and it has not stopped growing. According to the Eurydice survey (2006), we can confirm that CLIL approaches were implemented in 30 European countries in 2006. At this point, however, it is important to ask the question: What is exactly CLIL?

4. DEFINITION AND CHARACTERISATION OF CLIL

One of the most accepted definitions of CLIL is the one provided by Coyle, Hood and Marsh (2010, p. 1), who understand it as:

A dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.

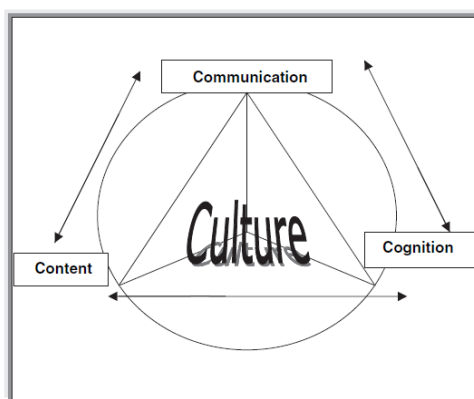


Figure 1. The 4Cs Framework by CLIL (Coyle 2007, p. 551)

In addition to this definition, Coyle (2007) also refers to CLIL as the 4 Cs framework: *content* (subject matter), *communication* (language learning and using), *cognition* (learning and thinking processes), and *culture* (intercultural understanding and global citizenship). Thus, *Content* allows the development and acquisition of knowledge; *Communication* uses language to learn the language itself and contents; *Cognition* joins both abstract and concrete concepts, and *Culture* is related to the different perspectives which are shared (CF. Figure 1). Nonetheless, there

is an important question we would need to answer in order to understand properly what CLIL is, namely, is CLIL the same as immersion?

4.1 CLIL and Immersion

With regard to this question, there are some scholars who think that CLIL is distinct from immersion (e.g., Lasagabaster and Sierra, 2010), while there are others who have found more similarities than differences between both concepts, such as Somers and Surmont (2012). Thus, Lasagabaster and Sierra (2010, p. 370) assert that immersion programmes and CLIL programmes share five common principles, which include the following.

Firstly, the main objective these programmes have in common is that the student becomes proficient in both the L1 and the FL. Secondly, they affirm that the learning process of the foreign language is similar to the acquisition process of their mother tongue (L1). Thirdly, they state that the teaching staff must be able to implement both programmes with the greatest guarantee of success and to ensure that all the activities can be carried out in the FL. Thus, bilingual teachers are required. Furthermore, the fourth principle both programmes share is that parents tend to choose these programmes because of the popular believe in that they are the best FL learning options. Last but not least, the fifth principle establishes the communicative approach as the main aim of all immersion programmes. Thus, having a motivated learning environment which invites students to learn through significant situations is crucial in their FL learning process.

Despite of the previous principles proposed by Lasagabaster and Sierra (2010), we need to emphasise some differences between CLIL and immersion in order to identify and clarify both programmes in depth. One of the main differences stated by these authors (2010, p. 370) refers to the amount time which both programmes have been operative in Europe. On the one hand, bilingual programmes have been implemented for more than two decades. Therefore, there is a significant amount of research related to their effects. On the other hand, CLIL programmes are experimental in comparison with the previous ones, so much research is still needed on CLIL programmes. However, Somers and Surmont (2012, p. 113) maintain that the great quantity of immersion research is of great importance to CLIL.

Another important factor which differentiates both programmes is the use of the language in and outside the school. Thus, the language of instruction used in CLIL programmes is not locally spoken, whereas the language used in immersion programmes is normally spoken in the students' context, which means that students can use the local language in both formal and informal communicative situations (e.g. the minority language of a region, for example). Nevertheless, Somers and Surmont (2012, p. 114) provide some examples of immersion programmes in which

students are not in contact with the FL out of school, such as the case of the French immersion students in the English-speaking areas of Canada. Furthermore, they also defend that CLIL can accommodate a second, heritage or community language, such as the case of the French language in Belgium or Catalan and Basque languages in Spain.

A further difference between immersion education and CLIL resides on the teaching staff. Lasagabaster and Sierra (2010, p. 371) assert that the majority of immersion teachers are native speakers who are proficient in the language of instruction and who furthermore receive a specific university training teaching course, whereas that situation does not happen in the case of CLIL programmes. In contrast, most CLIL teachers are not native speakers and they have not received any specific training on CLIL at university. In accordance with this difference, Somers and Surmont (2012, p. 114) explain that “native speakers from ‘immersion programmes’ are usually wide available, in contrast to native speaker teachers of a foreign language”. Moreover, these scholars support the idea that both CLIL and immersion programmes include the erroneous belief that native-speaking teachers are the ideal model and better than non-native FL teachers.

Teaching materials and their pedagogical use are another aspect which could differentiate both of these programmes. Lasagabaster and Sierra (2010, p. 372) have noticed that immersion programmes tend to make use of materials especially designed for native speakers of the language, while CLIL mainly hands out edited teaching materials, especially in the initial stages. According to this fact, Somers and Surmont (2012, p. 114) explain that obtaining appropriate materials in immersion programmes is a problem due to the fact that it requires too much time.

In regard to the goal of these programmes, immersion programmes have as a main aim to enable students to reach a FL proficiency similar to a native speaker, while “CLIL programmes cannot have such a far-reaching objective” (Lasagabaster and Sierra, 2010, p. 372). Somers and Surmont (2012, p. 115) agree with Lasagabaster and Sierra (2010, p. 372) when they say that CLIL strives for functional proficiency. Nevertheless, they also state that late or partial immersion programmes cannot reach a native speaker proficiency either.

Indeed, Lasagabaster and Sierra (2010, p.373) explain that both programmes could be considered as elitist plans since not all students are allowed to join and participate. This is the case of immigrant students in bilingual regions of Spain, for instance, who have to take language proficiency exams in the regional language and the foreign language. With regard to this situation, Somers and Surmont (2012, p. 115) reckon that this aspect could not be considered as a difference between CLIL and immersion programmes.

Coyle et al. (2010, p.1) state that CLIL is a content-driven programme and this is why it is considered innovative in the European context, as a result of teaching content through a foreign language. Likewise, Marsh (2008) insists on the idea that the innovation on CLIL takes place in

the development of content through a second language integrated within the curricular content of a certain subject. In contrast, Marsh (2008) affirms immersion programmes differ considerably from CLIL since immersion programmes are more focused and interested in the use of language rather than in content learning.

As a conclusion, Pérez Cañado (2012, p. 318) highlights the idea that CLIL is “clearly distinct”, and that it “merits attention on its own right, as it is no longer considered a mere offshoot of other types of bilingual programmes, but an increasingly acknowledged trend in foreign language teaching”. In other words, CLIL is an innovative approach that has changed the European perspective of teaching a foreign language including subject content in bilingual schools, whereas immersion programmes could be considered as the starting point of some of the main features of CLIL related to language teaching (Lasagabaster and Sierra, 2009). In this regard, we will now proceed to explain the main features of this approach.

4.2 Characterisation of CLIL

In spite of the wide range of CLIL models which have been previously presented, CLIL has got some particular features which make it different from other language teaching approaches. In this section, we are going to explain some features of CLIL provided by Pérez Cañado (2016, p. 5) which are organized into different sections: the theory of language, the theory of learning, learners’ and teachers’ roles, language level targeted, amount of exposure to the L1 or FL, the languages taught through CLIL, methodology, and materials.

With regard to the theory of language, Pérez Cañado (2016, p.5), asserts that “CLIL sees language as a resource for meaning rather as a system of rules”, which means that, through CLIL, the foreign language becomes the “vehicle through which the subject matter content is learned” (Pérez Cañado, 2016, p. 6). Moreover, in relation to the theory of learning, CLIL offers relevant learning situations to students, making them use their previously acquired knowledge to understand new concepts. In other words, CLIL facilitates the development of meaningful learning. This is what Mehisto et al. (2008, p. 101) define as scaffolding, which emphasises the importance of offering students meaningful learning activities which engage them in their learning process.

Furthermore, the roles of teachers and learners are also a distinctive factor which describes CLIL. On the one hand, CLIL promotes learning by making students the protagonists of their own learning process through interactive and autonomous lesson plans. On the other hand, the teacher becomes a guide or facilitator in the learning process, avoiding the traditional roles in which the teacher was the only purveyor of knowledge. The teacher “must not only master the foreign or

second language, but must also have expertise in the subject content. It requires intensive staff training in pedagogical and theoretical aspects of language acquisition, as numerous authors underscore” (Pérez Cañado, 2016, p. 7).

Vis-à-vis the methodology, as Pérez Cañado (2016, p. 7) mentions, CLIL is also known for being a modern and innovative pedagogical way of teaching and learning which minimises the transmission of knowledge model of education. In other words, CLIL is based on a task-based learning, which should foster the development of the linguistic skills in the FL as well as collaborative work.

Last but not least, the use of materials and resources are an essential aspect of CLIL methodologies. They are normally adapted to the features of the students (motivations, interests, needs) or originally designed for them. It is important to mention the importance of ICT in CLIL programmes, which offers a wide range of resources to both teachers and learners.

Once we have understood the concept of CLIL and its main features, it would be relevant to mention that it is difficult to find a single CLIL model. In fact, Wolff (2005, p. 5) states that CLIL variants are determined by environmental parameters, of which he outlines the degree of FL and content teaching, the choice of subjects, the time of exposure and the linguistic situation. The flexible combination of these factors is conducive to a remarkably broad array of CLIL programmes. In order to delve more deeply into this fact, Met (1999, p. 7) identifies different CLIL scenarios, such as *immersion or partial-immersion programmes*, *submersion programmes*, *sheltered subject-matter*, *adjunct language instruction* and *themed-based courses* (cf. Figure 2).

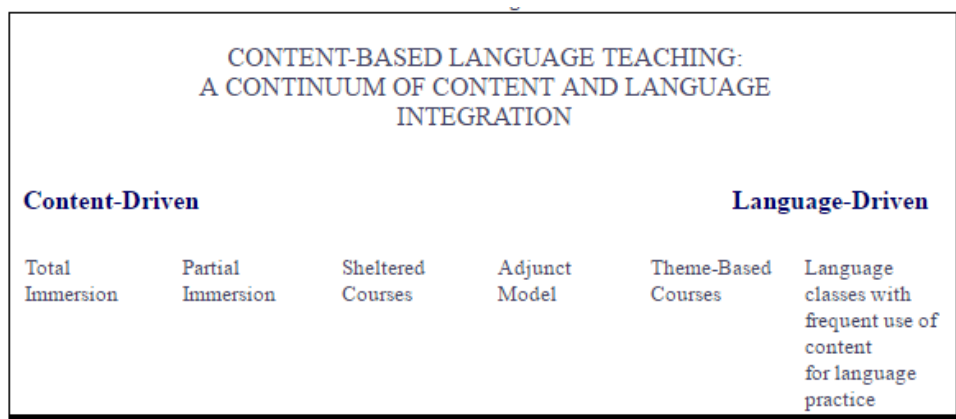


Figure 2. Language integration experiences proposed by Met (1999, p. 7)

Thus, immersion programmes are the most well-known programmes due to their long history in Canada and North America. Referring to our previous explanation, they consist of a teaching-learning process based on the FL (for total immersion all contents are taught in FL, which would be the 100%). Furthermore, partial immersion programmes also exist (where half of the school day is taught in English). In turn, submersion programmes occur when non-English

speaking children are in English classes in which teachers do not speak their mother tongue. Thirdly, sheltered subject-matter teaching is carried out in the target language by a content area specialist to FL learners who present a low level of the FL. Regarding language instruction, it involves concurrent enrolment in a paired course where language teaching and content instruction are coordinated, providing in this way additional support classes for regular subject courses. Moreover, theme-based courses build the language curriculum around selected topics or themes. This approach is very useful in Pre-Primary Education due to the fact it exploits both language and content, and it has got explicit language aims that are typically more important than the content learning objectives.

Besides the different CLIL scenarios provided by Met (1999), it is worth mentioning two other related approaches which could be considered as CLIL: content-enriched FL instruction (Roldán Tapia, 2005), which entails the teaching of different subjects in the FL and taking into account the language objectives, as well as the contents of the subject; and the interdisciplinary module approach (Wolff 2005; Coyle et al. 2010), which consists in teaching the FL in non-language subjects and during short periods of time, making teachers from other areas participate. In order to illustrate how CLIL is being developed in Spain, it is important to explain its evolution and main features at a nationwide level.

5. CLIL IMPLEMENTATION IN SPAIN

In light of what was mentioned in the previous sections, it is important to underscore that the Eurobarometer (2012), a survey on Europeans and their languages carried out by the European Commission, revealed that Spain appeared “at the bottom rung of the foreign language knowledge ladder” (Lasagabaster & Sierra 2009, p. 7). This means that approximately the half of the population in Spain admitted to be monolingual. This fact shows that teaching a foreign language as a subject, as had been done traditionally, did not work out as expected.

