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RESULTS OF THE IMPLEMENTATION OF A BILINGUAL EDUCATIONAL PROGRAMME IN AN ANDALUSIAN SECONDARY SCHOOL

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TABLE OF CONTENTS

	Page
1. ABSTRACT	3
2. INTRODUCTION	4
3. LITERATURE REVIEW	7
3.1. Origins of CLIL	7
3.2. Characterization of CLIL	9
3.3. Advantages and disadvantages of CLIL	13
3.4. CLIL in Andalusia	17
3.4.1. <i>Introduction</i>	17
3.4.2 <i>Characterization</i>	18
3.4.3 <i>Prior research</i>	22
4. RESEARCH DESIGN	28
4.1. Justification of the investigation	28
4.2. Objectives	30
4.3. Materials and methodology	31
4.3.1. <i>Sample</i>	31
4.3.2. <i>Variables</i>	33
4.3.3. <i>Instruments</i>	33
4.3.3.1. <i>Questionnaire design</i>	34
4.3.3.2. <i>Modifications to the questionnaire</i>	35
4.3.3.3. <i>Questionnaire administration</i>	36
4.4. <i>Data analysis</i>	37
5. RESULTS AND DISCUSSION	37
5.1. Students' perspectives	38
5.2. Teachers' perspectives	42
5.3. Parents' perspectives	48
5.4. Across-cohort comparison	52
6. LIMITATIONS OF THE STUDY	53
7. LINES FOR FUTURE RESEARCH	54
8. CONCLUSIONS	55
9. REFERENCES	59
10. APPENDIX 1	65

LIST OF GRAPHS

Graph 1. Breakdown of the overall sample in relation to cohort	31
Graph 2. Parents' level of studies	32
Graph 3. Students' use, competence and development of English (students)	38
Graph 4. Methodology (students)	39
Graph 5. Materials and resources (students)	39
Graph 6. Evaluation (students)	40
Graph 7. Teachers' use, competence and development of English in class (students)	41
Graph 8. Mobility (students)	41
Graph 9. Improvement and motivation towards learning English (students)	42
Graph 10. Students' use, competence and development of English (teachers)	43
Graph 11. Methodology (teachers)	44
Graph 12. Materials and resources (teachers)	44
Graph 13. Evaluation (teachers)	45
Graph 14. Teacher training (teachers)	46
Graph 15. Mobility (teachers)	46
Graph 16. Coordination and organization (teachers)	47
Graph 17. Students' use, competence and development of English (parents)	48
Graph 18. Methodology (parents)	49
Graph 19. Materials and resources (parents)	49
Graph 20. Evaluation (parents)	50
Graph 21. Training and information (parents)	50
Graph 22. Mobility (parents)	51
Graph 23. Improvement and motivation towards learning English (parents)	52

1. Abstract

This MA Dissertation describes a study on the bilingual programme implemented in a secondary school in Andalusia. It is divided into two main parts. The first part corresponds to the Literature Review, where the concept of CLIL is initially characterized and analysed in terms of its assets and pitfalls. A brief explanation is then offered of the situation of CLIL in Andalusia. Finally, this part focuses on similar studies carried out in other autonomous regions, characterizing CLIL implementation within them and providing an overview of the research conducted in each one. The second part aims at studying the implementation of this bilingual programme in Alcalá del Río, gathering the opinions of the main stakeholders involved: students, teachers and families. These views have been collected adapting an existing set of questionnaires, divided into three types, one for each cohort: students, teachers and families. These questionnaires are structured into seven blocks which encompass the seven dimensions that have been taken into account in this study. The dissertation concludes by highlighting the main outcomes at which the investigation has allowed us to arrive and by pointing out its limitations and lines for future research.

Keywords: CLIL, implementation, bilingual programme, monolingual community, qualitative study

2. Introduction

There have been many scientific studies aimed at analysing the similarities between animals and human beings. Even though it is proved that there are some common traits, it is acknowledged that there is an ability which animals lack and which corresponds uniquely to human beings, namely, language.

Animals can communicate among themselves grunting, barking or meowing, but they are unable to use a language. Conversely, human beings can communicate their ideas thanks to a structured system that enables them to convert their ideas into words and that is called a language.

Nevertheless, there is not just one language that is spoken all over the world. Languages have evolved parallel to human beings and have emerged as a result of social needs observed in different parts of the world. Nowadays, it is very difficult to quantify the real number of languages spoken in the world because of the globalized world in which we live and the wide possibilities that languages offer: languages can be created, they can be forgotten and even their wording might change as a result of different tendencies.

Within this linguistic panorama, we find an overarching idea: the need to know languages in order to communicate. Therefore, languages are no longer seen in isolation but, instead, they are used in order to interact among individuals and, for that reason, there is a growing social concern in the importance of communicative competence.

When we engage in a conversation, it is very important that we are familiar with a set of rules that permeate communication (turn-taking, for instance) and also with a set of linguistic structures, lexicon and linking words which allow us to organise our messages. This communicative competence will naturally emerge as long as we are exposed to language and grow.

However, the process of globalization that we are experiencing these days makes us need communicative competence not only in our first language but also in other languages. This has been provoked by the relationships observed at a global level in spheres related to companies, the world of commerce, tourism and also education. There are continuous contacts among people from different nationalities and, in order to make communication

possible, they all need a language they can use: a *lingua franca*. Obviously, this need has reached the educational context we are going to focus on and foreign language teaching is directly affected by this trend.

In the Spanish context, before the 21st century, only a foreign language was studied at school and the methodological approach made students learn the grammatical rules of that language and have few opportunities to use it in authentic communicative situations. Linguistic results were not achieved because of this limited view of foreign languages and their real usefulness.

With the spread of communications and new technologies at the dawn of the 20th century and with the positive linguistic models of other countries (such as Finland, Germany or Poland), educational authorities noticed that there was a need to change foreign language teaching in order to make it relevant for students. Furthermore, it was extensively proved that foreign language teaching contributed to improving students' first language and to knowing other existing cultures. This implies that when learning foreign languages, students also boost another key competence: cultural awareness and expressions.

Content and Language Integrated Learning (CLIL) has become an essential approach that is recommended when teaching a foreign language. It is based on the idea of teaching curricular contents (such as History or Physical Education) through a foreign language. Its main goal is to achieve communicative competence in that foreign language.

Spain has adopted this methodology, although there is not a common model which can be observed in all its autonomous communities. Accordingly, there are bilingual and monolingual regions in which this new methodology has become a reality and, for that reason, there are many different bilingual educational programmes in our country.

Learning a foreign language at school through CLIL has taken a step forward, introducing more than one foreign language in the curriculum. Consequently, in Andalusia, French has been introduced as a second foreign language to be learned at schools (Decree 97/2015, March 3rd).

The current educational legislation (Organic Act 8/2013, December 9th) gives each autonomous community its own right to apply regulations according to its necessities. This entails that the development of bilingual programmes differ depending on each community and there is some controversy related to the right implementation of these programmes.

This MA dissertation intends to deal with some of these controversial issues by characterizing bilingual programme implementation in an Andalusian secondary school. The investigation has been conducted with three questionnaires, directed to bilingual teachers, students in the first grade of Compulsory Secondary 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. Prior to focusing on the study in itself, however, a theoretical backdrop against which to frame will be established.

3. Literature review

3.1. Origins of CLIL

Nowadays, there are constant references in society to terms such as bilingualism, plurilingualism or even multilingualism. Nevertheless, these terms were unknown at the beginning of the 20th century. Thus, it is quintessential to move backwards and know what the origins of CLIL and bilingualism are.

In the second part of the 19th century, Canada was founded and among its population there were three founding groups: native, French and English, being Canadians of British and French origin the largest ethnic groups in Canada. Nonetheless, Genesee and Lindholm-Leary (2007: 255) point out that there were “social and linguistic inequities between the French and English-speaking populations of Canada” and that using French was sometimes banned by regulations.

Thus, these unfair situations towards French made some French-speaking communities react and, in the 1960s, a movement was initiated in Quebec and the English community noticed that French was becoming the most important language of communication of most spheres of life in Quebec. As indicated by Genesee and Lindholm-Leary (2007: 256), this period is referred to as the “Quiet Revolution”.

This climate led a concerned group of English-speaking parents to meet outside Montreal in order to discuss a possible solution (Lambert and Tucker, 1972). These families wanted to improve the quality of second language instruction in English schools and their solution was “immersion”. Hence, in 1965, an experimental kindergarten immersion class was set up with a two-fold purpose: to establish a balanced instruction of both French and English and to acknowledge the importance of French Canadian culture as part of this nation’s identity.

Genesee and Lindholm-Leary (2007: 257) describe a similar situation to the Canadian one in the United States. Bilingual education in languages some as German or French was allowed in some states and it was forbidden in others. However, in the last part of 1950s, there was an effort to “include foreign language competence [...] as an important educational goal”.

Consequently, in 1969 an act was passed so that educational authorities could “establish bilingual programmes for Spanish-speaking children across the nation” because of the arrival of Cuban refugees.

Then, in 1970, Genesee and Lindholm-Leary (2007: 258) indicate that the “Office of Civil Rights issued an official memorandum that directed school districts to take affirmative action to ensure that of students of national-origin (including those who did not speak English) were provided equal educational opportunity”. This made education through minority language students’ native language, along with English, become the preferred choice for many families. Curiously enough, in the 1970s some immersion educational programmes were offered in California.

The last predecessor for both CLIL and bilingualism can be found in the so-called European international schools. Baker and Jones (1998: 223) underscore that in these schools special attention is paid to British and American culture together with the local traditions. Moreover, he adds that their students are related to the “elite workers of the European community”.

The first European school opened in Luxembourg in 1953 and schools of this kind can also be found in Belgium, Germany and the Netherlands. In primary school students work and play together in different language sections to discover their common European heritage. Sometimes children act as translators for the teacher and may interpret some instructions in a language with which a teacher is not familiar with. Students are given much freedom to use that language they want. Another methodological pillar is that languages are always taught by native speakers.

Baker and Jones (1998: 224) pinpoint that “a major difference between the European schools movement and immersion programmes is that the second language is taught as a subject before being used as a medium of instruction”. In the current Spanish educational sphere we can find some remnants of this movement in the existence of International Baccalaureate or in some private schools which promote training students to become European citizens.

Research has demonstrated that the aforementioned linguistic experiences were positive because of the results that were achieved. Accordingly, Genesee (1994) stated that “L2 instruction which is integrated with content matter has proved to be more effective than L2 instruction in isolation”. Pérez Cañado (2012: 318) claims that the reason why these experiences cannot be “transferred or transposed to the European scenario” is that English is not studied in the same way in CLIL programmes in Europe.

In Europe, the current linguistic tendency is to recommend citizens to become proficient in three different languages. The term CLIL has emerged as a new approach that has to be developed within our educational systems and which pursues those recommended linguistic objectives. Marsh (2002: 11) highlights that its appearance responds to a “European solution to a European need” but CLIL programmes have not been widely studied yet. Therefore, Lasagabaster and Sierra (2010) consider that we still need more solid studies to provide robust empirical data.

3.2. Characterization of CLIL

This brings us to the present-day linguistic panorama in which learning foreign languages is strongly advised because of the future possibilities that it opens for students. Therefore, we are living a moment in which bilingual education is being promoted in many primary and secondary schools.

According to Richards and Schmidt (2002: 52), bilingual education is “the use of a second or foreign language in school for the teaching of content subjects”. Within this definition, they make a three-fold distinction among types of bilingual education:

- Immersion programmes, when the school language is not students' native language.
- Maintenance bilingual education, a gradual movement from students' native language towards the school language for teaching some subjects.
- Transitional bilingual education, when students' native language is used in the initial stage and a subsequent shift is made to use school language uniquely.

In our study we will focus on the study of maintenance bilingual education in which CLIL is the methodological approach that is widely used. Thornbury (2006: 51) alludes to the fact that “teaching a subject, such as geography, natural science, or history, *through* English, to learners whose first language is not English, is known as content and language integrated learning (CLIL)”. He adds that CLIL is firmly rooted “in the tradition of the strong form of the communicative approach” and that in CLIL lessons, “instruction is organized solely around the content”. The term CLIL has equivalents in other languages such as AICLE in Spanish (“Aprendizaje Integrado de Contenidos y Lenguas Extranjeras”) and EMILE in French (“l’Enseignement de Matières par l’Intégration d’une Langue Étrangère”).

Pérez Cañado (2012: 315) traces the origin of the term CLIL back in the 1990s. Specifically, this term “was coined in 1994 and launched in 1996 by UNICOM, the University of Jyväskylä (Finland) and the European Platform for Dutch Education (Fortanet-Gómez and Ruiz-Garrido, 2009; Marsh 2006)”. After this decade, we find the most oft-cited CLIL definition provided by Marsh and Langé (2000: 2), “a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language”. This makes us realize that CLIL emphasizes the importance of both content and language equally.

Coyle et al. (2010: 6) remark the differences between CLIL and bilingual education. Thus, they foreground that the distinction lies in CLIL’s “planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice”. This is what Coyle (2007) refers to as the 4 C’s framework: *content* (subject matter), *communication* (language learning and using), *cognition* (learning and thinking processes), and *culture* (intercultural understanding and global citizenship).

Therefore, Lorenzo (2007: 27) claims that “CLIL is something more than an educational need” since it serves a basis to come closer to ideals such as “mobility, economic cohesion and maintenance of cultural diversity”. Accordingly, Marsh (2002: 5) states that CLIL is a “European solution to a European need” and Lorenzo (2007: 29) highlights that “CLIL is officially supported as the adequate approach to language teaching”. Also, Coyle (2005:

23) suggests that CLIL is an open and flexible system which gives answer to a large number of diverse requirements.

Following Madrid and Pérez Cañado (2012), there are some aspects which 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 underlying theory of language for CLIL understands language as a resource for meaning and not as a system of rules. The foreign or second language is the vehicle which brings contents closer to the students. Language is used to communicate with students and to teach new information. Fluency is more important than accuracy but this does not imply that no attention is paid to form. As Dalton-Puffer et al. (2014: 215) state, "CLIL does not happen instead of foreign language teaching but alongside it". Learners acquire content knowledge while they improve their linguistic skills. According to Coyle and Baetens Beardsmore's (2007) triptych linguistic approach, CLIL involves developing the language *of learning for learning through learning.*

Constructivism and cognitive theory are the theories of learning which serves as cornerstones for CLIL. They give students opportunities to use their previous knowledge in order to develop new skills, attitudes, interests and experiences. Wolff (2002) and Marsh (2006) regard this as education through construction and for Mehisto et al. (2008), this is scaffolding. These ideas are grounded on one of the basic tenets of communicative language teaching approach: languages are learnt when students take part in activities that are meaningful for them and that are related to their experiences. CLIL promotes learning by doing, so students have an active role in the lessons they attend and are expected to cooperate with their peers and teachers.

In CLIL, teacher roles are redefined. Teachers are no longer the main communicators in a lesson, but their new role is that of facilitator. Lessons are driven by students, not by teachers. Nevertheless, CLIL is somehow demanding for teachers since they must be proficient in the foreign or second language and also have extensive knowledge about the subject content they deal with. Teachers must update their knowledge and training constantly since they are responsible for their students' success in bilingual programmes. In Andalusia, for instance, it is mandatory that teachers who participate in bilingual

programmes hold a B2 level certificate in the foreign language they teach through CLIL.

Regarding the language level targeted, Lorenzo (2007: 28) emphasizes that “through CLIL, the focus changes from language as a vehicle of culture to language as a means of communication in academic settings”. The linguistic gist of CLIL is communication and students are not expected to reach a native-like competence of the foreign or second language.

In comparison with immersion programmes, the amount of exposure to the foreign or second language can be lower but, as Pavón and Rubio (2010: 48) underscore “it is a great help [...] that students receive a greater number of hours of exposure to the foreign language”. This has proved to be fundamental in bilingual programmes, as the greater the exposure is, the more possibilities that students have of developing their knowledge and their communicative competence.

The languages which are prone to being taught through CLIL are mostly “major or minor international *linguae francae*” (Dalton-Puffer et al. 2014: 215). Instruction will be more useful if this ambitious approach concerns a language that can be used by students in different contexts. For that reason, English holds a hegemonic position in the CLIL scenario even though in Andalusia it is also possible to find secondary schools in which French and German participate in bilingual programmes.

From a methodological point of view, CLIL implies innovation and a breakthrough in traditional teaching models. Pavón and Rubio (2010: 50) specifically indicate that “the methodological changes that it implies are going to have a very positive influence on two of the most common important aspects of learning a foreign language: the development of oral skills and the increased motivation of students”. This implies the usage of new methodological ideas such as task-based learning, cooperative learning or meaning-focused processing. These authors (2010: 52) consider this methodological evolution a challenge for teachers of non-linguistic areas since they might not be familiar with activities that promote students’ communicative competence “with a communicative end goal”.

The communicative language teaching approach advocates for the usage of real, authentic materials that provide students with meaningful information. Nowadays, teachers have got many resources which allow them to gain access to this real information and material that language learning demands. Nevertheless, this should not be a guiding principle for CLIL and Lasagabaster and Sierra (2010: 372) state that “CLIL on many occasions requires a pedagogical adaptation, especially in the initial stages”. In the technological era we live in, ICT resources help us find and adapt many useful materials we can use in CLIL lessons.

