

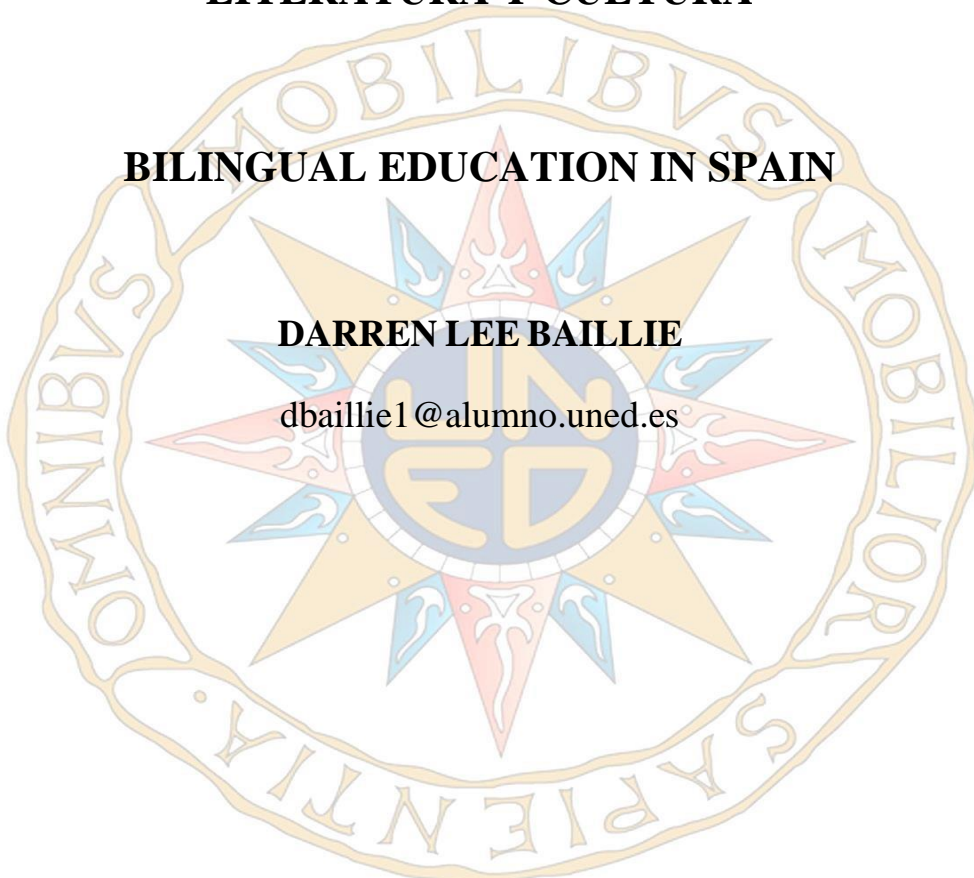


TRABAJO FIN DE GRADO
**GRADO EN ESTUDIOS INGLESES: LENGUA,
LITERATURA Y CULTURA**

BILINGUAL EDUCATION IN SPAIN

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Abstract. This paper discusses the growing phenomenon of bilingual and multilingual education programmes in Spain, and more specifically the adoption of Content and Language Integrated Learning (CLIL) as the most prevalent teaching method implemented in this context with the aim of maximizing learning. The purpose of this paper is to provide an overview of some of the diverse models of these programmes in the Spanish education system in terms of linguistic policy and implementation, with a more in-depth focus on such programmes in the Valencian Community, and to report on the findings of a research study into CLIL teachers' perspectives on the teaching of non-language area subjects in English in Spanish schools.

