

Master's Dissertation/
Trabajo Fin de Máster

CLIL TEACHERS TRAINING NEEDS IN PRIMARY EDUCATION IN ANDALUSIA

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ABSTRACT

With the implementation of CLIL in schools, new teachers training requirements have emerged concerning their professional development. The present Master's Dissertation aims to identify those training needs demanded by bilingual educators of Primary Education in Andalusia. In this line, this paper strives to bring out teachers' perspective on it by means of their own concerns and opinions. Firstly, CLIL is framed by an exhaustive analysis in terms of conceptualisation, characterisation and quality. It will then proceed to focus on the Andalusian model, the challenges to conquer and the teachers professional development. This is followed by a detailed presentation of the study conducted on CLIL teachers training needs. Finally, it concludes by showcasing the findings of our research, as well as underscoring the broad take-aways at which this analysis has allowed us to arrive.

KEY WORDS: CLIL; Research; Quality education; Teacher professional development.

RESUMEN

Con la implementación de AICLE en los colegios, han surgido nuevos requerimientos de formación docente relativos a su desarrollo profesional. El presente Trabajo Final de Máster busca identificar aquellas necesidades de formación demandadas por el profesorado bilingüe de Educación Primaria en Andalucía. En esta línea, este trabajo se esfuerza por poner de manifiesto la perspectiva docente al respecto, a través de sus propias preocupaciones y opiniones. En primer lugar, AICLE es enmarcado en un exhaustivo análisis en términos de conceptualización, caracterización y calidad. A continuación, se procede a focalizar en el modelo andaluz, los retos por conquistar y el desarrollo profesional del profesorado. Esto es seguido por una detallada presentación del estudio llevado a cabo sobre las necesidades de formación docente en AICLE. Finalmente, concluye mostrando los resultados de nuestra investigación, además de subrayando las amplias conclusiones a las cuales este análisis nos ha permitido llegar.

PALABRAS CLAVE: AICLE; Investigación; Educación de calidad; Desarrollo profesional docente.

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1. INTRODUCTION

The latest arrival of new pedagogical paradigms in second and foreign language teaching has led teachers into what has been called a multilingual turn in SLA (Conteh and Meier 2014). In fact, monolingual teaching (teaching through one single language) is now considered obsolete, namely "drip-feed education" (Vez 2009: 8) and "second-rate education" (Lorenzo 2007: 35).

Against this backdrop, Content Learning Integrated Language (CLIL) has emerged as a pertinent solution for the current educational scenario, particularly in the past two decades. This term was coined in 1994 and launched in 1996 by UNICOM, the University of Jyväskylä (Finland) and the European Platform for Dutch education. Since then, its usage has increased swiftly and it has become extremely popular. Broadly considered as the European approach to bilingual education, it is regarded as a potential lever for success in language learning and as the potential lynchpin to deal with the foreign language deficit in the current educational context. Thus, it is a sore subject in the current foreign language research.

In the specialized literature, it has been heralded as a "awesome innovation" and "a major step forward" (Tobin & Abello-Contesse 2013: 224) "for promoting L2/foreign language teaching" (Cenoz, Genesee, & Gorter 2013: 16); as a potential solution to face the foreign language deficit; as "a lever for change and success in language learning" (Pérez Cañado & Ráez Padilla 2015: 1); as "the ultimate opportunity to practice and improve a foreign language" (Pérez-Vidal 2013: 59); or as a successful way of fostering multilingualism and language diversity (Lasagabaster & Zarobe, 2010), improving the learning of languages and other subjects, and enhancing students motivation to learn other languages (Marsh, 2000), and encouraging them to show more positive attitudes towards language learning (Méndez García and Pavón Vázquez, 2012).

2. THEORETICAL BACKGROUND

First and foremost, it is essential to become acquainted with the concept of CLIL in order to supply the reader with a better understanding of this new paradigm. Furthermore, the underpinnings of the Andalusian model as well as the CLIL teachers training needs and actions are detailed analysed, as they are the key objects of investigation in this research.

2.1. CLIL approach for high quality bilingual education

Several definitions of CLIL can be found in the specialized literature, nevertheless the most oft-cited one is that stated by Marsh & Langé (2000: 2), who defined CLIL as "a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language". The dual-focused component outlines the fact that CLIL chases two aims: one related to the subject or theme, and the other focused on the language. It emphasises and combines both language and content, involving the fusion of previously fragmented elements of the curriculum, which is the very hallmark of CLIL. In this "two for one" approach, subject matter teaching is considered as a means of meaningful exposure to the target language. Here is where its distinctiveness and innovative and ground-breaking character lies.

What differentiates it from other bilingual education initiatives is its "planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice" (Coyle et al. 2010: 6). This is what Coyle (2007) terms as the 4 C's framework (cf. Figure 1): content (subject matter), communication (language learning and using), cognition (learning and thinking processes), and culture (intercultural understanding and global citizenship).

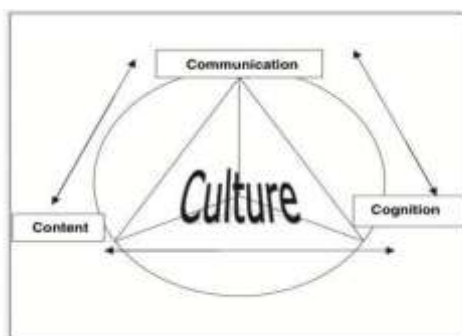


Figure 1. The 4C's Framework for CLIL (Coyle 2007: 551)

Nonetheless, the exact limits of CLIL are very complicated to determine. In fact, very several variants at present can be identified, given that no single blueprint can be applied across the board. CLIL is "commonly perceived as a flexible operational framework for language instruction, with a heterogeneity of prototypical models and application options available for different contexts and pedagogical needs" (Dueñas 2004: 75). This broad spectrum of models which CLIL encompasses depends on a series of different factors or parameters (Coyle et al., 2010; Wolff, 2005; Smit's, 2007; Rimmer, 2009).

In spite of that, a distinction can be made between "hard" CLIL and "soft" CLIL (Ball 2009; Bentley 2009). The former involves "where academic subjects such as geography or science are taught in English by non-native content teachers" (Ikeda 2013: 31). In turn, the latter "is taught by native or non-native language teachers with more focus on language learning" (Ikeda 2013: 31).

Many authors have tried to define and classify the different models of bilingual education and to place CLIL within them. Here, Met's (1999) continuum of language and content integration (cf. Figure 2) arises as the most valuable gradation for identifying possible CLIL models.

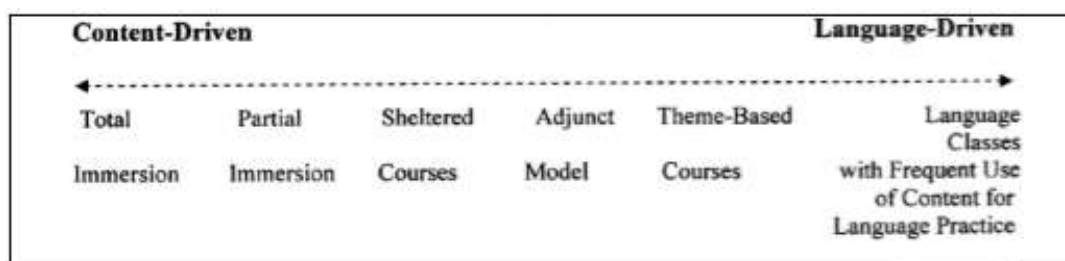


Figure 2. Continuum of language and content integration (Met 1999: 7)

Additionally, two further models also deserve to be outlined due to their tight connection to CLIL: Content-enriched FL instruction (Roldán Tapia, 2005) and the interdisciplinary module approach (Wolff, 2005; Coyle et al., 2010). The specific combination of content and language instruction will mainly adjust CLIL to one of the aforementioned models.

Despite the multifaceted and heterogeneous nature of CLIL models mentioned, there is a series of features which underlies all CLIL programs and makes it a distinctive approach to language instruction. These characteristics can be classified in terms of the following aspects: theory of language, theory of learning, learner and teacher roles, language level targeted, amount of exposure to the FL, languages taught through CLIL, methodology, and materials.

The theory of language underpinning CLIL regards language as a resource for meaning rather than as a system of rules. The key is in the meaning of the content that is being taught, whereas language learning is a derived consequence. The additional language is used as the medium of instruction, as a vehicle through which the subject matter content is learned. As language is employed to teach and to communicate, linguistic exposure heightens.

"CLIL does not happen instead of foreign language teaching but alongside it" (Dalton-Puffer et al. 2014: 215).

In this sense, the students' academic and cognitive development takes place while acquiring language proficiency, thereby learning both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) (Cummins 1999). The former points to the everyday language commonly used for social interaction, while the latter refers to the language used for academic purposes. In CLIL, linguistic teaching is integrated and content teaching takes place in a relevant and purposeful context. Thus, as Coyle & Baetens Beardsmore (2007) denominate it, CLIL is a triptych linguistic approach, which involves developing the language of learning for learning through learning.

In turn, the theory of learning is clearly rooted on communal constructivism and cognitive theory. In fact, CLIL provides meaningful learning opportunities by taking into account students' prior knowledge, skills, attitudes, interests, and experiences. It is what Wolff (2002) and Marsh (2006) termed education through construction and what Mehisto et al. (2008) referred to as scaffolding. It is grounded on the premise that languages learning is more successfully when learners are engaged in meaningful activities and are acquiring interesting, useful, and pertinent information. CLIL thus adjusts learning to students' specific cognitive and affective needs and adapts it to their proficiency level.

In coherence with the constructivist principles on which it is based, CLIL fosters learning by doing. This requires an learner's active role as (s)he now plays a center role by interacting frequently through collaborative learning. It promotes a more autonomous, interactive, and student-led social-constructivist type of leaning. In line with the student's role, teacher role is also adapted. The CLIL classroom turns from teacher-driven to student-led, which means that the instructor becomes a facilitator.

Besides this shift in perspective, it also entails further demands on the teacher. (S)he must both master the additional language and have expertise in the subject content. Obviously, this involves intensive staff training in pedagogy and theory of language acquisition (Richards & Rodgers, 2001). CLIL teachers are required to be highly enthusiastic, committed, long-term and stable, innovative, and linguistically proficient, as they are decisive in the success of bilingual programs. Nevertheless, unlike other dual-focused programs, a native-like command of the language is not required for CLIL teachers (e.g., in Andalusia,

CLIL practitioners must accredit a B2 level and in Madrid, a C1).

Language level targeted is in harmony with the current trends on English as a Lingua Franca (ELF), which purpose a functional vs. a native-like competence of the language studied. The amount of exposure to the foreign language can be adjusted according to the age of onset of language learning. In the current educational context, English holds a hegemonic position on the languages taught through CLIL. In regards to the methodology, CLIL is an attempt to bring innovation into the classroom, adapting teaching to the modern pedagogical practices. In this transformative pedagogy, task-based learning, collaborative work, and meaning-focused and form-focused processing are all considered essential. Finally, with respect to the types of materials commonly employed, these are typically adapted or originally designed, as opposed to authentic ones. ICT plays a key role within them.