3.3. Advantages and disadvantages of CLIL

Even though it seems obvious that CLIL entails benefits for those who partake in this type of education, it is not surprising to find families in Spain who do not want their children to join these educational programmes since they are demanding for their children. Accordingly, Mehisto et al. (2008: 20) have pointed out that “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”. Nonetheless, as Bruton highlights (2013: 588), in CLIL approaches students “get two for the price of one”: subject content and foreign language.

Rimmer (2009: 5) claims that CLIL “makes all the right noises to the various stakeholders in the curriculum”. Following Marsh’s (2002) terminology, the advantages of CLIL can be categorized into nine main headings: *linguistic, content knowledge, learning, cognitive, teaching, orectic/volitional, social, cultural and pragmatic dimensions*.

Concerning the linguistic dimension, we should take into consideration that CLIL involves an increase in the numbers of hours of foreign language exposure. This situation contrasts with one of the major pitfalls of traditional language teacher: the lack of real time to develop a true communicative competence. Thanks to CLIL, students improve their linguistic competence in the target language and have got more opportunities to experience language itself. Additionally, this does not have a negative effect on students’ native

language and contrastive analysis becomes a helpful tool for language learners. Also, it is to be highlighted that fluency is promoted and that language is seen as a tool for communication in real-life contexts.

Similar benefits are observed in content knowledge. The latter is integrated with language and, hence, academic competencies and communicative skills are developed at the same time. This chance to learn content and language simultaneously enables students to learn content through different perspectives and to access specific terminology in the target language.

Another positive aspect observed in the CLIL environment is the creation of conditions for naturalistic language learning. Communicative skills improve naturally when the foreign language is used in order to communicate (we are far from the traditional language learning situations in which little communication takes place in a lesson). Interaction will be crucial and, in these communicative exchanges, meaning will be constantly negotiated (again this is one of the basic pillars of the communicative language teaching approach).

Pérez Cañado (2013: 17) remarks that CLIL “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”. Teachers are aware of the fact that this approach can be applied in all educational levels since this offers opportunities to update their knowledge and it can mean a challenge in their teaching career since they are going to try a new approach. Teachers can benefit from the experience of others who have already implemented this approach and can share their knowledge with future CLIL teachers. Being a CLIL teacher means a constant update in the way that languages and content are taught and a desire to innovate in your daily practice.

As far as affective/volitional terms are concerned, CLIL is motivating for students and they feel interested in both the first language and the foreign language by establishing relationships between content study and language learning. Pérez Cañado (2013: 17) adds that “it also raises confidence and student expectations in response to the challenges it poses, and lowers the affective filter”.

Socially speaking, and in line with the equality of opportunities philosophy that reigns in Andalusian education, CLIL is a new possibility that is offered to every student, irrespective of their social class or economic consideration. This novel approach fosters social inclusion and egalitarianism so that no inequities can be observed in public education.

CLIL has a real impact in our students' cultural dimension. Pérez Cañado (2013: 18) notes that CLIL "builds intercultural knowledge and understanding, develops intercultural communication and promotes intercultural communicative competence". These benefits are related to the European dimension of education that was previously mentioned and also with the real possibility to contact students from other countries and be in touch with them, which reminds us some of the ideas which guided the creation of the so-called *Common European Framework of Reference for Languages* (CEFR).

These cultural options are reinforced by the assets observed on a pragmatic level since CLIL "prepares students for internationalization and EU integration, for future studies and/or working life, and for lifelong learning" (Pérez Cañado, 2013: 18). These are ambitious goals for an approach implemented at primary school and whose consequences might be felt on students' future career.

Nevertheless, not everybody agrees with the positive outcomes of CLIL and there have been some obstacles associated to this learning approach. Following Pérez Cañado (2013), my analysis of the pitfalls for CLIL will take into account teachers, learners and the general curriculum (syllabus, materials, methodology and evaluation).

Teachers may be overwhelmed by the novelty of the CLIL project. If they lack experience on these grounds and can find no immediate help to assist them in their practice, they can work in a way which is not beneficial for teachers or students. This situation was observed at the beginning of CLIL implementation in Andalusia since teachers, especially those from non-linguistic areas, were not familiar with this new methodological approach and were not given specific instructions on how to implement it with students.

Nowadays we are on the way to overcoming a previous drawback in CLIL, namely, the insufficient mastery of the target language. Teachers are required to have linguistic credentials to become CLIL teachers. Nonetheless, this does not imply that they have been training in second language pedagogy and teachers be overwhelmed by the new character of this major project. The personal factor is very important to become a successful CLIL teacher, since it requires making a great effort as well as being willing to cooperate with other colleagues and with the bilingual coordinator.

For some students, this educational approach is risky because of the cognitive demands that it poses. We should bear in mind that within a classroom there are students with different learning rhythms, which means that not every student will follow the same learning pace. If students find difficulties to understand some subject content, the foreign language will no longer be a helpful tool for them but a burden they must carry. This lack of confidence is one of the worst enemies for students and may result in negative marks and attitudes towards CLIL.

This sceptical attitude usually has consequences in the way that contents are faced and it is common to observe how teachers are obliged to reduce them so as to promote comprehension. Another possibility is that excessive attention is paid to contents and foreign language teaching is neglected.

Materials can also mean a problem for CLIL teachers, as some publishing houses offer materials in the foreign language which do not encompass the contents in students' native language. Therefore, Pérez Cañado (2013: 19) states that "there is a deficient development of content materials and instructional resources" and this forces teachers to create their own materials, which can be time-consuming and technologically demanding for some of them.

In addition, CLIL methodology is innovative and that can trigger teachers' lack of familiarity with these practices. Normally, teachers reproduce the patterns that they have experienced in their academic life, but CLIL is such a new tendency that it has not been experienced by most CLIL teachers. Additionally, it is a methodology in which teachers should use a language which is not their native language as a medium of instruction and this can cause some comprehension and production problems. The last hurdle in this complex methodological conundrum is evaluation since some teachers may doubt the

importance that both contents and linguistic skills have and families can complain if they believe that their children are not properly assessed.

3.4. CLIL in Andalusia

3.4.1 Introduction

After characterizing CLIL in broad terms, let us now narrow down our scope to focus specifically on the context of interest to our study: Andalusia. From the late 20th century, Spain has suffered an educational turmoil which provoked a vast number of changes in its educational systems because of government decisions (Ruiz de Zarobe and Lasagabaster, 2010). In the 1970s, French was the usual foreign language studied at school and in the 1980s, English started to be taught at primary school.

In 1990, the new *Ley Orgánica General del Sistema Educativo (LOGSE)* was passed and English gained a privileged position in the linguistic panorama since its study was compulsory at school. Even nowadays not all autonomous communities and autonomous cities follow the same educational pattern due to the self-government policy they can choose (Ruiz de Zarobe and Lasagabaster, 2010).

The current educational situation in Spain shows a change in progress since a previous Organic Act (*Ley Orgánica de Educación 2/2006*, May 3rd) is currently being modified by another Organic Act (*Ley Orgánica para la Mejora de la Calidad Educativa 8/2013*, December 9th). In the foreign language sphere, this new act has promoted French as a second foreign language at primary school.

Lasagabaster and Ruiz de Zarobe (2010: x) pinpoint that although “different models vary significantly from one region to another, [...] they can be divided into two main contexts”:

1. Monolingual communities, where Spanish is the official language and one or two foreign languages are used when CLIL is implemented.
2. Bilingual communities, where the official character is given to Spanish and another regional language. Education takes place in both co-official

languages and one or two foreign languages can be studied if the CLIL approach is followed.

Fernández Fontecha (2009) presents the most outstanding official CLIL initiatives within the plurilingual policies of our country (references are included to the ones offered in Andalusia):

- The Language Immersion Programme (*Programa de Inmersión Lingüística*) offers Spanish students in the last year of Primary education and the second year of Secondary education courses in which students attend camps and activities are carried out in English.
- Foreign Language Learning and Teaching Support Programme (*Programa de Apoyo a la Enseñanza y el Aprendizaje de Lenguas Extranjeras*) is an opportunity for teachers to get trained and go abroad for two weeks.
- European classrooms (*Aulas Europeas*) is based on an agreement between the MEC and the French Embassy which enables students to experience a culture immersion programme.
- European Sections / Bilingual Sections (*Secciones Europeas / Secciones Bilingües*) introduces bilingual sections in Primary and Secondary education.
- The Andalusian Plan for the Promotion of Plurilingualism (APPP) (*Plan de Fomento del Plurilingüismo*), an ambitious plan whose subprogrammes will be detailed below.

3.4.2 Characterization

According to the *Instituto Nacional de Estadística*, there are more than 8.4 million inhabitants in Andalusia, which makes it the most populated autonomous region in Spain. Moreover, half of its population is under 40 years old. Even though it has been traditionally featured by the “monoglot mentality” of its citizens (Lorenzo, 2010), there are some factors as tourism, immigration or tourism which, as Lorenzo (2010: 3) claims, “have resulted in a new language scenario with different languages and a revised view of multiculturalism”.

Lorenzo et al. (2009: 7) underscore that in 2004 the Andalusian Governor for Education designed a document in order to set a linguistic policy for Andalusian society. The same year, as indicated by Madrid (2010: 8), this Governor launched its bilingualism and plurilingualism programme, which was not passed until 2005 and which was named Andalusian Plan for the Promotion of Plurilingualism.

It was Andalusia's attempt to "jump on the bilingual bandwagon" (Pérez Cañado, 2011: 392). Pérez Cañado adds that this document "maps out the route to language acquisition and charts some of the theoretical and methodological foundations that underlie the project". Madrid (2015: 8) emphasizes that its creation is a response to the challenges brought by the latest technological, social and economic changes. Lorenzo et al. (2009: 7) point out that the APPP was inspired in the principles and initiatives of the Council of Europe's linguistic policies.

Pérez Cañado (2011: 392) alludes to the most immediate consequence of the APPP implementation: the rapid spread of CLIL-based models in Andalusian schools. Even though Andalusia was one of the last autonomous communities to adopt this approach, it became an example to follow among other communities and for that reason "it was given the European Language Label Award in 2006 for its contribution to multilingualism".

Pérez Cañado (2011) and Madrid (2015) refer to the two-fold aim of this plan: to improve linguistic skills in the first language and to promote plurilingual and pluricultural competence in the Andalusian population (Junta de Andalucía 2005: 25). These aims were devised as a response to the new European linguistic policy, deeply influenced by the *Common European Framework of Reference for Languages*.

Moreover, this plan also includes other interesting general actions, such as the introduction of first foreign language in Infant Education, an increase in the number of hours of languages in the curriculum, the promotion of student mobility and an enhancement of teacher training courses. Apart from this, Pérez Cañado (2011: 393) also alludes to the subprogrammes into which the Plan is articulated: the *Bilingual Schools Programme*, the *Official Language Schools Programme*, the *Teachers and Plurilingualism Programme*, the *Plurilingualism*

and Society Programme, and the *Plurilingualism and Cross-culturalism Programme*.

In line with the *Bilingual Schools Programme*, it is worth mentioning that from the approval of this plan, the number of bilingual schools is still growing and there is a network of more than 1,000 bilingual schools in Andalusia. Accordingly, Andalusia 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 currently in force: The *Plan Estratégico de Desarrollo de las Lenguas en Andalucía. Horizonte 2020* (2017). This plan is a new response to the European Union's desire to foster a sustainable economy and to promote language mastery. Specifically, the Andalusian government has established some goals which guide the development of this plan and which will have an important impact in the CLIL panorama in our region:

- to reach 2,015 bilingual schools in Andalusia,
- to enhance the acquisition of linguistic competence,
- to incorporate a second foreign language,
- to increase the amount of teaching staff,
- to enhance teaching training courses,
- to promote the language assistant programme and
- to strengthen the usage of CLIL so that classrooms become multilingual

environments.

The final objective is to achieve a target set by the European Union for 2020: 75% of the Andalusian population up to 15 years old must study, at least, two foreign languages.

At present in Andalusia, the implementation of the actions and guidelines included in the APPP and in the PEDLA are all channelled via a set of regional orders and instructions. The *Order of June 28th, 2011* (Consejería de Educación de la Junta de Andalucía, 2011) sets forth the basic organizational principles which guide all curricular aspects of the bilingual schools programme. A recent *Order of August 1st, 2016* (Consejería de Educación de la Junta de Andalucía, 2016) modifies the aforementioned order in some aspects.

Within the *Order of June 28th* there are chapters which organize the regulations, planning and functioning of bilingual schools. Chapter I clarifies that the consideration of “*bilingual centre*” can be used with those schools which offer Infant, Primary and Secondary education and whose curricula include some linguistic areas, subjects or modules taught (at least 50% of the workload) in a first foreign language.

Chapter II alludes to the certification that teachers of non-linguistic areas must hold in order to participate in bilingual educational programmes. Thus, they must have a certificate corresponding to the B2, C1 or C2 levels of the CEFR in the target language. These certifications can be solely issued by Official Schools of Languages (*Escuelas Oficiales de Idiomas*), University of Cambridge or Trinity College London. For foreign language teachers, the only requirement is to hold a degree in English Studies or in Translation and Interpreting.

Chapter III stipulates the way in which evaluation must be carried out. The emphasis lies on the linguistic skills (comprehension and production) taking the CEFR (2001:24) levels as reference. In evaluation, primary is given to specific contents of the non-linguistic subjects over the linguistic production in the L2 (hence, the linguistic competence in the foreign language cannot cause a student to fail in a subject).

Chapter IV contains the non-linguistic areas or subjects that can be implemented using the foreign language as a vehicle of communication. Among these subjects, we can mention Natural Sciences, Social Sciences (one of these is compulsory), Mathematics, Physical Education, Music, Arts, Technology and Education for Citizenship.

Chapter V is devoted to teacher organization and establishes the needs of a coordinator of the bilingual programme with some course rebate in their timetable, the need to hold a language certificate to teach in this educational programme and the award of a certification of participation in the bilingual programme which can be valid as a merit in any administrative process directed to teaching personnel (Consejería de Educación de la Junta de Andalucía 2011).

The *Guía Informativa para Centros de Enseñanza Bilingüe* contains some relevant allusions to CLIL. On page 13, there is a reference to CLIL as an approach to trigger a spontaneous usage of language in the classroom as non-linguistic area lessons become an opportunity to experience, use and employ communicative skills in the academic sphere. On page 49, we find an interesting baseline for CLIL, since it is considered to allow the use of Spanish since the integration of curricular content with the learning of other languages is not just limited to language learning, but also it enables the development of linguistic skills, including the development of linguistic skills in the students' native language.

The last fragment to be highlighted can be found on page 97, where we encounter a direct allusion to materials and resources. Here, we can observe that CLIL methodology implies creating materials that are adapted to the interests of the School Project but also to the classroom context. Therefore, the creation of CLIL materials is part of the tasks that non-linguistic area teachers must carry out in the early stages of the implementation of bilingual education so as to elaborate their own activity bank and materials.

3.4.3 Prior research

Have these practical guidelines been accompanied by a comparable body of research? The growing importance that CLIL has in Andalusia can be noticed in the number of studies that have been undertaken. Nonetheless, as we will discuss below, there is still a long way to go in the examination of CLIL lessons, bilingual schools and their effects.

Pérez Cañado (2011: 393) notes that the investigation that has had the greatest impact was the one conducted by Lorenzo et al. in the academic year 2006-2007. Specifically these authors tried to analyse the effects of bilingual education regarding foreign language competence development, the organization of bilingual areas, the implementation of bilingual models in the classroom and the degree of satisfaction of the different stakeholders (Lorenzo et al., 2009).

These authors were commissioned by Junta de Andalucía in order to assess 31 primary schools and 29 secondary schools all over Andalusia. 44.2% of these schools developed the bilingual pilot programme that was implemented in 1998. In these schools, French and German were the foreign languages studied. The rest of schools corresponded to English bilingual sections in which this programme had been in force for a year and a half.

The number of students who participated in this study was 1,768 and they belonged to the fourth year of Primary education and to the second year of Compulsory Secondary education. In order to measure, as Lorenzo et al. (2009: 5) call it, “progress analysis in students’ L2 linguistic competence”, they used some linguistic tests designed according to the levels established by the *Common European Framework of Reference for Languages*. These tests were questionnaires specifically created for the different stakeholders of this programme: teachers, students and families. Furthermore, apart from the questionnaire results, some interviews were conducted with bilingual coordinators in order to obtain extra information about organization and functioning of bilingual areas within these schools (Lorenzo et al., 2009).

Pérez Cañado (2011: 393-394) remarks that this study was “the first instance of empirical research into the effects of CLIL in Andalusia” and that results were “exclusively positive”. According to these results, students were over European reference levels A1 (primary students) and A2 (secondary students). Also, their communicative skills were properly developed, above all written comprehension and oral expression. These results were superior to the ones obtained by non-bilingual groups of the same schools and, linguistically, French students had developed their receptive skills more and English ones, their productive skills. If L2 competence was comprehensively measured, differences became neutral (Lorenzo et al., 2009).

It seems surprising that those English students who had only received such a reduced amount of CLIL instruction had reached that level of linguistic competence. Pérez Cañado (2011: 394) pinpoints that “this leads the authors to conclude CLIL programmes have rapid effects and that there is a non-linear correlation between exposure and competence”.