In relation to this low level of languages proficiency in Spain, Hornillo Estrella (2009) states that “La enseñanza-aprendizaje de idiomas en España tiene una historia de fracasos [...] Nuestra sociedad es analfabeta en lo que a idiomas se refiere y, además, es consciente de ello y está acomplejada, lo cual tampoco ayuda a mejorar las cosas”. Nonetheless, the growing development of CLIL in Europe has made Spain rapidly become “one of the European leaders in CLIL practice and research” (Coyle, 2010, viii). Furthermore, although education in Spain is currently regulated at a national level by the *LOMCE* (MEC, 2013) or *Ley Orgánica para la Mejora de la Calidad Educativa* (*Organic Law for the Improvement of the Quality of Education*), CLIL application initiatives have been developed at different paces depending on each Spanish

region. Each autonomous community has the right to regulate its own laws according to its local conditions and interests. This situation gives rise to a “great amount of CLIL policies and practices, such as bilingual sections, bilingual primary and secondary schools and bilingual projects” (Manzano, 2015, p. 138). For instance, while in La Rioja there are *Proyectos de Innovación Lingüística en Centros*, in Aragon we can find *Proyectos de Potenciación de Lenguas Extranjeras (POLE)*. This fact is one of the main factors which define CLIL in Spain.

The current legislative framework promotes the development of bilingual programmes in state schools, as well as projects with regard to the importance of learning foreign languages. The most outstanding official CLIL initiatives (Pérez Cañado, 2012, p. 7) include:

- *The Spanish Ministry and British Council Project*: It began in the 90s with the main aim of providing children from ages 3 to 16 with bilingual education. Aragon, Madrid and Castilla y León are regions which offer this programme at schools.
- *Programa de Inmersión Lingüística*: This programme offers summer courses for students within the last course of Primary Education and the first course of Compulsory Secondary Education.
- *PALE (Programa de Apoyo a la Enseñanza y el Aprendizaje de Lenguas Extranjeras)*: It has involved 13 autonomous communities (Andalusia, Aragon, the Canary Islands, Castilla-La Mancha, Catalonia, Extremadura, Galicia, Murcia, La Rioja, Asturias, Castilla y León, Madrid, and Valencia) and is geared at aiding CLIL teachers to improve their FL competence via 200 hours of training and a two-week study visit abroad.
- *PILC (Proyectos de Innovación Lingüística en Centros)*: These language innovation projects started in La Rioja in 2004-2005 and target non-university teachers of any subject willing to implement CLIL in their classrooms. This initiative also exists in the Autonomous Community of Aragon and it is called *POLE (Proyectos de Potenciación de Lenguas Extranjeras)*.
- *ETC (English Through Content)*: This initiative affects Navarre and it has been carried out in all schools in this autonomous community. It involves the application of a CLIL approach organised around a series of specific topics.
- *Secciones Europeas / Secciones Bilingües*: These sections entail CLIL instruction in Primary and Secondary schools of diverse monolingual communities and in certain bilingual ones.
- *Proyecto Bilingüe*: This is the official name which the bilingual project of the community of Madrid receives. Here, the CLIL model can be applied to any subject except Spanish and Mathematics, and can be taught through English, French, or German. It includes its own specific training programme for teachers.

- *Plan de Fomento del Plurilingüismo*: This is the denomination of the ambitious CLIL plan which was set in motion in Andalusia in 2005 and which has now been updated with the *Plan Estratégico del Desarrollo de las Lenguas* (PEDLA) (2017).

Coupled with these plans and projects, it is worth mentioning the importance of projects provided by the European Commission which promote the exchange of innovative practices between teachers (such as Erasmus+ experiences) and schools, and even the exchange of students in order to encourage them to learn foreign languages and discover other cultures.

At this point, it is important to examine bilingual and monolingual communities in order to better understand the differences that can be found among them. In this section, we are going to analyse CLIL programmes in four monolingual communities: Madrid, Extremadura, Andalusia and Aragon. Before analysing monolingual communities, it is worth mentioning that the most characteristic bilingual communities are the Basque Autonomous Community (BAC henceforth) and Catalonia, among others.

Regarding to the BAC, it is important to highlight that this region has a well-known tradition in bilingual research and teaching. In this region, studies have spread on “the impact of CLIL on general language competence, on the numerous aspects which make up this general faculty (oral skills, pronunciation, receptive and productive vocabulary, written production, tense and agreement, morphology and syntax), and on subject knowledge” (Pérez Cañado, 2011, p. 327). On the other hand, in Catalonia, CLIL has been implemented and investigated too, although not as clearly as in the BAC due to the fact that programmes do not have the same continuity.

Moving on to monolingual communities, it is worth mentioning that there is not a comparable bilingual studies tradition and CLIL research is much more recent, as Fernández Fontecha (2009, p. 15) states: “there is a shortage of research on CLIL and related practices in Spanish monolingual communities”. The community of Madrid is one of the few monolingual communities where some CLIL research has been guided by the local universities.

Three particularly come to the fore in the dissemination of the research they have conducted: the CLIL project led by Ana Halbach at the University of Alcalá de Henares (UAH); the UAM-CLIL Project at the Universidad Autónoma de Madrid with Linares and Whittaker at the forefront; and UCM-CLUE Project (Content and Language in University Education) at the Universidad Complutense de Madrid, directed by Emma Dafouz Mine. (Pérez Cañado, 2011, p. 328)

Besides its research on CLIL, it is worth mentioning the main bilingual initiatives that have been undertaken in Madrid in order to promote foreign language learning, which are the bilingual

programme by the Spanish Ministry of Education and the British Council, *Programa Colegios Bilingües*, *Programa Institutos Bilingües* and *Secciones Lingüísticas*.

With regard to Extremadura, this region also participates in the bilingual programme developed by the Spanish Ministry of Education and the British Council since the academic year 1996-1997. However, only two public schools participate in this programme. Besides this programme, other CLIL programmes were also implemented in the academic year 2004/2005 when the Extremaduran Education Authority decided to promote the *Proyectos de Sección Bilingüe* (Bilingual Section Projects) with the aim of developing experimental CLIL initiatives in both Primary and Secondary Education. Alejo and Piquer (2010, p. 229) summarise the main features of these bilingual sections, among them, that they incorporate different foreign languages (English, French, Portuguese and Italian), that the number of content subjects which can be taught in a foreign language can range from two to three subjects and that bilingual sections are provided with official support by measures such as financial support for teachers to attend language courses abroad and the assignment of native language assistants to the bilingual schools. Besides the *Secciones Bilingües*, *Plan Linguaex*, *PALE (Programa de Apoyo a la Enseñanza y Aprendizaje de Lenguas Extranjeras)*, *Proyecto Ágora* and *Proyecto Atenea* are additional programmes and projects that Extremadura has created in order to promote considerably foreign language learning and bilingual education. However, as Manzano (2015, p. 143) affirms, “we do not know how this is working because research on the bilingual initiatives implemented so far is quite scarce [...] research will have to conclude whether or not CLIL is contributing positively to improving Extremaduran students’ foreign language skills without affecting content knowledge”.

Regarding Andalusia, Madrid (2006, p. 182) asserts that “the time devoted to the study of the FL will be increased”. It is worth mentioning two quantitative research projects headed by Lorenzo (2009) in Sevilla and Madrid (2011) in Granada and their positive outcomes of CLIL in this region (Pérez Cañado, 2011, p. 329). Besides the research on CLIL in Andalusia, this region is carrying different programmes and projects out in order to promote CLIL in schools. Although there were pilot CLIL programmes from the late 1990s, the *Plan de fomento del Plurilingüismo* was published in 2005 (Junta de Andalucía, 2005 p. 27) and since then CLIL programmes started to spread in schools. The *Plan Estratégico del Desarrollo de las Lenguas* (2017) has recently updated the afore-mentioned *Plan de Fomento* and continues to establish ambitious goals for plurilingual education in Andalusia for the 2020 horizon.

As Pérez Cañado (2011, p. 329) explains, “in the remaining communities where CLIL publications can be located, there is a total absence of results. What meagre publications here are simply provide descriptive accounts of CLIL implementation in that particular region”. This situation still applies in the region of Aragon.

In summary, we could conclude by saying that CLIL is still in its infancy in Europe as well as in Spain, and there is a need to investigate in order to implement it correctly and bridge its gaps. Let us continue carrying out our overview of CLIL plans by focusing specifically on the monolingual region of Aragon.

6. CLIL IMPLEMENTATION IN ARAGON

In order to understand the introduction of bilingual plans in state schools within the Autonomous Community of Aragón, we should mention the Aragonese Order of 10th March of 2014 (PIBLEA: *Programa Integral de Bilingüismo en Lenguas Extranjeras en Aragón*), which modifies the Aragonese Order of 14th February 2013 and regulates the Integrated Programme of Bilingual Education since the school year 2013/2014.

Regarding the current legislative framework of the Autonomous Community of Aragon, the importance of improving the foreign language teaching and learning process is included and emphasised in its curriculum. In line with the foregoing, various innovative education projects have been implemented. To be more specific, in 1999, the Aragonese Council began to implement the Spanish-English integrated curriculum and some years later it started similar projects with other foreign languages, such as French and German. The Order of 10th March 2014 that was previously mentioned explains the three types of bilingual programmes in this region, which are CILE 1, CILE 2 and MEC-British Council programme (CILE 1+MEC-British or CILE 2-MEC-British).

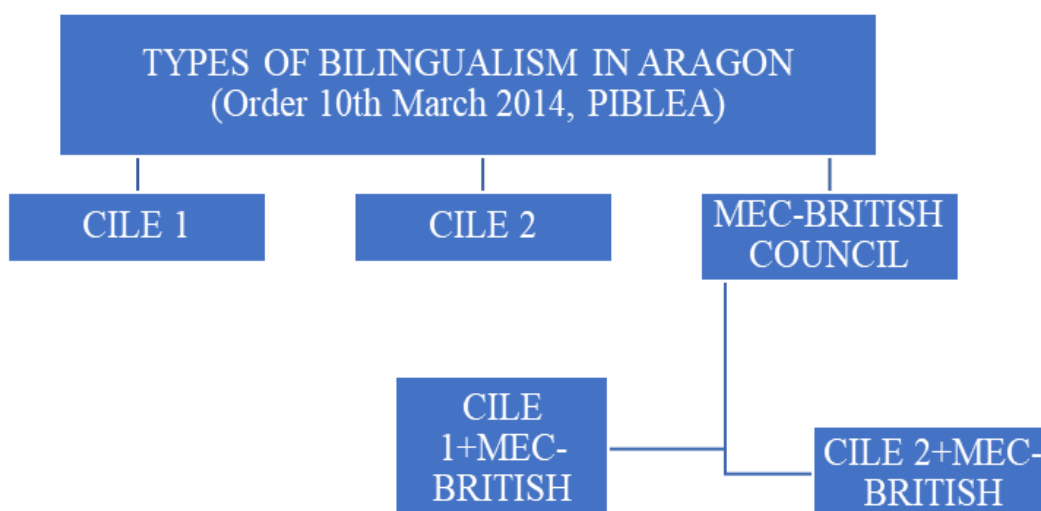


Figure 3. Types of bilingualism in Aragon

On the one hand, PIBLEA programmes have as a main aim to guarantee the continuity of bilingual education in the Autonomous Community of Aragon by changing the methodology, fostering communicative competence and developing the basic skills (reading, writing, listening and speaking) in a natural way.

The main difference between the schools which follow the MEC-British Council programme and the non-MEC-British schools is the group of teachers. The British Council programme must have at least two native-speaker teachers in the school (commonly known as “*colaboradores bilingües*”) and the non-native teachers must have at least a B2 level in the FL, whereas in the other programmes there are not native speakers, but teachers must have at least a B2 level in the FL.

As was previously mentioned, there are three types of bilingual plans within the PIBLEA programme and state schools must choose between them in accordance with their features (cf. Figure 3):

- CILE 1: It includes those schools which will teach just one subject in the FL. They have to develop at least the 20 % of their curriculum in this language.
- CILE 2: It includes those schools which use the FL in at least two subjects, without including the FL subject. Those schools will develop at least the 30 % of the curriculum in the FL.
- MEC-British Council Bilingual Programme: CILE 1 and CILE 2 schools can follow this programme.

Regarding the last programme, we consider that it is important to explain some of its features. This programme consists in teaching two languages and their corresponding cultures through an integrated curriculum. It starts in the second cycle of Pre-primary Education and it is developed until the end of the Compulsory Secondary Education stage. Schools which carry out the British curriculum in Aragon must follow some particular organisational criteria related to curriculum, methodology and assessment. As we mentioned before, British-MEC schools include teachers who are called “*colaboradores bilingües*” and they are normally English native speakers. They work together with the rest of the FL teachers and tutors.

This programme presents some features that make it prestigious, fact that has been demonstrated through the external and independent tests they usually provide at the end of the Primary Education stage. One of the most significant features is that this programme pays special attention to the literacy in English, fostering the natural way of learning and reading in English. In terms of the methodology carried out in this programme, it is worth mentioning that it encourages a motivating, active and communicative way of teaching and learning. Contents must be taught

from a globalised approach, that is to say, it is important to organise contents in centres of interest which will be attractive to students. Moreover, in relation to the assessment process, it is important to explain that there are some control tests, as well as diagnostic tests, at the end of each cycle (Primary Education is the first stage which is assessed). In the first cycle of Primary Education, these tests are elaborated by the teachers. The control tests for the second cycle of Primary education are elaborated by the teachers with the collaboration of the British Council Supervisory Commission. Last but not least, third cycle tests are external texts elaborated by the British-Spanish Commission.