Keywords: CLIL, implementation, multilingual education, linguistic policy, teachers' perspectives

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1. Introduction

“It is becoming necessary for everyone, irrespective of training and education routes chosen, to be able to acquire and keep up their ability to communicate in at least two Community languages in addition to their mother tongue” (from European Commission White Paper on Education and training, 1995)

In a White Paper published in 1995, the European Commission expounded the benefits of multilingualism in general and emphasised the importance of proficiency in multiple languages to allow citizens of the European Union to take advantage of the occupational and personal opportunities open to them in an increasingly interconnected Europe. As such, it was stated as a general objective that all citizens should acquire proficiency in two languages other than their mother tongue. An understanding of this need has been reflected in education policy across Europe, including Spain, through the introduction of different models of bilingual or multilingual education at an exponential rate. One of the most prevalent teaching methods which has been adopted to maximise language learning within these models is Content and Language Integrated Learning (CLIL), Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) in Spanish. CLIL, the product of a European Commission initiative launched in 1994, “is an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role” (Coyle, Hood & Marsh, 2010:1) and refers to teaching subjects such as science, history and geography through a second language.

Bilingual programmes in Spain date back to an ongoing collaboration between the British Council in Spain and the Ministry of Education and Vocational Training, which began in 1996, to “support the implementation, development and evaluation of bilingual and bicultural education throughout Spain.” (Bilingual Education in Spain – British Council) This “Bilingual Project” has influenced other governments and education authorities in the development of multilingual education and CLIL projects in their schools. According to data obtained from the Ministry of Education and Vocational

Training website (educacionyfp.gob.es), the total number of students - including public, chartered and private centres - enrolled in bilingual programmes (incorporating CLIL) across educational levels in Spain (Primary, Compulsory Secondary, and non-compulsory Secondary Education) in academic year 2016-2017 was 1.081,551, 96% of which involve the use of English as the vehicular language in those subjects taught in a foreign language. By comparison, in academic year 2011-2012 462.137 students participated in such programmes, meaning the number of students studying in bilingual programmes in Spain has more than doubled in this period of time. These statistics also underline the increasing importance of CLIL methodology in the Spanish Education system.

When discussing bilingual education in Spain it is important to note that, while education in Spain is regulated at national level by the Organic Law for the Improvement of the Quality of Education, in Spanish, *Ley Orgánica para la Mejora de la Calidad Educativa* (LOMCE - L.O. 8/2013), decentralisation of education, with competences in this area transferred to the autonomous communities, has led to diversiform CLIL policies and practices which have been developing at different rates. We must also bear in mind that there are several communities in Spain with two co-official languages, such as Catalonia, the Basque country or the Valencian Community. In these communities, education programmes which often already included instruction in the two languages of the region have been adapted to incorporate the use of a third language as a vehicle for the learning of content subjects.

The rise in the use of CLIL based approaches to education has naturally resulted in an increase in the wide body of research into the subject. Questions surrounding the characterization, implementation, effectiveness, and even the research of this methodology, are the order of the day in the field of Education. By way of example, an international conference titled: "Bilingualism and interculturality: challenges limits and solutions" was hosted by The UNED on 29-30 November 2018 in Madrid to analyse and discuss the current state of affairs in this field.

1.1 Objectives

Through the selection and review of four academic articles in this area this paper will explore the following four thematic blocks:

1. Introduction to bilingual education: basic concepts, objectives, regulation.
2. Historical and social factors affecting bilingual education.
3. Models of bilingual education: bilingual programmes for the learning of foreign languages in Spain, CLIL.
4. Critical approaches to the planning of bilingual education and the evaluation of programmes.

The focus will then shift to an analysis of a specific education setting in Spain, that of the Valencian Community. This will aim to provide an overview of the linguistic policy in this region with regards to bilingual education programmes. Finally, a field study will be carried out with the objective of gaining an insight into the vision on this topic of teachers of non-language subjects participating in bilingual or multilingual programmes.

2. Academic Article Reviews

Manzano Vázquez, Borja. 2015. 'CLIL in three Spanish Monolingual Communities: The Examples of Extremadura, Madrid and La Rioja.' *ELIA: Estudios de Lingüística Inglesa Aplicada* 15: 135-158.

This article was written as part of a research project on *Políticas educativas y plurilingüismo en la escuela española: Análisis comparado de modelos de enseñanza de las lenguas* [Educational policies and multilingualism in the Spanish school: Comparative analysis of models of language teaching]. The author holds a PhD in English Philology and works as a professor in the English and German Philology Department at the University of Granada.

