

Master's Dissertation – Trabajo Fin de Máster

**EVALUATION OF BILINGUAL
PROGRAMMES IN ANDALUSIAN
PRIMARY SCHOOLS:
WEAKNESSES AND STRENGTHS.**

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ABSTRACT

Bilingual education is a relatively new aspect of education in Spain. But has it been definitively implemented? Is the use of CLIL programmes in the classroom correct? What is the situation of bilingual schools in Andalusia? These are some of the questions that are answered throughout this project in order to provide a global perspective on bilingualism in the Andalusian classrooms and analyse possible improvements. This is a study focused on the Primary Education stage, since research is still scarce in this field. This study shows that one of the biggest problems is the low quality or lack of training of the teachers who teach in bilingual schools. In addition, we can observe the large number of changes that the European, Spanish and Andalusian regulations have had over the years in the matter of Bilingual Education. It is also important to highlight the large number of resources found on the web that can be used by teachers of language subjects as well as non-language subjects.

Keywords: Bilingualism, Andalusia, Primary Education, Teaching, Resources.

RESUMEN

La enseñanza bilingüe es un aspecto relativamente nuevo en la educación en España. Pero, ¿se ha llegado a implantar de forma definitiva? ¿Es correcto el uso que se hace de los programas AICLE en las aulas? ¿Cuál es la situación de los centros bilingües en Andalucía? Estas son algunas de las preguntas que se responden a lo largo de este proyecto con el fin de aportar una perspectiva global sobre el bilingüismo en las aulas andaluzas y analizar las posibles mejoras. Se trata de un estudio centrado en la etapa de Educación Primaria, pues las investigaciones aún son escasas en esta área. Gracias a este estudio se puede verificar que uno de los mayores problemas existentes es la baja calidad o falta de formación del propio profesorado que imparte clases en centros bilingües. Además, se observa la gran cantidad de cambios que ha tenido la normativa tanto europea como española y andaluza a lo largo de los años en materia de Educación Bilingüe. Es importante también destacar la gran cantidad de recursos encontrados en la web que pueden ser utilizados por profesores de asignaturas lingüísticas como no lingüísticas.

Palabras clave: Bilingüismo, Andalucía, Educación Primaria, Enseñanza, Recursos.

INDEX

1. INTRODUCTION	4
1.1 Justification and problem formulation	5
1.2. Formulation of the hypothesis, objectives or research questions	5
2. ANTECEDENTS, THEORETICAL FRAMEWORK AND REVISION OF LITERATURE	7
2.1. Bilingualism. Concepts and Education	7
2.2. Bilingualism in Europe	12
2.3. Bilingualism in Spain.....	16
2.4. Bilingual education in Andalusia.....	19
2.5. Bilingual education in Primary Education.....	25
2.6. Resources for bilingualism	28
3. THE STUDY	34
4. RESULTS OF THE REVISED STUDIES	35
5. CONCLUSIONS.....	37
6. LIMITATIONS OF THE STUDY	41
7. PEDAGOGICAL IMPLICATIONS FOR THE CLASSROOM.....	42
8. REFERENCES	44

1. INTRODUCTION

Bilingual education is a methodology that has spread throughout the last few years in educational institutions as a method for all students to learn a second language that allows them to communicate with others and understand them with the same ease as they do it in their mother language (Ortega & Trujillo, 2018). Although the idea is clear, the success rate of these projects is scarce. The aim of this project is “to analyse in a bibliographic revision CLIL methodologies in bilingual teaching based in Primary Education stage in Spain, more precisely, in Andalusia”. The main purpose of this research study is to confirm if there is enough evidence concerning the next statement: “Students in Andalusian bilingual education schools reach a lower level of content in their mother language compared to students from non-bilingual schools”. Reyes (2017) thinks that CLIL programmes are a good method to develop both contents of non-linguistic subjects and the student's communication abilities. According to Madrid, Gómez & Ortega (2018) during the last years, a great interest has been shown to improve the educational quality in Spain. In fact, laws like the LOCE (2002) and the LOMCE (2013) have been created to achieve that goal. Furthermore, these authors indicate that CLIL programmes have drastically increased and are being implemented even at university level. However, they doubt about the teaching quality of these bilingual education programmes and highlight the necessity of identifying its strengths and weaknesses to determine which areas are needed to be improved.

First of all, the project will explain the current state of the question and formulate a hypothesis to be validated with a revision study. This review begins with the basic concepts through a bibliography of various authors and continues with an analysis of references and some brief conclusions on the results of the study. Once we understand what bilingual education is and what its status in the European, Spanish and Andalusian context is, an analysis of some of the most interesting resources that can be found on the net in order to provide the academic context with resources that can be used by teachers of bilingual education in both linguistic and non-linguistic subjects will be carried out with the purpose of assisting the reader. Therefore, it will be necessary to analyse the project limitations as well as their pedagogical implications inside the classroom, contributing with feasible solutions to solve the problem. At last, both the conclusions of the review and the references used will appear at the relevant annexes.

1.1 Justification and problem formulation

As indicated above, the study of a second language has had a clear peak in the last years thanks, among other causes, to globalization. That is why the sooner you start with bilingual education, the more possibilities there will be for the student to communicate in a second language in a fluent and natural way. But is the use of this methodology being beneficial for students? What are the advantages and disadvantages? How is bilingual teaching implemented in Andalusian's schools? How could the system be improved? These questions are basics to analyse bilingual education in Spain and to identify the difficulties and limitations that this way of education has.

As explained by some authors such as Madrid, Gómez & Ortega (2018) the quality in bilingual education is based on the interaction of various factors such as the personal characteristics of the student, the adequacy of the teaching process, the type of programme applied, the resources used, the teacher training and the involvement of the family, among others.

Madrid (2021) also considers that the motivation, not only of students, but also of teachers, is a key factor in Bilingual Teaching since a motivated teacher knows how to generate interest in their students. Furthermore, the author considers that bilingual programmes improve cognitive abilities and cultural, social, emotional and intellectual competences thanks to student participation in this type of activities. Madrid (2021) also indicates that these programmes can help to create positive attitudes towards the study of foreign languages.

1.2. Formulation of the hypothesis and objectives

The project focuses on a main idea: students who study in Andalusian bilingual schools reach a lower level of knowledge in content subjects compared to non-bilingual students. This investigation will try to demonstrate if this affirmation is correct or not and how bilingualism can affect a student's mother language. It is important to have a continuous evaluation process to check if it is being beneficial to students or if, on the contrary, it is damaging to a greater or lesser extent both their linguistic competence in their mother tongue and their knowledge acquired in non-linguistic subjects.

Bilingualism, inside the primary education, is considered a breakthrough but it is still very far from being completely implemented because it does not consider the circumstances of students such as financial, sociocultural, or familiar issues. Furthermore, it encounters an important obstacle in teacher training or on the basis that students must have to continue growing. It should also take into consideration the fact that there are students that, due to cultural reasons, there are students that may have had previous contact with the language whereas other students have not had this opportunity. Therefore, it is important to verify what the level of attention to diversity proposed by CLIL programmes is as well as the communication skills that teachers possess.

Currently, there is a great diversity of public, private and semi-private institutions that offer a bilingual education but what we have to ask is if those centres are truly bilingual or just a part of the non-linguistic subjects (e.g., core subject) is taught in a second language. In addition, it is necessary to question if this bilingual methodology improves learning of both languages or if it is detrimental to one of them or to the other areas of knowledge. Bilingual schools not only should have one linguistic subject in a second language, but they should incorporate that second language, if not in all subjects, at least in most subjects with the aim that students can integrate it in their daily life.