Schools which carry out PIBLEA (either as CILE 1, CILE 2, CILE 1+MEC-British or CILE 2+MEC-British) must follow the instructions provided by the Aragonese Department of Education. Furthermore, schools will have to write up a Final Memory which must include the evaluation of the programme which has been carried out, objectives attained, advantages and disadvantages, conclusions and possible improvements and suggestions. Besides this, that document must include a brief planning for the following school year. Furthermore, apart from these programmes, schools can participate in different projects whose main aim is the empowerment of foreign languages, such as POLE (*Proyectos de Potenciación de las Lenguas Extranjeras*) or Erasmus + projects.

However, further than the previous programmes which determine and develop CLIL approaches in different regions of Spain, the most important challenge of CLIL programmes in this country is the lack of research. It is important to mention that CLIL programmes are considered as experimental models in our country due to the fact that there is not enough data about CLIL approaches, their effects or characteristics, which would be necessary in order to improve teaching experiences.

7. ADVANTAGES AND DISADVANTAGES OF CLIL

There is a great number of studies which disclose that CLIL has positive effects on students and the teaching and learning process. We are going to focus this section on the advantages and disadvantages that have been found in CLIL methods in Europe by following some scholars such as Bruton (2013) and Pérez Cañado (2013).

On the one hand, there is a wide range of CLIL assets. According to Pérez Cañado (2013, pp. 16-19), CLIL positively affects different elements of the education system, such as the students' linguistic dimension and their learning process, the content knowledge, the cognitive and sociocultural dimensions, the teaching practice and the motivation. For instance, concerning the linguistic dimension, CLIL has increased the presence of the FL in the curriculum "without causing collateral damage in the L1 learning process" (Pérez Cañado, 2013, p. 16). In this way, CLIL offers

the students a wide range of opportunities to develop communicative competence, due to the fact that the FL is seen as a tool for communication and it is also used in real-life situations. Thus, Pérez Cañado (2013, p. 16) states that “students are pushed to produce more meaningful and complex language”. Furthermore, CLIL favours learning by doing, and Cummins (1998) also defends that CLIL promotes a more autonomous, interactive and student-led social constructivist type of learning.

What is more, in regard to the content knowledge, CLIL “provides opportunities to study content through different perspectives, accessing subjects and specific terminology in the FL” Pérez Cañado (2013, p. 16). However, CLIL does not only develop in students communicative competence, but also different skills, such as problem-solving, risk-taking and interpersonal abilities. Besides, CLIL enhances the quality of the teaching-learning process due to the fact that it promotes collaborative work and raises confidence in students and teachers, “contributing to build a community of practice where all the stakeholders have a role to play” (Pérez Cañado, 2013 p.17).

Likewise, García López and Bruton (2013) defend that CLIL has a positive effect on both weak and bright students. Bruton (2013, p. 266) also asserts that “the school public system has employed extensive material and human resources to assist, motivate and integrate weak and disruptive students into the system”. By the same token, students’ interests increase in both the L1 and the FL through the linking of content study and language learning (Pérez Cañado, 2013, pp. 17- 18). In short, CLIL prepares students for future studies and working life, for internationalization and EU integration.

On the other hand, it is also important to underscore some pitfalls or methodological problems of CLIL that some scholars have underscored, especially Paran (2013) and Bruton (2013). Both scholars have criticised the lack of homogeneity in CLIL, its different implementation in diverse contexts and the validity of the research relating to its effects. Firstly, in terms of lack of homogeneity, Bruton (2013, p. 588) affirms that CLIL “is afflicted with a high lack of terminological clarity”, which means that CLIL has some features in common with other methods, such as Content-Based Language Teaching, Communicative Language Teaching or the Natural Approach. However, as Dickey (2004, p. 13) points out, CLIL acts as a “blanket on a large bed shared by many children, each pulling in their own direction”.

Apart from the ambiguity of the concept of CLIL, both scholars state that CLIL fosters a lack of egalitarianism in students, due to the fact that CLIL groups are normally the more motivated and linguistically proficient students. As Bruton (2013, p. 593) states, “rather than increasing the equality of opportunity, CLIL in certain contexts is subtly selecting students out”. Moreover, Paran (2013, p. 331) supports this idea by saying “CLIL probably works best in elite contexts”.

Furthermore, there are some disadvantages related to teachers' and students' attitudes and the curriculum (such as the syllabus, materials and evaluation) that Pérez Cañado (2013, p. 18) mentions. Firstly, the novelty of CLIL practices in schools has given rise to some issues related to the teacher's attitude, due to the lack of training in CLIL methods, "their insufficient mastery of the target language, or the lack of support they receive from educational authorities" (Pérez Cañado, 2013, p. 19). This fact means that "FL teacher preparation programmes have to provide more pedagogical and practical knowledge regarding the implementation of content-based ESL instruction" (Brown, 2004, p. 5).

Secondly, it could be difficult for students to assimilate complex subject content learnt through a FL, which poses a cognitive challenge for them. In terms of teaching materials, it is important to mention that since CLIL is a novel teaching method in most schools, there is a deficient development of content resources. Evaluation is also a pending issue due to the lack of instruments to assess content and language simultaneously.

In addition to these pitfalls, it is worth mentioning some disadvantages which have been found in CLIL research in order to improve the methodology of the investigations and the analysis of the results. In terms of research design, Pérez Cañado (2016, p. 13) defends that the longitudinal research is better and more trustworthy than cross-sectional one. Furthermore, this scholar emphasises the eclectic research design. In this way, we will be able to compare the final results with the pre-tests, and it should also combine both quantitative and qualitative research methods to provide a wide range of detailed and useful data. She also states that the treatment and CLIL and non-CLIL groups need to be matched in order to avoid "the lack of egalitarianism" in CLIL that Bruton and Paran mention in their articles.

Finally, in relation to the current lack of research, Paran (2013, p. 331) asserts that "we simply do not have enough evidence". In line with this, Pérez Cañado (2016, p. 14) acknowledges that "qualitative case studies and classroom observation, on-the-ground praxis should be scrutinized and described in order to provide more comprehensive data and draw possible patterns on what CLIL looks like in practice". On the other hand, she also states that "there is a consensus that research on the effects of CLIL on linguistic and content knowledge needs to be stepped up" (Pérez Cañado, 2016, p. 14). It is to this overarching endeavour that the present study seeks to contribute. Prior to focusng on it, we now turn to some considertaions pertaining to the specific educational level in which it will be carried out.

8. TEACHING ENGLISH IN PRE-PRIMARY EDUCATION: EARLY ACQUISITION OF THE SECOND LANGUAGE

Nowadays, the Spanish education system is immersed in a situation of legislative changes, since the Organic Law 8/2013, of 9th December, for the Improvement in Quality Education (LOMCE) came into effect recently.

However, since this project is based on the Pre-Primary Education stage, we have to bear in mind that the current educational reform does not affect this stage. At a national level, therefore, the current and official legislative framework which regulates the Pre-Primary Education stage is formed by the Organic Law 2/2006 of 3rd May and the Royal Decree 1603/2006 of 29th December. The Royal Decree 1603/2006 establishes the minimum teaching requirements of this stage. The curriculum of the Pre-Primary Education stage is divided into three different blocks, which are “Self-awareness and personal autonomy; Knowledge of the Environment and Languages, Communication and Representation”. With regard to the latter area, some objectives are established in order to develop the different skills. Particularly, within the seven objectives, two are strongly related to the acquisition of the FL:

- To understand the intentions and messages of other children and adults, adopting a positive attitude towards the language, the mother tongue as well as the foreign language.
- To start using the oral skills in a foreign language in order to communicate in activities within the classroom, showing interest and participating in communicative exchanges.

Although, in general, it seems that the FL learning process takes place in an isolated way, it is important to bear in mind that those three blocks of contents cannot proceed in isolation from one another. On the contrary, they are worked together in order to guarantee and provide integrated and relevant learning to the group of students.

On the other hand, within the Autonomous Community of Aragon, the Order of 28th March 2008 approves the curriculum of Pre-Primary Education and authorises its application, encouraging the introduction of the FL in state schools through oral uses. This Order includes the same objectives and blocks of contents of the Royal Decree 1603/2006. Hence, the importance of the introduction of the FL at this stage is stressed once again. Furthermore, this Order emphasises the promotion of foreign languages through different linguistic projects that schools must create and it dedicates exclusively one article to bilingual education (Article 20). This article states that the authorised bilingual Pre-primary and Primary state schools must involve the Pre-Primary Education stage in their bilingual projects in order to foster the FL learning process.

At this point, it is important to reflect on the language development at this stage, which leads us to the acquisition of a foreign language –English, in this case– and the main theories and approaches which surround it.

8.1 Characteristics of learners in Pre-Primary Education

In order to understand how the FL is taught at this stage, it is worth mentioning the critical period defended by Lenneberg (1967), who explains that human beings have some inherent skills to acquire the language which start to decline and disappear at a specific age. In this way, “Lenneberg suggested that between the age of two and puberty the human brain shows the plasticity, which allows a child to acquire his first language” (Klein, 1996, p. 9). This is why some scholars defend that it is advisable to begin the learning process of a foreign language during this period of time, due to the fact the language acquisition is developed in a natural way.

There is a time in human development when the brain is predisposed for success language learning. Developmental changes in the brain affect the nature of language acquisition, and language learning that occurs after the end of the critical period may not be based on the innate biological structures believed to contribute to first language acquisition. (Lightbown and Spada, 2006, p. 31).

As we can see, the connection between the starting point of the teaching-learning process of a FL and its level of acquisition has been widely studied and investigated during the last years. Most scholars have reached the same conclusion: the earlier you start, the better and easier the acquisition of the FL. In regard to this fact, Macnamara (1973, p. 63) states that “Young children in suitable environments pick up a second language with little trouble, whereas adults seem to struggle ineffectively with a new language and to impose the phonology of their mother tongue on the new language”. In the same vein, Krashen, Scarcella and Long (1979, p. 574) affirm that “Acquirers who began exposure to second languages during childhood generally achieve higher levels of second language proficiency than those beginning as adults”.

As it was stated in previous sections (cf. sections 4 and 7), there are many reasons to introduce and develop CLIL in the classroom, even in the Pre-Primary Education stage. However, this does not guarantee the acquisition of a native level, due to the fact that the school has to deal with some limitations (e.g. social-economic context or cultural context). As Krashen (1986, p. 59) rightly says, “the classroom will probably never be able to completely overcome its limitations, not does it have to. Its goal is not to substitute for the outside world, but to bring students to the point where they can begin to use the outside world for further acquisition”. The teacher must encourage students and offer them meaningful learning experiences by promoting curiosity and

interest. In this case, it is important to make them the protagonists of their own learning process and to motivate them to continue learning outside the school context.

8.2. Teaching a FL in Pre-primary Education

Once we have explained what CLIL is and the different types of bilingual education models we can find within the Autonomous Community of Aragon, we will focus this section on the main features of the Pre-Primary Education stage. This factor is paramount due to the fact that children from the second cycle of the Pre-Primary Education stage (3-5 years old) are exposed to the FL in order to develop an adequate level of comprehension and production, at the same time as they recognise and learn through songs and games the phonetic patterns of the foreign language.

According to Agudo and Amin (2012, pp. 25-27), topics provide an opportunity for children to develop their knowledge and understanding of the world and to understand new concepts in a meaningful context, to develop socially, emotionally, physically and cognitively through the teaching of all curricular areas, and to acquire language in a natural way by using a cross-curricular approach where all subjects can be studied within a given topic. Thus, cross-curricular links are crucial for the learning process, as well as the learning to learn ability, which depends on being able to make connections between prior knowledge and experiences and new information and experiences (Krashen, Long and Scarcella, 1979, p. 579). Teaching through topics is a useful way to work the three different areas which exist at this stage (Self-awareness and Personal Autonomy; Knowledge of the Environment and Languages, Communication and Representation).

Besides all these considerations, it is important to explain which aspects led us to research this topic. As we have seen, there is in general a wider range of research on CLIL within the Primary and Secondary Education stages in comparison with Pre-Primary Education stage. Moreover, it is worth analysing the different types of bilingual schools we can find within the region of Aragon, due to the fact it contains a variety that does not exist in other regions of Spain. Besides, we want to compare them by using an observation protocol which includes many items which will allow us to obtain a deeper insight into grassroots teaching practice. Finally, as we mentioned before, this study is also considered as an important opportunity to identify the pitfalls and assets teachers and schools find in the teaching-learning process of foreign languages during the early years of the school life.

9 METHODOLOGY

9. 1 Research objectives

In light of the reviewed literature on the evolution of CLIL and its development in the region of Aragon, two main objectives form the basis of this qualitative investigation:

- (i) To establish the main features of CLIL in the three different classrooms which have been observed by means of an observation protocol.
- (ii) To identify which CLIL model is used in each of the classrooms that we have observed in accordance with Met's classification (1999).

