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THE CLIL METHOD: AN ANALYSIS OF TEACHERS' VIEW

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Abstract

This project aims to carry out an analysis of CLIL methodology in Spain and Andalusia. Teachers' perceptions about this new approach should be taken into account in order to achieve a satisfactory implementation of it, since they are the most closely involved in the teaching process and play a really imperative role in its development. Not all the teachers and educators see CLIL in the same way; there are different points of view as well as improvement suggestions that could result very interesting to study and apply. For this reason, this project has undertaken a research study through the administration of questionnaires and interviews, in order to explore teachers' opinions about CLIL. Finally, after analysing teachers' opinions, some main conclusions have been drawn as regards some of the most common errors in the implementation of CLIL methodology, as well as their possible modifications.

Key words: CLIL, bilingualism, teacher, methodology, language, content, learning.

Resumen: Este proyecto tiene por objetivo llevar a cabo un análisis de la metodología AICLE en España y Andalucía. Las percepciones de los profesores sobre el nuevo enfoque deberían ser tenidas en cuenta a fin de alcanzar un uso satisfactorio de éste, ya que ellos son los más implicados en el proceso de enseñanza y juegan un papel muy importante en su desarrollo. No todos los profesores ven AICLE de la misma manera; hay diferentes puntos de vista y sugerencias de mejora que podría resultar interesante estudiar o aplicar. Por esta razón, algunas opiniones de profesores AICLE serán analizadas e incorporadas a este documento, obtenidas mediante la aplicación de cuestionarios y entrevistas. Finalmente, una vez que las opiniones hayan sido examinadas, extraeremos algunas conclusiones relacionadas con algunos de los posibles errores en la implementación de esta metodología y sus posibles modificaciones.

Palabras clave: AICLE, bilingüismo, profesor, metodología, idioma, contenido, aprendizaje.

1. INTRODUCTION

CLIL stands for Content and Language Integrated Learning. As its name suggests, it is a kind of methodology or approach aiming at the integration of the learning of a language with the learning of some/all contents in the educational environment. Therefore, the main characteristic of CLIL methodology is the consideration of the language as a tool rather than as a specific subject. This methodology brings the possibility of teaching a subject, for example, Science, through the medium of a foreign language, integrating CLIL into the Curriculum; and at the same time, the students are given the opportunity of learning a foreign language in a natural way.

In the last decade, the demand for CLIL has gradually arisen in Spain. As Rodríguez Bonzes (2012:178) mentions: “The historical progression of foreign language teaching and every one of its methods and approaches have taken place within a framework where the term innovation is fundamental”. It is clear that our educational system needed a change. At present, most autonomous communities have decided to integrate this new methodology into the Curriculum due to the popularity and success it has; therefore, every year, the number of school centres that teach one or more subjects through the English language or other is getting higher. To be more specific, in Andalusia, there are about 960 institutions that have joined the Andalusian Plurilingualism Plan, employing English, French and German languages to carry out this methodology¹.

However, CLIL may put teachers in a problematic situation. Teaching a subject in a foreign language is not as easy as it seems and teachers have the main role in this process. It requires a specialist pedagogical expertise and not all the teachers feel prepared to carry out this task. Many of them can experience feelings of insecurity, fear or discomfort, and this can have an impact on the approach implementation, bringing about its failure. For this reason, knowing the teachers' views about CLIL could be an excellent tool to explore the possible weaknesses, as well as the strengths of this approach, which could help to improve its application in Spanish school centres.

¹ Information retrieved from <http://www.juntadeandalucia.es/educacion/webportal/web/portal-de-plurilinguismo/guia>

2. OBJECTIVES

The objectives of this research project are the following:

- To describe the basic features of CLIL methodology, contrasting opinions by different authors.
- To present a general description of the implementation of CLIL in Spain, pointing at its advantages and disadvantages.
- To analyse the situation of this approach in Andalusia.
- To identify some possible challenges in CLIL.
- To carry out a research study in order to explore teachers' opinions about CLIL methodology.

3. THEORETICAL FRAMEWORK

3.1. General aspects of CLIL

3.1.1 What is CLIL?

As Méndez García and Pavón Vazquez (2012:2) state, “CLIL is an innovative idea to promote the learning of foreign languages in monolingual environments”. I would like to devote this section to explaining and clarifying the most general aspects about the CLIL approach. According to Marsh (2012:2): “CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”.

CLIL (Content and Language Integrated Learning) methodology was proposed by David Marsh in 1994, in order to prepare young students for a) a multilingual world where several languages are used in any context, b) a collaborative world where people need to work in teams to achieve their goals, as well as c) a technical world where the use of new technologies is crucial to search, verify and contrast the information.

The first appearance of this methodology took place in the ancient Roman upper-middle classes, since they preferred to educate their children in the Greek language in order to

ensure that they could access, not only to the language, but also to the social and professional opportunities it would provide for them in their future lives, including living in Greek-speaking educational communities (Coyle, Hood & Marsh, 2010:2). However, the current CLIL approach is more closely related to the immersion programs carried out in Canada and U.S.A in the seventies, the programs of *Language Across the Curriculum* in the United Kingdom (Martínez Adrián, 2011:93) or to the approaches of content-based language teaching or English as an Additional Language (EAL) (Coyle, Hood & Marsh, 2010:1). However, CLIL presents a clear difference with respect to these previous educational practices: CLIL is content-driven (Coyle, Hood & Marsh, 2010:1).

Marsh and Frigols explained the term CLIL in the following words:

CLIL is a methodological approach particularly suitable for contexts where students learn content through an additional language. The demand for teaching subjects through the medium of English is increasing exponentially. This provides an opportunity for the EFL teaching profession to both reconceptualise the boundaries of the profession, and take advantage of new opportunities to upgrade student learning outcomes (Marsh and Frigols, 2010:1).

In consonance, a CLIL activity is defined by Marsh (2002:58): “Any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint role”.

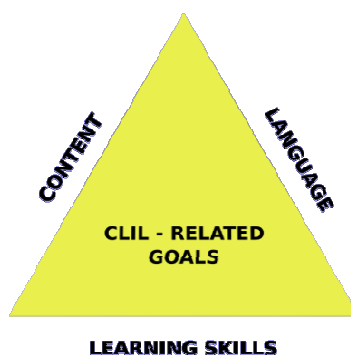


Image 1: CLIL related goals

From http://cefire.edu.gva.es/pluginfile.php/607625/mod_imsdp/content/1/31_clil_definition.html

As we can appreciate in the image above, CLIL implementation has three main **goals**: content, language and learning skills. “Contents” refer to the area that is being taught through the L2, “language” is the tool to communicate and teach the contents and, finally, “learning skills” refer to those abilities that students use in order to acquire the contents by using the language.

According to Dalton-Puffer (2008:3), the overall goals of CLIL can be wide-ranging but should include to:

- Develop intercultural communication skills; 4 C’s (Content, Communication, Cognition and Culture) and ICT literature review
- Prepare for internationalism
- Provide opportunities to study content through different perspectives
- Access subject-specific target language terminology
- Improve overall target language competence
- Develop oral communication skills
- Diversify methods and forms of classroom practice
- Increase learner’s motivation.

Certainly, we live in a new age where the forces of global change, converging technologies and adaptability to the subsequent Knowledge Age (Coyle, Hood & Marsh, 2010:9) require an adaptation process, not only for students, but also for teachers. According to Cano (2013:14-22), certain demands presented by the 21st century oblige our educational system to make a change. They are the following:

- A multicultural society, originated by the constant flow of immigration, drives our students to grow together with different cultures, religions and customs.
- Our society is also multilingual. Our students have the possibility of communicating with people from different countries, a fact that was not really conceivable years ago.
- The technology generation in which we are immersed affects our pupils directly.