Lorenzo, Casal and Moore (2009: 433) concluded that CLIL provides “an extremely rich language learning environment” and they highlighted some further benefits of this approach, including more cohesion within schools, a greater coordination between teachers and teaching assistants, a more solid contact between content and language and an increased awareness of the positive outcome of this type of programme for L2 learning.

Regarding the teacher sphere, they administered 398 questionnaires and it was found that English instructors’ level did not surpass B2. They all had a positive impression about the implementation of CLIL programmes at school, but they also claimed for the need for “increased resources, methodological and linguistic and native teachers at Primary level” (Pérez Cañado 2011: 394).

Similarly, the participating 1,329 students reached positive conclusions about CLIL programmes. They considered that thanks to CLIL, their competence development was higher, and they experienced an improvement in vocabulary and grammar, as well as a greater motivation and better attitudes. They also underscored their willingness to visit L2 countries and the need to use ICTs in the classroom.

Results are parallel in the familiar sphere. The 972 families noted that the greatest asset of the programme was the increase in language knowledge and they also emphasized that to “guarantee the quality of linguistic immersion” it was necessary to employ “better trained teachers” and “more native speakers”, as well as to increase the “number of trips abroad for their children” (Pérez Cañado, 2011).

In the SWOT analysis conducted for coordinators, it seems clear that the main weaknesses are the lack of information, implementation models, extensive training and materials. Among the strengths, they pointed out students’ motivation, better academic results, opportunities to work as a team and a greater language contact.

The first study carried out in Andalusia about CLIL implementation has such a positive bias that it seems very difficult to improve this practice. Moreover, students’ competence and results allude to the wide spectrum of possibilities that CLIL can offer. Nevertheless, subsequent studies in Andalusia, which will be analysed below, will show that not everything was as bright as it seemed at first.

Rubio Mostacero (2009) interviewed 20 teachers in four secondary schools in Jaén in 2005 in an attempt to design a course for non-linguistic areas teachers after this minor research. The information gleaned from the interviews proved that teachers' English level was inferior to her expectations and also that teachers had not been provided with background information on CLIL. Hence, these teachers highlighted some of the potential obstacles in the implementation of the APPP and were concerned about students' lack of motivation, families' negative perspectives on CLIL or teachers' insufficient level in L2. Even though teachers regarded CLIL as a personal challenge, they also knew that they lacked language training.

For that reason, Rubio Mostacero (2009: 58) concludes that "language is the basic need to teach through CLIL, and only when this need is covered, others may emerge". This study was conducted shortly after the APPP was launched but its informants were not familiar with the Plan. Nevertheless, its results cannot be considered relevant since the informants were not involved in the implementation of the APPP and the sample was reduced numerically and geographically (Pérez Cañado, 2011) and no data triangulation was included.

Cabezas Cabello (2010: 84) intended to portray "in a unbiased way the strengths, weaknesses, opportunities for improvement and threats affecting the APPP". In order to do so, he visited 30 schools all over Andalusia in the first half of 2009 to interview English, French and German teachers, as well as bilingual coordinators.

As for strengths, he alludes to the wide amount of benefits that the Plan involves, the positive acceptance and consequent increase in students' motivation, the mobility opportunities that are opened up, the enhancement of ICT and the development of new teaching ideas such as dynamism, everyday English, teachers' update, more resources, enthusiasm, creativity or the embracing of CLIL.

In contrast, the pitfalls that this Plan must overcome affect "teachers, students, parents, organizational aspects, and materials" (Pérez Cañado, 2011). Teachers lack linguistic training and have only slight notions of the methodological guidelines that must prevail in CLIL. Additionally, little coordination is observed among teachers. CLIL is cognitively demanding for students, which has provoked an increase in the drop-out rate and parents refer

to the fact that they cannot help their children with homework since they are not familiar with linguistic requirements or content integration within the new curriculum. From an organizational point of view, there are no clear guidelines for the Plan and there is a lack of common sense about the main tenets of CLIL, which has caused “discrepancies between educational policies and real teaching contexts” (Pérez Cañado 2011: 398).

The most relevant opportunities identified in this study are the homogenization of the Plan, the linguistic and methodological training of teachers, the active involvement of both students and families, extending information about CLIL to all stakeholders and carrying out an external evaluation of APPP schools.

The main threats of the Plan are the excessive teacher-student ratio, the need to restore the L2 teachers to their position and the need to check positive accounts of the APPP implementation. Indeed, there are many documents which refer to the merits of the plan and the reality that some teachers experience in their daily practice makes them claim that “in the present circumstances of most Andalusian schools, it is neither viable nor doable” (Cabezas Cabello 2010: 90).

Although this study has been criticized for its lack of data and methodological triangulation and scientific organization, it was the first attempt in Andalusian CLIL history, as Pérez Cañado (2011: 399) highlights, “to orchestrate a balance between the grassroots and top-down implementation of the APPP and to trace its inconsistencies”.

Madrid and Hughes (2011) made an important contribution to CLIL assessment in Andalusia by collecting data in 2007/2008 from bilingual public and private schools and monolingual public and semi-private schools. In the sample, their main aim was to measure the degree of competence of English, Spanish and subject matter in students from 6th grade of Primary education to 4th grade of Compulsory Secondary education.

The test on the four skills of the L2 demonstrated that CLIL has a positive effect on student performance and that L2 development had no negative effects on students’ L1. Also, these bilingual students did not exhibit lower levels of subject matter competence in spite of L2 instruction. Hence, CLIL does not hinder content learning and, conversely, promotes knowledge transfer.

Some bilingual students did not reach the required cognitive levels even though they showed well-developed L2 vocabulary skills and an increased communicative competence (Madrid, 2011). Moreover, they presented a higher cultural knowledge when compared to monolingual students. Thus, these encouraging results were revealed on behalf of public bilingual schools, whereas public monolingual schools demonstrated the most negative outcomes.

Travé González (2016) has recently conducted an investigation which focuses on teachers' perception of the Plan, its purposes and methodological proposals as well teaching development. In his investigation, he has used a questionnaire, interviews and a researcher's diary to gain some information about the bilingual programme.

69% of the teachers involved believe that being bilingual implies the mastery of two languages and only 66.5% of these teachers hold a B2 level of linguistic competence. Consequently, they refer to the reinforcement of foreign language learning as the main purpose of this programme (Travé González, 2016).

Another common perception which can be noticed is that teachers think their students will not acquire a relevant linguistic competence in a foreign language until they finish their secondary education. Methodologically speaking, this study proves that most teachers claim that they have not received any training courses on CLIL methodology and that they have used their experience as English teachers to adapt the methodological approach to non-linguistic subjects (specifically Natural Sciences and Social Sciences (Travé González, 2016).

Recently, Lancaster (2016: 151) has run a study whose main aim is "to carry out a thorough CLIL assessment project on stakeholder perspectives of the APP in the province of Jaén in order to detect the strengths and weaknesses of the plan". The instrument used in this study was a questionnaire whose contents were "contingent on the underlying principles of the APP" (Lancaster, 2016) and focused on students' English in class, methodology, materials, evaluation, teachers' English in class, mobility, students' improvement and motivation and teachers' coordination and organisation.

The main conclusions reached, as indicated by Lancaster (2016: 163), “unveil predominantly positive attitudes on behalf of both the stakeholders who are implicated in the study”. Teachers show a more overall optimistic view towards bilingual education than students.

Students show enthusiasm towards English use, competence and development, as well as the methodology used in bilingual lessons, and motivation is high among them. Teachers’ satisfaction is related to “materials, resources and ICT, evaluation, teacher training, and mobility” (Lancaster 2016: 5).

Both stakeholders accept CLIL methodology used in bilingual programmes even though students point out that it could be more innovative thanks to a more extensive usage of ICTs. Teachers also complain about the lack of linguistic upgrade courses and some methodological guidelines regarding the use of CLIL in the classroom. Furthermore, teachers are not satisfied “with the support provided by the educational atmosphere” (Lancaster 2016: 147), an obstacle which had been already brought to the fore by a similar study conducted by Gálvez Gómez in 2013.

4. Research design

4.1 Justification of the investigation

The literature review has provided us with an insight into how CLIL has developed from its early implementation in Canada and North America until its recognition in Europe as an established approach. Our overview of research results has made us appreciate the predominantly positive influence that CLIL exerts on learners. Nonetheless, there are some deficits in the evaluation of this teaching approach, from which this present study ensues.

For that reason, some authors, such as Coyle et al. (2010), call for a deeper analysis in a natural setting to understand 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” (2010:

141-142). This statement validates the present research project from the point of view of *what* is required to be evaluated.

Concerning *who* is going to be evaluated, it is important to analyse all the stakeholders' perspectives involved in the teaching-learning process of a foreign language through CLIL. Accordingly, recalling Coyle et al. (2010: 143), "CLIL teachers should not be forgotten as we seek evidence of the affective dimension" and parents play a crucial role in their children's attitudes towards learning a foreign language.

If we focus 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". This that students, teachers and parents will complete a questionnaire, which will reflect their perspectives on CLIL and the way it influences language learning.

As for *when* and *where* the questioning processes will take place, attention will be focused the autonomous community of Andalusia, specifically on a secondary school named I.E.S Ilipa Magna and located in a village of Seville, namely Alcalá del Río. This research project is also sustained by Lorenzo's words (2007: 11) that "it is clear then that the need is now for consideration study and observation of how CLIL is functioning" and by Madrid and Hughes' belief (2011: 12) that "we believe that now would be an appropriate time to pause and examine the effectiveness of these programmes".

Furthermore, this research is widely justified as a result of diverse shortcomings found in previous investigations. As stated in the literature review, SWOT analyses into CLIL functioning have been conducted, but the samples analysed were numerically reduced. In our case, our goal is to identify the assets and pitfalls of the current implementation of CLIL in a secondary school using a qualitative methodology and data triangulation. Hence, we will gain a full insight into how CLIL is working in this monolingual context and we will be able to examine the evolution of CLIL tendencies in Andalusia.

4.2 Objectives

The core objective of this study is to conduct a CLIL assessment project, analysing stakeholder perspectives of the implementation of CLIL in a secondary school in Andalusia. This overarching goal is driven by two key meta-concerns, which can be broken down into 3 component corollaries:

Meta-concern 1 (to carry out a SWOT analysis of CLIL implementation in a secondary school in Andalusia):

a) To determine students' perspectives in Andalusia 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 subjects

a.5) Teachers' use, competence and development of English in class

a.6) Students' mobility

a.7) Improvement and motivation towards learning English

b) To determine teachers' perspectives in Andalusia regarding:

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 subjects

b.5) Teacher training

b.6) Teachers' mobility

b.7) Coordination and organization

c) To determine parents' perspectives in Andalusia 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 subjects

c.5) Training and information

c.6) Students' mobility

c.7) Improvement and motivation towards learning English

Meta-concern 2 (across-cohort comparison):

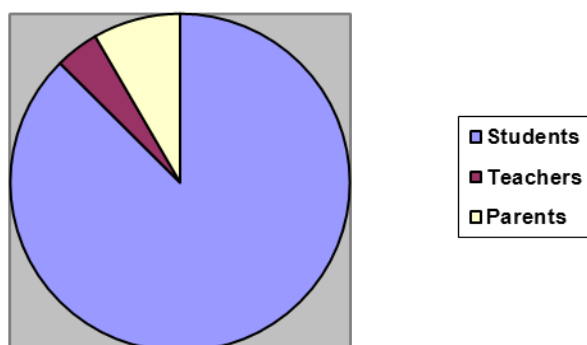
d) To determine if there are statistically significant differences vis-à-vis CLIL methodology, materials, and evaluation in the perception of the three cohorts: students, teachers and parents.

4.3 Materials and methodology

According to Brown (2001), this study is an instance of primary research, and within it, of survey research, as it includes questionnaires. There are three features that this author ascribes to survey research: it is data-based, it employs interviews and questionnaires and, as Pérez Cañado underscores, it is “mid-way between qualitative and statistical research”, as it deploys both techniques. Within it, data triangulation has been employed, since different sources of information have been consulted in this study so that different perspectives on the teaching-learning process are taken into account: students, teachers and parents.

4.3.1 Sample

This study deals with three different cohorts that will be under investigation: students, teachers and parents. They all come from the same public secondary school located in Alcalá del Río (Sevilla) in Andalusia. The total number of participants that has completed the questionnaires is 120: 105 students, 5 teachers and 10 parents (cf. Graph 1).



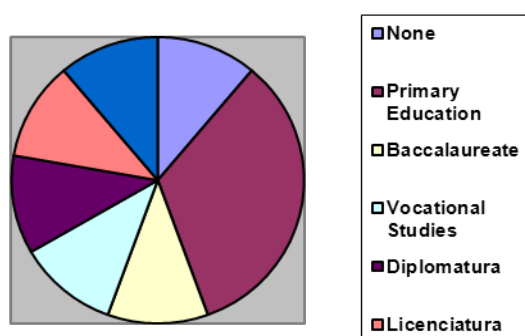
Graph 1. Breakdown of the overall sample in relation to cohort

All the students polled for this research are studying first grade of Compulsory Secondary education. The questionnaires were administered at the beginning of the third term. Their age ranges between 12 and 14 years old. Even though they are part of the same bilingual programme in this secondary school and study History and Geography and Physical Education within this bilingual programme, they come from five different primary schools located in four different villages. Only one of these primary schools has a bilingual programme, which includes these subjects: Social Sciences, Natural Sciences and Artistic Education.

All the teachers who have participated in the study teach in bilingual groups. Four of them belong to linguistic areas (three of them teach English and the other one Spanish Language and Literature) and two of them are teachers from non-linguistic areas (History and Geography and Physical Education). They hold a certificate of B2 level in English (or higher), except for the Spanish Language and Literature teacher.

It is interesting to notice that all teachers are familiar with the current regulation that establishes the time percentage that students should work in English in non-linguistic subjects. However, the two non-linguistic area teachers state that their bilingual lessons do not go beyond 40% of their teaching schedule.

The most significant data gleaned from the questionnaire in relation to parents is their low level of studies. 30% of them have studied Primary education and 10% have not even finished this stage. 10% have finished their Baccalaureate studies and 10% of the sample holds a university degree. 20% of these parents have certificates of vocational studies. 10% of the parents polled preferred not to disclose this information (cf. Graph 2).



Graph 2. Parents' level of studies

4.3.2 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.

The variables for each cohort are listed below:

* Students

- Age
- Gender
- Exposure to English within school

* Teachers

- Age
- Gender
- Type of teacher (foreign language or non-linguistic area)
- Administrative situation (permanent position or interim position)
- English level
- Subjects taught in English
- Percentage of subject taught in English
- Bilingual coordinator
- Overall teaching experience
- Bilingual teaching experience

* Parents

- Age
- Gender
- Nationality
- Level of studies

4.3.3 Instruments

In this section we will deal with the questionnaire design, carried out by Pérez Cañado (2016). Moreover, we will detail the modifications made to the questionnaires for this specific study. Eventually, their administration to the sample will be described.

4.3.3.1 Questionnaire design

This study has been undertaken with three different questionnaires, which according to Brown (2001), are subsumed within *survey tools*. Their main goal has been to poll the distinct views that stakeholders have regarding CLIL in their contexts. They comprise, following Patton (1987, as cited in Pérez Cañado, 2016), *demographic* or *background questions*, to gain biographical information from the participants and *opinion* or *value questions*, to know 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 these questionnaires and *alternative answer* and *Likert-scale* (on a scale from 1 to 4) in the second part. The information provided in the three questionnaires is similar, notwithstanding a minor difference: "most of the items have been matched to allow for a comprehensive comparison of the cohorts" (Pérez Cañado, 2016: 83).

In this study, three sets of parallel questionnaires have been administered to three different cohorts: students, teachers and parents. They have been designed and validated by Pérez Cañado (2016) and have been modified for this research to clarify some wording, due to the type of subjects participating in the study: children whose age ranges from 12 to 14 years old. In spite of a slight diversity, most of the items have been matched to allow for a comprehensive comparison of the cohorts.

As for questionnaire contents, they are contingent on the guidelines of Andalusian Plurilingualism Plan. 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 parents);
- b) *methodology* (5 items for students and teachers, 3 for parents)
- c) *materials and resources* (11 items for students, 12 for teachers, 8 for parents)
- d) *evaluation* (4 items for students and teachers, 5 for parents)
- e) *teacher training and information* (8 items for students, 13 for teachers, 5 for parents)
- f) *mobility* (3 items for students and parents, 4 for teachers), and

g) *improvement and motivation towards learning English* (parents and students) / *coordination and organization* (teachers) (4 items for students, 5 for teachers and 6 for parents) (cf. Appendix I for the full version of the surveys).

The editing and validation of the questionnaires were developed in two phases. Firstly, 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, 2016: 86). Then, there was 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 students one, 0.931 for the teacher equivalent, and 0.895 for the parent survey” (Pérez Cañado 2016:87).

4.3.3.2 Modifications to the questionnaires

This section describes the modifications made in the three questionnaires designed by Pérez Cañado (2016) 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 to simplify the number of pages used. Additionally, all the *open-response* questions have been eliminated in all blocks.

* Student questionnaire:

- Modification of certain vocabulary items.
- Modification of certain grammatical structures to help students understand the information more easily in all the blocks.

* Teacher questionnaire:

- Elimination of an identification variable: *centro* (since they all belong to the same high school).
- Elimination of percentages in item 8 so as to get an accurate proportion of the parts of subjects taught in English.
- Modification of some grammatical structures to make them more similar to the student questionnaire.

