

Master's Dissertation/
Trabajo Fin de Máster

STAKEHOLDER PERCEPTIONS ON CLIL IN GUATEMALA: A MIXED METHODS CASE STUDY

Student: Ocaña Peinado, María Elena

Supervisor: Dr. María Luisa Pérez Cañado
Department: English Philology

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ABSTRACT

Content and Language Integrated Learning (CLIL) is starting to spur interest in Latin American countries as a teaching-learning methodology to enhance students' skills in the foreign language. This is the case of Guatemala, where this approach has been already adopted by several schools mainly in the capital of the country. As CLIL is just emerging in this region, scarce research focused on the topic has been conducted to date, so there are important niches to be filled with investigations in all CLIL-related fields. Making a small contribution to address these lacunae is precisely the main objective of this Master's Thesis. Taking the advantage of previous studies on CLIL implementation in Spain, a study has been performed to determine students' and teachers' perceptions about different issues vis-à-vis CLIL programmes. In particular, 71 students and 10 teachers from a private bilingual school in Guatemala have been polled and interviewed about their impressions regarding learners' language improvement, teachers' training and capacities, methodologies, materials, resources and ICT tools used in bilingual lessons, the characteristics of evaluation, the opportunities of mobility, how teachers coordinate within the bilingual programme and students' motivation towards the foreign language. The overall results reveal that both stakeholders perceive in a favourable and optimistic manner the different aspects they have been surveyed on, although statistically significant differences are found and some patterns transpire when comparisons are made within and across groups.

Key words: CLIL, Guatemala, perceptions, teachers, students, SWOT analysis

RESUMEN

El Aprendizaje Integrado de Contenido y Lenguas Extranjeras (AICLE) está comenzando a despertar interés en los países latinoamericanos como una metodología de enseñanza aprendizaje que favorece el desarrollo de las competencias de los estudiantes en la lengua extranjera. Tal es el caso de Guatemala, donde esta metodología ya ha sido adoptada en diversos colegios ubicados principalmente en la capital del país. Dado el carácter emergente de AICLE en esta región, aún es escasa la producción científica al respecto, existiendo una gran variedad de líneas de investigación relacionadas con todos los temas de AICLE que se pueden abordar. El objetivo de este Trabajo Fin de Máster es, precisamente, hacer una pequeña contribución para llenar ese vacío de conocimiento. Aprovechando resultados de estudios previos sobre la implementación del AICLE en España, se ha desarrollado un estudio para determinar las percepciones que tienen estudiantes y profesores sobre diferentes aspectos de los programas AICLE en Guatemala. En particular, se ha encuestado y entrevistado a 71 alumnos y 10 profesores de un colegio bilingüe privado de Ciudad de Guatemala para conocer sus impresiones sobre las mejoras en la lengua extranjera que han experimentado los estudiantes, la formación y capacidades del profesorado, las metodologías, materiales, recursos y TICs que se emplean en las clases bilingües, el tipo de evaluación que se lleva a cabo, las oportunidades de movilidad existentes, cómo se coordinan los profesores dentro del programa bilingüe y el nivel de motivación de los alumnos hacia la lengua extranjera. Los resultados del estudio muestran que, en líneas generales, las partes interesadas tienen una percepción muy favorable y optimista acerca de los diferentes aspectos sobre los que han sido encuestados. Además, revelan que existen diferencias estadísticas significativas que hacen entrever ciertos patrones cuando se comparan las respuestas dadas dentro de un mismo grupo y también entre las dos cohortes.

Palabras clave: CLIL, Guatemala, percepciones, profesores, estudiantes, análisis DAFO

1 INTRODUCTION

1.1 Motivation for the study

English instruction is a hot topic at present: as English is the lingua franca mainly used around the world for communication, entertainment, business, science or technology, mastering this language has become pivotal.

With regards to the economic dimension of the English language, research has empirically demonstrated that, in European and Asian countries, a direct correlation can be found between the improvement in the English proficiency of the population and the subsequent economic growth of those countries (Lee 2012). Moreover, from an individual point of view, an excellent command of English is normally related with better job opportunities and higher salaries (Dustmann & Fabbri 2003). In a country like Guatemala, increasing the English proficiency of the labour force would not necessarily entail the end of social and economic problems, but taking the above studies into account, a better command of the lingua franca might, in combination with other political actions, do its part to increase the economic growth of the country and the quality of life of its population.

In any event, what it is undeniable is that finding adequate methodologies and effective environments for language acquisition which provide twenty-first century citizens with the necessary skills and tools to meet in an appropriate and timely manner the current challenges of a globalised world is now more paramount than ever. To this end, language teaching models have begun to switch from traditional models of education to modern ones. Within this latter group of recent methodological approaches in foreign language learning, CLIL pedagogy emerged more than two decades ago in Europe, having been widely adopted as the methodology to channel change all over this continent and even beyond it.

Outcomes and challenges of CLIL programmes from different perspectives have been extensively documented, for example in Lasagabaster & Ruiz de Zarobe's (2010) account of the CLIL situation in Spain, in Pérez Cañado's (2012) review of the state of art of CLIL research in Europe or in Pimentel, Landau & Albuquerque's (2018) study of emerging CLIL interest in South American countries.

An interesting approach to CLIL implementation is that of the point of view of the key players within bilingual education. In words of Coyle, Hood, & Marsh "monitoring participants' attitudes towards CLIL and their motivational level should be a key element in an evaluation process" (2010: 141-142). In fact, understanding the teaching-learning experience

from the outlook of their main stakeholders, instructors and students, may be useful to determine a clear picture of the aspects of the process which actually have a positive impact and of those elements which require modifications and, consequently, to propose the necessary measures and actions which enable the achievement of better performance. This is in general lines the goal of the numerous research gathering perceptions from the different stakeholders involved in bilingual education: students, teachers, language coordinators, language assistants, parents, and the like at different educational levels (Dalton-Puffer, Hüttner, Schindelegger, & Smit 2009; Aguilar & Rodríguez 2012; Lancaster 2016; Lasagabaster & Doiz 2016; Chaieberras & Rascón-Moreno 2018; Milla & Casas 2018; Oxbrow 2018; Pérez Cañado 2018a, 2018b; Ráez-Padilla 2018). It also the chief objective of this investigation.

1.2 Objectives

The general objective of the present study is to evaluate the implementation of CLIL at Secondary and Baccalaureate levels in a private school in Guatemala from the perspectives of the stakeholders enrolled in the bilingual programme. More precisely, students and teachers' perceptions about learners' use, competence and development in the foreign language, methodology, resources and materials, evaluation, coordination and organization, teacher training, mobility and students' improvement and motivation towards English are culled and analyzed. The ultimate aim is determine which factors result in a successful application of this methodology at the school and which points could be further improved in order to obtain better results in the future.

To this end, a case study has been conducted at SEK Guatemala International School, where CLIL is being used at all educational levels since over a decade ago to teach around half of the content subjects included in the syllabus.

The following specific research objectives are established:

- 1) To review the state of art vis-à-vis bilingual education and CLIL in the Latin American context in general and in the country of Guatemala in particular.
- 2) To determine SEK students' perceptions about the use of English and their competence and development in the foreign language; the methodologies applied in the classroom; the types of materials and resources used; the way evaluation is carried out; the use, competence and development of their teachers in the foreign language; the possibilities of mobility; and their motivations towards the foreign language.

- 3) To determine SEK language and content teachers' perceptions about the use, competence and development of students in the foreign language;, their own capacities and skills; the methodologies applied in the classroom; the materials and resources employed; the type of evaluation performed; the possibilities of mobility; and the coordination and organization among bilingual practitioners.
- 4) To establish if there are statistically significant differences vis-à-vis CLIL programme implementation within the group of students in terms of any of the established identification variables: gender, age, nationality, time of exposure to English, number of CLIL subjects, or the number of years which they have been participating in a bilingual programme.
- 5) To find out if there are statistically significant differences with regard to CLIL programme implementation within the group of teachers in terms of any of the following identification variables: gender, age nationality, type of teacher, use of English in class, language level, or teaching experience, both general and in bilingual schools.
- 6) To establish if there are statistically significant differences across groups regarding CLIL perceptions on the different thematic blocks considered.
- 7) To determine the strengths, weaknesses, opportunities, and threats found in the implementation of CLIL at the analyzed school from the perceptions of students and teachers.

2 THEORETICAL FRAMEWORK

2.1 Bilingual education

Approaching the concept of bilingual education is not straightforward: ““bilingual education” is a seemingly simple label for a complex phenomenon” (Cazden & Snow 1990:9, quotation marks in original).

Historically, bilingual education has been classified in categories according to different criteria. For example, Mackey (1970) provided a classification of ninety different types of bilingual schools taking into account features such as the language(s) spoken at home; the language(s) included in the curriculum at school; the language(s) of the community where the school was located and the local and international status of the language(s). The specific objectives pursued by bilingual education have also been used for its categorization (Fishman1976; Otheguy & Otto 1980). In turn, Baker (2001) established ten different forms of

bilingual education grouped in two main categories, weak and strong, and within them, types of bilingual programs were organized in terms of students' language, the role languages play in the classroom, the social and educational goals pursued and the expected language outcomes. CLIL would fall into Baker's strong category of bilingual education called Mainstream bilingual education or Bilingual education in majority languages, as "some curriculum content is learnt through a student's second language" (Baker 2001: 222).

Put succinctly, it could be said that bilingual education can embrace two different scenarios depending on the languages involved: one concerning majority international languages and one involving the minority languages spoken in a region, which is commonly referred as intercultural bilingual education¹ and mainly found when two or more different cultures and/or languages coexist in the same area. Both scenarios are present in Latin America, where the command of international languages, particularly English, has become a pivotal issue in many countries and where multilingualism is also present as a consequence of the existence of around half thousand indigenous languages, the appearance of Creole languages and also the presence of foreign languages due to migrations from Africa, Europe and Asia (Lopez & Küper 1999).

2.1.1 Intercultural bilingualism in Latin America

South American countries² have a long history with respect to intercultural bilingualism and intercultural bilingual education, which goes back to the time of colonization, when missionaries used local languages as well as Latin, Spanish and Portuguese in the process of teaching indigenous population and converting them to Catholicism. Those languages were used also during the colonial period as a means of instruction in the educational institutions founded in the most important villages to teach children of local nobility and rulers (Mejía 2005).

The independence of the different states in South America throughout the 19th century extended education to general indigenous population but at the expense of bilingualism. The plurality of languages, ethnics and cultures in the different regions was ignored and education

¹ Hereinafter the term intercultural bilingualism will be used to refer to the bilingualism vis-à-vis minority indigenous languages, whereas the succinct term bilingualism will be employed when it comes to bilingualism referred to majority international languages.

² Despite the study by de Mejía (2005) specifically referred to South America, the scenarios described by the author concerning the situation of indigenous and conquerors' languages can be extrapolated to all the regions in the American continent conquered in the 15th and 16th centuries.

in the language of the ruling classes imposed with the objective of having schools act as linguistic and cultural harmonising institutions (Lopez & Küper 1999).

It is not until the beginning of the 1980s when the situation started to reverse and indigenous languages began to be promoted and put in value again. Initiatives on intercultural bilingual education were implemented in many Latin American countries thanks to the support of governmental policies and even of Political Constitutions which for the first time recognised indigenous languages and intercultural bilingual education (Loncon & Hecht 2011).

The development of intercultural bilingualism initiatives in the region over the past three decades has been submitted to different analyses and weaknesses and strengths have been detected. On the one hand, there seems to be general agreement that intercultural bilingual education is solely being developed in indigenous environments (García 2004; Hecht 2015) and that insufficient attention is being paid to training programmes for intercultural bilingual teachers (Sam & Sandoval 2012; Lagos 2015). The fact that books and appropriate materials in the indigenous languages are practically non-existent also seems to be a handicap (López & Küper 1999; Rodríguez 2007). On the other hand, despite all the shortcomings just mentioned, intercultural bilingual education is also having an important impact in the global figures vis-à-vis education in the region, for it has been observed that indigenous children who receive bilingual education have better school performance in general, develop greater capacity to solve mathematical problems and achieve better levels of reading comprehension than their peers who are educated only in Spanish (López & Küper 1999).

2.1.2 Intercultural bilingualism in Guatemala

In Guatemala 24 different languages are spoken by the four ethnic groups (Maya, Garífuna, Xinka and Ladino) which live together in the country: Spanish, which is the official language, and 21 Mayan languages (Richards 2003). Bilingual education has been developed since the 1960s as an alternative learning approach for indigenous children speaking several of the Mayan languages, but it was not until 1996 that the country was officially recognized as a multi-ethnic, multicultural and multilingual nation and the use of all indigenous languages, especially in education, was stated (Sam & Sandoval 2012). Several years later, the Government legally established the compulsoriness of bilingualism in all the educative centers of the country, as well as the implementation of a multicultural approach in the learning process.

According to the Basis National Syllabus which lays foundations for education, three different languages should be incorporated in the educational process: the mother tongue or

first language (L1); the second language (L2), which could be Spanish for the indigenous communities or one of the national languages for the community of Ladinos; and a third language, either a foreign language or a national one (Sam & Sandoval 2012). The reality of intercultural bilingual education at Guatemalan schools is, however, quite different. According to López & Küper (1999), a subtractive bilingualism is currently being applied, in which Spanish has been prioritised at the expense of indigenous languages, only employed for the first couple of instruction years until indigenous students have a sufficient command of the majority language. On top of that, Mayan languages are scarcely taught to Spanish-speaker students and only by means of specific programmes (songs, poems and recreational activities) developed in some inland villages to raise children's awareness of Mayan culture and indigenous people. In the same vein, the case study carried out by Sam & Sandoval (2012) concludes that monolingual education in Spanish, combined with the study of a second language which is, in some cases, the native language of the community where the school is located, is actually being developed in Guatemala. The result is that students are not able to properly use either their mother tongue or the official language. Additional studies concerning bilingual education in the country indicate as future challenges moving towards a more balanced bilingualism by increasing the coverage of bilingual education and the number of bilingual practitioners and improving their training (Rubio 2007).

2.2 Content and Language Integrated Learning

Content and Language Integrated Learning (CLIL) is an approach to bilingual education mostly adopted in European countries since the 1990s with the objective of improving citizens' competences in foreign languages. It is considered an offshoot of French immersion programs developed in Canada and North American bilingual teaching models, although it has evolved to adjust to European needs to such an extent that it is currently considered "the European label for bilingual education" (Lorenzo 2007:28).

CLIL refers to educative situations in which "subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language" (Marsh 2002:2). The integration of two previously independent elements of the syllabus, content and language, is one of the distinctive features of CLIL approach. When working with contents in a foreign language, the use of all the linguistic skills is put into play. Furthermore, the language is employed in real world contexts, thus activating the cognitive processes related to understanding and verbalisation, which are difficult to promote in traditional foreign language teaching (Coyle, Hood & Marsh 2010).

Another hallmark of CLIL is its organization around four fundamental pillars, what Coyle (2007) calls the 4Cs framework: content, communication, cognition and culture. To begin with, content is placed at the center of the learning process so that students acquire the knowledge and skills about specific topics of the curriculum. Moreover, communicative situations are promoted: content is learned while using the language for communication. Cognitive skills are activated to permit students to relate concepts, knowledge and language. And last but not least, through the exposure to a variety of perspectives and knowledge, cultural awareness is enhanced.

These 4Cs are strongly related with the theoretical aspects underpinning the CLIL approach. The theory of language supporting CLIL considers language a resource for meaning instead of a system of rules (Halliday 1994, as cited in Lorenzo 2007). In CLIL, the foreign language is the tool employed to teach new subject matter and to communicate; it is the vehicle through which the subject matter content is learned. In line with language, CLIL allows learning and developing at the same time the two dimensions of language (i.e. social and academic) ascertained in Cummins' (1979) theory: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The role played by the mother tongue in the correct acquisition and command of the foreign language is relevant: "[...] competence in L2 depends, in part, on the level of competence already acquired in the mother tongue; the higher the level of development in the L1 the easier it will be to develop the L2" (Madrid & Hughes 2011:25, as cited in Lancaster 2015:59). In turn, the learning theory on which CLIL is based focuses on constructivism and cognitivism. On the premise that any foreign language is best learned in authentic situations, CLIL takes advantage of students' previous knowledge, skills and experiences to engage them in meaningful learning environments. This entails a change in the perspective of the roles of teachers and learners in the classroom: instructors become facilitators of a learning process in which students take center stage (Pavón & Ellison, 2013). Furthermore, scaffolding becomes paramount in the learning process and has to contemplate providing students with support strategies for language production (Mehisto, Marsh & Frigols 2008).

CLIL can be implemented in a great variety of ways: from extensive teaching by means almost exclusively of the foreign language to partial instruction in which code-switching is frequently practiced. In addition to this, the type of CLIL project executed will depend on operating factors such as teacher availability, learner situation or exposure to target language, amongst others (Coyle, Hood & Marsh 2010). This flexibility of CLIL reflected in Coyle's

words: “there is no single blueprint that can be applied in the same way in different countries” (Coyle 2007:5). This is indeed one of the keys in the successful spread of CLIL all over the world.

2.2.1 CLIL in Latin America

CLIL in Latin American countries has a shorter history than in Europe. Pimentel, Landau, & Albuquerque (2018) present a general overview of the current situation of CLIL in South America, focusing on the challenges and potential innovations that this approach is facing in this part of the world. They remark as a significant milestone of the emerging interest in CLIL in Latin American countries the publication in 2008 of the first issue of the *Latin American Journal of Content and Language Integrated Learning*. Other signs of an increasing interest in CLIL is the organization of the biennial CLIL Symposium by two Colombian Universities since 2004.

Colombia is indeed one of the more prolific countries in CLIL research. A general state of art of CLIL in Colombia is carried out by McDougald (2009). He indicates that since the Government launched the National Bilingual Project and English was included in the official Colombian National Curriculum, CLIL became the most popular established approach for language instruction all over the country at all educative levels, from schools to universities. Despite this popularity, the first overall impressions after CLIL implementation indicate that there is a certain feeling of frustration among teachers and learners for different reasons. First of all, the author reports that there are differences in how this methodology is being implemented. For instance, some educational institutions are giving priority to content acquisition, whereas language learning is totally relegated to a secondary place. Furthermore, in many cases no formal language objectives are established in the curricula. One of the main problems highlighted in McDougald’s (2009) study is that most Colombian teachers do not have the appropriate tools to successfully teach through CLIL and this is affecting student learning. Not only have practitioners not adapted their teaching methodologies to what the CLIL approach demands; they also have the insufficient skills in English. In fact, many teachers consider language a barrier which does not allow them to progress quickly enough to achieve the standards in the content subject syllabus. According to the author, the solution to these drawbacks would involve specific training courses for Colombian CLIL teachers on new teaching methods and language learning and also the development of further research on CLIL implementation in Colombia at all educational levels (McDougald 2009).

The difficulties, doubts and concerns on CLIL of Colombian language teachers are addressed in a two-part publication (Curtis 2012a, 2012b). According to this author, the focus of educational research over the past three decades seems to have turned from teachers' to students' perceptions, because of the shift to new learning methodologies more centered on learners. As a result, practitioners' perspectives of the educative process are not being considered, that is to say, an essential part of the picture is being missed (Curtis 2012a). The author's aim with his study is to listen again to teachers' voices, as "they are key stakeholders in educational endeavor and among the main agents of educational change" (Curtis 2012a:1). With that purpose, he gathered answers to the question "Regarding CLIL, what do you want to learn or learn more about, be able to do or be able to do better at the end of this session?" (Curtis 2012a:3) from 80 language teachers attending a workshop at a Master's Programme in English Language in Colombia. Replies reveal that Colombian language teachers are mainly concerned with three aspects. First, the feasibility of CLIL in the Colombian context, more precisely in the scenario of public schools with limited resources, overcrowded groups and scarce collaboration among the faculty staff. The second point of interest is the effective implementation of CLIL in the classroom, including aspects such as the development of appropriate curricula or the specific materials and methodologies to be employed in CLIL lessons. The last concern focuses on the fundamental concepts of CLIL from the theoretical features underlying this approach to the pros and cons of this methodology (Curtis 2012b). The analysis of the questions posed by teachers evinced, amongst other issues, that there is still a lack of familiarity of practitioners with what CLIL is and how to put it into practice. In addition to this, a certain scepticism concerning the actual feasibility of CLIL in Colombia emanates from teachers' questions. Overall, knowing practitioners' concerns should serve the corresponding authorities to take the necessary actions; for example, to design CLIL training programmes for teachers, in order to achieve the desired results in the educative process (Curtis 2012b).

CLIL at tertiary level is also subject of study in Colombia, as the number of content-area courses in English offered by Colombian Universities has increased in the recent years. When English-Content Based Instruction is used, the concern of the foreign language being an impediment for content acquisition exists among students and instructors (Bryan & Habte-Gabr 2008). These authors have analyzed if students of two Geography elective courses in the University of La Sabana had been trained in learning strategies which enabled their autonomy as learners in a foreign language and how effective these strategies resulted. According to their

findings, “through language strategies content is actually enhanced” (Bryan & Habte-Gabr 2008:8). In particular, the authors highlight that socio-affective strategies benefit learners. By working with small groups, an informal classroom atmosphere is created which enhances the participation of all students, regardless of their proficiency in the foreign language. Moreover, with this type of grouping, the interaction with the instructor is closer and more proficient students in English can help their less proficient counterparts. Strategies on process writing, such as providing students with text models in the classroom, are also beneficial for all English-level learners to produce their own coherent texts. In addition to this, the development of project-based work makes students more participative and also encourages them to learn the technical vocabulary and the theory involved on the topic addressed. An additional learning strategy which has been demonstrated to yield positive results is identifying key concepts in original texts in English (Bryan & Habte-Gabr 2008).