- Our educational system could not respond to the learners' needs, therefore it is clear that we need to modify and adapt this to the new requirements.
- The necessities of the labour market: our society is demanding an integral education rather than an approach only focused on the academic results.
- Motivation in the 21st century: currently, motivating our students is harder than before. Teachers confront a situation in which most of their learners have everything they want and need at home.
- The 'what' and 'how': teachers should be focused on the answers of the pupils rather than on checking their questions.
- Individual learning: the learning process varies depending on the individual features of the pupils and on the time they need to acquire the contents properly.
- The learner's progress: learners need to know how they are progressing in order to become an active part of their progress.
- Collaborative work: teachers should draw from the premise that the greatest learning achievements emerge from teamwork.
- Active learning: children should learn through their own personal experience, so teachers must let them be participants of their teaching-learning process.
- Learning is fun: it is absolutely necessary that pupils can participate in the lessons in a dynamic way, in which they enjoy, as well as they need to establish a greater emotional bond with their teachers.
- Learning strategies: the teacher has to teach their students to search, explore and draw their own conclusions from knowledge.

Marsh argues that CLIL implementation is highly decisive in places where English is often remote from the real lives of young people, such as the case of Spain or Japan². That is why CLIL has been implemented in the classroom, seeking to encourage and motivate the pupils to be full participants of their own learning process at the same time as they practice a new language that could be English, French, German or another one. CLIL is considered to be "an innovative fusion between language education and subject education" (Coyle, Hood & Marsh, 2010:1). In this way, the possibility of learning the contents and the language at the same time is brought to the students, enhancing their qualification and providing them with one of the most powerful tools at present: language skills. In words of Marsh (2002:37), in Coyle (2008:3), CLIL is "a powerful

² Information retrieved from International House Journal of education and development:
<http://ihjournal.com/content-and-language-integrated-learning>

pedagogic tool which aims to safeguard the subject being taught whilst promoting language as a medium for learning as well as an objective of the learning process itself”.

Do Coyle, a Professor of Learning Innovation at the University of Aberdeen, has played a major role in the European movement associated with bilingual and modern languages education. In The Eurydice Report on European developments for CLIL, he states:

The CLIL methodological approach seeking to foster integrated learning of languages and other areas of curricular content is a fast developing phenomenon in Europe... Aware of this challenge, national policy makers are taking a greater interest in CLIL and offering a wide variety of initiatives consistent with the different circumstances facing them (Coyle, 2008:2)

CLIL is considered to be an umbrella term that includes any subject where the L2 is used as a vehicular language to teach non-linguistic content matter (Marsh, 2005:5). As stated by Wolff (2005), in Marsh (2005:11):

CLIL as an educational concept is not homogeneous; a rather large number of different variants can be distinguished. A CLIL approach varies independently of a specific educational system or other factors, according to whether it takes place in primary, secondary or tertiary education. Other factors responsible for variation are environmental. They depend on the educational system of a country and on the wider socio-linguistic context in which the approach is embedded.

According to Baetens Beardsmore (1993:39), in Benito Jiménez (2014:23), “there is no single blueprint for CLIL of content and language integration that could be applied in the same way in different countries; no-model is for export”.

3.1.2. The core features of CLIL methodology

In line with Mehisto, Marsh and Frigols (2008:29-30), CLIL presents some characteristics that could be considered the essence of this methodology. They make a difference and separate CLIL from any other bilingual method, providing a really interesting tool for the teaching and learning of a foreign language. They highlight the following CLIL features:

It has a **multiple focus** because of the integration of different disciplines, the organization of the learning through cross-curricular themes and projects, as well as the support of language it provides in the classroom.

It also offers a **safe and enriching learning environment** thanks to the use of routine activities, as well as authentic learning materials and environments, the display of language and content, and the increasing of language awareness in students.

CLIL methodology is a sign of **authenticity**, letting the students ask for the language help they need, accommodating their interests, making a connection between learning and the students' life and using current materials.

Active learning is fostered by the bilingual project through a greater communication from the students, self-evaluation and co-operative work, among others. Teachers are seen as facilitators, they have the duty of helping and guiding the pupils through their own learning process.

Among the main characteristics of CLIL, **scaffolding** is developed by means of the application of different learning styles, fostering creative and critical thinking, challenging pupils to progress or reminding information in user-friendly ways.

Finally, regarding **co-operation**, this approach involves a necessary coordination between CLIL and non-CLIL teachers, parents, local community, authorities and employers.

As we can appreciate in the image below, CLIL is shown as a powerful tool that, carried out in the correct way, can drive students to cognition, which is in fact one of the central aspects of the 4Cs CLIL framework.

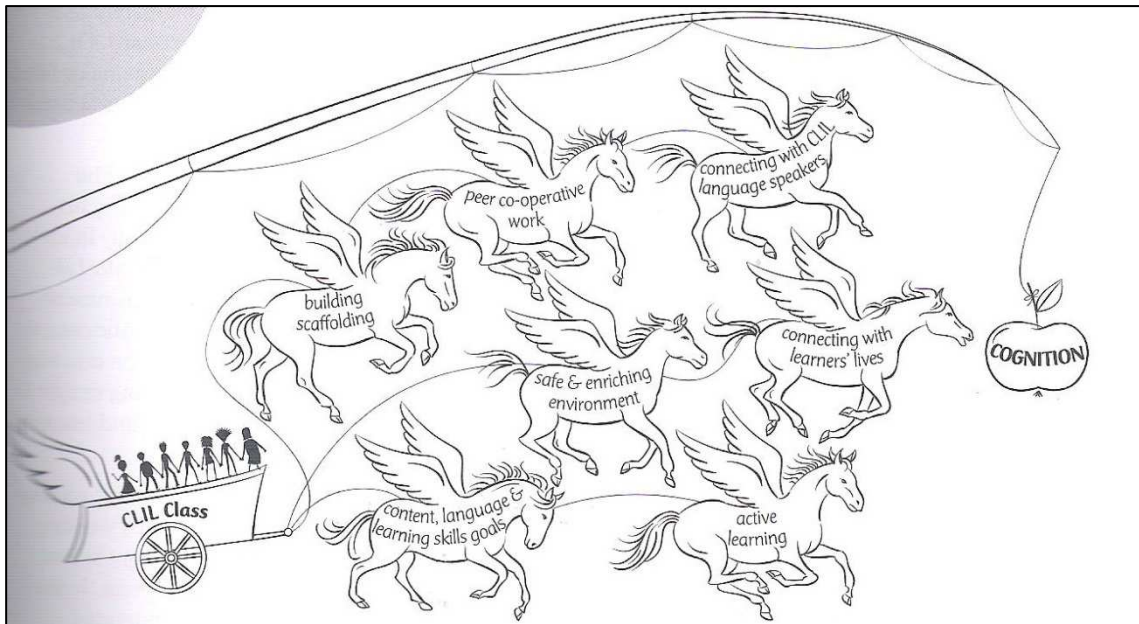


Image 2: CLIL drives to cognition (Mehisto, Marsh and Frigols, 2008:25)

3.1.3. The 4Cs framework

It is highly important to make clear that a CLIL lesson is not a common language lesson or a subject lesson taught in another language. CLIL is more than this and, according to Coyle (1999), it needs the integration of the following elements: content, communication, cognition and culture. These are the 4Cs, a framework proposed by Coyle (1999:10). Within this framework, it is important to take into account what each of the 4Cs refers to:

- **Content:** progression in knowledge, skills and understanding related to specific elements of a defined curriculum.
- **Communication:** using language to learn whilst learning to use language.
- **Cognition:** developing thinking skills which link concept formation (abstract and concrete), understanding and language.
- **Culture:** exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

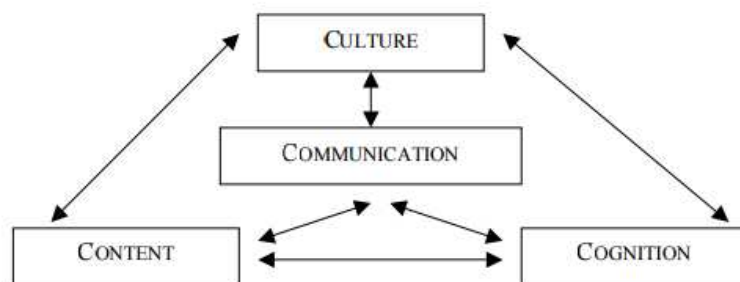


Image 3: The 4Cs of CLIL

As we can see, in this framework the main aspects of the CLIL methodology are interconnected with arrows which clearly represent the co-fertilization among the different CLIL components.