When analysing the quality factors in bilingual teaching, the studies already exist have examined the subject from various perspectives and they have been developed around various groups of variables (Baker, 1993). Thus, the success of bilingual programs depends on the integration and standardization of many factors that need to interact properly.

Among them teachers play a key role in the CLIL scenario. For Brisk (2000) a key factor for the success of bilingual programs involves teacher training, while Lucas et al. (1990) identifies "well-prepared teachers" as one of the eight quality indicators that give rise to an effective bilingual education. According to Villareal and Solís (1998), to recruit teachers who encourage innovation and professional development is one of the factors that contribute to success and best practices in bilingual programs. Other studies (Madrid and Hughes, 2011; Lorenzo et al, 2011) identify the promotion of training and professional development for teachers as quality factors for bilingual education.

Currently, Pavón (2018) states, regarding the factors that affect quality in the success of CLIL programs, that it is necessary to establish the ideal profile of the teachers who impart academic content through a foreign language, as well as pinpointing what their linguistic and methodological competences should be (Pavón & Ellison, 2013), as these teachers have to exhibit three distinct kinds of abilities: knowledge of the discipline, competent use of the foreign language, and the utilisation of appropriate methodological strategies.

2.2. CLIL in Andalusia: the idiosyncrasy of our model

For the very first contact with bilingual education in this region we had to wait until 1998, when the Andalusian educational authorities signed a collaboration protocol with the French Ministry of Foreign Affairs and launched Spanish-French sections, where at least one subject was taught through French. This pilot program was extended to include Spanish-German sections in 2000.

Nonetheless, it was not until the official approval of the Andalusian Plan for the Promotion of Plurilingualism (APPP) on March 22nd of 2005 when Andalusia experienced an exponential growth of the number of schools who joined these programs, particularly with English bilingual sections (Cabrera Linero, 2009). This document, has been a milestone on the development of bilingual education in this region as it has played a crucial role on its establishment. The number of participating centers has speedily increased since the launch of the APPP. Nowadays Andalusia has more bilingual schools than any other monolingual community in Spain. This has made our region to become a successful example to follow among other autonomous communities and to earn the European Language Label Award in 2006 for its contribution to multilingualism.

The APPP was approved with two major objectives: improving mother tongue language skills and promoting plurilingual and pluricultural competence (Junta de Andalucía 2005: 25). In regard with the methodology, it implements CLIL, favours communicative language teaching, lifelong learning, and exposure to authentic input, and uses an integrated curriculum, the Common European Framework of Reference (CEFR), and the English Language Portfolio (ELP) to determine contents and adjust assessment criteria.

This document also involves pushing the introduction of the first foreign language forward to Infant and Primary Education, promoting exchange and study visits abroad, increasing the number of hours of language study in the curriculum, favouring innovation in methods and materials, fostering the sharing of good practices, and stepping up teacher training. Further actions are also established, which can be associated to the five pillars into which the Plan is articulated: the Bilingual Schools Program, the Teachers and Plurilingualism Program, the Official Language Schools Program, the Plurilingualism and Society Program, and the Plurilingualism and Cross-culturalism Program.

An adjustment of the APPP and its core objectives has been made, according with the current Andalusian linguistic scenario, by the more updated PEDLA (Junta de Andalucía, 2017). This strategic plan was launched with four overarching goals: improving Andalusian students' communicative competence in all languages (mother tongue and foreign languages), upgrading language teaching methodologies, increasing the students' level according to the CEFR in at least one foreign language, and augmenting the amount of stakeholders with a C1 level.

The implementation of these two documents has been regulated via a set of regional Orders and Instructions. The Order of July 24th, 2006 settles the basic organizational principles which guide all curricular aspects of the Bilingual Schools Program. It establishes that bilingual schools are those Infant, Primary, Secondary, and vocational training schools who teach from 30% to 50% of the curriculum (this was raised to a minimum of 50% by the Order of June 28th, 2011) of two to four content subjects through CLIL in the first foreign language. The CLIL stream must receive daily exposure to the first foreign language in both Primary and Secondary Education. Each school can determine the subjects taught through the first FL between Natural Science, Social Science, Art, Physical Education, Education for Democratic Citizenship and Human Rights, and Digital Culture and Practice, although at least one must belong to the area of Natural and Social Sciences (Instructions of May 15th, 2019) .

In order to become a bilingual school, a project needs to be drafted and presented in a consultancy phase, which, if granted, drives to a so-called "year zero", where preparation for CLIL teaching takes place. A bilingual coordinator is designed and participating teachers attend an intensive linguistic and pedagogical training. An integrated curriculum of language and content is elaborated, specific materials are designed, and the ELP is incorporated to the school scenario.

Four types of teaching figures, who all work in a collaborative manner, are involved within bilingual education: bilingual coordinator, language teacher, non-linguistic area teacher (NLA) and teaching assistant (TA). In the Order of July 24th, 2006, the coordinators' functions are defined and the role of language teachers and NLA teachers are described. Within the Instructions of August 31st, 2010, the requirements to consider NLA teachers eligible for public bilingual sections are settled. While TAs have their own regulations (Order of June 20th, 2006; Order of September 14th, 2007; Instructions of July 17th, 2009).

Andalusia is a monolingual community, whose bilingual model has been assimilated to content-enriched FL instruction, theme-based courses, sheltered subject-matter teaching, or the modular approach (Roldán Tapia, 2005; Jáimez Muñoz, 2007; Luque Agulló, 2009). In this line, all of these teachers need to adapt to a learner-centered, communicative methodology, underpinned by constructivist theories of learning. Task-based teaching, the connection between languages, and reflection on the mother tongue should all be emphasized (Order of July 24th, 2006). Materials should present didactic innovation, reflect CEFR principles, and cater for diversity (Order of March 7th, 2008). Evaluation should incorporate CEFR and ELP recommendations, prioritize content knowledge over linguistic expression, and assess both communicative competencies and compensatory communication strategies (Order of July 24th, 2006). These curricular guidelines are adjusted through yearly instructions.

2.3. Current CLIL controversy: challenges to conquer

After the first period of enthusiasm, a more critical attitude has emerged over the last years (Cabezas Cabello, 2010; Bruton, 2011a, 2011b, 2013, 2015; Pérez Cañado, 2011, 2012; Cenoz, Genesee, & Gorter, 2013; Paran, 2013), questioning some of the core underpinnings of CLIL. As Paran (2013: 334) affirms, we have moved from a "celebratory rhetoric" which saw CLIL as a panacea to focusing almost exclusively "on the problematic issues of CLIL". This so-called "pendulum effect" (Swan 1985: 86) has characterized language teaching history, and it is now the turn of CLIL. Controversy has been raised on some pivotal aspects of CLIL, creating the need to revise them and constituting challenges to be addressed (Pérez Cañado, 2016).

To begin with, the so-called CLIL controversy has affected the characterization of this approach. Initially, CLIL features were defined by differentiating them from other types of immersion approaches, which has been lately questioned as a reductionist, isolationist view of CLIL which is detrimental for practitioners and researchers (Cenoz et al. 2013: 1): "We argue that attempts to define CLIL by distinguishing it from immersion approaches to L2 education are often misguided". In this line, Cenoz, Genesee, and Gorter (2013), Hüttner and Smit (2013), Cenoz (2015), and Cenoz and Ruiz de Zarobe (2015), among others, have outlined the similarities rather than differences between CLIL, immersion, and Content-Based Instruction (CBI), and have defended a more inclusive, integrative, and constructivist stance which does not attempt to provide "a detailed, theoretically tight definition of what is (not) CLIL"

(Hüttner & Smit 2014: 164). Now, a much broader view of CLIL is proposed, being regarded as an “umbrella construct” which includes immersion education (Cenoz et al., 2013: 13) and is synonymous to CBI (Cenoz & Ruiz de Zarobe, 2015).

In terms of implementation, criticism has focused on the wide range of models which can be identified within it. This has been regarded as detrimental by certain authors: "Identifying the programmatic, instructional, and student-related properties that are specific and perhaps unique to CLIL is complicated by the diverse and ill-defined range of learning contexts/opportunities that can be classified as CLIL" (Cenoz et al. 2013: 12-13). However, other authors have recently defended that this variety, far from detrimental for its development, helps it to accommodate the linguistic diversity of the European landscape (Wolff, 2005; Coyle & Baetens-Beardsmore, 2007; Lasagabaster, 2008), avoiding the one-size-fits-all model (Smith, 2007) which has "failed miserably" (Lorenzo, Moore, & Casal 2011: 454).

Notwithstanding that, there are still many challenges to conquer in pushing the CLIL agenda forward. Following Pérez Cañado (2016b, 2016c), the main challenges on the pedagogical front which still need to be addressed involve (cf. Figure 3):



Figure 3. Summary of the main pedagogical CLIL challenges

- To begin with, the homogeneity of CLIL programs needs to be priority.
- Catering to diversity is another hot topic on the CLIL panorama.
- The linguistic and intercultural competence of teachers needs to be improved.

- Bilingual teachers must become familiar with the theoretical pillars of CLIL.
- Greater guidelines need to be provided for the design and adaptation of materials, the implementation of collaborative teaching, the elaboration of the integrated curriculum, and the use of Web 2.0 tools.
- Methodologically, there is a need to incorporate student-centeredness fully. Teaching assistants also require greater methodological training.
- Ongoing professional development is another major area which need greater development.
- Finally, a series of false myths or misunderstandings need to be clarify on the CLIL front.

In this line, what has been termed by Pérez Cañado (2018) as "the five -ations" (cf. figure 4) is regarded as the road to follow in the current arena to tackle the afore-mentioned challenges. It comprises observation, investigation, information, education and motivation, in this order.

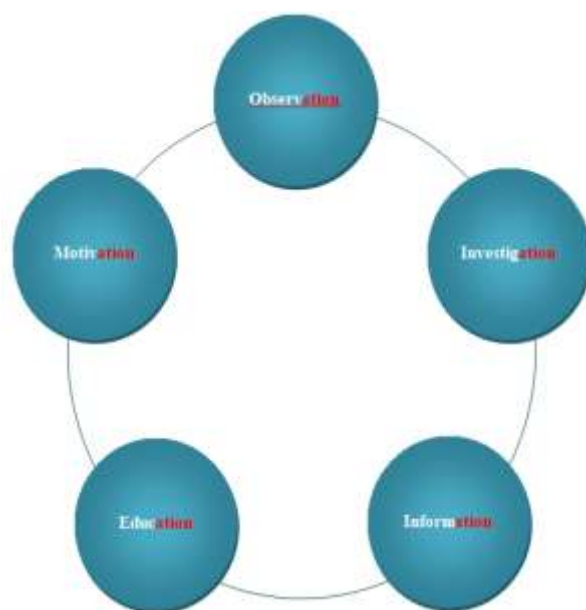


Figure 4. The theory of the five "-ations"

- Firstly, observation must be the starting point. To depart from an in-depth analysis of the current situation is a task that must involve all stakeholders as well as to engage in joint reflection and, when possible, to learn from the good practices of others.
- As a device to drive the afore-mentioned observation, investigation both top-down and bottom-up should be encouraged and teachers should increasingly take responsibility in classroom-based research related to CLIL pedagogies.