The principle aim of the article is “to discuss the implementation of CLIL methodology in three Spanish monolingual communities (Extremadura, Madrid and La Rioja) so as to suggest future actions to improve its development.” More specifically, the article compares and contrasts implementation initiatives in these three communities, analyses the diverse teacher training programmes in place for teachers involved in bilingual education, considers the findings of CLIL research in Extremadura, Madrid and La Rioja up to this point, and concludes by proposing concrete future actions which could be undertaken to improve foreign language education and CLIL implementation in the regions under study. This article is useful in terms of providing the reader with an insight into the way in which CLIL methodology is being put into practice in three geographically diverse regions in Spain, and in highlighting both positive and negative aspects observed during the research. However, it is important to note at this point that this paper deals exclusively with educational policy in the public school system and, as such, it does not consider CLIL implementation in chartered and private centres.

The article begins by explaining that the search for new teaching methods aimed at encouraging the learning of foreign languages, one of the foremost of which is CLIL, was prompted by European Union strategies addressing the need for multilingualism in European citizens in an increasingly globalised world. The article goes on to provide a brief overview of CLIL in Spain, citing negative results in the Eurobarometer 2012 “Europeans and their languages” (European Commission, 2012), which show Spain to be well below the European Community average regarding foreign language ability, as a key factor in motivating the Spanish education authorities commitment to multilingualism and subsequent steps taken to promote foreign language competences among students. This introduction also draws attention to the fact that, though the use of CLIL methodology is on the rise in the educational context across Spain, practices and policies are neither uniform nor developing at the same pace as a result of the decentralisation of education and transfer of competences to autonomous communities we discussed in the introduction to this paper.

The first community considered is Extremadura, which is described as “one of the most active communities in terms of bilingual education in Spain”.

We are informed that early initiatives aimed at improving students' foreign language skills involved the early implementation of a foreign language in the curriculum: a first foreign language, English, in the second cycle of infant education (age 3), and the incorporation of a second foreign language, French or Portuguese, in the third cycle of primary education (at the age of 10-12). Extremadura also participated in the aforementioned collaboration between the British Council and the Spanish Ministry of Education which began in 1996.

However, the implementation of CLIL methodology came in the academic year 2004-2005 with the introduction of the *Proyectos de Sección Bilingüe* (Bilingual Section Projects). These projects aimed to develop CLIL initiatives in both primary and secondary schools and included measures such as a minimum number of foreign language sessions per week (and an additional language for CLIL students), the teaching of two to three content subjects through a foreign language, visits abroad for students and the assignment of native language assistants to bilingual schools. During the academic year 2014-2015, there were 265 bilingual sections in Extremadura: 147 Spanish-English sections, 3 Spanish-French sections and 2 Spanish-Portuguese sections in primary education; and 102 Spanish-English sections, 8 Spanish-French sections and 3 Spanish-Portuguese sections in secondary education. These figures clearly demonstrate that English is the favoured foreign language for bilingual education. An evaluation of the level of proficiency in the target language of students in bilingual sections carried out by the Extremaduran Education Authority in 2014 produced positive results regarding language competence. However, it also revealed a shortage of properly qualified teachers and teacher training programmes.

In 2008 the Government of Extremadura launched the *Plan Linguae* which sought to immerse the whole Extremaduran society in plurilingualism. This initiative involved actions aimed at schools, teachers, learners and the Extremaduran society in general. The plan aspires to increase both bilingual sections and bilingual schools (in academic year 2014-2015 only 6 bilingual primary schools and one bilingual secondary school existed) in the region. Teacher training measures specific to foreign language teaching have also been introduced, including the PALE programme (Foreign Language

Teaching and Learning Support Programme) for infant, primary and secondary school teachers, and two projects (Proyecto Ágora and Proyecto Atenea) to promote the understanding and use of information and communication technology in foreign language teaching. The article calls attention to the absence of research studies in Extremadura into the impact of these teacher training programmes on CLIL teachers and their teaching practices. In terms of developing students' foreign language abilities, initiatives include the possibility of study visits abroad, language immersion programmes in school camps and the intention of incrementing the number of native language assistants in schools. Finally, the *Plan Linguaex* attempts to benefit the Extremaduran society in general by increasing the linguistic knowledge of the population through actions such as the promotion of a network of Official Language Schools and a free English programme focused on oral skills and communication for young adults called Get-Through English.