Another country of reference in CLIL investigation in Latin America is Argentina. Banegas (2011) indicates that CLIL in Argentina “is an example of a bottom-up process started by practitioners” (Banegas 2011:46) which has subsequently permeated the curriculum policies “initiating a top-down dissemination of CLIL” (Banegas 2011:47). The recent growing interest in the CLIL approach is examined by Banegas (2011), who considers as elements for his analysis the proceedings submitted to the 2008 and 2009 conferences organized by the English Teachers Federation of Argentina organisation (FAAPI, in Spanish), as well as two provincial curriculum-based implementations designed in the period 2010-2011. The 2008 FAAPI Conference focused around CLIL and a total of 29 papers on this topic were submitted, the bulk of them being “descriptive accounts of classroom practices or the initial results of programme evaluation processes which include a word on materials development” (Banegas 2011:35). Most of the proceedings belonged to the state education context and a minority to the private bilingual education sector, what led Banegas to shoot down the popular prejudice of the association of CLIL and elitism in Argentine. The topic of the 2009 FAAPI Conference revolved around the implementation of the latest trends in the classroom, but only four papers related to CLIL were submitted. After an initial growth of CLIL in Argentina at “an exploratory stage” (Banegas 2011:45), according to the research developed in 2008 and 2009, in 2010 and 2011 several Argentine provinces, Buenos Aires included, developed specific language policies which adopted the CLIL approach, which was expected to provide the definitive impetus to this methodology in the country (Banegas 2011).

Practitioners have also been the subject of study of research (i.e. Pistorio 2009), most of them pursuing the ultimate objective of determining teachers' specific training needs and of developing the theoretical and methodological competences necessary for effective CLIL teaching. As CLIL has become a widespread approach in Argentina (cf. Banegas 2011), courses for developing the theoretical and methodological key elements of CLIL approach should be included in the syllabi of universities and teaching training colleges (Pistorio 2009). This author proposes a specialized CLIL training course for Argentinian pre-service and in-service practitioners involving various aspects: language competence, theoretical competences, or the development of skills focused on the appropriate planning and performance in CLIL classes. To adapt to the different learning styles in a classroom, different teaching strategies should be developed by practitioners, such as scaffolding, paraphrasing, repeating or sequencing tasks, to name a few. Furthermore, teachers should be aware of learning strategies. To this respect, the author recommends the Cognitive Academic Language Learning Approach (O'Malley & Chamot 1994, as cited in Pistorio 2009).

The lack of appropriate materials in the market to integrate content in language lessons makes it necessary for teachers to produce their own materials (Banegas 2016). In the aforementioned study, Banegas reflects on CLIL materials elaborated by a group of in-service Argentinian teachers. They were attending a specific workshop focusing on developing materials for CLIL imparted by the author himself. During the workshop, participants and instructor agreed on aspects regarding CLIL classes, such as the design of CLIL lessons focused on less traditional content and language, or the importance of using scaffolding tools. The 30 language-driven CLIL lesson plans proposed by students as part of the workshop are analyzed by Banegas (2016) from the point of view of the sources and the materials employed. To begin with, the author evinces the great variety of curriculum-related contents chosen by teachers. This is important in order to adapt the lessons to the specificities of a particular context and also to gain students' attention and to motivate them. Regarding the type of materials used in CLIL lessons, the participants propose both self-elaborated materials and also authentic materials. They make use of visual or audio visual inputs, such as presentations, pictures, diagrams or films and also of written inputs through the employment of newspapers and webpage articles or Wikipedia texts. In addition to this, the textbook was included by many teachers as a source of information and activities. The development of writing skills underlies most of the activities proposed, whereas oral skills are cultivated to a lower extent. As final reflection from his analysis, Banegas (2016) indicates that even though producing CLIL materials is a time-

consuming task for instructors, in doing so they can effectively take into account local needs, demands and opportunities.

Further recent research on different topics concerning CLIL implementation in other Latin American countries such as Mexico, Brazil or Ecuador, to name a few, would also suggest that CLIL approach is becoming a topic of interest in that region.

Mexican graduate students' feelings and emotions regarding various aspects of CLIL courses have been gathered by Núñez (2015) using semi-structured interviews. To begin with, the author evinced an overall positive attitude of learners towards CLIL. Although they perceived the benefits of CLIL lessons in the improvement of their skills in the foreign language, they also insisted on their desire to know the Spanish language in greater depth. Some of them expressed their concerns about CLIL crushing their Mexican pride. According to the interviewed learners, teachers would need additional training in the command of language and also class dynamics. Furthermore, they considered that instructors should be more patient and show more empathy. Students' perceptions were positive towards materials, which they found affordable, although they expressed some difficulties in developing certain academic skills, for instance academic writing or identifying and using academic genres (Nuñez 2015). Taking all the above into account, the author suggests training and updating teachers on fields such as English language, CLIL methodologies, materials design and teaching strategies which "sensitize teachers and lead them to be empathic with their learners, thereby strengthening the affective aspects of language learning " (Nuñez 2015:122).

In Brazil, Finardi, Leão & Pinheiro (2016) reflected on the status of English in language policies, the internationalization programmes and the methodologies used in English Language Teaching. Together with this reflection, the authors conducted a case study to determine the possibilities and drawbacks of implementing this approach in Brazil from the perceptions of Brazilian pre-service English teachers. The qualitative research included a questionnaire administered to 13 students (pre-service teachers) of the specific Degree requested to become English teacher offered in a Brazilian University. Answers from the surveys were complemented with direct observations of different Degree classes. Concerning the role played by English in Brazilian language policies and the internationalization programmes proposed by the Government of this country, Finardi, Leão & Pinheiro (2016) find an important inconsistency. On the one hand, English is just an optional foreign language that can be chosen in basic education. But on the other hand, English language becomes pivotal in higher education for the successful development of government initiatives such as the internationalization of the

Brazilian scientific and technological fields or the programme for increasing Brazilian university students' skills in the English language. To solve this inconsistency, the authors suggest a revision of language policies in the country in order to converge at all educational levels (Finardi, Leão & Pinheiro 2016). In turn, the results of the complementary case-study performed indicate that Brazilian pre-service English teachers show different opinions on what the role of an English teacher should be. Some respondents consider English practitioners are ““holders” of knowledge who should “deliver” it to students” (Finardi, Leão & Pinheiro 2016:59, quotation marks in original), whereas other participants have views more closely related to the CLIL approach: “the role of language teachers is to teach about the language and the culture engaging students in reflections on the globalized world” (Finardi, Leão & Pinheiro 2016:59). Overall, Brazilian pre-service instructors believe that CLIL methodology is a suitable option for English language teaching in the country. They perceive CLIL as an opportunity of teaching content and language within a context and also as a tool to increase interdisciplinarity. But despite the potential they see in CLIL approach, they also express that implementing it would pose a major challenge. Within the principal obstacles to overcome, pre-service teachers mention that they do not have autonomy to select the contents or materials to employ in their lessons.

In 2018, the CLIL programme of English as a Foreign Language Teaching for pre-service teachers at the University of Cuenca (Ecuador) was analyzed to determine its real impact on students' skills, such as their ability to develop Higher Order Thinking Skills (HOTS) or their proficiency in the foreign language (Argudo, Abad, Fajardo-Dack & Cabrera 2018). Through a quantitative exploratory research and different research instruments like a test on English proficiency, learners' writing assignments and a survey conducted to students, the authors gathered information from 121 participants in intermediate levels of this CLIL EFL programme. First of all, the outcomes of this research evince a worrying lack of English proficiency among students (half of them achieved only an English level between A1 and A2, considering the Common European Framework of Reference for Languages). These general low skills in English would make it difficult for these students to effectively attend CLIL content subjects. Moreover, the requirement of a B2 level of proficiency in the foreign language for English teachers established by the Ecuadorian educative authorities would not be fulfilled (Argudo, Abad, Fajardo-Dack & Cabrera 2018). In addition to this, the writing production analyzed revealed that, on average, students reach a satisfactory development of HOTS skills, although a number of them demonstrates an unsatisfactory level on academic writing. According to

students' perceptions, it seems that they are acquiring the necessary subject knowledge. When they are asked about their impression of the different language skills, they report to find it difficult to achieve correct speaking and listening skills, whereas writing and reading are more easily developed. To overcome the negative outcomes in Argudo, Abad, Fajardo-Dack & Cabrera's (2018) research, the authors suggest different proposals from the inclusion of specific listening courses in the EFL programme or the employment of learning strategies which foster situations where students have to use and develop their thinking skills.

2.2.2 CLIL in Guatemala

As has been indicated in the previous section, learning a foreign language is established in Guatemalan National Basis Syllabus and must begin in Primary Education at the latest. English is the language taught in the bulk of public schools of the country and also in most private centers, some of which have chosen CLIL as the methodological approach for English instruction.

The English teaching-learning process in Guatemala is radically under-researched and most of the studies involve unpublished small-scale research on methodologies, materials and resources carried out as part of Bachelors' degrees.

The foreign language instruction process is analyzed by Aguilar (1999), with the objective of finding a solution to the problem of the general poor results in English obtained by students in different parts of the country. Through the direct observation of different English lessons, the author evinced serious weaknesses of the process. First, in many cases language practitioners' skills were insufficient for English teaching. Despite of the regulations establishing which certifications and capacities an English teacher should have, due to the lack of instructors meeting these demands, a relaxation of the requirements was frequently accepted. In addition to this, and surely due to the inappropriate training of English teachers, it was observed that instruction was most of the time based on "memorizing grammar contents and single words" and on "translating texts from English to Spanish with the help of a dictionary" (Aguilar, 1999: 12). Once the current situation of English teaching has been approached, the author provides several proposals focused on the development of successful language instruction classes, which should be promoted from higher instances, such as educative authorities and school principals. To enhance the communication in the foreign language and to generally improve students' command of English, he proposes implementing a practical English methodology centered on students' real-life situations and interests so that learners become involved in the lessons. For a correct implementation of this methodology, practitioners

should receive specific training and their skills in the foreign language should also be reinforced (Aguilar 1999).

In a similar vein, Stokes (2006) conducted a survey among language practitioners responsible for English teaching in Basic grades in public schools to ascertain the methodologies and strategies implemented in the English teaching-learning process. Instructors were asked about the methodologies developed in class, the reasons for employing them and the impact they were having in students' skills in the foreign language. Questions about evaluation and the type of activities performed in class were also included. Furthermore, teachers' opinions on students' low performance in English were equally gathered. Through this research, Stokes (2006) found out that the audio-lingual method which emphasizes the teaching of listening and speaking before reading and writing was used by most of the respondents, followed by the Total Physical Response method, based upon the way that children learn their mother tongue. Although, according to the author, these are suitable methodologies for second language instruction, the results obtained in the centers analyzed were not as successful as could be expected. Among the possible reasons for the overall negative results obtained in English by students at Basic level, the study highlights the lack of the appropriate materials for foreign language instruction, the scarce motivation of learners towards English or the insufficient training of teachers (Stokes 2006). A methodological proposal, together with an example of a lesson plan, are finally presented with the objective of overcoming the problem of students' low proficiency in English. The use of diverse methodologies depending on the groups, the employment of directed study methods when possible, the importance of pronunciation and repetition, or the use of interesting and motivating audio-visual and audio-linguistic materials are some of the key aspects included in the proposals (Stokes 2006).

The influence of the use of ICTs in the quality of English teaching-learning process has been also subject of several analyses. They have presented different realities, from shattering scenarios in public schools without suitable facilities to use digital resources (Monroy 2002) to current pictures which are more optimistic both in public education (Hernández 2016) and, above all, in the private educative sector (Mazat 2012).

The availability of suitable specific room in Guatemalan schools for developing English instruction by means of digital resources and their employment in English lessons is studied by Monroy (2002). She administered a questionnaire to teachers and students from four public schools to determine if ICTs were used in English classes and if instructors were trained in the use of digital resources. The main conclusion derived from her research was that the lack of

appropriate facilities for the use of ICTs in the English classroom was impeding teachers from incorporating these resources to their teaching. For practitioners to make the best use of digital resources in English instruction, the author also concluded that they should receive specialized training.

That dismal background seems to have improved to a certain extent over the years. Students' perceptions of the utility of using ICTs in language lessons are addressed by Mazat (2012). Learners of 4th grade of Primary at a private school in Guatemala were surveyed about their preferences and usage habits concerning computers, the internet, educative portals, web 2.0 tools, software or online materials and resources with educative purposes in general and with the purpose of language learning in particular. The findings of this study revealed that students use the internet and computer with learning purposes on a daily basis and that they do not find difficulties in integrating the use of ICTs in the language learning process. In fact, they prefer to employ digital material and resources instead of conventional ones, such as textbooks, pen and paper. In addition to this, a direct correlation is observed between students' perceptions of the use of digital resources and their impressions about learning. Taking the overall positive results addressed by her study, Mazat (2012) recommends that new ICTs be incorporated, together with current ones, in language classes and that students' digital competences be enhanced by means of Computer Science classes.

Although a generalized use of ICTs is presented in Mazat's (2012) research, it has to be taken into account that her study was developed within the framework of a private school. Nonetheless, when a less privileged setting (i.e.: public centers) is considered, advances in the use of ICTs can be spotted too. The effect of using the digital platform Duolingo³ on receptive skills in English is analyzed in Hernández (2016). The target students were adults from a technical school (analogous to Spanish vocational training to a certain extent) with low English skills. According to this author, the use of playful digital learning approaches, such as Duolingo, is highly positive for students who can show a certain initial reluctance towards the learning of a foreign language. Moreover, this platform allows for learning personalization, making it possible for every student to progress at his/her own pace. Hernández (2016) established a control and an experimental group. In this latter group, Duolingo was be used in English classes, whereas the control group took normal English lessons. The pre- and post-tests conducted to evaluate the receptive skills of the two groups revealed that passive skills had improved in the

³ Duolingo is a platform created in 2009 by the Guatemalan Professor of Computer Science Luis von Ahn, which includes a language-learning website and an app.

two groups. In conclusion, further research in this respect was suggested and a general recommendation was made to incorporate ICTs in foreign language lessons in order to promote student-centered meaningful learning (Hernández, 2016).

Thus, as can be observed, there is a dearth of literature vis-à-vis the English teaching-learning process in Guatemala, and more specific research on CLIL in this country is practically non-existent. Only some references have been found about CLIL in Guatemala, such as the proposal of a language programme to be implemented in the Bethlemitas religious order schools with the aim of improving English learning through CLIL. The project, called “Language learning – an opening to interculturality, knowledge and fraternity in Bethlemita Schools in Latin America”, is outlined in their website: <https://proyectoidiomas.wixsite.com/clilbethlemitas/>. In general terms, the project entails the use of new learning methodologies and strategies, new materials and online resources, new types of assessment and a different planning of curricula. To succeed in this undertaking, teachers are going to be trained and advised. They are going to also have a space for them to interact, share resources, materials and experiences in general (<https://clileflbethlemitas.wordpress.com/>). The setting up of this CLIL programme has been structured in three years. The first one is mainly devoted to planning. The 4Cs framework (communication, content, cognition and culture) is included in the curricula and projects to develop action-oriented approaches. During the second year, the focus is placed on methodologies in which students are the center of the teaching-learning process. In the last year, rubrics for evaluation are expected to be promoted. Moreover, students are going to be trained in the realization of standard international exams in English proficiency. A section devoted to news concerning the project is included in the aforementioned website. From the publications included there, it can be observed that in the period 2015-2017 the project was launched in schools in different locations. Interesting initiatives were also carried out in this period; for example, a linguistic exchange programme with students in Nova Scotia (Canada) or an English immersion camp with students from Bethlemita schools. Unfortunately, no information about the experience on CLIL implementation in Guatemalan schools (results, perspectives, challenges and the like) is available on the internet, although thanks to the CLIL Bethlemitas profile on social media it can be evinced that this religious order has continued with the project of improving students’ capacities in English.

In turn, the fact that specific certificates and training courses in CLIL are offered by different institutions, such as the Guatemalan-American Institute or the University del Valle,

evinces that CLIL is starting to spur certain interest in the country as an approach for English instruction.

2.3 Students' and teachers' perspectives on CLIL

In the introduction of this Dissertation, the importance of developing empirical studies into the perspectives of stakeholders involved in bilingual programmes was underlined because it is from students' and teachers' voices that an authentic and accurate portrayal of CLIL can be attained. Research focused on this topic has been conducted all over the world. However, the contribution of European countries to this field is especially remarkable, due to the fact that CLIL has become the established approach for second language learning in many countries.

In Austria, CLIL college students' voices are collected in Dalton-Puffer, Hüttner, Schindelegger & Smit's (2009) research. Learners perceive they are more proficient in English than their counterparts not attending CLIL classes and also feel less inhibited when speaking English. It is also noteworthy that students refer to a change in the relationship between instructors and students, as both have to face the barrier of using a foreign language in the classroom. However, the respondents consider that more attention should be paid to the level of English of practitioners imparting CLIL lessons.

The perceptions of 11 experienced Primary school Italian teachers are gathered by Infanti, Benvenuto & Lastrucci (2009). From their answers, their strong commitment to CLIL is gleaned, which is perceived as a positive approach for language learning. Among the problems instructors have to face on a daily basis, they mention the absence of suitable materials for CLIL lessons. Moreover, they find it difficult to properly integrate content and language and to develop authentic contexts in the classroom. To overcome these drawbacks, teachers suggest receiving pertinent and systematic training in CLIL and the creation of networks which allow instructors to share ideas, materials and experiences.

In Czura, Papaja and Urbaniak (2009) and Mehisto and Asser (2007), as cited in Lancaster (2015), who focus on CLIL approach in Poland and Estonia, respectively, we find an account of learners and practitioners' perspectives. Findings from both studies reveal that stakeholders share aligned favourable opinions about the positive effect exerted by CLIL on aspects such as learning improvement. On the other hand, the scarce parental involvement, as well as deficiencies related with materials and ICTs, are some of the obstacles to be overcome.

Pérez Cañado (2016c) carries out a diagnosis of teachers' training needs across Europe from the answers compiled through a questionnaire conducted to practitioners. In the light of

the outcomes of her research, this author concludes that European instructors are confident of their language and intercultural competences. However, teachers clamor for additional ongoing professional development to guarantee successful CLIL teaching. Aspects such as the theoretical basis of the CLIL approach, the methodologies to be developed in class and the appropriate materials and resources for CLIL lessons are mastered by respondents to a small extent.

In Spain, interest in stakeholders' perspectives has recently increased if the large number of publications on the topic over the past years is taken into account. As CLIL started to be implemented over a decade ago in this country, bilingual programmes would be now be at a turning point and, therefore, "the time is right to undertake some much-needed stocktaking" (Pérez Cañado 2016a:80). Impressions from stakeholders in education have been gathered in both Spanish bilingual contexts (i.e. Lasagabaster & Doiz 2016, in the Basque Country or San Isidro & Lasagabaster 2019 in Galicia) and monolingual settings (i.e. Lancaster 2016, in the province of Jaén; Chaieberras & Rascón-Moreno 2018 in the Community of Madrid; Oxbrow 2018 in the Canary Islands; Pérez Cañado 2018a in the Communities of Andalusia, Extremadura and in the Canary Islands or Pérez Cañado 2018b and Milla & Casas 2018 in Andalusia).

A common finding which emerges in all these studies is the general feeling of satisfaction towards CLIL at large (i.e. Lancaster 2016) and the strong conviction that students' capacities in English have significantly improved thanks to CLIL classes (Lasagabaster & Doiz, 2016; Oxbrow 2018; Pérez Cañado 2018b or San Isidro & Lasagabaster, to name a few). In addition to this, research reveal that students are more interested, motivated and participative in CLIL lessons (Pérez Cañado 2018a) and that, despite the extra workload that bilingualism entails, the effort is worthwhile (Milla & Casas 2018).

Regarding the effect of CLIL on content learning, mixed opinions are found. These range from students' perceptions of an improvement in content learning because of CLIL (Chaieberras & Rascón-Moreno) to practitioners' impression that CLIL is not having any effect (neither positive nor negative) on content learning reported in San Isidro & Lasagabaster (2019).

Less optimistic perceptions and a certain degree of discontent vis-à-vis certain CLIL-related aspects are also ascertained, which suggest the need for increased opportunities in the development of CLIL programmes in the contexts analyzed. Such is the case of Lancaster's

(2016) research, which recommends that more support to practitioners from educational authorities be provided and that innovative methodologies which include a more frequent use of ICTs in the classroom be enhanced. The scarce use of digital resources in CLIL lessons also stems from Chaieberras & Rascón-Moreno's (2018) and from Pérez Cañado's (2018a) studies as programme weaknesses on which to address. In turn, Oxbrow (2018) recommends paying attention to mobility. Her research reveals that despite mobility being a principal objective of bilingual programmes and even though grants exist to promote greater movement, teachers' and students' participation in linguistic exchange activities is not high. In a similar vein, Pérez Cañado (2018a) advocates that instructors be provided with opportunities for ongoing professional development involving methodological and linguistic training abroad. Milla & Casas' (2018) research also reports as a threat that teachers' training needs do not seem to be fulfilled.