- The outcomes of these studies should then be shared to the educational community. It is the responsibility of all participants to stay acquainted of the novelties on CLIL programs by being aware of the specific courses, networks, associations, conferences, books and journals.
- This ties in directly with education, the key of bilingual education. Here is where CLIL stability resides in terms of sustainability. Teacher training needs to be escalated via the following five main lines of action: modifying our present study plans, proposing new specific degrees or diplomas, offering specific CLIL courses for pre-service teachers, creating new bilingual degrees, and proposing new specific CLIL Masters (such as the Máster Interuniversitario en Enseñanza Bilingüe y AICLE).
- And, finally, for a successful implementation of the APPP is essential ensuring participant motivation, providing incentives, course release, and stability for teachers. More than on any other aspect, success of CLIL programs "ultimately relies on teachers' commitment and motivation", which, consequently, need to be sustained (Fernández & Halbach, 2011: 262).

3. TEACHER TRAINING IN CLIL

As we have previously mentioned, CLIL entails the implementation of a wholly new approach, which means that new pedagogical resources and teaching methodologies among others are required. This compromises not only a transformation of the educational system, but also teachers at all levels of education have to acquire specific new competences essential for CLIL. Several authors have set up the framework for a competent bilingual teacher. Following Pavesi et al. (2001) the competences needed by CLIL teachers include: knowledge of the L1 to understand learners' difficulties and a good command of the language used for instruction; good knowledge of the content subjects; production of lesson plans; planning and organization of lessons according to cognitive demands; and gradual content and language progression.

The teacher competences required for successful CLIL teaching in real classrooms are extensive and clearly detailed in The CLIL teacher's competencies grid (Bertaux, et al., 2010), which is a tool for reflection and guiding professional development for CLIL teachers. It represents a skills set to be aimed at in CLIL and it can be summarized as follow: knowledge

of methodology for integrating both language and content; ability to create rich and supportive target-language environments; ability to make input comprehensible; ability to use teacher-talk effectively; ability to promote student comprehensible output; ability to attend to diverse student needs; and ability to continuously improve accuracy.

According to Hillyard (2011), the teacher competences needed for CLIL are extensive and require considerable assimilation time for any educator taking up a CLIL program. As far as professional skills are concerned, teachers need to be knowledgeable at defining CLIL and adapting it to the local context, being able to integrate it into the curriculum and making sure of taking quality measures. Likewise, Perez Cañado (2015) states that the main competences associated to a bilingual teacher are the linguistic competence, the intercultural competence, the curricular competence the methodological competence, the organizational competence, the interpersonal competence, collaborative competence, and the competence for reflection and development.

3.1. A framework for professional development of CLIL teachers

Teachers play a central role in the successfully implementation of CLIL programs. Thereby they are required to master the content subject matter, to demonstrate a proficient use of the foreign language being capable to use it adequately as vehicular language, to integrate effectively both content and language, and to reach the assimilation of CLIL within the educational institution (Marsh, Mehisto, Wolff, & Frigols, 2010). Nonetheless, mostly CLIL teachers frequently present lack of confidence when teaching through a foreign language. As content teachers, they find difficulties to express their ideas in the target language, as well as language teachers when teaching content (Pavón & Rubio, 2010). Thus, CLIL teachers are forced to teach content instructions integrating them with accurate precision in the use of the foreign language (Frigols, Marsh, Mehisto, & Wolff, 2011).

Pavón & Ellison (2013) highlights the two chief problems which CLIL teachers may be faced when teaching through a foreign language. Firstly, due to a the low level in the second language, they often use the mother tongue in a first attempt to teach the content and subsequently when they summarize what has been said. Thus, their lack of confidence to deliver a full lesson in the foreign language leads to a little integration of language and content, which is the most representative sign of CLIL. The CLIL teachers' success is committed to the implementation of linguistic tasks with communicative goals to encourage

students practice. The CLIL zenith is reached when learners are capable to understand and retain the content matter and to communicate it adequately in the foreign language.

Secondly, due to CLIL teachers feel learners need to acquire language knowledge, lessons often turn into linguistic explanations instead of conveying the content of the subject. Thus, it is vital to emphasize that CLIL teachers are not language teachers (Pavón & Ellison, 2013). It is when learners participate in tasks with their classmates that they will try to negotiate the meaning of the language (Coyle, 2007). Language must be treated as a means to teach content, not as an objective in itself.

Despite of being an approach which emerged in the 1990s teacher training courses in CLIL did not appear until several years later, when local institutions decided to take part in this matter. The increased interest by local schools has towards courses into schools' specific needs (Coonan, 2011). Nowadays, teacher training courses in CLIL are designed to develop the competences of the cohort involved, in consonance with this new approach. Furthermore, thanks to the implementation of CLIL in state schools around Europe, more useful information is being obtained on how CLIL is working in practice (Pavón & Ellison, 2013), and consequently we are becoming more conscious of its shortcomings.

Attending to integration needs, two major types of courses are identified, depending on the address: training courses for language teachers to integrate content in their lessons, and courses for content teachers to integrate a foreign language as a vehicular tool. CLIL training programmes must be designed to develop not only knowledge of the language but also its integrated use with content. Thus, the objectives in these courses must be oriented towards collaboration and coordination between the teachers involved, that is, language and content teachers (European Commission, Eurydice, 2003).

As the flexibility in order to be adapted to the students target is representative of CLIL, these courses promote the development of a sense of creativity to formulate teachers own method in coherence with the specific needs that the learners may require (Coonan, 2011). Pavón & Ellison (2013) affirm that "personal reflection, CLIL fundamentals and methodology and assessment are the most important dimensions that a training programme for CLIL should cover". Thus, CLIL training programmes should emphasize the core features of CLIL and comply with these.

To date it has been responsibility of both the universities and the local and regional administration that have promoted courses to train CLIL teachers (Madrid Manrique & Madrid Fernández, 2014). These courses include improving linguistic and methodological practices, lectures related to this purpose, and several projects and scholarships. This has caused a great positive impact on the CLIL panorama, nevertheless there must be alternatives that enhance teacher training apart from these attempted, which are regarded as insufficient efforts (Cabezas Cabello, 2010). This has not been enough to cope with the new requirements in current bilingual education (Pérez Cañado, 2015). Thus, more emphasis is being placed on the preparation of future CLIL teachers.

3.2. Current teacher training models in CLIL in Andalusia

To contribute to an adequate teacher training, it is necessary to provide teachers with a battery of training activities that cover the most relevant aspects related with teaching, learning and evaluating languages from the point of view not only linguistic, but also scientific, didactic and pedagogical. Within the Strategic Plan for the Development of Languages in Andalusia (2016), teacher training is fostered, regarding the following key areas: linguistic upgrade, methodological training, the use of the ELP, and attention to diversity.

The formation of the teaching staff plays a central role in the CLIL Andalusian model, within face-to-face and on-line courses. To reach a quality and fair education system is not possible without adequate training for teachers. This training aims, as a priority, to achieve a greater professional competence of the teaching staff as a crucial element to obtain better results and guarantee the educational success of all the students.

The strategic line "teacher training to improve their language skills", included in the Andalusian Plan for Permanent Teacher Training, is obviously linked to the improvement of educational practices, student performances and educational success and gives a privileged place to the language teaching by insisting in the development of the communicative skills (in both their native language and the foreign languages) and promoting multilingualism to achieve the competence for communication in one or more foreign languages. This encourages teachers to acquire a greater communicative competence in a foreign language through courses for linguistic updating and linguistic immersion. Thus, it is necessary to design training plans for teachers and training itineraries related to improving their

competence in language for communication, to improve and expand the diversity of their knowledge in one or more foreign languages. Currently, to participate in the program bilingual, teachers of non-linguistic areas must accredit at least a B2 level of the CEFR of knowledge of the language. Nevertheless, considering the development of the bilingual program and the increase of the level of students and teachers competences, a C1 level is contemplated for future as requirement to teach classes in the bilingual program.

Nonetheless, teacher training must go beyond by contemplating the pedagogical and didactic update for CLIL, the integrated treatment of languages in the curriculum, and the promotion of the European dimension of education (Erasmus+ Programs), among others aspects of interest. In this sense, the Andalusian Teacher Training Centers (TTCs), in collaboration with the Universities, Official Language Schools (OLSs) and other institutions, offer courses and resources for teachers to meet their training needs, in terms of both linguistic and methodological updating such as the Máster Interuniversitario en Enseñanza Bilingüe y AICLE. These courses combine linguistic and methodological updating, with the purpose of guaranteeing optimal teacher training and meeting their real needs.

In order to achieve the quality the Andalusia model pursues, teachers involved in the language teaching and non-linguistic subjects in bilingual schools must go beyond mere linguistic updating and must also bet on methodological updating and familiarization with the CLIL approach, with the aim of improving the quality of teaching offered in classrooms.

4. A RESEARCH INTO CLIL TEACHERS TRAINING NEEDS IN ANDALUSIAN PRIMARY BILINGUAL SCHOOLS

This research presents the outcomes of a study on the main training needs which teachers have in order to implement the bilingual education model established in Andalusia: Content Language Integrated Learning (CLIL). A validated questionnaire has been designed and administrated to informants across the whole of Andalusia, which has provided a detailed diagnosis of teachers training needs in terms of linguistic and intercultural competence, methodological competence, digital competence and attention to diversity. After framing the topic against the backdrop of specialized literature and prior investigations, this document expounds on the research design of the study and highlights its main findings in relation to the

afore-mentioned fields of interest. A detailed analysis of the current position in the process of implementation of CLIL in Andalusia is provided as well as the comparisons executed concerning the series of intervening variables. Finally, pedagogical implications are outlined and further lines of research are proposed in order to guarantee a successful implementation of CLIL in our region.

4.1. Introduction

As it has been previously mentioned, the success of CLIL implementation does not only depend directly on teachers, as it happens in other approaches, it also affects the others stakeholders involved in this process. Nonetheless, as teachers play a protagonist role in CLIL, specific training should be provided them to teach adequately CLIL with the support of the different political institutions (Fortanet-Gómez & Ruiz-Garrido, 2009). The success of CLIL is mainly involved with the role and competences of the CLIL teacher, and training teacher methods, among others (Wolff, 2005). Following Cabezas Cabello (2010), Coonan (2011), Pérez Cañado (2014), and Rubio Mostacero (2009), the main areas in which teachers demand further formation are crucial in the success of bilingual programs.

In regard to the linguistic competence, Pérez Cañado (2014) has identified striking deficiencies related to the use of language in class. Teachers present considerable shortcomings in formation in linguistic and intercultural competences, problems of pronunciation, and a low development of language skills related to communication and interaction through a foreign language in real contexts. Furthermore, teachers require increased training in BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) to reach a successfully bilingual teaching.