The article then goes on to discuss the implementation of bilingual education in the community of Madrid, which we are told is also investing heavily in this area, particularly in bilingual English-Spanish education. To this end, the principle bilingual initiatives implemented by the Government of Madrid are: the bilingual programme developed by the Spanish Ministry of Education and the British Council; the Programme of Bilingual Infant and Primary Schools; the Programme of Bilingual Secondary Schools; and the Language Sections.

The region of Madrid, like Extremadura, partakes in the Ministry of Education-British Council joint venture, with the integrated Spanish-English curriculum in place from the second cycle of infant education through to the end of primary school when students go to the programme of Language Sections implemented in secondary education. Although Madrid has a greater number of schools in this programme than Extremadura (10 to 6), it is important to note that no new schools have joined this venture in either region since its inception in 1996.

The Programme of Bilingual Infant and Primary Schools began in 2004 and today Madrid has more than 330 bilingual infant and primary schools, which accounts for 43% of the schools in the region. In contrast to the model of bilingual sections, all students in the school are enrolled on the bilingual

programme. A minimum of 30% of the curriculum is taught using English as the vehicular language, including English as a foreign language and Science and other curricular subjects. For the academic year 2014-2015, there were 1098 native language assistants in primary education and 428 in secondary education. The Government of Madrid sets ambitious targets for students of bilingual primary schools, expecting them to reach B1 level by primary 6, and undertakes official external evaluations every year to measure students' linguistic competence at the end of each cycle of primary education. These tests have yielded extremely positive results (86.9% pass rate in 2013) but must be tempered by the fact that these examinations are only taken by students whom teachers consider prepared to sit them.

The continuity of the programme of Bilingual Infant and Primary Schools is guaranteed in compulsory secondary education through the Programme of Bilingual Secondary Schools, which currently number almost a hundred in the region. Two modalities exist in this programme: the Bilingual Programme and the Bilingual Section, the latter including students deemed to have a higher level of proficiency in the foreign language and so involving a greater percentage of the curriculum being taught in the target language. The article states that research into these CLIL projects has produced positive results, suggesting "both linguistic and affective gains", though, again, highlighting a paucity of studies in this area.

Language Sections, akin to the bilingual sections in Extremadura, are the fourth bilingual initiative in Madrid. These programmes are in place in secondary education and can be undertaken in English, French and German. In the English bilingual sections English as a foreign language is taught for 5 hours per week and three curricular subjects are taught through English. However, it should be noted that these programmes are gradually disappearing due to the fact that they have recently been incorporated into the programme of Bilingual Secondary Schools. During the academic year 2014-2015, 98 secondary schools offered bilingual English-Spanish education, while only 15 offered French bilingual sections and 4 German. The conclusion to be drawn from this is that rather than being truly multilingual, the educational system of Madrid is predominantly bilingual English-Spanish.

In terms of teacher training, the Government of Madrid has set up the *Plan de Formación en Lengua Inglesa* (English Language Training Programme) with the aim of better preparing CLIL teachers for bilingual education. Notwithstanding, research has shown that CLIL teachers believe further training is needed in certain areas, such as foreign language proficiency to be able to impart classes in the target language, and on the implementation of CLIL methodology.

The Spanish Community of La Rioja is also proactive with regard to the promotion of innovative ways of foreign language teaching and learning. As in Extremadura and Madrid, English as a foreign language is taught from the second cycle of infant education. In the academic year 2014-2015, more than 30% of the total number of students in La Rioja were participating in a bilingual programme. The principal initiatives in this field are the School Language Innovation Projects, the Bilingual Sections and the School Integrated Language Competence Programme.

The School Language Innovation Project, which was launched in academic year 2004-2005, is split into three modalities: Models A, B and C. The first of these involves very limited use of the foreign language, the second slightly more and the third stipulates that one content subject must be completely taught using the target language. Content teachers must hold a B1 in the foreign language to participate in Model A, and a B2 for Models B and C.

