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Master's Dissertation/  
Trabajo Fin de Máster

*CLIL in Andalusia and in  
the Community of Madrid:  
A comparative analysis of  
the stakeholder perspectives*

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## TABLE OF CONTENTS

Abstract.....	6
<b>1. INTRODUCTION .....</b>	<b>8</b>
<b>2. LITERATURE REVIEW .....</b>	<b>10</b>
<b>2.1. Origins of CLIL.....</b>	<b>10</b>
<b>2.2. CLIL characterization .....</b>	<b>11</b>
<b>2.3. Advantages and disadvantages of CLIL .....</b>	<b>13</b>
<b>2.4. CLIL in Spain .....</b>	<b>16</b>
<b>2.4.1. CLIL in bilingual communities .....</b>	<b>19</b>
2.4.1.1. <i>The Basque Autonomous Community (BAC) .....</i>	19
2.4.1.2. <i>Catalonia .....</i>	19
2.4.1.3. <i>Galicia .....</i>	20
2.4.1.4. <i>Valencia .....</i>	20
<b>2.4.2. CLIL in monolingual communities .....</b>	<b>21</b>
2.4.2.1. <i>Extremadura... ..</i>	21
2.4.2.2. <i>La Rioja.....</i>	22
<b>2.4.3. CLIL in Andalusia .....</b>	<b>23</b>
2.4.3.1. <i>Characterization .....</i>	23
2.4.3.2. <i>Prior research.....</i>	25
<b>2.4.4. CLIL in the Community of Madrid .....</b>	<b>27</b>
2.4.4.1. <i>Characterization .....</i>	27
2.4.4.2. <i>Prior research .....</i>	31
<b>3. RESEARCH DESIGN .....</b>	<b>33</b>
<b>3.1. Justification of the investigation .....</b>	<b>33</b>
<b>3.2. Objectives .....</b>	<b>34</b>
<b>3.3. Materials and resources .....</b>	<b>35</b>
<b>3.4. Sample .....</b>	<b>36</b>
3.4.1. <i>Students .....</i>	37
3.4.2. <i>Teachers .....</i>	37
3.4.3. <i>Parents .....</i>	38
<b>3.5. Variables .....</b>	<b>39</b>
<b>3.6. Instruments .....</b>	<b>40</b>
3.6.1. <i>Questionnaire design .....</i>	40

3.6.2. <i>Modifications to the questionnaires</i> .....	42
3.6.3. <i>Questionnaire administration</i> .....	43
3.6.4. <i>Conclusion</i> .....	44
3.7. <b>Data analysis: Statistical methodology</b> .....	44
3.8. <b>Results and discussion</b> .....	45
3.8.1. <i>Students' perspective</i> .....	45
3.8.2. <i>Teachers' perspective</i> .....	52
3.8.3. <i>Parents' perspective</i> .....	61
3.8.4. <i>Across-cohort comparison</i> .....	68
4. <b>CONCLUSION</b> .....	73
4.1. <b>Recapitulation</b> .....	73
4.2. <b>Limitations of the study and further lines for research</b> .....	76
5. <b>REFERENCES</b> .....	77
6. <b>APPENDIX 1</b> .....	85

## LIST OF FIGURES

Figure 1. The 4Cs Framework for CLIL (Coyle, 2007: 551).....	12
Figure 2. Interaction of dimensions for the characterization of CLIL (Pérez-Cañado, 2016b)16	

## LIST OF GRAPHS

Graph 1. Breakdown of the overall sample in relation to cohort .....	36
Graph 2. Breakdown of the overall sample in relation to gender .....	37
Graph 3. English level of teachers in both communities.....	38
Graph 4. Percentage of English exposure in bilingual subjects .....	38
Graph 5. Parents' level of studies.....	39
Graph 6. Students' use, competence and development of English in class (A - students).....	46
Graph 7. Students' use, competence and development of English in class (CAM - students). 46	
Graph 8. Methodology (A - students) .....	47
Graph 9. Methodology (CAM - students) .....	47
Graph 10. Materials and resources (A - students).....	48
Graph 11. Materials and resources (CAM - students).....	48
Graph 12. Evaluation (A - students).....	49
Graph 13. Evaluation (CAM - students) .....	49
Graph 14. Teachers' use, competence and development of English in class (A - students) ....	50
Graph 15. Teachers' use, competence and development of English in class (CAM - students) .....	50
Graph 16. Mobility (A - students).....	51
Graph 17. Mobility (CAM - students).....	51
Graph 18. Improvement and motivations towards English learning (A - students).....	52
Graph 19. Improvement and motivation towards English learning (CAM - students).....	52
Graph 20. Students' use, competence and development of English in class (A - teachers).....	53
Graph 21. Students' use, competence and development of English in class (CAM - teachers)54	
Graph 22. Methodology (A - teachers) .....	54
Graph 23. Methodology (CAM - teachers) .....	55
Graph 24. Materials and resources (A - teachers).....	56
Graph 25. Materials and resources (CAM - teachers).....	56

Graph 26. Evaluation (A - teachers).....	57
Graph 27. Evaluation (CAM - teachers) .....	57
Graph 28. Teacher training (A - teachers).....	58
Graph 29. Teacher training (CAM - teachers) .....	58
Graph 30. Mobility (A - teachers).....	59
Graph 31. Mobility (CAM - teachers).....	59
Graph 32. Coordination and organization (A - teachers).....	60
Graph 33. Coordination and organization (CAM - teachers).....	61
Graph 34. Students' use, competence and development of English in class (A - parents).....	62
Graph 35. Students' use, competence and development of English in class (CAM - parents)	62
Graph 36. Methodology (A - parents).....	63
Graph 37. Methodology (CAM - parents).....	63
Graph 38. Materials and resources (A - parents) .....	64
Graph 39. Materials and resources (CAM - parents) .....	64
Graph 40. Evaluation (A - parents) .....	65
Graph 41. Evaluation (CAM - parents).....	65
Graph 42. Training and information (A - parents).....	66
Graph 43. Training and information (CAM - parents).....	66
Graph 44. Mobility (A - parents) .....	67
Graph 45. Mobility (CAM - parents) .....	67
Graph 46. Improvement and motivation towards English learning (A - parents).....	68
Graph 47. Improvement and motivation towards English learning (CAM - parents).....	68

### **LIST OF TABLES**

Table 1. Statistically significant differences between students in Andalusia and the CAM....	70
Table 2. Statistically significant differences between teachers in Andalusia and the CAM....	72
Table 3. Statistically significant differences between parents in Andalusia and the CAM .....	72

## **Abstract**

This MA Dissertation describes a study on the bilingual programmes implemented in two monolingual communities in Spain. It is divided into two main parts. The first part corresponds to the Literature Review, where the concept of CLIL is initially characterized and examined in terms of its chief assets and pitfalls. A brief explanation is then offered of the different bilingual programmes in Spain, making a distinction between monolingual and bilingual regions. Finally, this part focuses in greater depth on two monolingual communities, namely, the Community of Madrid and the Autonomous Community of Andalusia, characterizing CLIL implementation within them and providing an overview of the research conducted in each one. The second part aims at comparing the bilingual programmes of these two communities, Andalusia and Madrid, gathering the opinions of the main stakeholders involved: students, teachers and parents. The opinions have been collected using an existing set of questionnaires that has been specifically modified for this research. There are three types of questionnaires, one for each cohort: students, teachers and parents. They are divided into seven different blocks that correspond to seven dimensions to take into consideration in the comparison. The participants involved belong to four public schools, two of them from Andalusia (one located in Martos, Jaén, and the other in Almería) and two from the Community of Madrid (located in Parque Coimbra, Móstoles, and Fuenlabrada). The dissertation concludes by foregrounding the main outcomes at which the investigation has allowed us to arrive and by highlighting its chief limitations and lines for future research.

**Keywords:** CLIL, stakeholder perspectives, bilingual programmes, monolingual communities, qualitative

Este Trabajo Fin de Máster describe una investigación sobre los programas bilingües que se llevan a cabo en dos comunidades monolingües en España. Está dividido en dos partes principales. La primera parte corresponde a la revisión de la literatura, donde el concepto de AICLE se caracteriza inicialmente y se examina en cuanto a sus principales ventajas y desventajas. A continuación, se detalla una breve explicación de los diferentes programas bilingües que hay en España, haciendo una distinción entre las regiones monolingües y bilingües. Finalmente, esta parte se centra con mayor profundidad en dos comunidades monolingües, concretamente, la Comunidad de Madrid y la Comunidad de Andalucía, caracterizando la implantación de AICLE en ambas y proporcionando una descripción de la investigación llevada a cabo en cada una. La segunda parte tiene por objetivo comparar los programas bilingües de estas dos comunidades, Andalucía y Madrid, recogiendo las opiniones de los principales participantes involucrados: estudiantes, profesores y padres. Las opiniones se han recogido usando una serie de cuestionarios existentes que se han modificado específicamente para esta investigación. Hay tres tipos de cuestionarios, uno para cada grupo: estudiantes, profesores y padres. Están divididos en siete bloques diferentes que corresponden a siete dimensiones a tener en cuenta en la comparación. Los participantes involucrados pertenecen a cuatro colegios públicos, dos de ellos de Andalucía (uno localizado en Martos, Jaén, y el otro en Almería) y dos de la Comunidad de Madrid (localizados en Parque Coimbra, Móstoles, y Fuenlabrada). El trabajo termina destacando los principales resultados a los que la investigación nos ha permitido llegar y resaltando las limitaciones y futuras líneas de investigación.

**Palabras clave:** CLIL, perspectivas de los participantes, programas bilingües, comunidades monolingües, cualitativo

## 1. INTRODUCTION

We, as human beings, are able to think and to communicate in order to express feelings or exchange ideas, and *language* is our main means to carry it out. The process of globalization in which we are living at present is forcing us to find a common language to achieve this communication, a *lingua franca*.

On the other hand, we are living in a society in which learning different languages is not only a fashion, but also a need. Nowadays, if you want to obtain a new job, languages are pivotal. That is why it is of crucial importance to introduce the learning of foreign languages as soon as children start school.

Learning a language implies the development of cultural and linguistic competences. Thus, it can be asserted that the more languages one learns, the better their development and the more competences one will have. In addition, learning different foreign languages allows us to reinforce the mother tongue, because it favours a better understanding of the L1, it lets us communicate in other languages on an equal footing with other people, and what is more, it favours being respectful towards these other cultures (Consejería de Educación de Andalucía, 2004). Thus, without doubt, learning foreign languages at school is a necessity. At school, it is the role of the foreign language teacher to be the mediator between the children's culture and the foreign one.

Content and Language Integrated Learning (CLIL) has become an essential approach to use when teaching a foreign language. This methodology consists of teaching and learning curricular contents, like Science or Music, through a foreign language, with the main objective of achieving communicative competence in that foreign language.

Spain has adopted this methodology, although it has been developed through many different models, since it has 17 autonomous regions and two autonomous cities. All these models can be classified within two main contexts: bilingual and monolingual regions.

Spain is a country which is basically monolingual. There are only a few communities which are bilingual (Galicia, the Basque Country, Catalonia, and Valencia), which means that there are two official languages: Spanish and their own regional language (Galician, Basque, Catalan, and Valencian, respectively). Introducing a new foreign language within these bilingual communities has not been a problem, because, since the 80's, regional languages

have been supported by the educational systems (Ruiz de Zarobe and Lasagabaster, 2010). This support has been of great help in the introduction of CLIL in monolingual communities:

[...] the expertise gathered after years of practice in bilingual communities has provided an excellent example for the design and implementation of programmes in monolingual communities. This knowhow has allowed different regions across the country to transfer their experience and by doing so, monolingual communities have been able to keep pace with bilingual communities [...] (Ruiz de Zarobe and Lasagabaster, 2010: x).

Thanks to this, Spain is becoming a leader in developing CLIL. “The autonomous community of *Madrid, Extremadura, Castilla La Mancha, La Rioja* and *Andalusia* are the predominant monolingual communities which have adopted a CLIL approach” (Lancaster, 2012: 53).

Nowadays, learning a foreign language at school through CLIL has taken a step forward, introducing *more* than one foreign language in the curriculum. This fact has somehow become a political tool used by governments. It is legislated to introduce up to two different foreign languages within the curriculum (LOE 2/2006, May 3<sup>rd</sup>; LOMCE 8/2013, December 9<sup>th</sup>), although in almost all the monolingual communities there is just one foreign language included. Considering this general Organic Act for the whole country, each autonomous community has its own rights to apply it according to its necessities. Andalusia wants to be a pioneer community and has decided to introduce French as a second foreign language to be learned at school (D 97/2015, March 3<sup>rd</sup>).

These rights that the autonomous communities have are making the development of the bilingual and plurilingual programmes quite different depending on each community. This is provoking different issues about the right implementation of the programmes.

This MA dissertation deals with some of these issues by comparing bilingualism in Andalusia and the Community of Madrid at Primary school levels, carrying out an analysis of stakeholder perspectives. The study has been conducted in four different public schools, two of them located in Andalusia, and the other two in the Community of Madrid. The investigation itself has been done with three questionnaires, directed to bilingual teachers, students in their sixth grade of Primary Education, and these students’ parents. It will be outlined presenting the justification for choosing this topic, its objectives, research design, sample, variables, instruments, data analysis, results and discussion, and conclusion.

## 2. LITERATURE REVIEW

### 2.1. Origins of CLIL

For over a decade, education has been revolving around bilingualism and plurilingualism in Spain. However, why are we immersing ourselves in these kinds of projects? If we take a look at the past, we can see that these types of educational programmes were tried successfully in Canada and in the USA.

In the 1960's, in Canada, there was a group of English-speaking parents who lived in Quebec, a French-speaking place, who wanted their children to learn with the same opportunities as their children's French-speaking-peers, but also including English within the curriculum; that is, "a) to become competent to speak, read and write in French; b) to reach normal achievement levels throughout the curriculum, including the English language; c) to appreciate the traditions and culture of French-speaking Canadians, as well as English-speaking Canadians" (Baker and Jones, 1998: 496).

A few years later, in the United States, bilingual education was embraced under the term Content-Based Instruction (CBI).

CBI is an umbrella term referring to instructional approaches that make a dual, though not necessarily equal, commitment to language content-learning objectives. [...] content refers to the use of nonlanguage subject matter that is closely aligned with traditional school subjects, themes of interest to students, or vocational and occupational areas. (Stoller, 2008: 59).

*European International Schools* have also played an important role. Within these schools, more than 50 languages are spoken by the students because they all have different L1s. When they enter in the first grade, the L2 is introduced; then, the L3 is brought in when they are in grade seven. Baetens-Beardsmore and his collaborators' (Baetens-Beardsmore & Swain, 1985; Housen & Baetens-Beardsmore, 1987; Baetens-Beardsmore & Kohls, 1988) research points out that "outcomes have been exceedingly positive, as the L2 literacy, L1 development, and subject matter learning of these students have been found to be the same as those of monolingual control cohorts" (Pérez-Cañado, 2012: 318).

In Europe, globalization has already built its own basis, and learning foreign languages has become something primary. European policies on education recommend that all citizens

should be able to communicate in, at least, three different languages: their mother tongue plus two other foreign languages. This is how the term CLIL appears as a new approach to be developed within our educational systems. “Content and Language Integrated Learning (CLIL) emerges in the 1990s as a timely solution in harmony with broader social perspectives and fast becomes a ‘European solution to a European need’ (Marsh, 2002: 11)” (Pérez-Cañado, 2013: 12). Nonetheless, in Europe, and even more specifically Spain, CLIL programmes are still in their infancy, and more solid studies are needed to provide research with significant empirical data (Lasagabaster and Sierra, 2010).

## 2.2. CLIL characterization

The term CLIL was coined by David Marsh in 1994: "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language" (Marenzi et al., 2010: 200). In 1996, it was launched by UNICOM, the University of Jyväskylä (Finland) and the European Platform for Dutch Education (Fortanet-Gómez and Ruiz-Garrido, 2009; Marsh, 2006).

The *dual-focused component* underscores the fact that CLIL has two aims: one subject- or theme-related, and the other, language focused. The *additional language*, in turn, is normally not the most widely used one of the environment (Marsh & Langé, 2000). Finally, the emphasis on both *teaching and content* points to the very hallmark of CLIL: the fact that it straddles these two aspects of learning, involving the fusion of previously fragmented elements of the curriculum and requiring teachers to forego their respective mindsets grounded on a single subject and to pool their skills and knowledge (Coyle, Hood & Marsh, 2010, in Pérez-Cañado, 2016a: 11).

CLIL has been translated into many European Languages; for example, in Spain it is called *AICLE* (*Aprendizaje Integrado de Contenidos y Lenguas Extranjeras*), and in France it is ‘*EMILE*’ (*L’enseignement d’une matière intégré à une langue étrangère*) (Eurydice, 2006). CLIL differs from other bilingual education approaches because of its “planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” (Coyle et al., 2010: 6). This is what Coyle (2007) refers to as the *4 Cs* framework (cf. Fig. 1): *content* (subject matter), *communication* (language learning and

using), *cognition* (learning and thinking processes), and *culture* (intercultural understanding and global citizenship) (Madrid and Pérez-Cañado, 2012: 184).

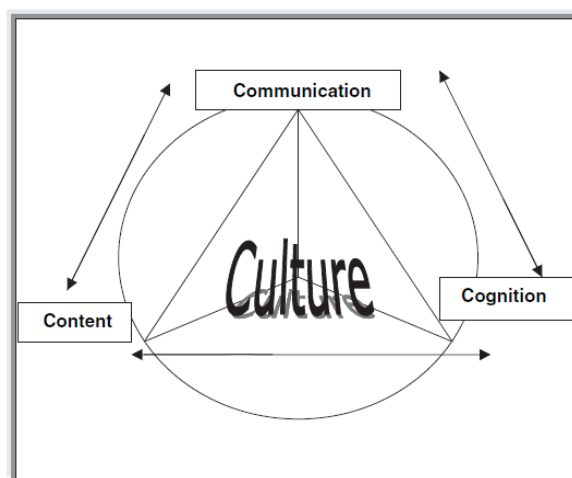


Figure 1. The 4Cs Framework for CLIL (Coyle, 2007: 551)

Soon, CLIL has become a powerful educational and political tool.

The political driver was based on a vision that mobility across the European Union required higher levels of language competence in designated languages than was found to be the case at that point in time. The educational driver, influenced by major bilingual initiatives such as in Canada, was to design and otherwise adapt existing language teaching approaches so as to provide a wide range of students with higher levels of competence. (Marsh, 2012: I).

“CLIL is considered “the European label for bilingual education” (Lorenzo, 2007: 28), as it is deeply rooted in the linguistic needs of the EU (Muñoz 2007) and thus strongly European-oriented (Wolff, 2005).” (Pérez-Cañado, 2012: 318). However, teaching through CLIL seems to be a great challenge for teachers in comparison with “simply teaching in English” (Cabezuelo-Gutiérrez and Fernández-Fernández, 2014: 61). CLIL is an open and flexible system which gives answer to a large number of diverse requirements (Coyle, 2005: 23).

Following Madrid and Pérez-Cañado (2012), nine aspects can characterize CLIL: *theory of language, theory of learning, learner and teacher roles, language level targeted, amount of exposure to the FL or L2, the languages taught through CLIL, methodology, and materials.*

The *theory of language* refers to the fact that language is used as a vehicle to teach and learn a subject content. Contents are the most important aim students have to deal with, and language is just a tool to achieve the goal. “CLIL is timetabled as content lessons. [...] CLIL does not happen instead of foreign language teaching but alongside it” (Dalton-Puffer et al., 2014: 215). Regarding the *theory of learning*, CLIL requires a great effort from students, recalling their previous knowledge and what Mehisto et al. (2008) call *scaffolding* their learning. In a CLIL lesson, the *learner* becomes an active part of it. S/he is expected to participate and collaborate to make the teaching-learning process occur. Thus, the *teacher* is not the driver of the lesson anymore. S/he facilitates and monitors the students’ learning. To do so, s/he must have a high level of competence in the target language, as well as expertise in the subject contents. This leads us to the *language level targeted*, which “it is a functional vs. a native-like competence of the language studied which is pursued” (Pérez-Cañado, 2016b: 12). The *amount of exposure to the FL or L2* might not be very high because, usually, this type of learning is introduced rather late. English is normally the *language used to teach in CLIL*, because it holds a hegemonic position as a lingua franca. In terms of *methodology*, “CLIL is a bid to bring innovation into the classroom, realigning teaching with modern pedagogical practices” (Madrid and Pérez-Cañado, 2012: 187). Lessons are more active than they are within the traditional method (teacher-driven), and as it has been already said, the learner collaborates building his/her knowledge during the teaching-learning process. Regarding *materials*, usually teachers are the ones in charge of creating original and adapted resources to be used within a CLIL lesson. At present, ICTs are also powerful tools that play an important role within this matter.

### **2.3. Advantages and disadvantages of CLIL**

Nowadays, in Spain it is easy to find a group of people, such as parents whose children are studying in a bilingual school, or simply some teachers, talking about the purposes of CLIL, because they think that it doubles the work their children have to do: they have to learn the subject contents and the foreign language to communicate those learned contents. They sometimes even believe that children who are not studying under a bilingual programme are “playing” in an advantaged position. As Mehisto et al. (2008: 20) stated, “common sense seems to say that students studying in a second language cannot possibly learn the same amount of content as students studying in their first language”. But the truth is that, as Bruton

(2013: 588) states, students “get two for the price of one”: subject contents and foreign language communicative competence simultaneously (Dalton-Puffer et al., 2010; Zydatið, 2012). Different studies (De Graaff et al., 2007; Mehisto et al., 2008; Van de Craen et al., 2007) shows the capacity students acquire in the foreign language, without affecting their progress in non-language subject content.

Following Pérez-Cañado (2013), the advantages for CLIL can be summarized into nine main headings: *linguistic, content knowledge, learning, cognitive, teaching, orectic/volitional, social, cultural, and pragmatic dimensions.*

Within the *linguistic dimension*, the number of hours of foreign language exposure is increased in the curriculum. Thanks to this approach, students obtain a high level of communication in the foreign language without damaging their L1. Also, *content knowledge* is not impaired. The CLIL approach shows a dual-focused component, meaning that it is important that students learn the content, while the foreign language is just a means to transmit it. The *learning dimension* is obviously enriched with this approach. Working on a subject in a foreign language forces students to use intellectually relevant communication. The *cognitive dimension* is directly connected to the previous dimension: “It advances learners’ cognitive development, broadening their conceptual mapping resources, and develops a wider range of skills: not only communicative ones, but also problem-solving, risk-taking, pragmatic, and interpersonal abilities” (Pérez-Cañado, 2013: 17). In terms of the *teaching dimension*, it fosters a modernization of classroom didactics. It contributes to building a community in which all the stakeholders have to work as a group, helping each other, and sharing experiences. In *orectic/volitional terms*, “Motivation is enhanced and sustained, and interest is increased in both the L1 and the FL through the linking of content study and language learning. It also raises confidence and student expectations in response to the challenges it poses, and lowers the affective filter” (Pérez-Cañado, 2013: 17). *Socially*, CLIL enables students to learn a foreign language without taking into account their socio-economic level, as they all have the same opportunities which were previously denied to some of them. *Culturally*, “it builds intercultural knowledge and understanding, develops intercultural communication skills, and promotes intercultural communicative competence” (Pérez-Cañado, 2013: 18). And finally, on a *pragmatic level*, “it prepares students for internationalization and EU integration, for future studies and/or working life, and for lifelong learning” (Pérez-Cañado, 2013: 18).

Nonetheless, some disadvantages can also be found within a CLIL scenario. Following the same author, Pérez-Cañado (2013: 18), “a potentially large downside to CLIL practice has also been identified”. As CLIL is basically a new approach, *teachers* find little information about its application. They tend to rely on their personal experience, and may think that this kind of programme is only for “the most academically gifted students” (Pérez-Cañado, 2013: 18). Another consideration about teachers is their competence in the target language; it is not enough to cope with this type of teaching, and they also lack support from their local authorities to bring themselves up to date. For the *students*, studying under the umbrella of this approach requires a greater cognitive effort. The foreign language may carry more complex subject matter which may overwhelm the students, possibly causing them the feeling of frustration, and even leading them to failure. The *syllabus* or *content* also may be affected negatively, “which some authors (e.g. Smith, 2005; Darn, 2006) contend can be severely hampered or reduced. Or, alternatively, the opposite may occur: too much concern with area teaching may favour the neglect of formal language teaching and may also lead to L1 attrition” (Pérez-Cañado, 2013: 19). *Materials* are one of the biggest problems teachers have to face. “There is a deficient development of content materials and instructional resources” (Pérez-Cañado, 2013: 19), and most of the time teachers feel overwhelmed with the time-consuming task of preparing their own materials. Regarding *methodology*: “CLIL brings with it considerable pedagogical investment in innovative pedagogical practices with which teachers may well not be acquainted, not having experienced them first-hand as students” (Pérez-Cañado, 2013: 19). Finally, the *evaluation* might be also confusing for teachers, because they are not sure if they have to evaluate the contents learned, or the language competence level achieved in the foreign language, or both of them.

Figure 2 summarizes all the advantages and disadvantages mentioned above:

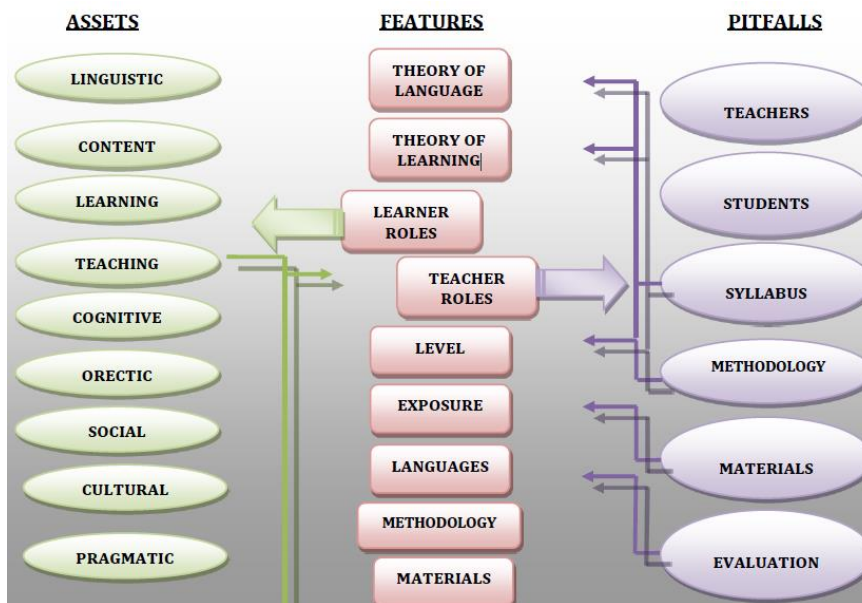


Figure 2. Interaction of dimensions for the characterization of CLIL (Pérez-Cañado, 2016b: 17)

## 2.4. CLIL in Spain

Studying a second language at school in Spain is basically new. Over the course of the last century, the Spanish educational system has suffered a great number of changes due to government decisions (Ruiz de Zarobe and Lasagabaster, 2010). Firstly, French was studied at Secondary Education; then in the 80's, English started to be taught to 11 year-old-children at Primary schools. It was in 1990, with the introduction of a new law, *LOGSE (Ley Orgánica General del Sistema Educativo)*, that English became more important and it started to be learned at the age of 8 years old. Nowadays, English is compulsory from the first grade of Primary Education (6 year-old-children), and it can also be introduced when children enter in the second cycle of Infant Education, depending on the availability of the school (LOE 2/2006, May 3<sup>rd</sup>; LOMCE 8/2013, December 9<sup>th</sup>).