* Parents' questionnaire:

- Elimination of two identification variables: *centro en el que está escolarizado su hijo* and *curso de su hijo* (all students belong to the same secondary school and are in the same grade).
- Modification of certain grammatical structures to make them more similar to the student questionnaire.

4.3.3.3 Questionnaire administration

This administration has been carried out in a public Secondary school in Andalusia: I.E.S. Ilipa Magna (Alcalá del Río, Sevilla). The permissions needed to develop this research were given by the Head Teacher and it was the researcher himself who was in charge of the 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: the researcher administered the questionnaires during a lesson period, clarifying some of the terms and explaining the possible doubts that the students had while answering the items included in the questionnaire. The parents' questionnaires were administered in some tutorial sessions with the aid of other teachers.

A time period of approximately one month has been necessary to administer all the questionnaires and process the data gained from them. As a conclusion, it can be pointed out that the questionnaires have 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 pointed out 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". Moreover, 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 investigation.

4.4 Data analysis

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

- Meta-concern 2: For the purpose of detecting the existence of statistically significant differences between the three cohorts, the ANOVA and the T-test have been used. Cohen's d has also been determined to gauge effect sizes.

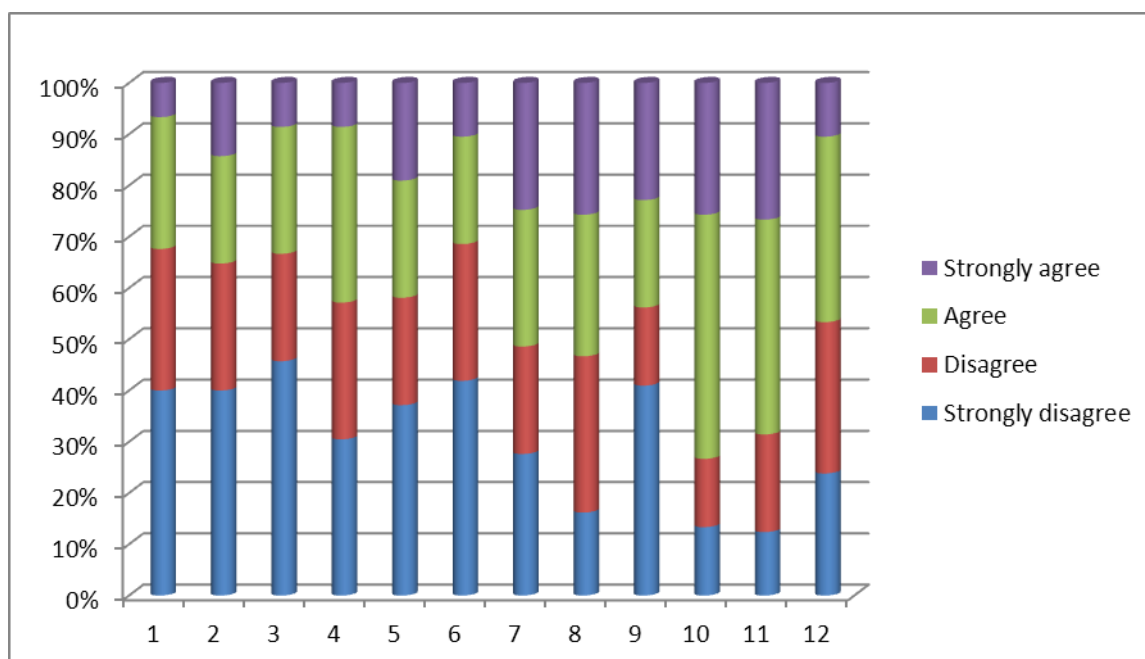
5. Results and discussion

In this section, the results collected will be presented and discussed alluding to the previously mentioned analysis and to the literature review presented in section 3. 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 different among these cohorts.

5.1 Students' perspectives

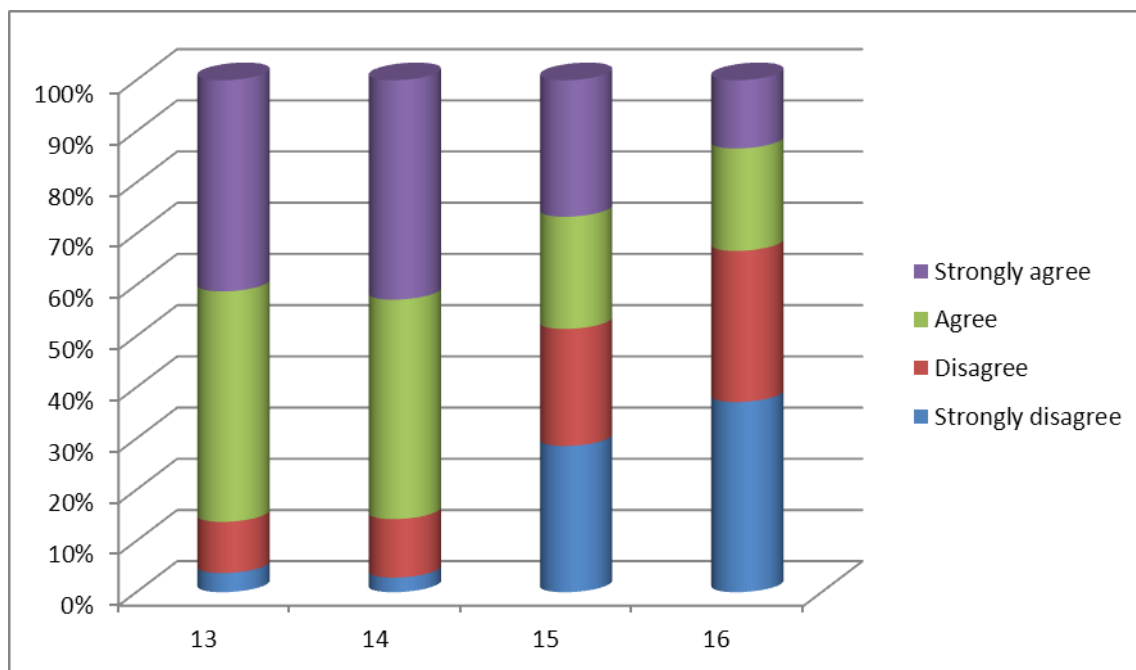
For the purpose of understanding the global outcomes obtained in the students' cohort, they will be scrutinized according to the seven different blocks in the questionnaires. Thus, beginning with block 1. *Students' use, competence and development of English in class*, it can be seen that students do not really believe that their level of English or Spanish has improved as a result of participating in a bilingual programme (items 1 and 2). They also similarly agree on not having improved their knowledge of bilingual subjects (item 3).

Nevertheless, results show that there has been an increase in the understanding of how languages work and are interconnected (items 4 and 5), even though students would not like to have a greater exposure to English in class (item 9). The highest means in this block (close to 3) are related to students' oral and written abilities (items 10 and 11) and students' interest and participation in bilingual lessons (items 7 and 8) (cf. Graph 6).



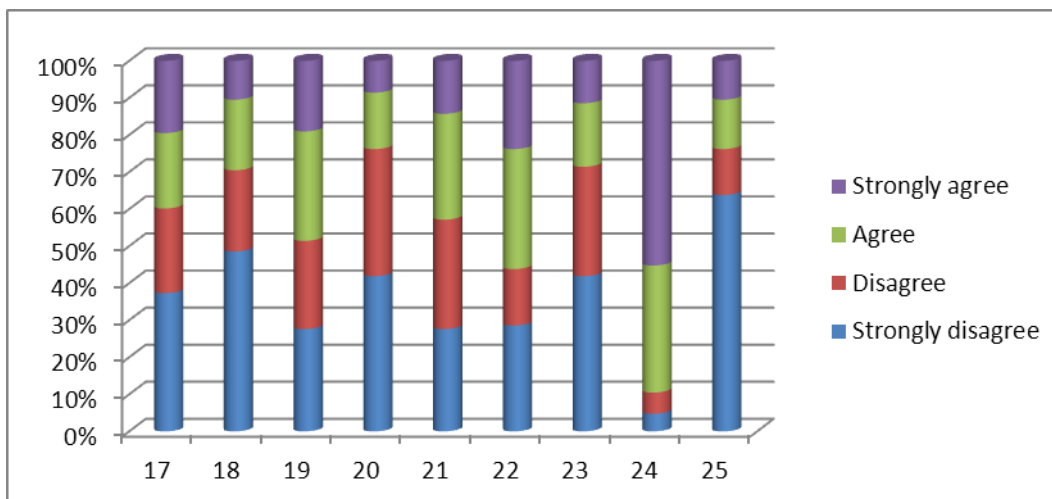
Graph 3. Students' use, competence and development of English in class (Students)

As for the block 2. *Methodology*, students are getting used to CLIL methodology and show a high level of agreement on the use of work based on tasks and projects (items 13 and 14). However, they express their disagreement on the use of team work in class and on the knowledge of more vocabulary as a result of CLIL (items 16 and 15) (cf. Graph 4).



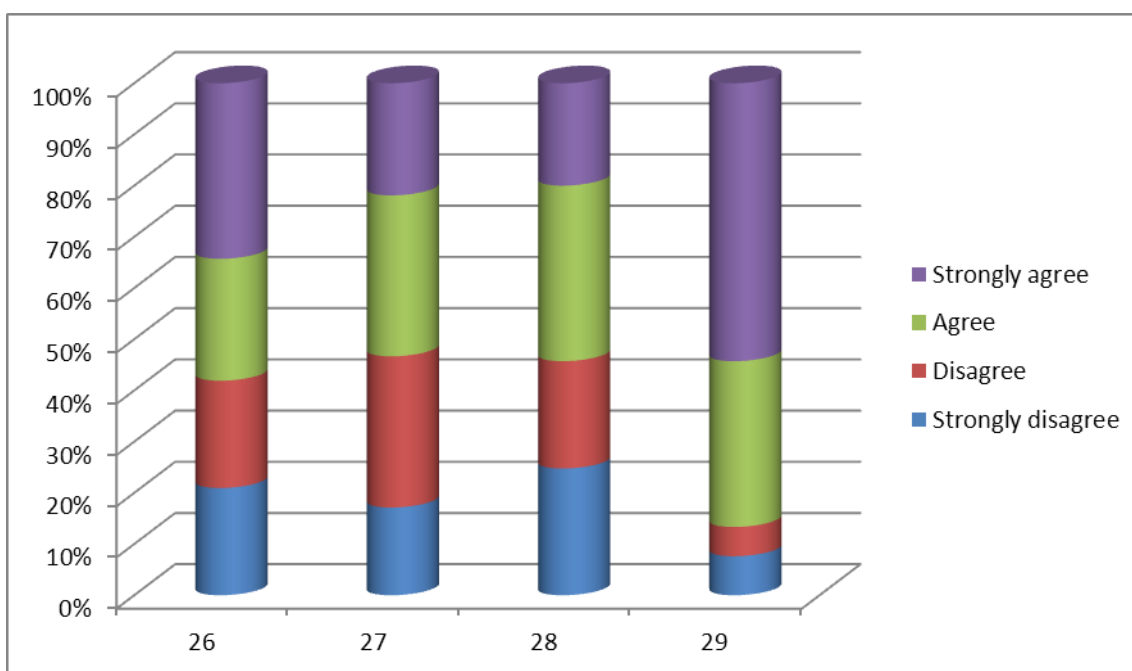
Graph 4. Methodology (Students)

Results obtained in block 3. *Materials and resources* reveal that their use is limited in this high school. Students show a strong agreement on the use of interactive digital boards (item 24) and acknowledge the integration of online reference materials in class (item 22). Nonetheless, these materials do not seem to foster communication (item 20), are not authentic (item 17) and are not seen as interesting or motivating (item 18). Surprisingly enough, students agree on the scarce use of blogs, wikis and webquests (item 23) and computer-mediated communication (item 25) (cf. Graph 5). These findings are exactly in line with those obtained by Lancaster (2016) and therefore point to the need to continue capitalising on the full potential of ICTs within the CLIL classroom.



Graph 5. Materials and resources (Students)

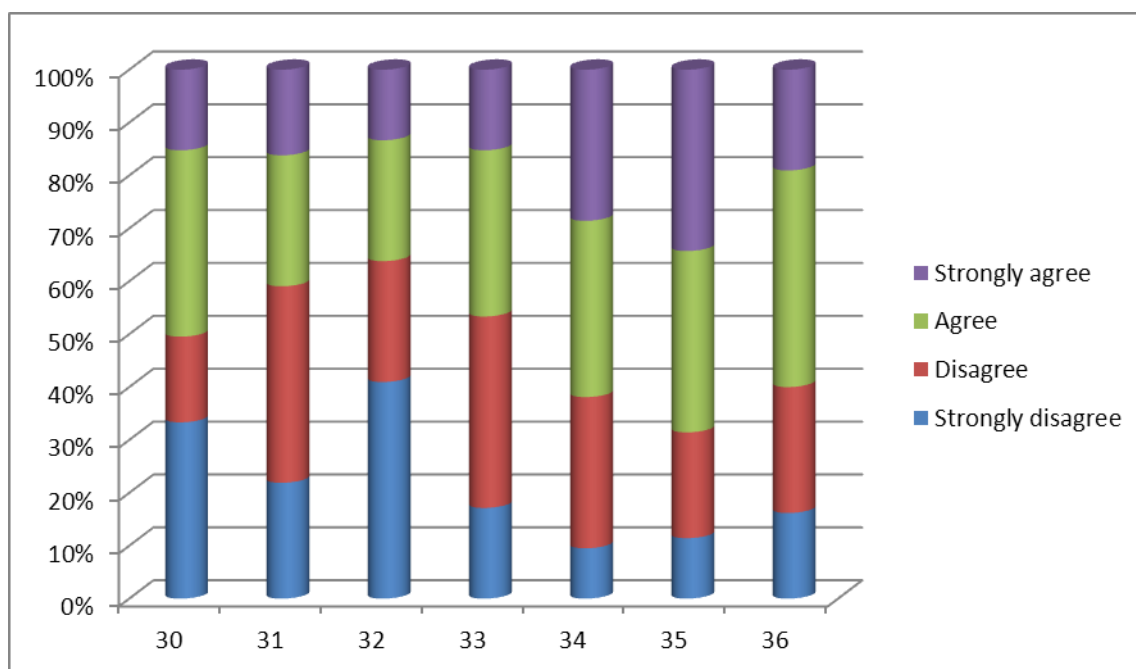
As for the results obtained in the block entitled *4. Evaluation*, they are perceived as very positive since students are familiar with the notion of holistic evaluation (item 26) and they notice that contents are more important than English (item 27). The usage of oral evaluation is frequent (item 28) and evaluation is clearly felt as summative (progressive) (item 29) (cf. Graph 6).



Graph 6. Evaluation (Students)

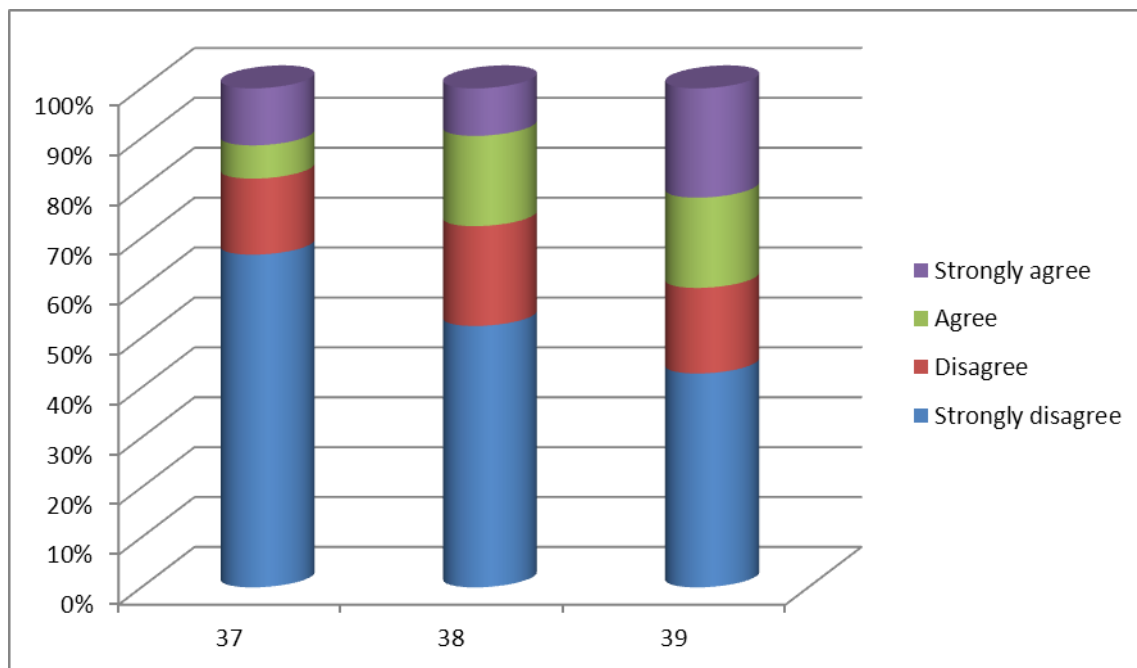
Results in block 5. *Teachers' use, competence and development of English in class* are not as positive as one might expect. Although teachers are considered to have an adequate knowledge of the foreign language and its culture (items 34, 35 and 36), outcomes are not as high as far as motivation and

successful implementation are concerned (items 30, 31, 32 and 33) (cf. Graph 7).