For all this, it can be concluded that the **objectives** pursued within this project are:

- Checking the level of knowledge by students in Andalusian bilingual schools inside Spanish language areas.
- Knowing the bilingualism implementation level in the so-called bilingual centres.
- Identifying what are the advantages and disadvantages of this approach.
- Developing a new tool to minimize problems of bilingual teaching.

2. ANTECEDENTS, THEORETICAL FRAMEWORK AND REVISION OF LITERATURE

In this section, I have considered interesting to first carry out a bibliographic analysis about what bilingualism is as a concept and its relationship with education, to later, observe what is the status of this type of education in Europe and in Spain and how it has evolved. In order to be more specific with this topic, a review of bilingual education is carried out in the context of the Autonomous Community of Andalusia, since education in Spain is highly diversified in the different autonomous communities.

To finish, it is interesting to find out the contributions made by various authors about the subject focusing only on the Primary Education stage and perform a critical analysis of some of the resources found on the network to bring greater scientific interest to the project.

2.1. Bilingualism. Concepts and Education

According to Velarde (2013) bilingualism is a concept associated with the ability of a person to dominate two or more languages. Bilingual people are able to communicate with total freedom in several languages independently of the circumstances.

When contents in a knowledge area are presented in various languages, we can talk, according to Velarde (2013), about bilingual education. But this definition is a bit light, the difference between an ordinary school that teaches a second language and a bilingual school is the amount of time the foreign language is used. Its main objective is none other than teaching a second language to students outside of their usual context such as family, friends, etc. (Velarde, 2013).

According to Ortega & Trujillo (2018), the teaching of bilingualism in Spain is recognized in the international area as a benchmark thanks to CLIL. However, they also consider that the teaching of a foreign language has focused more than enough on writing due to a lack in oral expression by teaching institutions, a minimum support for media and a great economical difficulty for parents to send their children to foreign countries. But how do bilingual programmes operate? The Content and Language Integrated Learning, according to Sancho, Ruiz, Rodríguez & Turino (2016), is a term that designates those methodologies in which the foreign language is used as a vehicular

language to improve the learning of a subject. With this technique students gain knowledge not only about the subject but also improve their communication level in a second language (Nieto & Ruiz, 2018). Velarde (2013) explains that CLIL programmes are the concept applied to the teaching of a foreign language through subjects that have nothing to do with language skills. For him, it is an integrated learning of non-linguistic areas and the second language. The goal of these programmes is to teach a foreign language and, also to ensure that students have the ability to communicate fluently in a language that is not their mother tongue (Velarde, 2013).

Regarding that in bilingual education, there are 4 elements to be considered (Coyle 1999; cited in Velarde, 2013):

- Content

The content of the subject itself. These are the knowledge of the non-linguistic subject.

- Communication

The foreign language used as a vehicle to teach knowledge.

- Cognition

Refers to the learning and thinking process itself.

- Culture

It is the element that allows the understanding of other cultures.

But it is important to understand that CLIL programmes are not the only approach for teaching a second language, nor to teach exclusively the contents of a subject, therefore it should not be an elitist education. CLIL programmes must adopt an inclusive and flexible methodology so that it can cover all types of students regardless of their circumstances (Velarde, 2013).

On the other hand, there are EMI programmes too (*English as a Medium of Instruction*) that, according to Sancho, Ruiz, Rodríguez & Turino (2016) are more appropriate for use at university levels because they focus exclusively on the study of the subject using the second language as a means of instruction.

According to Álvarez (2017), there are four models of bilingual education that cover various factors such as the characteristic of the students, the number of hours devoted to training, pedagogical methodologies or its objectives. These models are:

- Assimilationist or transitional model

It is a gradual technique in which the knowledge of each area is first taught in the pupil's mother tongue during the early stage of schooling, and then a foreign language is gradually introduced as education progresses. This model aims to incorporate a second language to students with a smooth transition between it and their mother tongue.

- Maintenance model

This methodology is based in a training that uses both languages to the same extent in order to ensure that the learner has the same level of proficiency in communicative competence in both languages. This model is used above all for minority languages so that the student possesses both bilingualism and biculturalism.

- Submersion model

It is a technique which is mostly used for immigrant students whose mother tongue is diametrically opposed to the country's official language they are in. It is based on the radical elimination of the student's mother tongue in the academic environment, leaving it for the family environment. This methodology has its detractors as it can lead to a loss of self-esteem for the student that takes too long to feel comfortable communicating in a language he or she does not master so, at the present time, there are indeed schools where some classes are taught in their mother tongue.

- Immersion model

The immersion model is the diametrically opposed methodology to the transitional model. This technique ensures that all the academic training of pupils in their first stages of schooling is carried out in the foreign language. Pupils are not allowed to use their mother tongue until the age of 7 to 10. It is this model that underpins all bilingual programmes currently in use, as the most widely used approach in recent years has been the communicative approach based on this model.

Regardless of the educational level, these authors highlight the role of teacher training to get the correct implementation of bilingual education since they must be able

to impact their subjects in a second language not only by writing but also by oral way (Sancho, Ruiz, Rodríguez & Turino, 2016). According to Custodio (2019) in Spain, the quality evaluation in CLIL projects is measured based on academic performance of students leaving aside the measurement of teacher training, a fundamental element for a correct operation of the programme. Furthermore, for this author, the teacher's competences in a second language can't be the only element to consider for the teaching of bilingual subjects, but it is necessary to verify and analyse methodological capacities, that is, not only can it be considered the teacher's language level but pedagogical techniques that he will follow to transmit the knowledge about his area too. The author believes that there is a great diversity of teaching profiles in this kind of programmes; specifically, the profile of a primary school teacher, in bilingual education, is the one with bilingual qualification who teaches class in the areas of Social Sciences, Natural Sciences and Artistic Teachings (Custodio, 2019). Sánchez (2014) considers that, although the educational regulations propose participatory and active methodologies for students, teachers do not always have sufficient methodological training to be able to put these methods into practice or are too constrained by external factors such as written assessments that measure exclusively grammatical competences, leaving aside purely communicative issues. This means that in the classroom, teachers have to focus on language skills, neglecting other issues such as culture or conversational skills. He also considers that teaching a foreign language in Spain traditionally has had a behaviourist approach in which the learner plays a passive role as a mere listener (Sánchez, 2014).

In general, there are authors who affirm that the use of the CLIL programmes improve the acquisition of knowledge in general areas because the learning would be progressive thanks to the use of the foreign language (Orcera, Moreno & Risueño, 2017).

But, according to other authors like Mera (2021) the difficulties in bilingual learning will not be confined only within the academic environment but families need some kind of advice from schools and administrations so that they can make the decision with respect to the education of their children based on correct information. Furthermore, Mera considers that the creation of bilingual programmes is increasing the gap between classes because, according to the author, students from this type of schools usually have more economical support and capacity to improve their academic performance, something that does not usually happen in ordinary centres.

Some authors like Madrid, Gómez & Ortega (2018), on the basis of literature reviews on the subject, indicate that there is a great variety of opinions about advantages and disadvantages in bilingual education. Among other advantages, they have observed that:

- Bilingual education can improve the student's cognitive ability.
- Time destined to improve bilingualism in other non-linguistic subjects doesn't revert to academic performance.
- It promotes interculturality.
- Students develop a metalinguistic capacity and learn a third language in a shorter time.
- Students develop a better attitude to learn other languages.
- The atmosphere is more natural than in English as a foreign language class.
- It improves the use of the teacher's time.
- It increases student's internationalization.

But some authors think that bilingualism can't help students, they propose some disadvantages like:

- The low command of the teachers' L2 language level.
- The low knowledge about bilingual education of the political class and the administration.
- The heterogeneity of the teachers' training (Ortega, 2015).

Segura (2019) considers that the advantages of learning a foreign language are not only reflected in the ability to communicate but that it has cognitive, socio-cultural and economic benefits.