Communication is in the centre of the process and, starting from this, there are three arrows toward the components of culture, content and cognition. Communication (or interaction) is, as I have stated before, the centre of the CLIL program. All the students have the necessity of communicating in the L2, with each other and with the teacher. Through interaction, the students will develop their intercultural competence, the learning of several contents through different perspectives, improving overall target language competence, and the learning skills applicable to different kinds of content.

Apart from this aspect, a CLIL lesson requires the combination of the four language skills in order to develop the students' lexicon, fluency and accuracy in the productive and the receptive channels. Therefore, listening, speaking, reading and writing must be integrated.

3.1.4. *The benefits of CLIL*

But, what are in reality the advantages of this methodology? What benefits can we find when we analyse CLIL in the classroom? In response to this question, Çekrezi (2011:3822) highlights the following contributions:

Motivation: the fact that CLIL provides a real context makes students more motivated during the lessons. They can appreciate it, feeling the satisfaction of applying the language for real purposes.

Language learning is at the centre of the curriculum: due to its integration with other disciplines.

Meaningful contexts: one of the CLIL purposes is to provide authentic language in the lessons. Students are focused on the content and the language is acquired unconsciously, they learn in a funny and relaxed context, which is crucial for the acquisition of the language.

Time saving: this methodology allows students to be in a continuous contact with the foreign language; furthermore, teachers expect better results in less time in comparison with a traditional language lesson.

Variety of teaching methods: the integration of the L2 in several subjects provides a variety of activities and tasks that could not be applied before CLIL implementation. The study of the new language at the same time the students learn contents about History, Maths or Natural Science is a great tool since teachers have the possibility of integrating the language activities and other subjects' activities, such as listening and the analysis of a map, for example.

If we focus on Primary Education (5-12 years), we could use CLIL as a form of pre-language-teaching at this level. Different models can be found, from task-based learning, involving simple use of the vehicular language, through to whole content topics taught in the CLIL language (Coyle, Hood & Marsh, 2010:18).

CLIL methodology is based on a clear idea: students can draw on texts to enhance their lexicon³. Therefore, the reading of texts is an approach that allows them to learn a language, as an instrument, while they are doing a task focused on a non-linguistic matter. At this point, we can assume that there is no one model for CLIL (Coyle, Hood & Marsh, 2013) and the main aim of CLIL methodology is to create the necessity of learning and using the language, placing students at the centre of the learning process.

At this point, we could ask ourselves about the effectiveness of the bilingual program, if it is really useful and has significant results. There seems to be a positive impact of this methodology on children's language competences. For instance, Dalton-Puffer (2008:4-

³ Information facilitated by the British Council at <https://www.teachingenglish.org.uk/article/content-language-integrated-learning>

5) concludes that “CLIL students can reach significantly higher levels in a foreign language than by conventional foreign language classes”.

A large-scale study of CLIL conducted in Germany in 2008 demonstrated that CLIL students had a higher foreign language level when they were 15 years old than the non-CLIL control groups. The study found that 74 % of CLIL students scored satisfactorily on the IELTS Reading for Academic Purposes Module Test compared to 33 % for non-CLIL students. In Spain, CLIL Primary and Secondary education students showed having a better language competence than non-CLIL students, above all in written comprehension (Gallardo Del Puerto and Martínez Adrián, 2013, in Scott and Beadle, 2014:5).

Scott and Beadle (2014:5-7) showed the positive results of CLIL thanks to several studies they carried out. For example, in Netherlands, students involved in this program, showed better results on reading comprehension and general oral proficiency. In Germany, they showed excellent results in text reconstruction, listening comprehension, reading comprehension, grammatical proficiency, writing, and sociopragmatic competency. In the case of the Basque Autonomous Community (Spain), primary education students showed better results in pronunciation, vocabulary, grammar, fluency, and content. Besides, students of secondary education also scored higher than non-CLIL students in all areas except listening.

In general, the Bilingual Education Programme (BEP) in Spain has demonstrated that the students can obtain better outcomes in primary education thanks to this method. 11-years old students showed better general participation in class and intellectual engagements with subject matter. In addition, a higher control of lexis and more abilities to make extensive utterances were another benefit presented by this group. Students also demonstrated a better ability to speak coherently without notes or prompting.

3.1.5. Operating factors of the curricular variation in CLIL

Coyle, Hood and Marsh (2010:14-15) point out some factors that are needed to take into consideration when the CLIL methodology is being planned, since they can have an influence on the resulting teaching models:

The prominence of teacher availability is supposed to be the starting point to design a curricular model and the work of the teachers has a significant direct influence on planning and implementation.

The CLIL-language fluency of teachers and students determines the teacher's input and role in the classroom.

The amount of time available is fundamental in setting objectives.

Content and language integration is of vital importance because it influences decision-making on how each is handled within the model.

Extra-curricular dimension, such as task-based communication with learners of other countries, as well as networking with teachers from outside the school, all impact on the scale and scope of the model.

Finally, **assessment processes**, which can be formative or summative, focused on content only, content and language, or language only.

3.2. CLIL in Spain

After the establishment of the Democratic Constitution of 1978 in Spain, a new period began for this country. It consisted of a democratic regime that recognised nineteen Autonomous Regions and two Autonomous cities, Ceuta and Melilla. Besides, it granted all of them political and administrative power, as well as an official status for those Autonomous Regions where different languages are spoken, such as País Vasco, Cataluña or Galicia. Consequently, these minority languages found their place in the educational systems of the bilingual communities, supported by the *Ley de Normalización Lingüística*, which allowed them the control of linguistic policies concerning the educational system and the media in 1983 (Muñoz and Navés, 2007:160).

Historical and political factors have a very prominent role in the influence that these minority languages have in the school centres of each bilingual autonomous region. For example, in Cataluña, most teaching in state schools is carried out in Catalán, especially in Primary Education; in the Basque Country, different types of schools exist on the

basis of their use of Basque or Spanish as the medium of instruction; in other places, the use of the minority language as the language of instruction may be minimal and its use limited to the language subject itself (Muñoz and Navés, 2007:160).

The LOGSE, in 1990, meant a change in the teaching of languages in school centres of Spain, both in extension and methodology. Some of its main changes were the following (Muñoz and Navés, 2007:160):

- 1) The foreign language should be taught in Primary Education at the age of 8.
- 2) An optional second foreign language was to be introduced, when it was possible, in Primary school.
- 3) This change originated a new methodology that had its emphasis on a languages-across-the-curriculum approach, involving the L1 and the L2, and based on the idea that procedures learnt in one language could be transferred to another one.
- 4) The methodology gave importance to projects and task work, as well as to fostering students' metalinguistic knowledge and learning strategies.

These four aspects were the antecedents of the implementation of a CLIL program in the country.

During the last few years, European countries like Spain have shown an increasing interest in the CLIL approach and have opted for its implementation in the school curriculum, adopting it in, at least, two different languages: the official and the target one/s. That is why CLIL was translated into Spanish as AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera). The contents should be taught in Spanish (the official language) and in the foreign language. In the case of communities such as País Vasco, Cataluña, Galicia or Valencia, contents must be taught in three languages: the official, the foreign and the regional one. The main objective of this project is to promote bilingualism in all communities or multilingualism in those that already speak two languages, like the case of the latest four (Muñoz and Navés, 2007:160).

But let us go back to the origin of this project in Spain. In 1996, an agreement was reached between the Spanish Ministry of Education, Culture and Sports and the British Council, whereby a Spanish/British integrated curriculum, known as The Bilingual and Bicultural Project, was to be implemented. The main objective of this project was to raise the English language level of children in state schools, as well as to provide them

with the opportunity of following an official bilingual and bicultural curriculum (Muñoz and Navés, 2007:161).

The case of País Vasco is different and peculiar due to the fact that this is a community where the learning and use of the minority language, the Basque, is being promoted. Therefore, two different CLIL modalities emerged: the first one, in which English is taught by English language teachers through content-based units related to curricular areas (Social Sciences, PE, Maths, etc.); and a second one, which involves teaching content subjects in English (History, Natural Sciences, Computer Science) (Muñoz and Navés, 2007: 162).