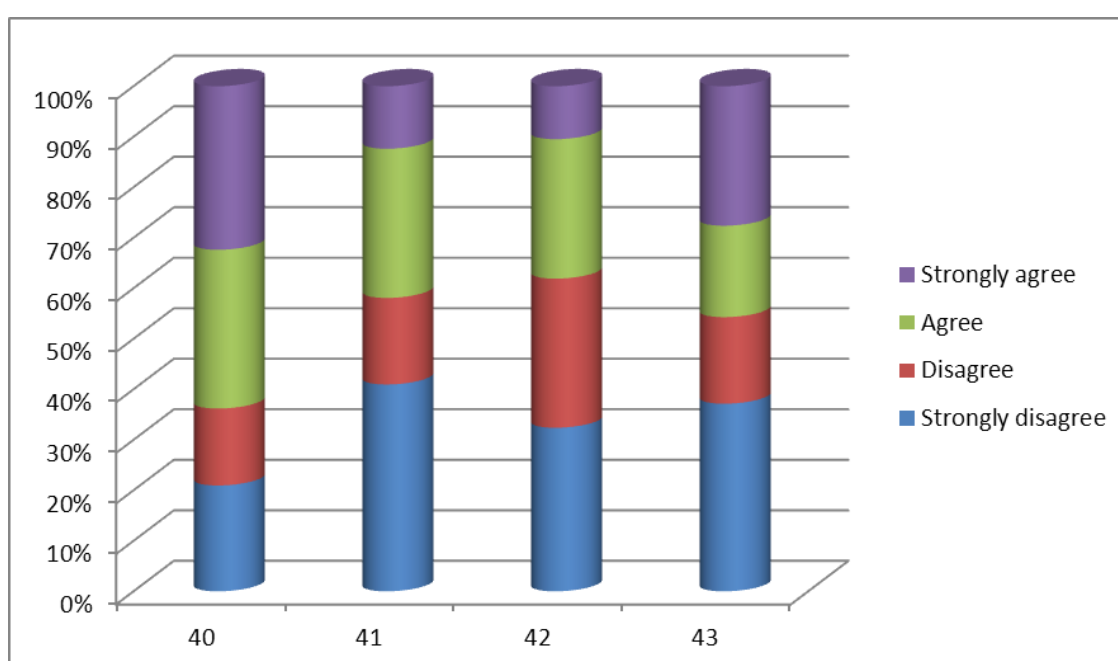
Graph 7. Teachers' use, competence and development of English in class (Students)

In the block entitled 6. *Mobility*, results show that most of the students have never taken part in an exchange programme (item 37) and bilingual teachers do not seem to encourage students to do so (item 38). Students feel greater support on behalf of their families (item 39) (cf. Graph 8).



Graph 8. Mobility (Students)

Finally, the block on *7. Improvement and motivation towards learning English* reveals neutral results. There is a feeling that it is worth it to belong to a bilingual section despite the implied increase in work (item 40), but students do not believe that their English has improved due to this programme (item 41). Students do not feel very positive about their motivation towards learning English (item 42) and do not have an adequate access to English materials outside school (item 43) (cf. Graph 9).

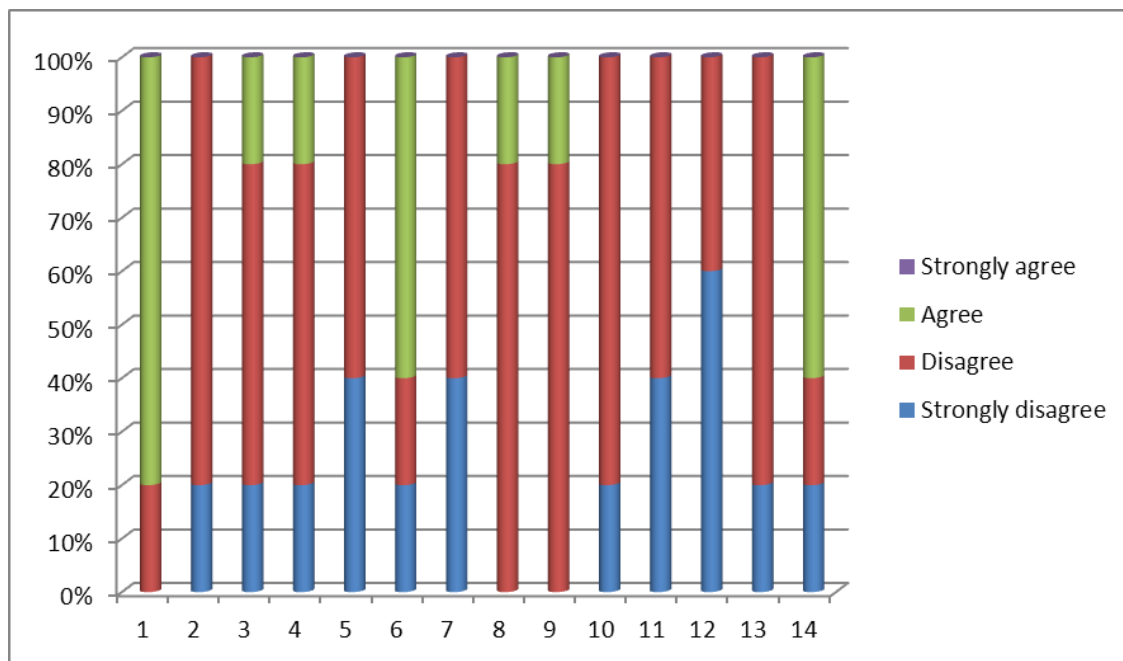


5.2 Teachers' perspectives

After having described the results obtained in the student cohort, let us now turn to the analysis of the teacher cohort. This sample is more reduced than the student one due to the limited number of teachers involved in bilingual education in this secondary school; however, some valuable conclusions can still be gleaned from it.

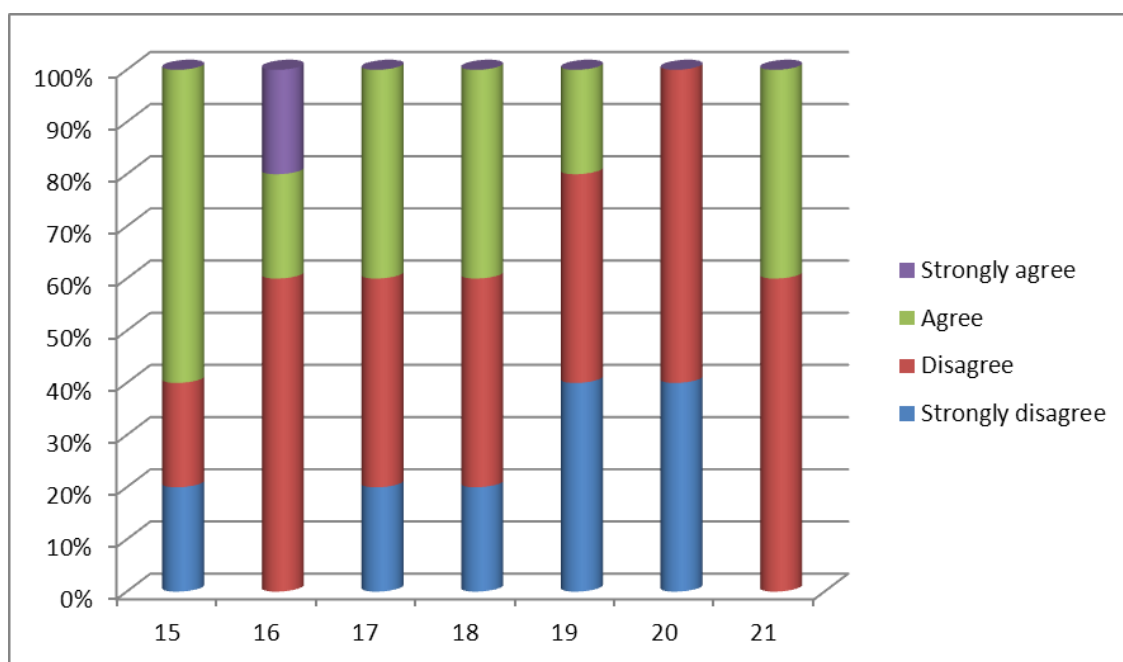
Concomitantly to the previous cohort, the first block to be described is *1. Students' use, competence and development of English in class*. At first sight, teachers seem to be less positive in these aspects than their students and their agreement is just shown regarding the development of key competences in class (item 1) and students' participation and motivation towards bilingual lessons (items 9 and 10).

Students' knowledge about English, contents and how languages work are not well valued by teachers (items 2, 3 and 5). Similarly, teachers do not believe that their students are gaining confidence in the bilingual lessons (item 7). Results concerning students' foreign language written and oral skills and sociocultural aspects are worrying due to the fact that they show a strong disagreement with the statements included in the questionnaire (items 12, 13 and 14) (cf. Graph 10).



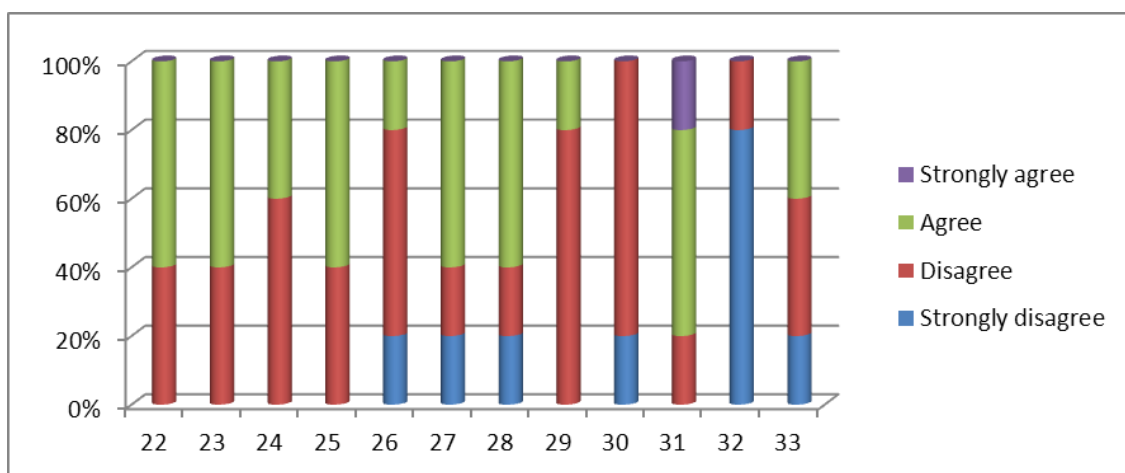
Graph 10. Students' use, competence and development of English (Teachers)

The information gleaned from the block on 2. *Methodology* is similar to the one in the previous block. These teachers use task-based learning, project-based work and cooperative learning in a limited way (items 15, 16 and 18). It is worth mentioning that the practitioners furthermore do not follow the recommendations of the *European Language Portfolio*, something again supported by Lancaster's (2016) findings (items 20 and 21) (cf. Graph 11).



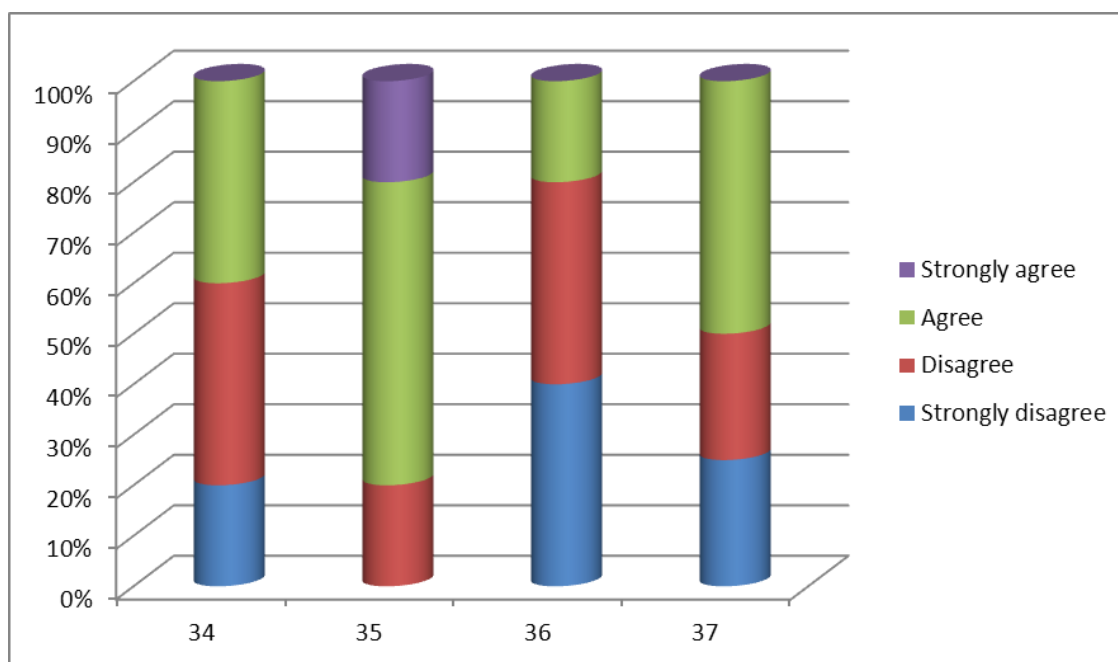
Graph 11. Methodology (Teachers)

In general, the outcomes obtained for block 3. *Materials and resources* are in line with the previous blocks. The only high level of agreement is shown, as students also pointed out, in the usage of interactive digital boards (item 30). There is not a high percentage of agreement on the usage of authentic and adapted materials in bilingual education (items 21 and 22) nor on the preparation of materials following communicative guidelines (item 25). Also, not many teachers use blogs, wikis, webquests or online reference material (items 28 and 29). Computer-mediated community is basically not used by teachers (item 31) and finally, only two teachers hand out some tips in Spanish for parents to help their children at home (item 32) (cf. Graph 12).



Graph 12. Materials and resources (Teachers)

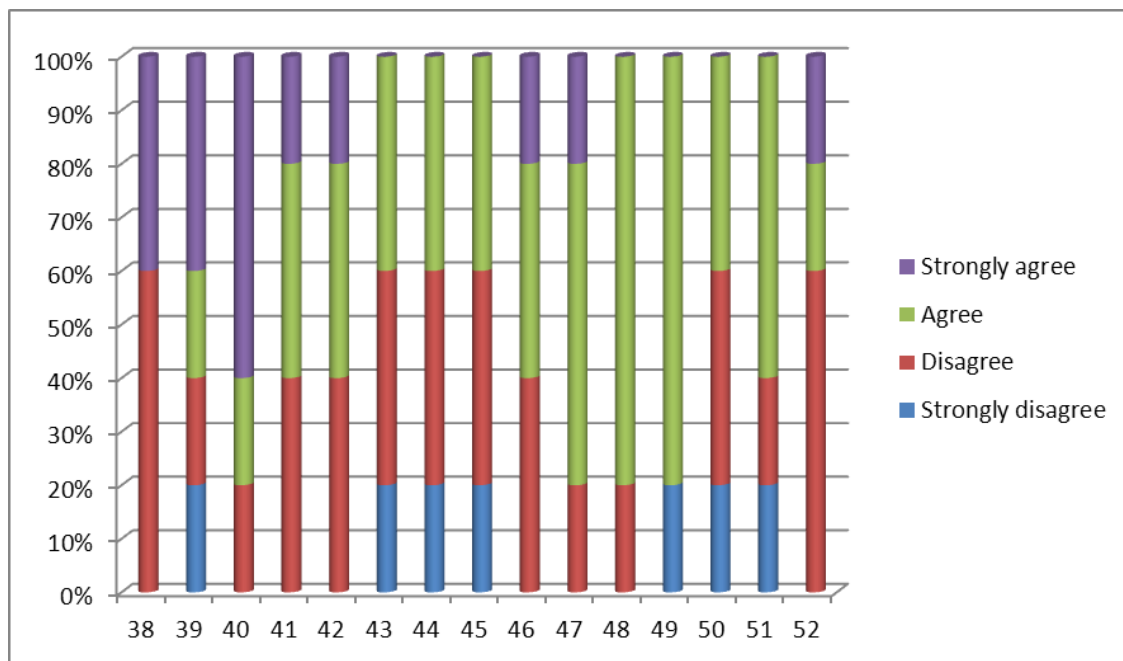
Regarding the results obtained on block 4. *Evaluation*, it seems clear that teachers have a clear idea on how to assess their subject and, as a result, they award primacy to contents over linguistic expression (item 34). Evaluation is said to be summative and formative (item 36) but the oral component is not taken into consideration as much as it should (item 35) (cf. Graph 13).