3 RESEARCH

3.1 Research design

Once the theoretical background has been established and the objectives of this study have been specified, it is time to explain the research design envisaged to answer the research questions posed.

A cross-sectional concurrent triangulation mixed methods study has been conducted. First-hand data from the target subjects of this study (teachers and students) have been compiled from questionnaires, interviews and observation protocols. This data have been then statistically analyzed and also submitted to qualitative interpretations, so in consequence, the investigation performed can be classified as primary survey research (Brown 2001). In addition, multiple triangulation has been used to ensure the reliability and validity of the data gathered. More precisely, two of the types of triangulation described in Denzin (1970:472) have been drawn on in this research. First, data triangulation, since answers and opinions have been culled from different stakeholders involved in the teaching and learning process: English language teachers, non-linguistic area teachers and students at five different educational levels have been considered. Second, methodological triangulation, as different data collection methods have been employed: self- and group-administered Likert-scale structured questionnaires, semi-structured interviews and direct observation protocols have been applied.

3.2 Setting: SEK Guatemala International School

3.2.1 General description of the school

The school where this research has been conducted is SEK Guatemala International School, a private school belonging to SEK International Institution, located 20 kilometres south of Guatemala City and open since 2001. The education provided in the center ranges from Infant level to Baccalaureate (ages from 2 to 18) and there is only one group per level. One of the goals pursued by the center is that students achieve a high command of the English language and, for that reason, the syllabus includes as many subjects in English as the resources available allow. The academic year adopted in the schools is that of the Southern Hemisphere countries, that is to say, classes take place from January to October, with school holidays at Easter and also a two-week mid-year break at the end of June.

According to the school Principal, families are strongly involved in the education of their children and in the dynamics of the center, most of them participating in school assemblies and attending regular meetings with their children's form teachers.

During the academic year 2018-2019, when this study was conducted, the school had a total of 199 students from Infant to Baccalaureate, a faculty staff of 23 people and 11 of them were in charge of other tasks such as administration, maintenance, nursing, and the like.

3.2.2 Organization of the bilingual programme

English is the language of 11 out of the 25 subjects offered by school in Compulsory Secondary Education and Baccalaureate: Language Arts, English as a Second Language, Conversation, Coaching, Global Education & Citizenship, Global Project Management, Entrepreneurship, Earth Science, Physical Science, Biology and STEAM Skills.

The number of CLIL subjects which students receive and the weekly bilingual hours depends on the grade, being higher at Secondary Basic levels (7th, 8th and 9th grades) and decreasing in Baccalaureate (10th and 11th grades) (cf. Table 1). Nevertheless, the percentage of time during which English is used as a vehicular language (around 30-40%) and the total amount of non-language subjects studied in English (3-4) are not very different to what Spanish regions have legislated on bilingual education. For example, in Andalusia, half of the curriculum of two to four CLIL content subjects in Secondary has to be developed in English, in the autonomous community of Madrid the total time devoted to CLIL subjects (both language and content) must not be less than one third of the total weekly school time, or in Extremadura

the weekly time of exposure to English must range between 20% and 50% of the weekly total time.

Course	Total of subjects	CLIL content subjects	CLIL language subjects	Weekly class hours	Weekly bilingual hours	% of bilingual hours per week
7 th grade	14	4	3	32.1	12.8	40.0%
8 th grade	15	4	3	32.1	12.1	37.7%
9 th grade	16	4	3	32.1	11.1	34.5%
10 th grade	16	4	3	32.1	10.3	31.9%
11 th grade	12	3	1	32.1	10.7	33.2%

Table 1. CLIL subjects and time devoted to CLIL

3.3 Sample

A total of 81 subjects, 71 students and 10 teachers, enrolled in bilingual programme at SEK Guatemala International School have participated in this study.

3.3.1 Students

The target students have been learners in compulsory and post-compulsory Secondary Education, that is to say, the three grades of Basic level (7th, 8th and 9th) and the two grades of Baccalaureate (10th and 11th). These stages would correspond to the Spanish levels of 2nd, 3rd and 4th grade of Compulsory Secondary Education (CSE) and 1st and 2nd grade of Baccalaureate, respectively (cf. Figure 1).

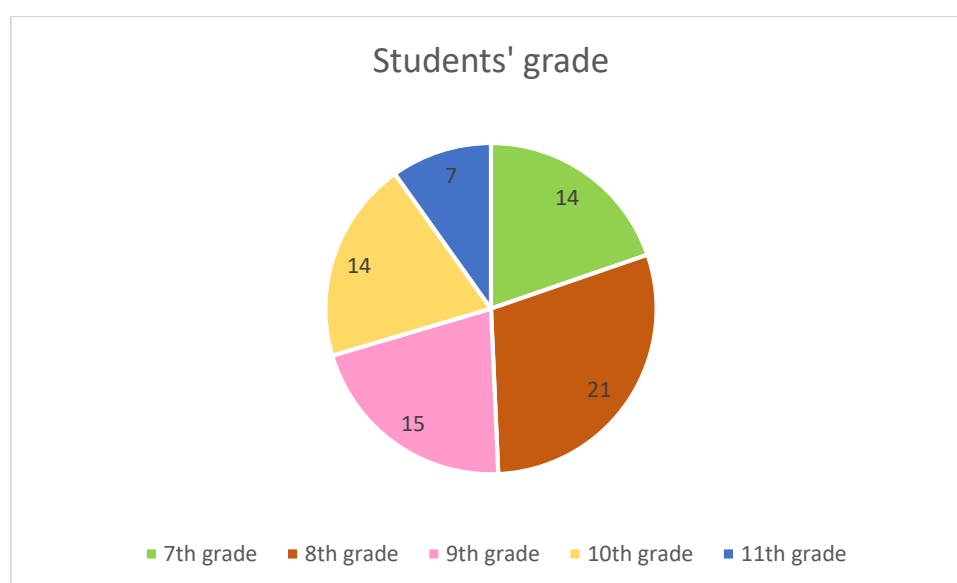


Figure 1. Breakdown of the sample of students in terms of grade

Students' ages range from 12 to 18 and in terms of gender, the number of boys slightly outnumber (54.9%) girls (45.1%) (cf. Figure 2).

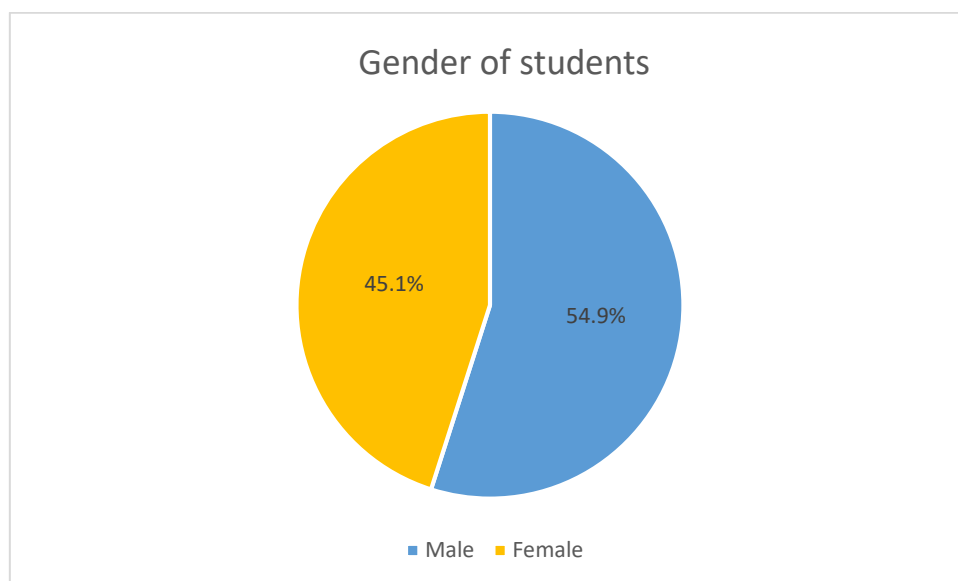


Figure 2. Breakdown of the sample of students in terms of gender

With regard nationality, 62 of the students (87.3%) come from Guatemala or have double nationality (4 learners are American/Guatemalan, one is German/Guatemalan and one is Spanish/Guatemalan), whilst the other 9 students (12.7%) come from other countries: Venezuela, El Salvador, Honduras, Netherlands, Chile, Brazil and Ukraine (cf. Figure 3).

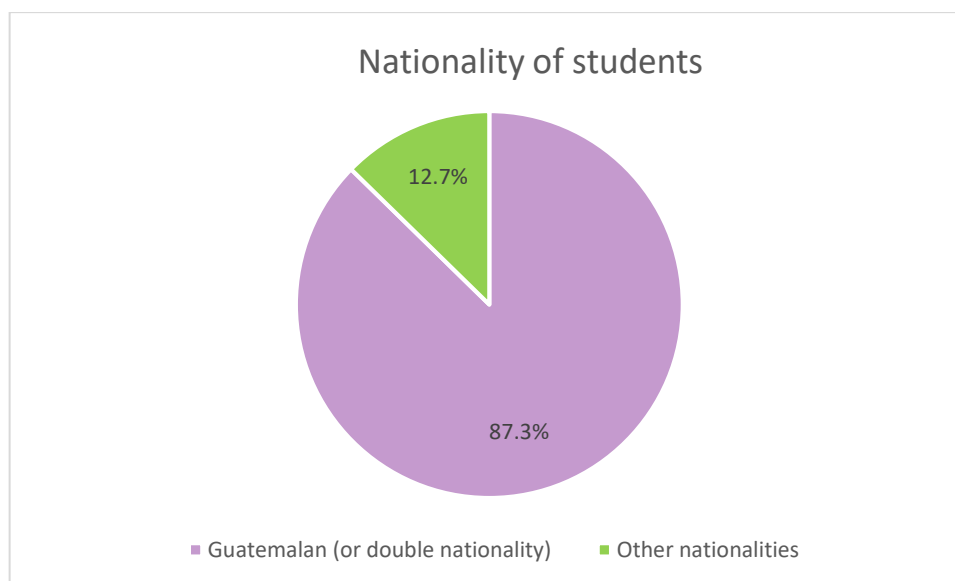


Figure 3. Breakdown of the sample of students in terms of nationality

The bulk of the students (90.0%) have been involved in bilingual programmes since Pre-primary stages, whereas a lower percentage (10.0%) did not start bilingual lessons until the early stages of Primary level (7.1%) or later (2.9%) (cf. Figure 4).

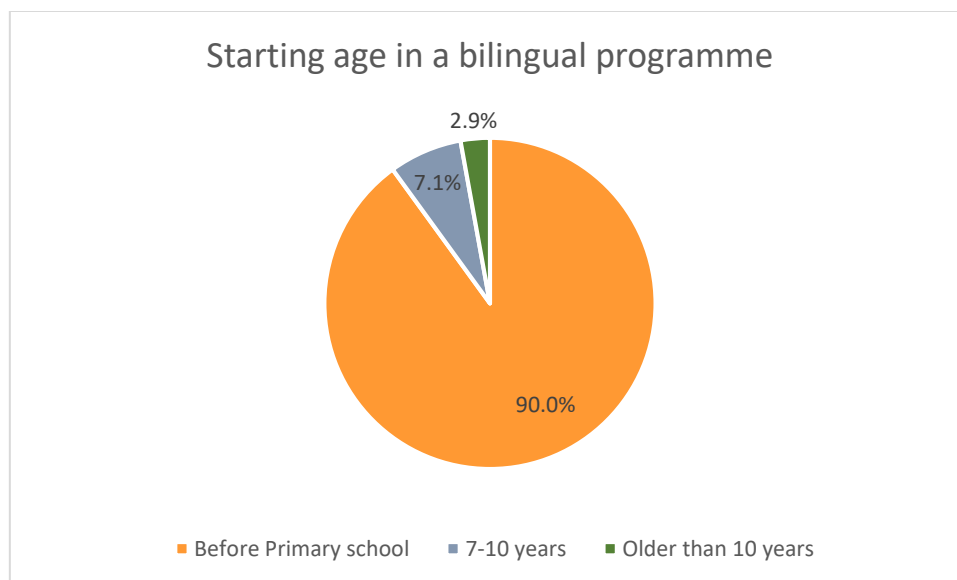


Figure 4. Breakdown of the sample of students in terms of starting age in a bilingual programme

Almost half of the students polled (46%) report that the exposure to English in the bilingual class is equal to 70%. The time of exposure is close to 90% for 37% of the participants and 14% of them consider that English is just used during half of the lessons. A minority of 3% indicate that the use of the foreign language is equal to 30% (cf. Figure 5).

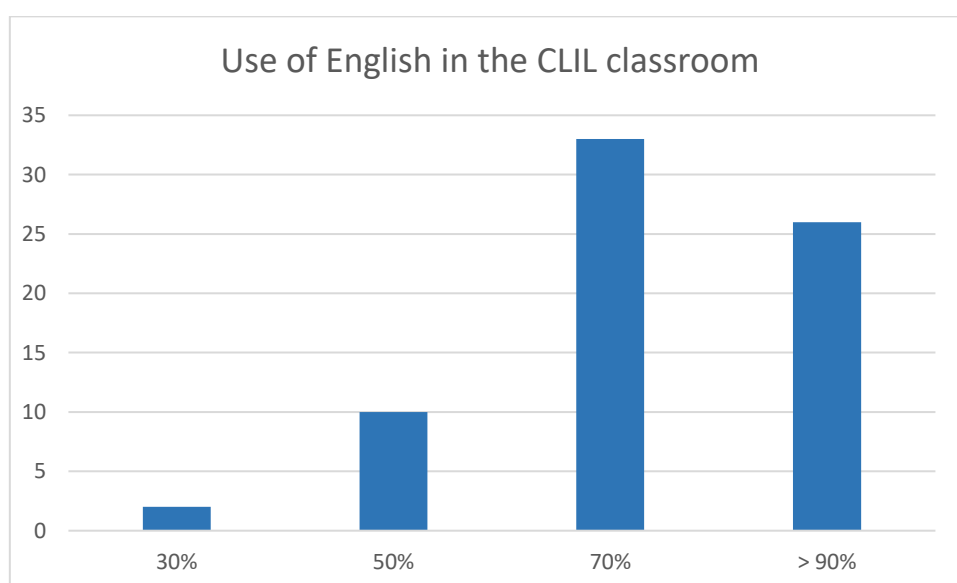


Figure 5. Use of English in the CLIL classroom according to students

3.3.2 Teachers

The practitioners who have participated in this research are those who teach in Basic and Baccalaureate levels any of the subjects included in the bilingual programme. Accordingly, the sample includes 10 individuals: 3 English language teachers and 7 non-linguistic area practitioners (cf. Figure 6).

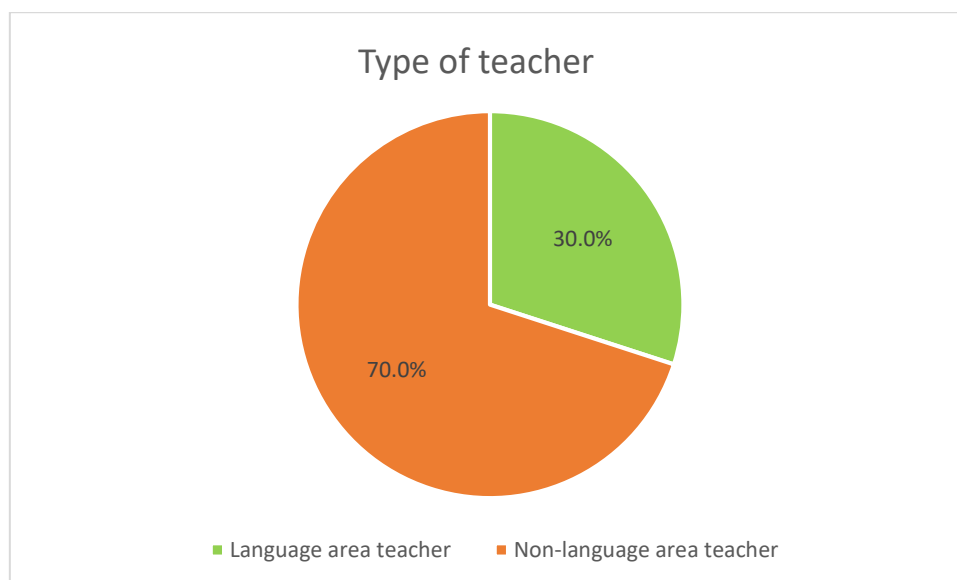


Figure 6. Breakdown of the sample of teachers in terms of type of teacher

In terms of gender, 8 of the practitioners are females and 2 are males (cf. Figure 7). The age of the faculty staff ranges from 36 to 49 and with regard nationality, 9 of the respondents are from Guatemala or have the double citizenship (Guatemalan/American) and one is from Spain.

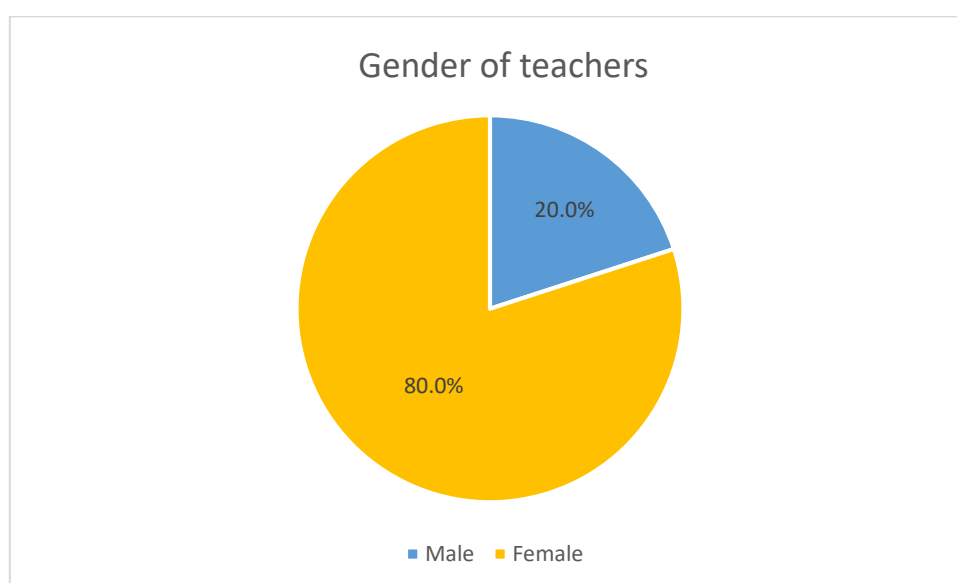


Figure 7. Breakdown of the sample of teachers in terms of gender

All the teachers within the sample report having an adequate command of English. One of them holds the Cambridge Certificate of Advanced English (C1 level), whereas the other 9 classify themselves as having a C2 level. The respondents with higher language proficiency indicate that English is used for 90-100% of their classes, whereas the teacher with C1 uses English only during half of the class (cf. Figure 8).

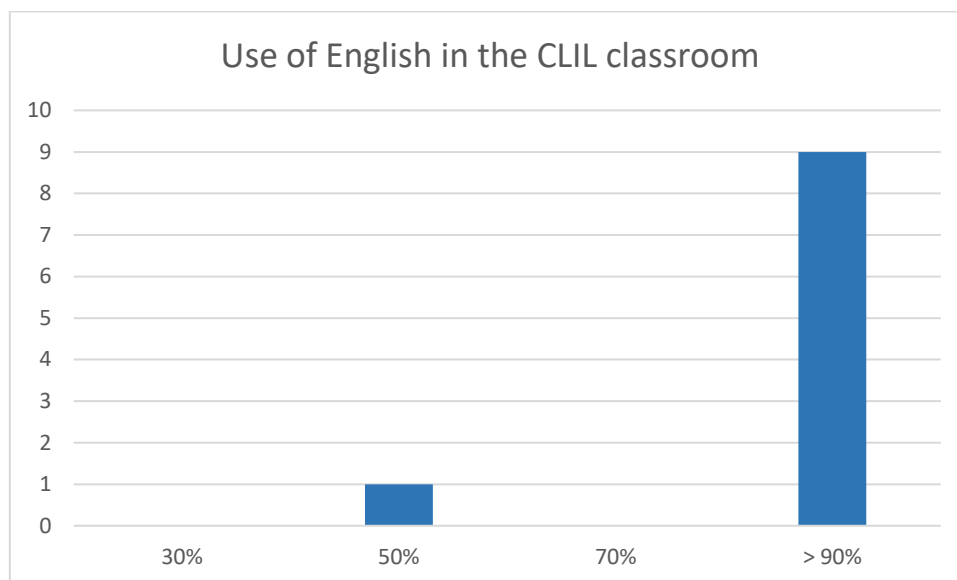


Figure 8. Use of English in the CLIL classroom according to teachers

The practitioners surveyed have been working in education for a minimum of 11 years, and within them, 50% have an experience of over 21 years (cf. Figure 9).