Currently, in Spain, the most popular subjects chosen to be taught in the foreign language are Social Sciences, Natural Sciences, Physical Education, Arts and Maths. Regarding teachers, in Primary Education, they are generally non-native language specialists, apart from those schools involved in the program implemented in cooperation with the British council in which there is a high number of English-speaking teachers. On the other side, Secondary Education CLIL teachers are mainly non-native subject teachers (Muñoz and Navés, 2007:163).

3.3 CLIL in Andalusia

Andalusia comprises a large region within Spain with a total of eight millions of habitants. As a result, this autonomous community has caught the attention of language planning. Andalusia has always been characterized by a monoglot mentality in which Spanish is the only language their habitants speak; however, several current circumstances such as immigration, tourism, foreign people's second residences on the coast and Erasmus mobility programs, among others, have contributed to the appearance of a new language context in the region, giving rise to a multicultural place (Lasagabaster and Ruiz de Zarobe, 2010:3). We can read an interesting reflection on this new change in the Autonomous Statutes of Andalusia:

Andalusia is the compilation of a rich cultural resource representing the confluence of a multiplicity of human groups and civilisations thereby providing a fine example of social inter-relations through the centuries. The interculturality of practices, habits and ways of life provides us with the profile of an Andalusian character based on non-

exclusive universal values. (Autonomous Statutes of Andalusia in Lasagabaster and Ruiz de Zarobe, 2010:3).

Although all the reasons mentioned above contributed to the implementation of CLIL, there is an additional reason for introducing CLIL methodology in Andalusia: strengthening the position of this autonomous community within the learning society. The fact that Spain was placed at the end of the ranking of EU countries in terms of second language knowledge has increased the concern of Andalusian authorities about the promotion of L2 competences. As a result, L2 education policies are focusing now their attention on making a student capable of interpreting and speaking a different language outside his/her own country (Lagabaster and Ruiz de Zarobe, 2010:3).

In Andalusia, the *Plan de Fomento de Plurilingüismo* was approved in 2005 by its autonomous government, after an experimental stage started in 1998. There were a total of 400 bilingual sections in schools in 2008, where children from primary and secondary education could learn not only English but also French, Italian, Portuguese and German, depending on the school's interests. On the other hand, the current legislation of this region defines a bilingual school centre as an institution that provides the acquisition and development of the linguistic competences of the students related to the five skills through the application of CLIL (Muñoz y Navés, 2007:162). According to most recent data obtained from the *Junta de Andalucía*⁴, in 2015, CLIL methodology counted with more than 960 school centres in Andalusia, a quantity that is increasing progressively.

The Andalusian Department of Education has provided teachers with the required material in order to apply CLIL methodology. They can download material from the Department of Education website, as well as, use other teachers' didactic sequences.

Obviously, the evaluation criteria have changed as well. The implementation of CLIL entails a new assessment framework based on the communicative principles, whereby a linguistic adaptation to students' levels concerning exams is absolutely essential. With this modification, both the linguistic skills of the students and their use of cooperative techniques will be assessed.

⁴ Information retrieved from <http://www.juntadeandalucia.es/educacion/webportal/web/portal-de-plurilinguismo/guia>

According to the Junta de Andalucía, CLIL involves several advantages for the students⁵. These advantages can be observed from three different perspectives:

- From a linguistic perspective, the use of a foreign language to study the different subject contents enhances the exposure of the students to this language and, due to this, the opportunity of using it with more frequency than just in the language class. Therefore, the linguistic competence will rise.
- From a cultural perspective, CLIL teaching favours the establishment of comparisons between different cultures and promotes tolerance attitudes to pluralism.
- From a cognitive perspective, this approach benefits the development of general learning capacities due to the great intellectual exercise that learning through CLIL implies.

3.4. Possible challenges in CLIL

Although it is clear that CLIL methodology is a great idea, as well as a very useful tool to teach a foreign language at school, CLIL schools also confront some difficulties related to the way of implementation, the teachers' formation and the school organization needed to apply the methodology properly, among other aspects. So, of course, as any other innovation, CLIL implementation has several challenges ahead⁶:

- **Speaking skill.** One of the greatest difficulties in language learning is the acquisition of the speaking skill. In general, students find the writing skill easier to develop than the speaking skill. However, this is not a problem just of the CLIL approach, but of any bilingual program in general. That is why, it is possible that language students would be unable of producing extensive talks and speeches in the target language after many years of learning. Due to this situation, CLIL teachers must avoid using a teaching model in which they are the centre of the lesson (teacher-fronted classes). A proper CLIL teaching model must be that which places the pupil in the centre of his/her learning process

⁵ Information facilitated by the Junta de Andalucía at <http://www.juntadeandalucia.es/educacion/webportal/web/revista-andalucia-educativa/en-portada/-/noticia/detalle/el-enfoque-aicle-sena-de-identidad-de-los-centros-bilingues-y-plurilingues-en-andalucia-1>

⁶ Information retrieved from LinguaRed (<http://ulises.cepggranada.org/moodle/mod/page/view.php?id=3906>)

through the implementation of participatory activities and collaborative tasks that let the students be responsible for their own learning process.

- **Language complexity.** In comparison with normal L2 lessons, it is possible that students find that L2 input and output in CLIL lessons is more difficult. This obviously implies a more communicative approach to dealing with errors apart from a stronger interest on the part of the teacher to make lessons comprehensible. For instance, CLIL teachers are usually more permissive toward their students' mistakes than L2 teachers. They may do their assessment in a more communicative way, according to three established principles:
 - If an error is very frequent in the classroom, the teacher will correct it.
 - If an error belongs to a higher level than the pupil's, the teacher may correct it in order to enhance the inclusion of the new structure as part of the pupil's knowledge.
 - If the error produces a misunderstanding during the communication, the correction will be necessary.

Besides, the teacher has the duty of making the comprehension of the language easier. For this, there are some strategies that teachers can use such as the following:

- a) Using communication strategies frequently, for example, paraphrasing, repetition or the use of visual elements to support the verbal information.
 - b) Checking the information assimilated by the students continuously in order to avoid possible cases of distraction or misunderstanding.
- **Different level.** Teachers will find different language levels in the same classroom. Obviously, this is a common problem in any language class. However, the CLIL approach seems to be better equipped to deal with this problem. A level adaptation is possible in both cases, for high and low achievers. High level students may acquire new contents through their exposure to the language and lower level students may acquire the contents through some methods like transcription, summaries, drawings and all kinds of graphic organisers, text adaptations and visuals, among others.
- **Programming.** In any bilingual teaching method, the combination of the following aspects will be essential: contents, language and learning. CLIL needs the simultaneous programming of two kinds of contents: linguistic and non-

linguistic. Consequently, learning is dual. Teachers need to identify the required lexicon to teach a determined content, in order to facilitate the input as well as make it understandable to every student in the classroom.

- **The effects on contents learning and mother tongue.** Students who learn in bilingual contexts acquire a bigger cognitive flexibility and metacognitive development; besides, the acquisition of non-linguistic subjects or the mother tongue competence is not altered.
- **Materials.** It is highly frequent that CLIL teachers make their own material. However, teachers may use materials from three different sources. The first refers to that material which has been published for its use in CLIL lessons, such as the one produced by Richmond, McGraw Hill or Oxford University Press. They are based on the different subjects' curriculum. The second consists in the material acquired from other sources, such as Anglo-Saxon sources, in order to adapt them to deal with similar contents in our culture. The third corresponds to the material that has not been created for bilingual education but teachers decide to adapt it by themselves. This is the case of authentic material taken from the internet and adopted by the teacher. This choice is really helpful when the materials are shared by teachers from different places.
- **Assessment.** CLIL entails a really complex assessment method. It must be continuous, based on the process rather than the product, therefore the fluency and the linguistic complexity of the student will be the most relevant aspects to take into account. Consequently, the assessment in CLIL is seen as a tool that enhances interaction in the classroom.
- **CLIL teacher's profile.** It must be assumed that there is not an ideal bilingual teacher. In several regions, having a C1 level is strongly recommended for teaching through this methodology, however, teachers who do not have this level are not banned from this proposal. It will be enough to have available a communication assistant in the classroom, for example.