Since the Constitution of 1978, Spain is divided into 17 autonomous communities and two autonomous cities. This decentralization of political and administrative power gives the right of self-government to these autonomous regions, which, in turn, have the option of choosing to attain this self-government or not (Ruiz de Zarobe and Lasagabaster, 2010).

As it has been previously said, nowadays in Spain, the educational system is ruled by an Organic Act (LOE 2/2006, May 3<sup>rd</sup>), which in its turn has been modified by another Organic Act (LOMCE 8/2013, December 9<sup>th</sup>). Lasagabaster and Ruiz de Zarobe (2010: x) explained the diversity of decrees and acts ruling education in Spain due to the all autonomous

communities and cities of which it is made up; all of them developed following the Organic Acts. They also underscore that, even though the:

[...] different models vary significantly from one region to another, [...] they can be divided into two main contexts:

- *Monolingual communities*: where Spanish is the official language. In these communities, education is partly done in Spanish, and also in one or two foreign languages, when CLIL is implemented.
- *Bilingual communities*: where Spanish is the official language together with another co-official regional language, namely Basque, Catalan, Galician and Valencian, both of which are mandatory at non-university levels. In these communities, education is undertaken in both co-official languages, plus in one or two foreign languages, when CLIL comes into force.

Thus, the implementation of CLIL in Spain draws on three different scenarios: the fact of improving students' English language competence since school; the promotion of multilingualism in monolingual communities; and the promotion of multilingualism in communities which are already bilingual (Muñoz and Navés, 2007).

Fernández-Fontecha (2009) lays down the most outstanding official initiatives of CLIL included in the plurilingual policies of our country:

- *The Spanish Ministry of Education and the British Council Project* is an agreement between the MEC and the British Council consisting in providing children from 3 to 6 years of age with a bilingual and bicultural education. The regions involved in this project are: Aragón, Asturias, the Balearic Islands, Cantabria, Castilla y León, Castilla-La Mancha, Ceuta, Extremadura, Madrid, Melilla, Murcia and Navarra.
- *The Language Immersion Programme (Programa de Inmersión Lingüística)* consists in offering Spanish students in their last cycle of Primary Education and the first year of Secondary Education some summer courses in which students attend camps where some activities are carried out in English.
- *Foreign Language Learning and Teaching Support Programme (PALE – Programa de Apoyo a la Enseñanza y el Aprendizaje de Lenguas Extranjeras)*: within this project, 13 communities are involved: Andalusia, Aragón, Asturias, the Canary Islands, Castilla y León, Castilla-La Mancha, Catalonia, Extremadura, Galicia, La Rioja, Madrid, Murcia y Valencia. Teachers taking part in this programme receive 200

training hours and a two-week study visit abroad in order to improve their language competence level in their foreign language teaching.

- The *European Classrooms (Aulas Europeas)* were established in all the Spanish territory. The project is based on an agreement between the MEC and the French Embassy in collaboration with the French Institute in Madrid. It consists of a language and culture immersion programme in France and the UK.
- The *School Language Innovation Projects (PILC – Proyectos de Innovación Lingüística en Centros)* started in La Rioja (2004/05) and it has been designed for non-university teachers of any subject who wish to implement CLIL in their classrooms.
- The *ETC (English Through Content)* project belongs to the community of Navarra, and consists of organizing a series of CLIL topic units which are tackled from the different perspectives of the different school areas, dealing with the fact that it is located somewhere between a monolingual and a bilingual community.
- *European Sections / Bilingual Sections (Secciones Europeas / Secciones Bilingües)*. Following the CLIL approach, this programme introduces some bilingual sections in Primary and Secondary Education. The programme works in some monolingual communities (Aragón, Andalusia, Asturias, the Canary Islands, Cantabria, Castilla-La Mancha, Extremadura or Madrid), as well as in some bilingual communities (Galicia or the Balearic Islands).
- The *Bilingual Project (Proyecto Bilingüe)* is the one carried out in the Community of Madrid (CAM). It was set up in the academic year 2003/04, and it lays out that every subject included within the curriculum of the CAM can be taught in English, French or German, except for Spanish and Maths.
- And finally, the *Plurilingualism Promotion Plan (Plan de Fomento del Plurilingüismo)*, implemented in Andalusia since 2005. It is a very ambitious plan that is set up on these main pillars: The Bilingual Schools Programme, the Official Language Schools Programme, Teachers and Plurilingualism, Plurilingualism and Society, and the Plurilingualism and Cross-Culturalism Programme.

## 2.4.1. CLIL in bilingual communities

### 2.4.1.1. The Basque Autonomous Community (BAC)

Back in the 80's, the inclusion of *Basque* as an official language was regulated within the BAC. The educational system is divided into three different models: A, B and D. In model A, Spanish is the main language used in the teaching-learning process, and Basque is taught as a second language around four hours per week. In model B, Spanish and Basque are used in all subjects, 50% in each language approximately. And in model D, Basque is the main language used, while Spanish is taught as another language subject three or four hours per week. English is usually taught as a foreign language in most schools, for three hours a week, and French and German become optional at Secondary levels (Ruiz de Zarobe and Lasagabaster, 2010: 12).

Since 1996, a pilot experience has been conducted within this community to include English in children's entrance to school in Infant Education until they reach Secondary Education; dividing a multilingual project into four different modules (Ruiz de Zarobe and Lasagabaster, 2010: 14):

- *Early Start to English* (2<sup>nd</sup> cycle of Infant Education).
- *INEBI* (English through Content in Primary Education).
- *BHINEBI* (English through Content in Secondary Education).
- *Plurilingual Experience* (Secondary Education and Baccalaureate).

### 2.4.1.2. Catalonia

“Catalonia is, alongside the BAC, the other major exponent of CLIL implementation and research in a multilingual setting” (Pérez-Cañado, 2012: 328). As in the Basque Country, in the 80's, *Catalan* was considered as an official language, and since then, it is included in the Catalan curriculum. In this case, Catalan is the first language used when children enter school, and Spanish is gradually introduced in other subjects. The introduction of a foreign language to be used as a semi-immersion is basically recent. CLIL programmes were launched in the 80's, but it was not until a decade later that first innovation projects were introduced. From 1999 to 2005, the *Orator Project* offered public schools the possibility of being involved in CLIL projects. Subsequently, from 2005 to 2008, the PELE project (*Plan Experimental de Lenguas Extranjeras*) took over (Pérez-Vidal & Juan-Garau, 2010; Pérez-Cañado, 2016c).

#### 2.4.1.3. Galicia

As it happens in the other bilingual communities, *Galician* is considered an official language alongside Spanish. Since 2007, Galician has been taught through an immersion programme, and it has to be used at a minimum of 50% of class time. Prior pilot projects were introduced in some Secondary schools in 1999, leading to a 2007 Directive, establishing bilingual sections at Primary, Secondary, and vocational training levels. Nowadays, there are more than 600 of these projects distributed among 200 schools. All of this has been possible thanks to the *Plan de Linguas*, boosting CLIL implementation by fostering some actions, like the CUALE programme (complementary language training for students), the PALE programme (methodological and linguistic teacher training), and the establishment of a CLIL network, website and awards (Pérez-Cañado, 2016c).

#### 2.4.1.4. Valencia

Finally, *Valencian* has been considered official language since 1982. Following Bros-Pérez (2015: 51) in 1983, the first Language Act (LEUV) was passed in the Valencian Community. However, within this law, Valencian was not considered as the main language to be used at school. A few years later, two educational models were set up (Pérez-Vidal and Juan-Garau, 2010: 128): The *Teaching in Valencian Programme (PEV)*, in which both Valencian and Spanish were used as vehicular languages; and the *Progressive Incorporation into the Valencian Programme (PIP)*, in which Valencian is introduced progressively because Spanish is the main language used. In the 90's, the *Linguistic Immersion Programme (PIL)* was created only for Primary Education. Although these three programmes are still in force nowadays, Pascual (2011) states that only the PEV and the PIL have guaranteed the right acquisition of the two official languages, Spanish and Valencian.

Following the same author, Bros-Pérez (2015: 52-53), thanks to the *Enriched Bilingual Education Programme (PEBE)*, CLIL is introduced in Infant, Primary and Secondary Education, making it possible to combine this programme with one of those already mentioned above (PEV, PIP or PIL). This programme allowed “the introduction of English as the medium of instruction for content subjects at age 6, when children start Primary Education, for 1:30 weekly” (Pérez-Vidal and Juan-Garau, 2010: 128).

### 2.4.2. CLIL in monolingual communities

Monolingual communities in Spain have to confront a great challenge introducing CLIL within their educational policies, due to the general lack of exposure to the foreign language in any situation. At school, Spanish has always been the only language used to transmit and learn contents; and CLIL is developing traditional methodologies into new ones, changing the perspectives of the teaching-learning processes, using one or more foreign languages as vehicles of communication. Thanks to this view, as Coyle (2010, viii) contests, “Spain is rapidly becoming one of the European leaders in CLIL practice and research”, although there is much work to do ahead.

There are still few studies with reference to monolingual communities; most of them are dedicated to analysing the cases of Andalusia, the Community of Madrid, La Rioja, and Extremadura. As the former ones will be developed in more depth in the following sections, this section will now focus on the latter two.

#### 2.4.2.1. Extremadura

The origins of CLIL in Extremadura go back to the 90’s, specifically in the academic year 1996-1997, when the Extremaduran Education Authority (*Consejería de Educación de Extremadura*) and the *British Council* signed an agreement in which CLIL was introduced in two schools, one in Badajoz and the other in Cáceres (Alejo and Piquer-Píriz, 2010: 228). The main aim of the agreement was to “provide children from the age of three to sixteen with a bilingual bicultural education through an integrated Spanish/English curriculum” (Baldwin, 2006: 94, in Manzano-Vázquez, 2015: 139).

In the academic year 2004-2005, the Extremaduran Education Authority (*Consejería de Educación de Extremadura*) implemented CLIL through a new plan: The *Bilingual Section Projects (Proyectos de Sección Bilingüe)* (Manzano-Vázquez, 2015: 140). Some authors (Alejo and Piquer-Píriz, 2010; Manzano-Vázquez, 2015) laid out the main characteristics of this plan. Some of these characteristics include the fact that: a) “schools can develop their bilingual projects in three different foreign languages: English, French or Portuguese” (Manzano-Vázquez, 2015: 140); b) there must be at least one session per week dedicated to foreign languages; c) only two or three content subjects can be taught in the foreign language; d) CLIL students have to attend a one-hour additional lesson in the foreign language; e) “a

language specialist teacher is in charge of coordinating the programme” (Alejo and Piquer-Píriz, 2010: 229). These *Bilingual Section Projects* have been given official support by measures such as providing schools with a language assistant, or giving financial support to students for visits abroad, and for teachers to attend foreign language courses abroad (Alejo and Piquer-Píriz, 2010: 229).

From 2009 to 2015, the *Plan Liguæx* has taken place as “one of the greatest enterprises in terms of foreign language education in the region” (Manzano-Vázquez, 2015: 141).

This programme focuses on multilingualism and linguistic awareness and enhances the importance of becoming familiar with more than one foreign language, clearly reflecting the 1+2 languages European policy. Along the same lines, it promotes the use of the Portfolio and the Common European Framework of Reference for Languages as a reference for teaching and assessment at all educational levels. It also explicitly mentions the importance of the ever-growing social, economic and cultural relations. (Alejo and Piquer-Píriz, 2010: 229-230).

#### 2.4.2.2. *La Rioja*

In 2004-2005, the Government of La Rioja introduced the *School Language Innovation Projects (PILC – Proyectos de Innovación Lingüística en Centros)* (Manzano-Vázquez, 2015: 148). These projects were divided into 2 different models: a) Type A consists of using the foreign language only to express routines, greetings, instructions and common words used in the language; whereas in b) Type B some part of the work has to be developed in the target language. Recently, in 2013, a new Type C has been included within the projects, in which it is established that one content subject must be taught entirely in the target language (Manzano-Vázquez, 2015: 149).

The *Bilingual Sections* have also been implemented in this community since 2008-2009, covering the beginning of Primary school to compulsory Secondary school and vocational training (Manzano-Vázquez, 2015: 149). The plan consists of teaching at least two non-linguistic subjects in a foreign language, which can be English or French, and no more than 50% of the curriculum is taught in the target language (Fernández-Fontecha, 2010: 82). As in other communities, a language assistant is assigned to each section (Manzano-Vázquez, 2015: 149).

Finally, the *School Integrated Language Competence Programme (PCLIL - Programa de Competencia Lingüística Integrada en Centros)* has taken place in this community since 2012, under the premise that a foreign language is acquired by developing the oral and written skills in the target language in different communicative situations and contexts (Manzano-Vázquez, 2015: 150). Within this programme “foreign language teachers design activities and tasks in their language area to be integrated with activities from other content areas of the curriculum taught through a foreign language” (Manzano-Vázquez, 2015: 150).

### **2.4.3. CLIL in Andalusia**

#### *2.4.3.1. Characterization*

Andalusia is the most populated community in Spain with more than 8 million inhabitants (Instituto Nacional de Estadística, 2016). In contrast to other communities, such as The Basque Country or Catalonia, Andalusia is a monolingual community characterized by the “monoglot mentality” its citizens have (Lorenzo, 2010: 3). However, different factors such as tourism, scholarship mobility, immigration, or simply foreign people purchasing their second residence on the coasts “have resulted in a new language scenario with different languages and a revised view of multiculturalism” (Lorenzo, 2010: 3).

In the late 1990’s, Andalusian education started to move towards an “explicit plurilingual language policy” (Méndez-García, 2012: 196). With the *LOGSE* (Ley de Ordenación General del Sistema Educativo español. Ley Orgánica de 3 de octubre de 1990), in 2000, the inclusion of a foreign language in the second cycle of Infant Education and the first cycle of Primary Education was regulated (Travé-González, 2016: 52). In 2005, the Andalusian Governor for Education approved the *Plan of Promotion of the Plurilingualism in Andalusia* (henceforth the *Plan*) (Consejería de Educación de la Junta de Andalucía, 2004) (Lorenzo, 2010: 4). This *Plan* would extend its validity from 2005 to 2008 (Consejería de Educación de la Junta de Andalucía, 2005: 9).

From the approval of the *Plan*, the number of centres that offer bilingual education has not stopped growing with the consequent educational and social echo that has gone hand in hand. Undoubtedly, with this *Plan* a substantial change has taken place in the physiognomy of the Andalusian centres (Consejería de Educación de la Junta de Andalucía, 2013). The *Plan* has promoted the creation of a network of bilingual centres that today has spread throughout

Andalusia and in 2014-2015 it had 959 centres, integrating - in terms of its volume - English, French and German, as well as Portuguese since 2010 (Travé-González, 2016: 53).

Today, this autonomous region has taken the leadership in bilingual education and it is a benchmark at national and international level (Consejería de Educación de la Junta de Andalucía, 2013). Within this panorama, a new plan is under analysis and discussion to be implemented from 2014 to 2020: The *Strategic Plan for the Development of the Languages (PEDLA – Plan Estratégico de Desarrollo de las Lenguas)* (Consejería de Educación de la Junta de Andalucía, 2014). The main objective of this plan set by the European Union for 2020 is to become a smart, sustainable and inclusive economy; and mastery of a foreign language is one of the main determinants of vocational training and mobility, as well as national and international employability. More specifically, the Andalusian government has established some objectives that guide the development of the plan, some of which are the following: a) to reach a total of 2000 bilingual centres, b) to enhance the acquisition of the linguistic competence, c) to incorporate a second foreign language, d) to increase the workforce by 3000-3500 teachers, e) to promote the programme of language assistants, and f) to strengthen the use of CLIL. Thus, the measures to be taken contribute to the learning of two foreign languages from the first year of Primary Education to post-compulsory Secondary Education. Plurilingual teaching is the most effective instrument in achieving the target set by the European Union for 2020: for 75% of the Andalusian population up to 15 years old to study, at least, two foreign languages.

In Andalusia, the orders that regulate bilingual centres are *Order 28<sup>th</sup> June 2011* (Consejería de Educación de la Junta de Andalucía, 2011), and *Order 1<sup>st</sup> August 2016*, which modifies *Order 28<sup>th</sup> June 2011* in some aspects (Consejería de Educación de la Junta de Andalucía, 2016). Within *Order 28<sup>th</sup>*, there are different chapters that organize all the regulations, planning and functioning of bilingual centres. *Chapter I* establishes that the consideration of “*bilingual centre*” can be applied to centres offering Infant, Primary and Secondary Education, and whose curricula include one or some non-linguistic areas, subjects or professional modules delivered (at least for 50% of the time) in a first foreign language (henceforth L2). Moreover, these centres can be considered “*plurilingual centres*” if they include the same type of teaching described above in a second foreign language (henceforth L3). Focusing only on Primary Education levels, in *Chapter II*, it is indicated that teachers of the non-linguistic areas or subjects in L2 (and L3) must have a certificate that must correspond to the B2, C1 or C2 levels of the CEFR (2001: 24) in the target language. In the

case on English, these certifications can be issued by the *Official Schools of Languages (EEOOI – Escuelas Oficiales de Idiomas)*, *University of Cambridge (ESOL examinations)*, or *Trinity College London (ISE II, ISE III, GESE 8-12)*. Foreign language teachers are not required to have any of these certificates; a degree in English Teaching is the only requirement. Moreover, they cannot belong to the bilingual programme if they are not in possession of a B2, C1 or C2 level certificate (CERF, 2001: 24) in the target language. *Chapter III* also indicates how evaluation has to be carried out – basically, by making special emphasis on the following aspects: a) foreign language subjects will evaluate the different skills (listening, speaking, reading and writing) according to the level of linguistic competence acquired, taking the CEFR (2001: 24) levels as reference; and b) the specific contents of the non-linguistic areas or subjects will be evaluated over the linguistic productions in the L2 (the linguistic competence acquired in the L2 will be taken into account to improve the results obtained by students, and it will never cause a failure of the area or subject). *Chapter IV* specifies that the non-linguistic areas or subjects that can be implemented using a foreign language as a vehicle of communication are: Natural Sciences and Social Science compulsorily; and Physical Education, Music, Arts, Education for Citizenship and Digital Culture optionally (depending on teacher availability). And finally, *Chapter V* is dedicated to teacher organization: a) there must be a coordinator for the bilingual teaching who will have some hours within his/her school schedule specifically dedicated to developing his/her functions as coordinator; b) bilingual teachers must have certified a B2, C1 or C2 level of the CEFR (2001: 24) to teach any non-linguistic area or subject, and their schedules can be completed with any other area or subject according to their availability; and c) every bilingual teacher will receive a certification of participation in the programme which will be valid as specific merit in any process of the administration directed to teaching personnel (Consejería de Educación de la Junta de Andalucía, 2011).

#### 2.4.3.2. *Prior research*

The bilingual programme in Andalusia has been a matter of interest for many researchers. In a study led by Lorenzo et al. (2009) and commissioned by the Junta de Andalucía, a large group of students from the English, French and German bilingual sections were tested to evaluate whether their language skills had improved due to CLIL. Students of French and German sections studied the whole of Primary Education within the bilingual

programme. On the other hand, English students were in their second year of the bilingual scheme. Tested students belonged to the 4<sup>th</sup> grade of Primary Education and the 2<sup>nd</sup> grade of Compulsory Secondary Education. Results were positive, leading to the authors to the conclusion that CLIL effectively improves students' language skills, despite the lack of information, implementation models and materials. Teachers clamoured for rebates in teaching time due to the increased workload and for more training in CLIL (Lorenzo et al., 2009: 433)

That same year, Rubio-Mostacero (2009) carried out an investigation where twenty Secondary teachers were interviewed in order to design a training course for non-linguistic area teachers. The results of her study revealed that teachers' English level was lower than she expected and that there was lack of information about CLIL methodology, economic and material resources and effective training.

Many of these findings are corroborated a year later by Cabezas-Cabello (2010). His SWOT analysis with over 100 teachers and 20 coordinators in bilingual sections reveals the increased presence of ICTs and the move towards integrated didactic units. However, lack of coordination and "lip service" (2010: 90), as opposed to actual implementation of CLIL methodology, are worryingly reported.

More recently, Travé-González's (2016: 55) investigation has focused on teachers' perception of this programme and the purposes it involves, as well as the methodologies carried out and teaching development. Using the questionnaire, interview and a researcher's diary to collect data, outcomes showed that 69% of the teachers interviewed considered that being bilingual involves perfectly mastering two languages. However, 66.5% of these teachers recognised having only a B2 level (CEFR, 2001: 24) of linguistic competence (Travé-González, 2016: 58). Teachers considered the reinforcement of foreign language learning as the main purpose of this programme (Travé-González, 2016: 61). The most significant outcome to take into consideration is that teachers thought their students will not acquire relevant linguistic competence in a foreign language to become bilingual when they finish their Secondary Education (Travé-González, 2016: 61). Regarding methodology, this study reveals that most of the teachers considered they did not receive any training based on CLIL methodology and that they used their own experience as an English foreign teacher (84% of interviewed teachers belonged to this area of specialization) to adapt the methodology used within a non-linguistic subject (Natural Science and Social Science) (Travé-González, 2016: 62).

Finally, Lancaster (2016) carried out very similar research, in which she wanted to analyse stakeholder perspectives on the Andalusian Plan for the Promotion of Plurilingualism by administering a set of questionnaires to gather information from two different cohorts: students and teachers. This study revealed that both cohorts showed a positive attitude towards the *Plan*, although teachers' perception was more optimistic than students'. However, despite this optimism, teachers were not satisfied with educational authorities' support. Regarding students' use, competence and development of English in class, students' outlooks were more positive than those of their teachers. Students also considered that the use of ICT in class could be improved (Lancaster, 2016: 163).

#### **2.4.4. CLIL in the Community of Madrid**

##### *2.4.4.1. Characterization*

In the Autonomous Community of Madrid (henceforth CAM – *Comunidad Autónoma de Madrid*), “in contrast to other bilingual regions such as Catalonia or the Basque Country, the teaching of content through a foreign language represents a relatively recent teaching-learning phenomenon” (Llinares and Dafouz, 2010: 95). In this sense, the CAM has been actively involved in the incorporation of English as a second language because it is fully convinced that mastering this language is essential for student training, allowing them to compete in the work sphere and to achieve an excellent personal and professional future (Consejería de Educación de la Comunidad de Madrid, 2011: 36). The main bilingual actions launched by the CAM to enhance the learning of a foreign language according to Manzano-Vázquez (2015: 144) are:

- Bilingual programme by the Spanish Ministry of Education and the British Council.
- *Programa Colegios Bilingües* (Programme of Bilingual Infant and Primary Schools).
- *Programa Institutos Bilingües* (Programme of Bilingual Secondary Schools).
- *Secciones Lingüísticas* (language Sections).

In 1996, the Spanish Ministry of Education (*MEC – Ministerio de Educación y Ciencia*) and the British Council signed an agreement “aimed at teaching an integrated curriculum, which is based jointly on the Spanish and English Curricula”, and which is in place in ten Primary schools and ten Secondary schools in the area of Madrid (Llinares and Dafouz, 2010: 95-96).

The main objective of the programme is to provide an enriched model of bilingual education from a very early stage through the integration of two languages and two cultures. It is also expected that the students trained in this programme will be prepared to function in, and benefit from, an increasingly competitive and multilingual modern society (MECD<sup>1</sup> - Spanish Ministry of Education, Culture and Sports). In general, the stakeholders involved in the programme state that learners show a “significant improvement in many skills” (Llinares and Dafouz, 2010: 97).

In 2004, the CAM launched the *Bilingual Project* for Primary Education, starting with 26 public schools in the city of Madrid (Llinares and Dafouz, 2010: 97). The main objective of the programme is to introduce English as a core subject within the Primary curriculum and as “language instruction for other subjects” (Manzano-Vázquez, 2015: 144). According to the established law, a minimum of 30% and up to a maximum of 50% of the entire curriculum has to be taught in English; that is, some hours of the school timetable are dedicated to the teaching of English as a foreign language, and some others to teaching other subjects through English, these subjects being any which are included in the curriculum apart from Maths and the Spanish Language, which have to be taught in Spanish obligatorily (Llinares and Dafouz, 2010: 98; Manzano-Vázquez, 2015: 145). As in the MEC-British Council programme, the CAM supports this programme by providing native language assistants; although, in this case, they come from other English-speaking countries, not only from the UK (Llinares and Dafouz, 2010: 98). The CAM also offers the CERF levels (2001: 24) in a foreign language to students enrolled in this programme by providing external official evaluations (carried out by the Trinity College of London and the University of Cambridge), so that, when students finish their Primary Education, they have certified a B1 level in English (Manzano-Vázquez, 2015: 145).

In the academic year 2010-2011, the *Bilingual Project* was launched for Secondary schools, so that children enrolled in the programme in Primary Education could continue it in that stage (Manzano-Vázquez, 2015: 145). The same author (Manzano-Vázquez, 2015) notes that the project offers two different modalities: a) the *Bilingual Programme*, where students receive traditional lessons of English during 5 hours per week and at least one content subject in English (this subject being Music, Arts or Physical Education); and b) the *Bilingual Section*, which follows the same model as in Primary Education: a minimum of 30% and a

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<sup>1</sup> Retrieved from the website of the Spanish Ministry of Education, Culture and Sports (Spanish Government): <http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/enseñanzas/enseñanza-idiomas/centros-bilingues.html>

maximum of 50% of the curriculum worked in English, having traditional English lessons and some compulsory subjects learned through English, such as Natural Sciences, Social Sciences, History or Geography.

Research outcomes reflect positive results, indicating affective and linguistic improvement (Llinares and Dafouz, 2010, in Manzano-Vázquez, 2015: 146): “CLIL students, for example, show high levels of motivation, self-esteem and confidence in the target language, and they obtain better results in terms of foreign language competence” (Manzano-Vázquez, 2015: 146).

In the Autonomous Community of Madrid (CAM), bilingual public schools are regulated by the *Order 5958/2010* (Consejería de Educación de la Comunidad de Madrid, 2011). This Order is divided into seven sections. The *first* and *second* sections are dedicated to clarifying the organization and definition of *Bilingual Public School* within the CAM. The *third* section lays down that the learning of English through traditional lessons and through content subjects must occupy at least the 30% of the entire curriculum: a) The English subject becomes a core subject and will be implemented over the course of five hours per week; b) Any subject of the curriculum can be taught in English except for Maths and the Spanish Language; c) Natural and Social Sciences are compulsory for all the levels of Primary Education; d) one or more of the rest of the subjects can be included in the bilingual programme (Music, Arts, or Physical Education). The *fourth* section features the supporting measures that are given to bilingual public schools, such as: a) a coordinator; b) native language assistants; c) didactic resources; d) computer equipment; e) specific training for teachers; f) students’ possibility of obtaining an international certificate in the target language; and g) the possibility of participating in an international exchange experience. The *fifth* section states that the coordinator is chosen by the head teacher of the school, and must hold a specific qualification issued by the CAM. Moreover, it indicates that the roles of head teacher and coordinator are inconsistent with each other. Finally, it establishes the coordinator’s functions. The *sixth* section is dedicated to bilingual teachers generally, indicating some regulations, such as: a) all bilingual teachers must hold the specific qualification issued by the CAM (*Habilitación lingüística para el desempeño de puestos bilingües*), and will receive a complementary compensation; b) Music and Physical Education teachers must be also qualified to implement these subjects, respectively; c) qualified bilingual teachers will implement the maximum available hours within the bilingual programme; d) English teachers who do not hold the specific qualification of the CAM for bilingual posts will only teach

English; and e) every teacher who aspires to apply a bilingual post in a contest for relocating must hold the specific qualification issued by the CAM. And finally, the *seventh* section rules that at the end of the stage students will be able to do an external official evaluation to certify their level of English. Those students entering a Secondary school with a *Bilingual Section* are obliged to take this examination.