9.2 Research design: A qualitative study

This is a cross-sectional study involving three different teachers and groups of students from the region of Aragon, a monolingual region of Spain where English is the most studied FL. In this way, we are going to analyse three different learning situations which follow diverse ways of teaching English in the first level of the Pre-Primary Education stage by means of an observation protocol. With regard to the process of observation, McDonough & McDonough (1997, pp. 44-45) point out that it is important to clarify the *who* (the observer), the *why* (the purpose of the observation) and the *how* (the methodology to follow). In this way, the objectives we have previously explained would be the purpose of the observation, whereas the observer (the *who*) would correspond to the author of this project. Furthermore, it is worth pointing out the observation we have carried out is a non-participative one which has allowed us to examine the learning situation in detail and in depth.

Thus, in accordance with Madrid (2000, p. 18), we can also distinguish between three main purposes of classroom observation: “to compare teaching methods”, “to study the most efficient classroom techniques” and “to evaluate teachers and materials”. Therefore, following this author's guidelines, we can classify observation as one of the most valued techniques to study in a systematic way the processes that take place within the classroom.

9. 3 Instruments

The observation protocol we have used would be the “how” element within the theory of McDonough & McDonough (1997, pp. 44-45). This observation protocol was designed and validated within a broader research project by Pérez Cañado (2016, p. 27). Thus, this instrument provided us with enough data to analyse and compare the three different studied CLIL situations which take place in Aragon. It should also be noted that because the observation protocol is written

in Spanish, the Spanish form of the different items and terms has been respected and it will appear in its original form in the attached tables we will use to explain and discuss the results. Besides, this instrument contains different sections which will help us to reach our proposed objectives, which we now proceed to gloss below.

First, within the observation protocol there are some identification variables which must be filled in at the beginning of the observation experience in order to identify some particular aspects and features of the school context. Amongst them, we can find the name of the school, the grade, the subject that was observed, the type of teacher (FL teacher, non-linguistic area teacher, FL assistant), whether the teacher is the bilingual coordinator or not, the teacher's age, the teacher's gender, the teacher's nationality, the teacher's work status, general teaching experience and teaching experience in bilingual schools. All these identification variables will be helpful once we have observed the three different teaching situations.

In addition to these variables, this observation protocol is divided into seven sections, which are the use of the L2 in class, the development of the L2 in class: discursive functions, the development of competences in class, methodology and groupings, materials and resources, coordination and organization, and evaluation. These sections have been filled in through scales to rate the effectiveness or frequency of the different items which appear in each section.

Regarding the first section, the use of the L2 in class, this instrument allowed us to know the level of linguistic competence of the teacher, how often he/she used the FL, if he/she translated into Spanish, if he/she practices code switching, the level of linguistic competence of the group of students, how often they used the FL during the observed lesson and if they tend to translate into English.

In relation to the section development of the L2 in class: discursive functions, we have observed how often the teacher uses the L2 to give instructions, introduce a topic, give explanations, do tasks, clarify doubts, ask questions, correct tasks, revise and reinforce contents, organise the different groupings, interact with students and the rest of teachers, and provide feedback about the lessons.

Concerning the third section, development of competences in class, it is focused on the frequency of the development of different linguistic and general skills, such as oral comprehension, oral production, written comprehension, written production, oral communicative interaction (listening + speaking), written communicative interaction (reading + writing), critical capacity, creativity, independent learning, metalinguistic awareness and intercultural aspects of the FL.

The fourth section is related to the methodology and types of groupings employed. Thus, this section contains eighteen items, among which we can highlight the use of the task-based approach, project-based learning or the audiolingual method; if the teacher promotes the

scaffolding (by definitions, repetitions, examples, antonyms); or if students work individually, in pairs, or in groups.

The following section is strongly related to the previous one. It is focused on the materials and resources used in the classroom: if teachers use authentic or adapted material and whether they use ICTs in the classroom (such as wikis, blogs, software, interactive whiteboards).

The sixth section of this observation protocol is related to coordination and organisation, which includes items pertaining to the coordination between the FL teacher and the rest of teachers, if they prepare the teaching plan together, or if they share the same contents. Last but not least, the final section is focused on the evaluation process and it examines whether contents are considered more important than linguistic competence, whether the oral skills are assessed or whether teachers follow a formative and summative assessment.

9. 4 Context description

In this section, a description of the three state schools will be provided in order to understand their main features.

The schools where the research took place belong to the state education system and are located in different areas of the Autonomous Community of Aragon. The first one is called Montecanal School (CILE 2 + British school henceforth), which is situated in an urban nucleus of the city of Zaragoza. It is a CILE 2 bilingual school and it also follows the British-MEC curriculum derived from the agreement between the Spanish MEC and the British Council that we have previously explained (cf. section 6). Furthermore, apart from the Bilingual programme provided by the MEC and British Council agreement, the school also carries out several plans and educational projects to promote the FL teaching-learning process, such as an Erasmus+ project entitled “Here We Come”. This is a K1 project which offers the opportunity to exchange innovative methodologies with teachers from other countries. Besides, this CILE 2+MEC-British school is also twinned with a school from England.

In regard to the Pre-Primary Education stage, the number of students included in each of the three classes is 25. Following the current legal framework, 30% of school time per week is taught through English, which involves a total of six hours and 45 minutes of the weekly schedule. More specifically, the three-year-old students from the CILE 2+MEC-British school have got seven sessions of English (divided into different subject contents: Literacy, Social Sciences and Art) each week. Most of them are about 45 minutes long, although some of them have a duration of one hour and a half (cf. Table 1).

	MONDAY		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:45	CLIL				CLIL	CLIL
9:45-10:30						
10:30-11:15			CLIL			
11:15-11:45	BREAK		BREAK	BREAK	BREAK	BREAK
11:45-12:30				CLIL		
12:30-13:00	CLIL		CLIL			
13:00-14:00						

Table 1. Schedule of CILE2+British school. Year 1 Pre-Primary Education.

The methodology teachers carry out in this CILE 2+MEC-British school is based on daily routines, introduction and revision of phonics and different topics. Although there is an adequate communication between English teachers and tutors, topics do not always coincide in time, which means that sometimes they learn about some topics (e.g. winter) in the FL before the L1.

The second state school we have analysed is called Val de la Atalaya (CILE 1 school henceforth). It is situated in a village near the city of Zaragoza and it is a CILE 1 bilingual school. Furthermore, it also shares a foreign language assistant with a different CILE 1 bilingual school from the same town. Besides the foreign language assistant, this school promotes the importance of learning about cultural symbols. For that reason, they have created an interesting project called “Guess What!: English around us”.

Focusing our attention on Pre-Primary Education, it is worth mentioning the class ratio. In the first level of Pre-Primary Education there are two groups of 20 students in each class. Following the legal framework, the three-year-old students should receive at least 20% of their sessions in English during the week, which implies a total of four hours and 20 minutes. However, in this case, the school includes four hours and 30 minutes of learning through English per week (cf. Table 2).

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-9:45					
9:45-10:30				CLIL	
10:30-11:15	CLIL				
11:15-11:45	BREAK	BREAK	BREAK	BREAK	BREAK

11:45-12:30					CLIL
14:30-15:15			CLIL		
15:15-16:00					

Table 2. Schedule of CILE 1 School. Year 1 Pre-Primary Education.

As can be observed in its schedule, students do P.E. in English. The teacher prepares the only session of P.E. in English and tries to create games and exercises related to the topic they are learning at that moment. Furthermore, Monday and Friday sessions are developed in the ordinary classroom, where students play games with flashcards, sing songs and listen to stories read by the teacher or the foreign language assistant.

Finally, the third state school which has participated in this qualitative research is a non-bilingual school placed in a rural area from Huesca. It is called C.R.A. Albeos (non-CILE school henceforth). As it was stated before, it is not a bilingual school, but it introduces the teaching of English as a foreign language in the first level of Pre-Primary Education.

In relation to its ratio, it is worth mentioning that it has got a low number of students per classroom. In this case, it has got just a three-year-old classroom comprising 17 students. According to the legal framework, these kinds of state schools have to offer at least an hour of the foreign language per week. In this case, the non-CILE school has got an hour and a half, which is distributed in its schedule in two sessions of 45minutes (cf. Table 3).

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-9:45				CLIL	
9:45-10:30	CLIL				
10:30-11:15					
11:15-11:45	BREAK	BREAK	BREAK	BREAK	BREAK
11:45-12:30					
14:30-15:15					
15:15-16:00					

Table 3. Schedule of non-CILE school. Year 1 Pre-Primary Education.

According to the methodology carried out in the non-CILE school, they use routines in order to help students learn some greetings, simple instructions, the days of the week and the

weather. Moreover, they usually learn topics through games with flashcards, posters, songs and other materials and they also do very basic worksheets in order to revise and assess the students' learning process.

9.5 Sample

Having provided the general information about the three different school contexts, let us now turn to the specific description of their samples.

Firstly, in the CILE 2 + British school, the group we observed was formed by 25 students from the first level of the second cycle of Pre-Primary Education. They were three years old. The teacher was a native speaker and half of the sessions which the children received were developed in English. Secondly, with regard to the CILE 1 school, we observed a group composed of 20 students included within the same educational level as the CILE 2 + British school. However, the teacher was not a native speaker, but she confirmed that there was a foreign language assistant at the school who was in charge of one of the sessions every week (on Fridays). Finally, the third group of students we observed was included within the non-CILE school. It was a group formed by 17 students of three or four years of age. The teacher was not a native speaker (cf. Table 4 for a breakdown of the sample).

	CILE 2 + British school	CILE 1 school	Non-CILE school
Group of students	25 students	20 students	17 students
Students with specific needs of educational support	No evidence	No evidence	No evidence
Teacher	Native	Non-native	Non-native
Length of the observation	45 minutes (a session)	45 minutes (a session)	45 minutes (a session)

Table 4. Breakdown of the sample

9.6 Procedure

As we stated before, one of the objectives of this study is to find out if all the theoretical features of CLIL are truly found on the practical plane. With this aim on mind, the main reason why we selected these schools was that we had previously worked in all of them, and thanks to

that work experience they accepted to collaborate in this qualitative with the purpose of delving deeper into the practical implementation of CLIL approaches and their pitfalls and assets in different teaching situations.

The same procedure was followed in the three schools participating in the study. Thus, the way of contacting with the schools was by a phone call. After having obtained consent from the three schools to carry out the study, we guaranteed confidentiality for the results and the observation protocol was sent to them.

The data collection took place during the first two weeks of December of 2016, which corresponded to the first term of the school year 2016/2017. Moreover, due to the fact that we had previously met the teachers and we had worked with them before, it is worth mentioning this observation protocol was complemented with a brief interview that helped us to identify some items which appeared in the identification variables, as well as in the different sections of the protocol which we had not been able to identify during the session we observed.

10. RESULTS AND DISCUSSION

In the following section of this dissertation, we are going to present the results of each one of the sections we have previously explained.

As was previously mentioned (cf section 9.3), the first section of the observation protocol was related to the use of the FL in class. Regarding the first item, the teacher from the CILE 2+MEC-British school is an English native speaker. However, the teacher from the CILE 1 school is Spanish and she has got the C1 level accredited by the CEFR framework and Cambridge ESOL examinations. Moreover, we cannot forget that there is a foreign language assistant which stays with the three-year-old group on Fridays. On the other hand, the teacher from the non-CILE school has got the B2 level accredited by the CEFR framework and Cambridge ESOL exams. Thus, we can already detect important differences vis-à-vis the language level of the teachers in the three schools (cf. Table 5).

	1-El nivel de competencia lingüística del profesor en clase se asemeja a:		
	CILE 2 + BRITISH SCHOOL	CILE 1 SCHOOL	NON-CILE SCHOOL
A1			
A2			

B1			
B2			X
C1		X	
C2	X		

Table 5. Observation protocol: Section 1. Item 1.

The second item within this section is related to the quantity of English language which the teacher uses during the session. As we can see in the chart below, the teacher from the CILE 2+MEC-British school used exclusively the FL in class. On the contrary, the teacher from the CILE 1 school spoke in the FL during almost all the session. However, she spoke in the L1 to give some particular instructions. The same happened with the teacher from the non-CILE school. This fact could be due to a lack of confidence or because they think students need some support in Spanish to make connections between both languages. However, we saw how students from the CILE 2+MEC-British school understood the instructions and orders given by the teacher (cf. Table 6).

2-El profesor utiliza el inglés para el desarrollo de la clase:			
	CILE 2 + BRITISH SCHOOL	CILE 1 SCHOOL	NON – CILE SCHOOL
0% - 25%			
25% – 50 %			X
50% - 75%		X	
75%-100%	X		

Table 6. Observation protocol: Section 1. Item 2.

The third item is closely related to the previous one. On the one hand, we observed that the teacher from the CILE2+British school did not speak in the students' L1 during the lessons so she did not translate any word, instruction or sentence into Spanish. On the other hand, teachers from the CILE 1 and non-CILE schools translated some information into Spanish in order to make students understand the instructions of games and routines. This evidence leads us to think they prefer to give some instructions in the L1 just to save time explaining or repeating very basic messages that do not have relevance to the content they have to teach (cf. Table 7).