According to Coonan (2011) three aspects are considered essential for CLIL teachers: a proficient linguistic level in the foreign language, linguistic flexibility to cope with any difficulty in the second language beyond what is covered in the lesson and the need to work abroad in order to improve the teachers' linguistic skills in the foreign language. Language proficiency is also outlined as a major deficiency in Cabezas Cabello's research (2010). This author affirms that this is the reason why most of the non-linguistic area teachers do not apply properly the language skills needed to implement adequately a CLIL lesson. Due to this, he defends an inclusion of the foreign language needs in teacher training programmes for subject teachers.

Respecting the methodological front, some teachers' deficiencies have been registered. They include difficulties to adapt and design a curriculum for CLIL, as well as the integration of the latter within their teaching lessons (Pérez Cañado, 2014). As a consequence, most teachers do not apply student-centred methodology, which encompasses task-based language teaching, cooperative learning, or project-based learning.

Furthermore difficulties in establishing collaboration between content and language teachers have also been detected, which is key for a successful implementation of CLIL. A new teaching perspective needs to be adopted by CLIL teachers regarding team-work. For any CLIL programme to come to success, collaboration among teachers is paramount. The lack of coordination between CLIL teachers affects negatively this approach in terms of results. According to Pérez Cañado (2014: 4), "techniques for successful tandem teaching among language teachers, content teachers, and TAs are therefore required to ensure smooth sailing on the correct integration between content and language". There is also a lack of coordination between bilingual schools, with notable organisational problems and no support from the educational authorities (Cabezas Cabello, 2010).

Another relevant issue affects the theoretical underpinnings of CLIL, which are still unfamiliar for most bilingual teachers (Rubio Mostacero, 2009; Pérez Cañado, 2014). Particularly, evaluation is always a difficult task independently of the educational approach being implemented, however in the case of CLIL it has become particularly problematic. As CLIL is a dual-focused approach, when assessing two aspects must be considered: content and language. This is what causes more confusion to CLIL teachers, as most of them do not have a clear vision on how to assess both dimensions and which instruments are valid and reliable for assessment. These are all important questions which arise when CLIL evaluation is considered (Pérez Cañado, 2014).

Finally, CLIL is not likely to be successful if teachers are not provided with quality materials (Cabezas Cabello, 2010). Due to this lack of adequate CLIL materials, teachers have to face the intimidating task of adapting authentic materials in their lessons or designing original ones to meet their students' needs. Pérez Cañado (2014: 16) underscores the key deficiencies related to the materials and resources for CLIL purposes: "Thus, it seems that practicing teachers are well-acquainted with the authentic materials and software available for CLIL programs, but lack sufficient grounding on ICT options, (except for interactive whiteboards), materials design and adaptation, and collaborative work for integrated

curriculum design". Teachers' ability to create activities for their teaching lessons has been pointed out as a key aspect for success. Content teachers do not have sufficient formation in creating CLIL materials, thus specific training in this field should be provided.

Collaboration between content teachers and language teachers is a pertinent solution for the effective creation of materials, adapted to students' learning needs and also the difficulties they might encounter when learning content in a foreign language. CLIL teacher associations or websites that allow teachers to comment and reflect on their production can be another effective way to promote the creation of materials. Teacher training courses would improve substantially by means of supplying some kind of assistance through CLIL websites where adapted content for CLIL lessons is facilitated (Coonan, 2011).

There is a scarcity of research into the analysis of teacher training needs in Andalusia, as the main axis around which CLIL investigations have been articulated, according to Wolff (2005), are the L1 and content subject competence, the effects of CLIL on the acquisition of the FL, and the evaluation of dual-focused education by teachers and students. Nevertheless, certain studies can be identified which have provided data on the main needs which should be addressed via teacher training actions.

Andalusia is specially conspicuous in the research scenario on teacher training needs. The APPP generated a remarkably broad array of publications on CLIL in Andalusia. Two investigations are crucial, as they constitute qualitative instances of needs and SWOT analyses. The needs analysis carried out by Rubio Mostacero (2009) revealed the urgency of language training, with methodology (being mentioned only by those who were confident in using the language): "[...] language is the basic need to teach through CLIL, and only when this need is covered, others may emerge" (Rubio Mostacero 2009, 58). Additional materials and ICT resources were also pointed, along with the desire to receive extended courses. A SWOT analysis of APPP implementation conducted by Cabezas Cabello's (2010) exposed that the main obstacle being faced by teachers pertains to training were NLA teachers lack linguistic and methodological grounding, something especially detrimental since the author considers they are the backbone of the APPP.

4.2. Research questions and objectives

As the major aim of this research, we have proposed to enquire into teachers' opinions about CLIL approach in order to discover the teachers' necessities involved in CLIL. For that reason, this study on Content and Language Integrated Learning (CLIL) analyses teachers' views of CLIL programmes by focusing on 4 key research questions.

- Are CLIL teachers linguistic competent to offer quality bilingual education?
- Do teachers have the methodological knowledge to provide learners with a quality CLIL experience?
- Are teachers ready to face the digital challenges that CLIL entails?
- Do CLIL teachers effectively cater to diversity?

These research questions comprise the following twelve objectives, which are not only related to the chief blocks of research, but also to the variables that are involved in the study.

- To determine which are the main training needs of CLIL teachers in Andalusia as regards linguistic and intercultural competence.
- To determine which are the main training needs of CLIL teachers in Andalusia with respect to methodological competence.
- To determine which are the main training needs of CLIL teachers in Andalusia concerning digital competence.
- To determine which are the main training needs of CLIL teachers in Andalusia vis-à-vis catering to diversity.
- To determine which are the main training needs of CLIL teachers in Andalusia regarding professional development.
- To determine if there are statistically significant differences in terms of training needs among the two cohorts: language teachers and content teachers.
- To determine if there are statistically significant differences in terms of training needs as regards gender of responders.
- To determine if there are statistically significant differences in terms of training needs vis-à-vis age of participants.
- To determine if there are statistically significant differences in terms of training needs regarding participants teaching experience.

- To determine if there are statistically significant differences in terms of training needs concerning teachers language level.
- To determine if there are statistically significant differences in terms of training needs vis-à-vis responders' formation in CLIL.
- To determine if there are statistically significant differences in terms of training needs with respect to school setting.

4.3. Participants

This practical research is based on the premises of both the theoretical and the applied research, by making them practical. As an experimental research, it applies a project rooted in the classroom in natural conditions and collects data under controlled conditions and keeps conditions as comparable as possible. This holistic research allows us to view the separate parts as a coherent whole, holistically, and presents an inductive study that derives general "truths" from investigation. We have opted for a statistical study for this primary research that extracts information from primary sources of information by using questionnaires and implements a quantitative research (controlled, objective, generalizable, factual and systematic) where the data are analyzed by means of descriptive statistics and the procedure used are frequencies, and in which, as a cross-sectional research, data are collected at a particular moment with a specific cross-section of population.

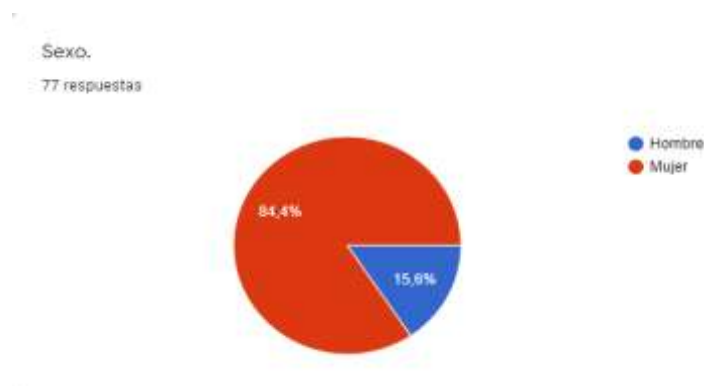
This study employs a validated questionnaire (self-administered) designed in Spanish (the mother tongue of the sample) which Brown (2001) subsumes within survey tools, to carry out the targeted needs analysis. It includes, in line with Patton's (1987) question types, demographic and background questions to elicit biographical information from the respondents and opinion and value questions, to determine their outlook on CLIL implementation on a total of 20 items related to bilingual education programmes in which they are partaking. These are based on research evidence on the main lacunae which have been identified in teacher training for CLIL. The type of questions are alternative answer and Likert-scale ones (from 1 to 4, in order to avoid the central tendency error). It only employs closed-response items, for ease and speed of applicability. This allows us to obtain general information in an objective and uniform way. Within it, data triangulation has been employed, as multiple sources of information have been consulted to mediate biases interjected by people with different roles in the teaching context: language teachers and content teacher.

The dependent variable of this study is the academic performance. Whereas the independent factors are the teachers competence in CLIL methodology, their foreign language level, their digital competence and the strategies teachers use to cater diversity. The data obtained has been analysed statistically, using the IBM SPSS Statistics programme. Descriptive statistics have been used to report on the results obtained for each objective. Its validity refers to the construct which is well defined and reflects the principles of the theory in relation to the subject studied, and the content which reflects the degree in which the items are a representative sample of all the aspects that are intended to be measured.

In this study a non-probabilistic sampling is employed, since it uses methods in which chance does not intervene and, therefore, the probability associated with each individual to be part of the sample is unknown. In this experimental research, the effect of the treatment on the variables under study are controlled. This study is a classroom-oriented research, which focuses on the CLIL teachers cohort. Throughout their responses to the questionnaire, this research intends to improve the key aspects related to their teaching practice. Obviously, this achievement would have a great positive impact on students learning process, which should be the major aim of any educational research.

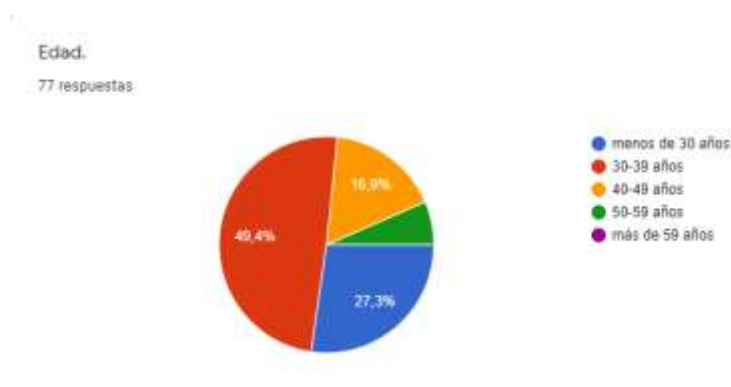
This research works with an ample cohort of 77 teachers across the whole region of Andalusia. It applies a questionnaire (cf. Appendix 1) addressed to CLIL teachers who teach Primary Education in state schools at the mentioned region. A series of identification (subject) variables have been considered, related to the individual characteristics of the cohort who is polled through the questionnaire: age, gender, type of teacher (NLA-FL), teaching experience in bilingual education, foreign language level, training on CLIL and school setting (urban-rural).

In terms of gender, women (84.4%) clearly outnumber their male counterparts (15.6%) (cf. Graph 1).