Regarding teachers, the specific qualification -henceforth *Habilitación*- (*Habilitación lingüística en lengua extranjera para el desempeño puestos bilingües*) issued by the CAM which they must hold is ruled by the *Order 1275/2014* (Consejería de Educación de la Comunidad de Madrid, 2014), which in turn has been modified by *Order 1012/2015* (Consejería de Educación de la Comunidad de Madrid, 2015) in some aspects. According to *Order 1275/2014*, the *Habilitación* is a certificate issued by the CAM that allows teachers to work in bilingual posts. The same Order characterizes the processes for obtaining this *Habilitación*, such as: a) being an in-service teacher in the CAM or being in the current list of aspirants for intern (Article 2); b) passing an examination to obtain the *Habilitación* (Article 3); and c) certification and validity dates (Article 6) (Consejería de Educación de la Comunidad de Madrid, 2014).

*Article 3* describes the specific processes to obtain the *Habilitación*. These are detailed two different ways: a) being in possession of a specific qualification or certificate issued by certain institutions (Article 4); or b) passing a specific examination in the target language (Article 5). In *Article 4*, it is established that to obtain the *Habilitación*, teachers must hold a C1 or C2 level of the CERF (2001: 24) issued by the *Official School of Languages* or by some renowned institutions, such as Cambridge, or Trinity. Some qualifications issued at universities are also valid, such as a degree or a master's in English Studies<sup>2</sup>. Any of these certificates or qualifications must have less than five-year seniority at the moment of the date of application. *Article 5* describes the processes candidates must go through to obtain the *Habilitación*: a) *Phase 1*, consisting of an examination in which candidates must demonstrate their listening, reading and writing skills, as well as their knowledge of grammar and vocabulary of the target language (candidates can be exempt from the examination if they are in possession of a certificate or qualification described in Article 4, having had them for more than five years); and b) *Phase 2*, in which candidates must demonstrate their oral communicative competences in an interview. In *Article 6*, it is stated that, once the candidates

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<sup>2</sup> More details about certificates and qualifications valid for the accreditation of the *Habilitación* can be found in *Appendix VI* of the last call, published in January 9<sup>th</sup> 2017 (Consejería de Educación de la Comunidad de Madrid 2017: 161-162).

have passed any of the processes above described, their certificates will be valid from the following day of the issuance of the corresponding accreditation, and will expire after five consecutive academic years of non-teaching within the bilingual programme (Consejería de Educación de la Comunidad de Madrid, 2014).

#### 2.4.4.2. *Prior research*

In the Community of Madrid, teacher training is a key subject which has been under investigation by numerous authors. Fernández-Fernández et al. (2005) carried out a study at the University of Alcalá aimed at three main aspects: a) to gather the impressions of the teachers about the *Bilingual Project*, in which they were participating for the first time; b) to gauge their motivation, due to the several changes the *Project* was going to experience through the different stages of its implementation; and c) to canvass teachers' opinions about the training courses they were receiving. Significant outcomes were drawn from these three aspects. In relation to the teachers' opinions about the *Bilingual Project*, these authors concluded that all of them believed that this initiative was a prime need to improve foreign language teaching from the very beginning of education (Infant and Primary Education). As for the teachers' motivation, all teachers showed positive and motivated attitudes towards the programme, although it has to be taken into account that this study was carried out at a moment in which there was little knowledge about the implementation of the programme and several doubts and fears were harboured by teachers, such as lacunae in some guidelines from the administration and curriculum programming, the lack of bilingual materials, and little knowledge about the roles of language assistants. Finally, teachers' insights about the training courses they attended revealed teachers' cautiousness in responding to this matter; they believed that more time was needed to see how the implementation of the project was going to play out (Fernández-Fernández et al., 2005).

In line with the foregoing, Halbach (2010) has described her perceptions about the development of the bilingual programme in Madrid. In the first phase of the investigation, the implementation of the programme arose teachers' worry about their correct performance; thus, they offered teachers to get in touch via e-mail with them in order to rapidly answer to any contingency which might appear. However, this communication channel did not work as was expected and soon it led to the creation of a web-page in which teachers could find "some information about bilingual teaching" (Halbach, 2010: 245). Concomitantly, the CAM also

published a *virtual community*, which tried to support bilingual teachers in the same way. However, soon it was ascertained that both web-pages were not very popular among teachers, so they decided to offer summer courses for them. Unfortunately, limited feedback was received from teachers: “the tools used had probably little impact on classroom teaching, as ‘learning is not systematically followed through into class’ and ‘the initiative is add-on and does not infuse ordinary everyday work’ (Underhill 2004), especially in the case of the summer courses” (Halbach, 2010: 246). The second phase of the investigation provoked a new focus of their research: “teachers’ understanding of what bilingual education means, their ‘subjective theories’ (Groeben et al. 1988), and [...] the training needs that arise from this conceptualization, along with the training needs as perceived by the teachers themselves” (Halbach, 2010: 247). Within this new focus, researchers could see their years of work paying off by “including a specialization track in bilingual education” (Halbach, 2010: 247) within a Master degree in Teaching English as a Foreign Language offered by the Department of Modern Languages at the University of Alcalá (Halbach, 2010).

Pena and Porto’s (2008) finding were also in harmony with the investigation conducted at the University of Alcalá, and designed two questionnaires to find out teachers’ thoughts on the bilingual programme in the CAM. From these questionnaires, it transpired that teachers were reticent to change their ways of traditional teaching to adapt to a new approach. However, they believed that learning contents in a different language offers lots of advantages. Teachers also felt the necessity of learning “practical knowledge on their specific subjects” (Pena and Porto, 2008: 160) rather than receiving theoretical training on CLIL, even though they had barely had any, and they suggested increasing this teacher training in specific courses designed for this purpose. Outcomes of this study also revealed that belonging to the bilingual programme was time-consuming, and “as far as methodology is concerned, teachers perceive that their needs are different from those of the teachers not working on bilingual projects. For this reason, courses could be complemented with practical sessions in bilingual schools set in Spain or abroad” (Pena and Porto, 2008: 160). Moreover, the study showed teachers’ low self-esteem about their teaching and about their foreign language level to use in class, although they were quite “motivated and dedicated to this project, which will consequently help them work to improve it and become a model for schools who have not yet implemented it” (Pena and Porto, 2008: 161).

More recently, Cabezuelo-Gutiérrez and Fernández-Fernández (2014) have continued in the same line by looking in depth into the effectiveness of the teacher training courses

implemented since Fernández-Fernández et al. (2005) studied teacher training needs. Thus, the study focused on evaluating “in-service teachers’ needs and perceptions regarding the teacher training received as part of the staff involved in the bilingual project of the Autonomous Community of Madrid since its implementation in September 2004” (Cabezuelo-Gutiérrez and Fernández-Fernández, 2014: 53). Results obtained from the study revealed a change in teachers’ perceptions in comparison with a previous research conducted by Fernández and Halbach (2011), in which more than half of the teachers polled showed their willingness to receive training courses to improve their English skills, and now barely a third of the teachers claim this need. Cabezuelo-Gutiérrez and Fernández-Fernández (2014) also underscore that this change might be developed due to “the availability of improvement courses provided to teachers over the years within this area and the availability of materials that have been provided to teachers in order to progress in these skills” (Cabezuelo-Gutiérrez and Fernández-Fernández, 2014: 61), as well as the experience gained with time.

### **3. RESEARCH DESIGN**

#### **3.1. Justification of the investigation**

The previous literature review has described the emergence of CLIL, how it developed from the Canadian and North American models, and how it has become an essential approach for the teaching of foreign languages all over Europe. However, there are some authors, such as Coyle et al. (2010), who call for deeper analysis in a natural setting to understand better the functionality of CLIL, and also claim that “monitoring participants’ attitudes towards CLIL and their motivational level should be a key element in an evaluation process” (Coyle et al., 2010: 141-142). This research project is validated under this last premise in terms of *what* needs to be evaluated.

Regarding *who* is going to be evaluated, it is important to see all the stakeholders’ perspectives involved in the teaching-learning process of a foreign language through CLIL. Thus, recalling Coyle et al. (2010: 143), “CLIL teachers should not be forgotten as we seek evidence of the affective dimension”, and the influence of the students’ parents towards their learning of a foreign language is doubtless.

Focusing on *how* the research project is going to be developed, Coyle et al. (2010: 143) see the practicality of “the use of a questionnaire approach to a large number of participants to

secure a full overview of the important factors”. Thus, students, teachers and parents will answer a questionnaire, which will evince their opinions about CLIL and how it is influencing their language learning.

As for *when* and *where* the questioning processes will take place, attention will be focused on the Autonomous Communities of Andalusia and Madrid, more concretely on four different Primary schools: two in Andalusia, one in Martos (a village in the province of Jaén) and the other in Almería; and two others in two villages of the Community of Madrid, Fuenlabrada and Parque Coimbra (Móstoles). Thus, this research project is also sustained by Lorenzo’s words (2007: 11): “it is clear then that the need is now for consideration study and observation of how CLIL is functioning”.

Moreover, this research is justified due to different shortcomings found in previous investigations. As has been ascertained in the overview of prior research (cf. sections 2.4.3.2. and 2.4.4.2.), SWOT analyses into CLIL functioning have been conducted within specific monolingual communities, such as those under scrutiny in the present investigation, but none have been carried out in a comparative manner. This is precisely the niche which the present study seeks to fill. It attempts to identify the assets and pitfalls of the implementation of CLIL in the communities of Andalusia and Madrid in a comparative way. In order to do so, this research project will canvass stakeholder perspectives of CLIL in two different communities, Andalusia and Madrid, using a qualitative methodology and data triangulation. Its ultimate aim is to provide insight into how CLIL is working in different monolingual contexts and to determine whether the same patterns emerge in the implementation of CLIL programmes in both contexts or whether different lessons can be gleaned.

### **3.2. Objectives**

The main objective of this study is to conduct a large-scale CLIL assessment project, analysing stakeholder perspectives of the implementation of CLIL in the communities of Andalusia and Madrid. This overarching goal is driven by two key meta-concerns, which, in turn, can be broken down into 4 component corollaries:

1. Meta-concern 1 (to carry out a SWOT analysis in the autonomous communities of Andalusia and Madrid):
  - a) To determine students’ perspectives in Andalusia and in the CAM concerning:

- a.1) Students' use, competence and development of English in class.
  - a.2) Methodology used in class.
  - a.3) Materials and resources used in class.
  - a.4) Evaluation of the subjects.
  - a.5) Teachers' use, competence and development of English in class.
  - a.6) Students' mobility.
  - a.7) Improvement and motivation towards English learning.
- b)** To determine teachers' perspectives in Andalusia and the CAM concerning:
- b.1) Students' use, competence and development of English in class.
  - b.2) Methodology used in class.
  - b.3) Materials and resources used in class.
  - b.4) Evaluation of the subjects.
  - b.5) Teacher training.
  - b.6) Teachers' mobility.
  - b.7) Coordination and organization.
- c)** To determine parents' perspectives in Andalusia and the CAM concerning:
- c.1) Students' use, competence and development of English in class.
  - c.2) Methodology used in class.
  - c.3) Materials and resources used in class.
  - c.4) Evaluation of the subjects.
  - c.5) Training and information.
  - c.6) Students' mobility.
  - c.7) Improvement and motivation towards English learning.
2. Meta-concern 2 (across-cohort comparison):
- d)** To determine if there are any statistically significant differences among the three cohorts in Andalusia and the CAM.

### **3.3. Materials and resources**

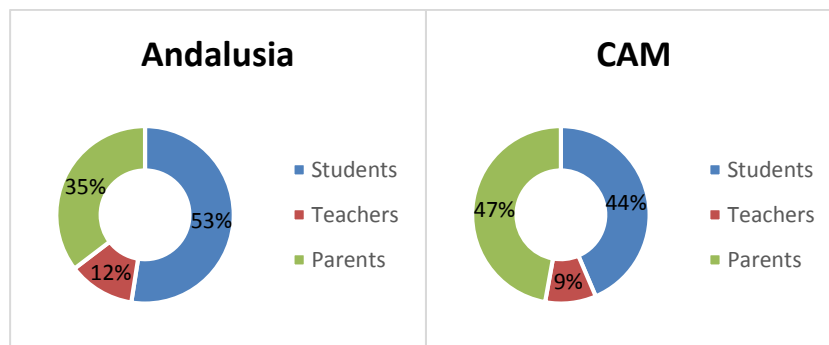
In line with Brown (2001), this study is classified as survey research contingent on the use of questionnaires, instigating both qualitative and statistical research. Multiple sources of

information (data triangulation) will be consulted to mediate perceptions of people with different roles within the language teaching-learning context: students, teachers and parents.

### 3.4. Sample

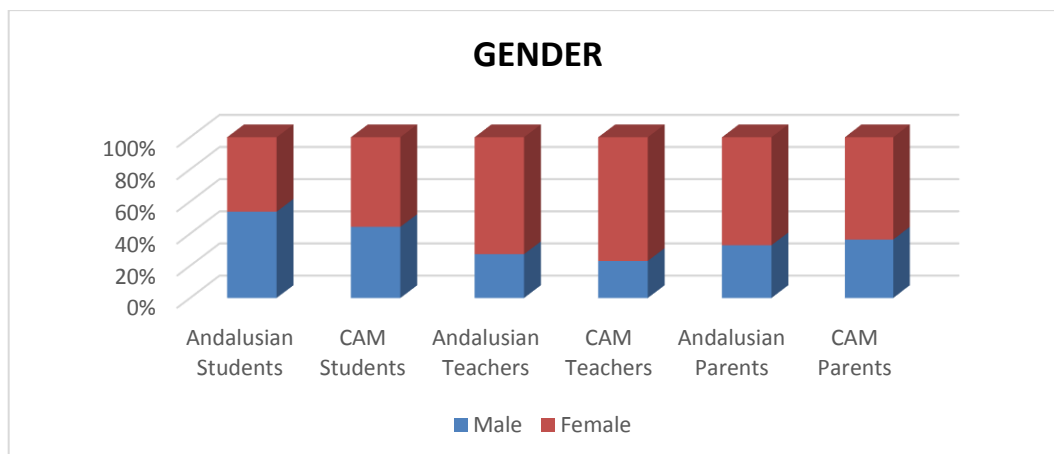
This study deals with three different cohorts that will be under investigation: students, teachers and parents. Each of these cohorts comes from four different public schools located in Martos (Jaén) and Almería in Andalusia, and Fuenlabrada and Parque Coimbra (Móstoles) in the Community of Madrid.

The total number of participants that has completed the questionnaires is 321: 181 from Andalusia (95 students, 22 teachers and 64 parents) and 140 from the CAM (61 students, 13 teachers and 66 parents) (cf. Graph 1).



Graph 1. Breakdown of the overall sample in relation to cohort

In terms of gender, except for the students' cohort in Andalusia, which shows a larger number of males (46.3% female, 53.7% male), the number of female participants is larger than that of male participants (CAM students: 55.7% female, 44.3% male; Andalusian teachers: 72.7% female, 27.3% male; CAM teachers: 76.9% female, 23.1% male; Andalusian parents: 67.2% female, 32.8% male; and CAM parents: 63.6% female, 36.4% male) (cf. Graph 2).



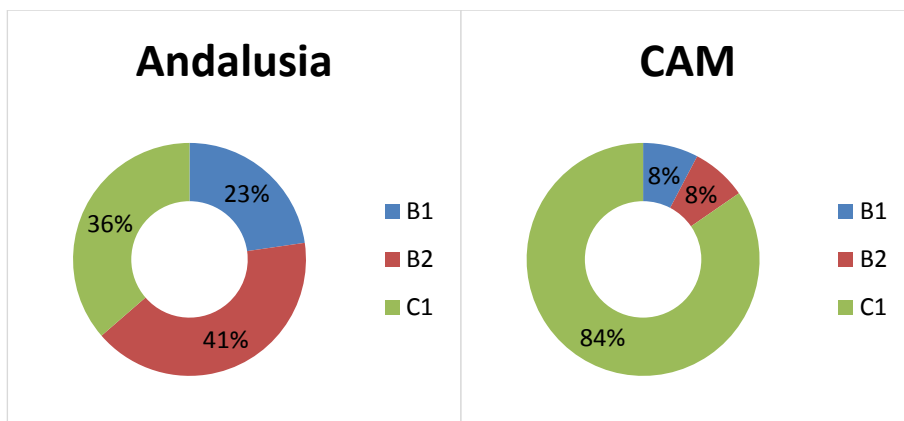
Graph 2. Breakdown of the overall sample in relation to gender

### ***3.4.1. Students***

All the students polled for this research are studying the sixth year of Primary Education. Since the questionnaires were administered during the first term, they are all between 10 and 11 years old. Moreover, all of them are studying the same subject within their bilingual programmes: Natural Science, Social Science, Physical Education and Artistic Education.

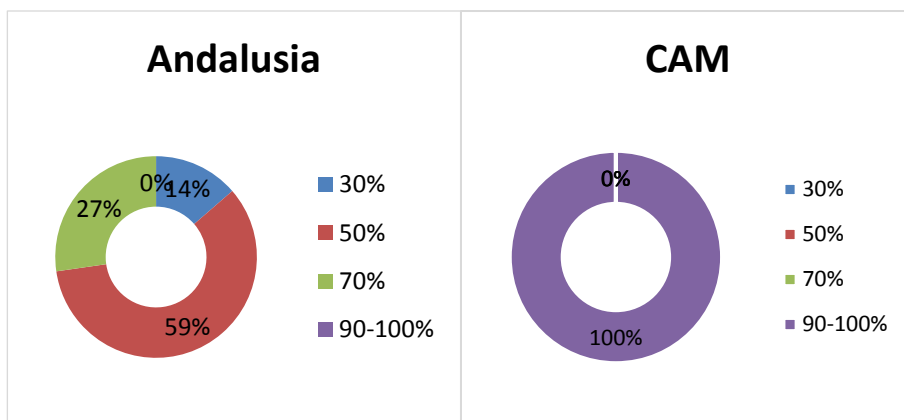
### ***3.4.2. Teachers***

In Andalusia, most of the teachers have a B2 level of English (41%), some of them a C1 level (36%) and the rest have a B1 (23%) level of English. In contrast, in the CAM, a clear majority of the teachers evince a better level of English: most of them have a C1 level (84%), while just few of them possess a B2 (8%) and a B1 (8%) level, respectively (cf. Graph 3).



Graph 3. English level of teachers in both communities

The subjects that are taught in English are the same in both communities: Natural Science, Social Science, Physical Education and Artistic Education. Thus, the following important difference that deserves to be highlighted is the percentage of the subjects taught in English. In Andalusia, 27% of the teachers use more English than Spanish (70% of English), 59% uses both English and Spanish at the same level (50%), and 14% of them barely use English (30%) during their lessons. On the other hand, in the CAM, all the bilingual subjects are completely taught in English (cf. Graph 4).

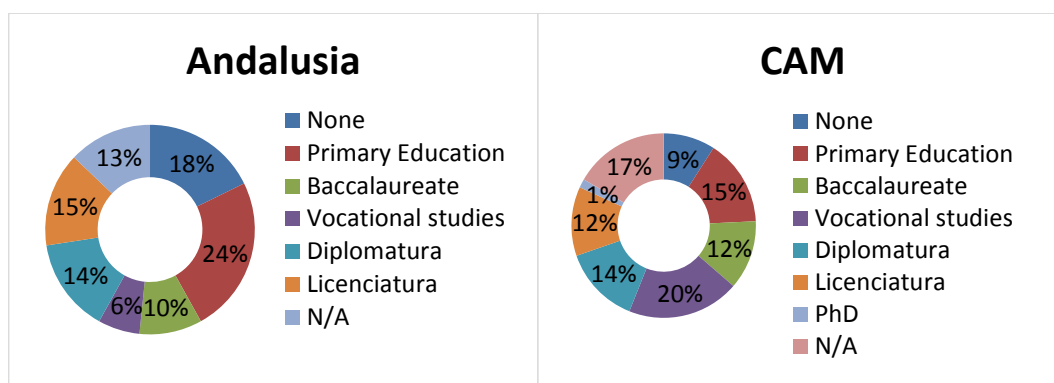


Graph 4. Percentage of English exposure in bilingual subjects

### 3.4.3. Parents

The most significant data gleaned from the questionnaire in relation to parents is their level of studies. In Andalusia, there is a high percentage of parents who have not reached Secondary Education: 24% of them have studied Primary Education and 18% have not even finished Primary Education. 10% have the Baccalaureate Certificate. Only 6% of the sample

have a Certificate of Vocational Studies. 14% to 15% of them have a University Degree (*Diplomatura* and *Licenciatura*, respectively), and 13% of the parents polled preferred to reserve their answer. In the CAM, just 9% of the sample represents parents who do not have any studies. 15% have the Primary Education Certificate, and 12% the Baccalaureate Certificate. The majority of them (20%) have a Certificate of Vocational Studies. 14% and 12% of those polled have a University Degree (*Diplomatura* and *Licenciatura*, respectively), and only 1% of them have a PhD. The rest (17%) represent the percentage of parents who have decided not to answer to this question (cf. Graph 5).



Graph 5. Parents' level of studies

### 3.5. Variables

This study works with certain *identification variables*, which have been modified adapted to the specific requirements of the three different groups of participants that have collaborated. These variables will bias the stakeholders' answers regarding the inquiries contemplated in the questionnaires, being directly related to sub-objective *d*).

The variables for each cohort are listed below:

- **Students:**
  - Age
  - Gender
  - Years studied in a bilingual programme
  - Subjects studied in English
  - Exposure to English within school
- **Teachers:**
  - Age

- Gender
  - Nationality
  - Type of teacher (FL, NLA, TA)
  - Administrative situation (civil servant with a permanent post, civil servant with a temporary post, supply teacher)
  - English level
  - Subjects taught in English
  - Percentage of subject taught in English
  - Level taught (Secondary-Baccalaureate)
  - Bilingual coordinator
  - Overall teaching experience
  - Bilingual teaching experience
- **Parents:**
    - Age
    - Gender
    - Nationality
    - Level of studies

### **3.6. Instruments**

The following sections are going to be dedicated to the questionnaire design carried out by Pérez-Cañado (2016d). Moreover, the modifications applied to the questionnaires for this specific study are going to be detailed. Finally, their administration to the sample will be described.

#### ***3.6.1. Questionnaire design***

Three different questionnaires have been used in this study, which according to Brown (2001), are subsumed within *survey tools*. These questionnaires have been used to gather the different opinions stakeholders have about CLIL in two monolingual contexts. They comprise, following Patton (1987 as cited in Pérez-Cañado, 2016d), *demographic or background questions* to obtain biographical information from the participants, and *opinion or value questions* to bring to light stakeholders' perceptions about CLIL. In line with Brown's

typology (2001), *fill-in* and *short-answer* are the type of questions used in the first part of the questionnaires, and *alternative answer* and *Likert-scale* (participants had to choose on a scale from 1 to 4) in the second part. The information provided in the three following questionnaires is practically the same, notwithstanding a minor difference: “most of the items have been matched to allow for a comprehensive comparison of the cohorts” (Pérez-Cañado 2016d: 83).

In this study, the three sets of parallel questionnaires have been administered to three different cohorts: students, teachers and parents. The questionnaires have been designed and validated by Pérez-Cañado (2016d) and have been modified specifically for this research to clarify some wording, due to the type of subjects participating in the study: 10 and 11-year-old children.

As for questionnaire contents, they are contingent on the guidelines of some plurilingualism plans, especially of those of monolingual contexts like Andalusia and the CAM. Thus, seven different blocks have been defined: a) *students’ use, competence and development of English in class* (12 items for students and teachers, 10 for the parents’ questionnaire); b) *methodology* (5 items for students and teachers, 3 for the parents’ questionnaire); c) *materials and resources* (11 items for students, 12 for teachers, 8 for the parents’ questionnaire); d) *evaluation* (4 items for students and teachers, 5 for the parents’ questionnaire); e) *teacher training and information* (8 items for students, 13 for teachers, 5 for the parents’ questionnaire); f) *mobility* (3 items for students and parents, 4 items for the teachers’ questionnaire); and finally g) *improvement and motivation towards English learning (parents and students) /coordination and organization (teachers)* (4 items for students, 5 items for teachers, 6 items for the parents’ questionnaire) (cf. Appendix I for the full version of the surveys).

The editing and validation of the questionnaires were developed in two phases: a) nine external experts “provided their opinions on the survey tool designed” agreeing “about the clarity of the instructions and the actual length of the survey” (Pérez-Cañado, 2016d: 86); and b) a pilot phase, in which a representative number of respondents allowed them “to continue refining the questionnaires in terms of ambiguities, confusion, or redundancies and enabled the calculation of Cronbach alpha for each of the surveys in order to guarantee their *reliability* or internal consistency”, revealing extremely high coefficients for the three questionnaires:

“0.940 for the student one, 0.931 for the teacher equivalent, and 0.895 for the parent survey” (Pérez-Cañado, 2016d: 87).

### 3.6.2. *Modifications to the questionnaires*

This section outlines all the modifications made in the three questionnaires designed by Pérez-Cañado (2016d) to adapt them to the specific needs of this study, particularly due to the low age of the students participating in it.

First of all, the format of the three questionnaires has been changed in order to simplify the number of pages used. In addition, the numbering of the items within the seven blocks has been modified to facilitate the data collection: each block has been alphabetically listed, and items within the blocks have been numbered including in the numbering the letter of block (e.g., first block would be *A*, and items within it would be *A1*, *A2*, *A3*... and so on). Also, all the *open-response* questions have been eliminated in all blocks.

- *Student Questionnaire:*
  - Elimination of an identification variable: *nacionalidad*.
  - Introduction of an identification variable: *localidad*.
  - Modification of certain vocabulary items (e.g. *maestros* instead of *profesores*).
  - Elimination of items in some blocks (block 1: items 1, 7, 14; and block 5: item 43).
  - Modification of certain grammatical structures to help students understand the information more easily in all the blocks.
  - Modification of items 12 and 13 in the first block to become four different items related to the four skills: listening, speaking, reading and writing.
  
- *Teacher Questionnaire:*
  - Introduction of an identification variable: *localidad*.
  - Modification of certain vocabulary items (e.g. *maestros* instead of *profesores*).
  - Elimination of items in some blocks (block 1: items 1, 7, 14; block 2: items 18, 19; block 5: items 44, 45, 48).

- Introduction of a new item in block 5: *E.13. He realizado cursos de actualización lingüística en otros centros.*
  - Modification of certain grammatical structures to make them more similar to the student questionnaire.
- *Parents' Questionnaire:*
    - Introduction of an identification variable: *localidad*.
    - Modification of the grade ranges to adapt them to Primary Education.
    - Modification of certain vocabulary items (e.g. *maestros* instead of *profesores*).
    - Elimination of items in some blocks (block 1: items 5, 9; block 5: item 28).
    - Modification of items 7 and 8 in the first block to become four different items related to the four skills: listening, speaking, reading and writing.
    - Modification of certain grammatical structures to make them more similar to the student questionnaire.