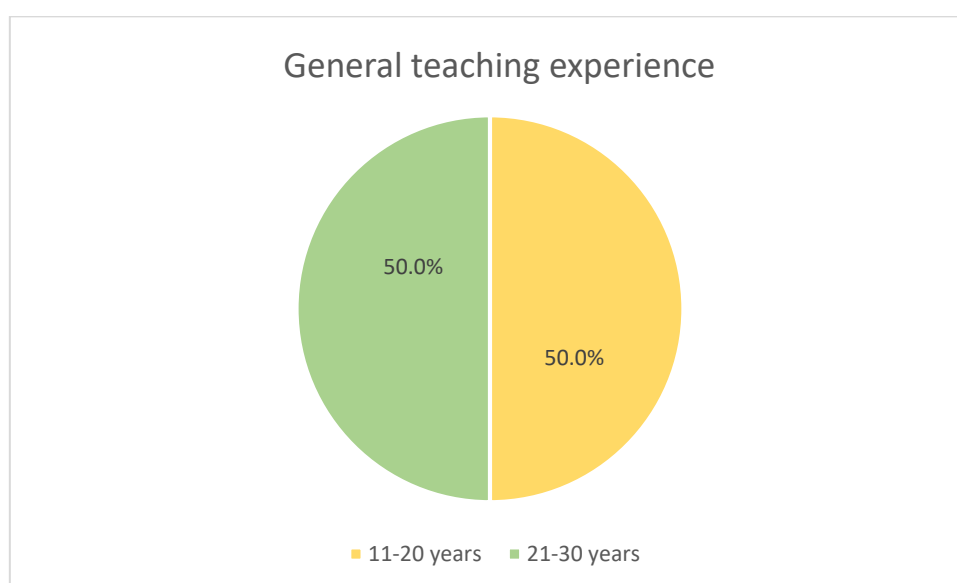


Figure 9. Breakdown of the sample of teachers in terms of general teaching experience

Focusing specifically on teaching through a foreign language, they have either 11-15 years of experience (30%) or over 15 years (70%) (cf. Figure 10) and all the practitioners polled have worked in other bilingual schools apart from SEK in Guatemala, in the United States and in the United Kingdom as well.

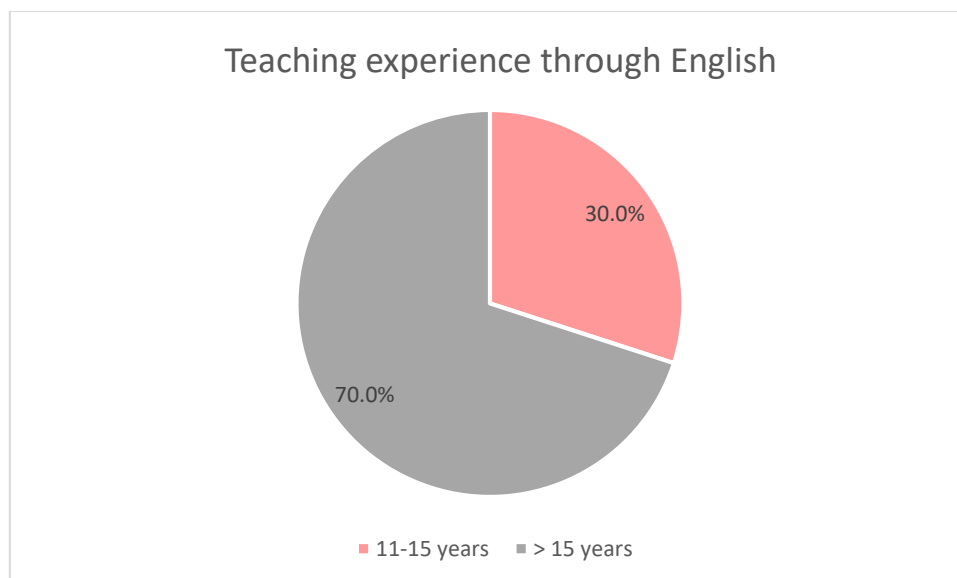


Figure 10. Breakdown of the sample of teachers in terms of bilingual teaching experience

3.4 Research instruments and procedures

Information of two types, quantitative and qualitative, has been considered in the study, gathered through different instruments and procedures:

- Written Likert-scale questionnaires addressed to:
 - i) Students of Basic and Baccalaureate levels (group-administered)
 - ii) Teachers (self-administered)
 - English language teachers
 - Content subject teachers
- Semi-structured interviews conducted to:
 - i) Students (in groups)
 - ii) Teachers (individually)
 - English language teachers
 - Content subject teachers
- Other procedures:
 - i) Direct observation of classes of different types:
 - English language lessons

- Non-linguistic area lessons

- ii) Internal documents of the school: schedules, educational project, school attendance sheets, and the like.

The questionnaires chosen have been taken from Pérez Cañado (2016a) since, according to this author, they can be replicated in different contexts. They are surveys which are relevant for different reasons: they were designed based on outcomes from recent research, they have been validated by means of a double-fold pilot procedure (an initial rating from external experts and their subsequent administration to a representative sample) and they include a set of identification variables which makes comparisons within and across groups possible and thus allows for comparability in terms of statistically significant differences (Pérez Cañado 2016a).

Nevertheless, the questionnaires have been slightly amended in order to adapt them to the general characteristics and specificities of the educative system in Guatemala. In addition to this, some words and expressions have been converted to their equivalent ones in the Spanish spoken in Guatemala for a better understanding of the respondents of the questions posed.

Through the questionnaires addressed to students and teachers, data concerning the following thematic blocks have been gathered:

- 1) Students' use, competence and development of English in class
- 2) Methodology
- 3) Materials and resources
- 4) Evaluation
- 5) Teachers' use, competence and development of English in class (students) / Teachers' training (teachers)
- 6) Mobility
- 7) Improvement and motivation towards English (students) / Coordination and organization (teachers)

Through the interviews conducted to both participants, as well as with the help of the direct observations to different classroom sessions, qualitative information has been obtained which has allowed a more in-depth knowledge and a better understanding of how the school and the bilingual programme work and, in consequence, the enrichment of the comments and observations included in this dissertation.

3.4.1 Questionnaire and interview protocol administered to students

The most important changes performed in the questionnaire addressed to students in this study (cf. Appendix I) with regard the original survey included in Pérez Cañado (2016a) are indicated below:

- Questions 36, 39 and 40 in the original surveys, mentioning the role played by language assistants, have been removed, as this position is not legally regulated in Guatemala.
- Two additional items (questions 48 and 49) with regard to improvement in bilingual education and motivation towards bilingualism have been included.

The set of identification variables in the questionnaire vis-à-vis the individual characteristics of the learners are: grade, age, gender, nationality, number of years attending a bilingual programme, number of subjects studied through English and exposure time to English in bilingual lessons.

With regard to the interview protocol administered to students (cf. Appendix II), small changes have also been performed to the instruments designed by Pérez Cañado (2018b), the most noteworthy being the deletion of allusions to the European Portfolio of Languages, the Common European Framework of Reference for languages and the e-Twinning platform.

The questionnaire has been group-administered to students from the different levels over the course of five different classroom sessions, one for each of the five groups. Once all students in a group had completed the questionnaire, surveys were collected and the interview protocol was applied. Completing both questionnaires and interview took approximately 50-60 minutes, depending on the group. The researcher was the person responsible for administering questionnaires and conducting the interview, in order to explain to students the procedure to fill in the survey, and to answer questions and solve doubts which could arise during the process.

3.4.2 Questionnaire and interview protocol administered to teachers

The most significant changes in the questionnaire addressed to teachers in this study (cf. Appendix III) in comparison to Pérez Cañado's 2016a survey are the deletion of references to:

- Language assistant: item 5 in the initial block of general questions, items 40, 43, 44 and 45.
- Administrative position of teachers (question 6 within the block of identification variables), as they did not apply in this private school.

- The Common European Framework of Reference for Languages, the European Language Portfolio and multilingualism regional programs to promote multilingualism (original items 20, 21 and 49, respectively).
- Organizational aspects of multilingualism included in regional education legislation in Spain (original questions 59, 60 and 61, respectively).

The list of identification variables in the questionnaire for the group of practitioners are: age, gender, nationality, type of teacher, level of English, subjects taught through English, students' exposure to English in bilingual lessons, general teaching experience and teaching experience in bilingual programmes.

Concerning the interview protocol conducted to the faculty staff (cf. Appendix IV), allusions in the original interview protocol by Pérez Cañado (2018b) to specific European, Spanish or regional documents, plans or initiatives for promoting multilingualism have been deleted.

The questionnaire was self-administered to each participant and, once they had completed it, the interview was conducted. Carrying out both took no longer than 45 minutes in any case. The researcher was in charge of the process to solve possible doubts and queries regarding the questions and topics posed to practitioners.

3.4.3 Direct observation protocols

Direct observation protocols were also employed in this study as a way of gathering useful qualitative information to draw a more accurate picture of the reality of the implementation of bilingualism at the school.

The protocol has been taken from Pérez Cañado (2016b) and also adapted to the Guatemalan context (cf. Appendix V). The changes made are similar to those performed to questionnaires and interviews and which have been already described in the previous sections.

For this data-gathering part of the research, a total of six classes were observed (cf. Table 2). Although not all the groups or target teachers could be seen in action, at least both types of classes, language and non-language, could be observed. Through these observations of 45-50-minute lessons, it was not possible to collect information about all the aspects covered in the protocol and for that reason a short face-to-face interview with the teacher responsible for the lesson took place immediately after the observation. The latter allowed us to complete the different items with more open-ended information and to have the possibility of asking the practitioner about any specific aspect not covered in the session just observed.

Level	Subject	Teacher
8 th grade	English as a Second Language	Language
8 th grade	Entrepreneurship	Non-language
9 th grade	Language Arts	Language
9 th grade	Biology	Non-language
10 th grade	Language Arts	Language
10 th grade	STEAM skills	Non-language

Table 2. Level, subject and type of teacher of the classes observed

3.5 Data analysis: statistical methodology

Data derived from questionnaires have been statistically analyzed via the SPSS programme (24.0 version). Descriptive statistics have permitted a first general interpretation of the results through the use of measures of central tendency (mean, median and mode) and measures of dispersion (range, low-high and standard deviation). Through the use of statistical tests such as ANOVA, the t-test and the Mann-Whitney U test, together with Eta squared, Cohen's d, or Rosenthal's r for effect size, statistically significant differences within and across cohorts have been detected. In turn, the data derived from semi-structured interviews and observation protocols have been handled following the Grounded Theory (Glaser & Strauss 1967) principles of data coding, memoing and drawing of conclusions, thus allowing the classification, summary and identification of patterns and trends within the open-response data and observations.

4 RESULTS

In this section the insights gleaned from the quantitative and qualitative data collected from the questionnaires are presented in order to determine students' and practitioners' perceptions about the impact of CLIL in their learning and teaching process. First, global results for each of the stakeholders canvassed are presented in seven categories which correspond to the seven thematic blocks into which the survey was organized. Then, specific results obtained by performing comparisons within and across cohorts are also included and statistically significant differences are analyzed and discussed. Finally, insights and findings derived from interviews and observations are also foregrounded.

4.1 General outcomes from the questionnaires

4.1.1 Students

The first block of survey items corresponds to students' use, competence and development of English in class and it comprises 13 items concerning how learners consider their experience of learning and using English in the classroom.

To begin with, it has to be highlighted that all the questions posed have achieved high mean values, ranging from 2.85 to 3.63 (cf. Figure 11), which means that students are more than satisfied with their command of the different skills in the foreign language as a result of being enrolled in a bilingual programme. On the whole, similar positive results concerning learners' perceptions of their own English competence have been obtained in previous studies (Lancaster 2016; Lasagabaster & Doiz 2016; Chaieberras & Rascón-Moreno 2018; Oxbrow 2018).

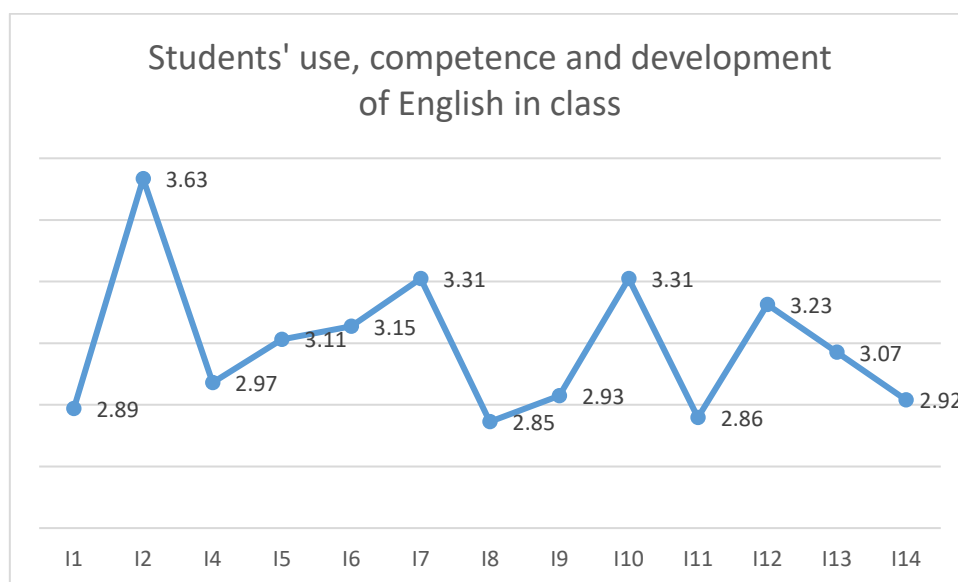


Figure 11. Students's perceptions of the block of students' use, competence and development of English in class

The question within this block which has been scored with the highest mean value (3.63) refers to the learners' opinions about their improvement in English proficiency (I2). A large majority of the participants polled seem satisfied with their listening, speaking, writing and reading skills, for they have considered they have an adequate competence in both oral (I12) and written (I13) comprehension and expression (average values 3.23 and 3.07, respectively). Moreover, most of the students also agree (mean value 3.11) that their knowledge of the content subjects taught through English has also been enhanced because of attendance to bilingual lessons (I5) and they are positive (2.97) that their knowledge of Spanish is not diminishing

because of it (I4). In addition to this, students are also strongly convinced that they have now a better understanding of how languages work (I6, mean value 3.15) and how English and Spanish are connected (I7, average value 3.31). A little lower although still high are the average scores given by learners to their knowledge of sociocultural aspects and intercultural awareness (I14, mean value 2.92) and to the development of the competences for life in the bilingual lessons (I1, mean value 2.89).

In general terms, the bulk of the learners show interest in bilingual lessons (I10, average value 3.31) and most of them report they normally participate (I9, mean value 2.93) and feel self-confident (I8, average score 2.85) in the classroom.

Finally, despite students' agreement about their improvement in the foreign language and even though they show interest and participate in the bilingual classes, it has to be noted that they are satisfied with the amount of English they use in classroom and, as a consequence, they have mainly answered that they would not like this time of exposure to English to be increased (I11, mean value of 2.86), similarly to what students expressed in Chaieberras & Rascón-Moreno's 2018 study.

The second block of the survey analyses the methodologies used in the bilingual lessons from four different perspectives: if tasks and projects are used in class (I15 and I16, respectively), if lessons focus on the learning of vocabulary (I17) and if work in groups is developed (I18). Broadly speaking, respondents are pleased with the educational methodologies applied in the classroom, as three of the four items have been scored around 3.0 (cf. Figure 12). Nevertheless, although their overriding impressions about the methodologies used in CLIL lessons are found to be mainly positive, they are not as enthusiastic as the findings evidenced in other studies (for example, Oxbrow 2018).

To begin with, students are moderately satisfied (2.3) with the frequency that teamwork is proposed in class (I18) and seem to be little happier vis-à-vis the development of task-based (I15) and project-based learning (I16), as these items have almost reached a mean value of 3.0. In addition, most of the respondents agree that the lexical dimension is being given priority (I17, average score 3.21).

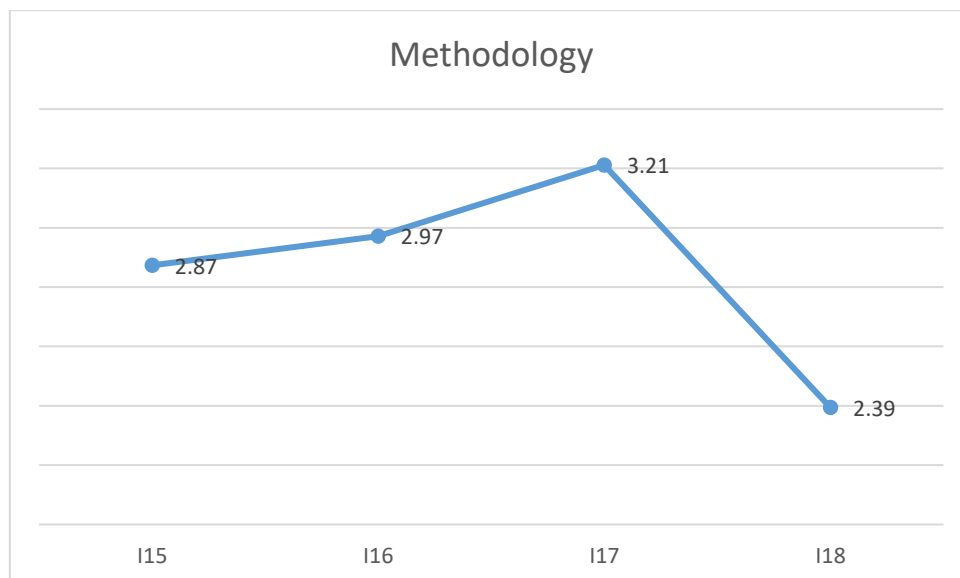


Figure 12. Students' perceptions of the block of methodology

The third thematic block elicits information on the materials and resources employed in the bilingual lessons, covering eleven different aspects in this respect. On whole, students' perceptions about these items are moderately satisfactory and they express a little more agreement with the resources than with the materials employed by their teachers in CLIL lessons (cf. Figure 13). Similar learner overall impressions vis-à-vis resources and materials are observed in Pérez Cañado (2018a), who also found students were less optimistic with the latter.



Figure 13. Students' perceptions of the block of materials and resources

Most of the respondents express positive opinions vis-à-vis the use of tablets and digital whiteboards in class (I28, average value 3.08) and the development of computer-mediated communication through the free web service Google Classroom (I29, mean value 2.96). Other ICT tools that learners claim to use sometimes in their bilingual lessons are multimedia software (I25, average value 2.80) and online reference materials (I26, average value 2.77). On the other hand, 2.0 tools as for example blogs, wikis or webquests (I27) are not employed that often (this item has obtained the lowest score, 2.31, within the block).

Apropos the materials used in bilingual classes, students find them interesting or innovative to some extent (I21, mean value 2.37) and mostly deem (2.63) that they foster communication in English in the classroom (I23). These materials are reasonably authentic (I19) or adapted (I29), according to the average value which these items have obtained (2.45 and 2.41, respectively). The respondents report a little more satisfaction as regards the adaptation of materials to attend their specific learning needs (I24, mean value 2.66) and they perceive there is collaboration between their language teachers and their non-language teachers to prepare them (I22, average 2.54).

Block four focuses on evaluation and students' perceptions about the aspects covered are mainly satisfactory (cf. Figure 14). By and large, learners deem that the way in which teachers assess them is adequate, although many of them claim that oral skills are not considered in assessment, results which tally with those which have transpired in previous research (Lancaster 2016; Chaieberras & Rascón-Moreno 2018; Oxbrow, 2018; Pérez Cañado, 2018a).

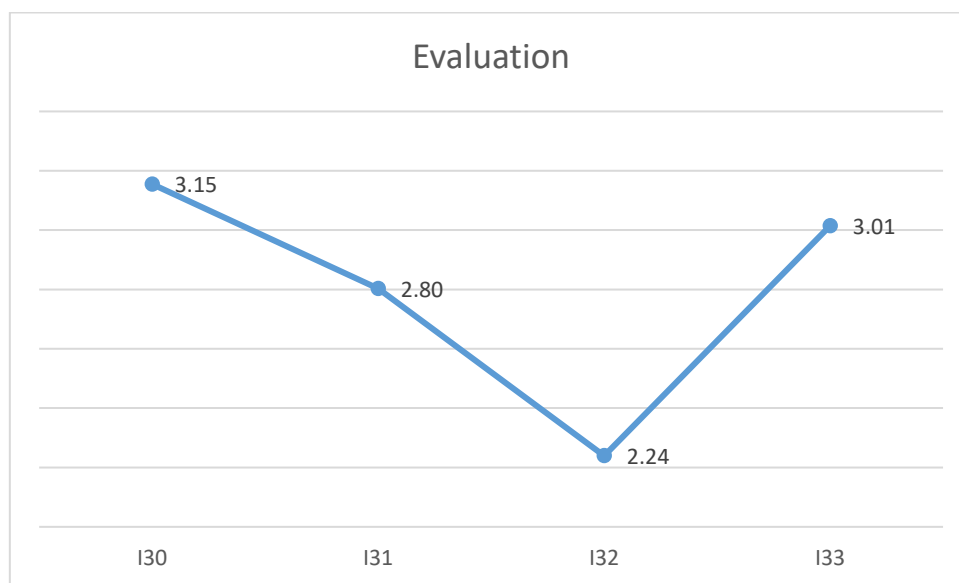


Figure 14. Students' perception of the block of evaluation

Students mostly perceive that all the contents covered in the lesson are evaluated (I30) and that both continuous and final assessment are carried out throughout the course (I33), having scored these items with average values equal to 3.15 and 3.01, respectively. In addition to this, most of the learners have the perception that in assessment, mastering the contents learned is more important than the command of the foreign language (I31) as this item has obtained a mean value of 2.80. On the other hand, the respondents strongly feel that their oral skills are not taken into account in their evaluation (I32, mean value 2.24).