As is the case in Extremadura and Madrid, Bilingual Sections are also an extensive initiative in La Rioja, operating at all the educational stages. A minimum of two content subjects are taught in the target language (English or French), native language assistants are employed in each bilingual section, and content teachers are required to have a minimum of a B1 level in terms of language competence. The results of the Bilingual Sections are evaluated by the Education Authority of La Rioja. In academic year 2014-2015, there were 6 bilingual sections (all Spanish-English) in this community and 80 schools involved in the School Language Innovation Project. Once again, the prevalence of English over other foreign languages is indisputable.

The School Integrated Language Competence Programme, which promotes the acquisition of foreign languages through diverse communicative

situations and contexts, began in 2012 but in 2014-2015 the programme no schools participated in the programme.

The author of this article questions how the basic input in the foreign language learners receive in Model A of the School Language Innovation Project can significantly improve students' language proficiency and suggests that students' learning of a foreign language is directly linked to their teachers' language competence and, as such, advocates the importance of teacher training. In la Rioja diverse training programmes are available to primary and secondary CLIL teachers, such as the Centros de Profesores y Recursos (CPR), which offer specific courses in CLIL methodology. Another option are Official Language Schools.

The article highlights the fact that, despite an absence of official Education Authority reports concerning these bilingual programmes, research has been carried out by the University of La Rioja's Applied Linguistic Group in conjunction with the Research in Applied Linguistics group from the Basque Country. The results of these studies have been mixed, leading to the suggestion that further research is required in this area to corroborate the benefits of CLIL over ordinary foreign language teaching.

The article concludes by considering the most significant deficiencies observed throughout the study, and outlines what might be done in the future to enhance foreign language education and CLIL implementation in the communities of Extremadura, Madrid and La Rioja. Firstly, the predominance of English as a foreign language is underlined, with the suggestion that regional educational authorities should give equal importance to other foreign languages. Secondly, the lack, or limitation, of studies into CLIL programmes and the need to for greater research to verify the value of CLIL is addressed. Finally, the author suggests that the quality of language instruction CLIL students receive is dependent, to a certain degree, on CLIL teachers' language competence and that, as such, teacher training is fundamental to the success of CLIL teaching. Again, there is an allusion to a lack of research in this area. In summary, CLIL is considered a positive approach to improving foreign language teaching in the Spanish educational context, but we must be aware that there is much work still to be done to guarantee positive results in terms of bilingual education in the future.

Pérez Cañado, M.L. 2016. From the CLIL craze to the CLIL conundrum: Addressing the current CLIL controversy. *Bellaterra Journal of Teaching & Learning Language & Literature*, 9(1), 9-31.

The author of this article is a currently a Professor in the Department of English Philology at the University of J  en, Spain. She is also the author of several books on second language acquisition and second language teaching, has taught in diverse countries overseas and in several Spanish Universities, and was granted the Ben Massey Award in recognition of the quality of her scholarly contribution in higher education.

As the title of this article indicates, this paper states that opinion towards the CLIL approach has evolved from being overwhelmingly positive upon its introduction in Europe ("CLIL craze"), to being increasingly critical of this methodology, leading to what the author calls the "CLIL conundrum". Criticism has centred on three areas: characterization, implementation and research. This article purports to identify these controversies and the challenges they pose, and to present specific actions to overcome them, and thus to facilitate the next decade of CLIL development, based on research projects funded by the national and local governments. This paper is very useful in that it provides a very comprehensive discussion of scholarly debate into the three areas of contention it focuses on, and proposes ways forward grounded in carefully planned and rigorously conducted research projects. However, the absence in the article itself, in the majority of cases, of the actual results of the research projects alluded to, leaves the reader unable to draw conclusions as the true value of the proposals advanced.