In order to make a good CLIL lesson, the teacher has to start from the premise of the contents s/he wants to teach. After that, the search of the proper textbooks (material) must be a key point in order to use an adequate material, adapted to the students' language competence. Activities and tasks will be selected then to teach the content which the teacher has to explain and, finally, the teacher needs to provide proper

scaffolding in order to let students acquire the new contents in the L2. This functions list can be visualized in the following picture:

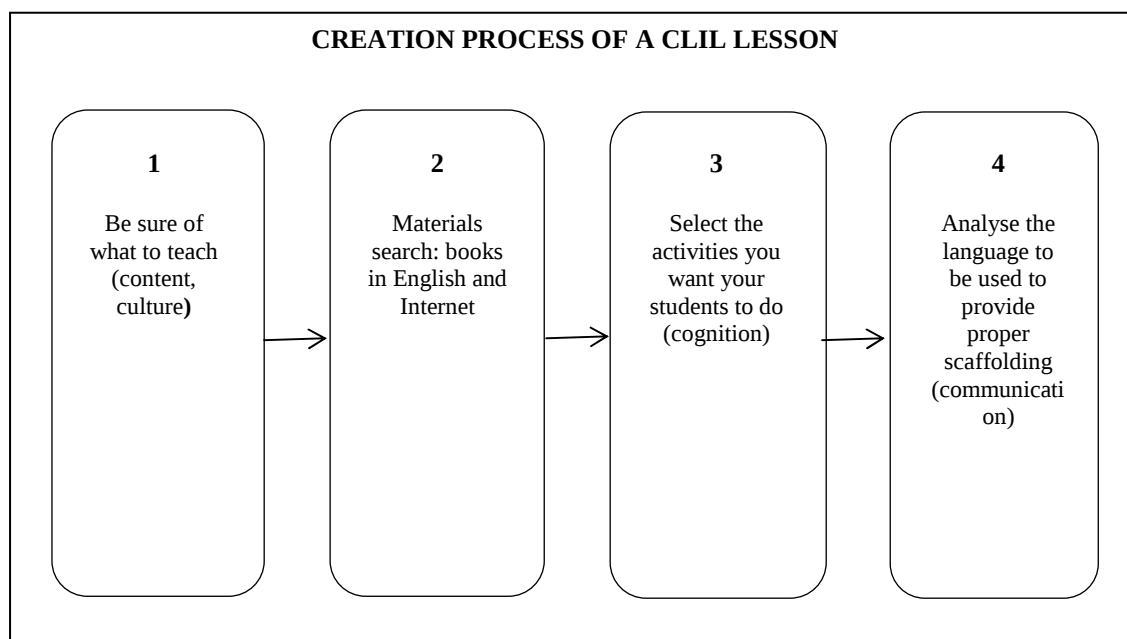


Image 4: Creation Process of a CLIL Lesson

(Adapted from: http://ateneu.xtec.cat/wiki/form/wikiexport/cmd/lle/clsi/modul_6/apartat_2)

3.5. The competencies of the CLIL teachers

Taking into account the dual focus of CLIL lessons (content and language) and the different challenges to face in CLIL implementation encourages us to make a reflection on the long list of competencies that a good CLIL teacher should have developed.

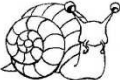
According to Katarzyna Papaja (2013:148-149), a good CLIL teacher needs to have proper subject knowledge. This means to know sufficient facts about the subject matter s/he is teaching, for example, about Social Sciences.

Regarding subject teaching competencies, a professional CLIL teacher should have a wide variety of alternative possibilities to employ in the lessons. The use of several resources like activities, games, flashcards, worksheets, etc., is relevant in order to teach the contents in a way the students consider fun and attractive. This will be indispensable to facilitate the learning process. Bentley (2009) suggests a wide range of activities and games to develop a CLIL lesson in Primary Education. On the one hand,

for example, she proposes starting the lesson with brainstorming or drawing a mind map in the whiteboard in order to clarify the concepts which the pupils are going to study. On the other hand, activities that involve matching, identifying or grouping concepts should be a good option to understand and assimilate them. An example of a worksheet regarding a CLIL Science lesson can be seen below:

Animal movement games 1.4A

1 Match the animals with the movements. Draw lines.

 **1** snail

 **2** worm

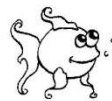
 **3** butterfly

 **4** frog

 **5** bee

 **6** kangaroo

 **7** whale

 **8** fish

 **9** parrot

 **10** penguin

 **11** snake

 **12** rabbit

fly

hop and jump

swim

slither

Primary Curriculum Box © Cambridge University Press 2009 **PHOTOCOPIABLE** 19

Image 5: A CLIL Science lesson worksheet (Bentley, 2009:19)

Furthermore, the teacher has to adapt the material to the age group s/he is teaching. Therefore, s/he has to take into account the fact that their pupils are, for example, six

years old, so s/he needs to use some resources appropriate for them and their individual characteristics.

Of course, language competence is very important when a CLIL approach is applied in the classroom. The ideal CLIL teacher should be an expert in the language s/he is using as vehicular, because we cannot forget that we are using the language as a tool in order to teach the contents. An adequate certified level would be B2 or, even better, C1. The higher the level, the more fruitful will be the lesson.

In addition to these aspects, language teaching competencies should be mastered by the teacher, having good material and resources to input the language and favouring the production of output by the pupils. For this reason, the teacher needs to know some useful techniques.

Trying to gather all these reflections, the following scheme of teacher's competencies can be proposed:

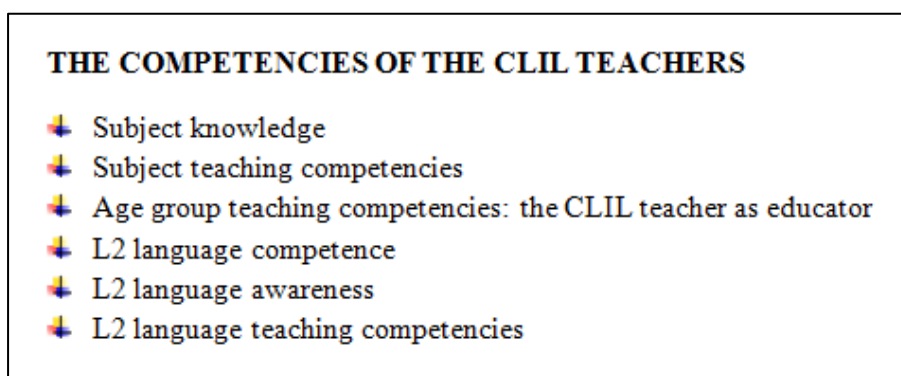


Image 6: The Competencies of the CLIL Teachers

Besides, in words of Dale and Tanner (2012:14-15), the role of a CLIL teacher involves the following aspects:

1. Having a clear understanding of how the subject uses language.
2. Learning how to activate the learners' existing knowledge about the topics s/he is teaching.
3. Providing multimodal input.
4. Guiding learners to actively understand and process input.
5. Encouraging learners to interact in their classrooms by means of using activities which make them think how to speak and write

6. Assessing learners' progress, in both content and language, giving them feedback in order to help them to develop in both areas

Taking the previous insights into consideration, our research study raises the possibility of analysing the methodology of CLIL teachers through their own perceptions about the demands of the CLIL approach. Thanks to the questionnaire and interviews used in our research, their views are not the only aspect we can study, but also their preparation, their level of familiarization with CLIL or what non-CLIL teachers expect from it if the methodology were included in the school curriculum.

4. RESEARCH STUDY

4.1. Description of the research context

The research carried out in this Master's Dissertation is focused on some primary education teachers' perceptions about CLIL methodology and its application in the classroom. For this, qualitative and quantitative research methods were chosen. A questionnaire was given to eleven teachers from four primary school centres of the province of Jaén. Two of the schools were officially bilingual and the other two were not. So, at first we did not know if this method has any effect on the teachers' perspective.

The informants of this research worked as teachers in two locations, Andújar and Marmolejo, fairly large towns of the province of Jaén. I chose these two towns for my research due to the fact that these two places, as well as other towns of the province, had experienced a great change in the last ten years due to the increase in the number of bilingual school centres in the area.