Block five analyses learners' perceptions on their teachers' capacities and training. Broadly speaking, students are very satisfied with their practitioners' formation and agree that they develop their classes in a proper manner (cf. Figure 15), results in harmony to these found in similar studies (Lancaster 2016; Chaieberras & Rascón-Moreno 2018; Oxbrow 2018).

The respondents have rated very highly their teachers' capacities in both oral (I38) and written (I39) comprehension and expression (mean values of 3.42 and 3.39, respectively). A slightly lower score is awarded to their knowledge of sociocultural aspects of English (I40), although it is still above 3. Also favourable (average scores ranging from 2.54 to 3.07) are students' perceptions about their teachers, both language and content practitioners, as successful (I34 and I35) and motivational (I36 and I37) practitioners in their teaching development.

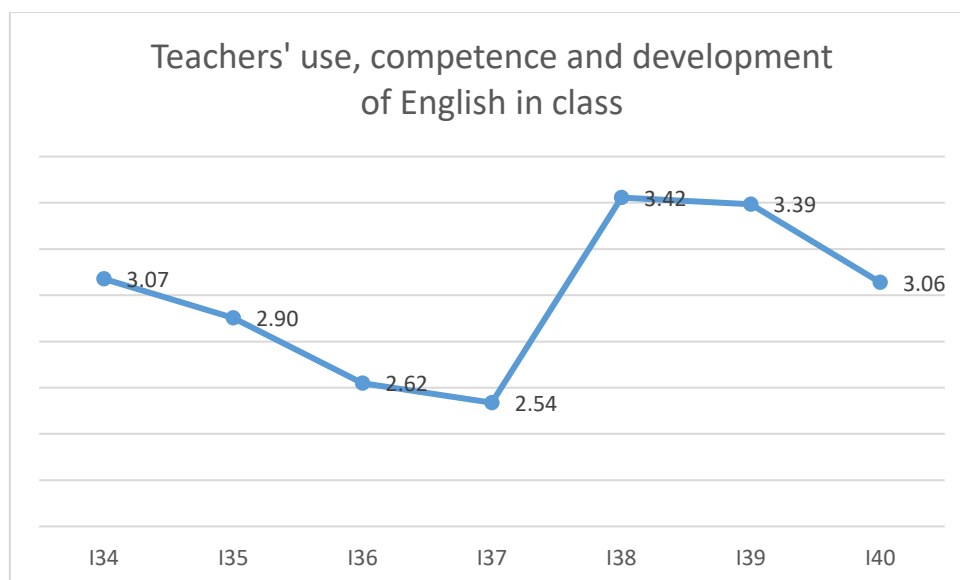


Figure 15. Students' perceptions of the block of teachers' use, competence and development of English in class

The sixth thematic block has addressed the topic of students' mobility and includes three items about learners' enrolment in linguistic exchange programmes and the attitudes of teachers and families towards this issue (cf. Figure 16).

A significant point is that students' participation in exchange programmes is higher than that of the learners surveyed in other studies (Lancaster 2016; Chaieberras & Rascón-Moreno 2018; Oxbrow 2018), surely as a consequence of the socio-economic level of learners' families. In light of the interpretation of the answers given by respondents, there seem to be a balance between those learners who have taken part in any of the bilingual programmes offered by the school and those who have not (I41). In addition to this, students perceive that their teachers (I42) and especially their families (I43) encourage them to join these linguistic exchange programmes (mean value 2.54 and 2.99, respectively), similar perceptions to those reported in the aforementioned studies.

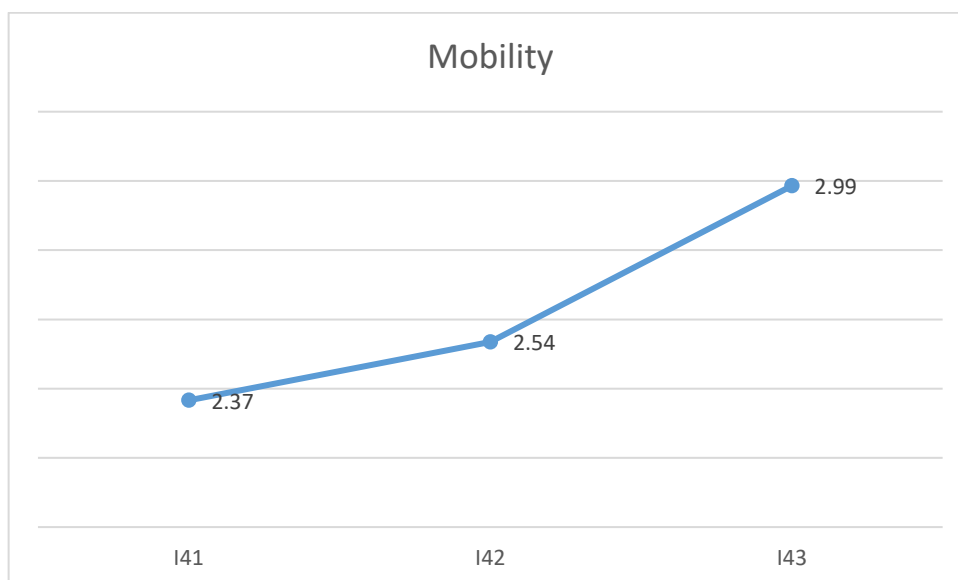


Figure 16. Students' perceptions of the block of mobility

The last thematic block focuses on students' improvement and motivation towards English. Six questions have been addressed to the learners, evidencing that they are satisfied not only with the cost-benefit that attending a bilingual programme entails, perception which coincides with that reported in Lancaster (2016) and Oxbrow (2018), but also with the exposure to the foreign language they currently have (cf. Figure 17).

The majority of respondents firmly agree (3.23) that it is worth partaking in a bilingual programme (I44), despite of the extra workload inherent in it. They are very positive (3.48) concerning the improvement of their language proficiency as a result of it (I45), feel more

motivated towards the foreign language (I46, average value 3.18) and are satisfied with the access to English materials outside school (I47, mean value 3.13). In spite of that, an important amount of the students polled would refuse the possibility of receiving additional content subjects at school in English (I48, mean value 2.14) and would not seem very pleased either with the idea of taking part in extracurricular activities in that language (I49, average score 2.55).

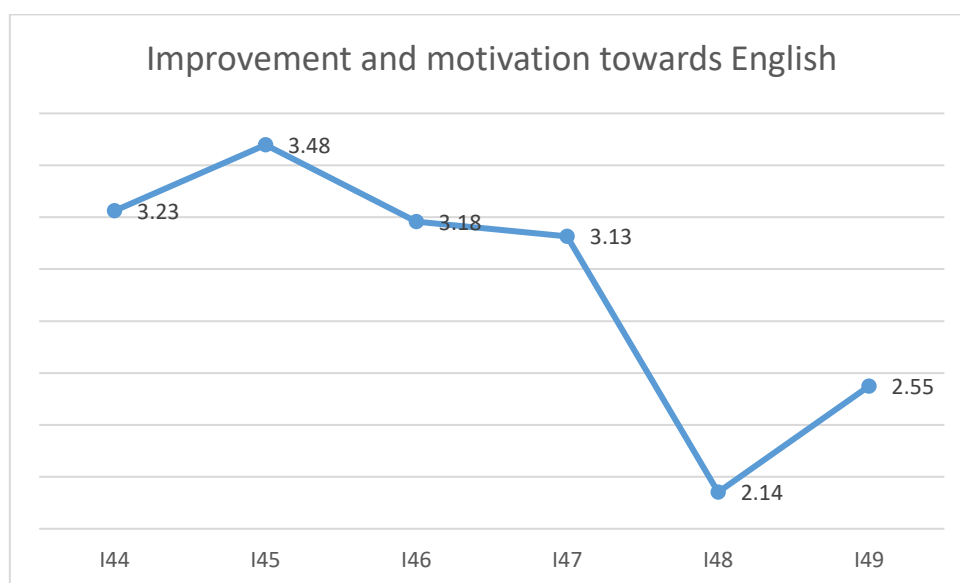


Figure 17. Students' perceptions of the block of improvement and motivation towards English

4.1.2 Teachers

In the first thematic block, students' use, competence and development of English in class is presented from the point of view of teachers. Practitioners are extremely satisfied with the learners' development in the foreign language, as they have scored above 3.0 11 of the 12 items within this block (cf. Figure 18). These positive perceptions tally previous findings on the same issue (Lancaster 2016; Milla & Casas 2018; Pérez Cañado 2018b).

More precisely, teachers totally agree (3.9) that students' English proficiency has improved as a result of their participation in a bilingual programme (I2). According to the respondents, learners have more than adequate oral (I12) and written (I13) comprehension and expression skills to attend CLIL lessons (3.7 and 3.4, respectively) and also a very convenient English cultural awareness (I14, average score 3.4). Moreover, teachers mainly agree that students' improvement in the command of the foreign language does not mean a worsening in their Spanish proficiency (I4, mean value 3.3). In fact, they claim that the participation in a bilingual programme has made learners more aware of how languages function (I6, mean score 3.6) and how the English and Spanish languages are connected (I7, average score 3.5). They

also consider that learners have a better understanding (3.6) of the concepts they learn in the non-language subjects through the foreign language (I5). On top of that, respondents are also in total agreement about the development of the competences for life in class (I1, mean value 3.9).

The level of participation of students in the CLIL classroom (I9) and the general interest they show in the lessons (I10) satisfy practitioners (mean values 3.1 and 3.3, respectively), who also deem that pupils are self-confident in bilingual classes (I8, average value 2.9). Similar impressions about students being now more participative, interactive and interested in the bilingual class were expressed by instructors in the research carried out by Pérez Cañado (2018a).

The lowest score (2.6) within this block is for item 11, which centers on students' willingness to make more use of English in CLIL lessons. Practitioners' negative perception about this issue is totally in line with the results presented in Milla & Casas (2018).

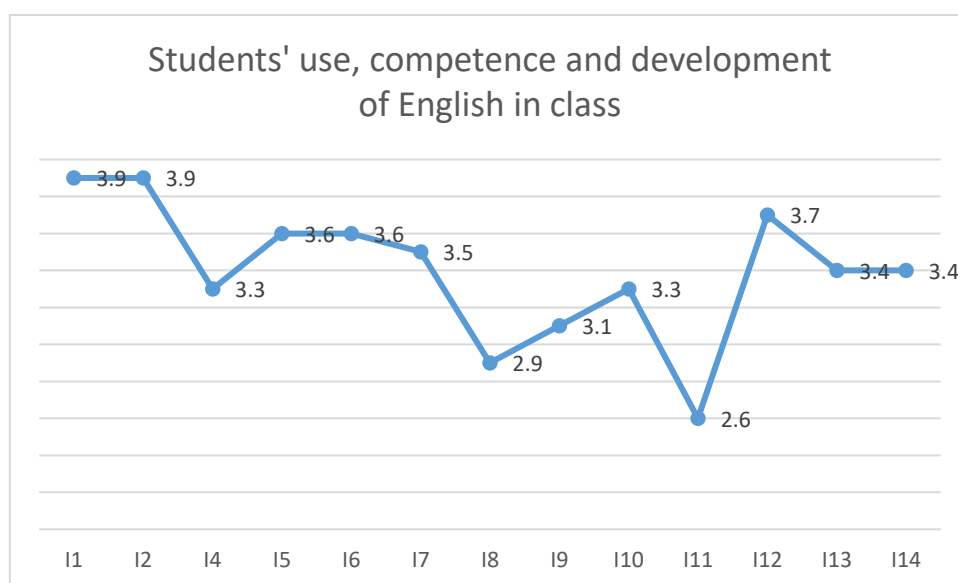


Figure 18. Teachers' perceptions of the block of students' use, competence and development of English in class

The second block focuses on the different methodologies employed in CLIL classes, on which the bulk of practitioners have very positive opinions in general terms (cf. Figure 19). These optimistic perceptions are in concordance to the outcomes from previous studies (Milla & Casas 2018; Pérez Cañado 2018a).

Teachers claim to use tasks frequently in their lessons (I15, average value 3.5), to develop projects with their pupils regularly (I16, mean value 3.1) and to promote the collaborative

working among students throughout the school year (I18, score 3.4). Furthermore, they consider that in their lessons prominence is given to the lexical dimension (I17, average value 3.1).

On the other hand, most of the practitioners (70%) strongly agree that they do not place much emphasis (1.6) in their lessons on the connection between Spanish and English languages (I19). This is a surprising result, as teachers had previously claimed that learners' awareness of how L1 and L2 were connected was now better as a result of taking part in a bilingual programme but (see I7 from first thematic block), but on the other hand, similar findings have arisen in Lancaster's (2016) study.

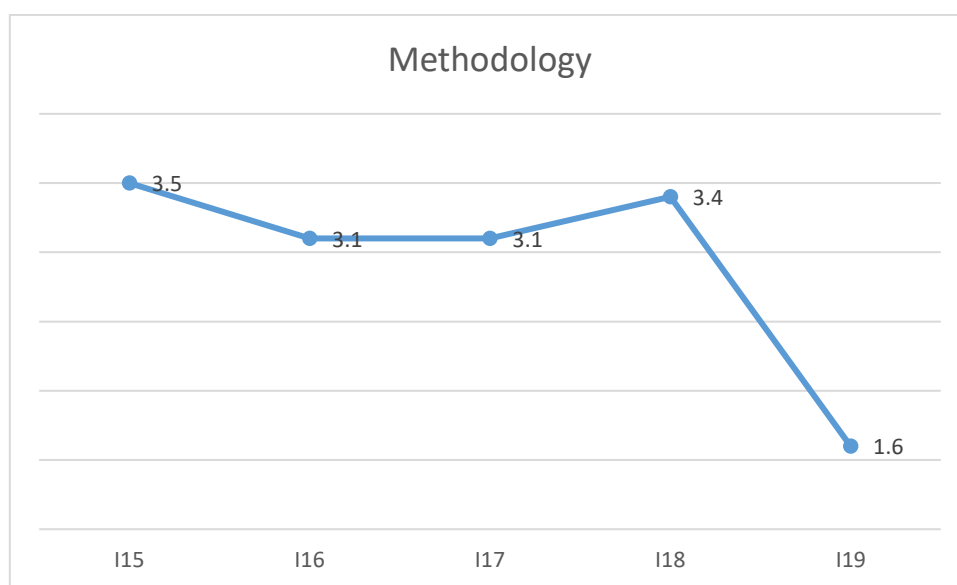


Figure 19. Teachers' perceptions of the block of methodology

The third thematic block addresses the materials and resources employed to develop CLIL lessons. In line with the previous thematic block, instructors' perceptions are very positive in this regard, since three fourths of the items have been ranked over 3.0 on average (cf. Figure 20). This overall satisfaction which tallies the findings in Milla & Casas (2018) and in Lancaster (2016).

The practitioners polled report a certain collaboration among language and non-language teachers in the elaboration of the materials (I23, mean value 2.8). These materials are overwhelmingly (3.4) deemed as interesting, innovative and communicative (I22 and I24, respectively), perceptions which coincide with those found in Pérez Cañado (2018b). Instructors use authentic materials (I20, mean value 3.6) more often than adapted authentic materials (I21, mean value 2.9) and adapt them to cater the specific learning needs of all students (I25, average score 3.3).

Teachers are likewise very satisfied with the use of ICT tools in their CLIL lessons, such as multimedia materials (I26), online reference materials (I27), 2.0 web tools like wikis or webquests (I28) and digital boards and tablets (I29), as these four items have been valued in a range from 3.4 to 3.6 on average. They also report to use computer-mediated communication (I30, mean value 3.2).

To conclude this block, the question about materials including instructions in Spanish for parental guidance (I31) has been unanimously scored by 100% of participants with the minimum value. The reason of such quorum is found in the fact that students are supposed to complete all the tasks at school and do not have homework, so instructors have considered that the question was not applicable.

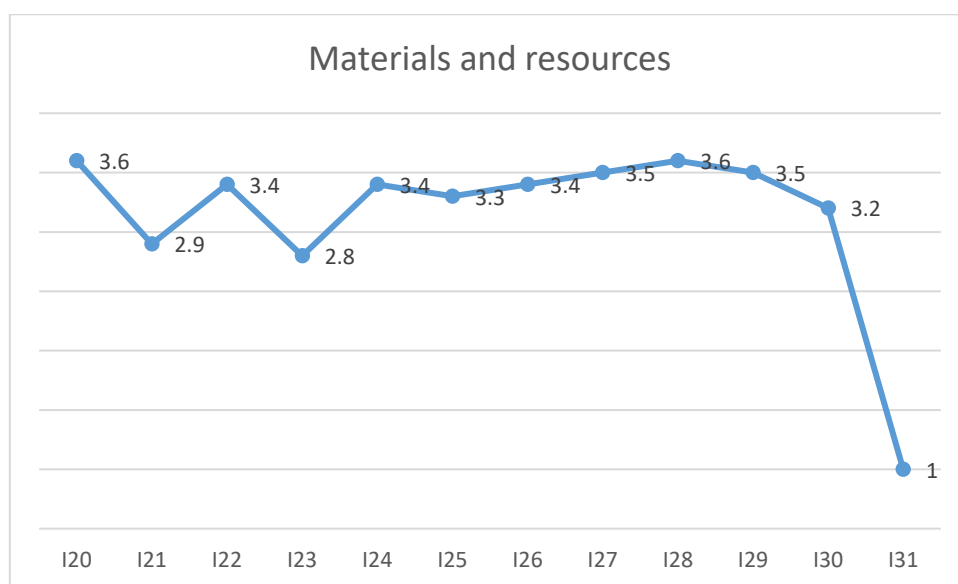


Figure 20. Teachers' perceptions of the block of materials and resources

The fourth block elicits information on teachers' perceptions about evaluation and includes four items about how it is conducted. The overall impression of teachers about assessment is highly positive, since 3 out of 4 items have been scored over 3.5 (cf. Figure 21).

The bulk of the teachers surveyed (90%) states that they carry out continuous and final evaluation (I37) to assess all the contents covered in the curriculum (I34), results aligned with those presented in previous studies (Lancaster 2016; Milla & Casas 2018, Pérez Cañado 2018a, 2018b). Instructors also agree that oral skills are taken into account in the assessments (I36, mean value 3.5), in line with (Pérez Cañado, 2018a, 2018b). On the other hand, they mostly disagree (1.9) that they prioritise content over language proficiency in evaluation (I35), a result which is in disagreement with previous findings in similar studies, for example Milla & Casas (2018).

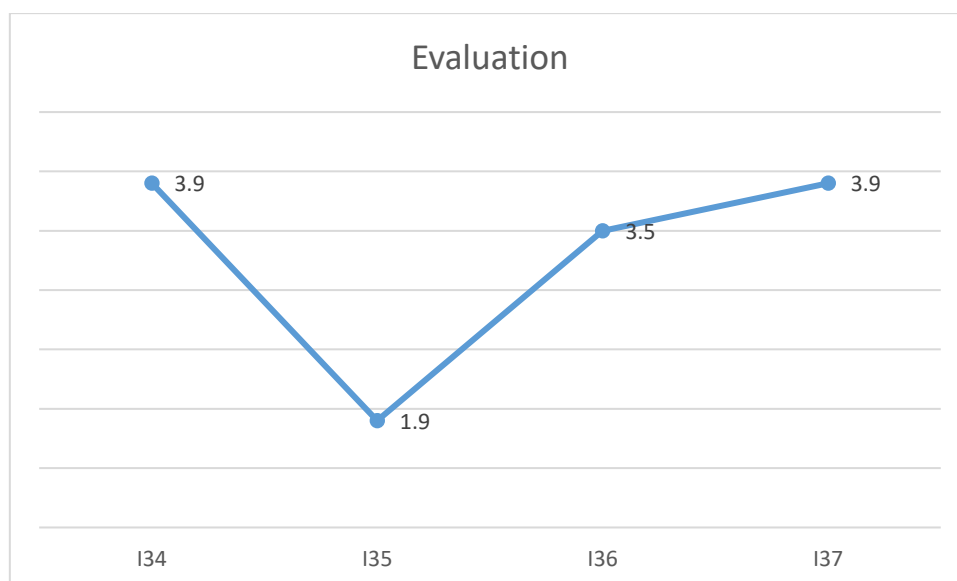


Figure 21. Teachers' perceptions of the block of evaluation

Block number five addresses teachers' perceptions about their own training and formation. Overall, practitioners are strongly self-confident, as 70% of the items have received an average score over 3.3 (cf. Figure 22), in line with teachers' self-complacent vision of their own capacities found in Lancaster (2016) or Pérez Cañado (2018b).