The first controversy addresses the very characterization of CLIL itself. We are told that, despite the fact that at its inception CLIL was defined as "a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language" (Marsh & Lang  , 2000, as cited in Perez Ca  ado, 2016), its precise limits are not clearly delineated. Prolific authors on the subject of CLIL, such as Alexander Bruton (2013) and Jasone Cenoz et al. (2013), are cited as having criticised the approach for its lack of clarity. In the early stages there was a tendency to stress the distinguishing features of CLIL as compared with other immersion

approaches, but this “reductionist, isolationist” view of CLIL has been challenged for being counterproductive for practitioners and researchers, particularly by Cenoz et al. These authors, along with others, including Somers and Sermont (2010), are said to have highlighted the similarities between CLIL and immersion education. A similar argument has been advanced regarding CLIL and Content-Based Instruction (CBI). As such, a “much broader, all encompassing view of CLIL is now proposed” so that experiences of the diverse types of multilingual programmes can be shared to the benefit of the entire pedagogical and research community.

The article goes on to discuss criticism of CLIL due to an absence of cohesion in its implementation and the profusion of models the approach encompasses. Factors which are deemed to contribute to the wide variety of models, include *operating factors*, identified by Coyle et al. (2010) (eg. levels of teacher and language fluency, ways of integrating content and language etc.), *environmental parameters* (according to Wolff, 2005) and the variables Rimmer calls “the CLIL mix” (Rimmer, 2009, as cited in Perez Cañado, 2016), such as degree and depth of content and L1/L2 balance. While certain scholars have regarded this broad spectrum of CLIL programmes as prejudicial, the author of the article informs us that “another notable batch of authors has recently countered this view”, including Wolff, Coyle and Hüttner & Smit, with the suggestion that they have in fact allowed CLIL to cater for the linguistic diversity in Europe. A further controversy regarding CLIL implementation is said to be the absence of egalitarianism in CLIL teaching. The article cites an initial group of authors, notably including one of the creators of CLIL, David Marsh, who believe that CLIL promotes social inclusion and equity. However, doubts regarding this egalitarianism have been raised by another group of scholars, who suggest that CLIL may favour elitism by attracting the most able students in academic and linguistic terms and as such, may lead to a lack of attention to diversity.

The third area of contention concerns CLIL research. The author of this article identifies two contrasting moments in relation to the effects of CLIL research up to this point: an initial phase characterised by an overwhelmingly positive vision of CLIL outcomes, citing a long list of authors including Marsh and Coyle; and a second phase with a markedly negative perspective on the

outcomes and viability of CLIL methodology. In addition, it is stated that some studies which were originally understood to have demonstrated positive results of CLIL programmes are being reinterpreted due to the detection of possible methodological flaws, including variables such as the non-homogeneity of control groups, research design and statistical methodology. The author stresses the need for future investigators to eradicate these methodological deficiencies in order to properly assess the real effects of CLIL.

The article then proceeds to propose actions aimed at overcoming the challenges it has identified in terms of the characterization, implementation and research of CLIL. Extensive classroom observation across a wide range of diverse CLIL contexts - including public and private schools, Primary and secondary education and rural and urban settings in 12 different provinces within three autonomous communities – was conducted with the aim of shedding light on the problems with the imprecision of CLIL characterisation and implementation issues. This observation was followed up by face-to-face interviews with teachers. It should be noted that we are not actually provided with the conclusions of this part of the research in this article, we are only informed of what was done and that it “should allow us to make headway in characterizing representative pedagogical CLIL practices”. The article then turns to the “equity conundrum”, asserting that research in the future should establish whether CLIL does indeed lend itself to elitism, as has been suggested. In the projects undertaken during the present research, an initial year-long phase was dedicated to determining the homogeneity of CLIL and non-CLIL groups. These groups were found to be homogenous on four different variables (verbal intelligence, motivation, socioeconomic status and extramural exposure to the foreign language, thus contradicting the contention that CLIL streams are comprised of the most motivated, gifted and socially privileged students. Clearly, it is important to bear in mind that these results are only applicable to the students under study, albeit an extensive sample, and would need to be corroborated by similar tests in other CLIL contexts. Finally, the article goes on to discuss ways to tackle the issues raised regarding CLIL research, highlighting the importance of overcoming methodological flaws which have cast doubt on the credibility of CLIL