Graph 13. Evaluation (Teachers)

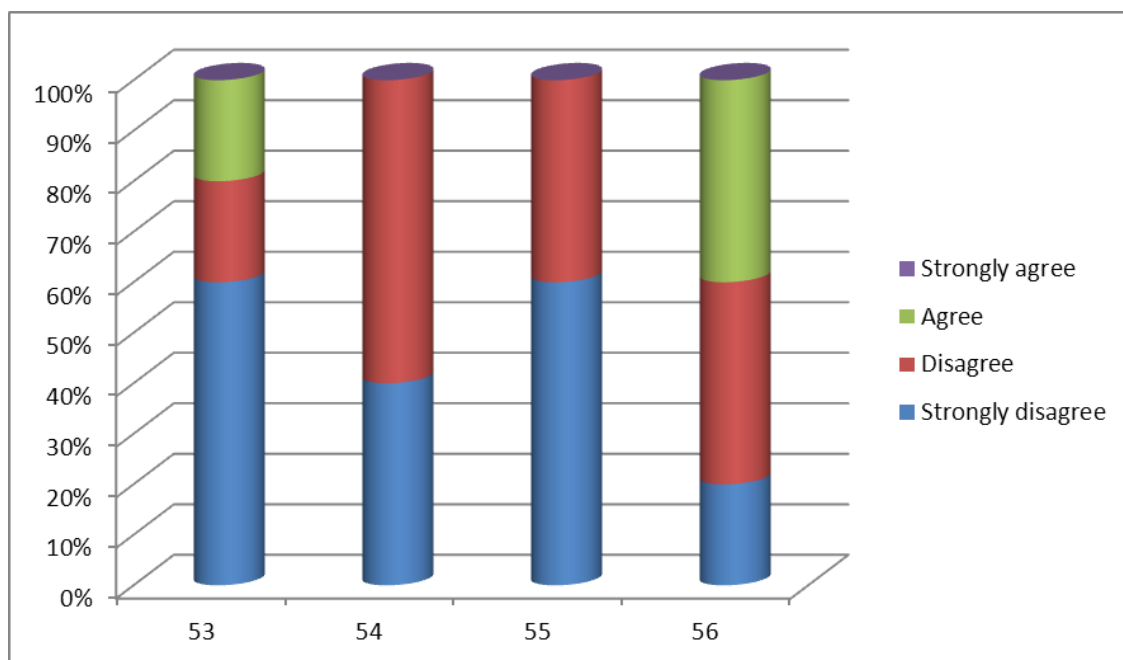
Block on 5. *Teacher training* reveals the most heightened levels of agreement in the results. Teachers emphasize the need of teaching assistants to receive specialized training (item 39) and feel that their role is not developed as it should (items 42. 43 and 44). Concerning their own training, they agree on the need to update their linguistic knowledge (item 47).

Even though some teachers have participated in CLIL training courses (item 50), they admit that their degree of familiarity with Andalusian Plurilingualism Plan or CLIL is not extensive. In relation to teachers' self-appreciation of their English level, they show agreement on having an adequate level of understanding and expressing themselves correctly in the foreign language (items 45 and 46) (cf. Graph 14), 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.



Graph 14. Teacher training (Teachers)

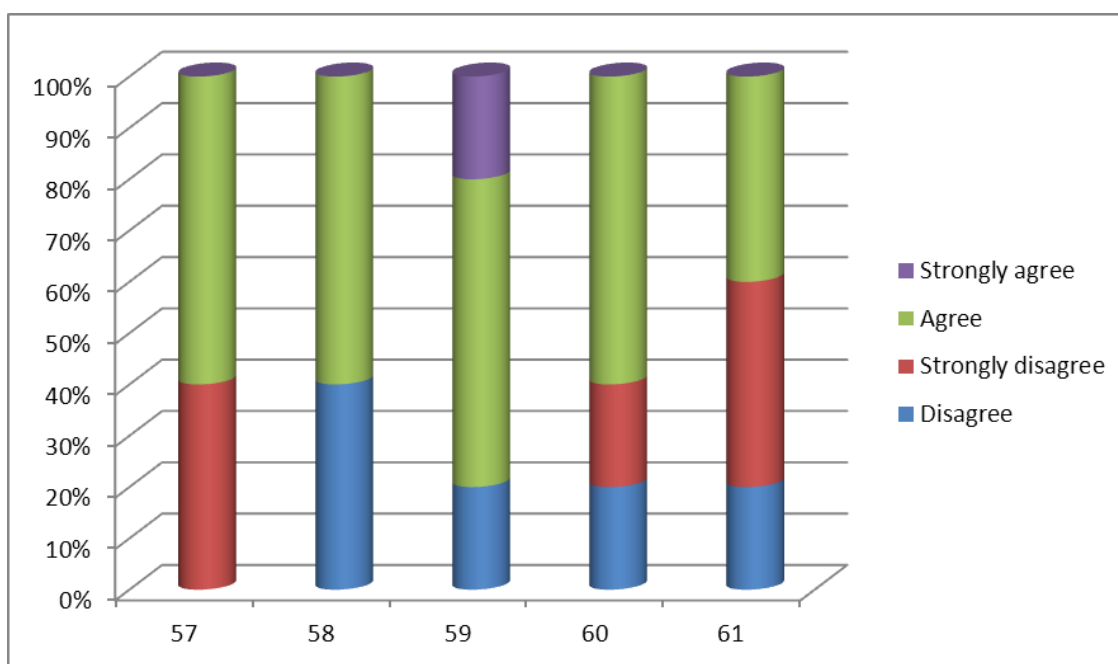
As for block 6. *Mobility*, teachers show a lack of involvement with this type of initiatives since a vast majority of them have not been immersed in any kind of exchange programme, and have not participated in any linguistic or methodology courses abroad (items 52, 53 and 54) (cf. Graph 15).



Graph 15. Mobility (Teachers)

In the relation to the block entitled 7. *Coordination and organization*, it seems that teachers do not feel that the increase in the amount of work that belonging to a bilingual section involves is worth it (item 56). It is surprising that teachers do not dedicate part of their working hours to preparing and adapting the *Integrated Language Curriculum* (ILC) (item 57).

Communication among the secondary school coordinator and teachers seems to be positive (item 58), something which departs from Cabezas Cabello's findings (2010), and indicates improvement has been made on this front. Nonetheless, this coordination is not fluent with other bilingual secondary schools and teachers perceive that they are not supported by the authorities in the development of CLIL programmes, which is fully in line with Lancaster's (2016) recent results (items 59 and 60) (cf. Graph 16).

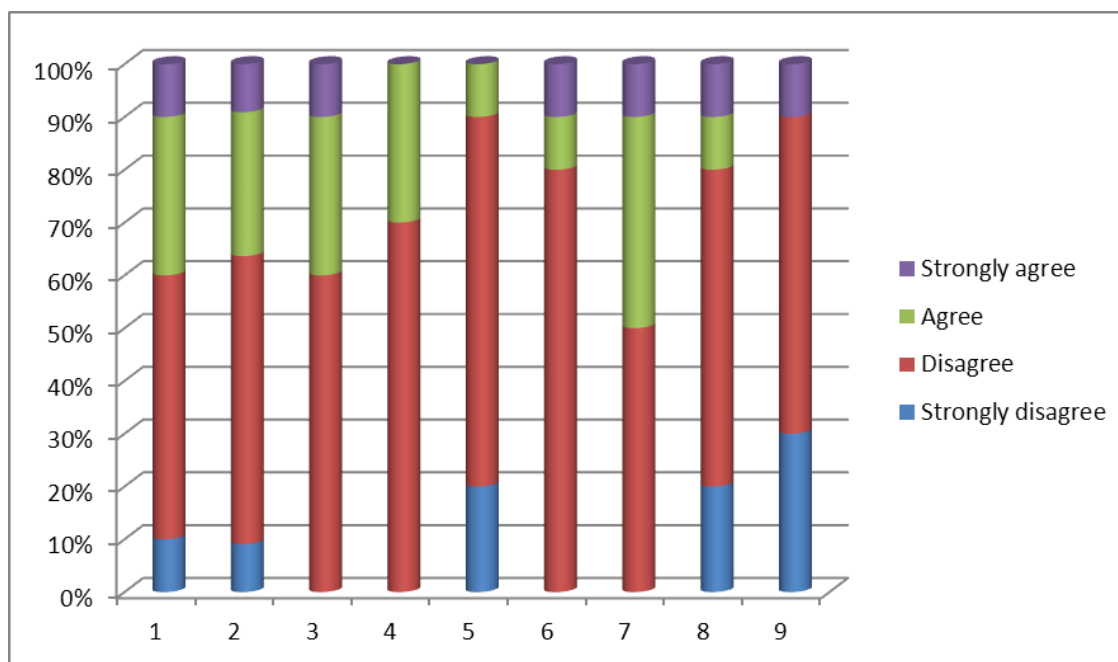


Graph 16. Coordination and organization (Teachers)

5.3 Parents' perspectives

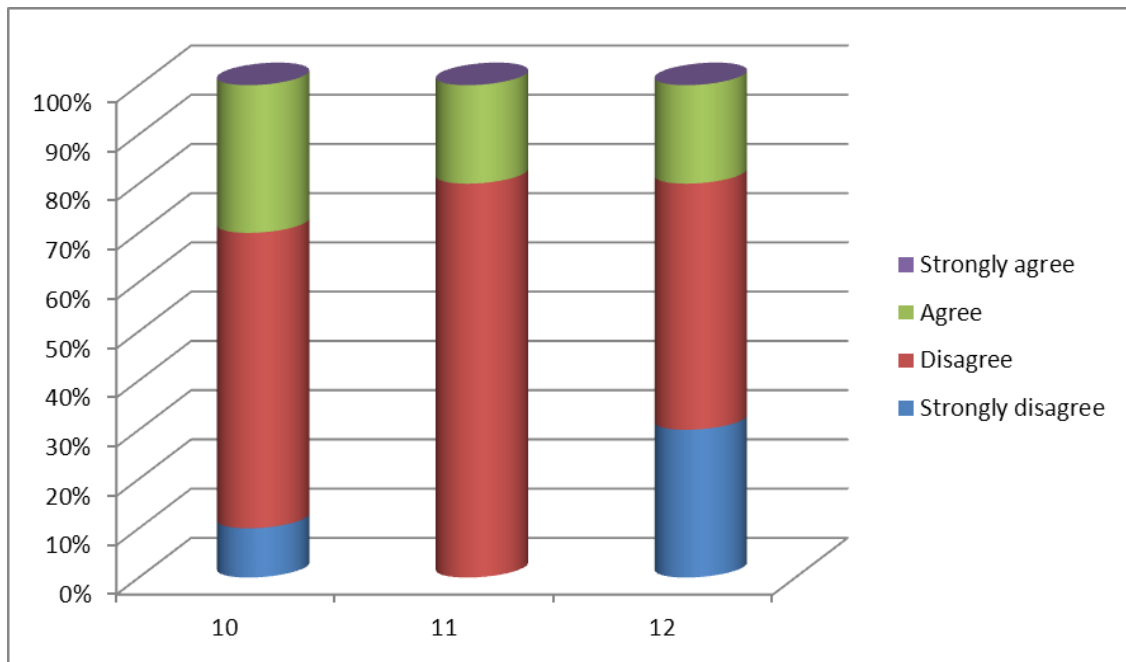
Finally, the parent cohort is going to be described according to the outcomes obtained from the questionnaires. As has been done in the previous sections, the seven blocks will be detailed hereunder.

Starting with block 1. *Students' use, competence and development of English in class*, outcomes reveal that, in general, parents are not satisfied with their children's English level. Moreover, they do not believe that CLIL methodologies have helped their children in the development of the foreign language (item 1). Curiously enough, some parents emphasize that their children have an adequate oral comprehension and expression in English (item 7) but that they lack this competence in written comprehension and expression (item 8) (cf. Graph 17).



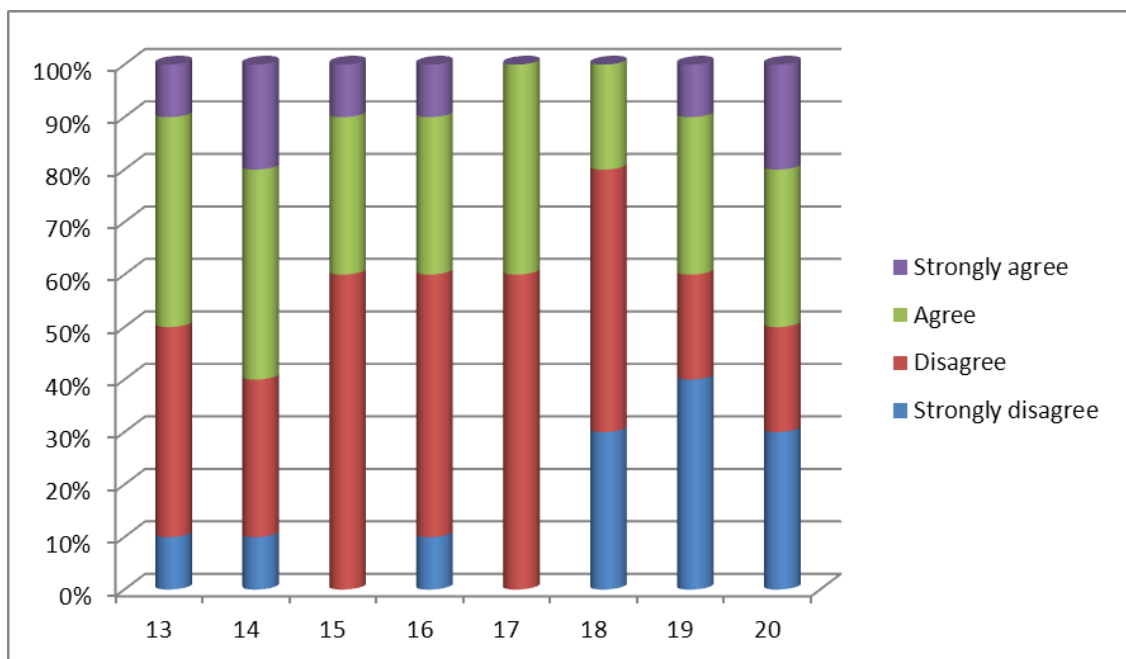
Graph 17. Students' use, competence and development of English (Parents)

As for the results gathered from block 2. *Methodology*, they seem similar to the previous block. Parents believe that methodologies are not innovative or children-centred (item 11) and they do not feel capable of helping their children with the bilingual homework (item 12). They also consider that students' lexicon is not being improved as a result of this programme (item 10) (cf. Graph 18).



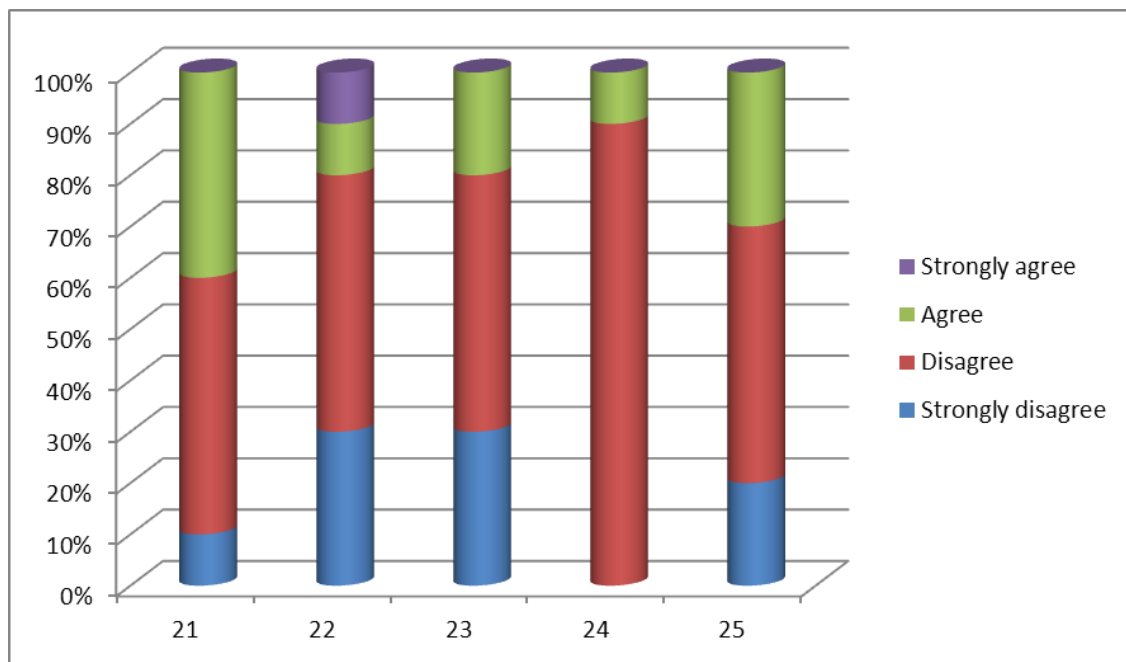
Graph 18. Methodology (Parents)

Regarding the block on 3. *Materials and resources*, outcomes show that parents are not satisfied with these materials since they are not adapted to all students' needs (item 15) They complain again about the lack of guidelines in Spanish to help their children at home (item 18) and claim that their children's exposure to English outside the secondary school is not sufficient (item 19) (cf. Graph 19).