As for the cognitive advantages, Segura (2019) considers, among others, the increase in creativity and abstract thinking, as well as the ability to make decisions. He also indicates that it improves memory and the ability to select relevant information and prevents certain neurodegenerative diseases.

The socio-cultural benefits that can be found include improved extroversion, making interpersonal relationships easier, greater tolerance of other cultures, increased self-esteem, and better expression of feelings.

Finally, the economic advantages considered by Segura (2019) include greater adaptability to the job market, which in recent years, has increased the requirement of a certain level in a foreign language (usually English). On the other hand, the possibility of travelling with the intention of meeting people from other cultures or training in another country.

But the question remains unanswered: how do we know if the CLIL approach is really working and if it has the right quality? In this context, Ortega & Madrid (2018) consider that the quality of the CLIL programmes quality must be measured based on certain elements like:

- Creation and monitoring of a common base that must be grounded in the EFQM model (European Foundation for Quality Management).
- An analysis of the context where the CLIL programmes take place (installation, resources, etc.).
- A correct planning of the activities and units to be carried out.
- A continuous evaluation and the implementation of continuous improvement programmes.

Madrid (2021) indicates that are the students themselves who consider important to study a foreign language, whether or not they belong to a CLIL programme. However, he stresses that it is the students' families in this type of programme who are most committed to their bilingual education. The author considers that this is due to the fact that this type of education requires a high level of participation not only from the pupils, but also from the families. It should also be noted that, regrettably, there are very few exchange activities or contacts with pupils and teachers from the L2 countries (Madrid, 2021).

2.2. Bilingualism in Europe

In Europe, bilingualism is a phenomenon that is on the rise in educational institutions. According to Julián & Ávila (2018) this boom is produced, among other factors, by the student's mobility inside the European Union, globalization and the internationalization of education. But to this, we must add the use, more and more frequently, of ICT. According to Palacios (2019) at European level, bodies such as the OECD, the Council of Europe and the European Commission emphasized, in the 1990s, the need to promote the teaching of foreign languages in the classroom. It is because of that, in 1992, with the Maastricht Treaty, European Community established "incentive measures for teaching languages that answered to internationalization and needed to equip young people for the job market and job mobility" (Julián & Ávila, 2018, p. 19). That is, the European Union, already in the 90's, began to see the need to teach students in multilingualism to get people who could develop in any country inside the continent.

According to these authors, in 1995 it was established that the member countries must guarantee equal access to this type of education to all students and, on the other hand, all the citizens must dominate at least three community languages. In 2001, the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* was created and constituted an improvement in student's mobility between nations thanks to a joint planning system and to the creation of qualifications and certificates at European level (Julián & Ávila, 2018). According to Sanchez (2014), the CEFR "comprehensively describes the competences needed for communication, the necessary and related knowledge and skills, and the situations and domains of communication" (p. 54).

This normative is created thanks to a study carried out by the European Union itself in which it is estimated that 56% of the population spoke a second language other than their mother tongue, only 26% of the population spoke more than two languages other than their mother tongue and that 96% of parents indicate that the teaching of a foreign language is important for the education of young people (Sanchez, 2014).

In any case, according to Sánchez (2014) the idea of implementing the study of a foreign language in compulsory education was already present since the beginning of the 19th century in some countries such as Belgium, Denmark o Norway. Evidence of this growing interest was the creation of a movement called "European Schools" in 1953. It was a network of bilingual schools in which students received a part of the

knowledge and skills they had learned in their mother tongue and another part in a second language and then adding a third and even a fourth language as they progress through the different educational stages. Furthermore, pupils of these schools are characterised by the fact that they are originate from other countries and schools seek their full integration in order to avoid groupings of students of the same nationality (Sánchez, 2014).

Some of the researchers of the time, such as Wilkins (1972), carried out studies and create programmes and projects with the intention of benefiting the implementation of bilingual education in European schools. This same author published in 1976 his book called *Notional Syllabuses* on which the Council of Europe and based itself to establish the curriculum of the first foreign language course using the communicative approach, so it began to be integrated as a teaching methodology (Sánchez, 2014). On the basis of this paper, Richards y Rogers (2001) indicate that the concept of a Communicative Approach was originated thanks to the work carried out by the Council of Europe, the research carried out by authors such as Wilkins and the rapid integration by scholars, schools and government:

The work of the Council of Europe; the writings of Wilkins (...) and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centres, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching (p. 52).

In 1995, European Commission made it compulsory for the administrations of each members countries to offer students the teaching of, at least, three European languages. In other words, all European citizens must be able to communicate in two foreign languages in addition to their mother tongue. This fact makes it necessary for governments to bring the start of foreign language teaching to the Primary Education stage and lays the basis for the CLIL (Content and Language Integrated Learning) programme (Sánchez, 2014).

In 2003, European Commission publishes an action plan entitled: “Promoting language learning and linguistic diversity: an action plan 2004-2006”. This letter states that there are three areas of action:

1. Advertising

Id est, Governments must make citizens understand the importance of foreign languages study by showing them the advantages of studying them and by creating learning standards for all stages of academic life, from early childhood education to adult education.

2. Improvement

Governments and administration should improve the quality of bilingual education by increasing teachers' training and by creating specialised bilingual education centres that would expand the number of teachers, its accessibility for all citizens and educational offer.

3. Context

Finally, European Commission committed with this writing was to the create an open linguistic community that work in a cooperative and coordinated manner. These communities aim to create an enhance relationships between teachers and students from all over the world, thereby establishing educational partnerships that benefit both countries (Sánchez, 2014).

According to Guardamillas & Alcaráz (2017) the European Commission publishes in 2014 a regulation called "Conclusions on Multilingualism and development of language skills" where they insist to the member countries about the need of elaborating proposals where students can learn a second language and remember the resources already raised such as Erasmus+ programmes.

Regarding the CLIL programmes, according to these authors, Europe has always defended and supported this proposal through, among other things, the financing of the Socrates programme in addition the carrying out of studies and the creation documentation to be extended to the rest of member countries. In the latest published education strategy called: Education and Training, Europe defends the teaching of a second language through CLIL method.

Within Europe, the classification by levels of foreign language proficiency has been created as one of the quality markers, those indicators ranging from A1 to C2 and that are used as a self-appraisal tool. Another of the quality markers could be teacher training who need continuous training and European collaboration, among others

(Ortega & Madrid, 2018). This is why there are programmes to improve teachers' quality such as the Quality Training Programme or the Delphi method (Ortega & Madrid, 2018). In addition, to evaluate these programmes there are methods, such as CLIL Matrix by David Marsh. This measures, by means of a questionnaire of 90 questions, 16 of the most important indicators for CLIL programmes. These markers are included in 4 blocks: culture, communication, cognition and community (Ortega & Madrid, 2018).

2.3. Bilingualism in Spain

According to some authors like Palacios (2019), the Finnish education system is the most effective in Europe. This is often compared to the Spanish education system that, according to a PISA report (2015), falls short of the average educational levels proposed by the European Commission. This is why, in this section, a brief summary is made of what has been the evolution of the Spanish Educative System on bilingual education and its current status.

Thanks to the European support, the CLIL proposals have continued to develop in Spain and they have been introduced in the 17 communities. In those communities in which the official language is Spanish, with a CLIL programme, classes are taught in this language and in one or two foreign languages; however, in communities with co-official languages, in pre-university levels, there are students that are able to study in both languages and then, CLIL focuses on a third foreign language and this is added (Julián & Ávila, 2018).

Guadalmilla & Alcaráz (2017) also highlight the difference in regulations between the different Autonomous Communities. In multilingual communities the law is more extensive, according to the authors, thanks to greater experiences than monolingual communities where the CLIL programmes have been implanted more recently. In these latter communities, the central government has only decreed two aspects of bilingual education. On the one hand, bilingual schools should worry about getting the vocabulary of the subject itself. This is, schools that follow CLIL programmes should make sure that students possess, not only the knowledge of the subject, but also the terminology used for these areas. And on the other hand, the regulations indicate that Spanish will only be a support in the teaching-learning process.