### **3.6.3. Questionnaire administration**

Questionnaire administration has been carried out in four different public Primary schools. Two of these schools are in Andalusia: C.E.P. Virgen de la Villa in Martos (in the province of Jaén), and C.E.I.P. Europa in the capital of Almería. The other two are in the community of Madrid: C.E.I.P. Celso Emilio Ferreiro in Parque Coimbra (Móstoles), and C.E.I.P. Clara Campoamor in Fuenlabrada.

In Andalusia, the permissions needed to carry out the investigation were given by the Head Teachers in both schools. In contrast, in the CAM these permissions to administer the questionnaires among students had to be approved firstly by the Head Teacher, and then by the students' parents.

After obtaining all the permissions, questionnaires were delivered personally to one teacher in each school, who oversaw their administration. The first cohort to whom the surveys were administered was that of the teachers participating in the bilingual programme. Afterwards, it was the students' turn: in each of the schools, the teacher in charge administered the questionnaires during a lesson period, explaining the possible doubts or questions the students had while answering the different items included in the questionnaire. Finally, the parents'

questionnaires were handed out to students for parents to do them at home, and then return them back to school.

A time period of approximately three months has been necessary to personally collect all the surveys delivered at the schools. The long distances among schools have been the main reason why it has taken such long time.

#### **3.6.4. Conclusion**

To conclude this section, it can be said that the questionnaires has been a main tool to gather all the information needed for this study in a trustworthy way, obtaining a great variety of results from all the different cohorts involved.

This qualitative study accomplishes a primary feature highlighted by Denzin and Lincoln (2000: 4-5) when stating that “qualitative researchers study things in their natural settings, attempting to make sense or to interpret phenomena in terms of the meanings people bring to them”. Furthermore, the three circumstances pertinent to the practice of qualitative research (Denzin, 1994 as cited in Brown, 2001) have been conformed to, assuring *credibility*, *transferability* and *confirmability* throughout the development of the research.

#### **3.7. Data analysis: Statistical methodology**

A statistical analysis of the data has been performed with the aid of the SPSS programme in its 21.0 version. The specific operations carried out regarding the meta-concerns of the study are the following:

- Meta-concern 1 has been fulfilled by using several graphs and percentages. The descriptive statistics used in the analysis include:
  - Central tendency measures:
    - Mean
    - Median
    - Mode
  - Dispersion measures:
    - Standard deviation
    - Range

- Low-High

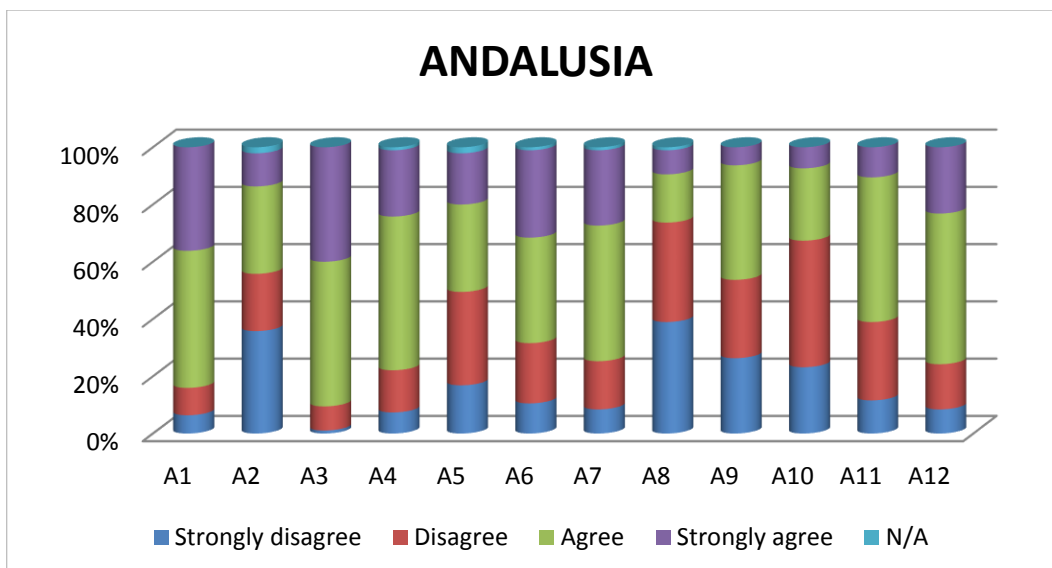
- Meta-concern 2: For the purpose of detecting the existence of statistically significant differences between the two communities, the ANOVA and the T-test have been used.

### **3.8. Results and discussion**

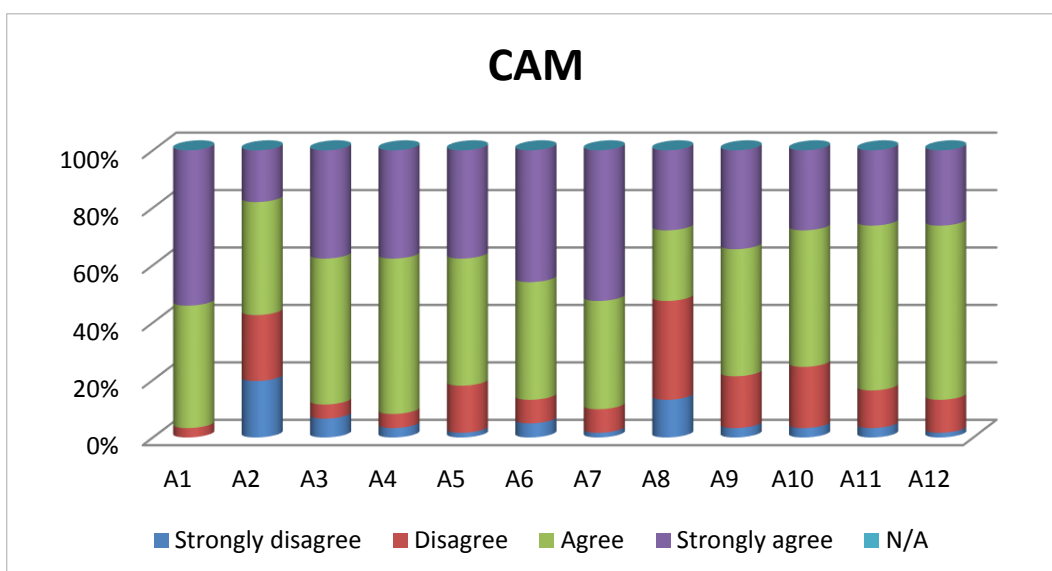
In this section, the results collected will be presented and discussed alluding to the previously mentioned analysis and to the specialized literature review presented in section 2. Results will be relayed in four different sections: the first three sections will be directly related to the three cohorts surveyed (students, teachers and parents), and the last section will identify statistically significant differences between the two autonomous communities of Andalusia and Madrid.

#### ***3.8.1. Student perspectives***

For the purpose of understanding the global outcomes obtained in the students' cohort, they will be scrutinized according to the seven different blocks of the questionnaires. Thus, beginning with block *A. Students' use, competence and development of English in class*, it can be seen that most of the students in both communities believe that their English level has improved thanks to the bilingual programmes (item A1), being students in the CAM more convinced than the Andalusians. They also agree similarly on not having improved their Spanish level as much as their English (item A2). In relation to their knowledge of bilingual subjects, results show that there has been an increase in it, along with their understanding of how languages work and are interconnected (items A4 and A5). Although Andalusian students believe they have improved their English, they would not like to have an increase in the amount of English used in class (item A8); students from the CAM show more interest in this aspect, although, in general they do not completely agree on it. Moreover, students from the CAM believe that they understand and express themselves much more correctly in English than the Andalusian students (items A9, A10, A11, and A12) (cf. Graphs 6 and 7).

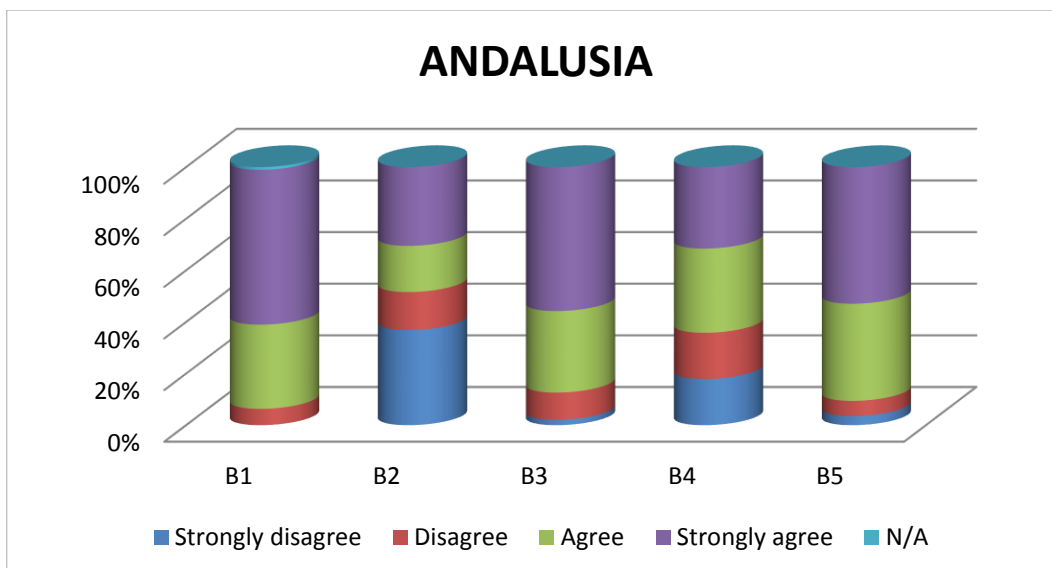


Graph 6. Students' use, competence and development of English in class (A - students)

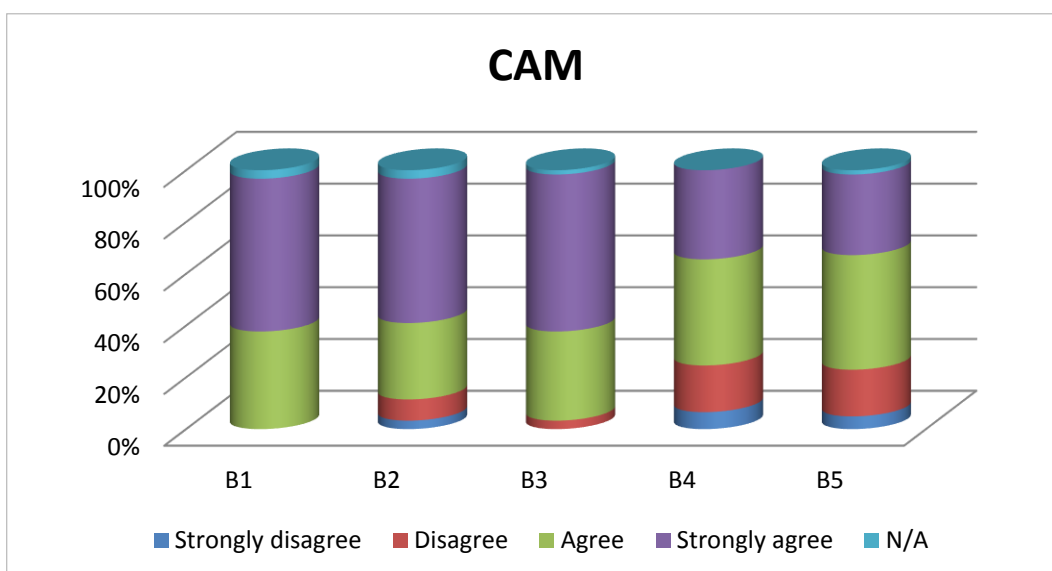


Graph 7. Students' use, competence and development of English in class (CAM - students)

As for the block *B. Methodology*, in the CAM, students seem to be getting used to the use of CLIL methodology, showing a positive attitude towards this aspect. They show less agreement on individual/group-work learning (items B4 and B5). In contrast, in Andalusia, students show more reticence towards CLIL methodology, expressing a high level of disagreement on the use of work based on projects (item B2) (cf. Graphs 8 and 9).



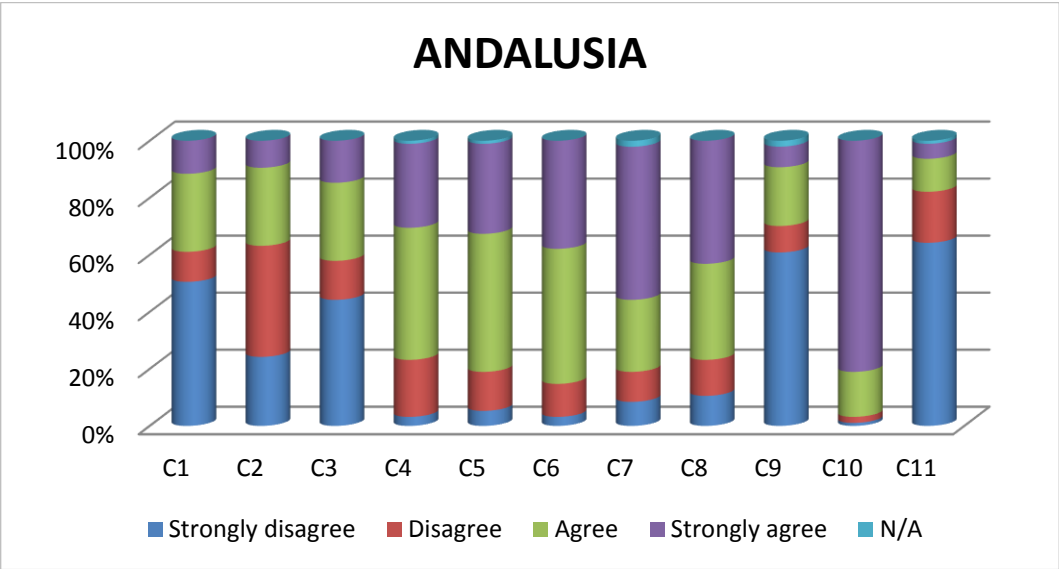
Graph 8. Methodology (A - students)



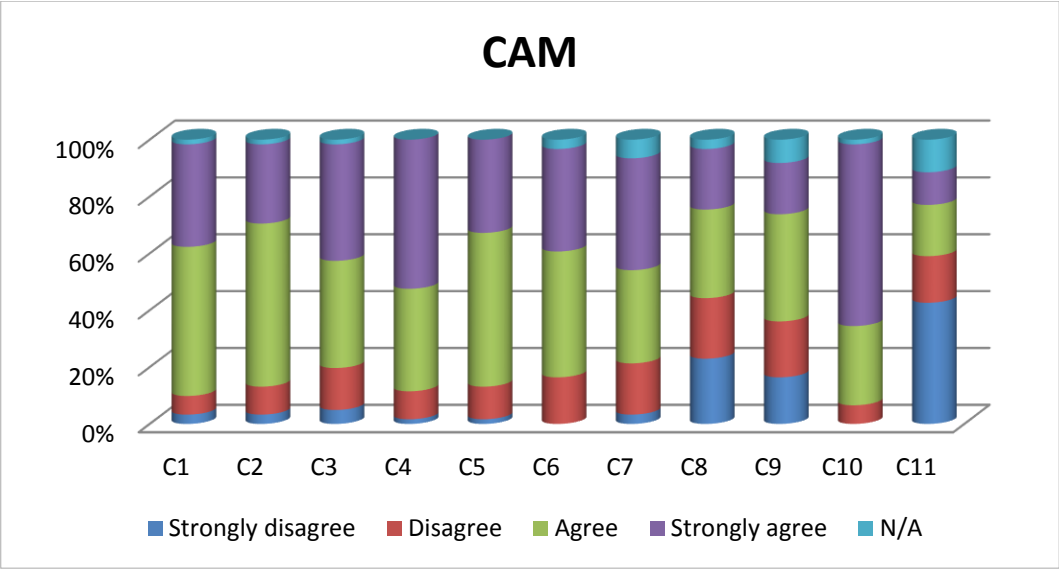
Graph 9. Methodology (CAM - students)

Results obtained on block *C. Materials and resources* reveal that the majority of the students from the CAM agree on the use of authentic materials in their bilingual lessons, which are also being adapted for this specific teaching, making them interesting and innovative (items C1, C2, and C3). In contrast, Andalusian students show less positive attitudes towards these items, as they strongly disagree on the use of these types of materials in their bilingual classes. Moreover, outcomes seem to be less optimistic when dealing with ICTs: although they all agree on the use of some software and smartboards in class, Andalusian students do not seem to use blogs, wikis, or computer-mediated communication in class. In the CAM,

students seem to work slightly more with ICTs, although they also do not seem to use computer-mediated communication much (items C7, C8, C9, C10 and C11). These findings are exactly in line with those obtained by Lancaster (2016) and thus point to the need to continue capitalising on the full potential of ICTs within the CLIL classroom (cf. Graphs 10 and 11).



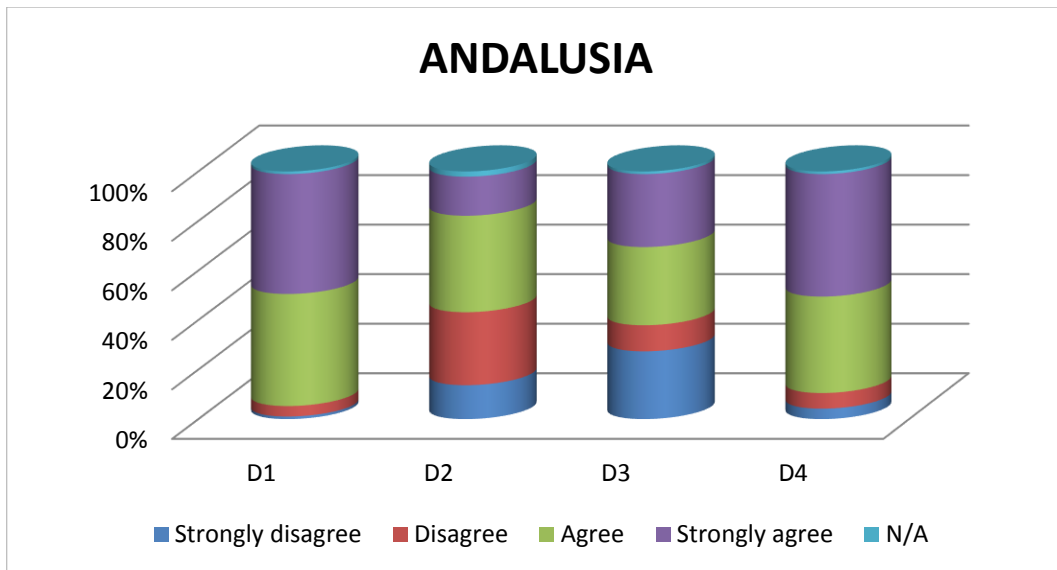
Graph 10. Materials and resources (A - students)



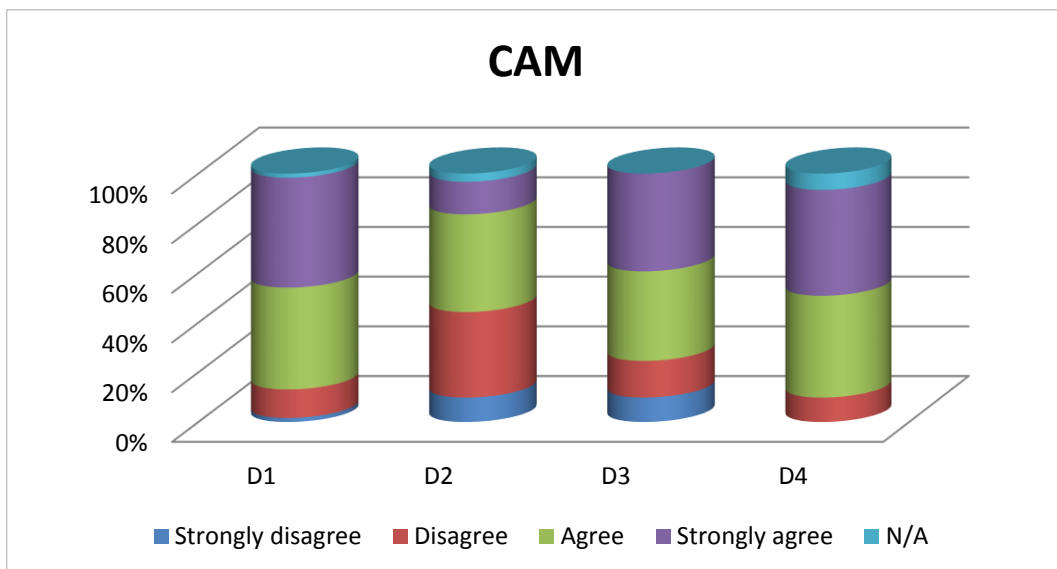
Graph 11. Materials and resources (CAM - students)

As for the results obtained in the block entitled *D. Evaluation*, they seem to be quite similar in both communities, being mainly perceived as positive. All contents learned within the bilingual programmes are evaluated both in a written and oral way, using summative and

formative evaluation methods. However, in Andalusia oral evaluation does not seem to be used as much (item D3). Furthermore, both communities feel that priority is not completely given to content (item D2) (cf. Graphs 12 and 13).



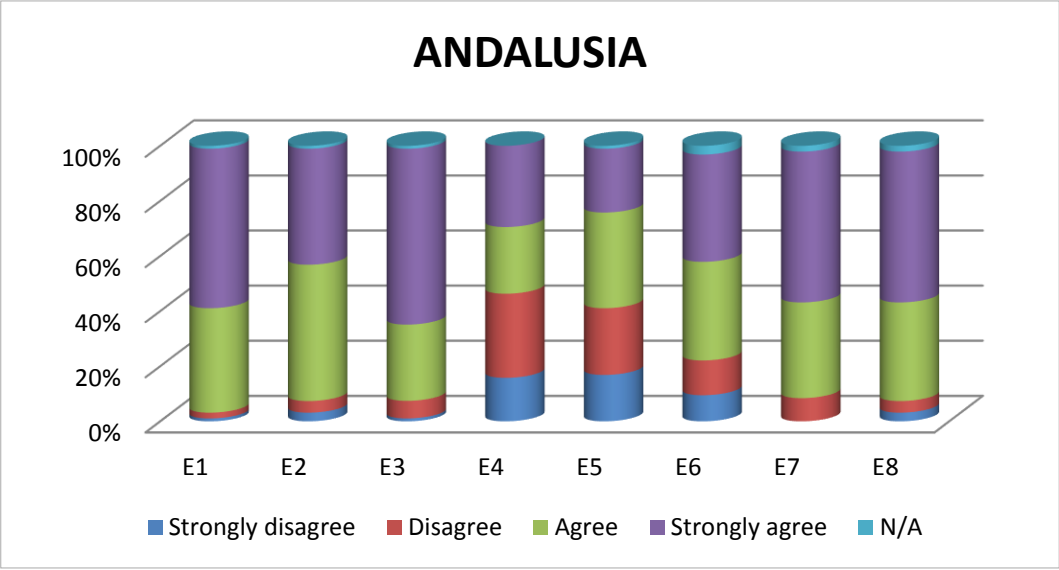
Graph 12. Evaluation (A - students)



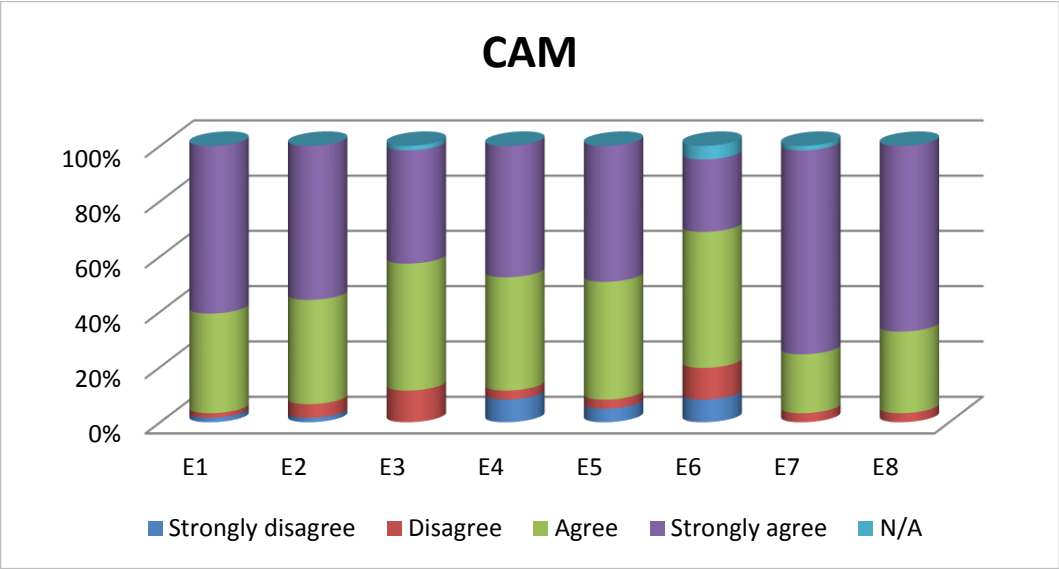
Graph 13. Evaluation (CAM - students)

Once more, results obtained from the block *E. Teachers' use, competence and development of English in class* are essentially positive. Both in Andalusia and in the CAM outcomes show that all the teachers involved in the bilingual programmes implement their lessons successfully (items E1, E2 and E3). However, in Andalusia, students feel less optimism about being motivated towards the bilingual learning by their teachers (items E4 and E5). Regarding

their teachers' level of English, they all believe that they have an adequate knowledge of the foreign language (items (E6, E7 and E8) (cf. Graphs 14 and 15).