As I mentioned before, the purpose of the study was to delve into the perceptions of both kinds of teachers, those who just teach English as a subject (common English lessons) in non-bilingual schools and those who teach several subjects through this language in bilingual schools (CLIL approach), since I was particularly interested in exploring if there were any differences between them. Among other facts, the teachers were asked about possible difficulties they had when CLIL was incorporated in the curriculum of their school centres or, alternatively, the possible difficulties that non-bilingual teachers expected to find if the approach was incorporated in the school. In

addition, the methodology followed by bilingual teachers was another focus of interest for the research, as well as the process and results of assessing students, in order to analyse if the project is developing properly in these CLIL centres.

4.2. Subjects (informants)

The informants of our research belonged to four school centres: *Capitán Cortés* and *San Julián*, which are non-bilingual public schools where Preschool and Primary Education are taught; *SAFA*, a bilingual state school where Preschool, Primary, Secondary Education and Bachillerato are taught; and *San Bartolomé*, which is a bilingual Primary public school. The participants were eleven teachers of varying ages, between 30 and 55 years old, who were teaching several subjects in Primary and Secondary stages. The number of teachers that participated in this research was: four teachers from *Capitán Cortés*, one from *San Julián*, five from *SAFA* and one from *San Bartolomé*.

Initially, five informants belonged to non-bilingual school centres, while six belonged to bilingual school centres. However, at this point, it is necessary to take into account that after getting access to one of the non-bilingual school centres, *Capitán Cortés*, I realized that, in spite of not being officially classified as a bilingual centre itself, this school had recently started to implement some kind of bilingual project in its curriculum, teaching Social and Natural Sciences in the L2, probably due to the perception of certain advantages in the new methodology. Therefore, in practice, the number of informants belonging to non-bilingual centres was reduced to one.

4.3. Methodology

4.3.1. Research instruments

The type of research conducted in this study is both quantitative and qualitative research since it is based on two kinds of instruments: a) an open questionnaire and b) an interview to clarify the data. Through these, an analysis of teachers' perceptions about the CLIL approach was carried out in order to know and value their views. It is necessary to take into account that teachers are the main developers of this methodology and, for this reason, their opinions and points of view are crucial in order to develop the CLIL approach or modify it in the case it was necessary.

The **open questionnaire** reflected the following content sections:

1) *Type of centre*

It points out if the centre is bilingual or not.

2) *CLIL subjects*

It is the section where the subjects taught in the foreign language in the centre are reflected.

3) *Vehicular language*

It shows the language used in the CLIL lessons.

4) *Period of CLIL implementation*

This section refers to the period of time that the CLIL approach has been developed in the centre.

5) *Education levels*

At this point, the level of Primary Education in which the learners are experiencing CLIL is shown.

6) *Materials for CLIL lessons*

Those resources the teacher uses in the CLIL subject.

7) *Methodology*

It deals with the approach in which the teacher carries out the CLIL lesson.

8) *Assessment criteria*

This refers to the system chosen by the teacher in order to evaluate the pupils' efforts in the CLIL lessons.

9) *Challenges/difficulties in CLIL implementation*

In this section, those difficulties that teachers could have experienced in the implementation of CLIL in their centres will be presented.

The questionnaire was composed by the following questions:

1. **¿Es el centro donde trabaja bilingüe? De no serlo, ¿le gustaría que lo fuera? ¿Por qué?**

Is the centre where you work bilingual? If the answer is negative, would you like it were bilingual? Why?

2. **Si su centro no es bilingüe, ¿se emplea el método AICLE en alguna asignatura? ¿En cuál/es?**

If your centre is not bilingual, is the CLIL program employed in any subject? In which one?

3. **¿En qué idioma imparte las asignaturas bilingües?**

In which language do you teach the bilingual subjects?

4. **¿Cuál es su nivel en el idioma que imparte (certificado)?**

What is your certified language level?

5. **¿Desde cuándo su centro sigue el método AICLE, si lo sigue?**

How long has your centre been implementing CLIL methodology?

6. **¿Para qué niveles educativos está planteado?**

At which educational levels is it being used?

7. **¿Qué tipo de material utiliza en las clases bilingües?**

What materials do you use in the bilingual lessons?

8. **¿Podría explicar brevemente la metodología que utiliza en estas clases?**

Could you briefly explain the methodology you employ in the bilingual lessons?

9. **¿Qué sistema de evaluación emplea? ¿Cede más importancia al proceso de aprendizaje o a los resultados?**

What assessment criteria do you use? Do you give more importance to the learning process or to the final product?

10. **¿Podría mencionar las dificultades (si las tuvo) que AICLE supuso para usted tras su integración en el centro?**

Could you mention the difficulties, if you had them, that the implementation of the CLIL program in the centre supposed to you?

In order to get access to the informants of my research, I visited the four school centres previously mentioned. After talking to their corresponding headmasters and asking for their permission, I proceeded to give the questionnaire to all the bilingual and language teachers from the centre and asked them to complete the questionnaire, taking as much

time as they needed, since I wanted them to answer and complete the questionnaire accurately so that this research would be reliable. Regarding the questionnaire sections, the one that I was most interested in was the methodology they followed in their lessons; therefore most of my interview questions would be focused on this issue.

Interviews were an in-depth analysis of the previous questions, in order to enhance the obtained data, therefore I interviewed four informants, one from *Capitán Cortés*, two from *SAFA* and one from *San Bartolomé*. Their answers coincided with the ones they wrote in the questionnaires but they delved into the issue, giving me their opinions in a more extended manner.

4.3.2. Data analysis

After distributing the questionnaires and conducting the interviews to the teachers, I proceeded to do the analysis of the data that I had collected. Most of the data analysis is based on counting the frequencies of appearance of certain answers and representing the frequent answers in a synoptic chart divided in the different sections included in the questionnaires.

Firstly, I started analysing the data obtained from the non-bilingual teachers, that is the data obtained from *Capitán Cortés* and *San Julián* school centres. But even though *Capitán Cortés* was not officially considered a bilingual school, the data offered by the teachers of this school indicated that the school had started implementing some kind of bilingual program very recently, which encouraged me the opportunity to analyse its data under the label of bilingual teachers.

Thus, for the presentation of the results based on the answers provided by the bilingual teachers, I am including a chart where the main aspects I asked for appear reflected:

- The language used by the teachers: this point refers to the language the teacher uses in the CLIL lessons as the vehicular one (English, French, German...).
- The language level certificate: as its name indicates, documents that certify the capacity of the teacher to use the language. The most appropriate for CLIL teachers would be B2 or C1 of the CEFL framework
- The year of CLIL implementation: how long this approach has been implemented in the centre.

- Educational level: it refers to the cycle of Primary Education where CLIL is applied.
- Subjects taught in the L2: each school has the option of choosing the subjects it wishes to teach through the vehicular language. At this point, I am clarifying the subjects chosen by these school centres.
- Resources for teaching: the material that teachers use in their lessons.
- Methodology: it is the way in which the teacher develops the lesson, the techniques s/he uses.
- Assessment method: how teachers assess the students' effort in CLIL lessons, fundamentally if they are focused on the process or the product.
- Application difficulties: the main problems these teachers experiment in the application of the methodology.

4.3.3. Results of the study

4.3.3.1. Teachers' responses to CLIL implementation

Dealing with the informant of the second non-bilingual centre, *San Julián*, a pessimist view of bilingualism was perceived. He claimed that bilingualism is a utopic project which is not being developed properly by most school centres in Andalusia, therefore he preferred "this kind of bilingual program" would not be implemented in his school. He just answered the first two questions of the questionnaire.

Regarding the informants from *Capitán Cortés*, two of them desired the CLIL program were established while the other two seemed not to be interested in the project because their attitudes about the possible implementation of the bilingual program in the centre were not positive. They considered that the integration of a CLIL program in the school curriculum should be a problematic issue due to the changes it would involve, for example the teachers' L2 level is considered to be as an essential element for the development of this methodology in the classroom and they firmly believe that their language skills are not sufficient. In addition, the implementation of a new approach in the curriculum involves a significant adaptation in teachers' methodology, since not all the pupils present the same L2 level and they can have learning difficulties. Focusing on the answers of these two teachers, I could notice they did not have a high level of English (A1-A2), while one of the other two teachers who wanted the CLIL program to

be established in the centre had a C1 level. The latter would like the CLIL program to be developed in their school due to the fact that there are social and educative necessities, as well as the priority of integrating the Spanish school centres within the European system. The four informants answered all the questions included in the questionnaire.