To know more detailed aspects, the specific regulations of each community should be consulted.

According to Hughes, Ortega & Madrid (2018) the benefits of CLIL programmes in the education of the students have often been dealt with without having carried out enough studies that demonstrate, among other things, that these programmes are not detrimental to the mother tongue.

According to the study made by Rodriguez, Madrid, Ortega & Hughes (2018), teachers who deal with CLIL programmes, indicate some weaknesses or improvements points as a closer contact with public institutions and universities, a greater participation in international programmes that can be done through ICT with some tools like eTwinning and the budget improvement to get resources.

However, for the students, the strengths of the CLIL programme can be summarized in (Rodriguez, Madrid, Ortega & Hughes, 2018) the following points:

- Having native tutors to help them with their communicative competence.
- Accessing to the labour market.
- International exchanges with other schools.
- International journeys.
- Acquiring of cultural knowledge in the international ambit.

But although they see many strong points, they believe that classes should be more participatory so that they can practice oral expression in the second language. They think that the teachers' training is limited and they would love to see an increase in the number of native teachers. Furthermore, the students want to increase international exchanges with other schools, to improve the access to the CLIL programmes and the ICT resources. They have shown a great interest in learning more about other countries culture.

Other authors like Palacios, Gómez & Huertas (2018) consider that, although the level achieved in bilingual teaching in Spain is good, is too far from that achieved by other countries like Austria or Finland and they believe that there is a lack of resources and teacher training. These authors, in their study, are focused on the training of teachers who teach classes within CLIL programmes. They consider that the universities are the ones that should guide future teachers so that they are able to

integrate the content of their own subject with the second language. Furthermore, they must get a good communicative ability and develop cultural interest in their students. The future teachers must use an interactive methodology and know how to evaluate in the correct way.

In Spain, bilingual teaching implementation starts much later than in other European countries, mainly due to Francisco Franco's dictatorship. Before the 1970s, foreign language teaching did not start until the age of 12 when pupils were already in non-compulsory secondary education. Furthermore, the first compulsory foreign language was French and, in some cases, a second foreign language could be chosen from English, German, Italian or Portuguese (Sánchez, 2014). In the 1970s, with the General Education Act, pupils began to learn a foreign language during a stage of compulsory schooling, which meant that pupils were confronted with learning a second language from the basic education stage. It was this law that provides methodological advice on how to make foreign language teaching participatory and active and to move away from the lectures used until then. The General Education Act also provides for the possibility of grouping classrooms to facilitate pupil participation in different activities (Sánchez, 2014).

It was not until the 1980s that integration projects began to be created for the study of Spanish minority languages (such as Basque, Galician and Catalan) with the main aim of not losing them (Sánchez, 2014). In the early 1990s, due to the creation of new European regulations on language teaching, the Spanish educational paradigm changed and CLIL programmes appeared. According to Sánchez (2014):

In 1990, the Spanish educational reform known as the Ley Orgánica de Ordenación General del Sistema Educativo (LOGSE, BOE, 1990), changed the compulsory start of foreign language teaching from 10 years of age, as had been the custom since 1970, to 8 years of age (p. 61).

That is, at the beginning of the 1990s in Spain, the educational law of the time forced pupils to start learning a foreign language two years earlier than was commonly established with the aim of reaching a higher level at the Secondary Education stage. According to Sánchez (2014), this earlier age, although it improved the level of students' communicative competences in Secondary Education, did not achieve the expected level.

Sánchez (2014) states that despite the obvious methodological evolution that has taken place, "there is sometimes a certain discordance between the spirit of current educational regulations and their widespread implementation" (p. 107). In other words, there are still glimpses of methods which should have fallen into disuse simply because they fail to bring much benefit to the teaching-learning process for learners, such as lectures in which the learner is merely a passive listener to the teacher. It is necessary for language learning that the learner should be able to practise languages on a continuous basis, not only by listening but also by speaking and writing.

According to Guadalmillas & Alcaráz (2017), the English-Spanish bilingual programme was made thanks to the collaboration between the Ministry of Education of Spain and the British Council in 1996. This programme started with pupils from 43 schools and was based on introducing pupils early to a foreign language with content partly in English and partly in Spanish, and increasing the use of the foreign language as the pupil learns and becomes more comfortable in it (Sánchez, 2014). This agreement tried to develop bilingual programmes by a Hispanic-British curriculum and it has been renewed over the years until its last renewal in 2013. In Primary Education, the contents of the area of Science, Arts, English and Mathematics have been regularized by this work (Guadalmillas & Alcaráz, 2017). Over the years, this project has evolved and grown thanks to the integration of more schools in the proposal and the involvement of national and regional governments who have been able to see the benefits of studying a second language (Sánchez, 2014).

2.4. Bilingual education in Andalusia

Because of this expansion phenomenon of multilingualism and the creation of CLIL programmes, in every Autonomous Community some regulations have been established to favour bilingual teaching in their schools. Each of the Autonomous Communities has created programmes for Bilingual Education in order to verify which are the most appropriate methods for this type of teaching (Sánchez, 2014). One of the most prolific communities has been Andalusia. Andalusia is one of the pioneers of bilingualism in Spain thanks, among other things, to its active participation in 1987 in the "Langues Vivantes" programme organised by the Council of Europe and implemented mainly in the Secondary Education stages and in some Vocational

Training cycles. This gave them a first contact with bilingualism in relation to education. Furthermore, this community was among the first to bring forward the age for teaching second languages to the Infant and Primary stages in 2000 as the government of the community saw the need to start the study of a foreign language at the earliest stages of schooling. It also actively participated in Spanish-French and Spanish-German bilingual projects developed by the European Commission and the Council of Europe (Sánchez, 2014).

In 2005 elaborated the Multilingualism Promotion Plan to attend the education needs for bilingual teaching. According to the document, they impose "... two concrete actions: expand the number of hours dedicated to study of the foreign language and to implant the teaching of subjects of the curriculum in language in a net of 400 bilingual schools" (p. 9). Guadalmilla & Alcaráz (2017) indicate that this paper is supplemented with other annual publications that suggest new instructions for bilingual schools and for the language certification for teachers. According to Sánchez (2014), this programme arose from the Andalusian community's need to adapt its society to the technological and economic changes present at the time, as bilingualism has become a great incentive in the labour market. In this Community the minimum level of linguistic accreditation for teachers is B2. Regarding the methodological training of teachers, the authors do not find a specific requirement but, the document indicates that teachers must follow the CLIL methodology.

The Agreement of the Governing Council of 22 March 2005 contains a series of measures or general advice for the implementation of the Multilingualism Promotion Plan. Some of them are:

- The number of hours devoted to the study of languages during the course is increased.
- A network of 400 bilingual schools is established in which a second language will be used to teach the various subjects.
- Early start in the study of the foreign language in the pre-school and first cycle of primary education.
- The timetable is made more flexible in order to improve the exposure of secondary school pupils to the foreign language.

- The need to make curricular adaptations for pupils with Special Educational Needs in bilingual schools is indicated.
- Accessing to remote language education is improved.
- The participation of schools in European Programmes is encouraged and the exchange of both pupils and teachers is encouraged.
- The extension of programmes such as "Language and Youth" to a larger number of young Andalusians is encouraged.
- The implementation of language summer camps is encouraged.
- Twinning between international centres is extended.
- The commission for the creation of new curricular designs adapted to bilingualism is created.
- Research lines are opened to experiment with the European Language Portfolio adapted to the educational field.