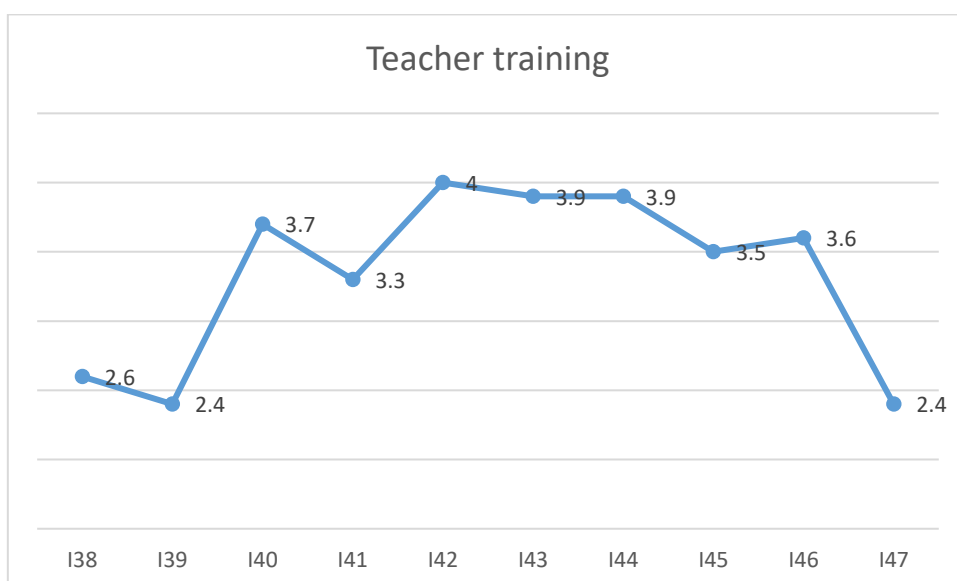


Figure 22. Teachers' perceptions of the block of teacher training

Teachers are extremely pleased (average value ranging between 3.9 and 4.0) with their competences concerning oral (I42) and written (I43) comprehension and expression and their knowledge about sociocultural aspects of the foreign language (I44), despite not having attended (2.4) refresher language training courses in Guatemala (I47). Practitioners have taken part in specific trainings about Content and Language Integrated Learning (I46, mean value

3.6) and, consequently, they know the basic principles underlying this approach (I45, average score 3.5).

However, despite this extremely benign perception of teachers about their own capacities, both language and non-language practitioners seem to demand to a certain extent (mean values 2.4 and 2.6) additional training opportunities (I38 and I39), in line with what teachers requested in Lancaster's 2016 or Milla & Casas' 2018 studies.

The sixth block includes three answers dealing with teachers' mobility because of their engagement in training or language exchange activities organized outside Guatemala and these items have been appraised by practitioners in a mixed way (cf. Figure 23).

Only one out of ten teachers surveyed has taken part in a linguistic exchange programme organized by SEK Guatemala International School (I48). Participation in these type of programmes was also reported as very low in previous research (Milla & Casas 2018 or Pérez Cañado 2018b). On the other hand, a higher number of teachers reports having attended language courses (I49) and methodological courses (I50) abroad (40% and 80% of the respondents, respectively), more positive figures than those found in the aforementioned studies.

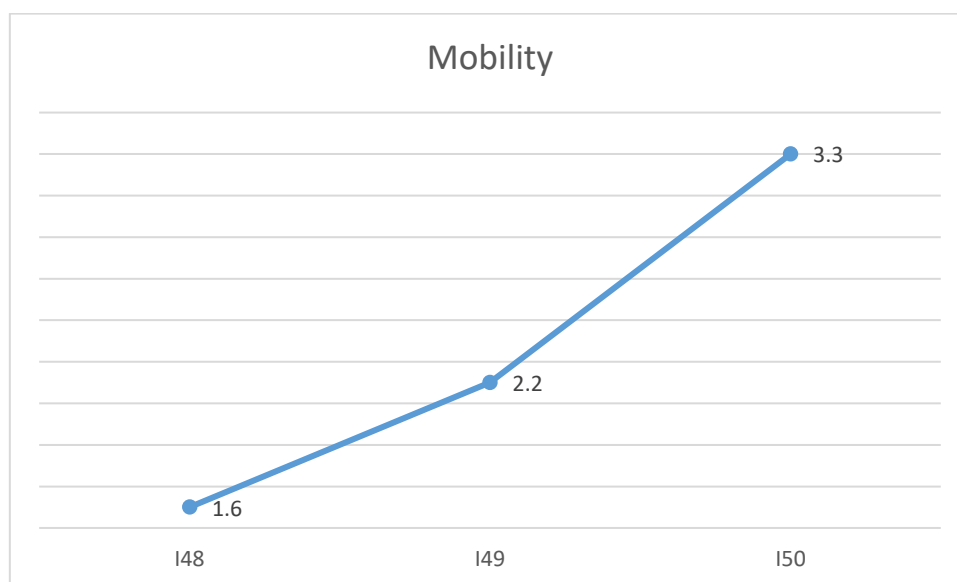


Figure 23. Teachers' perceptions of the block of mobility

The last thematic block analyses if there is coordination among language and content teachers and how practitioners and the school organize different aspects concerning the teaching practice in a bilingual programme (cf. Figure 24).

The overall impression among the instructors is that the coordination between language and content teachers to discuss and share specific aspects related with the contents and the languages that will be covered in their classes is scarce (I53, average value 2.1). On the other hand, instructors are more satisfied (3.1) with the periodic meetings to organize the teaching practice within the bilingual programme set up by the language coordinator (I54). In general terms, more positive perceptions about coordination among the faculty staff and the coordinator were found in Milla & Casas' 2018 study.

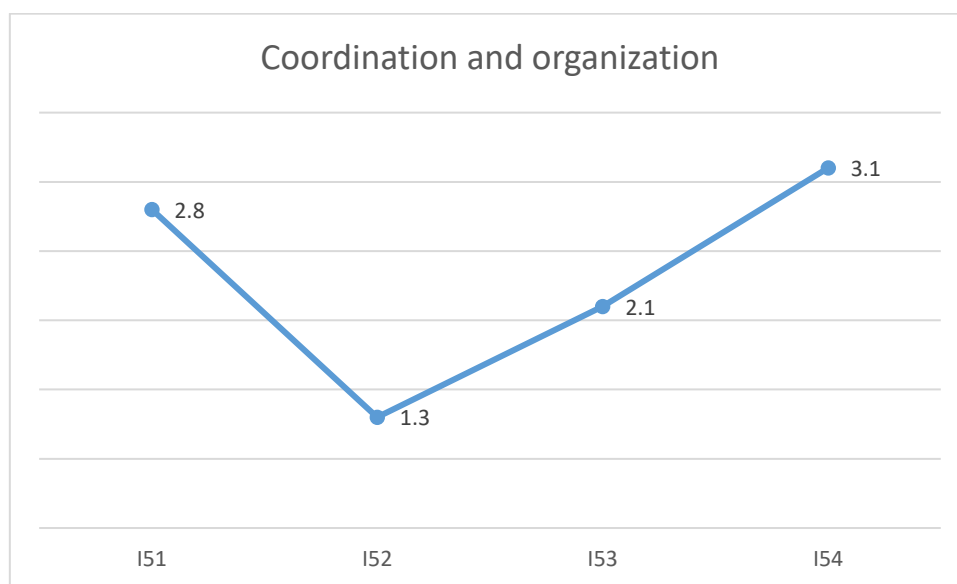


Figure 24. Teachers' perceptions of the block of coordination and organization

Finally, questions I51 and I52 within this thematic block deserve special attention since some remarks have to be made as regards the results obtained from the analysis of the questionnaires. Two extreme positions are found concerning whether the extra workload that teaching in a bilingual programme entails is worth it or not (I51): 40% of the teachers considers that is not worth the effort at all, whereas a 60% feels it is absolutely worth it, in line with the findings in Lancaster (2015). Nevertheless, it has to be remarked that this question could have been open to misinterpretation, since the general impression after the personal interviews conducted to all the teachers was that most of them did not even deem that using English in their lessons involved any extra workload compared to teaching in Spanish. For that reason, they could have given a low score to item I51 because they feel working in a bilingual programme does not imply any additional effort at all. Concerning teachers' participation in the elaboration and implementation of the Integrated Curriculum of Languages (ICL) (I52), the bulk of the respondents (90%) claims not to be enrolled in any issue vis-à-vis the ICL, which is

the expected result considering that throughout the personal interviews with the teachers it was evinced that this document has not been elaborated by the school.

4.2 Specific outcomes from the questionnaires

Additional statistical analysis (ANOVA, the t test, and the Mann-Whitney U test) have been employed to determine the existence of statistically significant differences within and across cohorts in terms of the identification variables considered for each group. These specific outcomes have allowed us to confirm statistically some of the general outcomes resulting from the questionnaires addressed to students and teachers just presented and discussed.

4.2.1 Within-cohort comparisons: students

Within the group of students, statistically significant differences have been mainly discovered in terms of gender, nationality and the number of years attending a bilingual programme, with minor noteworthy or no differences found when the other identification variables are considered.

To begin with, in terms of gender, statistically significant differences are observed on nine of the questions, with the females harbouring a more positive outlook in most cases. A similar gendered trend is also evidenced in Lancaster's 2015 study. Within the block of students' use, competence and development of English in class, a clear pattern stands out. Females are more optimistic concerning the improvement in Spanish due to bilingual lessons (I4), show more interest in class (I10) and have a more positive perception about the development of basic competences for life (I1) than their male counterparts. Divergences in the block of methodology also corroborate the previous trend, as more pessimistic answers have been yielded by male participants. Males' discontent is higher vis-à-vis the development of teamwork in class (I18) and they also consider that they are not learning as much vocabulary (I17) as their female classmates report. No definitive pattern can be established in the thematic block devoted to materials and resources. Women's perceptions about the use of computer-mediated communication in class (I29) is more satisfactory, but against this grain males seem to be more pleased with the use of adapted authentic materials in bilingual lessons (I20). In the blocks of evaluation and teachers' use, competence and development of English, the trend of female students yielding more positive answers is again evinced. Females have expressed more agreement about teachers conducting both continuous and final assessment (I33) and have a better opinion about instructors' capacities with regard to oral comprehension and expression skills (I38) (cf. Table 3).

Item	Mean		Standard deviation		Cohen's d	p value
	Male	Female	Male	Female		
I1	2.64	3.19	0.707	0.535	-0.860	0.001
I4	2.79	3.19	0.767	0.821	-0.496	0.041
I10	3.15	3.50	0.587	0.718	-0.533	0.029
I17	3.03	3.44	0.743	0.669	-0.580	0.018
I18	2.21	2.63	0.864	0.660	-0.539	0.027
I20	2.62	2.16	0.963	0.767	0.522	0.032
I29	2.67	3.31	0.982	0.738	-0.733	0.003
I33	2.82	3.25	0.854	0.718	-0.539	0.027
I38	3.15	3.75	0.844	0.440	-0.861	0.000

Table 3. Statistically significant differences within the cohort of students in terms of gender

Students' nationality is other identification variable responsible for statistically significant differences. The contrast between the answers gathered from Guatemalan students and students coming from other countries indicates divergences in six items, revealing the pattern observed that the former are more optimistic than the latter. With reference to students' use, competence and development of English in class, the only discrepancy appears vis-à-vis the higher knowledge of socio-cultural aspects of English that students from Guatemala report to have (I14). Concerning materials and resources, Guatemalan students' degree of satisfaction vis-à-vis the vocabulary learnt in CLIL lessons (I17) is higher than the one expressed by non-Guatemalan pupils. In the same vein, perceptions about the employment of adapted authentic materials (I20) and 2.0 web tools (I27) are better for those students born in Guatemala, who are also happier with the access to materials in English outside school (I47). The only difference in terms of evaluation refers to oral evaluation (I32), an aspect negatively perceived according to the average low score given to this question, but about which Guatemalan students have a more satisfactory point of view (cf. Table 4).

Item	Mean		Standard deviation		Cohen's d	p value
	Guatemalan	Other	Guatemalan	Other		
I14	3.00	2.33	0.789	1.118	0.804	0.028
I17	3.31	2.56	0.667	0.882	1.079	0.003
I20	2.52	1.67	0.844	1.000	0.983	0.007
I27	2.40	1.67	1.032	0.866	0.727	0.046
I32	2.32	1.67	0.845	0.707	0.790	0.030
I47	3.21	2.56	0.832	1.130	0.750	0.039

Table 4. Statistically significant differences within the cohort of students in terms of nationality

If the variable years attending a bilingual programme is taken into consideration, three items are affected by statistically significant differences between the different entries, although no clear patterns shines through on this occasion. On the one hand, students who have received bilingual lessons for more than 10 years express willingness to increase the time of exposure to English (I11) and also are more positive with regards the use of authentic materials in class (I19). Conversely, students who have been enrolled in bilingual classes for less than 10 years deem they receive more motivation from their teachers to participate in linguistic exchange programmes (I42). Apropos of the time learners have devoted to study English in CLIL streams, the same mixed findings appear in other research. Whereas Perez Cañado's (2018a) study evinces a clear trend in favour of those students having been involved longer in CLIL programmes, who show in general terms higher levels of interest, participation and motivation, Oxbrow's (2018) investigation reveals that positive attitudes and motivation are more likely in those respondents enrolled in CLIL for fewer years (cf. Table 5).

Item	Mean		Standard deviation		Cohen's d	p value
	≤ 10 years	> 10years	≤ 10 years	> 10years		
I11	2.50	3.07	1.036	0.921	-0.590	0.018
I19	2.21	2.64	0.738	0.906	-0.508	0.041
I42	2.82	2.33	0.983	0.954	0.505	0.042

Table 5. Statistically significant differences within the cohort of students in terms of years attending a bilingual programme

4.2.2 Within-cohort comparisons: teachers

Within the group of teachers, statistically significant differences have been discovered in terms of gender and general teaching experience.

To begin with, comparison in terms of gender results in statistically significant differences in seven items. The pattern detected through a closer observation of the data gathered is, in general terms, that female teachers express more confidence and optimism than their male colleagues, having indeed unanimously given the maximum score to some of the items of the questionnaire. Among the female faculty staff there is total consensus on the extraordinary effect that bilingual lessons are exerting on students' English skills (I2), as they have unanimously given this question the maximum score, whilst male teachers have not expressed such a high degree of satisfaction. Moreover, female instructors are more positive than their peers of the opposite gender about the development in class of competences for life (I1). The block of evaluation reveals divergences in terms of gender in both directions. On the

one hand, all females totally agree that all the contents covered in CLIL lessons are evaluated (I34) and that different types of assessment are performed (I37), although their counterparts are not as convinced as they are. On the other hand, greater differences about content being prioritised over language in evaluation can be found in male and female instructors' perceptions, being the former more positive than the latter (I35). No clear pattern can be either established vis-à-vis teacher training. Female teachers hold in a more high regard than male instructors their own writing comprehension and expression skills (I43) but, on the other hand, they are less convinced about the motivation that content instructors extend to students (I41) (cf. Table 6).

Item	Mean		Standard deviation		r	p value
	Male	Female	Male	Female		
I1	3.50	4.00	0.707	0.000	0.632	0.046
I2	3.50	4.00	0.707	0.000	0.632	0.046
I34	3.50	4.00	0.707	0.000	0.632	0.046
I35	3.50	1.50	0.707	0.535	0.705	0.026
I37	3.50	4.00	0.707	0.000	0.632	0.027
I41	4.00	3.13	0.000	0.354	0.725	0.022
I43	3.50	4.00	0.707	0.000	0.632	0.046

Table 6. Statistically significant differences within the cohort of teachers in terms of gender

An important amount of differences (16 in total) are found when comparisons in terms of general teaching experience are carried out, with those teachers with less experience (11-20 years) harbouring a more positive outlook than those practitioners who are more experienced (21-30 years). This is the case with regard to the block of students' use, competence and development in English, in which the less experienced teachers are happier with the interest shown by students in class (I10) and with students' capacities concerning intercultural awareness in the foreign language (I14) and writing and reading skills (I13). Moreover, they are also more convinced than instructors who have 21-30 years of general teaching experience that students have a better knowledge of the connections between the L1 and L2 (I7). On the other hand, more longstanding teachers express a higher level of confidence that students' proficiency in Spanish has also improved (I4) within the bilingual programme. The blocks of methodology and materials and resources unfailingly support the pattern of teachers involved for less time in education are more optimistic. On the topic of materials, those teachers with fewer years of practical experience express more certainty about the employment of authentic

(I20), communicative (I24), interesting and innovative (I22) materials. They are also more confident about the use of cooperative work in class (I18). Even greater differences are found between the two groups of practitioners with regard to the use in class of certain ICTs such as multimedia software (I26), online materials (I27), digital blackboards or tablets (I29), and computer-mediated communication (I30). With regard to whether there is coordination and cooperation between language and content teachers in order to prepare materials (I23), perceptions from less and more experienced teachers are radically opposed, with the former reporting their total agreement on the topic and the latter being more in disagreement with the existence of that collaboration. Finally, in the teacher training and mobility blocks, important differences in terms of general teaching experience are also yielded. Teachers with an experience of 11-20 years have indisputably taken part in more updating linguistic courses both in Guatemala and abroad (I47 and I49, respectively), as well as in linguistic exchange programmes organized by the school (I48) than their longstanding peers (cf. Table 7)

Item	Mean		Standard deviation		r	p value
	11-20 years	21-30 years	11-20 years	21-30 years		
I4	2.80	3.80	0.447	0.447	0.767	0.015
I7	4.00	3.00	.000a	.000a	0.949	0.003
I10	3.60	3.00	0.548	0.000	0.621	0.050
I13	3.80	3.00	0.447	0.000	0.775	0.014
I14	3.80	3.00	0.447	0.000	0.775	0.014
I18	3.80	3.00	0.447	0.000	0.775	0.014
I20	4.00	3.20	0.000	0.447	0.775	0.014
I22	3.80	3.00	0.447	0.000	0.775	0.014
I23	3.80	1.80	0.447	1.304	0.679	0.032
I24	3.80	3.00	0.447	0.000	0.775	0.014
I26	4.00	2.80	0.000	1.095	0.756	0.017
I27	4.00	3.00	0.000	0.707	0.756	0.017
I29	4.00	3.00	0.000	0.707	0.756	0.017
I30	3.80	2.60	0.447	0.894	0.767	0.015
I40	4.00	3.40	0.000	0.548	0.621	0.050
I48	2.20	1.00	1.095	0.000	0.756	0.017
I49	3.40	1.00	1.342	0.000	0.775	0.014

Table 7. Statistically significant differences within the cohort of teachers in terms of general teaching experience

4.2.3 Across-cohort comparison

The overall impression after comparing answers from both stakeholders is that there is a certain consensus between learners' and practitioners' perceptions vis-à-vis the different thematic blocks involved in the study, as both cohorts share in general terms positive opinions. This finding is in line with the harmony detected between both cohorts in Lancaster's (2016) study. It has to be highlighted that, nonetheless, in the present study, teachers' views appear to be more markedly favourable than those of students in all but one of the 18 items with statistically significant differences (cf. Figure 25).

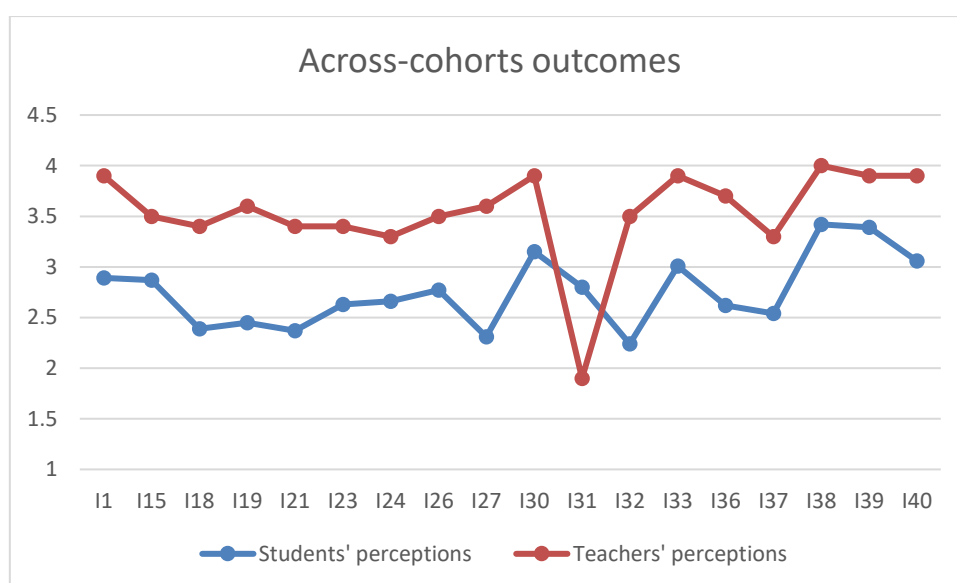


Figure 25. Statistically significant differences across cohorts

Divergences are more noteworthy on topics such as if authentic materials (I19) and digital 2.0 tools (I27) are used in class and also as regards whether basic competences for life are developed in class (I1) and oral evaluation is being considered (I32). Not only oral evaluation but also other items related with assessment have been ranked more negatively by students. Teachers are more convinced of assessing all contents covered in CLIL lessons (I30) and of developing both continuous and final evaluation (I33). Surprisingly, students perceive that language is not being prioritised over content in assessment (I31), contrary to what practitioners claim. Concerning methodologies, materials and resources, instructors express more optimistic beliefs than learners. To begin with, they have scored higher items related with the use of tasks (I15), teamwork (I18) and online material (I26) in class. Moreover, their perceptions about materials being interesting, innovative (I21) and communication-oriented (I23) and, at the same time, adapted to cater diversity (I24) are also more favourable than students' impressions. In

the same vein, learners are not as convinced as practitioners of the latter motivating them in class (I36 and I37). Finally, although students agree in the appropriate training and capacities of teachers, the scores they have given to instructors' language skills (I38 and I39) and knowledge of socio-cultural aspects of the foreign language (I40) are not as high as the scores assigned by the own teachers on the same items (cf. Table 8).