Secondly, I proceed to study the data obtained from the official bilingual centres. Starting with *SAFA*, a very positive view could be easily perceived when reading the answers of its five informants. They agreed in their opinions about the bilingual program, considering this a highly important improvement in our Educational System. Three of them had a C1 level and the other two had a B2 level.

The informant of *San Bartolomé* seemed to share the opinion of *SAFA*'s teachers. She considered the CLIL program as a modern and innovative project that could improve the Spanish students' language capacity. She answered all the questions and her level of English was B1.

4.3.3.2. Results of the bilingual centres

Down below, the results of the bilingual teachers' answers will be represented in a chart. I will include *Capitán Cortés* school among them due to the fact that, although it was not officially labelled as bilingual, it employed the CLIL program in two subjects. Therefore, we found ten bilingual teachers in total (5 from *SAFA*, 4 from *Capitán Cortés* and 1 from *San Bartolomé*).

CLIL ASPECTS	BILINGUAL TEACHERS' ANSWERS
Language used by the teachers	English is the employed language, as the vehicular one, for bilingual subjects.
	I have found a great variation among the level of the participants. Starting with <i>SAFA</i> , four teachers have an accredited C1 level and one has a B2 level.
Language level certificate	Regarding <i>Capitán Cortés</i> , just one of them has a C1 level; the other three have B1, A2 and A1 levels.

Year of CLIL implementation	Dealing with <i>San Bartolomé</i>, the participant has a B1 level. Firstly, in <i>SAFA</i>, this methodology was first implemented in 2011. Secondly, in <i>Capitán Cortés</i>, it started to be partially implemented for some subjects last year, in 2015. Thirdly, in <i>San Bartolomé</i>, it was first implemented in 2010.
Educational level	Regarding <i>SAFA</i>, the method started being implemented in the third cycle of Primary Education; however it is now being implemented in preschool too. Regarding <i>Capitán Cortés</i> and <i>San Bartolomé</i>, CLIL is applied in the three cycles of Primary Education.
Subjects taught in the L2	On the one hand, <i>SAFA</i> implements the CLIL approach in Physical Education, citizenship education and ICT. On the other hand, both <i>Capitán Cortés</i> and <i>San Bartolomé</i> employ the bilingual approach in Social and Natural Sciences.
Resources for teaching	Digital blackboard, worksheets, teacher's book, student's book, tablets, material created by the pupils themselves, texts, audiovisuals, flashcards, puppets...
Methodology	They develop a dynamic and participative methodology in which cooperative work, interactive discovery, models and roles reproduction and games are carried out.

Assessment method	They agree in the belief that the process is more relevant than the product. All of them use direct observation and an exam per unit in order to assess the pupils.
Application difficulties	In <i>SAFA</i> school, on the one hand, three of the informants claim they found some difficulties in adapting the contents to the level of the whole class because not all the students have the same L2 level. On the other hand, the other two informants declared that adapting the contents and methodology to this new program was their main problem. In <i>Capitán Cortés</i>, two informants found difficulties in adapting the bilingual program to their pupils (different L2 levels), one of them had problems in adapting his methodology and the other one did not find any problems. In <i>San Bartolomé</i>, the only informant declared she did not experienced any difficulties.

Table 1: Results of the bilingual teachers' answers

In sum, the conclusions we can draw from the data obtained are the following:

- English is the most common language chosen by the bilingual centres to employ as the vehicular one.
- In bilingual centres, the required level of L2 proficiency is not homogeneous. The teachers of *SAFA* present the highest level (B2-C1) and the teachers of

Capitán Cortés and *San Bartolomé* declared a very low level (A1-A2) except for two of them who presented a B1 and C1 level.

- As regards the level of implementation, the bilingual school centres have been applying the approach for about five years, except for *Capitán Cortés* where CLIL implementation is very recent.
- The approach is developed in the third cycle of Primary Education in *SAFA* and *San Bartolomé*; and throughout all the levels of Primary Education in *Capitán Cortés*.
- As regards the subjects, we can find a variety of choices, since *SAFA* chose Physical Education, Citizenship Education and ICT, whereas *Capitán Cortés* and *San Bartolomé* decided on Natural and Social Sciences.
- The resources and methodology are, at least from my point of view, the most important aspects to take into account. Bilingual school's teachers agree on the materials they use frequently (digital blackboard, teacher's book and worksheets) as well as the methodology. A graphic representing more specific data is shown below:

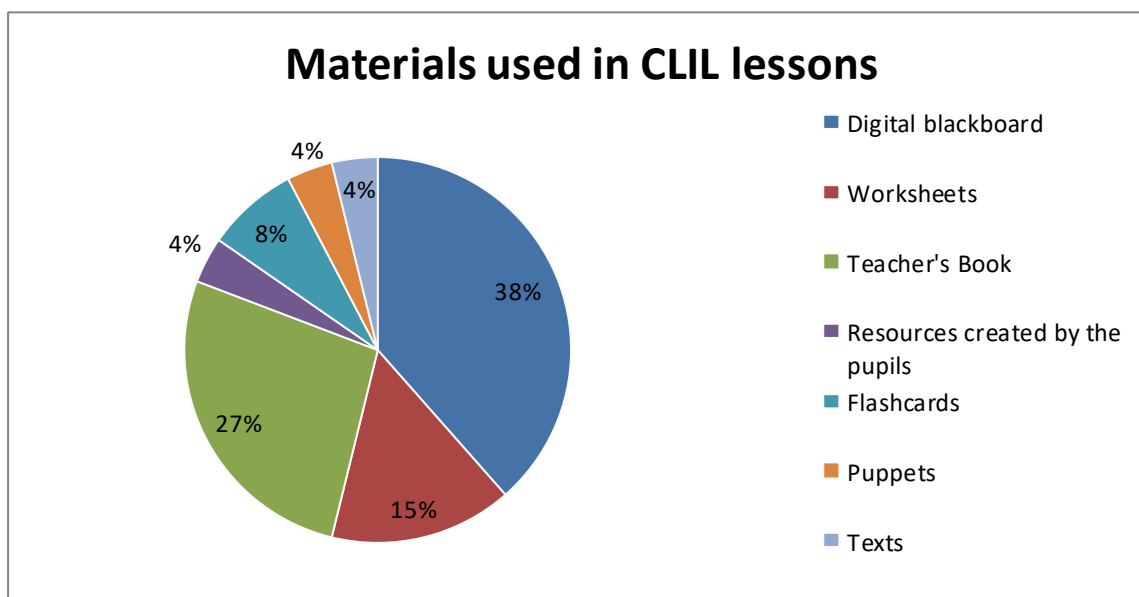


Image 6: Materials used in CLIL lessons

Some bilingual teachers' opinions about the methodology they usually employ in their lessons appear illustrated through the following quotes:

“I try to start the CLIL lesson with a game that helps the children to understand the content/s I am explaining. Then, I go on with an explanation and, finally, I ask them some questions”.

“To my mind, co-operative work is crucial to carry out this methodology successfully. The pupils need to learn by themselves, for instance by means of guided discovering or group work. They need to experiment and learn from their own mistakes”.

“I carry out a dynamic methodology. Firstly, I present the content/s, my pupils practice that structure and finally, they produce utterances”.

“I consider dialogues as a great tool to reproduce and practice the structures we have learnt previously. It is a very useful activity because my children have fun while they are studying”.

- In the same way, they share the same opinion with respect to the assessment criteria. The process is more important than the product.
- Regarding the difficulties, the most common one seems to be the big demands posed by vocabulary learning and the great gap existing between higher level students and lower level ones. The representative figure below shows the frequency with which different teachers pointed out different problems.