According to Sánchez (2014), the programmes associated with the Multilingualism Promotion Plan include:

- Bilingual Centres Programme.
- Official Language Schools Programme.
- Multilingualism and Teachers Programme.
- Plurilingualism and Society Programme.
- Multilingualism and Interculturalism Programme.

But it was not until a year later, in 2006, that the Andalusian authorities saw the need to incorporate specialists in bilingual schools. These conversation assistants must have the foreign language as their own language of birth, in addition to having the nationality of a country whose speech coincides with the required language. They must also have a European work permit, higher education and be over 18 years old according to the regulations (Sánchez, 2014). These subject specialists are responsible for, among other things, providing activities in which conversational practice with learners is the focus of attention, correcting both phonetics and grammar as well as introducing learners to different cultural aspects of the country to which the foreign language

belongs (Sánchez, 2014). At the Primary Education stage, bilingual schools are obliged to have at least 1 conversation assistant, who may be their own or shared with another school in the case of the school's first year as a bilingual school. This measure will change as the regulations evolve and, at present, the figure of the shared conversation assistant will disappear.

In 2010, Decree 328/2010 was published, approving the Organic Regulations for second-cycle nursery schools and primary schools, which represents a change in the Multilingual Promotion Plan. The most notable change is that bilingual education is open to all pupils in schools, regardless of their stage of education and leaving aside the selection procedures that had been in place to date (Sánchez, 2014). This is therefore a major difference in terms of improving accessibility for pupils, since, due to the selection tests, some of them were unable to access this type of education. Furthermore, at primary school level, it specifies that the area of knowledge of the natural, social and cultural environment must be bilingual and excludes other subjects such as mathematics from bilingual education. In other words, the administration sees the need for some of the more complicated areas to be taught in the pupils' native language, while other more theoretical subjects must be taught in the second language.

In Andalusia, it is provided that the subject of Natural Science and Social Science must be taught in the second language but that can also be included Citizenship Education, Physical Education and Arts.

Regarding the Andalusian Multilingualism Promotion Plan, some authors like Pérez (2017) have made a review and they have concluded that:

- The CLIL programmes seem to have a positive effect on students because they develop a higher motivation, interest and participation.
- The teachers' training related to linguistic level and CLIL programmes is deficit, they must have a continuous training.
- Methodologies have evolved thanks to use of project work, cooperative learning, etc.
- The resources and tools used by teachers have improved thanks, among other things, to the use of ICT.
- Attention to diversity is not fully integrated into education yet.

- Coordination between teachers must be improved.

For other authors such as Sánchez (2014), the Andalusian Multilingualism Promotion Plan aims to improve the communicative skills of the Andalusian population also in their native language, to offer quality multilingual skills, to create the need for students to use the foreign language in order to improve their linguistic competence, to create curricula adapted to pupils with Special Educational Needs and to support schools which implement projects for the Attention to Diversity within Bilingual Education, to carry out a greater number of international exchanges, to improve teacher's training, to create new curricula in the linguistic field, to increase the amount of research in the area of bilingualism. However, this programme is designed to be inclusive, that is, to be accessible to all Andalusian society regardless of their educational stage or possible learning difficulties or disabilities.

Other authors such as Ortega (2015) consider that, although in-service training for teachers was supported and a relatively long lead time was provided for the implementation of the plan, there was not enough time to wait for sufficiently qualified teachers and initial training was poor. In other words, although adequate provision was made for teacher training, the transition period for the integration of bilingual education was too short and did not allow time to train teachers adequately. In addition, the administrations did not coordinate properly with the universities to advance the training of future teachers, so that teacher training students in the bilingual speciality finished their studies after the implementation of bilingualism in the classroom. It should be noted, however, that in 2015 a total of 957 bilingual schools were verified in the Andalusian region. In his study, Ortega (2015) provides other equally interesting points of view, such as the timetables and qualifications of language assistants who, according to the author, often do not have the necessary methodological training, partly because they do not necessarily have to have received academic training in pedagogical and didactic issues and are therefore not sufficiently qualified to carry out quality teaching work. He further explains that due to constantly changing regulations, running a bilingual school is extremely complicated (Ortega, 2015).

According to some authors like Madrid, Gómez & Ortega (2018), Andalusians bilingual schools offer to their students that 60% of three of the non-linguistic subjects are taught in the second language following the curriculum adapted to that knowledge area. Both coordinators and the management team of the centres must ease cooperation

between teachers and take over, among other questions, the management of the resources and staff such as conversation assistants. These figures are present in the schools to help in the achievement of the objectives and to improve the linguistic abilities of the students. The educational institutions follow methodologies based on projects and tasks that motivate the students to develop their independence, teamwork and creativity. Furthermore, they must help the students to acquire new knowledge about the use of ICT. Teachers assigned to CLIL programmes in non-linguistic subjects use their own methodological resources and others provided by the Junta de Andalucía.

According to their study, most of the surveyed students agree with CLIL methodology followed by their school. They indicate that among the strong points is the fact of reading and writing content of all their subjects in the second language. But they think that teachers put aside the sociocultural field. They also feel that students have greater satisfaction with the Foreign Language class than non-linguistic areas. This is because they use the second language more intensively, learning about vocabulary and grammar. The study says that the students also assess the fact of having natives' teachers and international exchanges with other schools. But they highlight the low level in teacher training and the shortage of subjects offered in CLIL (Madrid, Gómez & Ortega, 2018).

On the other hand, teachers highlight a great implication of the management team and their knowledge about the CLIL methodology. But they also consider that the schools do not have space to carry out training activities of this type. Although they think that the level of concern for the sociocultural environment is high, they believe that there are not enough exchanges activities with other centres. Furthermore, they highlight their dissatisfaction due to scarce human and material resources provided. They suggest, finally, a drop in the ratio and an improvement in the teacher training (Madrid, Gómez & Ortega, 2018).

Therefore, the study concludes that according to teachers, there is not a detriment in the teaching-learning process in non-linguistic subjects just for the fact that they are taught in a second language. Furthermore, students do value the methodology and understand the benefits that the CLIL programmes produce in their future careers. Anyway, they consider that the teacher training should be improved not only in the linguistic level but also in terms of the cultural knowledge and include it in the curriculum of the universities (Madrid, Gómez & Ortega, 2018).

In accordance with Sánchez (2014), although a large number of bilingual programmes and centres have been created in the Autonomous Community of Andalusia, the need to offer continuity in this type of teaching between the different stages of infant, primary and, later, secondary education generates a multitude of problems of an administrative nature, such as the creation of timetables for the teaching staff, who are forced to force certain centres to be bilingual, usually for reasons of location, such as rural schools.

2.5. Bilingual education in Primary Education

The studies carried out that relate Primary education to CLIL programmes are not too abundant but there are some of them. In this section, a review of the literature is done. We study the contribution by different authors, from the oldest to the most current, focusing on the level of Primary Education.

With regard to Halbach (2008), planning a good bilingual teaching methodology is very complicated due to, among other things, the must to cover a lot of educational approaches including the immersion in the bilingualism to foreign students as well as the use of the second language in various subjects (Lova, Bolarín & Porto, 2013). Therefore, the applied method in an activity or in a project may not be suitable for others. Furthermore, author adds "... bilingual education in most European countries consisted of *ad hoc* initiatives from teachers, schools or concrete educational administrations; for this reason, they lack of an explicit methodological base" (p. 458). It means, for the author, the fact that planning of the teaching-learning techniques in bilingual education is not centralized and governed by a global normative, makes it exist a diversification of methods. But these methodological heterogeneity does not have to be a problem at the time of teaching following CLIL programmes, but it can be beneficial for teacher since they could have more resources.