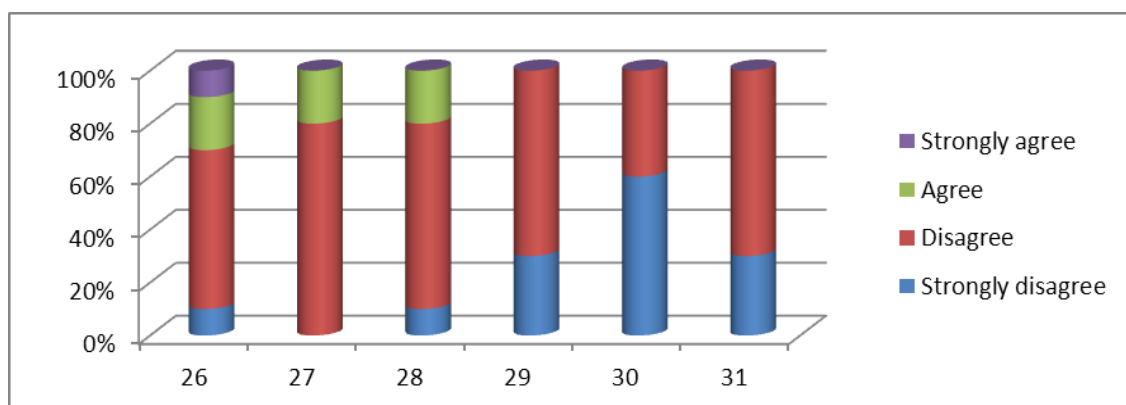
Graph 19. Materials and resources (Parents)

Results obtained from the block 4. *Evaluation* are in line with the three previous sections. Parents claim that their children have not achieved better results in the bilingual programme (item 25) and state that contents are not prioritized over children's linguistic competence (item 24). Accordingly, their overall opinion about evaluation is negative and they consider that evaluation is not adequate in bilingual programmes (item 21) (cf. Graph 20).



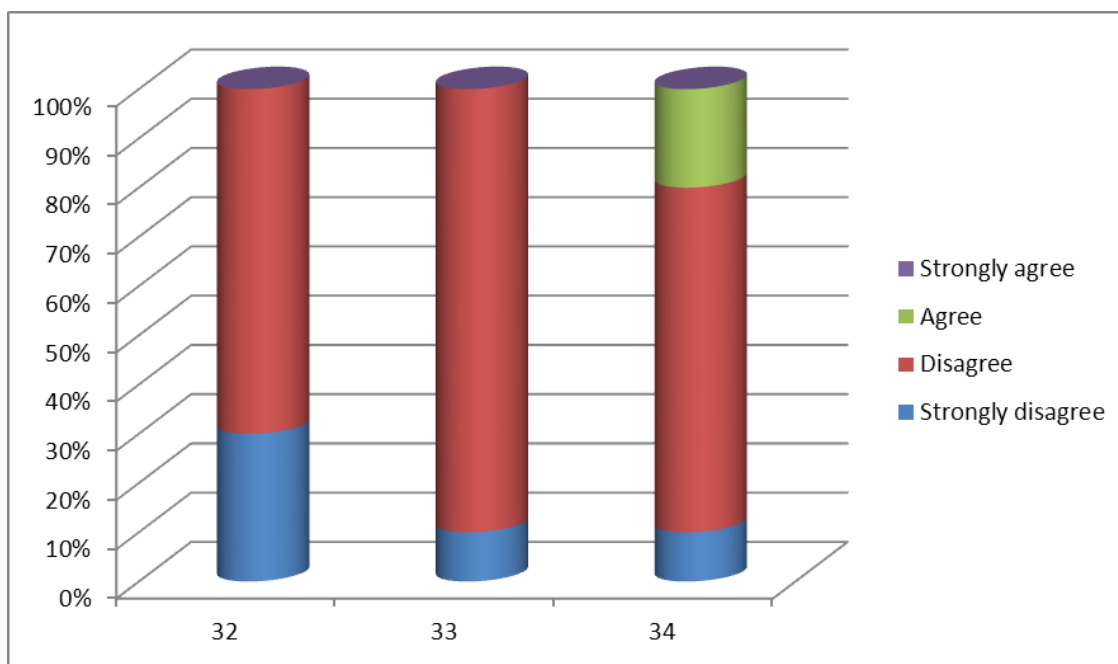
Graph 20. Evaluation (Parents)

Within block 5. *Training and information*, parents consider that teachers have an inadequate written and oral level to teach English (items 26 and 27). Furthermore, parents are not properly informed about how a bilingual programme works or about the APPP/PEDLA (items 29 and 30). Also, they do not seem to be speed with the development of CLIL methods within the bilingual programme (item 31) (cf. Graph 21).



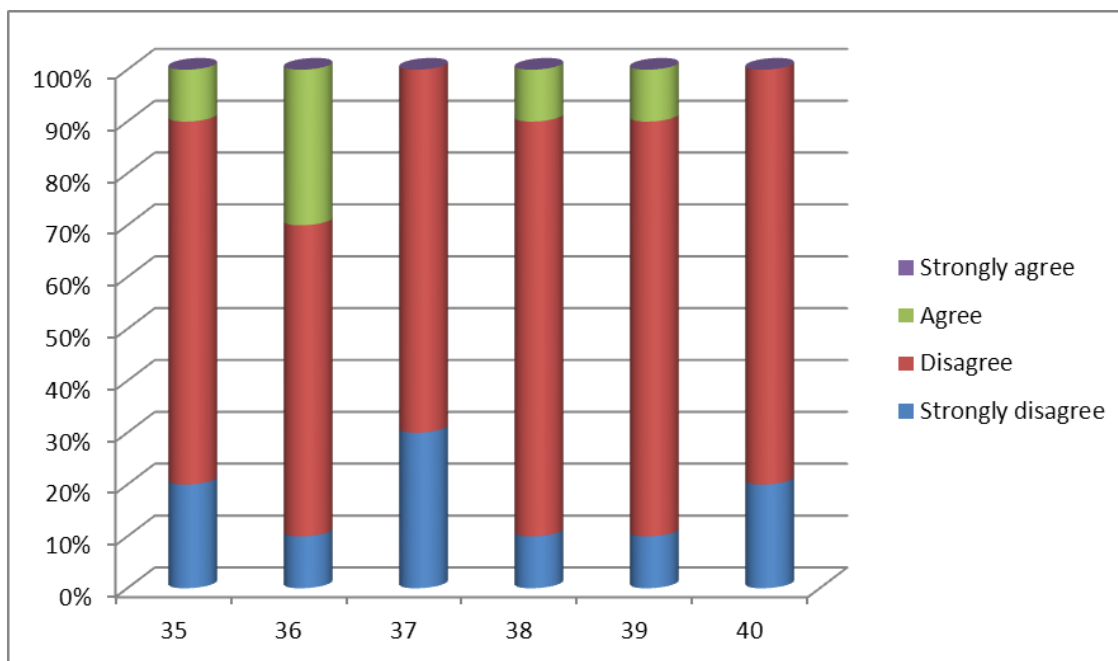
Graph 21. Training and information (Parents)

Results on block 6. *Mobility* reveal that the vast majority of parents have not enrolled their children in any kind of international exchange (item 32). Parents believe that these exchanges lack benefits (item 33) and, accordingly, do not encourage their children much to partake in them (item 34) (cf. Graph 22).



Graph 22. Mobility (Parents)

Finally, results from block 7. *Improvement and motivation towards learning English* follow the pattern established in the rest of the blocks. Parents believe their children's English has not improved much (item 36) and they are not motivated towards bilingual education (item 37). Therefore, this has not boosted their children's motivation (item 38) and their contact with teachers is limited (line 39). As a result of the aforementioned parents' impressions, their general take on towards bilingual programme is negative and they do not value it positively (item 40) (cf. Graph 23).



Graph 23. Improvement and motivation towards learning English (Parents)

5.4 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 this study. In general, it can be observed that outcomes obtained for the different stakeholders are overwhelmingly homogeneous.

There are more significant differences between the students and teachers than between the teacher and the parent cohorts, where the differences diminish considerably. In the block on *1. Students' use, competence and development of English in class*, students have a more positive view about their oral and written skills (items 10 and 11) than parents and teachers. Teachers have the most negative opinion of all the cohorts.

In relation to *2. Methodology*, students show confidence in CLIL methodology, namely tasks and projects (items 13 and 14), whereas teachers do not believe that CLIL methodology is actually implemented in bilingual lessons. As for the block on *3. Materials and resources*, the three cohorts share similar views on the lack of interesting and innovative materials for bilingual lessons (item 18) and on the mild adaptation of these materials to cater for students' diversity (item 21).

Another important aspect to take into consideration can be gleaned from block 4. *Evaluation*, where oral assessment seems to be more valued by students (item 28). Moreover, students consider that continuous evaluation (item 29) is being implemented to a greater extent than do their teachers, who harbour a more negative outlook vis-à-vis this item.

In relation to the block on 6. *Mobility*, the three cohorts express their lack of involvement in exchange programmes (item 37). Finally, as for 7. *Improvement and motivation towards learning English*, students and teachers have a positive opinion on the benefits derived from bilingual education in spite of the effort made, while parents consider that the greater effort is not really worthwhile for students.

6. Limitations of the study

This study has provided an authentic portrayal of CLIL methodologies implemented in an Andalusian high school. Nevertheless, 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 bilingual programmes at different points in time in order to trace their evolution.

Additionally, these opinions could have been compared to other stakeholders' perceptions in a similar situation to this high school. It would be interesting to contrast these thoughts with other bilingual high schools from other Andalusian regions in order to glean a full insight of the bilingual programme situation.

Another important limitation found is related to the reduced sample size participating in the study. The focus is on the situation of a specific high school, resulting in limited generalisability of the outcomes. Moreover, the number of surveyed teachers and parents is reduced since there are few teachers who belong to this programme in this high school and not many parents want to share their impressions.

Finally, the study lacks methodological triangulation. In addition to questionnaires, it would have been interesting to carry out individual or focus

group interviews with the cohorts in order to more qualitatively complement and enrich their responses. Similarly, classroom observation would have allowed us to gain further insight into the grassroots implementation of CLIL programmes in this context.

7. Lines for future research

In line with the foregoing, it would be interesting to carry out the research in more regions of Andalusia, as well as in different autonomous communities to explore if outcomes are aligned with what has been determined in this study, and to see if the bilingual programmes work better in other communities.

Furthermore, it would be worthwhile to continue this investigation applying more statistical methodologies for the data analysis so as to determine if there are statistically significant differences within the cohorts. In addition, different methodologies for data collection could be used, such as classroom observation. It would also be of relevance to investigate the perspectives of the educational authorities and to include private and semi-private schools in the research.

Finally, the application of pre-tests/post-tests would diversify the study allowing us to see the effectiveness of the programmes concerning foreign language competence, Spanish language competence and content knowledge acquired by students within the bilingual programmes.

Pérez Cañado (2011: 401) states that we are “still navigating largely uncharted waters, and Andalusian CLIL is very much open to scrutiny and development in order to reconcile top-down and bottom-up views on it”. For that reason, she claims that we are in need of further research, an idea shared by other Andalusian authors, such as Cabezas Cabello (2010: 90), who confirms that “all the agents involved, at all levels, should be explored more deeply by conducting rigorous, valid research in order to obtain first-hand assessments of the APPP, as it is currently being implemented and monitored”.

8. Conclusions

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 main objective and the two underlying meta-concerns outlined in section 4.2.

Congruent with meta-concern 1, a comprehensive evaluation of the three stakeholders' perspectives has been successfully accomplished. Thus, from the foregoing, the main findings identified from each cohort are going to be recapitulated.

Students do not feel that their competence in English has improved as a result of the bilingual programme and this provokes a lack in confidence in bilingual lessons. Nevertheless, students do not reject this programme and show positive attitudes towards bilingual education and CLIL methodology, namely task-based learning and project-based work.

Students have pinpointed that the range of materials and resources used in bilingual lessons does not seem interesting or innovative and that digital interactive boards are overused. They feel that bilingual teachers are involved in their learning process, but there is a lack of ICT materials integrated in the classroom.

Learners also believe that English is taken more into account than the fact of learning the proper contents of the subjects. This is particularly interesting because, in Andalusia, it is legislated that the foreign language used in non-linguistic areas or subjects should always be treated as a summative matter and cannot make students fail a bilingual subject.

Students highlight that English and bilingual teachers do not teach as successfully as expected, which is a major drawback for this educational programme. Curiously enough, they consider that teachers are competent in all linguistic skills and are familiar with sociocultural aspects but, for instance, do not motivate them to participate in bilingual exchange programmes.

Most students feel that belonging to a bilingual section is worthwhile despite the greater effort it entails, but this is contradictory with the lack of motivation shown towards this bilingual programme. This view coincides with the teachers' one, since it is perceived that using CLIL methodology is a new and innovative way of teaching even though motivation is not strong enough to implement this programme successfully.

Teachers' views towards students' development are parallel to students' impressions described above. They do not consider that students' competence in English or Spanish has improved as a result of bilingual education and it seems that students are losing confidence in the bilingual class due to their low level of written and oral expression. Teachers consider that students do not participate enough in bilingual lessons and that they should be more interested in these lessons.

As for CLIL methodology, there is a general lack of confidence in the kind of initiatives involved in this approach and a worrying lack of involvement since the recommendations of the CEFRL and the ELP are not being followed.

Regarding ICTs, the only tool that is widespread is interactive digital boards, but other resources such as online reference materials, blogs, webquests, wikis and computer-mediated communication are ignored. There should also be an extra effort on behalf of teachers in order to use and adapt authentic materials and to elaborate them according to communicative underpinnings.

Teachers appear to have an adequate knowledge about the legislation that regulates evaluation in the bilingual programme, but admit they are unable to assess all the aspects included within the bilingual programme. Also, the oral component is not taken into account in this process and this contravenes one of the pillars of communicative language teaching and CLIL methodology.

Teachers are concerned with their training and consider they need to be specifically trained in CLIL methodology even though they state that their English level is adequate to develop CLIL methods in class. Nonetheless, most teachers have not participated in linguistic or methodological courses abroad, an activity which could open their teaching horizons and bring new ideas to their everyday practice.

It is interesting to note that teachers do not dedicate part of their working hours to preparing and adapting the ILC. It is likely that this lack of involvement is due to the lacunae shown by educational authorities and coordinators once that the bilingual project is launched.

Parents' perspectives about their children's improvement of the foreign language seem to be similar to the other two cohorts' opinions. However, in contrast with teachers' responses, they do not feel they are capable of helping

their children with bilingual homework due to the lack of specific guidelines in the bilingual material.

Parents show their disagreement towards the way that the bilingual programme is evaluated and consider that English plays an important role in the assessment process. Additionally, they claim they are not properly informed about the way in which this programme is being implemented in high school and they also lack information about CLIL methodology.

Finally, parents do not consider that bilingual exchange programmes are positive for their children and, accordingly, do not motivate them to partake in them. Consequently, they do not feel that their children's competence has improved as a result of the participation in this programme and have a negative opinion of the high school bilingual programme.

Thus, it appears that, in this rural context, and at the outset of Compulsory Secondary Education, the chief stakeholders in this particular high school harbour an overwhelmingly negative outlook on bilingual education, one that runs surprisingly counter to other studies conducted in rural contexts at lower educational levels (Gálvez Gómez, 2013; Lancaster, 2016). These conclusions are not positive at all for the bilingual coordinator or bilingual educational programme, but we need to take into account that circumstances play a decisive role in this high school. This programme has been implemented all of a sudden as a result of a need imposed by one of this town's primary schools. Nevertheless, it is to be emphasized that only a third of the participating students belong to this primary school.

For these twelve-year-old newcomers, the bilingual programme is a new reality together with the new stage they begin at high school and this situation might be too demanding for them (some of them study at primary schools in which students from different ages are mixed). Consequently, it is possible that in the near future their perceptions towards this programme will change if they eventually incorporate this way of learning into their everyday reality (cf. Pérez Cañado, in press for the longitudinal long-term effects of CLIL).

A similar situation can be observed in the teaching sphere. Three of the surveyed teachers hold temporary positions and a very limited experienced in bilingual programmes. Even though they hold an adequate certificate in English their competence might not be sufficient so as to integrate English in their

subject lessons. Also, they admit that they need specific training in order to improve their daily performance.

Finally, it should be foregrounded that it was very difficult to gain information from the parents. The questionnaire was completed in tutorial sessions because of the number of doubts they had in filling it in and many of them were not cooperative when answering. This might be due to the lack of initial information about the bilingual programme and the sudden changes implied in their children's study life so this is a drawback that can be solved in the near future by handing out a form explaining how this programme works.

Statistics show that the number of bilingual high schools in Andalusia grows every year and that CLIL methodology has become a key idea for the correct implementation of bilingual education. Nevertheless, if we compare this implementation to the one which took place when the APPP was launched, we feel that there are important differences.

Ten years ago, those high schools which opted to be bilingual high schools had a so-called "Año 0" in order to receive training in basic terminology, update teachers' linguistic skills and work with the basic ideas which make bilingual education possible (ILC and ELP). Also, students were properly informed about their near future at high school. However, the panorama has changed today and it is noticed that many high schools are driven to bilingual education even though they lack trained teachers and a real motivation to join this educational programme.

It is clear that a bilingual education has benefits for students and their families. Furthermore, it means an opportunity for teachers to expand their knowledge and experience a different way of teaching. Nonetheless, it is fundamental that high schools have certain initial conditions for CLIL implementation to be successful and, in my opinion, educational authorities should take those conditions into consideration before launching bilingual programmes in high school. In this sense, the present study seeks to provide empirical data that will hopefully help guide future decisions taken in this specific context to effect the necessary readjustments in CLIL implementation. It would be interesting to replicate it in a few years' time in order to see whether the same patterns are sustained or whether, in the long run, stakeholder perceptions can be swayed by the results obtained in long-term CLIL

programme development. It is though this constant stocktaking and troubleshooting that we believe the CLIL agenda will continue to be pushed forward.