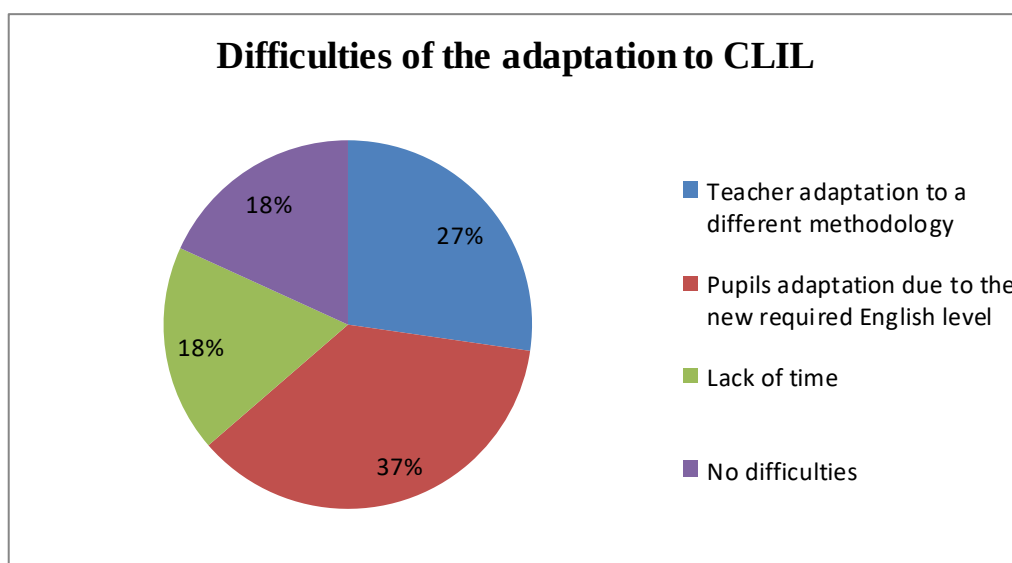


Image 7: Difficulties of the CLIL program adaptation

Some teachers' opinions about difficulties perceived in the adaptation to CLIL are the following:

"The CLIL program involves many changes, for example an adaptation to a different methodology. Now, all your material has to be modified and you have to use English to teach. It was something really peculiar for me".

"Pupils do not present the same level of English. Then you have to take it into account and try to explain using simple vocabulary and preparing tasks that all the students can understand and do".

"I would like to have more time to teach slowly. I think my pupils need to rehear the vocabulary many times to learn it properly".

4.3.4. Discussion

Spain, and most concretely, Andalusia, has suffered a delay with respect to the incorporation of the bilingual programs to its school centres. Most centres in Andújar integrated a bilingual program in their curriculum just a few years ago and at present, there are several public school centres which are still waiting to establish the bilingual program in their curriculum. In contrast, other school centres have been applying it for many years in the rest of Europe.

The main aim of my research was to compare some teachers' views about the CLIL methodology, their agreement and/or disagreement on certain aspects such as the possible changes required by the implementation of the bilingual approach in some Andújar school centres. That is why the questionnaires have been an indispensable tool to collect and analyse the data.

The methodology is not the same in every school centre. Although the pattern of CLIL is established, not all the teachers follow it. It is supposed that, in order to achieve CLIL lessons successfully, the pattern should be followed by the teachers and professors involved in this new approach. The questionnaires have provided a table that could help us to value how many teachers from these school centres are following the CLIL model in their classrooms or if, on the contrary, they are not implementing CLIL in these school centres.

With regards to the methodology, teachers tend to use the digital whiteboard, the teacher's book and the material it provides, such as flashcards, visuals and worksheets. Some of them help the student to understand the content through the elaboration of summaries or outlines. But, in my opinion, the resources mentioned by teachers are not very different from the ones used in non-CLIL lessons. This might imply that a better teacher preparation would be necessary in order to work with this kind of project.

Bilingual teachers must be innovative, creative, proactive and possessors of many original materials to make the learning process easier for children. Teachers are the key, they have the power to wake up children motivation and help them to be active participants of the lessons, the main character of their own learning process. It is essential for teachers to try to think as a child, sit on his/her chair, and see the lesson from his/her perspective to understand what the students need to progress. A lesson of Social Science should be boring if the teacher does not help the pupils to consider it attractive and even more boring if the lesson is taught in a foreign language. For this reason, it is in the teachers' hands to change the perception of their pupils.

Teachers' L2 level is a very relevant aspect to mention. According to the Royal Decree 1594/2001⁷, the required L2 level to teach in a bilingual program is B2 (CEFR). In the case of my informants, some of them do not fulfil this requirement, and they are precisely those who do not want to integrate CLIL in the school curriculum. For this reason, I imagine that they could be afraid of not being linguistically prepared to face the CLIL challenge.

Besides, CLIL methodology requires teachers with a clear desire to learn and teach, as well as the ability to transmit this attitude to their students. This approach does not necessarily need a high level of English, French, German or whatever the L2 was, as much as it needs teacher's motivation. It does not consist in transmitting a lot of knowledge about the language, but knowing how to teach this, how to use it as a tool and teaching children to use it too, in a way that they do not notice that they are studying.

CLIL implies giving more importance to the process rather than the product and this is something that, according to the data, teachers are doing properly in Andújar centres. As the data reveal, exams cannot be the only means in order to check the pupils'

⁷ Information retrieved from <http://www.boe.es/boe/dias/2011/11/09/pdfs/BOE-A-2011-17630.pdf>

knowledge; teachers can use other techniques like direct observation, oral exercises and projects, which could be used as the main evaluation resources.

The essence of a CLIL program should be in the process rather than the product. Cooperative learning, interaction, ICTs use... in the hands of an active participant student who takes the control of his/her own learning process.

5. CONCLUSIONS

After having reviewed the basic aspects of CLIL methodology and having explored teachers' perspectives on this approach, I would like to present my own conclusions on the previously analysed aspects:

With regards to the language level, I reckon that any teacher with previous knowledge about the subject, enough L2 competence, and a good dose of motivation is capable of applying a CLIL approach. Effort and perseverance are the key aspects, not just for students, but also for teachers. In some cases, a certification of the level of the language is just a document that does not really reflect the person's ability and capacity. An example could be a teacher who obtained his/her B2 certificate three years ago and has not been practising the language during all that time, since in this case the B2 level certificate does not truly represent the teacher's L2 competence.

As regards the educational level, the bilingual program should be implemented in the three cycles of Primary Education and also in Infant Education, as well as in the two cycles of Secondary Education. Students need to be in continuous contact with the language they are studying and the best way to do this is starting from the first ages and not stopping at any level.

Regarding the subjects taught in the L2, my view is that all of them could be partly taught in the L2, even if only a few expressions or words per unit, in order to improve the student's lexicon in most aspects of life.

As I have said before, methodology is the most interesting and important aspect of a good CLIL program. Methodology is the teacher's tool, his/her bridge to link the student's mind with the new knowledge. Therefore, a good methodology is the base of good learning. It should involve innovative resources, adapted to the students' level and

interests, elaborating your own material taking into account the students' level. The lesson must be a joyful event where students feel comfortable and not afraid of committing errors or asking questions and doubts.

ICTs are a natural part of the students' world, so they want and need resources that involve digital activities and tasks. A good CLIL teacher should be focused on the lesson development, on their students' attitude, encouraging an active role in them, and less so on completing boring worksheets or homework. They need to elaborate their own material. Games are a fundamental part in children's life, so why not let them play in the lessons or let them learn by getting them involved in funny games? A child who does not play is not a child, but a small adult.

Finally, the assessment method should be focused on the lesson development, the process rather than the product. Teachers need to create a relaxed context where the students feel comfortable to open to learning. Using exams exclusively usually entails a stressful situation, darkening the classroom environment. Students should be evaluated through other resources like oral interviews, project work and daily observation, among others.

6. LIMITATION OF THE STUDY AND SUGGESTION FOR FURTHER RESEARCH

The development of this research had some visible and notorious limitations. This type of research would require the participation of many informants in order to be able to analyse the implementation of the CLIL approach in all the school centres of the province, including the capital. Due to the fact that I was the only researcher involved in the elaboration of this project and to the limitations of time, I had to limit my study to the analysis of the school centres that I could easily access from my place of residence.

Therefore, a possible future research project regarding this topic could be to conduct a survey of most centres of the area of Jaén, although this would be a hard task that would require a research team and more time and perseverance. This study could even be extended project to all the school centres in Andalusia, in order to obtain a more comprehensive picture of CLIL implementation in our region.

On the other hand, it is necessary to take into account that my study was limited to Primary school teachers. However, a future research project on this topic could also include the Secondary Education and Bachillerato levels and address possible similarities and differences among the different educational levels.

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