investigations undertaken to date. It is argued that it would be beneficial to factor in further pertinent variables in future research to ascertain the effects of CLIL on the increasingly diverse learners involved in these programmes, and states that this study considered 11 different variables (including gender, English level, linguistic competence of the teacher etc.) to this end. However, again, the actual findings linked to these variables are not made explicit in the article itself. Regarding research design, we are told that the studies undertaken were longitudinal, as opposed to cross-sectional, and combined a quantitative and a qualitative approach, the latter utilising multiple triangulation. Finally, with regard to statistical methodology, Cronbach α , the Kuder-Richardson reliability coefficient, Anova, and the t test were used to guarantee the validity of statistical evidence, and “factor and discriminant analyses” employed to establish whether any differences identified between bilingual and non-bilingual programmes were the result of CLIL, or whether other variables taken in to account could be responsible.

In conclusion, the extensive coverage of scholarly debate into the controversies surrounding CLIL in recent years proves enlightening in terms of identifying the issues and challenges this methodology is faced. In addition, proposals advanced to overcome these hurdles going forward appear to be the product of research based on a sound methodological approach. Notwithstanding, the fact that the specific outcomes of the research projects referenced in the article are largely not provided in the article itself, we are unable to corroborate the extent to which the recommendations made overcome the challenges they set out to address.

Milla Lara, M.D. and Casas Pedrosa, A.V. 2018. Teacher Perspectives on CLIL Implementation: A Within-Group Comparison of Key Variables, *Porta Linguarum*, issue 29, January 2018

The authors of this article are M^a Dolores Milla Lara, who is studying her PhD within a research project on bilingual education at the University of Jaén, and Dr Antonio Vicente Casas Pedrosa, a professor in the English Philology Department at the University of Jaén.

This article presents the findings of a qualitative study conducted into teacher perspectives on CLIL implementation, more specifically the implementation of the Andalusian Plurilingualism Promotion Plan (APPP), in four provinces of Andalusia in Southern Spain (Almería, Córdoba, Granada and Jaén). The paper's overriding purpose is to analyse the outcomes of the research carried out in order to establish the present state of affairs regarding CLIL implementation in the region, and to pinpoint the principal lacunae to be addressed. As such, this article is useful to gain a clearer picture of how CLIL is functioning in the community of Andalusia, and it contributes to the growing body of research into the strengths, weaknesses, opportunities and threats pertaining to this approach. However, it should be noted that the sample the study is based on is concentrated in a single community in Spain. Accordingly, to be able to gauge the applicability of the conclusions reached to CLIL implementation in a general sense, these results would need to be compared to those of similar studies with geographically diverse samples.

In the introduction of the article we are informed that the APPP, which was launched in 2005, was implemented with the aim of increasing the linguistic competence of the population of the region, and to change a monolingual mentality to a plurilingual one. Evidence given of the commitment to these pursuits is that Andalusia is currently the community with highest number of bilingual schools in Spain. In 2017 the Strategic Plan for the Development of Languages in Andalusia (PEDLA) was introduced to build on the accomplishments of the APPP.

The article goes on to frame the topic against a brief review of the literature and findings regarding the APPP up to this point, with the focus on studies which have centred on teacher training and teachers' perceptions on the initiative. It is stated that a large number of studies have been carried out in this area, though some have presented methodological shortcomings. The authors highlight the first large study on the APPP, a quantitative and qualitative study coordinated by Lorenzo (Pablo de Olavide University in Seville) in 2006-2007, which yielded extremely positive results, and a comprehensive study conducted by Lancaster (2016), canvassing student and teacher perspectives concerning the APPP implementation in Secondary education, which also produced favourable outcomes in terms of

stakeholders' judgements on the use and impact of CLIL methodology in the classroom. In addition, with regard to teacher training, the article cites a study by Pérez Cañado on this topic "Teacher training needs for bilingual education: In-service teacher perceptions" (2016), which revealed that the two most important issues that teacher training must direct its attention to were teacher proficiency in the L2 and training in CLIL theory, findings which corroborated those of previous articles on the subject. The next segment of the article stresses the fundamental importance of the CLIL teacher to the success of the APPP and the PEDLA, and indeed CLIL programmes in general.