	3-El profesor traduce del español al inglés en el desarrollo de la clase		
	CILE 2 + BRITISH SCHOOL	CILE 1 SCHOOL	NON – CILE SCHOOL
Mucho			
Bastante			X
Poco		X	
Nada	X		

Table 7. Observation protocol: Section 1. Item 3.

Concerning the next item, it should be highlighted that the teacher from the CILE 2+MEC-British school did not practise code-switching since she only spoke in the FL. However, it is worth mentioning that she tended to use non-verbal language (gestures, facial expression and mimicry) to make students understand the new words that she introduced during the sessions observed (cf. Table 8).

	4-El profesor practica el “code-switching” de manera razonada y sistemática		
	CILE 2+MEC-BRITISH SCHOOL	CILE 1 SCHOOL	NON-CILE SCHOOL
Mucho			
Bastante			X
Poco		X	
Nada	X		

Table 8. Observation protocol: Section 1. Item 4.

Furthermore, the teacher from the CILE 1 school used the L1 eventually with the aim to explain instructions when students were not able to understand her explanations. We observed that the same occurred with the teacher from the non-CILE school, who confirmed that she normally did it in order to make them aware of their learning process (the meaning of new words or expressions) and to check if they were paying attention to her explanations.

5-El nivel de competencia lingüística del alumnado es adecuado para su etapa educativa
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	CILE 2+MEC- BRITISH SCHOOL	CILE 1 SCHOOL	NON-CILE SCHOOL
Mucho			
Bastante	X	X	X
Poco			
Nada			

Table 9. Observation protocol: Section 1. Item 5.

In regard to the sixth item of this section, it is important to bear in mind that this is normally the first contact students have with the FL. Besides this, it is worth pointing out that this research has been carried out during the first term of their first school year. Thus, we have to consider they are in a process of adaptation to the school, new friends, new routines, new adult people and of course, a new language. Despite all these factors, the three sessions observed have shown us that students understood simple messages and games proposed by teachers (cf. Table 9).

6-El alumnado utiliza el inglés en clase			
	CILE 2 + BRITISH SCHOOL	CILE 1 SCHOOL	NON-BRITISH SCHOOL
Mucho			
Bastante			
Poco	X	X	X
Nada			

Table 10. Observation protocol: Section 1. Item 6.

This item strongly correlates with the previous one. Students do not produce oral messages because they are starting to learn the FL. Nonetheless, we can verify that students were able to recognise objects and name items in English. There is also, however, a further point to be considered with regard to this section because we saw how teachers asked simple questions in games using the FL and the students answered correctly by using their mother tongue during the three sessions we observed. This factor leads us to think that there is a comprehension process which allows the children to understand in a foreign language and make connections between both languages. Moreover, students did not practise the code-switching technique since they were not able to build simple sentences on their own yet (cf. Table 10).

Having analysed the first section of the observation protocol, we will proceed to comment on the results related to the second section of the observation protocol, namely, Development of the FL in class: Discursive function (cf. Tables 11 to 13).

9	Dar instrucciones	Mucho	Bastante	Poco	Nada
10	Introducir el tema	Mucho	Bastante	Poco	Nada
11	Transmitir contenidos	Mucho	Bastante	Poco	Nada
12	Realizar actividades	Mucho	Bastante	Poco	Nada
13	Aclarar dudas	Mucho	Bastante	Poco	Nada
14	Formular preguntas	Mucho	Bastante	Poco	Nada
15	Corregir tareas	Mucho	Bastante	Poco	Nada
16	Repasar conocimientos	Mucho	Bastante	Poco	Nada
17	Organizar distintos tipos de agrupamiento	Mucho	Bastante	Poco	Nada
18	Interactuar con los compañeros/alumnos/profesores	Mucho	Bastante	Poco	Nada
19	Suministrar <i>feedback</i> sobre las actuaciones de clase	Mucho	Bastante	Poco	Nada
*	Otras observaciones:				

Table 11. L2 Development in Class. CILE 2+MEC-British School.

In the CILE2+British school, the FL was used for all the items that appear in this section. It is true that sometimes the tutor (a teacher who speaks in the L1 and was in the classroom with us) had to help students to understand what the FL teacher was saying, but this just occurred in an isolated case and when the FL teacher asked the tutor. Thus, we can confirm that this way of teaching contains the four C's proposed by Coyle (cf. section 4), due to the fact that content was taught in the FL, the communication process is developed through the FL, the learning process is in the FL and some cultural elements were introduced too. It is interesting to contemplate that this situation may be due to the fact that students receive more sessions in the FL than the rest of the children from the other two schools.

9	Dar instrucciones	Mucho	Bastante	Poco	Nada
10	Introducir el tema	Mucho	Bastante	Poco	Nada
11	Transmitir contenidos	Mucho	Bastante	Poco	Nada

12	Realizar actividades	Mucho	Bastante	Poco	Nada
13	Aclarar dudas	Mucho	Bastante	Poco	Nada
14	Formular preguntas	Mucho	Bastante	Poco	Nada
15	Corregir tareas	Mucho	Bastante	Poco	Nada
16	Repasar conocimientos	Mucho	Bastante	Poco	Nada
17	Organizar distintos tipos de agrupamiento	Mucho	Bastante	Poco	Nada
18	Interactuar con los compañeros/alumnos/profesores	Mucho	Bastante	Poco	Nada
19	Suministrar <i>feedback</i> sobre las actuaciones de clase	Mucho	Bastante	Poco	Nada
*	Otras observaciones:				

Table 12. L2 Development in Class. CILE 1 school.

Results accruing from the CILE 1 school are different to the previous ones. A relevant aspect related to this factor is that we verified how the L1 appeared on different occasions and the use of FL decreased (for instance, when the teacher organised different groupings or gave unusual instructions). For instance, when a child did not choose the correct flashcard in the game, the teacher automatically spoke in the L1 to explain he/she was wrong, instead of applying strategies in the FL which could have supported that situation or reinforced the learning process of the students.

9	Dar instrucciones	Mucho	Bastante	Poco	Nada
10	Introducir el tema	Mucho	Bastante	Poco	Nada
11	Transmitir contenidos	Mucho	Bastante	Poco	Nada
12	Realizar actividades	Mucho	Bastante	Poco	Nada
13	Aclarar dudas	Mucho	Bastante	Poco	Nada
14	Formular preguntas	Mucho	Bastante	Poco	Nada
15	Corregir tareas	Mucho	Bastante	Poco	Nada
16	Repasar conocimientos	Mucho	Bastante	Poco	Nada
17	Organizar distintos tipos de agrupamiento	Mucho	Bastante	Poco	Nada

18	Interactuar con los compañeros/alumnos/profesores	Mucho	Bastante	Poco	Nada
19	Susministrar <i>feedback</i> sobre las actuaciones de clase	Mucho	Bastante	Poco	Nada
*	Otras observaciones:				

Table 13. L2 Development in Class. Non-CILE school.

The same occurred with the results from the non-CILE school. There was a presence of the L1 in the development of that session, such as when the teacher was giving instructions (for instance, when she explained a worksheet, when she corrected, or during the organisation of groupings). However, she used the FL during the opening routine and the introduction of the topic by showing the pertinent flashcards and resources. Thus, it can be seen from the above analysis that the presence of the L1 is significantly increased when we change to a different school.

Let us now turn to the third section of this observation protocol, which focuses on Development of competences in the classroom (cf. Tables 14 to 16),

20	La comprensión oral	Mucho	Bastante	Poco	Nada
21	La expresión oral	Mucho	Bastante	Poco	Nada
22	La comprensión escrita	Mucho	Bastante	Poco	Nada
23	La expresión escrita	Mucho	Bastante	Poco	Nada
24	La interacción comunicativa oral (listening + speaking)	Mucho	Bastante	Poco	Nada
25	La interacción comunicativa escrita (Reading + writing)	Mucho	Bastante	Poco	Nada
26	La capacidad crítica	Mucho	Bastante	Poco	Nada
27	La creatividad	Mucho	Bastante	Poco	Nada
28	La autonomía en el aprendizaje	Mucho	Bastante	Poco	Nada
29	La conciencia metalingüística	Mucho	Bastante	Poco	Nada
30	Aspectos interculturales de la lengua extranjera	Mucho	Bastante	Poco	Nada
*	Otras observaciones:				

Table 14. Development of Competences in class. CILE 2+MEC-British School.

According to the CILE 2+MEC-British results, we observed that the teacher tried to focus the session on the development of oral comprehension through phonics games. Unfortunately, the students' critical thinking did not seem to be developed during the first term. The same occurred with autonomous learning. On the other hand, the teacher told us that students had learnt some intercultural aspects, such as Halloween or Bonfire Night. Furthermore, students participated actively during the lesson we observed and we saw some posters and crafts related to Bonfire Night in the walls of the classroom.

The results of the CILE 1 school are very much in line with those of the previous school. It is worth mentioning that the teacher explained to us the project they were carrying out (cf. section 9.4). The teacher affirmed they were learning some general facts about Scotland.

20	La comprensión oral	Mucho	Bastante	Poco	Nada
21	La expresión oral	Mucho	Bastante	Poco	Nada
22	La comprensión escrita	Mucho	Bastante	Poco	Nada
23	La expresión escrita	Mucho	Bastante	Poco	Nada
24	La interacción comunicativa oral (listening + speaking)	Mucho	Bastante	Poco	Nada
25	La interacción comunicativa escrita (Reading + writing)	Mucho	Bastante	Poco	Nada
26	La capacidad crítica	Mucho	Bastante	Poco	Nada
27	La creatividad	Mucho	Bastante	Poco	Nada
28	La autonomía en el aprendizaje	Mucho	Bastante	Poco	Nada
29	La conciencia metalingüística	Mucho	Bastante	Poco	Nada
30	Aspectos interculturales de la lengua extranjera	Mucho	Bastante	Poco	Nada
*	Otras observaciones:				

Table 15. Development of the Competences in class. CILE 1 school.

Last but not least, results obtained from the non-CILE school shares are again in harmony with the rest of sessions observed. For instance, written skills were not developed due to the fact that students had just started their school life and lessons were focused on the development of oral skills, without paying any attention to spelling (oral comprehension and oral production, as we could observe). Furthermore, it is also worth mentioning that the teacher confirmed that the development of cultural aspects is quite low due to the lack of sessions they have. During that first

term, they had not worked any cultural festival or topic. However, she told us they were going to sing a Christmas carol in the FL at the end of the term.

20	La comprensión oral	Mucho	Bastante	Poco	Nada
21	La expresión oral	Mucho	Bastante	Poco	Nada
22	La comprensión escrita	Mucho	Bastante	Poco	Nada
23	La expresión escrita	Mucho	Bastante	Poco	Nada
24	La interacción comunicativa oral (listening + speaking)	Mucho	Bastante	Poco	Nada
25	La interacción comunicativa escrita (Reading + writing)	Mucho	Bastante	Poco	Nada
26	La capacidad crítica	Mucho	Bastante	Poco	Nada
27	La creatividad	Mucho	Bastante	Poco	Nada
28	La autonomía en el aprendizaje	Mucho	Bastante	Poco	Nada
29	La conciencia metalingüística	Mucho	Bastante	Poco	Nada
30	Aspectos interculturales de la lengua extranjera	Mucho	Bastante	Poco	Nada
*	Otras observaciones:				

Table 16. Development of Competences in class. non-CILE school.

The following section of the observation protocol pertains to Methodology and Groupings (cf. Tables 17 to 19).

31	Se utiliza el aprendizaje basado en tareas en clase	Mucho	Bastante	Poco	Nada
32	Se utiliza el aprendizaje basado en proyectos en clase	Mucho	Bastante	Poco	Nada
33	Se da prioridad a la dimensión léxica en la clase bilingüe	Mucho	Bastante	Poco	Nada
34	Se utiliza el aprendizaje cooperativo en la clase bilingüe	Mucho	Bastante	Poco	Nada
35	Se utiliza el método transmisivo de gramática-traducción en clase	Mucho	Bastante	Poco	Nada

36	Se utiliza el método audiolingual en clase	Mucho	Bastante	Poco	Nada
37	Se realizan actividades abiertas	Mucho	Bastante	Poco	Nada
38	Se realizan actividades de respuesta única	Mucho	Bastante	Poco	Nada
39	Se realizan actividades que requieren únicamente la activación de procesos cognitivos de nivel bajo (tales como memorizar, comprender y aplicar)	Mucho	Bastante	Poco	Nada
40	Se utilizan actividades que exigen movilizar procesos cognitivos complejos (tales como analizar, evaluar y crear)	Mucho	Bastante	Poco	Nada
41	El docente favorece el andamiaje lingüístico (mediante paráfrasis, repeticiones, ejemplos, definiciones, sinónimos y antónimos, etc.)	Mucho	Bastante	Poco	Nada
42	El docente favorece que los alumnos aprendan y usen estrategias de compensación y de aprendizaje (e.g. para resolver problemas de comprensión lingüística).	Mucho	Bastante	Poco	Nada
43	Se siguen las recomendaciones del Marco Común Europeo de Referencia	Mucho	Bastante	Poco	Nada
44	Se siguen las recomendaciones del Portfolio Europeo de las Lenguas	Mucho	Bastante	Poco	Nada

45	Se utiliza el agrupamiento “lockstep” en clase	Mucho	Bastante	Poco	Nada
46	Se utiliza el trabajo en grupo en clase	Mucho	Bastante	Poco	Nada
47	Se utiliza el trabajo en parejas en clase	Mucho	Bastante	Poco	Nada
48	Se utiliza el trabajo individual en clase	Mucho	Bastante	Poco	Nada
*	Observaciones:				

Table 17. Methodology and Groupings.CILE 2+MEC-British School.