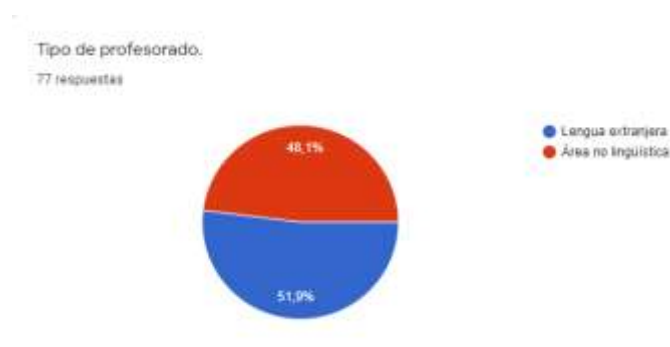
Graph 1. Breakdown of the overall sample in terms of gender.

In terms of age, teachers between thirty and thirty nine years old (49.4%) clearly exceed any other group of age (cf. Graph 2).



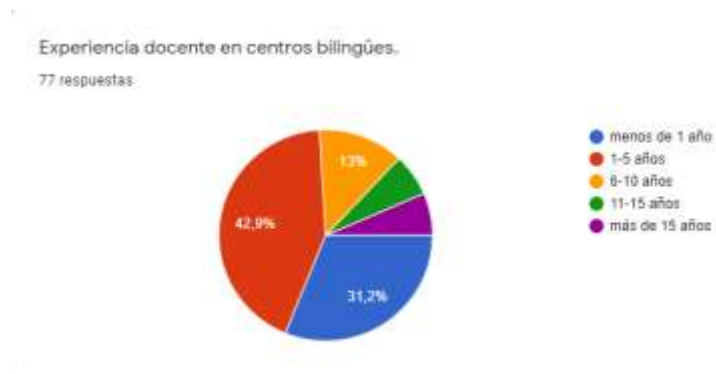
Graph 2. Breakdown of the overall sample in terms of age.

In terms of teachers cohort, foreign languages teachers (51.9%) and non-linguistic subject teachers (48.1%) are nearly similar (cf. Graph 3).



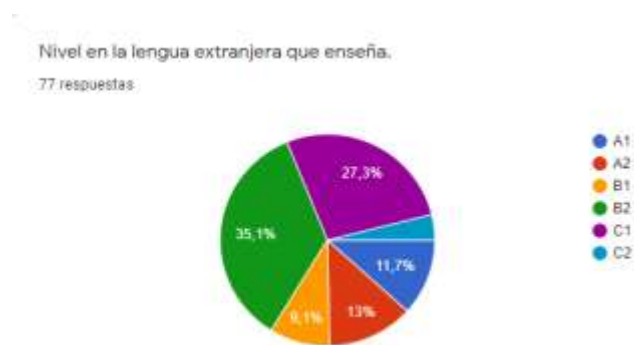
Graph 3. Breakdown of the overall sample in terms of cohort.

In terms of teaching experience in bilingual schools, the group with one to five years of experience (42.9%) and the group with less than one year of experience (31.2%) clearly outnumber any other group (cf. Graph 4).



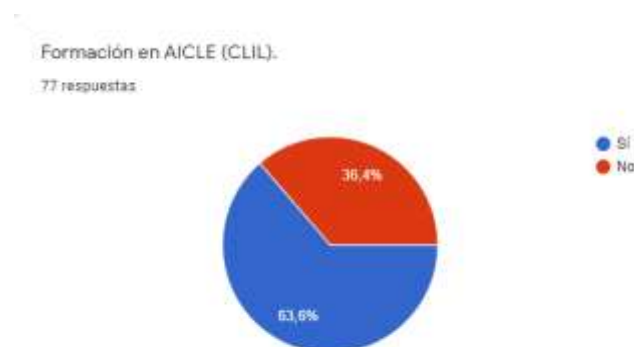
Graph 4. Breakdown of the overall sample in terms of teaching experience in bilingual schools.

In terms of foreign language level, B2 (35.1%) and C1 (27.3%) clearly exceed any other level (cf. Graph 5).



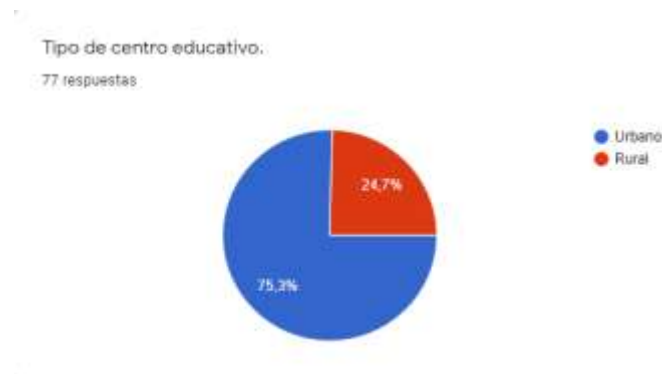
Graph 5. Breakdown of the overall sample in terms of foreign language level.

In terms of training in CLIL, teachers with formation (63.6%) clearly outnumber those who lack it (36.4%) (cf. Graph 6).



Graph 6. Breakdown of the overall sample in terms of formation in CLIL.

In terms of school setting, approximately three quarters of teachers (75.6%) belong to urban schools, meanwhile roughly one quarter (24.7%) belongs to rural ones (cf. Graph 7).



Graph 7. Breakdown of the overall sample in terms of school setting.

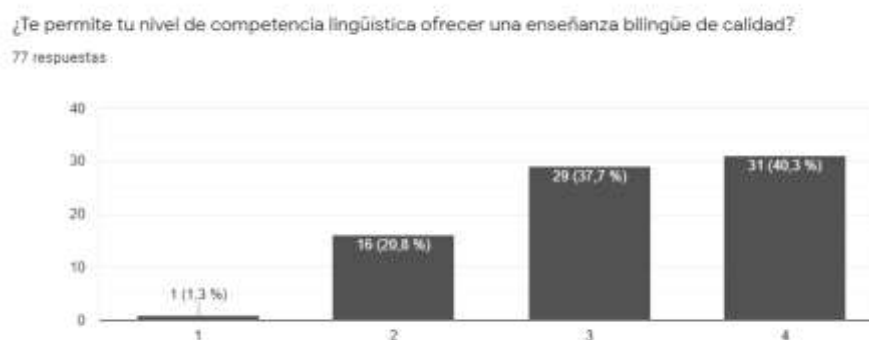
4.4. Data collection

This chapter presents the outcomes of a study on the main training needs which teachers consider they have in order to implement a quality bilingual education model. In this line, it offers a detailed diagnosis of teachers' training needs in terms of linguistic, methodological and digital competence and strategies to cater diversity, associated to Content and Language Integrated Learning (CLIL).

4.4.1. Linguistic competence

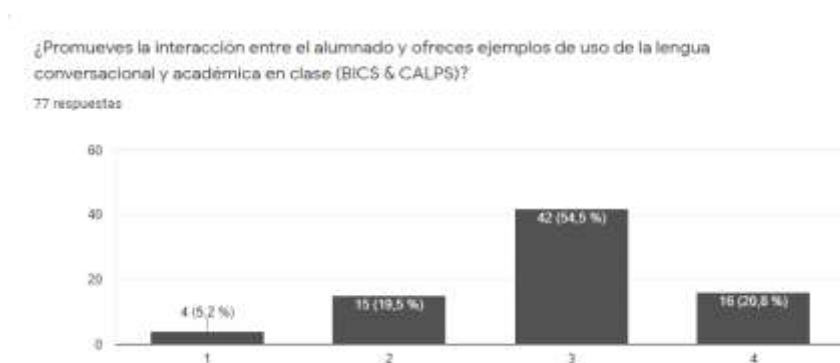
In line with our first objective (to determine which are the main training needs of CLIL teachers in Andalusia as regards linguistic and intercultural competence), our investigation has enabled us to carry out a detailed diagnosis of the current level and training needs which teachers have in terms of linguistic and intercultural competence.

Over two fifths of teachers (40.3%) consider himself or herself totally competent in foreign languages to offer quality bilingual education (cf. Graph 8).



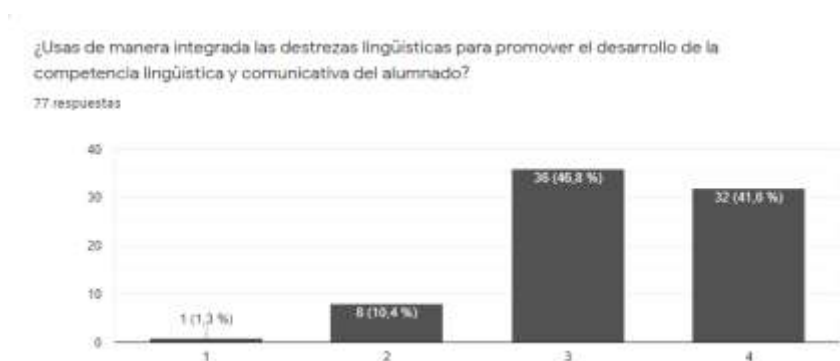
Graph 8. Answers on the linguistic competence level to offer quality bilingual education.

Approximately one fifth of participants (20.8%) claims to promote interaction all the time between students and to offer BICS and CALPS inputs to the learners (cf. Graph 9).



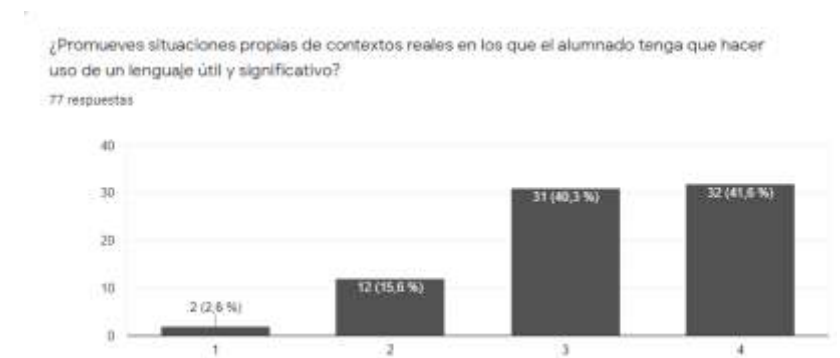
Graph 9. Answers on promoting interaction and offering of BISC and CALPS input.

A very low percentage of respondents (11.7%) declares not to integrate the linguistic skills to encourage the development of the students linguistic and communicative competence (cf. Graph 10).



Graph 10. Answers on integrating the linguistic skills to develop the linguistic and communicative competences.

Roughly two fifths of teachers (41.6%) proclaim to continuously promote real context situations where students have to use useful and meaningful language (cf. Graph 11).



Graph 11. Answers on promoting real context situations to use useful and meaningful language.

Over one third of participants (35.1%) states to regularly use the foreign language as a vehicle of communication in the CLIL classroom fostering students exchange in collaborative groups. (cf. Graph 12).

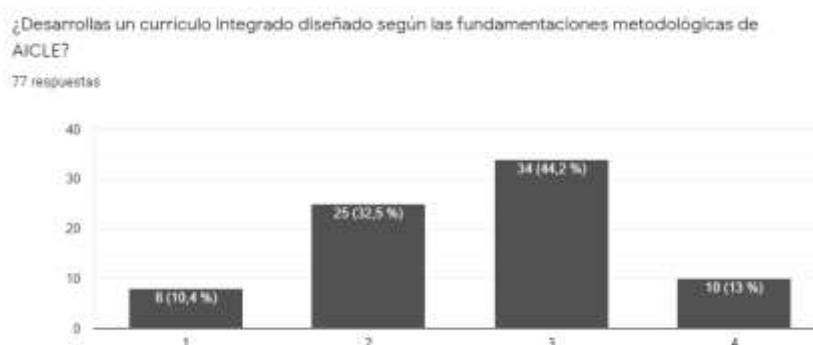


Graph 12. Answers on using the foreign language as a vehicle of communication.