Following the author's statements, CLIL programmes have focused, almost exclusively, in the Secondary Education stage leaving aside previous levels. All bilingual projects carried out for Primary Education usually come from Early Childhood Education and they include mixed student body. That is why classes are made up of 50% bilingual students and other 50% non-bilingual students. Luckily, over the years since Halbach carried out her investigation, other proposals about Primary Education projects have been appearing. Some examples are Reyes's proposal (2018) or Velarde's

proposal (2013). Other studies that have been carried out such as Martín and Durán (2019) assess bilingual education in Primary Education stage from the perspective of inclusion.

There are investigations like that of Figueroa (2001) that try to experiment with bilingualism in a concrete area of knowledge, like music, using students and teachers from nursery and primary education. The author conducted a study using Spanish and Euskara so it falls within the area of the Basque Country.

For Halbach (2008) curriculum design must be based on common elements for all areas of knowledge. This is because, according to author, students in the earliest stages of school integrate knowledge better if they learn as a set so it is important that, even though there are different subjects in the Primary School curriculum, teachers must cooperate with each other to make the teaching-learning process homogeneous. In the case of learning a foreign language, it is essential that it be through practice, focusing on the daily life of students more than in the language itself (Halbach, 2008).

Halbach (2008) also concludes that the development of an own methodology for Bilingual Education in Primary stage not only must go through the administrations, but teachers who are in the class, should be aware of what works in the classroom and what does not. The realization of a small theoretical frame in order to provide teacher with a foundation to build their own methodology should be done by the schools, administration and central government.

Reyes (2017) thinks that in the Spanish Educational System, student must read and write texts to learn about a subject. This can be hard for them because they must use a reading comprehension and their linguistic knowledge for academic text. According to the author, education is a process in which linguistic communication must always be applied so it is extremely important that students have a good level in their communication abilities. They share their knowledge with teachers and other students and they should use language for that.

According to Lova, Bolarín & Porto (2013), CLIL programmes have a methodological focus that goes beyond teaching a second language so, it is necessary to observe what the real needs that teachers have and to develop tools and resources to improve the teaching activities.

These authors agree with others that teachers need to know theories and methodologies to teach their classes. But the authors think that they must have a training to improve the techniques that develop the students' basic skills in English language. Lova, Bolarín & Porto (2013) think that students usually have different starting levels, so it is important to get a comprehensive education that they collaborate with each other. This cooperative learning makes students acquire a feeling of responsibility with their own learning and that of others. Reyes (2017) adds:

Since in the classroom's language is the medium used to direction of tasks and activities, as well as to present the academic content, it is necessary to ensure that the language is transparent for the student (...) taking into account that this varies from one area to another and, therefore, the learning of a new vocabulary and grammatical strategies are required to make scientific meanings possible (pp. 11-12).

That is to say, there are subjects that due to their contents, are more narrative being able to use a more everyday language. However, with scientific subject such as Biology or Mathematics, the vocabulary the student must learn is much more technical and it is used less in daily life. It is therefore important that teachers do not just emphasize the subject contents but deepen and highlight the lexicon used so that students can integrate this linguistic knowledge. According to Reyes (2017), a good way to get students acquire this lexical knowledge is that teacher propose questions and activities that produce the need to answer either orally or in writing to students.

Furthermore, these authors indicate that the studies about bilingual education are focused on methodologies, advantages and disadvantages for students, management team opinion or resources but, there are few studies carried out from the teacher's point of view about bilingual education in Primary schools.

For schools, the study of a foreign language should allow the student to communicate fluently in an international context (Reyes, 2017). According to Reyes (2017) this objective will only be possible if the teachers can make an ideal environment using, among other, CLIL methodologies. This author thinks that bilingual teaching should be practical and participatory. A theoretical study is not useful to learn a second language, for a student to become bilingual they must practice their oral and written skills. That is the only way to improve their communication abilities. But this practice should be done in a relaxed environment where students can express

themselves freely, without any type of coercion and without anything to constrain them (Reyes, 2017).

Regarding educational innovation, Reyes (2017) considers that the methods created in the last century are still used by teachers who have not had a sufficient update. That is why she sees it necessary to carry out educational innovation project focusing on adapting both the curriculum and the methodologies and resources. The author thinks that educational innovation must serve students to successfully enter the world of work since there are currently a large number of jobs which, due to the level of specialization required, are unoccupied. She indicates that it is not only necessary to change and adapt teaching models but also to develop a new paradigm of more autonomous learning for students (Reyes, 2017).

Author considers that some of the most effective learning methods are Project Learning, Flipped Classroom and Gamification thanks to their investigative, participatory and motivating character that helps the student to acquire knowledge without the risk that they can be easily forgotten.

2.6. Resources for bilingualism

In this section, a presentation and analysis of resources found on the Internet that may be useful for teachers of both language and non-language subjects are made. It has been necessary to subdivide the section in order to differentiate between those tools created exclusively for the teaching of a foreign language and others created for the bilingual teaching of other non-language subjects.

While some of the resources found on the web are useful for both types of subjects, there are some, such as the eTwinning tool, which have benefits for both groups. These tools are presented in this chapter.

The eTwinning project is a tool that allows teachers from all over the world to communicate and share not only self-made resources, but also the implementation of projects on an international level with the participation of different schools. It is an interesting software for conducting chats, conferences, virtual classes and virtual exchanges between pupils. Its main goal is the cooperation between teachers, students, families and institutions from all over the world for the creation of recursive repositories that can be used by any user free of charge. In this programme, you can also find

workshops, talks and conferences in different fields and of an international nature and it also has the European quality seal and a large number of registered centres.

The URL of the website is the following:

- <https://www.etwinning.net/es/pub/index.htm>

There are other online educational communities that can be used for content creation such as presentations, videos, infographics, games, maps, quizzes, etc. Some of them are Genially, GoConqr or Edmodo. They have the particularity of being able to integrate all the resources in a single website, so that teachers can use any of the existing tools, whether they are of their own creation or of other authors. It should be noted that it is possible to create foreign language content within these websites.

In the case of Genially, it should be noted that it has the support of major national and international endorsers such as the publishers Anaya and Santillana, Columbia University and the University of Miami, and was recognised as the Best Educational Initiative in 2020. It is a highly visual website with a more restricted free plan and different payment plans that allow for a large number of creative tools.

The Goconqr website is somehow less visually appealing but has the same advantages. It allows you to create not only games and presentations but also diagrams, mind maps, worksheets and even notes. It is based on the idea of collaborative work and proposes ideas for teachers to put into practice, such as the possibility of creating public or private groups or sharing content with other teachers. It is a tool that allows, among other things, the creation of virtual communities.

But if you are really looking for a virtual community that functions as a social network, you can also find some on the web. This is the case of Edmodo, which is more related to social networks of an educational nature, as it allows you to create publications that can be rated and commented on and even tag the school or the members. This can be attractive to pupils because of the social networking component.

The URLs for these websites are:

- <https://genial.ly/es>
- <https://www.goconqr.com/es>
- <https://new.edmodo.com/>

Another resource that is becoming increasingly popular with both teachers and even companies is Kahoot. This web tool allows the creation of quizzes in the form of a competition and is often used in the classroom as a resource for revision. These quizzes can be created on any subject and in any language, so it can be a good help for both linguistic and non-linguistic subjects. Kahoot can be used for free or for a fee (usually from the school), although there is no cost for students. In addition, it has other features such as its Whiteboard that can benefit virtual classes or its new application: Academy (in testing) whose purpose is to create a virtual community for teachers, students and institutions.

The URL of the website is the following:

➤ <https://kahoot.com/>

2.6.1. Resources for linguistic areas

On the web it is possible to find resources developed by other teachers, institutions or publishers and which are aimed at foreign language classes. In the case of this review, all the tools analysed have been created for the study of English and can be adapted, in any case, to another language.