Regarding the results of the CILE 2+MEC-British school, it is important to highlight that the teacher used motivating strategies to maintain students’ attention and increase their motivation. During the session, we observed that the teacher paid special attention to the phonological mistakes that students made in the FL. We can affirm that the audiolingual method was used because oral production and simple interaction were the main aim of the sessions. Regarding groupings, the lesson we observed was carried out in a lockstep grouping (U form). They were sitting on the floor. The teacher told us that this layout of the class allowed students to play games, carry out TPR activities, and sing and dance. Furthermore, she also told us that desks were used when writing, colouring, drawing or making crafts.

On the other hand, in the CILE 1 school, results confirm that the development of oral skills was prioritized in the FL sessions in order to make students understand, produce or repeat simple messages provided by the teacher. Since this group of students also had a P.E. session through the FL, they used different groupings in accordance with the activity or game they had to do or play. The teacher confirmed that she constantly repeated simple structures and simple messages in order to make them establish connections with the L1.

31	Se utiliza el aprendizaje basado en tareas en clase	Mucho	Bastante	Poco	Nada
32	Se utiliza el aprendizaje basado en proyectos en clase	Mucho	Bastante	Poco	Nada
33	Se da prioridad a la dimensión léxica en la clase bilingüe	Mucho	Bastante	Poco	Nada

34	Se utiliza el aprendizaje cooperativo en la clase bilingüe	Mucho	Bastante	Poco	Nada
35	Se utiliza el método transmisivo de gramática-traducción en clase	Mucho	Bastante	Poco	Nada
36	Se utiliza el método audiolingual en clase	Mucho	Bastante	Poco	Nada
37	Se realizan actividades abiertas	Mucho	Bastante	Poco	Nada
38	Se realizan actividades de respuesta única	Mucho	Bastante	Poco	Nada
39	Se realizan actividades que requieren únicamente la activación de procesos cognitivos de nivel bajo (tales como memorizar, comprender y aplicar)	Mucho	Bastante	Poco	Nada
40	Se utilizan actividades que exigen movilizar procesos cognitivos complejos (tales como analizar, evaluar y crear)	Mucho	Bastante	Poco	Nada
41	El docente favorece el andamiaje lingüístico (mediante paráfrasis, repeticiones, ejemplos, definiciones, sinónimos y antónimos, etc.)	Mucho	Bastante	Poco	Nada
42	El docente favorece que los alumnos aprendan y usen estrategias de compensación y de aprendizaje (e.g. para resolver problemas de comprensión lingüística).	Mucho	Bastante	Poco	Nada

43	Se siguen las recomendaciones del Marco Común Europeo de Referencia	Mucho	Bastante	Poco	Nada
44	Se siguen las recomendaciones del Portfolio Europeo de las Lenguas	Mucho	Bastante	Poco	Nada
45	Se utiliza el agrupamiento “lockstep” en clase	Mucho	Bastante	Poco	Nada
46	Se utiliza el trabajo en grupo en clase	Mucho	Bastante	Poco	Nada
47	Se utiliza el trabajo en parejas en clase	Mucho	Bastante	Poco	Nada
48	Se utiliza el trabajo individual en clase	Mucho	Bastante	Poco	Nada
*	Observaciones:				

Table 18. Methodology and Groupings. CILE 1 School.

Furthermore, we verified that non-CILE teacher based her teaching planning on different projects during the school year. The teacher explained to us that the topic was taught in the L1 and in the FL at the same time. Moreover, it we observed that all the activities and games were full of teacher interventions and examples in order to make students understand what they had to do in each game or exercise. We also ascertained the layout of the classroom and the different groupings activities, which were the same as in the other two sessions observed (see below):

31	Se utiliza el aprendizaje basado en tareas en clase	Mucho	Bastante	Poco	Nada
32	Se utiliza el aprendizaje basado en proyectos en clase	Mucho	Bastante	Poco	Nada
33	Se da prioridad a la dimensión léxica en la clase bilingüe	Mucho	Bastante	Poco	Nada
34	Se utiliza el aprendizaje cooperativo en la clase bilingüe	Mucho	Bastante	Poco	Nada

35	Se utiliza el método transmisivo de gramática-traducción en clase	Mucho	Bastante	Poco	Nada
36	Se utiliza el método audiolingual en clase	Mucho	Bastante	Poco	Nada
37	Se realizan actividades abiertas	Mucho	Bastante	Poco	Nada
38	Se realizan actividades de respuesta lingüística	Mucho	Bastante	Poco	Nada
39	Se realizan actividades que requieren únicamente la activación de procesos cognitivos de nivel bajo (tales como memorizar, comprender y aplicar)	Mucho	Bastante	Poco	Nada
40	Se utilizan actividades que exigen movilizar procesos cognitivos complejos (tales como analizar, evaluar y crear)	Mucho	Bastante	Poco	Nada
41	El docente favorece el andamiaje lingüístico (mediante paráfrasis, repeticiones, ejemplos, definiciones, sinónimos y antónimos, etc.)	Mucho	Bastante	Poco	Nada
42	El docente favorece que los alumnos aprendan y usen estrategias de compensación y de aprendizaje (e.g. para resolver problemas de comprensión lingüística).	Mucho	Bastante	Poco	Nada
43	Se siguen las recomendaciones del Marco Común Europeo de Referencia	Mucho	Bastante	Poco	Nada

44	Se siguen las recomendaciones del Portfolio Europeo de las Lenguas	Mucho	Bastante	Poco	Nada
45	Se utiliza el agrupamiento “lockstep” en clase	Mucho	Bastante	Poco	Nada
46	Se utiliza el trabajo en grupo en clase	Mucho	Bastante	Poco	Nada
47	Se utiliza el trabajo en parejas en clase	Mucho	Bastante	Poco	Nada
48	Se utiliza el trabajo individual en clase	Mucho	Bastante	Poco	Nada
*	Observaciones:				

Table 19. Methodology and Groupings. Non-CILE School.

Closely connected to the previous setion is the fifth one, which focuses on materials and resources. Below we can see the results from the three schools (cf. Tables 20 to 22).

49	Se utilizan materiales auténticos para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
50	Se utilizan materiales adaptados para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
51	Se utilizan materiales originales diseñados por el profesorado para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
52	Se tiene en cuenta la atención a la diversidad en los materiales que se emplean	Mucho	Bastante	Poco	Nada
53	Se utiliza software multimedia en clase	Mucho	Bastante	Poco	Nada
54	Se utilizan materiales de referencia online en clase	Mucho	Bastante	Poco	Nada
55	Se utilizan blogs, Wikis (herramientas web 2.0) y webquests en clase	Mucho	Bastante	Poco	Nada
56	Se utilizan pizarras electrónicas interactivas en clase	Mucho	Bastante	Poco	Nada
57	Se utiliza comunicación mediada por ordenador en clase (e.g. e-Twinning)	Mucho	Bastante	Poco	Nada

*	Observaciones:
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Table 20. Materials and Resources. CILE 2+MEC-British School.

An important aspect we must emphasise is the fact that the teacher from the CILE 2+MEC-British school taught phonics through a synthetic phonics method designed for native speakers, which is called “Jolly Phonics”. In addition, we observed that she used adapted and authentic resources: she played games with flashcards (adapted resources) and read a book which was not adapted to ESL students (an authentic resource). Furthermore, there was no interactive whiteboard in the classroom, but there was a laptop and a projector, so we could see how she played some videos and songs from Youtube related to the topic of that day. In this way, and regarding the previous explanation of CLIL and immersion (cf. section 2.4), we can confirm that the CILE 2+MEC-British session shares some features of the partial immersion program, such as the use of authentic resources (Jolly Phonics and or the picture book) and the exclusive use of the English language during session.

On the contrary, in the CILE 1 school, we observed that the teacher used authentic (a picturebook) and adapted (flashcards and a song) resources in her lesson. Furthermore, she took into account the different learning interests and motivations of her students and she also introduced a wide quantity of online materials in the session, such as videos and songs from YouTube, pictures and cartoons from different blogs. Moreover, the teacher told us they do not follow a proper phonics method.

49	Se utilizan materiales auténticos para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
50	Se utilizan materiales adaptados para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
51	Se utilizan materiales originales diseñados por el profesorado para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
52	Se tiene en cuenta la atención a la diversidad en los materiales que se emplean	Mucho	Bastante	Poco	Nada
53	Se utiliza software multimedia en clase	Mucho	Bastante	Poco	Nada
54	Se utilizan materiales de referencia online en clase	Mucho	Bastante	Poco	Nada
55	Se utilizan blogs, Wikis (herramientas web 2.0) y webquests en clase	Mucho	Bastante	Poco	Nada

56	Se utilizan pizarras electrónicas interactivas en clase	Mucho	Bastante	Poco	Nada
57	Se utiliza comunicación mediada por ordenador en clase (e.g. e-Twinning)	Mucho	Bastante	Poco	Nada
*	Observaciones:				

Table 21. Materials and Resources. CILE 1 School.

On the other hand, as we can see below, results from the non-CILE school show us a low use of authentic resources. In fact, we observed that the teacher used exclusively adapted resources for ESL teaching provided from different publishing houses, such as flashcards and a poster. However, as has occurred in the rest of the lessons we observed, there was a high use of online resources such as songs, videos, cartoons, pictures and online games to revise contents and reinforce their learning.

49	Se utilizan materiales auténticos para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
50	Se utilizan materiales adaptados para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
51	Se utilizan materiales originales diseñados por el profesorado para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
52	Se tiene en cuenta la atención a la diversidad en los materiales que se emplean	Mucho	Bastante	Poco	Nada
53	Se utiliza software multimedia en clase	Mucho	Bastante	Poco	Nada
54	Se utilizan materiales de referencia online en clase	Mucho	Bastante	Poco	Nada
55	Se utilizan blogs, Wikis (herramientas web 2.0) y webquests en clase	Mucho	Bastante	Poco	Nada
56	Se utilizan pizarras electrónicas interactivas en clase	Mucho	Bastante	Poco	Nada
57	Se utiliza comunicación mediada por ordenador en clase (e.g. e-Twinning)	Mucho	Bastante	Poco	Nada
*	Observaciones:				

Table 22. Materials and Resources. Non-CILE School.

Summarising this section, we could say that the three sessions observed had in common some features, such as the lack of interactive whiteboards or e-Twinning projects in class. Furthermore, we observed in the three lessons the use of motivating strategies and resources, such as a great amount of songs, videos and games to reinforce the learning process. This fact coincides with the characterisation of CLIL that we previously explained, according to which the use of adapted and motivating resources is one of the features of CLIL approaches (cf. section 4.2).

Another crucial aspect of CLIL implementation affects coordination and organization, the sixth section of the observation protocol, on which we now proceed to comment (cf. Tables 23 to 25).

58	Se constata la coordinación entre el profesorado de ANLs y los auxiliares de conversación	Mucho	Bastante	Poco	Nada
59	Se constata la coordinación entre el profesorado de ANLs y el profesorado de inglés como lengua extranjera	Mucho	Bastante	Poco	Nada
60	Se constata la coordinación entre el profesorado de inglés como lengua extranjera y los auxiliares de conversación	Mucho	Bastante	Poco	Nada
61	Existe integración curricular (se integran contenidos de distintas asignaturas y campos de conocimiento)	Mucho	Bastante	Poco	Nada
62	Se apoya el aprendizaje lingüístico en clases de contenido	Mucho	Bastante	Poco	Nada
63	Se apoya el aprendizaje de contenidos en clases lingüísticas	Mucho	Bastante	Poco	Nada
64	Se enfatiza la conexión entre la L1, L2 y L3	Mucho	Bastante	Poco	Nada
65	Se colabora en la preparación y diseño de materiales	Mucho	Bastante	Poco	Nada
*	Observaciones:				

Table 23. Coordination and Organization. CILE 2+MEC-British School.

Vis-à-vis the CILE 2+MEC-British school, it is worth mentioning that there were not any non-linguistic area teachers or foreign language assistants. However, regarding the Pre-Primary Education stage, the teacher explained to us that there was a level coordination meeting once a week in which she lays out her planning for the following weeks and the tutors do the same. However, she confirmed they do not usually teach the same topics. Furthermore, she told us that

teachers who belong to the British-MEC programme had a coordination meeting once week to discuss general school projects, trips, workshops, and the like.