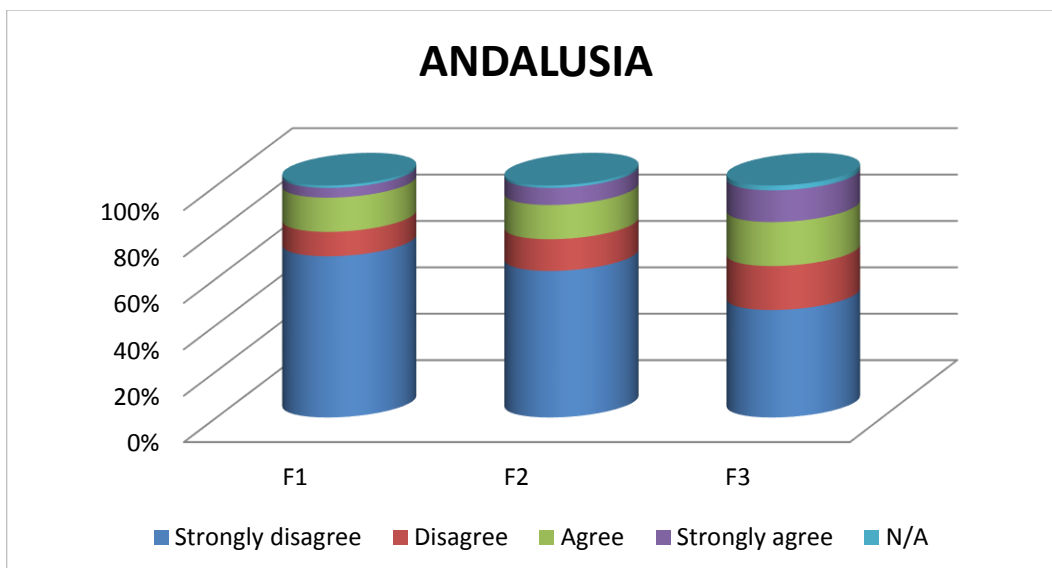


Graph 14. Teachers' use, competence and development of English in class (A - students)

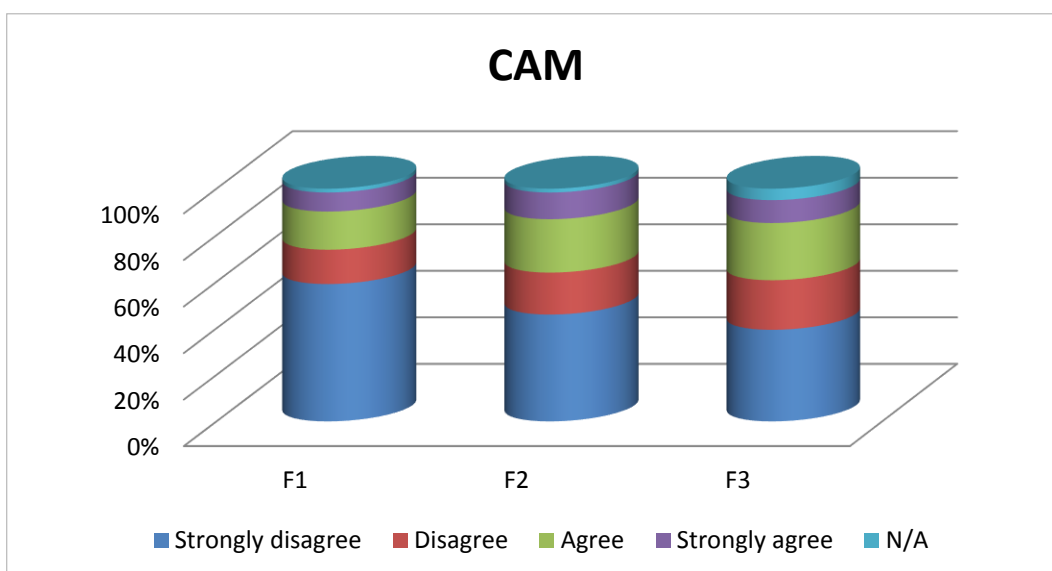


Graph 15. Teachers' use, competence and development of English in class (CAM - students)

In the block entitled *F. Mobility*, results show that basically most of the students in both communities have never taken part in an exchange programme (item F1). Furthermore, in Andalusia students do not feel much encouragement to participate in these programmes from their teachers and parents (items F2 and F3). In the CAM, this encouragement seems to be slightly more positive from teachers, and even more from parents (cf. Graphs 16 and 17).

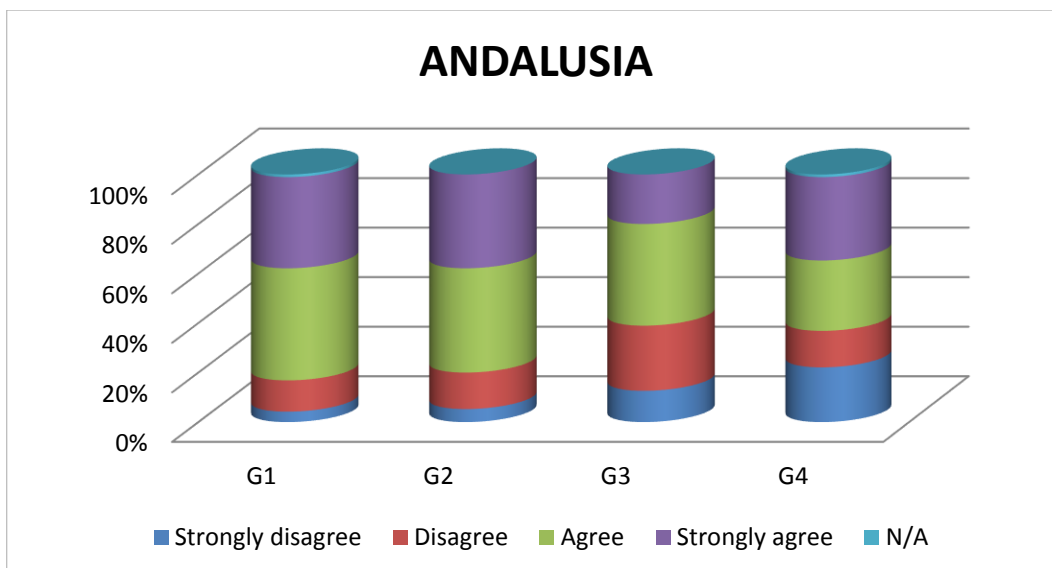


Graph 16. Mobility (A - students)

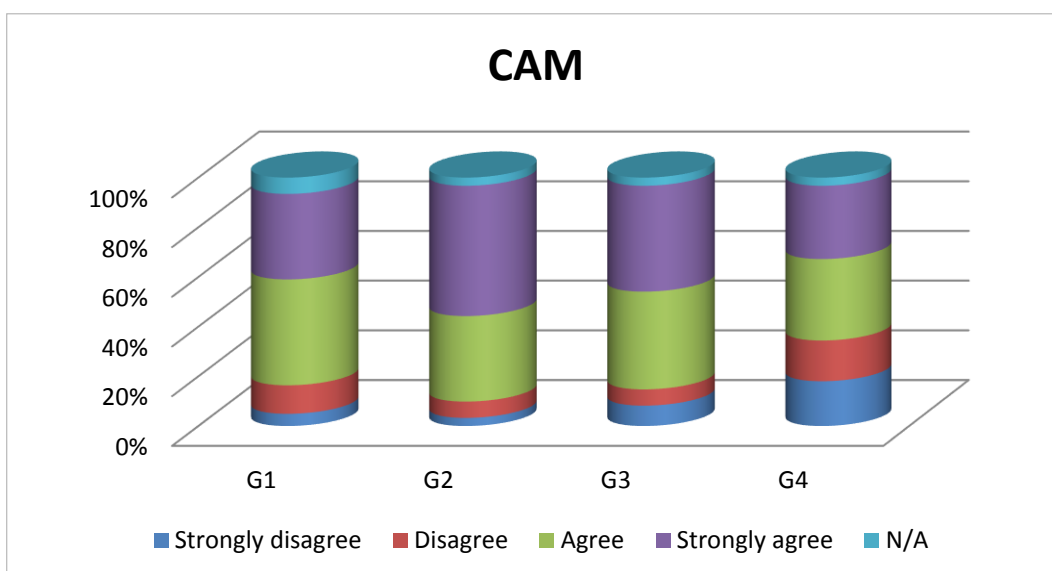


Graph 17. Mobility (CAM - students)

Finally, the block on *G. Improvement and motivations towards English learning* reveals encouraging results. In both communities, there is a feeling that it is worth it to belong to a bilingual section, despite the increase in work it implies, because in general they have all improved their level of English due to these types of programmes (items G1 and G2). Andalusian students feel slightly less positive about their motivation towards learning English (item G3). Outside school, the majority of the students in both communities have an adequate access to English materials (item G4) (cf. Graphs 18 and 19).



Graph 18. Improvement and motivations towards English learning (A - students)

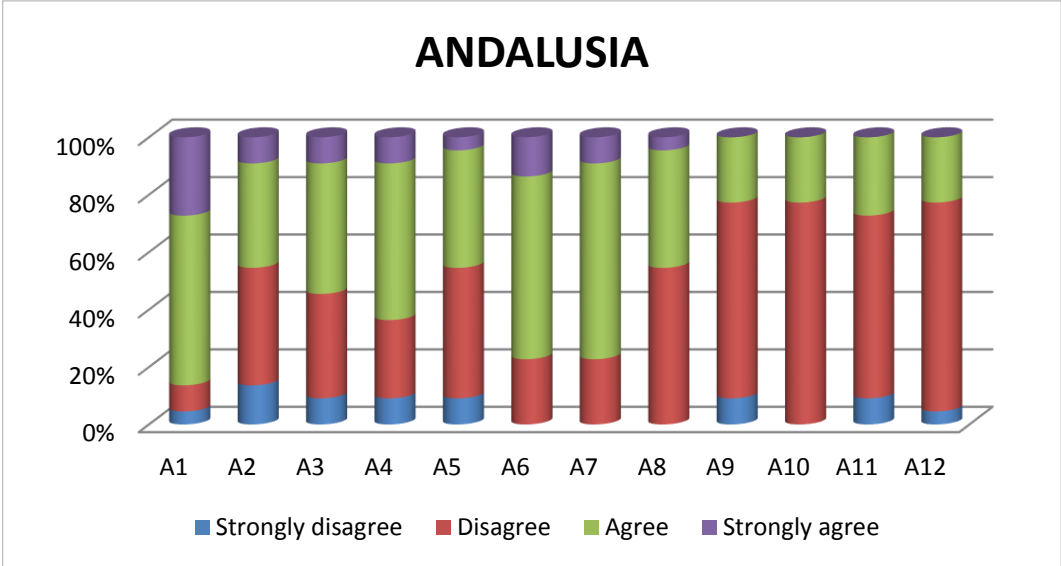


Graph 19. Improvement and motivations towards English learning (CAM - students)

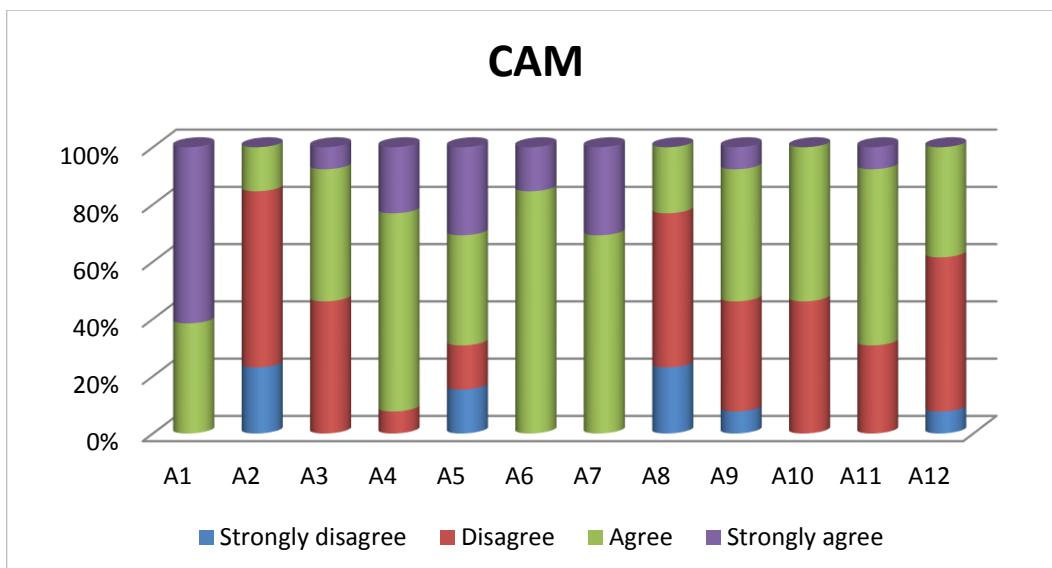
### 3.8.2. *Teacher perspectives*

After having described the results obtained in the students' cohort, let us now turn to the analysis of the teacher cohort. This sample is much more reduced than the other two cohorts; however, some valuable conclusions can still be gleaned from it. Concomitantly to the previous cohort, the first block to be described is *A. Students' use, competence and development of English in class*. At first sight, teachers in both communities seem to be less positive in these aspects than their students. In general, they also believe that their students have improved their English due to bilingual programmes, although they have not affected

their Spanish that much, as it happened within the student cohort (items A1 and A2). Students’ knowledge about contents and how languages work are quite well valued by teacher, being more specifically valued in the CAM (items A3 and A4). In Andalusia, most of the teachers do not believe that their students are gaining confidence in the bilingual lessons; in contrast, in the CAM, a great majority believe the opposite (item A5). In both communities, teachers feel satisfied with their students’ participation and interest towards the bilingual lessons (items A6 and A7), although their students do not desire more use of the foreign language within the lessons (item 8). In relation to students’ written and oral communication, in Andalusia, most of the teachers believe that their students are not able to understand and express written or oral messages/contents correctly. Conversely, in the CAM more than half of the teachers believe the contrary (items A9, A10, A11 and A12) (cf. Graphs 20 and 21).

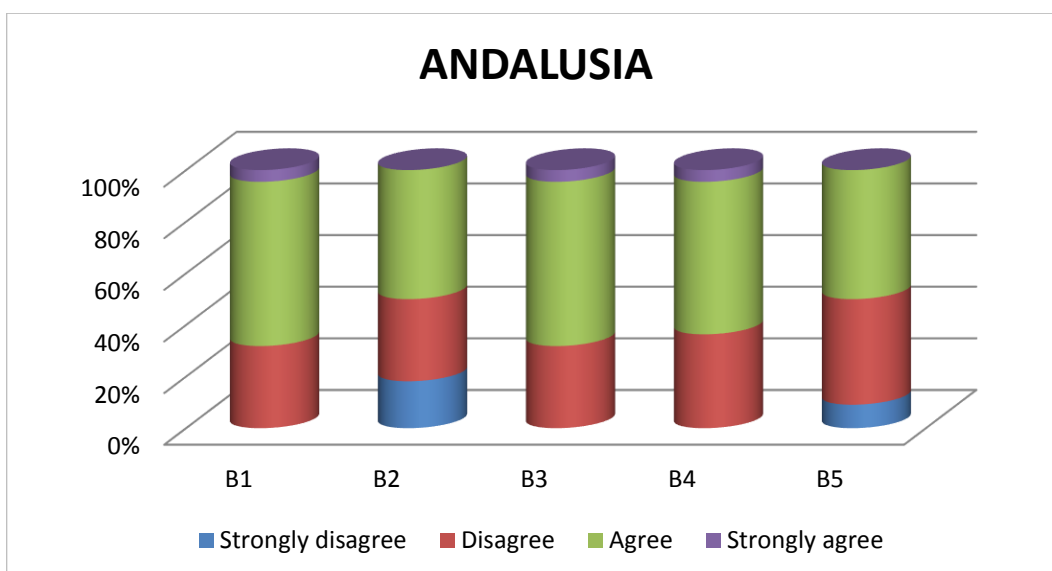


Graph 20. Students' use, competence and development of English in class (A - teachers)

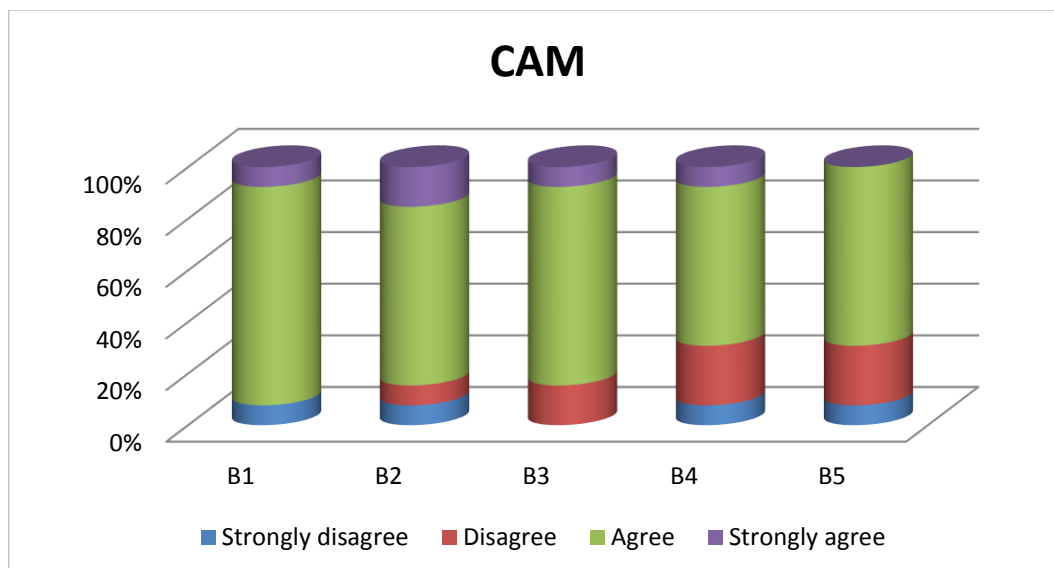


Graph 21. Students' use, competence and development of English in class (CAM - teachers)

Results obtained from the block on *B. Methodology* seem to be extremely positive, more particularly in the CAM. It is worth mentioning that almost half of the Andalusian teachers do not seem to use project-based work, nor do they follow the recommendations of the *European Language Portfolio* (henceforth ELP) something again supported by Lancaster's (2016) findings (items B2 and B5) (cf. Graphs 22 and 23).

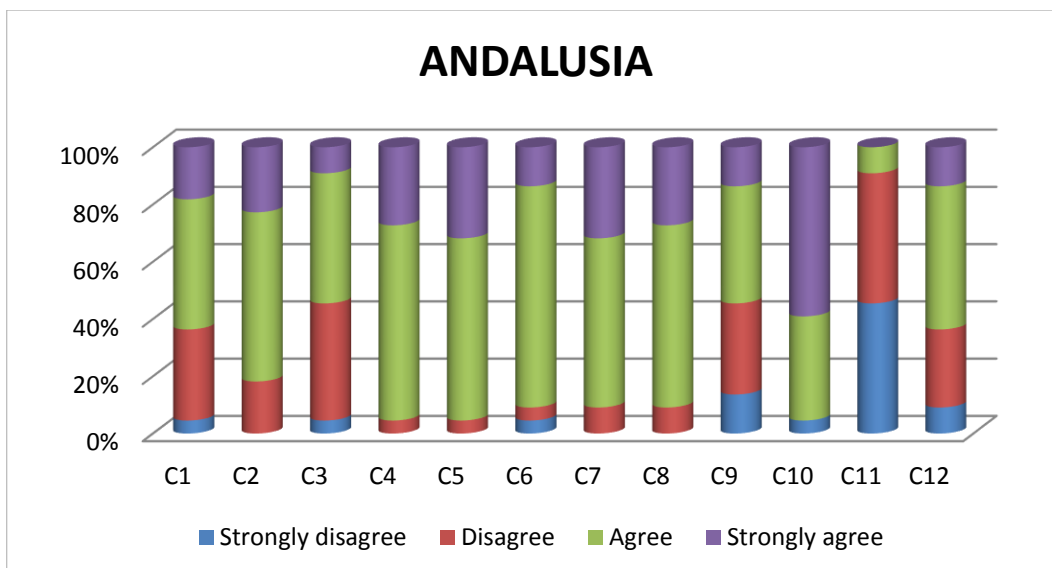


Graph 22. Methodology (A - teachers)

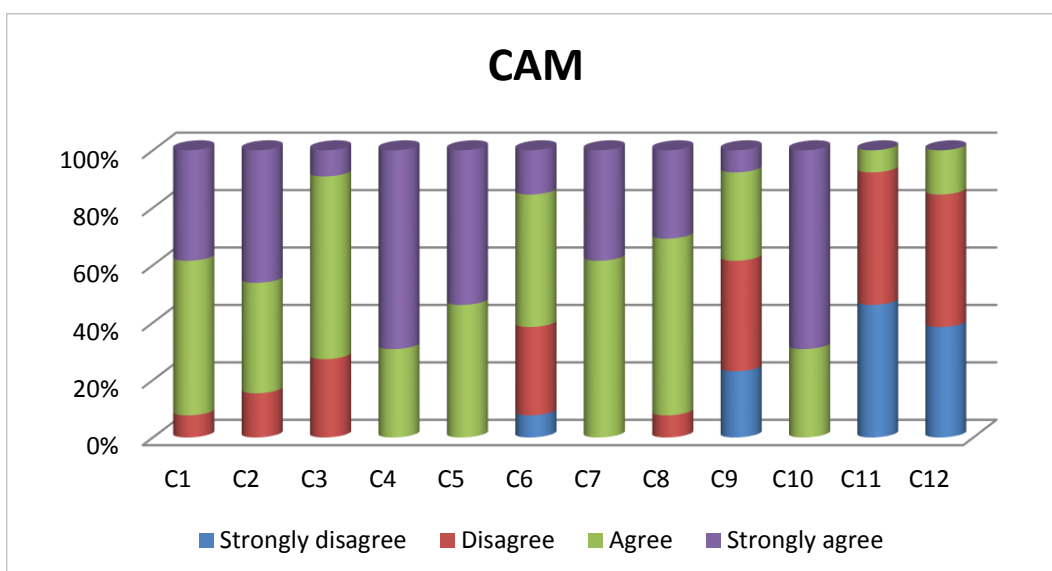


Graph 23. Methodology (CAM - teachers)

In general, outcomes gathered from block *C. Materials and resources* are essentially positive, being heightened in the CAM. More than half of the teachers in Andalusia use authentic materials and also adapt them for the bilingual lessons, resulting in interesting and innovative resources. Teachers in the CAM seem to agree more on these aspects (items C1, C2, and C3). In both communities, there is an extremely high percentage of agreement on the fact that teachers prepare materials for their lessons following communicative underpinnings (items C4 and C5). Regarding ICTs, both communities show high levels of agreement on the use of some kind of software and online reference, due to the use of smartboards in class (items C7, C8 and C10). In Andalusia, more than half of the teachers use blogs and wikis, whereas in the CAM more than half of them do not use these resources (item C9). Computer-mediated communication is basically not used in both communities (item C11). And finally, in Andalusia, most of the teachers seem to hand out some type of guidelines in Spanish for parents to help their children at home; in the CAM, a great majority of the teachers do not use this type of material (item C12) (cf. Graphs 24 and 25).

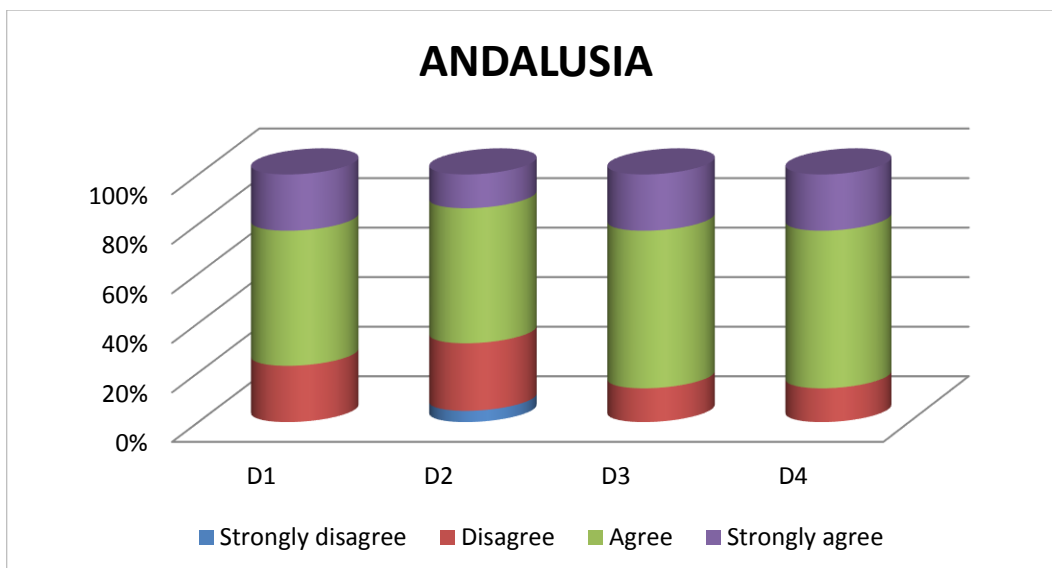


Graph 24. Materials and resources (A - teachers)

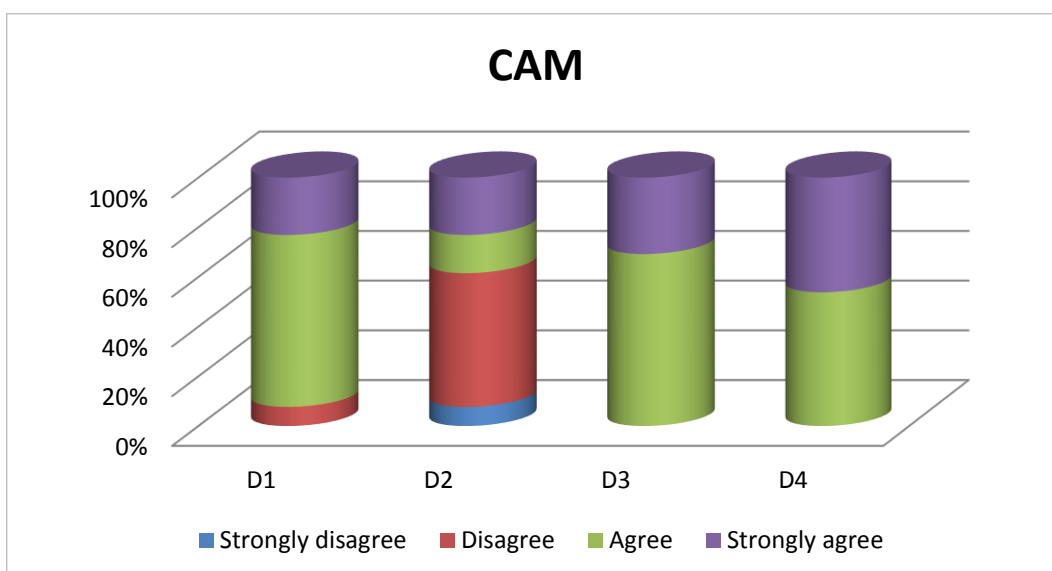


Graph 25. Materials and resources (CAM - teachers)

Once again, results obtained from block *D. Evaluation* are extremely positive. In both communities, teachers evaluate in a written and oral manner the content taught in a summative and formative way (items D1, D3 and D4). Moreover, in Andalusia a high percentage of teachers award primacy to contents over linguistic expression; by contrast, in the CAM, linguistic expression is taken in quite a high level of consideration (item D2) (cf. Graphs 26 and 27).