One of the largest repositories is MyFPSchool where you can find resources of all kinds, including exams for different educational levels. In the case of Primary School, in the subject of Foreign Language (English) there are a large number of templates with exercises and Worksheets that can be used in the classroom, and which are intended for the different grades of this educational stage. In addition, on the website it is possible to find articles on new technologies applied to the classroom and guides for the use of devices such as digital whiteboards.

On the other hand, the resources specialised in foreign language (English) in Primary School are oriented towards purely grammatical study. There are no motivating or innovative tools that a teacher can put into practice in the classroom.

It also has a section on Attention to Diversity, but within this section there is no curricular adaptation tool for the subject of Foreign Language (English), but they specialise in providing support for non-language subjects such as Mathematics, Spanish Language and Science.

The URL of the website is:

- <http://myfpschool.com/english-recursos-evaluacion-examenes-repaso-atencion-a-la-diversidad-de-ingles-de-primaria/>

As mentioned above, Kahoot is a tool that was born as a simple and fun way to test knowledge, but other applications have been developed over time. In the case of the study of a foreign language, Kahoot Drops is an interesting website from the creators of Kahoot that uses very simple and visual exercises for learning or reviewing vocabulary on specific topics. It has an extensive database of words in a large number of different languages. Moreover, it is accessible free of charge both through the app, which is compatible with various platforms, and on the website itself.

On the other hand, and although this tool can be highly beneficial, it is only limited to the study of vocabulary, lacking grammatical or cultural concepts. In addition, another limitation that can be observed is the choice of subject matter. The game scales in a gradual manner, presenting simple words to make it gradually more complex, but the theme of that vocabulary is predetermined, not a choice for the player.

The URL of the website is:

- https://app.languagedrops.com/?utm_source=Kahoot&utm_medium=Ksidebar&utm_campaign=KCrossPromo&utm_id=DropsBite#/bite/ksidebar

For the study of language subjects, there are also tools that focus on specific skills such as oral competence and written competence. For the latter, Pixton can be of great interest to teachers as it allows them to make comics. It is a resource for students to work on storytelling based on the creation of animated scenes with which they can represent from stories created by the students themselves to scenes from the works of great international authors. It is also possible to install add-ons to improve the functions of programmes such as PowerPoint or Canvas. It is, therefore, a tool that can be used in any language that the web allows.

The URL of the website is the following one:

- <https://www.pixton.com/what-is-pixton>

Powtoon is another content creation website that works on oral skills in a simple and very visual way. In this case, it is a website that allows the creation of videos for presentations or virtual classes. It is equipped with a large number of resources for its

creation, such as whiteboards or templates for editing. It is an interesting application for teachers, since students, apart from developing their language skills in the video, also develop their technological skills and creativity. Moreover, teachers can use the options of this resource to make their virtual classes more enjoyable and motivating.

The URL of the website is:

- www.powtoon.com

2.6.2. Resources for non-linguistic areas

There are also bilingual resources that can be used by teachers of non-language areas in Primary Education on the web. One such resource is provided by the Junta de Andalucía itself, which, thanks to specialists from various schools, has created a free database for teachers of this type of subject area. Specifically, the one we are talking about in this case is Natural Sciences and Social Sciences for 3rd and 4th year of Primary Education. On the website, there are teaching units for each of the subjects covered in these areas written entirely in English and which, in addition, have (non-linguistic) exercises to strengthen learning.

Although it is a resource that can help teachers to teach their classes, the teaching units are rather poor, both in terms of time and content. They could, however, serve as a basis for teachers to develop their units by adding some content and practical exercises.

The URL of the website is:

- https://www.juntadeandalucia.es/averroes/centros-tic/04006446/helvia/sitio/print.cgi?wid_seccion=6&wid_item=20&wOut=print

One of the most interactive resources out there has been created by Spongelab. On their free website, you can find games, lessons, and interactive exercises on science topics from various fields. It is a tool for students to learn practically about topics such as the human body or renewable energies. It should be noted that all the content is in English and is expressly created to be used in a didactic way, as a way of helping students to develop scientific interest and autonomous work, as well as to work on communication skills.

The only drawback of this website is the need for users to register, although it is a free resource. However, it is not necessary to download and install it on any device, it is accessible from the page itself and, therefore, students can use it from the school's computers, individually or in groups.

The URL of the website is:

- <https://www.spongelab.com/index.cfm>

Another tool available to non-language teachers is JCLIC. This is a free software program that allows the creation of interactive resources for pupils such as puzzles, association exercises, text, pastimes, etc. Moreover, all these activities can be created for each of the educational stages and adapted to students who require curricular adaptation. In the same way, the program allows the collection of data and the generation of reports with information about the results obtained by the pupils.

The major limitation of this tool is that it is a program, not an online software. This means that it needs a high calibre computer support to be able to use it as it is not compatible with mobile devices or tablets. This idea may result in many learners not being able to practice with these exercises as they may not have the required computer equipment. Another problem may nestle with the teachers themselves, who may not be able to get the most out of the application.

For further information click on its website:

- <http://educalab.es/-/jcllc-creacion-de-actividades>

Finally, we can find a blog called La Eduteca where a lot of resources and articles about innovative tools for Primary Education classrooms of non-linguistic subjects can be found. In this blog it is possible to search through a large number of resources only those of Bilingual Education. There are also interactive workbooks, test labs or infographics that teachers can use in their classes. It is a good source of content on different areas of knowledge that can be interesting for all types of teachers.

But one of the most important limitations of this website is that the resources and articles presented here are at least 4 years old, which can make some of the content out of date. However, despite this, it can still be a good resource for teachers to base their teaching units on. The URL of this website is:

- <https://laeduteca.blogspot.com/search/label/biling%C3%BCe>

3. THE STUDY

Regarding the study, the project focuses on the collection and bibliographical analysis of the most up-to-date studies about bilingualism in Spain and, more specifically, in the Andalusian area. It is important to highlight that this literature is based on research on the level of bilingual education in primary schools, otherwise it would be extremely extensive.

The fundamental interest of the project is none other than conducting a comparative study on writings of different authors to, subsequently, do an analysis and conclude. That is why no type of intervention proposal is made, just a theoretical study about the fact and its circumstances (legal, geographic, etc.).

In order to carry out this project, studies have been compiled by various authors who have researched the subject from the beginning of bilingual education in Spain and Europe to the present day. A timeline of how this type of education has evolved and the implications it has had in the different centres has therefore been drawn up.

In the same way, various resources and tools are analysed which are mainly on the web and which could be very useful for teachers of non-language subjects as well as language subjects. Since educational innovation is the order of the day in teaching, this analysis is considered crucial to help the educational community to obtain resources to work with students on educational innovation and thus achieve an improvement in the quality of education. It is interesting to let teachers who are not very familiar with technology know that these tools exist and are available to them to improve the attention and motivation of their students and to provide them with deeper and lifelong learning. Moreover, the use of ICT is becoming increasingly important in the classroom and teachers need to be prepared for their use and to make the most of them.

4. RESULTS OF THE REVISED STUDIES

One of the results obtained in this literature review indicates that in Spain there is a need to improve the training of teachers who teach in CLIL programmes. Teachers should have communicative abilities to impose this programme in schools.

It may be true that the study of a second language is a matter of concern not only in Spain, but in the whole of Europe. That is why different regulatory standards have been established so that the CLIL methodology can be put into practice. In Spain, this legislation has been left, to a great extent, in the hands of the different Autonomous Communities therefore, each one of them has adapted the normative to its region. Therefore, there is a diversification in the linguistic and methodological requirements that administrations asked of teachers.

This flexibility has led to the occurrence of a heterogeneity of methodologies for the study of the second language. Furthermore, in Spain there are communities where two languages already coexist and they must incorporate a third language in their schools. In the same way, the regulations are distributed among various documents which make the query much more complicated.