Apart from this, it is also important to underscore that during the observed lesson, students revised phonics and the circle as a geometrical shape, played games related to the school topic and also revised numbers 1 and 2, as well as the daily routines (days of the week and weather). This fact is strongly related with item 63 below.

58	Se constata la coordinación entre el profesorado de ANLs y los auxiliares de conversación	Mucho	Bastante	Poco	Nada
59	Se constata la coordinación entre el profesorado de ANLs y el profesorado de inglés como lengua extranjera	Mucho	Bastante	Poco	Nada
60	Se constata la coordinación entre el profesorado de inglés como lengua extranjera y los auxiliares de conversación	Mucho	Bastante	Poco	Nada
61	Existe integración curricular (se integran contenidos de distintas asignaturas y campos de conocimiento)	Mucho	Bastante	Poco	Nada
62	Se apoya el aprendizaje lingüístico en clases de contenido	Mucho	Bastante	Poco	Nada
63	Se apoya el aprendizaje de contenidos en clases lingüísticas	Mucho	Bastante	Poco	Nada
64	Se enfatiza la conexión entre la L1, L2 y L3	Mucho	Bastante	Poco	Nada
65	Se colabora en la preparación y diseño de materiales	Mucho	Bastante	Poco	Nada
*	Observaciones:				

Table 24. Coordination and Organization. CILE 1 School.

Although the CILE 1 school does not have non-linguistic area teachers to coordinate with, it is important to mention that English teachers have a meeting once a week and the language assistant attends the meeting too. The teacher confirmed they usually discuss the lesson plans, prepare materials for the future topics and exchange ideas in the weekly coordination meeting.

58	Se constata la coordinación entre el profesorado de ANLs y los auxiliares de conversación	Mucho	Bastante	Poco	Nada
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59	Se constata la coordinación entre el profesorado de ANLs y el profesorado de inglés como lengua extranjera	Mucho	Bastante	Poco	Nada
60	Se constata la coordinación entre el profesorado de inglés como lengua extranjera y los auxiliares de conversación	Mucho	Bastante	Poco	Nada
61	Existe integración curricular (se integran contenidos de distintas asignaturas y campos de conocimiento)	Mucho	Bastante	Poco	Nada
62	Se apoya el aprendizaje lingüístico en clases de contenido	Mucho	Bastante	Poco	Nada
63	Se apoya el aprendizaje de contenidos en clases lingüísticas	Mucho	Bastante	Poco	Nada
64	Se enfatiza la conexión entre la L1, L2 y L3	Mucho	Bastante	Poco	Nada
65	Se colabora en la preparación y diseño de materiales	Mucho	Bastante	Poco	Nada
*	Observaciones:				

Table 25. Coordination and Organization. Non-CILE School.

Regarding the non-CILE school, it is important to underscore that we were not able to answer items 58, 59 and 60 due to the lack of non-linguistic area teachers and foreign language assistants in this school. However, as was stated before, the FL teacher told us she had a meeting every week to coordinate her lesson plans with the rest of teachers who work in the same level in order to teach the same topic at the same time and elaborate the material (worksheets, storybooks, flashcards and posters). Moreover, in terms of teaching materials, we verified during the observation that there was a high use of adapted ESL resources provided by editorials (flashcards, posters and a worksheet).

The seventh and final section centres on a nother significant curricular aspect, namely, evaluation (cf. Tables 26 to 28). In this section, it is important to mention we were not able to observe and analyse the items included, so teachers helped us to fill in this section. First, we will explain the results of the CILE 2+MEC-British school.

66	A la hora de evaluar, se da prioridad al dominio de los contenidos frente a la competencia lingüística	Mucho	Bastante	Poco	Nada
67	A la hora de evaluar, se incluye un componente oral	Mucho	Bastante	Poco	Nada

68	Se practica la evaluación diversificada	Mucho	Bastante	Poco	Nada
69	Se practica la evaluación formativa	Mucho	Bastante	Poco	Nada
70	Se practica la evaluación sumativa	Mucho	Bastante	Poco	Nada
71	Se utiliza la autoevaluación (e.g., a través del Portfolio Europeo de Lenguas)	Mucho	Bastante	Poco	Nada
*	Observaciones:				

Table 26. Observation protocol: Evaluation. CILE 2+MEC-British School.

In terms of the assessment of content, the teacher confirmed that both communicative competence and the acquisition of contents had the same importance. In addition, the teacher told us that a formative and summative evaluation process was carried out from the beginning of the school year to its end, in order to check students' learning process and the development and acquisition of both the foreign language and the contents. Moreover, since it is the first level of the Pre-Primary Education stage, the oral component was the most significant element that she assessed in her groups. There is no use of the self-assessment due to the low age of the students.

66	A la hora de evaluar, se da prioridad al dominio de los contenidos frente a la competencia lingüística	Mucho	Bastante	Poco	Nada
67	A la hora de evaluar, se incluye un componente oral	Mucho	Bastante	Poco	Nada
68	Se practica la evaluación diversificada	Mucho	Bastante	Poco	Nada
69	Se practica la evaluación formativa	Mucho	Bastante	Poco	Nada
70	Se practica la evaluación sumativa	Mucho	Bastante	Poco	Nada
71	Se utiliza la autoevaluación (e.g., a través del Portfolio Europeo de Lenguas)	Mucho	Bastante	Poco	Nada
*	Observaciones:				

Table 27. Observation protocol: Evaluation. CILE 1 School.

Second, in regards to the CILE 1 school results, the acquisition of the contents was more important than the acquisition of communicative competence. Furthermore, the teacher explained that the school follows a summative and formative evaluation process and teachers did not use

self-assessment as a tool to check the students' learning evolution due to the fact that students were not able to think about their learning-process at that level.

66	A la hora de evaluar, se da prioridad al dominio de los contenidos frente a la competencia lingüística	Mucho	Bastante	Poco	Nada
67	A la hora de evaluar, se incluye un componente oral	Mucho	Bastante	Poco	Nada
68	Se practica la evaluación diversificada	Mucho	Bastante	Poco	Nada
69	Se practica la evaluación formativa	Mucho	Bastante	Poco	Nada
70	Se practica la evaluación sumativa	Mucho	Bastante	Poco	Nada
71	Se utiliza la autoevaluación (e.g., a través del Portfolio Europeo de Lenguas)	Mucho	Bastante	Poco	Nada
*	Observaciones:				

Table 28. Observation protocol: Evaluation. Non-CILE School.

Last but not least, the results provided by the non-CILE school revealed that that teacher accorded special importance to the acquisition of contents, more so than to communicative competence. Moreover, she confirmed that there was a predominance of the oral component within the assessment criteria because at that level it was difficult to assess other skills. Furthermore, this school did not use self-assessment as an instrument to evaluate the students' learning process.

Thus, our analysis of the grassroots implementation of CLIL in three different language teaching scenarios within the autonomous community of Aragon has allowed us to detect conspicuous differences within the practical application of this approach.

In accordance with the first objective of this study it has been observed that the CILE 2+MEC-British school shares some of the main elements that characterise a CLIL method. For instance, the 4 C's proposed by Coyle (2007) to define CLIL could be clearly discerned in the session we observed. The students learnt some concepts in and through the FL, they played and we also observed some posters and crafts of Bonfire Night made by the children. In addition, with regard to the learners' roles, the teacher from the CILE 2+MEC-British school promoted learning by doing (as mentioned by Cummins, 1998) and she acted as a facilitator or guide once she had introduced the topic. She also reduced the transmission of knowledge in order to make students the protagonists of the session. The methodology employed promote participation and a motivating environment.

However, the CILE 2 + British school also shared some features with immersion programmes, such as that they had some native speakers as teachers, almost 50% of the day was

taught in the FL and they also used materials designed for native speakers, which they combined with adapted materials. Regarding Met's classification (1999), which is our second objective, the CILE 2+MEC-British classroom observed could be considered as a partial immersion + theme-based course, due to the fact that the teacher organised the teaching plan by topics and phonics at the same time. Besides, it is worth emphasising she did not speak in Spanish at any time, so students had to make an effort to listen and understand what she was saying all the time.

In turn, in the CILE 1 school, some features of CLIL have been detected, such as the roles of the teacher and students, which were similar to the CILE 2+ British school mentioned above; or the materials and resources, which were usually adapted to the students' motivation and learning paces. Apart from this, regarding Met's classification (1999), the CLIL approach used in this classroom could be considered as a theme-based course in which some specific topics are taught in English and the content learning is considered more important than the linguistic objectives. Nevertheless, it is worth pointing out that the teacher used the L1 to explain some games and instructions to the children and she also used adapted materials. Besides this, the language assistant dedicated her session to teach the sounds of the English language once a week through songs and games with flashcards, but she did not follow a proper plan for phonics. In this case, we could say students were exposed to different teaching situations. On the one hand, when they were with the non-native teacher, they learnt contents in English, but they also learnt in Spanish some instructions and rules of games. This situation could be an obstacle for them due to the fact that they should learn those instructions in the FL or the teacher should make the effort to give them simple instructions to make them understand and avoid the use of the L1 during the FL sessions. On the other hand, the teacher told us that the session that was carried out by the foreign language assistant was similar to the session from the CILE 2+MEC-British school, dsince the language assistant tries to speak in the FL all the time, avoiding the use of the L1 during the session.

Finally, the results obtained from the non-CILE school make us think that it would be included within a theme-based course. However, it is worth underscoring that this is not a bilingual school, although the FL teaching and learning process in the Pre-Primary Education stage is developed through games and projects based on different topics which have been previously coordinated and organised with tutors and otherspecialists. Hence, students learn the same topic in the L1 and FL at the same time.

There are some common features that we have found within the three observed learning situations:

- In relation to the layout of the classroom: The lessons were developed in assembly and the students sat in a circle together with the teacher.

- Routines: The three lessons started with daily routines in which students sang different songs (good morning or hello song and a song related to the days of the week or the weather).
- In accordance with the resources and materials, teachers used similar ones: videos from YouTube, flashcards, games with stickers, or songs. Students usually learnt by repeating.
- The three groups usually did some basic worksheets or crafts related to the topic they were learning.
- As it is difficult to catch the students' attention during the whole session, there was normally some free playtime, as well as a wide variety of activities and games during the lessons.
- All teachers carried out the assessment by direct observation. They observed the daily learning process.

However, some negative aspects were also ascertained through this analysis, which coincide with the disadvantages we previously explained about CLIL (cf. section 7). For instance, in the CILE 2+MEC-British school, the exclusive use of the FL during the lessons provoked in some of students and the teacher some anxiety because of the lack of understanding between them. In words of Pérez Cañado (2013), that situation could be a “cognitive challenge” for them. However, a relevant and positive aspect related to this classroom is the active participation of students, which was higher than in the rest of observed classrooms. Children repeated words and played some games in which they had to produce the previously learnt vocabulary.

Concerning the CILE 1 school, there seems to be a lack of coordination between the FL teacher and the foreign language assistant, which would be very beneficial for the students to learn topics and phonics at the same time. Furthermore, the teachers use Spanish to give instructions (even the foreign language assistant). This impinges negatively on the students, since they do not make any effort to produce messages in they FL if they know teachers will explain instructions orgames in Spanish.

The same occurs with the non-CILE school. The use of the L1 prevails over the FL lessons. This factor makes FL learning more difficult. One of the disadvantages of CLIL mentioned in the literature review was the lack of training on CLIL methods (Pérez Cañado, 2013). That pitfall appears in this school context and it also coincides with the disadvantages related to the teachers' attitudes mentioned before. There is a lack of teacher preparation and motivation in regard to that situation. Nevertheless, one of the positive aspects we could consider from this particular school context was the coordination between the FL teacher and the rest of tutors within the level. This teamwork makes students able to use their previous knowledge to better understand the new concepts and it also increases their motivation.

Some of the disadvantages of CLIL set forth by Bruton and Paran have also been ascertained during our observation sessions. If we had to compare the three learning situations, we

could say there is a lack of homogeneity of CLIL approaches, not only in terms of teacher attitudes, students' roles or materials, but also vis-à-vis the time dedicated to the FL in each school context. This situation causes significant differences which provoke a myriad of CLIL approaches and consequently, different effects on the teaching and learning processes. However, in accordance with this situation, we cannot forget that Dickey (2004, p.13) defends the idea that CLIL acts as a “blanket on a large bed shared by many children, each pulling in their own direction”, or as the “umbrella term” commonly used to describe these teaching-learning approaches, which are normally adapted to the specific features of each school context.

11 LIMITATIONS AND FUTURE RESEARCH ROUTES AND WAYS FORWARD

At this point, it is worth pointing out all the obstacles we have found while conducting this investigation. However, it

is also important to note the limitations we have found before, during and after this research process.

First, the main issue we have had to face has been the refusal to participate in this study. Most of the teachers we asked to participate did not want to take part or get involved in it, due to the fact that they did not like the idea of being observed and analysed. Instead of thinking this project could be an innovative opportunity to look for improvements in the teaching and learning process and share and discuss ideas, they tended to think this project was going to create a competition between teachers, students or schools. It is necessary to stop this negative thinking about this type of research and promote a different way of thinking about classroom observation research and peer observation.