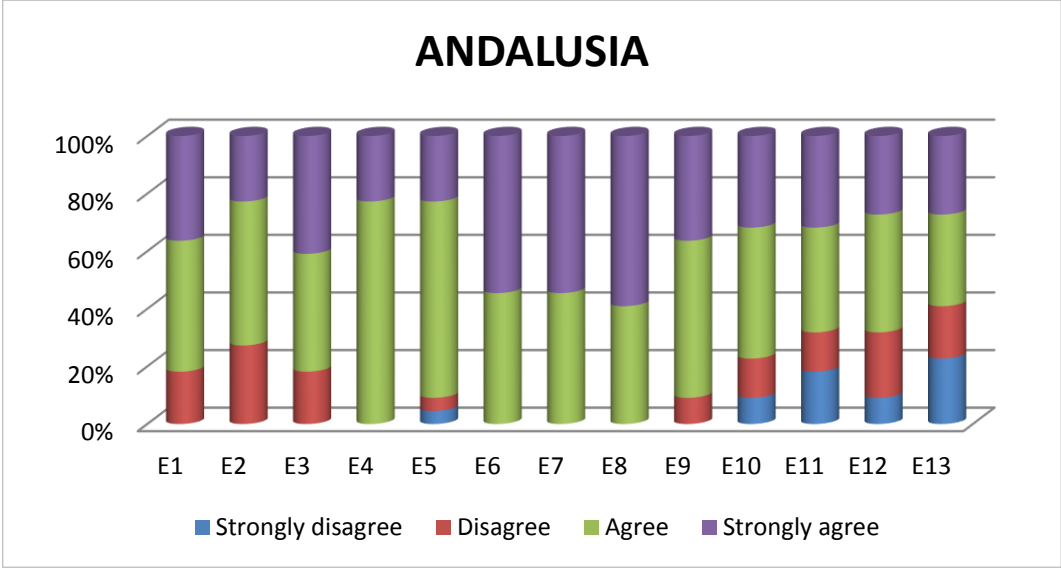
Graph 26. Evaluation (A - teachers)



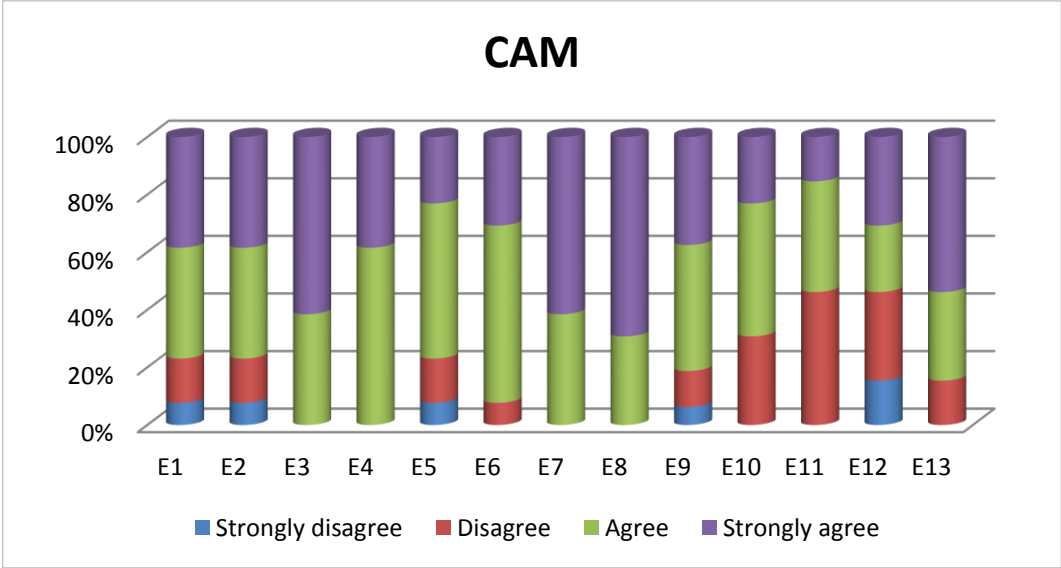
Graph 27. Evaluation (CAM - teachers)

Block on *E. Teacher training* reveals heightened levels of agreement in the results anew. In general, in both communities, teachers believe that all the personnel involved in bilingual teaching need more training about CLIL methods (E1, E2, and E3); more concretely in the CAM, teachers strongly believe that language assistants should receive specific training (item E3). Regarding teachers motivating their students towards learning English, they all believe that they actually foster this motivation (items E4, E5 and E6). In relation to teachers' self-appreciation of their English level, they all show high agreement on having an adequate level of understanding and expressing themselves correctly in the foreign language (items E7 and

E8), something which diverges from Rubio-Mostacero’s study (2009) but accords with that by Cabezuelo-Gutiérrez and Fernández-Fernández (2014), thereby evincing that considerable headway has been made on the language front in the past decade of CLIL implementation. In Andalusia, most of the teachers have participated in CLIL training courses, whereas in the CAM half of them have not (item E11). Language updating among Andalusian teachers is carried out by both *Official Schools of Languages* and other private centres; by contrast, in the CAM, a higher percentage of the teachers upgrade their level in private centres (items E12 and E13) (cf. Graphs 28 and 29).

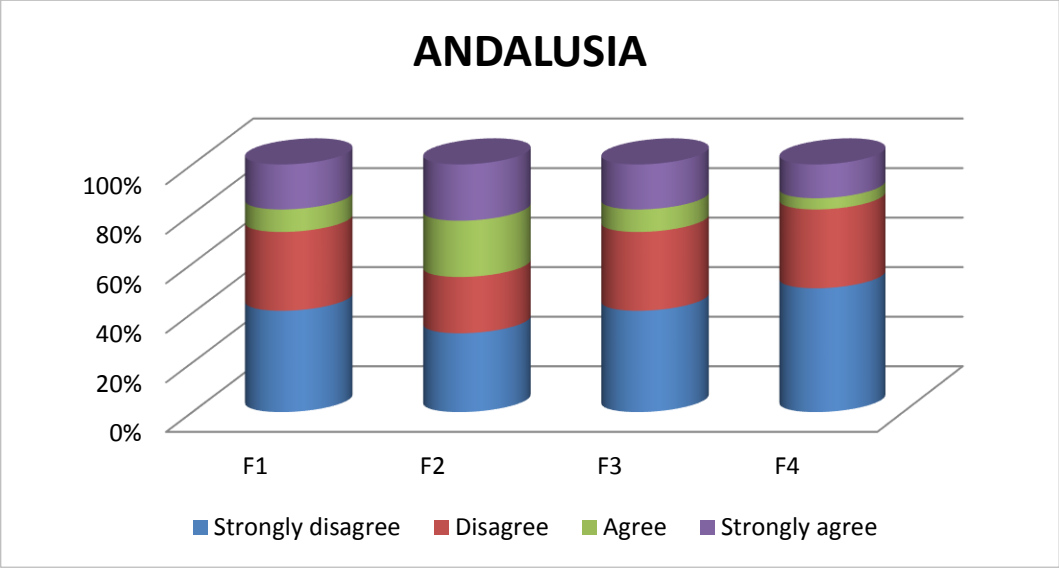


Graph 28. Teacher training (A - teachers)

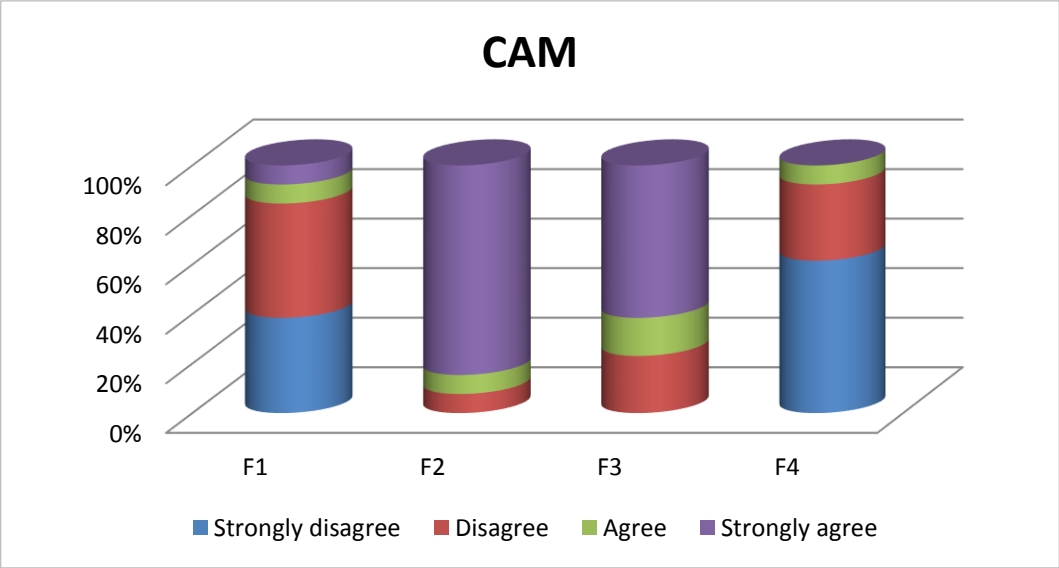


Graph 29. Teacher training (CAM - teachers)

As for block *F. Mobility*, some differences between the two communities can be drawn from the results obtained. In Andalusia, a vast majority of the teachers have not been immersed in any kind of exchange programme, have not participated in any linguistic or methodology courses abroad, and have not investigated any topic related to CLIL (items F1, F2, F3 and F4). By contrast, in the CAM, although most of the teachers have also not participated in an exchange programme or have not done any investigation (items F1 and F4), the great majority of them strongly agree on having participated in linguistic and methodology courses abroad (items F2 and F3) (cf. Graphs 30 and 31).

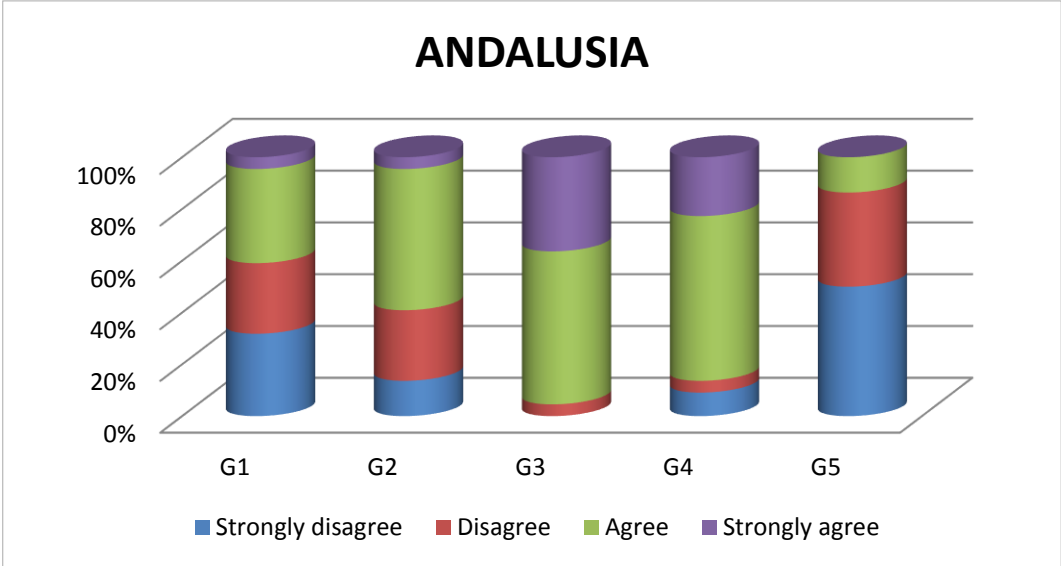


Graph 30. Mobility (A - teachers)

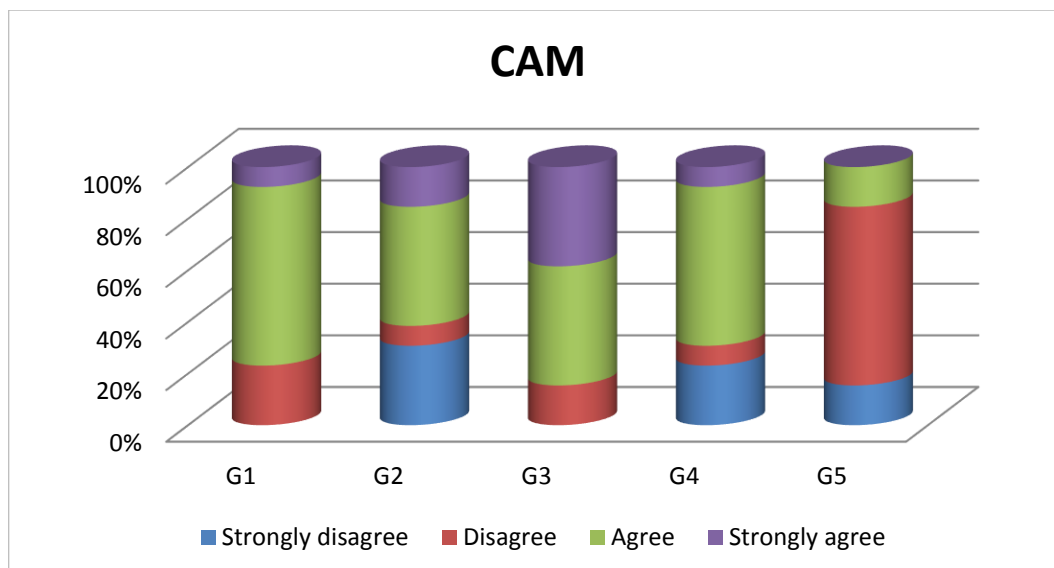


Graph 31. Mobility (CAM - teachers)

In relation to the block entitled *G. Coordination and organization*, it seems that Andalusian teachers do not feel that the increase in the amount of work that belonging to a bilingual section involves is worth it. On the other hand, most of the teachers in the CAM believe that this work increase completely pays off (item G1). In both communities, teachers dedicate part of their working hours to preparing and adapting the *Integrated Language Curriculum* (henceforth ILC) (item G2). Communication among coordinators and teachers seems to be quite positive in both communities (items G3 and G4), something which departs from Cabezas-Cabello’s findings (2010) and indicates improvement has been made on this front. And finally, also in both communities, there is a feeling of not being supported by the authorities in the development of CLIL programmes, which is fully in line with Lancaster’s (2016) recent results (item G5) (cf. Graphs 32 and 33).



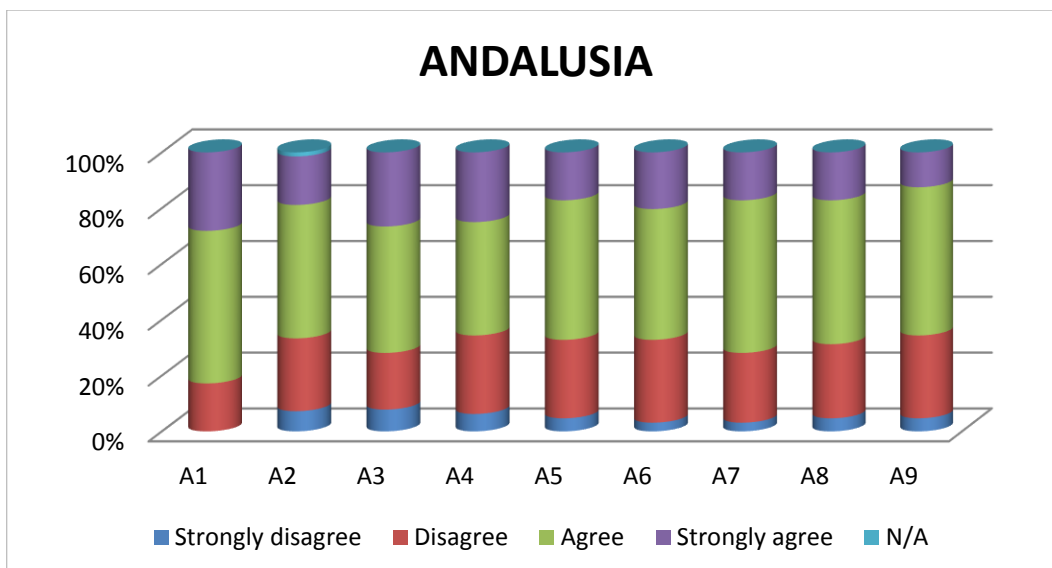
Graph 32. Coordination and organization (A - teachers)



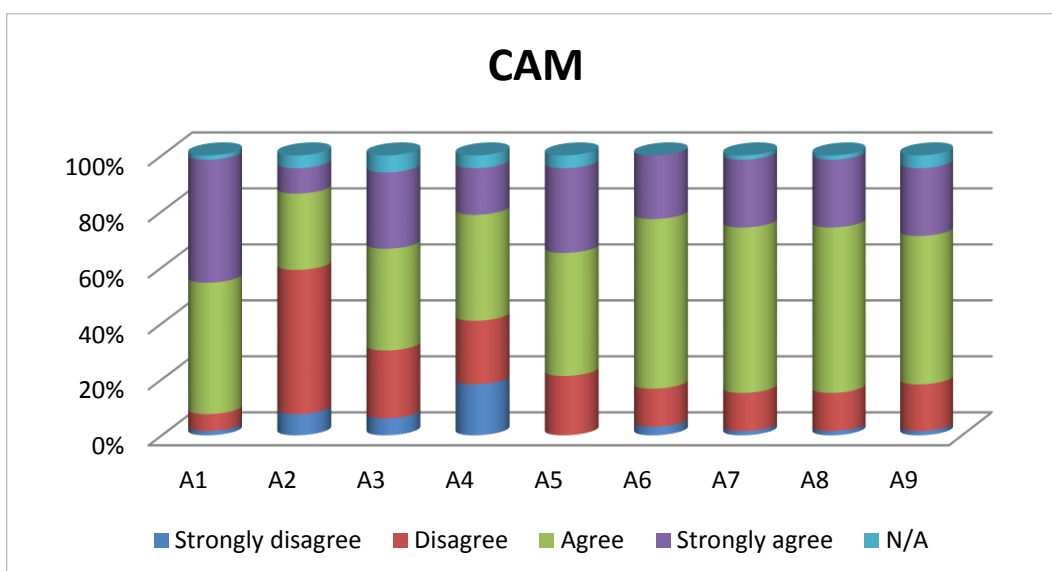
Graph 33. Coordination and organization (CAM - teachers)

### 3.8.3. *Parents' perspective*

Finally, the parent cohort is going to be described according to the outcomes obtained from the questionnaires. As it has been done in the previous sections, the seven blocks will be detailed hereunder. Starting with block *A. Students' use, competence and development of English in class*, outcomes reveal that, in general, parents in both communities are satisfied with their children's English level, believing that CLIL methodologies have helped their children in the improvement of the foreign language. It is mentioning that only parents from the CAM believe that their children's Spanish has not been improved due to the bilingual programme (item A2); and, moreover, some of them do not think that their children are making a greater effort in order to learn bilingual contents (item A4) (cf. Graphs 34 and 35).

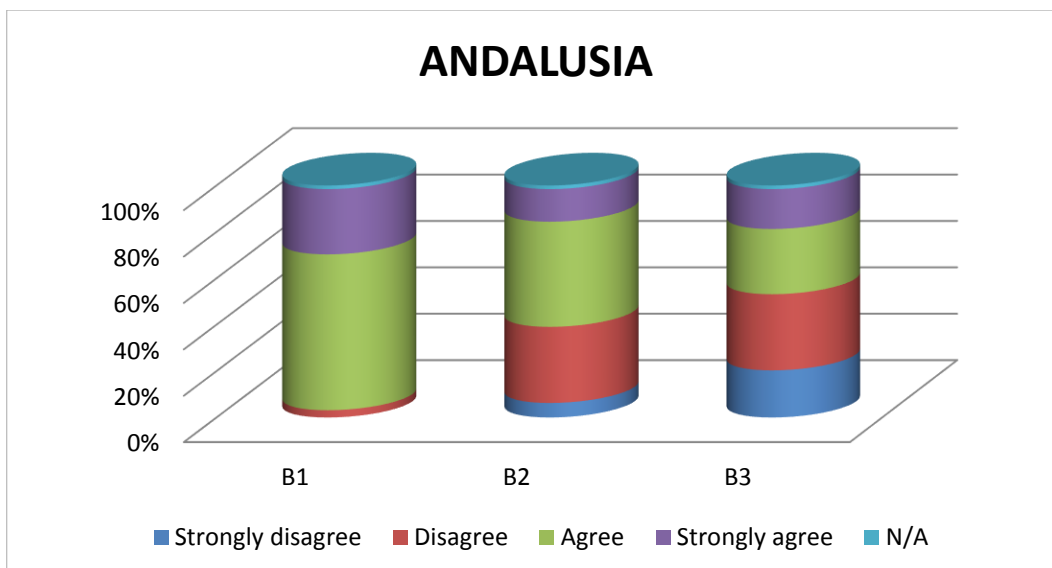


Graph 34. Students' use, competence and development of English in class (A - parents)

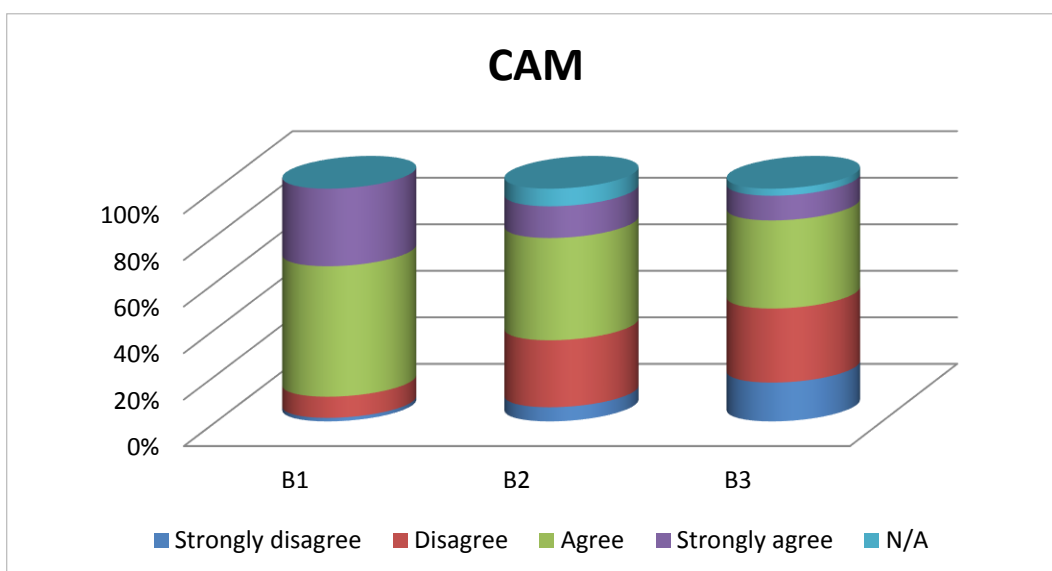


Graph 35. Students' use, competence and development of English in class (CAM - parents)

As for the results gathered from block *B. Methodology*, they seem to be very similar in both communities. The vast majority of the parents believe that their children are learning a great amount of vocabulary due to the bilingual programmes (item B1). More than half of them think that methodologies used in class are innovative and centred on children (item B2). However, basically half of them do not feel capable of helping their children with the bilingual homework (item B3) (cf. Graphs 36 and 37).

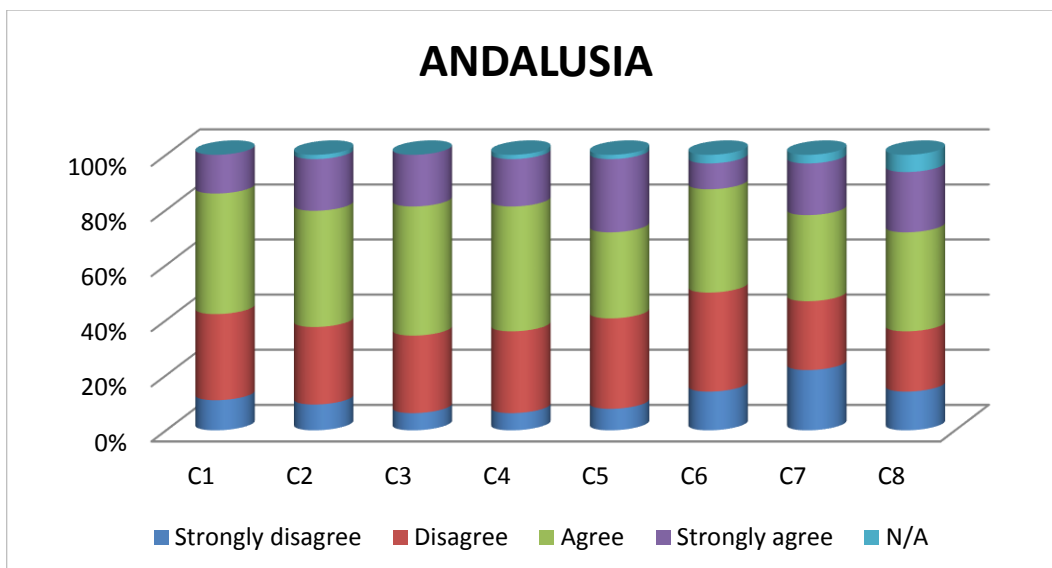


Graph 36. Methodology (A - parents)

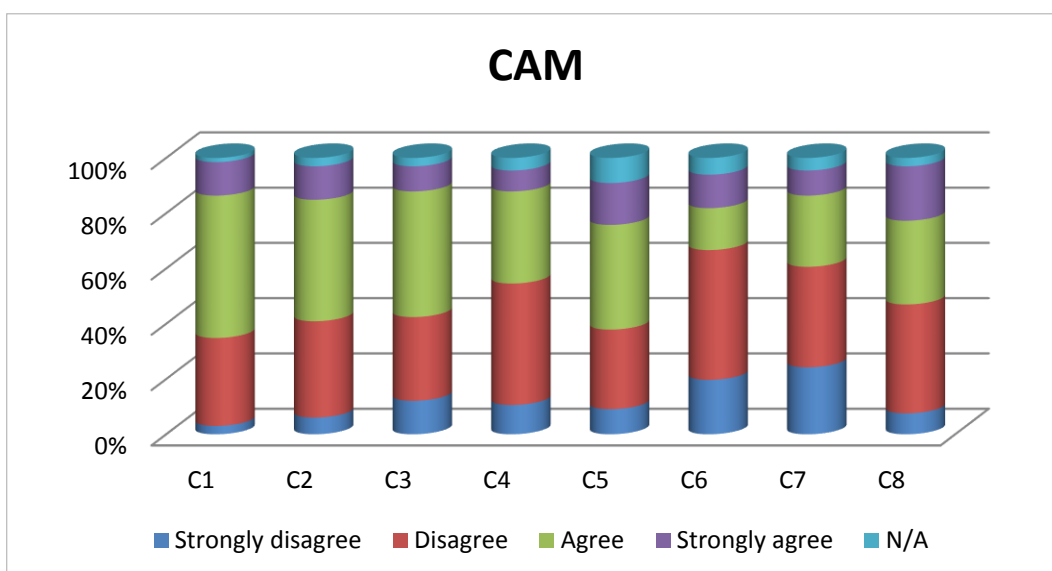


Graph 37. Methodology (CAM - parents)

Regarding the block on *C. Materials and resources*, in both communities, outcomes show that parents believe that the materials used and adapted for all the students' needs are adequate, interesting and innovate (items C1, C2 and C3). They all also agree on the fact that bilingual materials are more expensive in comparison with other materials (item C5). Again, in both communities, parents concur on not having any kind of guideline in Spanish to help their children at home, more significantly so in the CAM (item C6). In Andalusia, parents support their children's exposure to English outside school slightly more than in the CAM (items C7 and C8) (cf. Graphs 38 and 39).