Item ⁴	Mean		Standard deviation		r	p value
	Students	Teachers	Students	Teachers		
I1	2.89	3.90	0.688	0.316	0.498	0.000
I15	2.87	3.50	0.827	0.527	0.255	0.021
I18	2.39	3.40	0.801	0.516	0.398	0.000
I19	2.45	3.60	0.875	0.516	0.414	0.000
I21	2.37	3.40	0.815	0.516	0.404	0.000
I23	2.63	3.40	0.882	0.516	0.296	0.008
I24	2.66	3.30	0.955	0.483	0.227	0.041
I26	2.77	3.50	0.913	0.707	0.268	0.016
I27	2.31	3.60	1.036	0.966	0.384	0.001
I30	3.15	3.90	0.839	0.316	0.315	0.005
I31	2.80	1.90	0.786	0.994	0.327	0.003
I32	2.24	3.50	0.853	0.527	0.444	0.000
I33	3.01	3.90	0.819	0.316	0.381	0.001
I36	2.62	3.70	0.916	0.483	0.397	0.000
I37	2.54	3.30	0.954	0.483	0.276	0.013
I38	3.42	4.00	0.750	0.000	0.295	0.008
I39	3.39	3.90	0.801	0.316	0.228	0.040
I40	3.06	3.90	0.791	0.316	0.383	0.001

Table 8. Statistically significant differences between cohorts

4.3 Outcomes from the interviews and observation protocols

The answers obtained through the semi-structured interviews conducted to the five groups of students and to the bilingual faculty staff, together with the observation of various CLIL lessons have allowed us to qualify the results and conclusions derived from the questionnaires just analyzed and to draw a more complete global picture of the CLIL programme.

⁴ Item numeration corresponds to that of student questionnaire.

To begin with, it is evinced that English is used almost during the whole class and for all the discursive functions. Nevertheless, students turn to Spanish to talk among themselves or to ask teachers where possible. In these situations practitioners draw on expressions such as “Excuse me, English” or “What?”. Students express small nuances concerning the use of the L2 in class: “Tougher teachers use English more during classes than less tough ones” or “Teachers talk in Spanish to students with a lower level”. Teachers also point out that: “Spanish is not permitted in class, not even among students”, “I use Spanish as a last resort in extreme situations” or “When students ask a question in Spanish, we make them reformulate it in English”.

Observing the different classes has allowed us to ascertain that learners’ and practitioners’ oral skills are excellent. In general, both stakeholders, learners and practitioners, agree that their capacities in the foreign language are very good. As one of the teachers indicates: “We receive students with no knowledge of English and two years later they can fully understand everything”. Less optimistic perceptions are, on the other hand, the exception: “I think I am stuck with English; that I am not going to improve in this language further”.

Concerning the linguistic and cultural competences developed in class, activities which promote critical thinking seem to be usually carried out: “We discuss everything”. Furthermore, language teachers try to select texts which include cultural aspects and when needed adapt them: “We analyse original literary works, but depending on the level of students, we use adaptations”. Textbooks are not normally used: “In my subject there is no textbook; I use videos, blogs, articles, webquests and other digital resources to have a control of the contents and competences I want to develop in class”. In a similar vein, students report that films and documentaries are used in some subjects: “In STEAM skills we always watch videos”.

With regard to methodologies, tasks and projects implying some research, such as “The Food Festival” (students are assigned a country and they have to investigate about its history and gastronomy) or “The Science Fair” (students develop projects to improve the daily life of astronauts spending a lot of time in space), are preferred by students over more traditional activities. Several examples of projects have been given by the respondents and, in fact, one of the teachers indicates: “We try to develop two to three projects every bimester”. Learners clamor for more group work: “Individual group prevails”, “We work individually most of the time, although some projects are developed in groups”. However, teachers note that “All types of groupings are used: individual, pair, groups, depending on the activity to be performed but I think workgroup is used overall”.

Apropos evaluation, it is noteworthy that mixed answers are found within the teachers' group in relation with the content being prioritised over language when assessing: "I tick linguistic mistakes but I do not penalise them" or "I take into account linguistic mistakes made in my content subject".

According to English coordinator, the coordination and cooperation between the bilingual staff is scarce: "Meetings are not very frequent because schedules are overloaded; we talk when we meet in the hallway or we communicate through emails".

Finally, those students who have taken part in bilingual exchange programmes express high satisfaction with the experience: "I loved it", "I wish I could repeat". There is also unanimity among learners vis-à-vis the advantages of attending a bilingual programme: "English is a requirement in good Universities", "English opens doors", "Bilingual people have access to more job positions", although some of them remark the difficulties of studying in a bilingual center: "It is positive although difficult", "It was hard at the beginning", "Having a good initial basis is necessary". In turn, teachers' attitudes about being involved in a bilingual programme are also positive: "Preparing my subject in English entails no extra workload" or "Although we have an economical bonus for teaching in English, this is not the reason that moves me to do it; I feel that English involves certain cultural aspects that change the vision and approach of a subject".

5 CONCLUSIONS

5.1 Summary

The present study has achieved all the objectives originally envisaged.

To begin with, a review of the literature related with bilingual education in the Latin American countries and in Guatemala (objective 1) has allowed us to paint a clearer picture of the current situation of CLIL in this area.

The study has then made use of valid and reliable research instruments to gather teachers' and students' perceptions (objectives 2 and 3, respectively) from a private Guatemalan school on several pivotal aspects related to bilingual programmes. The outcomes obtained for the two groups of stakeholders canvassed have been independently discussed and, in addition, comparisons in terms of a set of identification variables have been made to identify statistically significant differences within and across-cohorts vis-à-vis the same key elements (objectives 4, 5 and 6, respectively).

In line with objectives 2 and 3 of the study, the most meaningful finding to be highlighted is the general contentment reported by learners and instructors with all the aspects under research within the various thematic blocks assessed. These positive impressions are in line with Lancaster's (2016), Lasagabaster & Doiz's (2016), Chaieberras & Rascón-Moreno's (2018), Oxbrow's (2018) or Pérez-Cañado's (2018b) findings.

Several outcomes are worth being mentioned and briefly discussed in relation with the two aforementioned objectives. To begin with, there is general agreement by both participants that CLIL is allowing students to learn at the same time the foreign language and the contents concomitantly, without undermining their capacities in the L1. In the same positive vein, teachers' capacities and training are held in very high consideration by both groups of respondents. Concerning mobility, it has been evinced that the participation in linguistic exchange programmes organized by the school is very scarce among bilingual teachers (only one out of ten has ever taken part in them) and higher within the group of students (around 50% of them have ever been enrolled in a linguistic exchange programmes). Causes of different type, from economic to familiar reasons, may be behind this insufficient involvement.

An aspect to be taken into account vis-a-vis objective 2 is that students have expressed a slight discontent towards the materials employed in bilingual lessons, which in their opinion are not sufficiently interesting or innovative. In addition to this, they seem to demand more use of web 2.0 tools in the classroom, as well as more cooperative working. These results should be exploited by teachers, as they could be key elements to gain students' attention and to motivate them more in their classes.

In relation also to objective 2, although students unanimously consider that attending a bilingual school is an investment for their future and they feel motivated towards English, they would not be willing to increase their exposure to English in the bilingual classroom and would not welcome either the possibility of learning other content subjects through English or of taking part in extracurricular activities in the foreign language. In the context of this study, this negative outlook can be explained if it is taken into account that the use of English in CLIL lessons have been reported to be close to 90% by the bulk of the teachers and over 70% by 83% of students. Furthermore, learners have valued their skills and capacities in the foreign language very highly, something which could make them think that what they are already doing in the bilingual programme is enough. An identical opposition to the increase of the use of English in class is found in the study by Chaieberras & Rascón-Moreno (2018), who surmise that this

refusal could be due to the fact that students consider they are already proficient in the foreign language.

In line with objectives 4 and 5, a prevailing feature detected through comparisons within groups in terms of gender is that when statistically significant differences arise, they are because of females expressing more favourable outlooks than their male peers both in the group of learners and in the group of instructors. Focusing only on objective 4, if the nationality of the participants is considered, only a few differences appear within the group of students in favour of those born in the country, whereas no clear pattern emerges in terms of the number of years attending a bilingual programme. With regards objective 5, within the group of practitioners, having fewer years of teaching experience, general and in bilingual centers, seems to make them more optimistic and confident about aspects such as the use of communicative materials which motivate students, the employment of ICTs and the development of student-centered methodologies. A possible reading to this respect is that longstanding teachers might be developing a more traditional instruction due to lack of familiarity with new teaching-learning methodologies or the use of digital resources. In any case, greater attention is required for materials, resources and methodological aspects, which perhaps require further teacher training.

Within the general trend of teachers and students sharing similar impressions about the various elements they were asked about, it has to be pointed out that comparisons across cohorts (objective 6) have evidenced instructors are even more optimistic than students. The only exception to this is found when surveyed subjects are asked about which aspects are being prioritised in evaluation. From the students' point of view, language is not given priority to content, but teachers claim the opposite to be true.

Taking all the information into account, a SWOT analysis about the CLIL programme analyzed can be performed (objective 7). Teachers involved in the project are its principal strength. Their capacities are unanimously praised and they are committed to the programme to such an extent that they have become a pivotal asset within the school for the success of bilingualism. In addition to this, the balanced acquisition of language and content within the programme has to be underscored as well, as it indicates that the prevailing goals pursued by CLIL are being met. Concerning the weaknesses of the project, the coordination and organization among the faculty staff is a point to pay attention to. Overloaded schedules seem to be the main reason for this cooperation not being higher. Therefore, the school is encouraged to facilitate that teachers can meet in a regular basis. Turning now to opportunities, the features of the school context are extremely favourable for the participation of teachers and students in

linguistic exchange activities. Moreover, the school should seize the opportunity to belong to an institution with centers all over the world to develop initiatives such as e-Twinning which permit computer-based communication among students from different countries and cultures. Finally, the current lack of a CLIL culture within the country can be seen as a threat to the programme, as instructors do not have access to results on specific CLIL-related studies in contexts similar to theirs, nor do they have the appropriate channels (teacher networks, workshops, conferences, and the like) to share their experiences in CLIL implementation.

5.2 Limitations of the study and further research

Bilingual education in majority languages in general and Content and Language Integrated Learning in particular are an unexplored field research in Guatemala. These important lacunae entirely justify any study carried out on CLIL in the country.

The present research has tried to fill this gap by canvassing students' and teachers' perceptions about key aspects of any bilingual programme by means of research instruments which had already been demonstrated to be valid and appropriate in many different educational contexts. The reliability and robustness of the data have been sought in two ways: polling three types of stakeholders (students, language teachers and non-language teachers) and using a variety of instruments (questionnaires, interviews and observation protocols). These considerations have been deemed enough to obtain a picture of how CLIL is being implemented in SEK Guatemala International School according to the key players involved in the bilingual programme.

Since this study does not intend to make extensive the results and conclusions obtained for this particular bilingual center in Guatemala to the whole country, further research on learners' and practitioners' perceptions about CLIL programmes should be performed, considering also location triangulation, that is to say, including additional centers in the investigation, both public and private, from different parts of the country, so as to obtain an actual overview of CLIL in the country. Although this has been a mere case study in a single school, replicating this type of research in other contexts of the country and the continent will allow us to continue discerning patterns and trends on which to base our pedagogical decisions, thereby placing research at the service of teaching in a constant strife to improve the implementation of bilingual programmes and language education in general.

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7 APPENDICES

7.1 Appendix I. Student questionnaire

Los Efectos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras en el Colegio Internacional SEK de Guatemala

Cuestionario

ALUMNADO

1. CENTRO: _____
2. CURSO: _____
3. EDAD: _____
4. SEXO: ☐ Hombre ☐ Mujer
5. NACIONALIDAD: _____
8. ¿CÚANTOS AÑOS HAS ESTUDIADO EN UN PROGRAMA BILINGÜE? _____
9. MATERIAS QUE ESTUDIAS EN INGLÉS ESTE CURSO:
 - ☐ Global Education & Citizenship
 - ☐ Entrepreneurship
 - ☐ Global Project Management
 - ☐ Language Arts
 - ☐ Earth/Physical Science
 - ☐ Biology
 - ☐ S.T.E.A.M. Skills
 - ☐ Otra(s) _____
10. EXPOSICIÓN AL INGLÉS DENTRO DEL PROGRAMA BILINGÜE:

¿Qué porcentaje de la materia bilingüe se enseña en inglés? ☐ 30% ☐ 50% ☐ 70% ☐ Más del 90%

POR FAVOR, INDICA HASTA QUÉ PUNTO ESTÁS 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	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
1. Se desarrollan las competencias básicas para la vida en clase	1	2	3	4
2. Mi inglés ha mejorado debido a mi participación en un programa bilingüe	1	2	3	4
4. Mi español ha mejorado debido a mi participación en un programa bilingüe	1	2	3	4
5. Mi conocimiento de los contenidos de las asignaturas impartidas en inglés ha mejorado debido a mi participación en un programa bilingüe	1	2	3	4
6. Mi comprensión de cómo funcionan las lenguas ha mejorado debido a mi participación en un programa bilingüe	1	2	3	4
7. Mi comprensión de la conexión entre el inglés y el español ha mejorado debido a mi participación en un programa bilingüe	1	2	3	4
8. Tengo más confianza en mí mismo dentro de la clase bilingüe	1	2	3	4
9. Soy participativo en la clase bilingüe	1	2	3	4

10. Me intereso en la clase bilingüe	1	2	3	4
11. Me gustaría que se hiciese más uso del inglés dentro de la clase bilingüe	1	2	3	4
12. Tengo una capacidad adecuada en comprensión y expresión orales en inglés	1	2	3	4
13. Tengo una capacidad adecuada en comprensión y expresión escritas en inglés	1	2	3	4
14. Tengo un conocimiento adecuado de aspectos socio-culturales y una conciencia intercultural en inglés	1	2	3	4
Otro (especificar):	1	2	3	4

2. METODOLOGÍA

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
15. Se desarrollan tareas en clase	1	2	3	4
16. Se desarrollan proyectos en clase	1	2	3	4
17. Aprendo mucho vocabulario en la clase bilingüe	1	2	3	4
18. Se trabaja en grupo dentro de la clase bilingüe	1	2	3	4
Otro (especificar):	1	2	3	4

3. MATERIALES Y RECURSOS

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
19. Se utilizan materiales auténticos para la enseñanza bilingüe	1	2	3	4
20. Se adaptan materiales auténticos para la enseñanza bilingüe	1	2	3	4
21. Los materiales para la enseñanza bilingüe son interesantes e innovadores	1	2	3	4
22. Los profesores de inglés y los profesores de materias bilingües colaboran para preparar y enseñar los materiales de enseñanza bilingüe en clase	1	2	3	4
23. Los materiales de enseñanza bilingüe fomentan la comunicación en inglés en clase	1	2	3	4
24. Los materiales de enseñanza bilingüe están adaptados para atender las necesidades de todos los alumnos	1	2	3	4
25. Se utilizan materiales multimedia (<i>software</i>) en clase	1	2	3	4

26. Se utilizan materiales de referencia <i>online</i> en clase	1	2	3	4
27. Se utilizan <i>blogs</i> , <i>wikis</i> (herramientas Web 2.0) y <i>webquests</i> en clase	1	2	3	4
28. Se utilizan pizarrones digitales y/o <i>tablets</i> en clase	1	2	3	4
29. Se utiliza la comunicación mediada por ordenador en clase (e.g., <i>videoconferencias</i> , <i>correo electrónico</i>).	1	2	3	4
Otro (especificar):	1	2	3	4

4. EVALUACIÓN

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
30. Se evalúan todos los contenidos enseñados en el programa bilingüe	1	2	3	4
31. A la hora de evaluar, se tienen más en cuenta los contenidos que la expresión lingüística	1	2	3	4
32. Se evalúa también oralmente	1	2	3	4
33. Se practica la evaluación continua y final	1	2	3	4
Otro (especificar):	1	2	3	4

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

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
34. Mis profesores de lenguas extranjeras imparten sus clases con éxito	1	2	3	4
35. Mis profesores de materias bilingües imparten sus clases con éxito	1	2	3	4
36. Mis profesores de lenguas extranjeras motivan al alumno	1	2	3	4
37. Mis profesores de materias bilingües motivan al alumno	1	2	3	4
38. Mis profesores tienen una capacidad adecuada en comprensión y expresión orales en inglés	1	2	3	4
39. Mis profesores tienen una capacidad adecuada en comprensión y expresión escritas en inglés	1	2	3	4
40. Mis profesores tienen un conocimiento adecuado de aspectos socio-culturales en la lengua inglesa	1	2	3	4

Otro (especificar):	1	2	3	4
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6. MOVILIDAD

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
41. He participado en programas de intercambio lingüístico organizados por el Colegio Internacional SEK Guatemala	1	2	3	4
42. Mis profesores de inglés y de materias bilingües fomentan la participación en programas de intercambio	1	2	3	4
43. Mi familia me anima a participar en programas de intercambio	1	2	3	4
Otro (especificar):	1	2	3	4

7. MEJORAS Y MOTIVACIÓN PARA EL APRENDIZAJE DE INGLÉS

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
44. Formar parte de un colegio bilingüe compensa el incremento de trabajo que implica	1	2	3	4
45. Ha habido una mejoría general de mi aprendizaje de inglés por el hecho de asistir a un colegio bilingüe	1	2	3	4
46. Mi motivación hacia el aprendizaje del inglés ha aumentado debido a mi participación en un programa bilingüe	1	2	3	4
47. Tengo un acceso adecuado a materiales en inglés fuera del centro	1	2	3	4
48. Me gustaría que otras materias del curso se impartieran también en inglés	1	2	3	4
49. Me gustaría participar en actividades complementarias y extraescolares impartidas en inglés	1	2	3	4
Otro (especificar):	1	2	3	4

¡MUCHAS GRACIAS POR TU COLABORACIÓN!

7.2 Appendix II. Teacher questionnaire

Los Efectos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras en el Colegio Internacional SEK de Guatemala

Cuestionario

PROFESORADO

1. CENTRO: _____
2. EDAD: _____
3. SEXO: ☐ Hombre ☐ Mujer
4. NACIONALIDAD: _____
5. TIPO DE PROFESORADO:
☐ Lengua extranjera
☐ Área no lingüística
☐ Otro: _____
6. SU NIVEL EN LA LENGUA EXTRANJERA QUE ENSEÑA ES:
☐ A1
☐ A2
☐ B1
☐ B2
☐ C1
☐ C2
7. MATERIAS QUE ENSEÑA EN INGLÉS:
☐ Global Education & Citizenship
☐ Entrepreneurship
☐ Global Project Management
☐ Language Arts
☐ Earth/Physical Science
☐ Biology
☐ S.T.E.A.M. Skills
☐ Otra(s) _____
8. EXPOSICIÓN AL INGLÉS DE LOS ALUMNOS EN EL COLEGIO INTERNACIONAL SEK GUATEMALA:
¿Cuántas asignaturas se enseñan en inglés? _____
¿Qué porcentaje de cada asignatura se enseña en inglés? ☐ 30% ☐ 50% ☐ 70% ☐ Otro _____
9. EXPERIENCIA DOCENTE GENERAL (BILINGÜE Y NO BILINGÜE):
☐ Menos de 1 año
☐ 1-10 años
☐ 11-20 años
☐ 21-30 años
☐ Más de 30 años
10. EXPERIENCIA DOCENTE EN CENTROS BILINGÜES:
☐ Menos de 1 año
☐ 1-5 años
☐ 6-10 años
☐ 11-15 años
☐ Más de 15 años
11. ¿HA TRABAJADO EN OTROS COLEGIOS BILINGÜES Y/O COLEGIOS DE PAÍSES ANGLÓFONOS ADEMÁS DE EN EL COLEGIO INTERNACIONAL SEK GUATEMALA?:
☐ No
☐ Sí Indique cuál(es): _____

POR FAVOR, 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	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
1. Se desarrollan las competencias básicas para la vida en clase	1	2	3	4
2. El inglés de mis alumnos ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
4. El español de mis alumnos ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
5. 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	1	2	3	4
6. La comprensión de mis alumnos de cómo funcionan las lenguas ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
7. La comprensión de la conexión entre el inglés y el español de mis alumnos ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
8. Mis alumnos tienen más confianza en sí mismos dentro de la clase bilingüe	1	2	3	4
9. Mis alumnos son participativos en la clase bilingüe	1	2	3	4
10. Mis alumnos se interesan en la clase bilingüe	1	2	3	4
11. A mis alumnos les gustaría que se hiciese más uso del inglés dentro de la clase bilingüe	1	2	3	4
12. Mis alumnos tienen una capacidad adecuada en comprensión y expresión orales en la lengua extranjera	1	2	3	4
13. Mis alumnos tienen una capacidad adecuada en comprensión y expresión escritas en la lengua extranjera	1	2	3	4
14. Mis alumnos tienen un conocimiento adecuado de aspectos socio-culturales y una conciencia intercultural en la lengua extranjera	1	2	3	4
Otro (especificar):	1	2	3	4