Regarding this obstacle, it is worth mentioning that the restricted representativeness of our sample does not make it possible to establish generalisations about the findings of this study. We consider more schools should have participated in order to obtain a general idea of the different CLIL plans carried out in the region of Aragon. Therefore, it would be desirable to increase numerically the representativeness of the sample in future investigations.

Another pitfall we strongly believe has limited our research is the cross-sectional nature of our study. Since we could collect data at one point in time, the results obtained were limited, since the period of time we had to observe the FL teaching methods was very short, so we could only observe the immediate effects on students in a particular session of the first term. It would thus be interesting to invite schools to accept a longitudinal study in order to find out more advantages and disadvantages of each method teachers used in their lessons. A longitudinal study would be more

useful and interesting in order to obtain and compare information of the evolution of children during their first school year at this stage.

Furthermore, a multiple triangulation research design should have been employed due to the fact that the observation protocol we used could not analyse some important data we needed to understand the development of the sessions. It would have been necessary to include more instruments to collect data, such as interviews and questionnaires, which would have allowed us to understand better each teaching and learning situation we observed and also to reach our objectives more accurately. Besides this fact, we consider it would be very useful to combine quantitative and qualitative research in order to offer both types of data analysis and contrast all the information.

Last but not least, another issue we found at the beginning of this dissertation and which we would like to emphasise in this section was the lack of research in the Pre-Primary Education stage about CLIL approaches. Nowadays, the FL is introduced in the early years of school life and it is hence becoming increasingly important as a part of the globalisation in order to make new generations able to respond to society's changing needs.

Taking all these considerations into account for future lines of research, we will obtain empirically solid data on the effects of the different plans which promote CLIL in the region of Aragon. Our own study, albeit modest, hopes to contribute to the dearth of research at the Pre-Primary stage, within the under-researched community of Aragon, and on the actual grassroots, practical implementation of CLIL.

12 CONCLUSIONS

The present dissertation has provided an updated picture of how which Content and Language Integrated Learning is being implemented in the Autonomous Community of Aragon. It has allowed us to understand the theories of CLIL and to check the development of this approach in three real classrooms of this region. In this respect, two objectives have been the key elements of this qualitative research. The first one has led us to understand the concept of CLIL, as well as its main features, in order to distinguish it from other approaches. On the other hand, the second objective of this qualitative research has made us observe and analyse the diverse approaches and methods which exist within CLIL in Spain and within the region of Aragon. In order to document it properly, we have defined and characterised CLIL and outlined its assets and pitfalls, which have been very useful to understand the three concrete teaching situations we have analysed.

Finally, we would like to finish this dissertation project by quoting Ken Robinson (2013), who underscores that “the real role of leadership in education is not and should not be command

and control. The real role of leadership is climate control, creating a climate of possibility”. In this sense, we strongly believe CLIL approaches are the perfect opportunity which create that climate of possibility, where students are offered a wide range of activities and tasks, context, materials and adaptations carried out through different learning situations which allow them to learn and evolve according to their particular characteristics and in spite of their differences. If we collaborate in the promotion of innovative teaching methods and approaches and we support the research in education to build a better future, we will move forward towards that climate of possibilities.

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14. APPENDIX 1: OBSERVATION PROTOCOL

Proyecto MON-CLIL: Los Efectos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras en Comunidades Monolingües: Un Estudio Longitudinal

PROTOCOLO DE OBSERVACIÓN

VARIABLES DE IDENTIFICACIÓN

1. CENTRO: _____
2. CURSO: ☐ 6º EP ☐ 4º ESO
3. ASIGNATURA: _____
4. TIPO DE PROFESORADO:
 - ☐ Lengua extranjera
 - ☐ Área no lingüística
 - ☐ Auxiliar lingüístico
5. ¿ES COORDINADOR/A DE SU SECCIÓN BILINGÜE? ☐ Sí ☐ No
6. EDAD: _____
7. SEXO: ☐ Hombre ☐ Mujer
8. NACIONALIDAD: _____
9. SITUACIÓN ADMINISTRATIVA:
 - ☐ Funcionario/a con destino definitivo
 - ☐ Funcionario/a con destino provisional
 - ☐ Interino/a
 - ☐ Otro: _____
10. EXPERIENCIA DOCENTE GENERAL:
 - ☐ Menos de 1 año
 - ☐ 1-10 años
 - ☐ 11-20 años
 - ☐ 21-30 años
 - ☐ Más de 30 años
11. EXPERIENCIA DOCENTE EN UN CENTRO BILINGÜE:
 - ☐ Menos de 1 año
 - ☐ 1-5 años
 - ☐ 6-10 años
 - ☐ 11-15 años
 - ☐ Más de 15 años

1. USO DE LA FL EN CLASE

1. El nivel de competencia lingüística del profesor en clase se asemeja a:
 - ☐ A1
 - ☐ A2
 - ☐ B1
 - ☐ B2
 - ☐ C1
 - ☐ C2
2. El profesor utiliza el inglés para el desarrollo de la clase
 - ☐ Entre 0%-25%
 - ☐ Entre 25%-50%
 - ☐ Entre 50%-75%
 - ☐ Entre 75%-100%
3. El profesor traduce del español al inglés en el desarrollo de la clase
 - ☐ Mucho
 - ☐ Bastante

- ☐ Poco
- ☐ Nada

4. El profesor practica el “code-switching” de manera razonada y sistemática

- ☐ Mucho
- ☐ Bastante
- ☐ Poco
- ☐ Nada

5. El nivel de competencia lingüística del alumnado es adecuado para su etapa educativa

- ☐ Mucho
- ☐ Bastante
- ☐ Poco
- ☐ Nada

6. El alumnado utiliza el inglés en clase

- ☐ Entre 0%-25%
- ☐ Entre 25%-50%
- ☐ Entre 50%-75%
- ☐ Entre 75%-100%

7. El alumnado traduce del español al inglés en el desarrollo de la clase

- ☐ Mucho
- ☐ Bastante
- ☐ Poco
- ☐ Nada

8. El alumnado practica el “code-switching” de manera razonada y sistemática

- ☐ Mucho
- ☐ Bastante
- ☐ Poco
- ☐ Nada

Otras observaciones:

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2. DESARROLLO DE LA FL EN CLASE: FUNCIONES DISCURSIVAS

Se utiliza el inglés en clase para:

9. Dar instrucciones	Mucho	Bastante	Poco	Nada
10. Introducir el tema	Mucho	Bastante	Poco	Nada
11. Transmitir contenidos	Mucho	Bastante	Poco	Nada
12. Realizar actividades	Mucho	Bastante	Poco	Nada
13. Aclarar dudas	Mucho	Bastante	Poco	Nada
14. Formular preguntas				
15. Corregir tareas	Mucho	Bastante	Poco	Nada
16. Repasar conocimientos	Mucho	Bastante	Poco	Nada
17. Organizar los distintos tipos de agrupamiento	Mucho	Bastante	Poco	Nada
18. Interactuar con los compañeros/alumnos/profesores	Mucho	Bastante	Poco	Nada
19. Suministrar <i>feedback</i> sobre las actuaciones de clase	Mucho	Bastante	Poco	Nada
Otras observaciones:				
				

3. DESARROLLO DE COMPETENCIAS EN CLASE

En la clase, se favorece el desarrollo de:

20. La comprensión oral	Mucho	Bastante	Poco	Nada
21. La expresión oral	Mucho	Bastante	Poco	Nada
22. La comprensión escrita	Mucho	Bastante	Poco	Nada
23. La expresión escrita	Mucho	Bastante	Poco	Nada
24. La interacción comunicativa oral (<i>listening+speaking</i>)				
25. La interacción comunicativa escrita (<i>reading+writing</i>)				
26. La capacidad crítica	Mucho	Bastante	Poco	Nada
27. La creatividad	Mucho	Bastante	Poco	Nada
28. La autonomía en el aprendizaje	Mucho	Bastante	Poco	Nada
29. La conciencia metalingüística	Mucho	Bastante	Poco	Nada
30. Aspectos interculturales de la lengua extranjera	Mucho	Bastante	Poco	Nada
Otras observaciones:				

4. METODOLOGÍA Y TIPOS DE AGRUPAMIENTO

31. Se utiliza el aprendizaje basado en tareas en clase	Mucho	Bastante	Poco	Nada
32. Se utiliza el aprendizaje basado en proyectos en clase	Mucho	Bastante	Poco	Nada
33. Se da prioridad a la dimensión léxica en la clase bilingüe	Mucho	Bastante	Poco	Nada
34. Se utiliza aprendizaje cooperativo en la clase bilingüe	Mucho	Bastante	Poco	Nada
35. Se utiliza el método transmisivo de gramática-traducción en clase	Mucho	Bastante	Poco	Nada
36. Se utiliza el método audiolingual en clase	Mucho	Bastante	Poco	Nada
37. Se realizan actividades abiertas	Mucho	Bastante	Poco	Nada
38. Se realizan actividades de respuesta única	Mucho	Bastante	Poco	Nada
39. Se realizan actividades que requieren únicamente la activación de procesos cognitivos de nivel bajo (tales como memorizar, comprender y aplicar)	Mucho	Bastante	Poco	Nada
40. Se realizan actividades que exigen movilizar procesos cognitivos complejos (tales como analizar, evaluar y crear)	Mucho	Bastante	Poco	Nada
41. El docente favorece el andamiaje lingüístico (mediante paráfrasis, repeticiones, ejemplos, definiciones, sinónimos y antónimos, etc.)	Mucho	Bastante	Poco	Nada

42. El docente favorece que los alumnos aprendan y usen estrategias de compensación y de aprendizaje (e.g., para resolver problemas de comprensión lingüística)	Mucho	Bastante	Poco	Nada
43. Se siguen las recomendaciones del Marco Común Europeo de Referencia	Mucho	Bastante	Poco	Nada
44. Se siguen las recomendaciones del Portfolio Europeo de Lenguas	Mucho	Bastante	Poco	Nada
45. Se utiliza el agrupamiento “lockstep” en clase	Mucho	Bastante	Poco	Nada
46. Se utiliza el trabajo en grupo en clase	Mucho	Bastante	Poco	Nada
47. Se utiliza el trabajo en parejas en clase	Mucho	Bastante	Poco	Nada
48. Se utiliza el trabajo individual en clase	Mucho	Bastante	Poco	Nada
Otras observaciones:				

5. MATERIALES Y RECURSOS

49. Se utilizan materiales auténticos para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
50. Se utilizan materiales adaptados para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
51. Se utilizan materiales originales diseñados por el profesorado para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
52. Se tiene en cuenta la atención a la diversidad en los materiales que se emplean	Mucho	Bastante	Poco	Nada
53. Se utiliza <i>software</i> multimedia en clase	Mucho	Bastante	Poco	Nada
54. Se utilizan materiales de referencia <i>online</i> en clase	Mucho	Bastante	Poco	Nada
55. Se utilizan <i>blogs</i> , <i>Wikis</i> (herramientas Web 2.0) y <i>webquests</i> en clase	Mucho	Bastante	Poco	Nada
56. Se utilizan pizarras electrónicas interactivas en clase	Mucho	Bastante	Poco	Nada
57. Se utiliza comunicación mediada por ordenador en clase (e.g., <i>e-Twinning</i>)	Mucho	Bastante	Poco	Nada
Otras observaciones:				

6. COORDINACIÓN Y ORGANIZACIÓN

58. Se constata la coordinación entre el profesorado de ANLs y los auxiliares de conversación	Mucho	Bastante	Poco	Nada
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59. Se constata la coordinación entre el profesorado de ANLs y el profesorado de inglés como lengua extranjera	Mucho	Bastante	Poco	Nada
60. Se constata la coordinación entre el profesorado de inglés como lengua extranjera y los auxiliares de conversación	Mucho	Bastante	Poco	Nada
61. Existe integración curricular (se integran contenidos de distintas asignaturas y campos de conocimiento)	Mucho	Bastante	Poco	Nada
62. Se apoya el aprendizaje lingüístico en clases de contenido	Mucho	Bastante	Poco	Nada
63. Se apoya el aprendizaje de contenidos en clases lingüísticas	Mucho	Bastante	Poco	Nada
64. Se enfatiza la conexión entre la L1, FL y L3	Mucho	Bastante	Poco	Nada
65. Se colabora en la preparación y diseño de materiales	Mucho	Bastante	Poco	Nada
Otras observaciones:				

7. EVALUACIÓN

66. A la hora de evaluar, se da prioridad al dominio de los contenidos frente a la competencia lingüística	Mucho	Bastante	Poco	Nada
67. A la hora de evaluar, se incluye un componente oral	Mucho	Bastante	Poco	Nada
68. Se practica la evaluación diversificada	Mucho	Bastante	Poco	Nada
69. Se practica la evaluación formativa	Mucho	Bastante	Poco	Nada
70. Se practica la evaluación sumativa	Mucho	Bastante	Poco	Nada
71. Se utiliza la autoevaluación (e.g., a través del Portfolio Europeo de Lenguas)	Mucho	Bastante	Poco	Nada
Otras observaciones:				