In the same way, it becomes clear in the review that there is a shortage of resources and means that schools have for all these programmes. A methodology that should be participatory and international is very complicated when technological resources are lacking, for example. And it is even harder if, besides that, no curricular or extracurricular international activities are carried out either.

On the other hand, we found that there is a wealth of resources available to teachers. These tools are published, for the most part, on the web with great ease of access and without any cost. Students can benefit not only from the exercises and activities provided by international teachers and researchers, but also develop their technological competence while simultaneously strengthening their non-language skills and their communicative competence. This fact also benefits teachers since, according to the current regulations, their programmes and teaching units must take into account and work on the different key competences established by the LOMCE, such as the following:

- Linguistic communication (CCL)

- Mathematical competence and basic competences in science and technology (CMCT)
- Digital competence (CD)
- Learning to learn (CPAA)
- Social and civic competences (CSC)
- Sense of initiative and entrepreneurship (SIE)
- Cultural awareness and expression (CEC)

5. CONCLUSIONS

By way of conclusion, this literature review shows that the level of Andalusian students in terms of communication skills in a foreign language has not yet reached the objectives pursued. This can be either due to a failure in the education system or a poor or of low quality academic and methodological training of teachers themselves. In any case, the administrations and the government are primarily responsible for improving the quality of education as far as bilingual education is concerned.

Level of knowledge

Thanks to the bibliographical review carried out for this project, it has been discovered that, although the introduction of CLIL programmes in Spain was late (given that interest in bilingual education began much earlier in the other member countries of the European Union), it has spread throughout the country very quickly, which has allowed Spain not only to be at the forefront in the integration of these programmes, but also to increase the number of bilingual schools, especially in Andalusia.

Furthermore, it is found that there have been a large number of changes in Spanish and Andalusian regulations regarding bilingual education. Some of these changes, such as the number of language assistants in each school, are important when it comes to measuring the quality of education in this area.

There has also been a clear lack of training for teachers who, despite having specific knowledge of their area and even of the language, have an alarming lack of training in CLIL programmes and their methodology.

It is important to note that most of the studies on bilingual education are focused on secondary education and the training of future teachers in universities. There is little (although their number is gradually increasing) research devoted to primary education, and fewer practical contributions have been created.

Finally, it is worth noting the large number of resources found on the web which have been created specifically for teachers to carry out quality bilingual education in any subject (linguistic or non-linguistic).

Implementation level

The implementation of the CLIL programmes in Spain, and in Andalusia more specifically, has not been complete. There are currently many centres in which, despite being offered as bilingual centres, they do not offer a full bilingual education, possibly because of a lack of resources that do not allow teachers to implement, among other things, activities of an international nature that provide students with not only academic but also cultural training. This is a key point that must be solved as soon as possible in order to achieve quality bilingual education in Spain and Andalusia. But there are logistical problems that are very difficult to solve in the short or medium term.

Advantages and Disadvantages

With regard to the CLIL methodology, there are many advantages such as access to the labour market and the communicative capacity of students. But all these advantages lose credibility if the methodology is not applied in the classroom. It is therefore necessary to provide teachers with continuous training and a large number of methodological resources to enable them to implement quality bilingual education.

According to some of the authors already mentioned throughout the project, CLIL programmes may lead to neglect of the mother tongue which would be at odds with the basic principles of this methodology.

Tool to minimize problems

Finally, in this project an analysis is made of a large number of resources and online tools that can be used by teachers in the classroom. Some of the activities presented here follow a traditional methodology that focuses exclusively on the grammatical and linguistic component of the foreign language, leaving aside other issues that may be highly functional for students. However, other of the web pages presented here are very participatory and active for students and are adapted considerably to methods such as gamification or project work, something that in recent years has been classified within the branch of educational innovation and that falls within the obligations of teaching work.

Therefore, it is considered that this project has answered with clarity and conciseness the questions asked at the beginning of the project. This has been possible thanks to bibliographic research, study and in-depth research, not only of the various existing theories and regulations but also of teaching resources that can benefit the work of teachers. This review is based on authors not only current, but also from an older perspective that allows to observe, in a more objective way, the evolution that has had the bilingual education in the stage of Primary Education at the European level, Spanish and, finally, Andalusian.

Obviously, one of the most important limitations is the education level that has been investigated because, even though it was necessary to narrow down the investigation, they are scarce studies about bilingualism in this academic field.

Geographical localization can be a limitation since the educational law about CLIL in Spain has been placed in the hands of the different Autonomous Communities. In this study, it has been investigated about the Andalusian area so it should be interesting to get closer to the reality of other communities like Madrid, Catalonia or Basque Country and check what their educational bases are.

On the other hand, a bibliographical review could not put into practice intervention proposals so, although they are carried out theoretically, actual results would not be known, only one inference could be made about what the objectives would be and their level of success hypothetically. What can be done is a comparative study about the different authors to analyse their investigations and draw conclusions.

Another limitation encountered during the elaboration of this project has been the lack of publications that are freely available on the Internet. It is possible to find a large number of studies carried out and published on the Internet by universities (whether as Final Degree Projects, Master's Degree Projects or Doctoral Theses) which, although they can be found in their repositories, are impossible to access without the express authorisation of the centre itself or belonging to the institution either as a student or as a teacher. It is, therefore, very difficult to access this type of research which, in general, has been carried out in recent years and which could be of great public interest.

Finally, one of the limits that have reduced the critical capacity of this project has been the impossibility or difficulty of accessing some of the online resources

without the need to register or pay. Although they are tools that have free plans, in many of them it is necessary to register that, with a private email it is not safe to do. That is why some of those resources have not been able to be analysed with the depth that circumstances require. Still, it has been possible to elaborate experiments with them to know them even in a shallow way.

6. LIMITATIONS OF THE STUDY

Obviously, one of the most important limitations is the education level that has been investigated because, even though it was necessary to narrow down the investigation, they are also scarce studies about bilingualism in this academic field.

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7. PEDAGOGICAL IMPLICATIONS FOR THE CLASSROOM

As for the pedagogical implications, this bibliographical review gives an in-depth review of the evolution of bilingual education in three well-differentiated areas. On the one hand, what pedagogical models have been introduced in the European Union and how the importance of this type of education has grown at European level. How European legislation on bilingual education has evolved from its origins to the present day.

On the other hand, the different regulations that have emerged over time from the dictatorship to the present in Spain have been studied and how it has adapted to the new society. The changes that the various educational laws that have passed through the Spanish State have been studied and what consequences they have had in the centres and, more specifically in the classrooms, throughout the territory.

Finally, it also analyses the regulations and achievement of objectives of the different Andalusian centres that offer bilingual education in their curricula. This involves verifying whether a true bilingual education is carried out in the Andalusian classrooms or whether only the second language is used anecdotally in those subjects that have nothing to do with the language subject. In other words, more extensive studies are needed to verify whether CLIL programmes are being correctly implemented in Andalusian classrooms.

There is also a review of bilingual education at the primary level. In addition, the different investigations carried out by different authors are studied only at this educational level. This is one of the distinguishing features of this review, the educational stage studied and analysed since, as has been verified, there are a large number of studies on bilingualism in higher educational stages, but almost none in primary education or early childhood education.

Finally, a collection and analysis of some of the resources found in the network that facilitate teaching for teachers and improve student learning is carried out. Most of these tools are free or can be hired on demand by the centres themselves and are a motivating element, in most cases, to generate the interest and participation of students in the classroom.

Regarding the profiles of students and teachers, one of the most important implications is the value of the work of teachers to teach in the field of bilingualism

despite not holding, on several occasions, the sufficient academic and methodological training. For this project, the effort of teachers to train themselves is considered important despite the lack of resources that the administration puts at their disposal and only because of the desire to provide their students with a quality education.

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