2. METODOLOGÍA

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
15. Se utiliza el aprendizaje basado en tareas en clase	1	2	3	4
16. Se utiliza el aprendizaje basado en proyectos en clase	1	2	3	4
17. Se da prioridad a la dimensión léxica en la clase bilingüe	1	2	3	4
18. Se utiliza aprendizaje cooperativo en la clase bilingüe	1	2	3	4
19. Se enfatiza la conexión entre la L1 y la L2	1	2	3	4
Otro (especificar):	1	2	3	4

3. MATERIALES Y RECURSOS

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
20. Se utilizan materiales auténticos para la enseñanza bilingüe	1	2	3	4
21. Se adaptan materiales auténticos para la enseñanza bilingüe	1	2	3	4
22. Los materiales para la enseñanza bilingüe son interesantes e innovadores	1	2	3	4
23. Los profesores de inglés y los profesores de materias bilingües colaboran para preparar y enseñar los materiales de enseñanza bilingüe en clase	1	2	3	4
24. Los materiales de enseñanza bilingüe siguen principios comunicativos	1	2	3	4
25. Los materiales de enseñanza bilingüe están adaptados para atender las necesidades de todos los alumnos	1	2	3	4
26. Se utilizan materiales multimedia (<i>software</i>) en clase	1	2	3	4
27. Se utilizan materiales de referencia <i>online</i> en clase	1	2	3	4
28. Se utilizan <i>blogs</i> , <i>Wikis</i> (herramientas Web 2.0) y <i>webquests</i> en clase	1	2	3	4
29. Se utilizan pizarrones digitales y/o <i>tablets</i> en clase	1	2	3	4
30. Se utiliza comunicación mediada por ordenador en clase (e.g., <i>videoconferencia</i> , <i>correo electrónico</i>)	1	2	3	4
31. Los materiales incluyen algunas pautas en español para que los padres puedan ayudar a sus hijos en casa	1	2	3	4

Otro (especificar):	1	2	3	4
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4. EVALUACIÓN

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
34. Se evalúan todos los contenidos enseñados en el programa bilingüe	1	2	3	4
35. A la hora de evaluar, se da prioridad al dominio de los contenidos frente a la competencia lingüística	1	2	3	4
36. A la hora de evaluar, se incluye un componente oral	1	2	3	4
37. Se practica la evaluación diversificada, formativa, sumativa y holística	1	2	3	4
Otro (especificar):	1	2	3	4

5. FORMACIÓN DEL PROFESORADO

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
38. Los profesores de lengua extranjera necesitan más formación	1	2	3	4
39. Los profesores de áreas no lingüísticas necesitan más formación	1	2	3	4
40. Los profesores de lengua extranjera motivan al alumno en su aprendizaje del inglés	1	2	3	4
41. Los profesores de áreas no lingüísticas motivan al alumno en su aprendizaje del inglés	1	2	3	4
42. Tengo una capacidad adecuada en comprensión y expresión orales en inglés	1	2	3	4
43. Tengo una capacidad adecuada en comprensión y expresión escritas en inglés	1	2	3	4
44. Tengo un conocimiento adecuado de aspectos socio-culturales y una conciencia intercultural sobre la lengua extranjera	1	2	3	4
45. Tengo conocimiento de los principios básicos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras dentro de la educación bilingüe	1	2	3	4
46. He participado en formación sobre el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras	1	2	3	4

47. He realizado cursos de actualización lingüística en escuelas de enseñanzas de idiomas en Guatemala	1	2	3	4
Otro (especificar):	1	2	3	4

6. MOVILIDAD

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
48. He participado en programas de intercambio lingüístico organizados por el Colegio Internacional SEK Guatemala	1	2	3	4
49. He participado en cursos lingüísticos en el extranjero	1	2	3	4
50. He participado en cursos metodológicos en el extranjero	1	2	3	4
Otro (especificar):	1	2	3	4

7. COORDINACIÓN Y ORGANIZACIÓN

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
51. Formar parte de un colegio bilingüe compensa el incremento de trabajo que implica	1	2	3	4
52. Colaboro en la elaboración, adaptación e implementación del Currículo Integrado de las Lenguas	1	2	3	4
53. Me reúno periódicamente con el profesor de inglés / con el profesor de materia bilingüe para coordinar los contenidos y la lengua que se van a impartir en nuestras materias	1	2	3	4
54. El coordinador de inglés reúne periódicamente a los profesores para coordinar y organizar la enseñanza de materias bilingües	1	2	3	4
Otro (especificar):	1	2	3	4

¡MUCHAS GRACIAS POR SU COLABORACIÓN!

7.3 Appendix III. Students interview protocol

Los Efectos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras en el Colegio Internacional SEK de Guatemala

Protocolo de entrevistas

ALUMNADO

1. CENTRO: _____
2. CURSO: _____
3. EDAD: _____
4. SEXO: ☐ Hombre ☐ Mujer
5. NACIONALIDAD: _____

1) USO DE LA L2 EN CLASE

¿Consideras que el nivel de inglés de tus profesores es adecuado para participar en el programa bilingüe?

¿En qué porcentaje dirías que se utiliza el inglés en clase?

¿Consideras que tu nivel de inglés ha mejorado como consecuencia de asistir a un colegio bilingüe?

¿Es más difícil aprender los contenidos de las asignaturas enseñadas en inglés?

¿Consideras que eres participativo en clase y utilizas el inglés para ello?

2) DESARROLLO DEL INGLÉS EN CLASE: FUNCIONES DISCURSIVAS

¿Para qué funciones discursivas se utiliza el inglés en clase: *transmisivas* o *interaccionales*?

EJEMPLOS: *Dar instrucciones*

Introducir el tema

Transmitir contenidos

Realizar actividades

Aclarar dudas y explicar dificultades

Formular preguntas

Corregir tareas

Consolidar y repasar conocimientos

Organizar la clase con distintos tipos de agrupamiento

Interactuar con el alumnado/profesorado

Suministrar feedback sobre las actuaciones de clase

3) DESARROLLO DE COMPETENCIAS EN CLASE

¿Qué competencias -lingüísticas, interculturales y genéricas- consideras que desarrolláis en clase?

EJEMPLOS: *Comprensión oral, comprensión escrita*

Expresión oral, expresión escrita

La interacción comunicativa oral (listening+speaking)

La interacción comunicativa escrita (reading+writing)

Capacidad crítica

Creatividad

Autonomía en el aprendizaje

Conciencia metalingüística

Conciencia intercultural

4) METODOLOGÍA Y TIPOS DE AGRUPAMIENTO

¿Qué metodologías, tipos de agrupamiento y actividades empleáis en clase? ¿Dirías que son tradicionales o innovadores / basadas en el profesor o centradas en el alumno / que movilizan de procesos cognitivos de nivel bajo o más complejos?

EJEMPLOS: *Aprendizaje basado en tareas, aprendizaje basado en proyectos, aprendizaje cooperativo*
Enfoque léxico

Trabajo con toda la clase, trabajo en grupos o en parejas, trabajo autónomo

Actividades abiertas (en lugar de actividades de respuesta única)

Actividades que implican memorizar, comprender y aplicar (en lugar de actividades que implican analizar, evaluar y crear)

5) MATERIALES Y RECURSOS

¿Qué materiales y recursos empleáis en clase?

EJEMPLOS: *Materiales auténticos*

Materiales adaptados

Materiales originales diseñados por el profesor

Libro de texto

Software específico

Recursos online

Blogs, Wikis, Webquests

Pizarrón electrónico, Tablets

Videoconferencias, Correo electrónico

6) COORDINACIÓN Y ORGANIZACIÓN

¿Existe suficiente comunicación y coordinación entre tus profesores?

7) EVALUACIÓN

¿Cómo realiza la evaluación en clase? ¿Qué instrumentos y criterios se utilizan? ¿Qué importancia se da a los aspectos lingüísticos (el inglés) y a los contenidos de las materias? ¿Qué aspectos cuentan más en la calificación? ¿En qué porcentaje cuentan unos y otros?

EJEMPLOS: *De forma holística / formativa / sumativa / diversificada*

En inglés y español

Primando contenido/lengua

Con énfasis en los aspectos orales/escritos

Fomentando la autoevaluación

8) FORMACIÓN DEL PROFESORADO Y MOVILIDAD

¿Consideras que tus profesores tienen suficiente formación para impartir sus clases en inglés?

¿Has participado en algún programa de intercambio? Si es así, ¿te resultó beneficioso?

¿Te ha animado tu familia a que participes en ellos?

9) MOTIVACIÓN Y CARGA DE TRABAJO

¿Consideras que acudir a un colegio bilingüe ha incrementado tu carga de trabajo?

¿Ha merecido la pena? ¿Estás más motivado?

10) VALORACIÓN GLOBAL

¿Cuáles son las principales dificultades que has encontrado por acudir a un colegio bilingüe?

¿Y las principales ventajas?

¿Cómo lo valoras de modo global?

7.4 Appendix IV. Teacher interview protocol

Los Efectos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras en el Colegio Internacional SEK de Guatemala

Protocolo de entrevistas

PROFESORADO

1. CENTRO: _____
2. CURSO EN EL QUE IMPARTE CLASE: _____
3. ASIGNATURA: _____
4. TIPO DE PROFESORADO:
 - ☐ Lengua extranjera
 - ☐ Área no lingüística
5. ¿ES COORDINADOR/A DE SU SECCIÓN BILINGÜE? ☐ Sí ☐ No
6. EDAD: _____
7. SEXO: ☐ Hombre ☐ Mujer
8. NACIONALIDAD: _____
9. SU NIVEL EN LA LENGUA EXTRANJERA QUE ENSEÑA ES:
 - ☐ A1
 - ☐ A2
 - ☐ B1
 - ☐ B2
 - ☐ C1
 - ☐ C2
10. EXPERIENCIA DOCENTE GENERAL (BILINGÜE Y NO BILINGÜE):
 - ☐ Menos de 1 año
 - ☐ 1-10 años
 - ☐ 11-20 años
 - ☐ 21-30 años
 - ☐ Más de 30 años
11. EXPERIENCIA DOCENTE EN CENTROS BILINGÜES:
 - ☐ Menos de 1 año
 - ☐ 1-5 años
 - ☐ 6-10 años
 - ☐ 11-15 años
 - ☐ Más de 15 años
12. ¿HA TRABAJADO EN OTROS COLEGIOS BILINGÜES Y/O COLEGIOS DE PAÍSES ANGLÓFONOS ADEMÁS DE EN EL COLEGIO INTERNACIONAL SEK GUATEMALA?:
 - ☐ No
 - ☐ Sí Indique cuál(es): _____

1) USO DEL INGLÉS EN CLASE

¿Considera que su nivel de inglés es adecuado para impartir su materia en ese idioma?

¿En qué porcentaje diría que utiliza usted el inglés en clase?

¿Considera que el inglés de sus alumnos ha mejorado como consecuencia de acudir a un colegio bilingüe?

¿Considera que el conocimiento por parte de sus alumnos de los contenidos de las asignaturas enseñadas en inglés ha mejorado como consecuencia de estar aprendiéndolas en ese idioma?

¿Considera que sus alumnos son participativos en clase y utilizan el inglés para ello?

2) DESARROLLO DEL INGLÉS EN CLASE: FUNCIONES DISCURSIVAS

¿Para qué funciones discursivas utiliza el inglés en clase: *transmisivas* o *interaccionales*?

EJEMPLOS: *Dar instrucciones*

Introducir el tema

Transmitir contenidos

Realizar actividades

Aclarar dudas y explicar dificultades

Formular preguntas

Corregir tareas

Consolidar y repasar conocimientos

Organizar la clase con distintos tipos de agrupamiento

Interactuar con el alumnado/profesorado

Suministrar feedback sobre las actuaciones de clase

3) DESARROLLO DE COMPETENCIAS EN CLASE

¿Qué competencias-*lingüísticas, interculturales* y *genéricas*- considera que desarrolla en clase?

EJEMPLOS: *Comprensión oral*

Comprensión escrita

Expresión oral

Expresión escrita

La interacción comunicativa oral (listening+speaking)

La interacción comunicativa escrita (reading+writing)

Capacidad crítica

Creatividad

Autonomía en el aprendizaje

Conciencia metalingüística

Conciencia intercultural

4) METODOLOGÍA Y TIPOS DE AGRUPAMIENTO

¿Qué metodologías, tipos de agrupamiento y actividades emplea en clase? ¿Diría que son tradicionales o innovadores / basadas en el profesor o centradas en el alumno / que movilizan de procesos cognitivos de nivel bajo o más complejos?

EJEMPLOS: *Aprendizaje basado en tareas*

Aprendizaje basado en proyectos

Aprendizaje cooperativo

Enfoque léxico

Trabajo con toda la clase

Trabajo en grupos

Trabajo en parejas

Trabajo autónomo

Actividades abiertas (en lugar de actividades de respuesta única)

Actividades que implican memorizar, comprender y aplicar (en lugar de actividades que implican analizar, evaluar y crear)

5) MATERIALES Y RECURSOS

¿Qué materiales y recursos emplea en su clase?

EJEMPLOS: *Materiales auténticos*

Materiales adaptados

Materiales originales diseñados por el profesor

Libro de texto

Software específico

Recursos online

Blogs

Wikis

Webquests

Pizarrón electrónico

Tablets

Videoconferencias

Correo electrónico

6) COORDINACIÓN Y ORGANIZACIÓN

¿Considera que está desarrollando el Currículo Integrado de Lenguas?

¿Existe suficiente comunicación y coordinación entre el profesorado que imparte materias en inglés y el profesorado de inglés? ¿Y con el coordinador de inglés?

¿Se recibe apoyo adecuado del centro?

7) EVALUACIÓN

¿Cómo realiza la evaluación en su clase? ¿Qué instrumentos y criterios utiliza? ¿Qué importancia le da a los aspectos lingüísticos (el inglés) y a los contenidos de las materias? ¿Qué aspectos cuentan más en la calificación? ¿En qué porcentaje cuentan unos y otros?

EJEMPLOS: *De forma holística / formativa /sumativa /diversificada*

En inglés y español

Primando contenido/lengua

Con énfasis en los aspectos orales/escritos

Fomentando la autoevaluación

8) FORMACIÓN DEL PROFESORADO Y MOVILIDAD

¿Considera que su formación es adecuada para impartir su materia en un colegio bilingüe?

¿En qué iniciativas de formación / movilidad ha participado?

¿En cuáles cree que le sería beneficioso participar?

EJEMPLOS: *Curso lingüísticos*

Cursos metodológicos

Programas de intercambio

Licencias de estudio/investigación

¿En qué aspectos de CLIL/AICLE cree que requiere más formación?

EJEMPLOS: *Bases teóricas de CLIL/AICLE*

Aspectos lingüísticos

Aspectos interculturales

Metodologías centradas en el estudiante

Uso de las TIC

Investigación en el aula

Investigación sobre los efectos de CLIL/AICLE

9) MOTIVACIÓN Y CARGA DE TRABAJO

¿Considera que el hecho de trabajar en un colegio bilingüe ha incrementado su carga de trabajo?

¿Ha merecido la pena? ¿Está más motivado?

¿Considera que sus alumnos están más motivados como resultado de su asistencia a un colegio bilingüe?

10) VALORACIÓN GLOBAL

¿Cuáles cree que son las principales dificultades en el correcto desarrollo del bilingüismo en su centro?

¿Y sus principales fortalezas?

¿Cómo lo valora de modo global?

7.5 Appendix V. Observation protocol

**Los Efectos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras en el
Colegio Internacional SEK de Guatemala**

PROTOCOLO DE OBSERVACIÓN

VARIABLES DE IDENTIFICACIÓN

1. CENTRO: _____
2. CURSO: _____
3. MATERIA: _____
4. TIPO DE PROFESORADO:
 - ☐ Lengua extranjera
 - ☐ Área no lingüística
5. EDAD: _____
6. SEXO: ☐ Hombre ☐ Mujer
7. NACIONALIDAD: _____
8. EXPERIENCIA DOCENTE GENERAL (BILINGÜE Y NO BILINGÜE)
 - ☐ Menos de 1 año
 - ☐ 1-10 años
 - ☐ 11-20 años
 - ☐ 21-30 años
 - ☐ Más de 30 años
9. EXPERIENCIA DOCENTE EN CENTROS BILINGÜES:
 - ☐ Menos de 1 año
 - ☐ 1-5 años
 - ☐ 6-10 años
 - ☐ 11-15 años
 - ☐ Más de 15 años
10. ¿HA TRABAJADO EN OTROS COLEGIOS BILINGÜES Y/O COLEGIOS DE PAÍSES ANGLÓFONOS ADEMÁS DE EN EL COLEGIO INTERNACIONAL SEK GUATEMALA?:
 - ☐ No
 - ☐ Sí Indique cuál(es): _____

1. USO DE LA L2 EN CLASE

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

- Otras observaciones:

2. DESARROLLO DE LA L2 EN CLASE: FUNCIONES DISCURSIVAS

Se utiliza el inglés en clase para:

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

3. DESARROLLO DE COMPETENCIAS EN CLASE

En la clase, se favorece el desarrollo de:

20.	La comprensión oral	Mucho	Bastante	Poco	Nada
21.	La expresión oral	Mucho	Bastante	Poco	Nada
22.	La comprensión escrita	Mucho	Bastante	Poco	Nada
23.	La expresión escrita	Mucho	Bastante	Poco	Nada
24.	La interacción comunicativa oral (<i>listening+speaking</i>)				
25.	La interacción comunicativa escrita (<i>reading+writing</i>)				
26.	La capacidad crítica	Mucho	Bastante	Poco	Nada
27.	La creatividad	Mucho	Bastante	Poco	Nada

28.	La autonomía en el aprendizaje	Mucho	Bastante	Poco	Nada
29.	La conciencia metalingüística	Mucho	Bastante	Poco	Nada
30.	Aspectos interculturales de la lengua extranjera	Mucho	Bastante	Poco	Nada
Otras observaciones:					
					
					
					
					
					
					
					
					
					
					
					
					
					
					
					
					
					
					
					

4. METODOLOGÍA Y TIPOS DE AGRUPAMIENTO

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

41. El docente favorece el andamiaje lingüístico (mediante paráfrasis, repeticiones, ejemplos, definiciones, sinónimos y antónimos, etc.)	Mucho	Bastante	Poco	Nada
42. El docente favorece que los alumnos aprendan y usen estrategias de compensación y de aprendizaje (e.g., para resolver problemas de comprensión lingüística)	Mucho	Bastante	Poco	Nada
43. Se utiliza el agrupamiento “lockstep” en clase	Mucho	Bastante	Poco	Nada
44. Se utiliza el trabajo en grupo en clase	Mucho	Bastante	Poco	Nada
45. Se utiliza el trabajo en parejas en clase	Mucho	Bastante	Poco	Nada
46. Se utiliza el trabajo individual en clase	Mucho	Bastante	Poco	Nada
Otras observaciones:				

5. MATERIALES Y RECURSOS

47. Se utilizan materiales auténticos para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
48. Se utilizan materiales adaptados para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
49. Se utilizan materiales originales diseñados por el profesorado para la enseñanza bilingüe	Mucho	Bastante	Poco	Nada
50. Se tiene en cuenta la atención a la diversidad en los materiales que se emplean	Mucho	Bastante	Poco	Nada

51. Se utiliza <i>software</i> multimedia en clase	Mucho	Bastante	Poco	Nada
52. Se utilizan materiales de referencia <i>online</i> en clase	Mucho	Bastante	Poco	Nada
53. Se utilizan <i>blogs</i> , <i>Wikis</i> (herramientas Web 2.0) y <i>webquests</i> en clase	Mucho	Bastante	Poco	Nada
54. Se utilizan pizarrones digitales y/o tablets en clase	Mucho	Bastante	Poco	Nada
55. Se utiliza comunicación mediada por ordenador en clase (e.g., <i>videoconferencia</i> , <i>email</i>)	Mucho	Bastante	Poco	Nada
Otras observaciones:				

6. COORDINACIÓN Y ORGANIZACIÓN

56. Se constata la coordinación entre el profesorado de ANLs y el profesorado de inglés como lengua extranjera	Mucho	Bastante	Poco	Nada
57. Existe integración curricular (se integran contenidos de distintas asignaturas y campos de conocimiento)	Mucho	Bastante	Poco	Nada
58. Se apoya el aprendizaje lingüístico en clases de contenido	Mucho	Bastante	Poco	Nada
59. Se apoya el aprendizaje de contenidos en clases lingüísticas	Mucho	Bastante	Poco	Nada
60. Se enfatiza la conexión entre la L1, L2 y L3	Mucho	Bastante	Poco	Nada
61. Se colabora en la preparación y diseño de materiales	Mucho	Bastante	Poco	Nada

Otras observaciones:	
	
	
	
	
	
	
	
	
	
	
	
	
	
	
	
	
	
	

7. EVALUACIÓN

62. A la hora de evaluar, se da prioridad al dominio de los contenidos frente a la competencia lingüística	Mucho	Bastante	Poco	Nada
63. A la hora de evaluar, se incluye un componente oral	Mucho	Bastante	Poco	Nada
64. Se practica la evaluación diversificada	Mucho	Bastante	Poco	Nada
65. Se practica la evaluación formativa	Mucho	Bastante	Poco	Nada
66. Se practica la evaluación sumativa	Mucho	Bastante	Poco	Nada
67. Se utiliza la autoevaluación	Mucho	Bastante	Poco	Nada