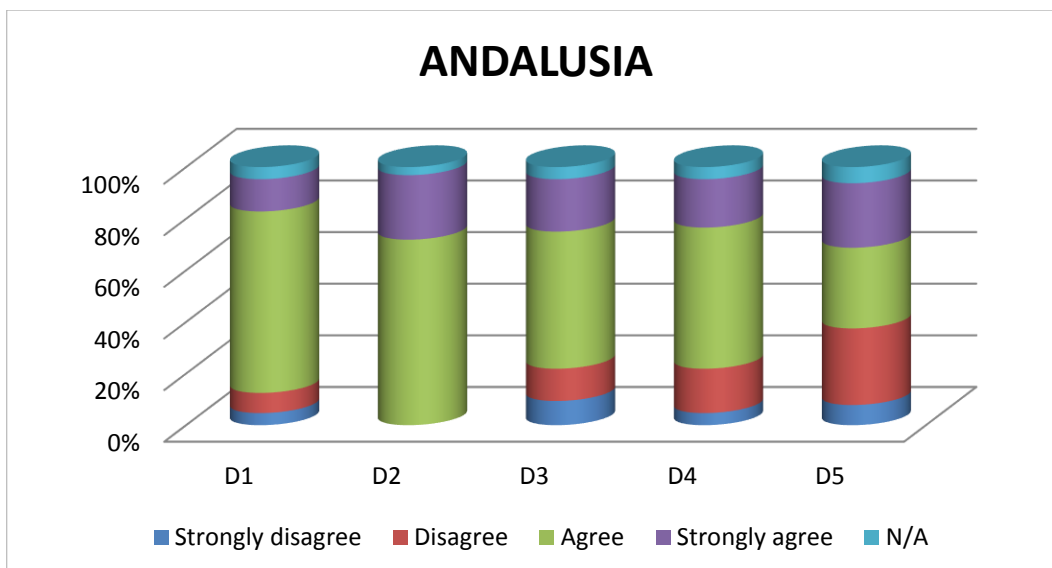


Graph 38. Materials and resources (A - parents)

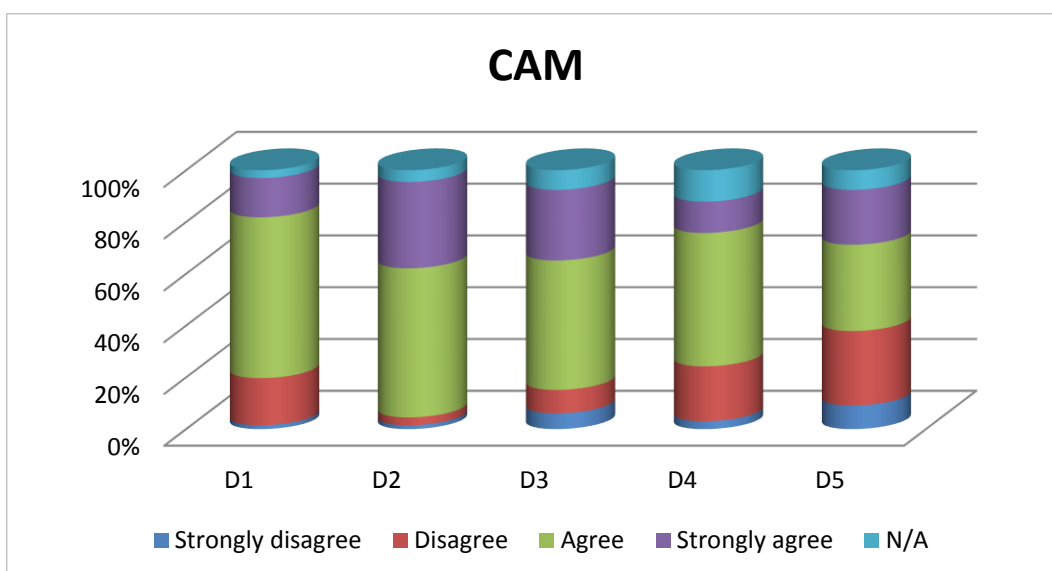


Graph 39. Materials and resources (CAM - parents)

Once again, results obtained from the block *D. Evaluation* are essentially positive. They all agree on the fact that children take written and oral exams periodically and adequately (items D1, D2 and D3). All parents in both communities also believe that contents are prioritized over the linguistic competence acquired by their children (item D4). As for the fact of that children are achieving better results due to the bilingual programmes, parents seem to be modestly more reticent on this topic (item D5) (cf. Graphs 40 and 41).

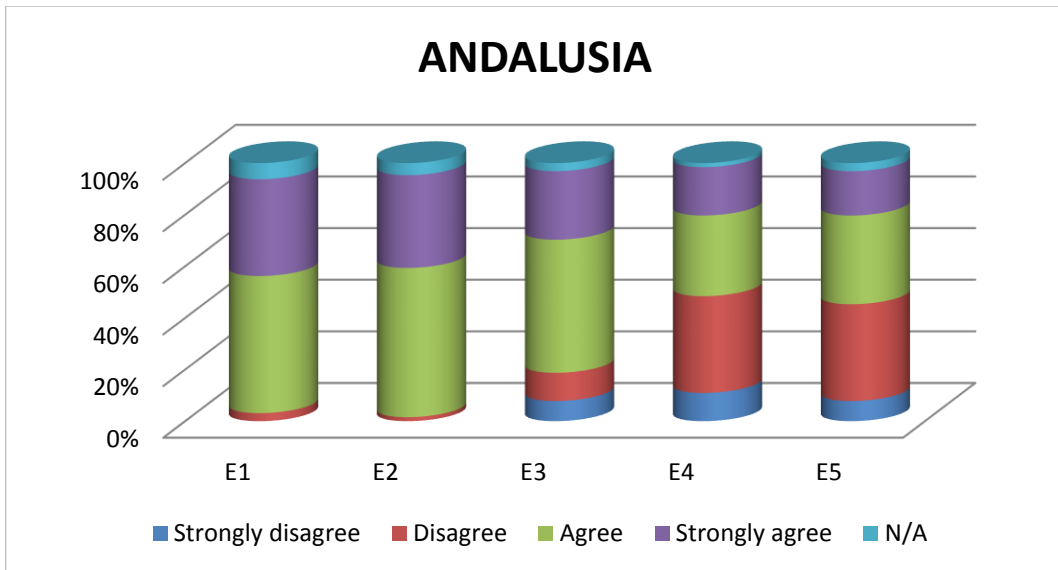


Graph 40. Evaluation (A - parents)

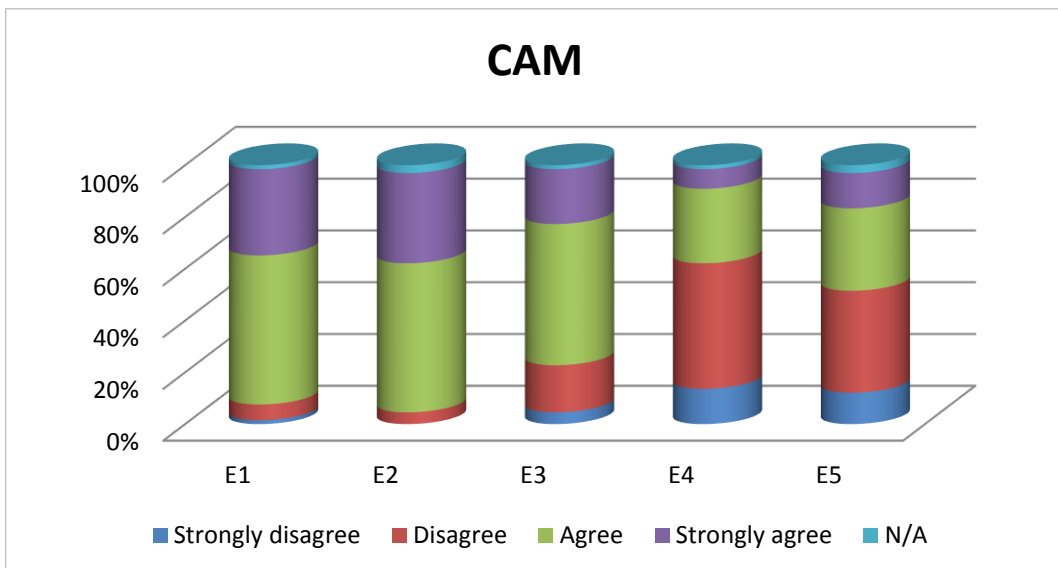


Graph 41. Evaluation (CAM - parents)

Within block *E. Training and information*, there is a general agreement on the parents' perception about the teachers' level of English, being considered adequate both in both writing and orally for the development of the bilingual lessons (items E1 and E2). They all seem to be informed about the functioning of the bilingual programme (E3). However, in Andalusia, just half of the parents feel that they are being correctly informed about the development of CLIL methods within the bilingual programmes, while in the CAM more than half of the parents have this same feeling (items E4 and E5) (cf. Graphs 42 and 43).

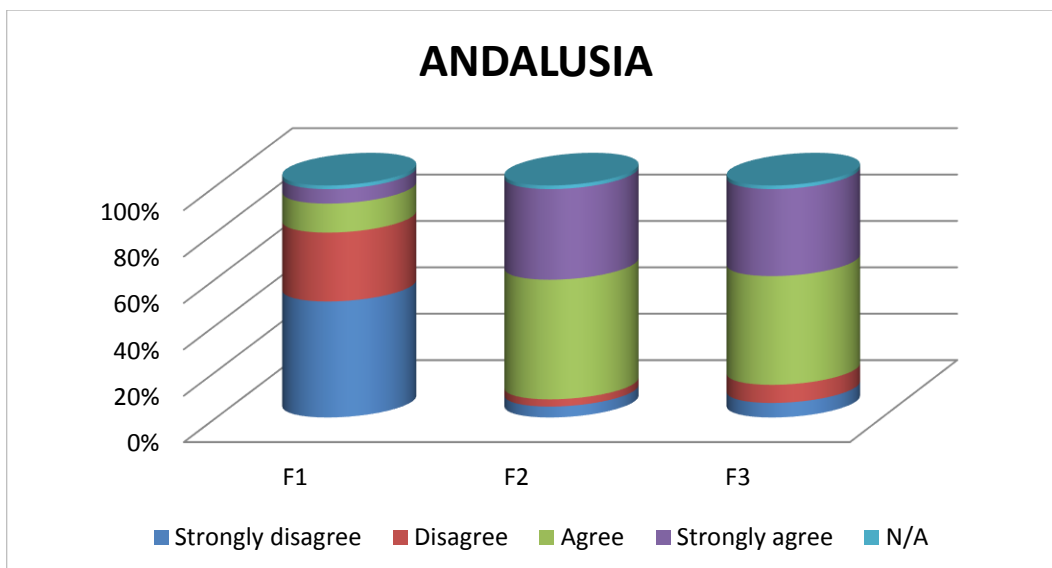


Graph 42. Training and information (A - parents)

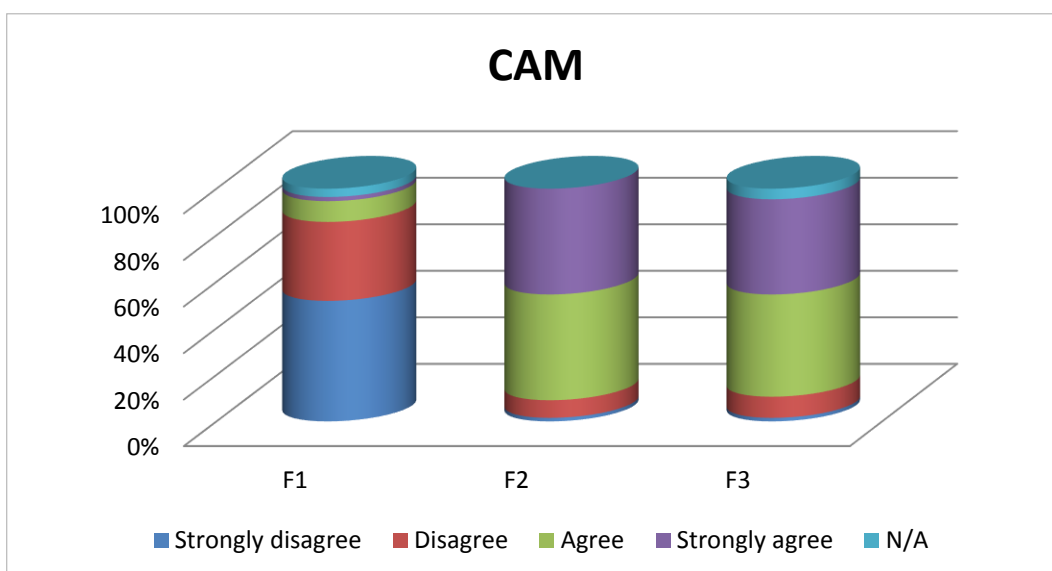


Graph 43. Training and information (CAM - parents)

Results on block *F. Mobility* reveal that the vast majority of parents in both communities have not enrolled their children in any kind of international exchange (item F1), although they all encourage their children to take part in them due to the positive effects they may cause in their children (items F2 and F3) (cf. Graphs 44 and 45).



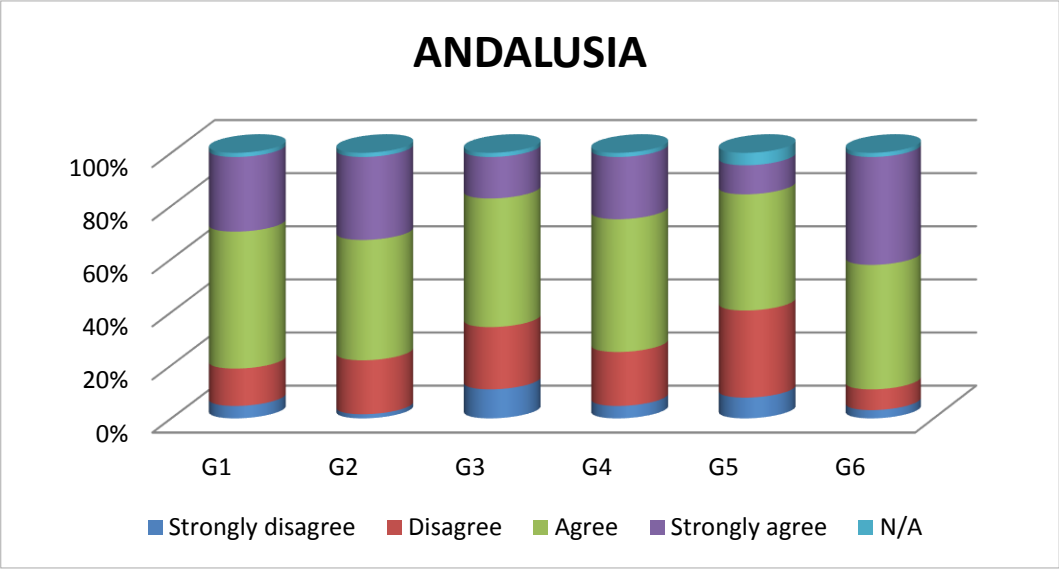
Graph 44. Mobility (A - parents)



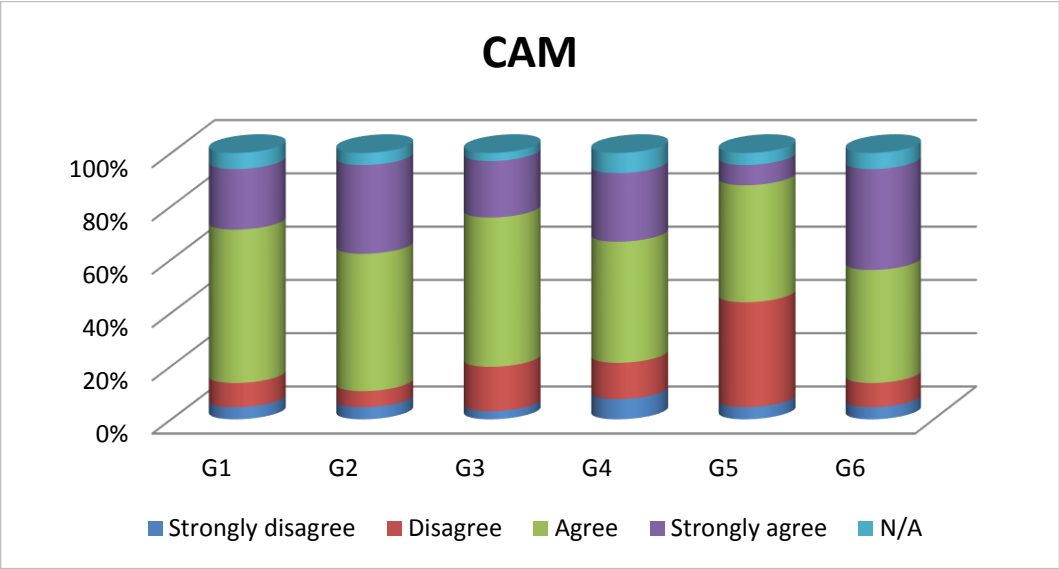
Graph 45. Mobility (CAM - parents)

Finally, results from block *G. Improvement and motivation towards English learning* seem to be primarily positive. Parents in both communities believe that belonging to a bilingual section offsets the increase of work it implies, since they feel that there has been an improvement in their children's level of English (items G1 and G2). Parents also feel that their children's motivation and their own have been boosted due to their children's participation in a bilingual programme (items G3 and G4). Half of the parents in both communities communicate regularly with their children's teachers (item G5). And lastly, a

great majority of the parents gauge positively the bilingual programmes in which their children are involved (item G6) (cf. Graphs 46 and 47).



Graph 46. Improvement and motivation towards English learning (A - parents)



Graph 47. Improvement and motivation towards English learning (CAM - parents)

**3.8.4. Across-cohort comparison**

In order to fulfil meta-concern 2 and elaborate a global overview of the results, the ANOVA and the T-test have been used to determine if there are any statistically significant differences among the three cohorts in Andalusia and the CAM. In general, it can be observed

that outcomes obtained from stakeholders in the CAM are more positive in relation to CLIL methodologies.

There is a considerably greater number of differences between the students of both communities than between the teacher and especially the parent cohorts, where the differences diminish considerably. In the block on *A. Students' use, competence and development of English in class*, students in the CAM believe slightly more than the Andalusian students that CLIL schemes have improved their level of English as well as Spanish (items A1 and A2), have helped them gain a better understanding of how languages work (item A4) and have bolstered their confidence towards bilingual lessons (item A5). It is also interesting to see that, even though students from the CAM seem to be better at English than the Andalusian ones (items A9, A10 and A11), they also would like to use more English in class (item A8).

In relation to *B. Methodology*, students from the CAM gauge the use of project-based work more positively than their Andalusian counterparts (item B2). Congruently, these latter show more positivity on working individually (item B5). As for the block on *C. Materials and resources*, there is a strong significant difference in relation to the use of authentic and innovative materials: it seems that in the CAM these types of materials are more in use than in Andalusia (items C1, C2 and C3), and their creation is also more positively valued than in the CAM (item C4). Interestingly, in Andalusia the use of *online* resources and smartboards (items C8 and C10) is evaluated more positively, whilst in the CAM they appear to be making a greater use of blogs, wikis and computer-mediated communication (items C9 and C11).

Another important aspect to take into consideration can be gleaned from block *D. Evaluation*, where oral assessment seems to be more valued by students from the CAM (item D3). In terms of *E. Teachers' use, competence and development of English in class*, students from the CAM gauge slightly more positively than the Andalusian ones their teachers' lessons (item E2), having the feeling of being motivated by their teachers (items E4 and E5), who they hold have an adequate English level in class (item E8). In contrast, Andalusian students seem to evaluate language assistants more positively (item E3).

In relation to the block on *F. Mobility*, again, students from the CAM show more positive reactions about being motivated by their teachers and parents to take part in an international exchange experience (items F2 and F3). Finally, as for *G. Improvement and motivation towards English learning*, once more students from the CAM are more positive and they

believe that they have improved their English and feel more motivated towards it due to the bilingual programme (items G2 and G3) (cf. Table 1).

<i>Students</i>			
<b>Items</b>	<b>Mean A</b>	<b>Mean CAM</b>	<b><i>p</i></b>
<b>A1</b>	3,138	3,508	0,008
<b>A2</b>	2,183	2,557	0,029
<b>A4</b>	2,936	3,262	0,012
<b>A5</b>	2,505	3,180	0,001
<b>A6</b>	2,883	3,279	0,009
<b>A7</b>	2,926	3,410	0,0004
<b>A8</b>	1,947	2,672	0,001
<b>A9</b>	2,263	3,098	0,001
<b>A10</b>	2,168	3,000	0,001
<b>A11</b>	2,600	3,066	0,0004
<b>B2</b>	2,421	3,424	0,001
<b>B5</b>	3,463	3,033	0,0009
<b>C1</b>	2,000	3,233	0,001
<b>C2</b>	2,221	3,117	0,001
<b>C3</b>	2,126	3,167	0,001
<b>C4</b>	3,032	3,393	0,005
<b>C8</b>	3,095	2,525	0,0009
<b>C9</b>	1,737	2,625	0,001
<b>C10</b>	3,768	3,583	0,048
<b>C11</b>	1,574	1,982	0,012
<b>D3</b>	2,638	3,049	0,024
<b>E2</b>	3,319	3,475	0,0002
<b>E3</b>	3,559	3,300	0,019
<b>E4</b>	2,674	3,279	0,0003
<b>E5</b>	2,649	3,361	0,001
<b>E7</b>	3,473	3,717	0,014
<b>F2</b>	1,660	2,000	0,017
<b>F3</b>	2,000	2,502	0,005
<b>G2</b>	3,126	3,407	0,037
<b>G3</b>	2,684	3,203	0,0007

Table 1. Statistically significant differences between students in Andalusia and the CAM

As has been mentioned previously, fewer statistically significant differences can be found for the teacher cohort. In addition, as had been the case with the student cohort, teachers from the CAM have also been more positive in their answers. In relation to block *A*, teachers from the CAM believe that their students have improved their English due to the bilingual programme to a greater extent than the Andalusian ones (items A1 and A11). They also seem to think their pupils have a better understanding of how languages work (item A4) and are more interested in the bilingual lessons (item A7). Surprisingly, teachers from Andalusia have the feeling that their students would like more use of English in the bilingual class (item A8).

As for block *B*, it is just worth mentioning that teachers from the CAM consider project-based work is being incorporated to a greater extent in their CLIL classrooms. In block *C*, differences can be drawn in relation to the use of authentic materials (item C1) and the preparation of bilingual materials (item C4), which once more have been better evaluated by teachers from the CAM. Moreover, Andalusian teachers consider parents require more guidelines in Spanish in order to help their children at home, something which is inconsistent with the findings of the descriptive study, where it transpired that parents barely received such orientation (item C12).

Regarding block *E*, Andalusian teachers seem to value more positively their knowledge about the bilingual programme of their community (item E9), while teachers in the CAM seem to be more interested in receiving courses to be updated (item E13). Furthermore, in relation to block *F*, results outline that teachers in the CAM tend to participate more in teacher training courses abroad (items F2 and F3). Finally, it can also be seen that teachers in the CAM have a greater the feeling of satisfaction caused by belonging to a bilingual section, despite the increase of work it implies (cf. Table 2).

<i>Teachers</i>			
<b>Items</b>	<b>Mean A</b>	<b>Mean CAM</b>	<b><i>p</i></b>
<b>A1</b>	3,091	3,615	0,028
<b>A4</b>	2,636	3,154	0,040
<b>A7</b>	2,864	3,308	0,019
<b>A8</b>	2,429	2,000	0,038
<b>A11</b>	2,182	2,769	0,006
<b>B2</b>	2,318	2,923	0,028
<b>C1</b>	2,773	3,308	0,044
<b>C4</b>	3,227	3,692	0,012

<b>C12</b>	2,682	1,769	0,002
<b>E9</b>	3,727	3,125	0,022
<b>E13</b>	2,636	3,385	0,038
<b>F2</b>	2,364	3,769	0,001
<b>F3</b>	2,046	3,385	0,0007
<b>G1</b>	2,136	2,846	0,016

Table 2. Statistically significant differences between teachers in Andalusia and the CAM

Within the parents' cohort, very few statistically significant differences can be found in the results obtained, something which points to the greater harmony in the views of this group of stakeholders. In block *A*, parents in the CAM are more positive than their Andalusian counterparts in relation to the improvement of their children's level of English (item A1). In contrast, parents in Andalusia have this same feeling about their children's Spanish level (item A2). Moreover, parents in the CAM show more positivity in their perceptions of their children's written and oral expression (items A7 and A8). Regarding block *C*, parents in Andalusia are more positive about the use of new technologies in class (item C4). And finally, in block *G*, it is worth highlighting that parents from the CAM have a greater motivation towards English due to the bilingual programme in which their children are involved (item G3) (cf. Table 3).

<i>Parents</i>			
<b>Items</b>	<b>Mean A</b>	<b>Mean CAM</b>	<b><i>p</i></b>
<b>A1</b>	3,109	3,354	0,038
<b>A2</b>	2,746	2,397	0,015
<b>A5</b>	2,797	3,095	0,025
<b>A8</b>	2,813	3,077	0,038
<b>A9</b>	2,734	3,048	0,014
<b>C4</b>	2,746	2,397	0,014
<b>G3</b>	2,698	2,984	0,042

Table 3. Statistically significant differences between parents in Andalusia and the CAM

## 4. CONCLUSION

### 4.1. Recapitulation

In order to sustain the main assumption of this study, this section is going to be dedicated to summarising the main findings in relation to the principal objective and the two underlying meta-concerns outlined in section 3.2.

The first step of this study has been the adaptation of three existing questionnaires, being each one in line with the specific characteristics of the three cohorts under investigation: students, teachers and parents. The questionnaires include several items grouped into seven different blocks: a) *students' use, competence and development of English in*; b) *methodology*; c) *materials and resources*; d) *evaluation*; e) *teacher training and information*; f) *mobility*; and finally, g) *improvement and motivation towards English learning (parents and students) /coordination and organization (teachers)*. All of these items have been devised following the main principles of any bilingual programme implemented primarily in monolingual contexts.

Congruent with the *meta-concern 1*, a comprehensive evaluation of the three stakeholders' perspectives has been successfully accomplished. On the whole, positive attitudes towards CLIL methodologies can be outlined from the results in both communities, although they are more acute in the CAM. Thus, from the foregoing, the main findings identified from each cohort are going to be recapitulated.

Students' responses show an undeniably self-complacent view of their competence in English. They all feel that there has been an increase in their knowledge of the foreign language, although they also believe that such increase has not affected the improvement of their Spanish level as much. In Andalusia, students seem to find it more difficult to accept the use of English as a vehicular language in class, although they feel they are getting used to a learner-centred methodology. These same students also seem to be disaffected with the little use of the ICTs in class. This is a problem possibly stemming from some lacunae in the support from the authorities. Regarding evaluation, in both communities, students believe that the foreign language is taken more into consideration than the fact of learning the proper contents of the subjects. In Andalusia, this is particularly interesting because it is legislated that the foreign language used in non-linguistic areas or subjects should always be treated as a summative matter; that is, students will not fail a bilingual area or subject due to the lack of knowledge in the foreign language. The main aim is that students have acquired the subject contents. In the CAM, both language competence in the foreign language and subject contents

are taking into consideration for evaluation. As for the students' opinion about their teachers' competence in English, they all seem to be satisfied with their teachers' English level. In relation to mobility, in both communities this seems to be a pending issue, as most of the students have not participated in any exchange programme. Finally, all students feel that belonging to a bilingual section is worthwhile despite the greater effort it entails.