4.4.2. *Methodological competence*

Conforming to our second objective (to determine which are the main training needs of CLIL teachers in Andalusia with respect to methodological competence), our investigation has enable us to execute an extensive identification of the current level and training needs which teachers have in terms of methodological competence.

When participants are asked on developing an integrated curriculum following the CLIL methodological underpinnings, the proportion which affirms to do it (57.2%) and which acknowledges not to do it (42.5%) are nearly similar (cf. Graph 13).

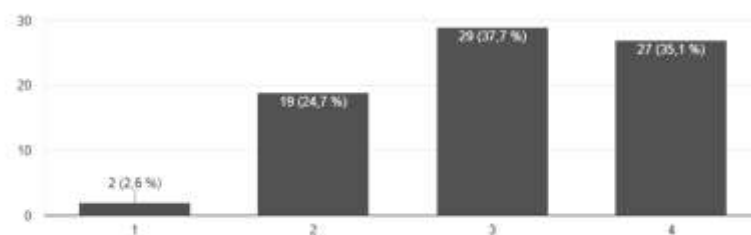


Graph 13. Answers on developing an integrated curriculum rooted on CLIL.

Nearly one quarter of participants (72.8%) claims not to implement learner-centered methodologies, such as task-based learning, project-based learning or cooperative learning (cf. Graph 14).

¿Implementas metodologías centradas en el alumno tales como aprendizaje basado en tareas, aprendizaje basado en proyectos o aprendizaje cooperativo?

77 respuestas

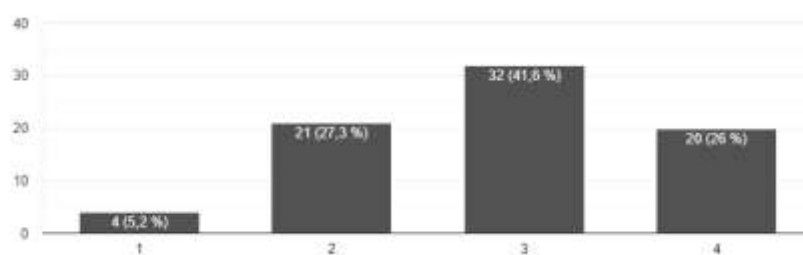


Graph 14. Answers on implementing learner-centered methodologies.

Approximately two thirds of respondents (67.6%) declare to design original materials or adapt authentic ones, which are specific for CLIL (cf. Graph 15).

¿Diseñas materiales originales o adaptas recursos auténticos específicos para AICLE?

77 respuestas

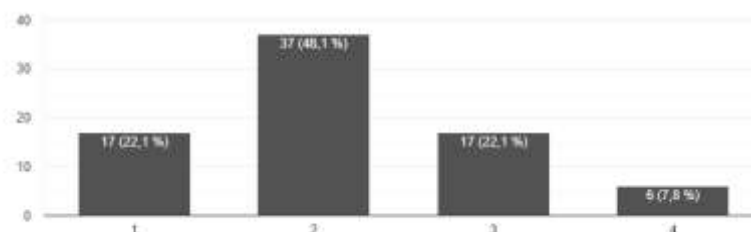


Graph 15. Answers on implementing learner-centered methodologies.

A especially significant percentage of teachers (70.2%) proclaims not to work co-ordinately with linguistic and non-linguistic subject teachers in creating specific materials and resources for CLIL (cf. Graph 16).

¿Trabajas de forma coordinada con el profesorado de AL y ANL del centro en la elaboración de materiales y recursos específicos para AICLE?

77 respuestas



Graph 16. Answers on working co-ordinately in creating specific materials and resources for CLIL.

Over one quarter of responders (27.3%) proclaims to persistently carry out individualised learners assessments by means of instruments, tools and strategies which evidence students content and language learning (cf. Graph 17).

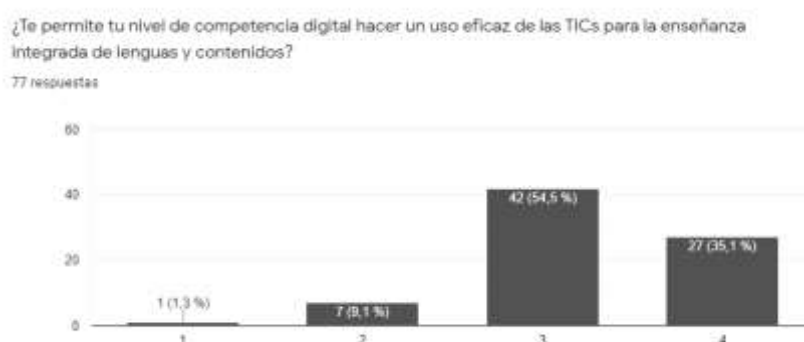


Graph 17. Answers on assessing individually students content and language learning.

4.4.3. *Digital competence*

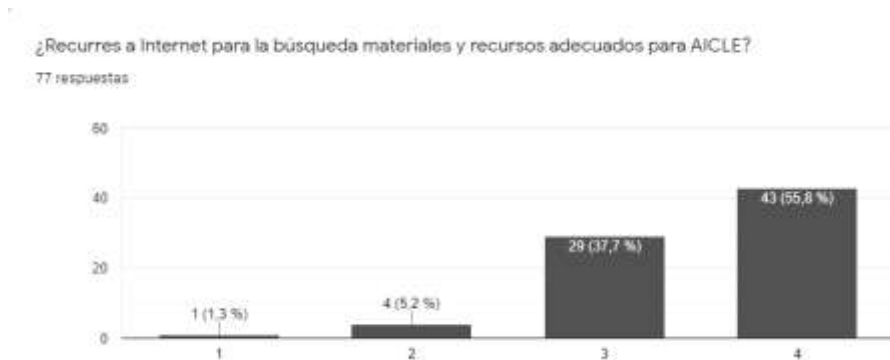
In compliance to our third objective (to determine which are the main training needs of CLIL teachers in Andalusia concerning digital competence), our investigation has enable us to accomplish an broad detection of the current level and training needs which teachers have in terms of digital competence.

Roughly one third of teachers (35.1%) considers himself or herself completely competent to make an effectively use of the ICTs for CLIL teaching (cf. Graph 18).



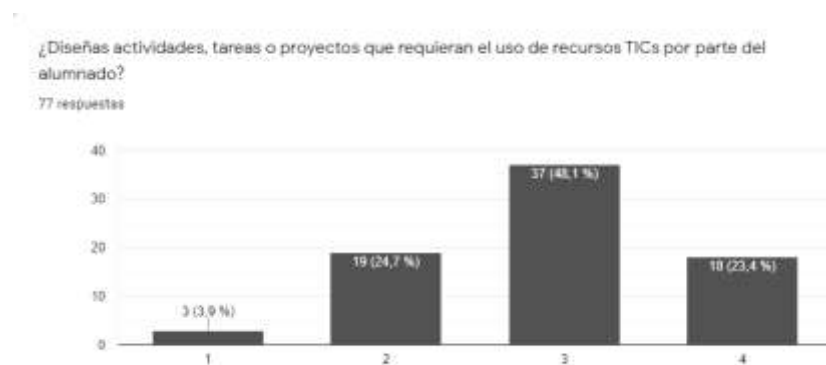
Graph 18. Answers on the digital competence level to use the ICTs effectively for CLIL teaching.

Approximately half of participants (55.8%) claims to constantly surf the net looking for specific materials and resources for CLIL (cf. Graph 19).



Graph 19. Answers on using the Internet to look for specific materials and resources for CLIL.

Over one quarter of respondents (28.6%) declares not to design activities, tasks and projects which require the students use of ICTs (cf. Graph 20).



Graph 20. Answers on designing activities, tasks and projects which require the students use of ICTs.

When teachers are asked on promoting communication with students through technological or digital means, the proportion which affirms to do it (59.8%) and which acknowledges not to do it (40.2%) are nearly similar (cf. Graph 21).



Graph 21. Answers on promoting communication with students through technological or digital means.

Roughly two fifths of participants (39%) state not to implement strategies and use techniques to develop students digital competence (the use of digital platforms and the design of interactive online activities) (cf. Graph 22).

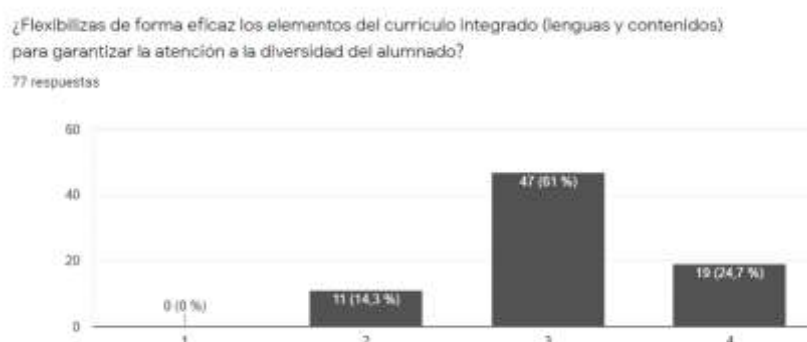


Graph 22. Answers on implementing strategies and using techniques to develop students digital competence.

4.4.4. *Strategies to attend to diversity*

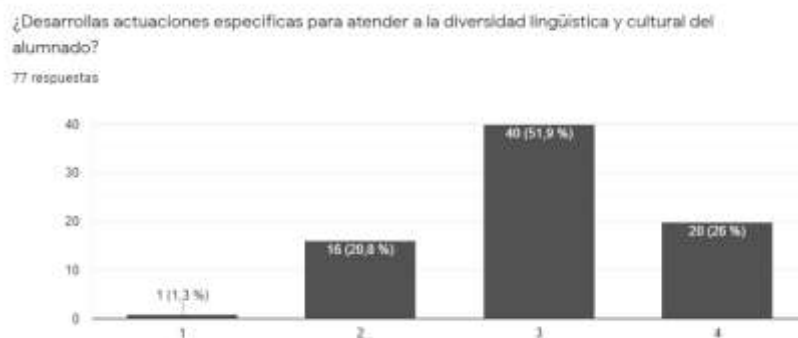
In accord to our fourth objective (to determine which are the main training needs of CLIL teachers in Andalusia vis-à-vis catering to diversity), our study has enable us to carry out an wide recognition of the current level and training needs which teachers have in terms of catering to diversity.

Approximately one quarter of participants (24.7%) claims to always adjust effectively the elements of an integrated curriculum, content and language, to guarantee the attention to the diversity of students (cf. Graph 23).