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10. Appendix 1

Encuesta sobre el programa bilingüe implantado en el I.E.S. Ilipa Magna
Cuestionario
ALUMNOS

- 1. CURSO:**
- 2. EDAD:**
- 3. SEXO:**
- 4. NACIONALIDAD**

POR FAVOR, INDICA HASTA QUÉ PUNTO ESTÁS DE ACUERDO CON LOS SIGUIENTES ASPECTOS RELACIONADOS CON LA ENSEÑANZA BILINGÜE

1 = EN TOTAL DESACUERDO

2 = EN DESACUERDO

3 = DE ACUERDO

4 = TOTALMENTE DE ACUERDO

1. USO, COMPETENCIA Y DESARROLLO DEL INGLÉS DE LOS ALUMNOS EN CLASE

ASPECTOS	1	2	3	4
1. Mi inglés ha mejorado porque participo en un programa bilingüe				
2. Mi español ha mejorado porque participo en un programa bilingüe				
3. Sé más de las asignaturas que se imparten en inglés porque participo en un programa bilingüe				
4. Comprendo mejor cómo funcionan las lenguas porque participo en un programa bilingüe				
5. Comprendo mejor la relación que hay entre el inglés y el español porque participo en un programa bilingüe				
6. Tengo más confianza en mi mismo dentro de la clases bilingües				
7. Soy participativo en las clases bilingües				
8. Me intereso por las clases bilingües				
9. Me gustaría utilizar más inglés en las clases bilingües				
10. Mi capacidad para expresarme y comprender a otros oralmente es adecuada				
11. Mi capacidad para expresarme y comprender a otros por escrito es adecuada				
12. Tengo conocimiento de aspectos sociales y culturales relacionados con el inglés				

2. METODOLOGÍA

ASPECTOS	1	2	3	4
13. Hacemos tareas (deberes) en clase				
14. Hacemos proyectos (trabajos) en clase				
15. Aprendo mucho vocabulario en las clases bilingües				
16. Trabajamos en grupo en las clases bilingües				

3. MATERIALES Y RECURSOS

ASPECTOS	1	2	3	4
17. Se utilizan materiales auténticos en las clases bilingües				
18. Los materiales de las clases bilingües son interesantes e innovadores				
19. Mis profesores bilingües colaboran para preparar y enseñar materiales en clase				
20. Los materiales de las clases bilingües hacen que nos comuniquemos en inglés en clase				

21. Los materiales de las clases bilingües están adaptados para atender las necesidades de todos los alumnos				
22. Utilizamos materiales de referencia online en clase (diccionarios, páginas web)				
23. Utilizamos blogs, wikis y webquests en clase				
24. Utilizamos pizarras electrónicas interactivas en clase				
25. Utilizamos el ordenador para comunicarnos en clase (escribimos emails a otros alumnos de nuestra misma edad)				

4. EVALUACIÓN

ASPECTOS	1	2	3	4
26. Se evalúan todos los contenidos aprendidos en las clases bilingües				
27. Cuando se evalúa, los contenidos son más importantes que el inglés				
28. Hacemos evaluaciones orales				
29. La evaluación es continua (la nota final es la más importante)				

5. USO, COMPETENCIA Y DESARROLLO DE INGLÉS DE LOS PROFESORES EN CLASE

ASPECTOS	1	2	3	4
30. Mi profesora de inglés imparte sus clases con éxito				
31. Mis profesores de asignaturas bilingües imparten sus clases con éxito				
32. Mi profesora de inglés motiva a los alumnos				
33. Mis profesores de asignaturas bilingües motivan a los alumnos				
34. Mis profesores entienden y se expresan bien en inglés de forma oral				
35. Mis profesores entienden y se expresan bien en inglés de forma escrita				
36. Mis profesores conocen la sociedad y la cultura de los países de habla inglesa				

6. MOVILIDAD

ASPECTOS	1	2	3	4
37. He participado en programas de intercambio dentro del programa bilingüe				
38. Mis profesores bilingües me animan a que participe en programas de intercambio				
39. Mi familia me anima a que participe en programas de intercambio				

7. MEJORAS Y MOTIVACIÓN PARA EL APRENDIZAJE DE INGLÉS

ASPECTOS	1	2	3	4
40. Estar dentro de un programa de enseñanza bilingüe merece la pena aunque tenga que trabajar más				
41. Ahora sé más inglés porque participo en un programa				

bilingüe				
42. Mi motivación para aprender inglés ha aumentado porque participo en un programa bilingüe				
43. Tengo acceso adecuado a materiales en inglés fuera del centro				

Encuesta sobre el programa bilingüe implantado en el I.E.S. Ilipa Magna
Cuestionario
PROFESORES

1. EDAD:
2. SEXO:
3. NACIONALIDAD:
4. TIPO DE PROFESORADO:
Lengua extranjera

- Área no lingüística
Auxiliar lingüístico
Otro:
5. SITUACIÓN ADMINISTRATIVA:
Funcionari@ con destino definitivo
Funcionari@ con destino provisional
Interino
Otro:
6. SU NIVEL EN LENGUA EXTRANJERA QUE ENSEÑA ES:
A1 A2 B1 B2 C1 C2
7. ASIGNATURA QUE ENSEÑA EN INGLÉS:
Geografía e Historia
Educación Física
8. EXPOSICIÓN AL INGLÉS DE LOS ALUMNOS DENTRO DEL PROGRAMA BILINGÜE:
¿Cuántas asignaturas se enseñan en inglés?
¿Qué porcentaje de cada asignatura se enseña en inglés?
9. ¿ES COORDINADOR/A DE SU SECCIÓN BILINGÜE?
10. EXPERIENCIA DOCENTE GENERAL:
Menos de un año
1-10 años
11-20 años
21-30 años
Más de 30 años
11. EXPERIENCIA DOCENTE EN UN CENTRO BILINGÜE:
Menos de un año
1-5 años
6-10 años
11-15 años
Más de 15 años

INDIQUE HASTA QUÉ PUNTO ESTÁ DE ACUERDO CON LOS SIGUIENTES ASPECTOS RELACIONADOS CON LA ENSEÑANZA BILINGÜE (1 = Totalmente en desacuerdo; 2 = En desacuerdo; 3 = De acuerdo; 4 = Totalmente de acuerdo)

1. USO, COMPETENCIA Y DESARROLLO DEL INGLÉS DE LOS ALUMNOS EN CLASE

ASPECTOS	1	2	3	4
1. Se desarrollan las competencias clave en clase				
2. El nivel de inglés de mis alumnos ha mejorado debido a su participación en un programa bilingüe				
3. El español de mis alumnos ha mejorado debido a su participación en un programa bilingüe				
4. El conocimiento por parte de mis alumnos de los contenidos de las asignaturas enseñadas en inglés ha mejorado debido a su participación en un programa bilingüe				
5. La comprensión de mis alumnos de cómo funcionan las lenguas ha mejorado debido a su participación en un programa bilingüe				
6. La comprensión de la conexión entre el inglés y el español de mis alumnos ha mejorado debido a su participación en un programa bilingüe				

7. Mis alumnos tienen más confianza en sí mismos dentro de la clase bilingüe con respecto a las lenguas				
8. Mis alumnos son participativos en la clase bilingüe				
9. Mis alumnos se interesan en la clase bilingüe				
10. A mis alumnos les gustaría más uso del inglés dentro de la clase bilingüe				
11. Mis alumnos tienen una capacidad adecuada en comprensión y expresión orales en la lengua extranjera				
12. Mis alumnos tienen una capacidad adecuada en comprensión y expresión escritas en la lengua extranjera				
13. Mis alumnos tienen un conocimiento adecuado de aspectos socioculturales y una conciencia intercultural en la lengua extranjera				

2. METODOLOGÍA

ASPECTOS	1	2	3	4
14. Se utiliza el aprendizaje basado en tareas en clase				
15. Se utiliza el aprendizaje basado en proyectos en clase				
16. Se da prioridad a la dimensión léxica en la clase bilingüe				
17. Se utiliza aprendizaje cooperativo en la clase bilingüe				
18. Se enfatiza la conexión entre la L1 y la L2				
19. Se siguen las recomendaciones del Marco Común Europeo de Referencia				
20. Se siguen las recomendaciones del Portfolio Europeo de Lenguas				

3. MATERIALES Y RECURSOS

ASPECTOS	1	2	3	4
21. Se utilizan materiales auténticos en las clases bilingües				
22. Se adaptan materiales auténticos para la enseñanza bilingüe				
23. Los materiales para la enseñanza bilingüe son interesantes e innovadores				
24. Los profesores de la sección bilingüe colaboran para preparar y enseñar los materiales de enseñanza bilingüe en clase				
25. Los materiales de enseñanza bilingüe siguen principios comunicativos				
26. Los materiales de enseñanza bilingüe están adaptados para atender las necesidades de todos los alumnos				
27. Se utilizan materiales multimedia (software) en clase				
28. Se utilizan materiales de referencia online en clase				
29. Se utilizan blogs, wikis (herramientas web 2.0) y webquests en clase				
30. Se utilizan pizarras electrónicas interactivas en clase				
31. Se utiliza comunicación mediada por ordenador en clase (ej: Etwinning)				
32. Los materiales incluyen algunas pautas en español para que los padres puedan ayudar a sus hijos en casa				

4. EVALUACIÓN

ASPECTOS	1	2	3	4
33. Se evalúan todos los contenidos enseñados en el programa bilingüe				
34. Cuando se evalúa, se da prioridad al dominio de los contenidos frente a la competencia lingüística				
35. A la hora de evaluar, se incluye un componente oral				
36. Se practica la evaluación diversificada, formativa, sumativa y holística				

5. FORMACIÓN DEL PROFESORADO

ASPECTOS	1	2	3	4
37. Los profesores de lengua extranjera necesitan más formación				
38. Los profesores de áreas no lingüísticas necesitan más formación				
39. Los auxiliares lingüísticos necesitan más formación				
40. Los profesores de lengua extranjera motivan al alumno en su aprendizaje del inglés				
41. Los profesores de áreas no lingüísticas motivan al alumno en su aprendizaje del inglés				
42. Los auxiliares lingüísticos motivan al alumno en su aprendizaje del inglés				
43. Los auxiliares lingüísticos colaboran con éxito con los alumnos de la clase bilingüe				
44. Los auxiliares lingüísticos colaboran con éxito con los otros profesores de la sección bilingüe				
45. Tengo una capacidad adecuada en comprensión y expresión orales en inglés				
46. Tengo una capacidad adecuada en comprensión y expresión escritas en inglés				
47. Tengo un conocimiento adecuado de aspectos socioculturales y una conciencia intercultural sobre la LE				
48. Tengo conocimiento del plan de fomento del plurilingüismo de mi comunidad autónoma: objetivos, acciones, pilares, y marco legislativo				
49. Tengo conocimiento de los principios básicos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras dentro de la educación bilingüe				
50. He participado en formación sobre el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras				
51. He realizado cursos de actualización lingüística en las EOIs				

6. MOVILIDAD

ASPECTOS	1	2	3	4
52. He participado en programas de intercambio dentro de la sección bilingüe				
53. He participado en cursos lingüísticos en el extranjero				
54. He participado en cursos metodológicos en el extranjero				
55. He obtenido licencias de estudios/investigación				

7. COORDINACIÓN Y ORGANIZACIÓN

ASPECTOS	1	2	3	4
56. Formar parte de una sección bilingüe compensa el incremento de trabajo que implica				
57. Colaboro en la elaboración, adaptación e implementación del Currículo Integrado de las Lenguas				
58. Cumpla con o el coordinador de la sección bilingüe cumple con todas mis/sus funciones dentro del Plan de Fomento del Plurilingüismo				
59. Me comunico o el coordinador se comunica con otros centros bilingües y los coordinadores provinciales				
60. Se recibe un apoyo adecuado de las autoridades educativas				

MUCHAS GRACIAS POR SU COLABORACIÓN

Encuesta sobre el programa bilingüe implantado en el I.E.S. Ilipa Magna Cuestionario PADRES Y MADRES

1. EDAD:
2. SEXO:
3. NACIONALIDAD:
4. NIVEL DE ESTUDIOS:
Sin estudios

Graduado Escolar
 Bachiller
 Formación Profesional
 Diplomatura universitaria
 Licenciatura universitaria
 Doctorado universitaria

INDIQUE HASTA QUÉ PUNTO ESTÁ DE ACUERDO CON LOS SIGUIENTES ASPECTOS RELACIONADOS CON LA ENSEÑANZA BILINGÜE (1 = Totalmente en desacuerdo; 2 = En desacuerdo; 3 = De acuerdo; 4 = Totalmente de acuerdo)

1. USO, COMPETENCIA Y DESARROLLO DEL INGLÉS DE LOS ALUMNOS EN CLASE

ASPECTOS	1	2	3	4
1. El nivel de inglés de mi hijo ha mejorado debido a su participación en un programa bilingüe				
2. El español de mi hij@ ha mejorado debido a su participación en un programa bilingüe				
3. El conocimiento por parte de mi hij@ de los contenidos de las asignaturas enseñadas en inglés ha mejorado debido a su participación en un programa bilingüe				
4. A mi hij@ le resulta más difícil aprender los contenidos de las asignaturas enseñadas en inglés				
5. La comprensión de la conexión entre el inglés y el español por parte de mi hij@ ha mejorado debido a su participación en un programa bilingüe				
6. Mi hij@ tiene más confianza en sí mismo con respecto a las lenguas				
7. Mi hij@ tiene una capacidad adecuada en comprensión y expresión orales en inglés				
8. Mi hij@ tiene una capacidad adecuada en comprensión y expresión escritas en inglés				
9. Mi hij@ tiene un conocimiento adecuado de aspectos socioculturales y una conciencia intercultural sobre el inglés				

2. METODOLOGÍA

ASPECTOS	1	2	3	4
10. Mi hij@ aprende mucho vocabulario dentro de la clase bilingüe				
11. Se utilizan metodologías más innovadoras y centradas en el estudiante en la clase bilingüe				
12. Soy capaz de ayudar a mi hij@ con los deberes de enseñanza bilingüe				

3. MATERIALES Y RECURSOS

ASPECTOS	1	2	3	4
13. Los materiales para la enseñanza bilingüe son interesantes e innovadores				

14. Los materiales de enseñanza bilingüe fomentan la comunicación en inglés dentro y fuera de clase				
15. Los materiales de enseñanza bilingüe están adaptados para atender las necesidades de todos los alumnos				
16. Se utilizan más las nuevas tecnologías en enseñanza bilingüe				
17. Los materiales para la educación bilingüe tienen un precio más elevado				
18. Los materiales incluyen algunas pautas en español para que pueda ayudar a mi hij@ en casa				
19. Mi hij@ está expuest@ al inglés fuera del centro				
20. Mi hij@ tiene un acceso adecuado a materiales en inglés fuera del centro				

4. EVALUACIÓN

ASPECTOS	1	2	3	4
21. La evaluación en los programas bilingües es adecuada				
22. Se hacen exámenes periódicamente para evaluar todos los contenidos enseñados en el programa bilingüe				
23. Se evalúa también oralmente				
24. A la hora de evaluar los profesores toman más en cuenta el aprendizaje de los contenidos que la competencia en inglés				
25. Mi hij@ ha alcanzado mejores resultados formando parte del programa bilingüe				

5. FORMACIÓN E INFORMACIÓN

ASPECTOS	1	2	3	4
26. Los profesores de mi hij@ tienen una capacidad adecuada en comprensión y expresión orales en inglés				
27. Los profesores de mi hij@ tienen una capacidad adecuada en comprensión y expresión escritas en inglés				
28. Los profesores de mi hij@ tienen un conocimiento adecuado de aspectos socioculturales y una conciencia intercultural sobre la lengua extranjera				
29. Conozco el funcionamiento del programa bilingüe en el centro de mi hij@				
30. Estoy bien informad@ sobre el plan de fomento del plurilingüismo de la comunidad autónoma: objetivos, acciones, pilares y marco legislativo				
31. Estoy bien informad@ sobre los principios básicos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras dentro de la educación bilingüe				

6. MOVILIDAD

ASPECTOS	1	2	3	4
32. Mi hij@ ha participado en programas de intercambio/lingüísticos				
33. Considero que participar en programas de intercambio/lingüísticos es beneficioso para mi hij@				

34. Animo a mi hij@ a participar en programas de intercambio/lingüísticos				
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7. MEJORAS Y MOTIVACIÓN PARA EL APRENDIZAJE DEL INGLÉS

ASPECTOS	1	2	3	4
35. Formar parte de una sección bilingüe compensa el incremento de trabajo que implica				
36. Ha habido una mejoría general del aprendizaje del inglés por parte de mi hij@ debido a la participación en un programa bilingüe				
37. Mi propia motivación hacia el aprendizaje del inglés ha aumentado debido a la participación de mi hij@ en un programa bilingüe				
38. La motivación de mi hij@ hacia el aprendizaje del inglés ha aumentado debido a su participación en un programa bilingüe				
39. Me comunico regularmente con los profesores de mi hijo para ver su evolución dentro del programa bilingüe				
40. Valoro positivamente el programa bilingüe				

MUCHAS GRACIAS POR SU COLABORACIÓN