The teacher cohort agrees with students in terms of their students' improvement of the foreign language. However, in Andalusia, teachers believe that their students are losing confidence in the bilingual class due to their low level of written and oral expression. In contrast, in the CAM, teachers feel that their students are gaining confidence in written and oral production. It is especially important to mention that section 3.4.2. specified the percentage of English used in class: while in Andalusia more than half of the teachers use it up to 50% and the rest of the teachers even less, in the CAM, it is compulsory to teach content areas 100% in English. As for CLIL methodology, teachers in Andalusia have shown a positive attitude, although they do not seem to be incorporating project-based learning or following the ELP recommendations. In the CAM, teachers harbour an even more positive attitude towards CLIL methods, and it seems that they follow them slightly more than in Andalusia. Regarding ICTs, the use of smartboards is widespread in both communities. Moreover, Andalusian teachers seem to find useful the use of blogs and wikis within their lessons, while, in contrast, in the CAM, teachers seem not to see their utility. Another difference to highlight between the two communities is that affecting the guidelines in Spanish for parents to help their children at home, a usual practice for most of the Andalusian teachers, but which teachers in the CAM seem not to carry out. In relation to evaluation, all teachers assess their students' learning in a summative a formative way. It is worth underscoring that, in contrast with Andalusian students' opinions, Andalusian teachers do not believe they take into consideration their students' linguistic competence in the foreign language when evaluating. Concerning teacher training, in both communities, teachers feel that their English level is adequate to develop CLIL methods in class. However, as could be ascertained in section 3.4.2, the majority of the Andalusian teachers are in possession of a B1 or B2 certificate, and in the CAM almost 90% of the teachers have a C1 certificate. Moreover, this is emphasized by the fact that teachers in Andalusia have hardly ever participated in linguistic or methodological courses abroad, while in the CAM, the vast majority have. Finally, it is interesting to note that teachers in both communities state that they dedicate part of their working hours to preparing and adapting the ILC. They also feel that there is positive communication among teachers and coordinators,

although there is not much support from the authorities. Furthermore, in Andalusia, teachers believe that working with CLIL provokes an important increase in the amount of work which is not fully worth it; by contrast, in the CAM teachers, believe precisely the opposite.

Parents' perspectives about their children's improvement of the foreign language seem to be similar to the two other cohorts' opinions. However, in contrast with Andalusian teachers' responses, parents do not feel they are capable of helping their children with bilingual homework due to the lack of specific guidelines. Outside school, Andalusian parents seem to support their children's exposure to English slightly more than in the CAM. Moreover, parents in both communities believe that their children are being correctly evaluated in a written and oral manner and awarding primacy to contents over linguistic competence. However, parents do not feel that their children are achieving better results due to the bilingual programme. In relation to parents' perspectives on the information received from teachers about their children and about the functioning of CLIL methods, in both communities, they believe that they are not being correctly informed. As for mobility, basically none of the parents have enrolled their children in an international exchange programme, although they feel that it might be positive for their children. Finally, parents in both communities consider that bilingual programmes are positive for their children and for themselves, increasing their motivation towards learning English, and compensating the increase of work they imply.

In turn, meta-concern 2 has allowed us to statistically corroborate the outcomes revealed by the descriptive study. A noteworthy number of statistically significant differences have been detected for the student cohort, where responses have been almost unwaveringly in favour of the pupils in the CAM. They are the ones who harbour an almost invariably more positive outlook on the way in which CLIL schemes are playing out vis-à-vis methodology, materials, evaluation, and impact on language learning and motivation. The picture which transpires for Andalusia is comparatively bleaker. This dovetails with the views of the teacher cohort: although fewer differences transpire here, they continue to be in favour of the CAM, where teachers again exhibit a more optimistic view of the way in which CLIL programmes are unravelling and of their effects on their students and on their own motivation. Parents, in turn, are the group with the most harmonious opinions. The few differences which can be located within this cohort are again in favour of the CAM, where greater confidence, prestige, and motivation are once again attached to bilingual programmes. In Andalusia, greater guidelines are required for parents with children in bilingual groups in order to empower them to a

greater extent in their children's education and, all in all, greater improvement is required for programmes to be as highly valued as in the CAM.

#### **4.2. Limitations of the study and further lines for research**

This study has provided an authentic portrayal of CLIL methodologies implemented in two autonomous communities: Andalusia and Madrid. However, some limitations can be drawn vis-à-vis methodological shortcomings. Due to the lack of a longitudinal focus, it has not been possible to gather the stakeholders' thoughts about the bilingual programmes at different points in time in order to trace their evolution.

Another important limitation found is related to the reduced sample size participating in the study. Only two schools located in two different regions of Andalusia, and two schools from the Community of Madrid has taken part in the investigation, resulting in limited generalisability of the outcomes. Moreover, in the Community of Madrid it has been rather difficult to persuade schools to take part in the investigation; thus, the number of participants is lower.

Finally, this study presents a clear methodological triangulation deficit, since the only instruments applied to collect data have been the questionnaires. Furthermore, only a descriptive analysis of the results obtained has been carried out.

Consistent with the aforementioned, taking into consideration these weaknesses, this study could be improved and followed up in various possible ways. It would be interesting to carry out the research in more regions of Andalusia, as well as in different areas of the Community of Madrid to explore if outcomes are aligned with what has been determined in this study, and to see if the bilingual programmes are working competently in the two communities.

Furthermore, it would be worthwhile to continue this investigation applying more statistical methodologies for the analysis of the data, to determine if there are statistically significant differences within and across the cohorts. In addition, different methodologies for data collection could be used, such as interviews and observation. It would also be of relevance to investigate the perspectives of the educational authorities. In addition, it would be worthwhile to include private and semi-private schools in the research. Finally, the application of pre-/post-tests would diversify the study allowing us to see the effectiveness of the programmes

regarding the foreign language competence, Spanish language competence and content knowledge acquired by students within the bilingual programmes.

These suggested lines might play a part in further research which we hope to pursue. Nonetheless, the insights gleaned from this comparative study, notwithstanding its limitations, will be placed at the service of the broader educational community in order to continue pushing forward CLIL implementation in monolingual communities and to develop communicative competence in foreign languages throughout the country.

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## **APPENDIX 1**

**ENCUESTA SOBRE EL PROGRAMA BILINGÜE IMPLANTADO EN LA COMUNIDAD AUTÓNOMA DE \_\_\_\_\_**

Cuestionario  
ALUMNADO

1. CENTRO: \_\_\_\_\_
2. LOCALIDAD: \_\_\_\_\_
3. CURSO Y CLASE: \_\_\_\_\_
4. EDAD: \_\_\_\_\_
5. SEXO:  Hombre  Mujer
6. ¿CUANTOS AÑOS HAS ESTUDIADO EN UN PROGRAMA BILINGÜE? \_\_\_\_\_
7. ASIGNATURAS QUE ESTUDIAS EN INGLÉS ESTE CURSO:
  - Ciencias Naturales
  - Ciencias Sociales
  - Música
  - Plástica
  - Educación Física
  - Educación para la Ciudadanía
  - Cultura Digital

**8. EXPOSICIÓN DEL INGLÉS DENTRO DEL PROGRAMA BILINGÜE:**

¿Qué porcentaje de cada asignatura bilingüe se enseña en inglés?  
 50 %  75 %  100 %  No sé

**A. CONTINUACIÓN, VAS A PUNTUAR A UNA SERIE DE ASPECTOS INDICANDO HASTA QUÉ PUNTO ESTÁS DE ACUERDO O NO CON LA ENSEÑANZA BILINGÜE, DE MODO QUE LOS NÚMEROS DEL 1 AL 4 SIGNIFICAN LO SIGUIENTE:**

1. Estoy TOTALMENTE en DESACUERDO.
2. Estoy en DESACUERDO.
3. Estoy DE ACUERDO.
4. Estoy TOTALMENTE DE ACUERDO.

**A. USO, COMPETENCIA Y DESARROLLO DEL INGLÉS DEL ALUMNADO EN CLASE:**

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
A1. Mi inglés ha mejorado gracias al programa bilingüe.	1	2	3	4
A2. Mi español ha mejorado gracias al programa bilingüe.	1	2	3	4
A3. Mi conocimiento de los contenidos de las asignaturas bilingües ha mejorado gracias al programa bilingüe.	1	2	3	4

A4. Mi comprensión de cómo funcionan las lenguas ha mejorado gracias al programa bilingüe.	1	2	3	4
A5. Tengo más confianza en mí mismo/a dentro de la clase bilingüe.	1	2	3	4
A6. Soy participativo/a en la clase bilingüe.	1	2	3	4
A7. Me intereso en la clase bilingüe.	1	2	3	4
A8. Me gustaría más uso del inglés dentro de la clase bilingüe.	1	2	3	4
A9. Comprendo todo lo que mi maestro/a dice en inglés.	1	2	3	4
A10. Comprendo todos los contenidos de las asignaturas que leo en inglés.	1	2	3	4
A11. Expreso correctamente mensajes/contenidos en inglés de forma oral.	1	2	3	4
A12. Expreso correctamente mensajes/contenidos en inglés de forma escrita.	1	2	3	4

**B. METODOLOGÍA:**

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
B1. Se desarrollan tareas en clase.	1	2	3	4
B2. Se desarrollan proyectos en clase.	1	2	3	4
B3. Aprendo mucho vocabulario en la clase bilingüe.	1	2	3	4
B4. Se trabaja en grupo dentro de la clase bilingüe.	1	2	3	4
B5. Se trabaja de forma individual en clase bilingüe.	1	2	3	4

**C. MATERIALES Y RECURSOS:**

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
C1. Se utilizan materiales auténticos para la enseñanza bilingüe.	1	2	3	4
C2. Se adaptan materiales auténticos para la enseñanza bilingüe.	1	2	3	4
C3. Los materiales para la enseñanza bilingüe son interesantes e innovadores.	1	2	3	4

ASPECTOS	TOTALMENTE en DISACUERDO	En DISACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
C4. Los maestros/as bilingües preparan materiales adicionales para la enseñanza bilingüe.	1	2	3	4
C5. Los materiales de enseñanza bilingüe fomentan la comunicación en inglés en clase.	1	2	3	4
C6. Los materiales de enseñanza bilingüe están adaptados a las necesidades de todo el alumnado.	1	2	3	4
C7. Se utilizan materiales multimedia (software) en clase.	1	2	3	4
C8. Se utilizan materiales de referencia online en clase.	1	2	3	4
C9. Se utilizan herramientas Web 2.0 (blogs, wikis...) en clase.	1	2	3	4
C10. Se utilizan pizarras electrónicas interactivas en clase.	1	2	3	4
C11. Se utiliza la comunicación mediada por ordenador en clase (ej. e-Twinning).	1	2	3	4

#### D. EVALUACIÓN:

ASPECTOS	TOTALMENTE en DISACUERDO	En DISACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
D1. Se evalúan todos los contenidos enseñados en el programa bilingüe	1	2	3	4
D2. Se tienen más en cuenta los contenidos que la expresión lingüística	1	2	3	4
D3. Se evalúa también oralmente	1	2	3	4
D4. Se practica la evaluación continua y final	1	2	3	4

#### E. USO, COMPETENCIA Y DESARROLLO DEL INGLÉS DEL PROFESORADO EN CLASE:

ASPECTOS	TOTALMENTE en DISACUERDO	En DISACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
E1. Mis maestros de lengua extranjera imparten sus clases con éxito	1	2	3	4
E2. Mis maestros de asignaturas bilingües imparten sus clases con éxito	1	2	3	4
E3. Mis auxiliares de conversación imparten sus clases con éxito	1	2	3	4

E4. Mis maestros de lengua extranjera motivan al alumnado.	1	2	3	4
E5. Mis maestros de asignaturas bilingües motivan al alumnado.	1	2	3	4
E6. Mis auxiliares de conversación motivan al alumnado.	1	2	3	4
E7. Mis maestros tienen una capacidad adecuada en comprensión y expresión orales en inglés.	1	2	3	4
E8. Mis maestros tienen una capacidad adecuada en comprensión y expresión escritas en inglés.	1	2	3	4

#### F. MOVILIDAD:

ASPECTOS	TOTALMENTE en DISACUERDO	En DISACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
F1. He participado en programas de intercambio dentro del programa bilingüe.	1	2	3	4
F2. Mis maestros de la sección bilingüe fomentan la participación en programas de intercambio.	1	2	3	4
F3. Mi familia me anima a participar en programas de intercambio.	1	2	3	4

#### G. MEJORAS Y MOTIVACIÓN PARA EL APRENDIZAJE DEL INGLÉS:

ASPECTOS	TOTALMENTE en DISACUERDO	En DISACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
G1. Formar parte de una sección bilingüe compensa el incremento de trabajo que implica.	1	2	3	4
G2. Ha habido una mejora general de mi aprendizaje de inglés gracias al programa bilingüe.	1	2	3	4
G3. Mi motivación hacia el aprendizaje del inglés ha aumentado gracias al programa bilingüe.	1	2	3	4
G4. Tengo un acceso adecuado a materiales en inglés fuera del centro.	1	2	3	4

*¡Muchas gracias por tu colaboración!*

**ENCUESTA SOBRE EL PROGRAMA BILINGÜE IMPLANTADO EN LA COMUNIDAD AUTÓNOMA DE \_\_\_\_\_**

**Cuestionario  
PROFESORADO**

1. CENTRO: \_\_\_\_\_
2. LOCALIDAD: \_\_\_\_\_
3. EDAD: \_\_\_\_\_
4. SEXO:  Hombre  Mujer
5. NACIONALIDAD: \_\_\_\_\_
6. TIPO DE PROFESORADO:
  - Lengua extranjera
  - Área no lingüística
  - Auxiliar lingüístico
  - Otro: \_\_\_\_\_
7. SITUACIÓN ADMINISTRATIVA:
  - Funcionario/a con destino definitivo
  - Funcionario/a con destino provisional
  - Interino/a
  - Otro: \_\_\_\_\_
8. SU NIVEL EN LA LENGUA EXTRANJERA EN LA QUE ENSEÑA ES:
  - B1  B2  C1  C2
9. ASIGNATURAS QUE ENSEÑA EN INGLÉS:
  - Ciencias Naturales
  - Ciencias Sociales
  - Música
  - Plástica
  - Educación Física
  - Educación para la Ciudadanía
  - Cultura Digital
10. EXPOSICIÓN AL INGLÉS DE LOS ALUMNOS DENTRO DEL PROGRAMA BILINGÜE:
 

¿Cuántas asignaturas se enseñan en inglés? \_\_\_\_\_

¿Qué porcentaje de cada asignatura bilingüe se enseña en inglés?

  - 30 %  50 %  70 %  Otro: \_\_\_\_\_
11. ¿ES COORDINADOR DE SU SECCIÓN BILINGÜE?  Sí  No
12. EXPERIENCIA DOCENTE:
  - 0-1 año  1-10 años  11-20 años  21-30 años  Más de 30 años
13. EXPERIENCIA DOCENTE EN UN CENTRO BILINGÜE:
  - 0-1 año  1-5 años  6-10 años  11-15 años  Más de 15 años

A CONTINUACIÓN, VAS A PUNTUAR A UNA SERIE DE ASPECTOS INDICANDO HASTA QUÉ PUNTO ESTÁS DE ACUERDO O NO CON LA ENSEÑANZA BILINGÜE, DE MODO QUE LOS NÚMEROS DEL 1 AL 4 SIGNIFICAN LO SIGUIENTE:

1. Estoy TOTALMENTE en DESACUERDO.
2. Estoy en DESACUERDO.
3. Estoy DE ACUERDO.
4. Estoy TOTALMENTE DE ACUERDO.

**A. USO, COMPETENCIA Y DESARROLLO DEL INGLÉS DEL ALUMNADO EN CLASE:**

ASPECTOS	TOTALMENTE en desacuerdo	En desacuerdo	DE ACUERDO	TOTALMENTE DE ACUERDO
A1. El inglés de mis alumnos ha mejorado gracias al programa bilingüe.	1	2	3	4
A2. El español de mis alumnos ha mejorado gracias al programa bilingüe.	1	2	3	4
A3. El conocimiento por parte de mis alumnos de los contenidos de las asignaturas bilingües ha mejorado gracias al programa bilingüe.	1	2	3	4
A4. La comprensión de mis alumnos de cómo funcionan las lenguas ha mejorado gracias al programa bilingüe.	1	2	3	4
A5. Mis alumnos tienen más confianza en sí mismos en de la clase bilingüe.	1	2	3	4
A6. Mis alumnos son participativos en la clase bilingüe.	1	2	3	4
A7. Mis alumnos se interesan en la clase bilingüe.	1	2	3	4
A8. A mis alumnos les gustaría más uso del inglés dentro de la clase bilingüe.	1	2	3	4
A9. Mis alumnos comprenden todo lo que se les dice en inglés.	1	2	3	4
A10. Mis alumnos comprenden todos los contenidos de las asignaturas que se leen en inglés.	1	2	3	4
A11. Mis alumnos expresan correctamente mensajes/contenidos en inglés de forma oral.	1	2	3	4
A12. Mis alumnos expresan correctamente mensajes/contenidos en inglés de forma escrita.	1	2	3	4

**B. METODOLOGÍA:**

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
B1. Se utiliza el aprendizaje basado en tareas en clase.	1	2	3	4
B2. Se utiliza el aprendizaje basado en proyectos en clase.	1	2	3	4
B3. Se da prioridad a la dimensión léxica en la clase bilingüe.	1	2	3	4
B4. Se siguen las recomendaciones del MICER.	1	2	3	4
B5. Se siguen las recomendaciones del Portfolio Europeo de Lenguas.	1	2	3	4

**C. MATERIALES Y RECURSOS:**

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
C1. Se utilizan materiales auténticos para la enseñanza bilingüe.	1	2	3	4
C2. Se adaptan materiales auténticos para la enseñanza bilingüe.	1	2	3	4
C3. Los materiales para la enseñanza bilingüe son interesantes e innovadores.	1	2	3	4
C4. Los maestros bilingües preparan materiales adicionales para la enseñanza bilingüe.	1	2	3	4
C5. Los materiales bilingües siguen principios comunicativos.	1	2	3	4
C6. Los materiales bilingües están adaptados a las necesidades de todo el alumnado.	1	2	3	4
C7. Se utilizan materiales multimedia (software) en clase.	1	2	3	4
C8. Se utilizan materiales de referencia online en clase.	1	2	3	4
C9. Se utilizan herramientas Web 2.0 (blogs, wikis...) en clase.	1	2	3	4
C10. Se utilizan pizarras electrónicas interactivas en clase.	1	2	3	4
C11. Se utiliza la comunicación mediada por ordenador en clase (ej. e-Twinning).	1	2	3	4

C12. Los materiales incluyen algunas pautas en español para que los padres puedan ayudar a sus hijos en casa.

**D. EVALUACIÓN:**

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
D1. Se evalúan todos los contenidos enseñados en el programa bilingüe.	1	2	3	4
D2. Se tienen más en cuenta los contenidos que la expresión lingüística.	1	2	3	4
D3. Se evalúa también oralmente.	1	2	3	4
D4. Se practica la evaluación holística, diversificada, formativa, sumativa.	1	2	3	4

**E. FORMACIÓN DEL PROFESORADO:**

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
E1. Los maestros de lengua extranjera necesitan más formación.	1	2	3	4
E2. Los maestros de áreas no lingüísticas necesitan más formación.	1	2	3	4
E3. Los auxiliares lingüísticos necesitan más formación.	1	2	3	4
E4. Los maestros de lengua extranjera motivan al alumnado en su aprendizaje del inglés.	1	2	3	4
E5. Los maestros de áreas no lingüísticas motivan al alumnado en su aprendizaje del inglés.	1	2	3	4
E6. Los auxiliares motivan al alumnado en su aprendizaje del inglés.	1	2	3	4
E7. Tengo una capacidad adecuada en comprensión y expresión orales en inglés.	1	2	3	4
E8. Tengo una capacidad adecuada en comprensión y expresión escritas en inglés.	1	2	3	4
E9. Conozco el plan de fomento de plurilingüismo de la comunidad autónoma en la que trabajo.	1	2	3	4

<b>G5. Se recibe un apoyo adecuado de las autoridades educativas.</b>	1	2	3	4
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*¡Muchas gracias por su colaboración!*

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
E10. Conozco los principios básicos del enfoque AICLE de la educación bilingüe.	1	2	3	4
E11. He participado en formación sobre el enfoque AICLE.	1	2	3	4
E.12. He realizado cursos de actualización lingüística en las EOIs.	1	2	3	4
E.13. He realizado cursos de actualización lingüística en otros centros.	1	2	3	4

**F. MOVILIDAD:**

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
F1. He participado en programas de intercambio dentro del programa bilingüe.	1	2	3	4
F2. He participado en cursos lingüísticos en el extranjero.	1	2	3	4
F3. He participado en cursos metodológicos en el extranjero.	1	2	3	4
F4. He obtenido licencias de estudios/ investigación.	1	2	3	4

**G. COORDINACIÓN Y ORGANIZACIÓN:**

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
G1. Formar parte de una sección bilingüe compensa el incremento de trabajo que implica.	1	2	3	4
G2. Colaboro en la elaboración, adaptación e implementación del Currículo integrado de las Lenguas.	1	2	3	4
G3. Cumplir o el/la coordinador/a de la sección bilingüe cumple con todas mis/sus funciones dentro del Plan de Fomento del Plurilingüismo.	1	2	3	4
G4. Me comunico o el/la coordinador/a se comunica con otros centros bilingües y los/as coordinadores/as provinciales.	1	2	3	4

**ENCUESTA SOBRE EL PROGRAMA BILINGÜE IMPLANTADO EN LA COMUNIDAD AUTÓNOMA DE \_\_\_\_\_**

**Cuestionario  
PADRES Y MADRES**

1. CENTRO EN EL QUE ESTÁ ESCOLARIZADO SU HIJO/A: \_\_\_\_\_
2. LOCALIDAD: \_\_\_\_\_
3. CURSO Y CLASE DE SU HIJO: \_\_\_\_\_
4. EDAD: \_\_\_\_\_
5. SEXO:  Hombre  Mujer
6. NACIONALIDAD: \_\_\_\_\_
7. NIVEL DE ESTUDIOS:
  - Sin estudios
  - Título de Graduado Escolar
  - Título de Bachiller
  - Título de Formación Profesional
  - Diplomatura Universitaria
  - Licenciatura Universitaria
  - Doctorado

A CONTINUACIÓN, VAS A PUNTUAR A UNA SERIE DE ASPECTOS INDICANDO HASTA QUÉ PUNTO ESTÁS DE ACUERDO O NO CON LA ENSEÑANZA BILINGÜE, DE MODO QUE LOS NÚMEROS DEL 1 AL 4 SIGNIFICAN LO SIGUIENTE:

1. Estoy TOTALMENTE en DESACUERDO.
2. Estoy en DESACUERDO.
3. Estoy DE ACUERDO.
4. Estoy TOTALMENTE DE ACUERDO.

**A. USO, COMPETENCIA Y DESARROLLO DEL INGLÉS DEL ALUMNADO EN CLASE:**

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
A1. El nivel de inglés de mi hijo/a ha mejorado gracias al programa bilingüe.	1	2	3	4
A2. El español de mi hijo/a ha mejorado gracias al programa bilingüe.	1	2	3	4
A3. El conocimiento, por parte de mi hijo/a, de los contenidos de las asignaturas bilingües ha mejorado gracias al programa bilingüe.	1	2	3	4
A4. A mi hijo/a le resulta más difícil aprender los contenidos de las asignaturas bilingües.	1	2	3	4

A5. Mi hijo/a tiene más confianza en sí mismo con respecto a las lenguas.	1	2	3	4
A6. Mi hijo/a tiene una capacidad adecuada en comprensión oral en inglés.	1	2	3	4
A7. Mi hijo/a tiene una capacidad adecuada en comprensión escrita en inglés.	1	2	3	4
A8. Mi hijo/a es capaz de expresar correctamente mensajes/contenidos en inglés de forma oral.	1	2	3	4
A9. Mi hijo/a es capaz de expresar correctamente mensajes/contenidos en inglés de forma escrita.	1	2	3	4

**B. METODOLOGÍA:**

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
B1. Mi hijo/a aprende mucho vocabulario en la clase bilingüe.	1	2	3	4
B2. Se utilizan metodologías más innovadoras y centradas en el estudiante en la clase bilingüe.	1	2	3	4
B3. Soy capaz de ayudar a mi hijo/a con los deberes de enseñanza bilingüe.	1	2	3	4

**C. MATERIALES Y RECURSOS:**

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
C1. Los materiales para la enseñanza bilingüe son interesantes e innovadores.	1	2	3	4
C2. Los materiales de enseñanza bilingüe fomentan la comunicación en inglés dentro y fuera de la clase.	1	2	3	4
C3. Los materiales de enseñanza bilingüe están adaptados a las necesidades de todo el alumnado.	1	2	3	4
C4. Se utilizan más las nuevas tecnologías en la enseñanza bilingüe.	1	2	3	4
C5. Los materiales para la educación bilingüe tienen un precio más elevado.	1	2	3	4

C6. Los materiales incluyen algunas pautas en español para que pueda ayudar a mi hijo/a en casa.	1	2	3	4
C7. Mi hijo/a está expuesto/a al inglés fuera del centro.	1	2	3	4
C8. Mi hijo/a tiene un acceso adecuado a materiales en inglés fuera del centro.	1	2	3	4

#### D. EVALUACIÓN:

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
D1. La evaluación en los programas bilingües es adecuada.	1	2	3	4
D2. Se hacen exámenes periódicamente para evaluar todos los contenidos enseñados en bilingüe.	1	2	3	4
D3. Se evalúa también oralmente.	1	2	3	4
D4. A la hora de evaluar, los maestros toman más en cuenta el aprendizaje de los contenidos que la competencia en inglés.	1	2	3	4
D5. Mi hijo/a ha alcanzado mejores resultados formando parte del programa bilingüe.	1	2	3	4

#### E. FORMACIÓN E INFORMACIÓN:

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
E1. Los maestros de mi hijo/a tienen una capacidad adecuada en comprensión y expresión orales en inglés.	1	2	3	4
E2. Los maestros de mi hijo/a tienen una capacidad adecuada en comprensión y expresión escritas en inglés.	1	2	3	4
E3. Conozco el funcionamiento del programa bilingüe en el centro de mi hijo/a.	1	2	3	4
E4. Estoy bien informado/a sobre el plan de fomento del plurilingüismo de la comunidad autónoma: objetivos, acciones, pilares y marco legislativo.	1	2	3	4

E5. Estoy bien informado/a sobre los principios básicos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras dentro del bilingüismo.	1	2	3	4
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#### F. MOVILIDAD:

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
F1. Mi hijo/a ha participado en programas de intercambio/lingüístico.	1	2	3	4
F2. Considero que participar en programas de intercambio/lingüístico es beneficioso para mi hijo/a.	1	2	3	4
F3. Animo a mi hijo/a a participar en programas de intercambio/lingüístico.	1	2	3	4

#### G. MEJORAS Y MOTIVACIÓN PARA EL APRENDIZAJE DEL INGLÉS:

ASPECTOS	TOTALMENTE en DESACUERDO	En DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
G1. Formar parte de una sección bilingüe compensa el incremento de trabajo que implica.	1	2	3	4
G2. Ha habido una mejora general del aprendizaje de inglés de mi hijo/a gracias al programa bilingüe.	1	2	3	4
G3. Mi propia motivación hacia el aprendizaje del inglés ha aumentado gracias a la participación de mi hijo/a en un programa bilingüe.	1	2	3	4
G4. La motivación de mi hijo/a hacia el aprendizaje del inglés hay aumentado gracias a su participación en un programa bilingüe.	1	2	3	4
G5. Me comunico regularmente con los maestros de mi hijo/a para ver su evolución en el programa bilingüe.	1	2	3	4
G6. Valoro positivamente el programa bilingüe.	1	2	3	4

*¡Muchas gracias por su colaboración!*