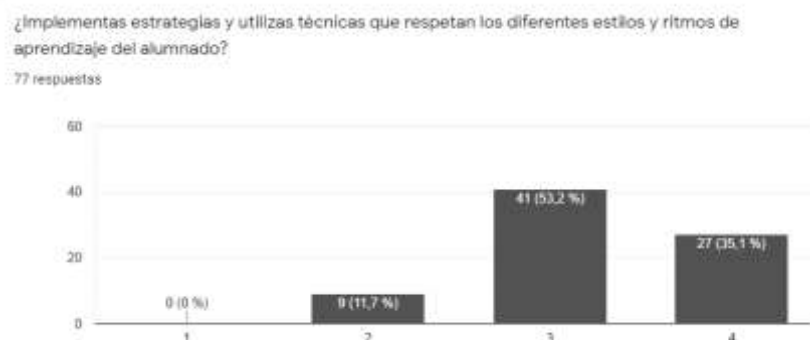
Graph 23. Answers on adjusting content and language to guarantee the catering to diversity.

Over one fifth of respondents (22.1%) declares not to develop specific plans to cater the student linguistic and cultural diversity (cf. Graph 24).



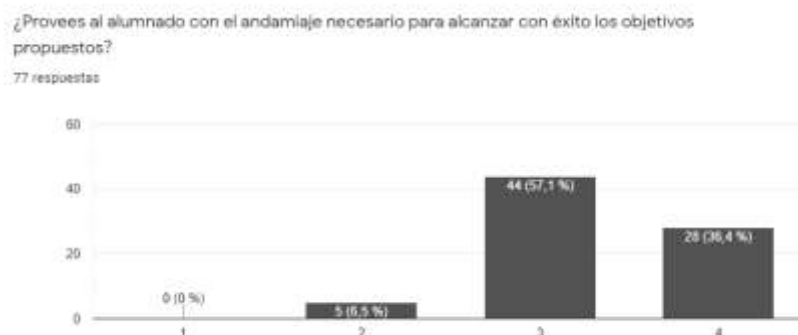
Graph 24. Answers on developing specific plans to cater the student linguistic and cultural diversity.

Approximately one third of teachers (35.1%) proclaims to implement all the time strategies and use techniques which respect the different students learning styles and learning rhythms (cf. Graph 25).



Graph 25. Answers on implementing strategies and using techniques which respect learning styles and rhythms.

Nearly two fifths of responders (36.4%) state to continuously provide learners with the necessary scaffolding to reach successfully the objectives established (cf. Graph 26).



Graph 26. Answers on providing learners with scaffolding to reach the objectives.

Over one third of teachers (36.4%) claims to always attend learners individually following the equity principle to give answer to both their interests and necessities (cf. Graph 27).



Graph 27. Answers on attending learners individually to give answer to their interests and necessities.

4.5. Results

Training needs are deemed across all four thematic blocks, to a lesser extent on linguistic competence and attention to diversity, and to a much greater one on methodological and digital competence, hereby confirming the overall consistency of results between current level and training needs. A more detailed presentation of the results, included in the Appendix 2, is available on this link¹. The overriding impression is that teachers acknowledge a relatively high level of linguistic competence. They consider they can also display effective strategies that guarantee attention to diversity. On the other hand, several facets of methodological and digital competence, where the lowest results are obtained, show scope for improvement through training.

Coordination among linguistic and non-linguistic subject teachers can be considered as the facet where participants show the greatest need and demand further training. Indeed, it is the only question where the percentage of teachers who acknowledges insufficient level is higher than those who states the opposite. Nonetheless, nearly equal proportions of respondents claim to have an adequate and insufficient level in other professional aspects in these two thematic blocks. Particularly, when participants are asked on developing an integrated curriculum following the CLIL methodological underpinnings, and on promoting

¹ <https://drive.google.com/file/d/1ug68dw8y1Izhm6UunMTgE9rCKgUPdX03/view?usp=sharing>.

communication with students through technological or digital means. Their answers give us a clear view of their training needs on these knowledge areas.

Thus, as regards our fifth objective (to determine which are the main training needs of CLIL teachers in Andalusia regarding professional development), it can be stated that the major training needs are related to teachers' methodological competence and digital competence. Within this study, only those cohorts which have a higher number than ten responders are included in the analysis, as we consider a lower number is not enough to be representative of any cohort. When analysing the data obtained, significant relationships between teachers' cohorts and training needs can be established.

4.5.1. Relationship between teaching experience in bilingual education, previous training in CLIL and age of responders

Conforming to our ninth, eleventh and eighth objectives, the results illustrate considerable differences concerning all four thematic blocks. Data analysis show that the cohort with less than one year of experience presents the highest results in terms of implementation of learner-centered methodologies but it also presents the lowest level in terms of coordination with linguistic and content teachers to create specific materials and resources for CLIL. Data on digital competence show that the cohort with less than one year of experience presents the highest results in terms of activity design skills, especially those which require learners' use of ICTs, promotion of communication with students through digital and technological means, and implementation of strategies and use of techniques to develop the students digital competence; finally, concerning attention to diversity data show the cohort with from one to five years of experience presents the highest results in terms of efficient adjustment of the elements within an integrated curriculum to guarantee catering to diversity.

Data analysis proves that the cohort of teachers with previous training experiences in CLIL present higher results in all linguistic facets participants were asked about. Nevertheless as regards methodological competence the mentioned cohort presents lower level in terms of individually assessment by means of valid instruments which evidence both content and language learning, whereas it presents higher level in terms of development of an integrated curriculum rooted in the methodological underpinnings of CLIL. With respect digital competence the mentioned cohort presents higher level in terms of searching specific

materials and resources for CLIL on the Internet, whereas it presents lower results in terms of promotion of communication with students through digital and technological means. Finally, vis-à-vis attention to diversity, the same cohort presents lower level in terms of development of specific plans to cater linguistic and cultural diversity, whereas it presents higher results in terms of provision to learners with the necessary scaffolding to successfully reach the objectives established.

If with see these results are related to those obtained regarding the age of the participants, data show the cohort aged between thirty and thirty nine years old presents the lowest results in terms of linguistic competence level to offer quality bilingual education, and encouragement of interaction and use of BICS and CALPS whereas the cohort aged between forty and forty nine years old presents the highest level; concerning methodological competence data show the cohort aged between thirty and thirty nine years old presents the lowest results in terms of implementation of learner centered methodologies, and design of original materials or adjustment of authentic resources which are specific for CLIL whereas the cohort aged younger than thirty years old presents the highest level; with respect digital competence data show the cohort aged between forty and forty nine years old presents the highest results in terms of promotion of communication with students through digital and technological means, whereas the other two cohorts present roughly equal level; finally, vis-à-vis attention to diversity data show the cohort aged between thirty and thirty nine years old presents the highest results in terms of individual attention to learners following the equally principle to give answer their interests and necessities, whereas the other two cohorts present nearly equal level.

4.5.2. Relationship between teacher's language level, type of teacher and previous training in CLIL

In line with our tenth, sixth and eleventh objectives, the outcomes reveal significant differences as regards all four thematic blocks. Data on linguistic competence show that the cohort of participants with C1 level presents the highest results in terms of linguistic competence level to offer quality bilingual education, and encouragement of interaction and use of BICS and CALPS. Furthermore, the mentioned cohort presents higher level in attention to diversity in terms of efficient adjustment of the elements within an integrated curriculum to guarantee catering to diversity. Nonetheless, with respect methodological competence data show the mentioned cohort presents the lowest results in terms of individually assessment by

means of valid instruments which evidence both content and language learning. Concerning digital competence data show the cohort of responders with B2 level presents the highest results in terms of design of activities, tasks or projects which require learners use of ICTs, and promotion of communication with students through digital and technological means.

Data show linguistic teachers present higher results in terms of linguistic competence level to offer quality bilingual education, encouragement of interaction and use of BICS and CALPS, and promotion of real context situations and use of useful and meaningful language. Nonetheless, data also expose the mentioned cohort presents higher level in methodological competence in terms of implementation of learner-centered methodologies; in digital competence in terms of promotion of communication with students through digital and technological means; and in attention to diversity in terms of development of specific plans to cater linguistic and cultural diversity. Data analysis proves that the cohort of teachers with previous training experiences in CLIL present higher results in all linguistic facets participants were asked about. Thus the importance of a comprehensive training for non-linguistic teachers, as they show a lack of skills in methodological and linguistic terms, compared to linguistic teachers taking part in this research.

4.5.3. *Gender of participants*

In accord to our seventh objective, the results show considerable differences concerning all four thematic blocks. Formerly methodological competence, outcomes expose women participants present higher results in terms of development of an integrated curriculum rooted in the methodological underpinnings of CLIL, implementation of learner-centered methodologies, design of original materials or adjustment of authentic resources which are specific for CLIL, and individually assessment by means of valid instruments which evidence both content and language learning. Nevertheless, results also reveal that the mentioned cohort presents higher level in digital competence in terms of searching specific materials and resources for CLIL on the Internet; and in attention to diversity in terms of development of specific plans to cater linguistic and cultural diversity. In contrary, data expose men participants present higher level in linguistic competence terms of using all linguistic skills in an integrated way to promote the students linguistic and communicative competence development.

4.5.4. School setting

Conforming to our twelfth objective, the outcomes illustrate significant differences as regards all four thematic blocks. As regards linguistic competence data show the cohort of participants in urban schools presents higher results in terms of linguistic competence level to offer quality bilingual education, and promotion of the foreign language as a vehicle of communication to push learners exchange messages when working cooperatively; whereas it presents lower level in terms of promotion of real context situations where students use useful and meaningful language. Concerning methodological competence data show the mentioned cohort presents higher results in terms of implementation of learner-centered methodologies, and design of original materials or adjustment of authentic resources which are specific for CLIL. With respect digital competence data show the same cohort presents higher level in terms of design of activities, tasks or projects which require learners use of ICTs, promotion of communication with students through digital and technological means, and implementation of strategies and use of techniques to develop the students digital competence. Finally, vis-à-vis attention to diversity data show the cohort of participants in rural schools presents lower results in terms of development of specific plans to cater linguistic and cultural diversity.

4.6. Discussion

The present study brings out the need to escalate CLIL teachers training in order to successfully step up to the bilingual and plurilingual challenge. This research, which canvass the current level and training needs of CLIL teachers in Primary Education, determines exactly on which fronts teacher education needs to be provided in Andalusia: this formation should particularly be driven to upgrade and develop teachers methodological and digital competences. When analysing these needs across the cohorts, and to qualify them in terms of a series of intervening variables within each group of participants, we can see significant differences that directly affects quality teaching, and consequently, the success of bilingual programs. The results includes a fine-grained portrayal of the main areas in need of increased teacher education within CLIL programmes, which evinces that substantial strides still need to be taken (especially in certain areas and for certain cohorts of practitioners) for teachers to be fully ready for the CLIL challenge. As it has been previously outlined, the facets where participants show the greatest need and demand further training involve:

- Developing an integrated curriculum following the CLIL methodological underpinnings.
- Designing original materials or adapt authentic ones, which are specific for CLIL.
- Working co-ordinately with linguistic and non-linguistic subject teachers in creating specific materials and resources for CLIL.
- Promoting communication with students through technological or digital means.
- Implementing strategies and use techniques to develop students digital competence

Thus, it can be stated that, although teachers training for CLIL to date has caused a great positive impact on the CLIL panorama, there must be alternatives that enhance teacher training apart from these attempted, which are regarded as insufficient efforts (Cabezas Cabello, 2010). This has not been enough to cope with some new requirements in current bilingual education (Pérez Cañado, 2015).

Against this backdrop, more emphasis is being placed on the preparation of CLIL teachers. At present, several regional and state organisations, such as the Self-training Space of the Virtual Classroom for Teacher Training² and the National Institute of Educational Technologies and Teacher Training³, offer a broad collection of training courses for bilingual teachers. The former offers open versions of the courses which are taking place in its Virtual Classroom. Within its open courses catalogue, those included in the "Knowledge society: Multilingualism" and "Knowledge society: ICT" sections, supply participants with the specific further training demanded by bilingual teachers.

- The MCERL in the lesson plan of linguistic areas.
- The MCERL in the lesson plan of non-linguistic areas.
- Innovative teaching practices supported by the focused use of ICT tools in the language classroom.
- Bilingual teaching I: CLIL.
- Bilingual teaching II: deepening in CLIL methodology.
- Creation of educational material with EXELEARNING and AGREGA.
- Use of open educational resources.

² <https://educacionadistancia.juntadeandalucia.es/profesorado>

³ <http://formacion.intef.es/>

INTEF offers teachers the course "Updating strategies in integrated foreign language learning"⁴, which entails the latest methodological update concerning language learning in the digital age. This is the only course addressed primarily to CLIL teachers at a national level, which provides effective training for the needs concluded by this research.

Bloque 1. Introducción

- Conceptos: teoría, metodología y estrategia
- Panorama de las metodologías y estrategias. Breve descripción de las metodologías disponibles

Bloque 2. Estrategias centradas en el trabajo en grupo.

- El aprendizaje cooperativo (AC)
- El Aprendizaje Basado en Proyectos (ABP) y Pensamiento de Diseño (PD)
- Referencias Bibliográficas

Bloque 3. Estrategias centradas en el aprendizaje personalizado y flexible.

- Aprendizaje basado en la flexibilidad y ritmos de aprendizaje.
- El enfoque multinivel (DUA)
- La clase invertida

Bloque 4. Estrategias centradas en el juego y el refuerzo.

- La gamificación.
- El aprendizaje basado en juegos digitales (JD)

Table 1. Contents of the course "Updating strategies in integrated foreign language learning"

As Kumaravadivelu (2001) stated, teachers and teacher educators are key change agents in any educational reform. CLIL was received as a "welcome innovation" and a "major step forward" (Tobin & Abello-Contesse 2013: 224). Effective training is the best tool to keep teachers motivated and well-prepared for challenges ahead (Fernández & Halbach 2011).

5. CONCLUSIONS

Content Learning Integrated Language is playing a protagonist role as a pertinent solution for the current educational landscape. Its implementation in Andalusia has increased

⁴ <http://aprende.intef.es/aprendiario/tutorizadas/actualizacion-de-estrategias-en-el-aprendizaje-integrado-de-idiomas-2a-ed>

promptly and it has become remarkably popular. It has become a helpful lever for change and success in language learning, an effective approach to deal with the foreign language deficit in our region and a promising way to foster multilingualism and language diversity.

5.1. Pedagogical implications of this study

As in any other educational reform, the implementation of CLIL in Andalusia brings up new challenges which must be borne by bilingual teachers. This new panorama comes accompanied by a series of measures not only organizational but also formative. Here, the updating of the teaching staff through on-going training is the only guarantee to face a quality bilingual educational model.

To attain an effective development of learners competences, it is imperative to provide teachers in advance with the indispensable formation for upgrading their own teaching competences. Students and educators competences are tightly correlated as learning go hand in hand with teaching. Quality teaching is a sine qua condition for quality education to take place, and, consequently, quality learning too. Marsh (2012) argues that more than 40% of the factors that affect the results of the students are related to the ability of the teachers, and the quality of the training received.

Thus, it is time to respond to the challenges that linguistic and non-linguistic subjects teachers face when teaching in bilingual schools in Andalusia. It is crucial to offer training programs which include not only content purely linguistic but also methodological, digital and for attention to diversity.

In the light of the outcomes of the present study, all the teachers who teach their subject in a foreign language should have access to linguistic training that enables them to accredit a level C1 of the CEFR, since it is the lowest level that guarantee a quality bilingual teaching. As it is stated on the PEDLA (2017), in the near future, C1 rather than B2 should be a requirement to teach in any bilingual program.

Furthermore, there is a need to set up specific training for teachers who want to teach according to the CLIL model. Nowadays, the training institutions of the different Ministries, together with certain Universities, are offering courses and postgraduate courses on bilingual education and the CLIL model, nonetheless they are optional rather than compulsory. CLIL teachers are rarely required to have specific CLIL certification or rarely receive extensive pre-

service training (Eurydice, 2006). CLIL training courses for teachers who teach in bilingual centers should be mandatory if we want to offer a quality bilingual education.

This training can be carried out following several modalities, either through face-to-face courses in the teachers training centers, taught by experienced university experts and ANL senior teachers, recently through the Virtual Classroom for Teachers in Andalusia⁵, and through university degrees and masters, such as the "Máster Interuniversitario en Enseñanza Bilingüe y Aprendizaje Integrado de Contenidos y Lenguas Extranjeras".

5.2. Limitations of this study

This study presents some limitations as all CLIL teachers who teach bilingual programs in the region are not included. It is a medium-size and anonymous sample which does not let us to set up further specific conclusions that could be drawn regarding other variables. Although this investigation has lasted over six months and offers quality results, it is necessary to highlight the fact that the data has been collected in only fifteen days, due to the time given for the educational institutions for this MA dissertation. This, obviously, has restricted the diffusion of our questionnaire, and consequently, the number of responders.

Furthermore, the unfortunately unusual worldwide situation, which is currently taken place as a consequence of the virus COVID-19, has carried great weight on this research. This exceptional context has limited the potential of the study concerning not only the collection of data, but also the access to information to design it.

5.3. Further lines of research

On the basis of the outcomes of the present investigation, remarkable further lines of research may be considered. This study sets the basis for others potential proposals, which are deeply explained as following.

The first would reflect the results of the design and implementation of specific training based on the real needs of teachers in bilingual learning contexts. As Pavón states "any changes to the Education System should be based on a detailed study of the variables that determine the effectiveness of the teaching methods that are being suggested" (2010: 31).

⁵ <https://educaciondistancia.juntadeandalucia.es/profesorado>

The second would analyse more in-depth those areas in which teachers demands further training, in order to obtain a more detailed diagnostic of the current panorama, and accordingly design and implement effective measures to overcome those deficits. Following Pérez Cañado (2014) the main areas in which teachers demand further formation are key in the success of bilingual programs.

The third would examine more exhaustively the teachers training needs, collecting data not only through questionnaires, but also through interviews. In this way results could be triangulated and obtain more reliable conclusions. When analysing how CLIL is being implemented, more useful information is being obtained on how CLIL is working in practice (Pavón & Ellison, 2013).

The forth would be a broader investigation, which also includes other the opinions and concerns of all stakeholders involved in the educational process. This would give a wider view and would offer the opportunity to compare and contrast the data obtained from each cohort. As Mehisto claims, "there is a need for research and training that help CLIL stakeholders to identify and concurrently address multiple interrelated factors contributing to or detracting from successful CLIL programming" (2008: 13).

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APPENDIX 1

Modelo AICLE en centros bilingües: Necesidades formativas del profesorado de Educación Primaria.

Cuestionario para el profesorado

1. Sexo.

Hombre / Mujer

2. Edad.

menos de 30 años / 30-39 años / 40-49 años / 50-59 años / más de 59 años

3. Tipo de profesorado.

Lengua extranjera / Área no lingüística

4. Experiencia docente en centros bilingües.

menos de 1 año / 1-5 años / 6-10 años / 11-15 años / más de 15 años

5. Nivel en la lengua extranjera que enseña.

A1 / A2 / B1 / B2 / C1 / C2

6. Formación en CLIL.

Sí / No

7. Tipo de centro educativo.

Urbano / Rural

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).

Competencia lingüística del profesorado de AL y ANL de centros bilingües de Educación Primaria.

8. ¿Te permite tu nivel de competencia lingüística ofrecer una enseñanza bilingüe de calidad?
9. ¿Promueves la interacción entre el alumnado y ofreces ejemplos de uso de la lengua conversacional y académica en clase (BICS & CALPS)?
10. ¿Usas de manera integrada las destrezas lingüísticas para promover el desarrollo de la competencia lingüística y comunicativa del alumnado?
11. ¿Promueves situaciones propias de contextos reales en los que el alumnado tenga que hacer uso de un lenguaje útil y significativo?
12. ¿Fomentas el uso de la lengua extranjera como vehículo de comunicación en el aula haciendo que el alumnado intercambie mensajes cuando realizan actividades en grupo?

Competencia metodológica del profesorado de AL y ANL de centros bilingües de Educación Primaria.

13. ¿Desarrollas un currículo integrado diseñado según las fundamentaciones metodológicas de AICLE?
14. ¿Implementas metodologías centradas en el alumno tales como aprendizaje basado en tareas, aprendizaje basado en proyectos o aprendizaje cooperativo?
15. ¿Diseñas materiales originales o adaptas recursos auténticos específicos para AICLE?
16. ¿Trabajas de forma coordinada con el profesorado de AL y ANL del centro en la elaboración de materiales y recursos específicos para AICLE?
17. ¿Evalúas de forma diferenciada al alumnado utilizando instrumentos validos para obtener evidencias de los avances del alumnado en el aprendizaje integrado de lenguas y contenidos?

Competencia digital del profesorado de AL y ANL de centros bilingües de Educación Primaria.

18. ¿Te permite tu nivel de competencia digital hacer un uso eficaz de las TICs para la enseñanza integrada de lenguas y contenidos?
19. ¿Recurre a Internet para la búsqueda materiales y recursos adecuados para AICLE?
20. ¿Diseñas actividades, tareas o proyectos que requieran el uso de recursos TICs por parte del alumnado?
21. ¿Fomentas la comunicación con el alumnado a través de medios tecnológicos y/o digitales?
22. ¿Implementas estrategias y utilizas técnicas que desarrollen la propia competencia digital del alumnado (uso de plataformas y diseño de actividades interactivas online)?

Estrategias de atención a la diversidad del profesorado de AL y ANL de centros bilingües de Educación Primaria.

23. ¿Flexibilizas de forma eficaz los elementos del currículo integrado (lenguas y contenidos) para garantizar la atención a la diversidad del alumnado?
24. ¿Desarrollas actuaciones específicas para atender a la diversidad lingüística y cultural del alumnado?
25. ¿Implementas estrategias y utilizas técnicas que respetan los diferentes estilos y ritmos de aprendizaje del alumnado?
26. ¿Provees al alumnado con el andamiaje necesario para alcanzar con éxito los objetivos propuestos?
27. ¿Atiendes de forma individualizada al alumnado según los principios de equidad para dar respuesta tanto a sus intereses como a sus necesidades?