The following section of the article details the methodology of the study. In terms of the objectives of the research, the authors' stated aim is to evaluate teachers' impressions on the APPP along with their level of satisfaction generated by this initiative, and to establish the existence of intra-group differences in their perceptions. The principal objective is divided into two key metaconcerns: Metaconcern 1 (Needs analysis) and Metaconcern 2 (Within-cohort comparisons). Metaconcern 1 investigates ten fields of interest grouped into 7 objectives: 1) L2 use in class, L2 development: discursive functions, competence development; 2) methodology; 3) materials and resources; 4) evaluation; 5) teacher training and motivation; 6) mobility; 7) coordination, organisation, workload, and overall appraisal of bilingual programmes. Metaconcern 2 involves objective 8: to establish whether or not there are any statistically significant differences regarding the identification variables taken contemplated: type of school, age, gender, nationality, type of teacher, administrative situation, English level, overall teaching experience, teaching experience in bilingual schools and number of subjects taught in English.

In terms of research design, the article indicates that the study represents an example of primary survey research, in light of the fact the data gathering process made use of both interviews and questionnaires. To guarantee the reliability and validity of the data four types of triangulation were employed: data, methodological, investigator and location. The sample for the study was comprised of 101 teachers from the four aforementioned provinces of Andalusia, the majority of whom were Non-Language Area (NLA) teachers or English teachers, the remainder being language assistants. The

identification (subject) variables considered were those listed under Metaconcern 2 above. Finally, the data gathered was statistically analysed using the SPSS programme.

With regard to Metaconcern 1, teachers' perspectives on CLIL implementation in relation to the fields of interest detailed previously were analysed using a 1 to 4 Likert scale (1 meaning "Totally disagree", and 4, "Totally agree"). It is stated that, in most cases, the average marks were above 3, which demonstrates that results were positive on the whole. In terms of Students' L2 competence in CLIL classes at both primary and secondary education level, methodology employed in CLIL, impressions concerning the materials and resources utilised in CLIL, and teachers' perceptions of the evaluation system in CLIL lessons, the results are all quite positive. Notwithstanding, one area for improvement detected related to the need for CLIL materials to provide some guidelines in Spanish to enable parents to help their children at home. Regarding teacher training, a requirement for more training, particularly CLIL training and courses aimed at increasing FL competence, was identified. The lowest scores in the study were connected to mobility, where teachers manifested that their participation in exchange programmes, or linguistic and methodology programmes abroad, is infrequent. As concerns the coordination and organisation in CLIL classes, perceptions were positive. Finally, teachers' overall evaluation of bilingual programmes was positive too.

In respect of Metaconcern 2, the findings of the study reveal significant differences in relation to every single identification variable considered, with the highest number pertaining to type of teacher. Generally speaking, FL teachers were found to have more positive attitudes regarding CLIL implementation than their NLA counterparts. Another noteworthy difference was found in the variable regarding the teachers' English level. Here, more positive results were obtained from teachers possessing a C1 or C2 than those with an A1, A2, B1 or B2. Finally, it should be noted that bilingual coordinators perceptions in relation to almost all of the areas of interest under study were higher than the rest of the teachers.

To conclude, this article provides a clear picture of how CLIL is operating in the community of Andalusia from the perspective of teachers

involved in its implementation. The findings are encouraging. It is useful to note that in the conclusion to the paper we are referred to research projects which have taken students' and parents' viewpoints into account, as a consideration of these would allow one to gain a more complete picture of the successes and failures of the CLIL approach in the region. Finally, it must be borne in mind that the outcomes of this study, though generally positive, are based on a study in a localised area, Eastern Andalusia, thus comparison with other research into this area in different locations is necessary to determine whether the results are applicable to other institutions where instruction via CLIL takes place.

Bellés-Calvera, L. 2018. Teaching music in English: A content-based instruction model in secondary education. *LACLIL*, 11(1), 109-139.

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This article reports on a study conducted in a public high school at secondary education level in a Spanish bilingual community, where music was taught through a CLIL approach in an English FL class. The two primordial objectives of the study are, firstly, to establish to what degree students enjoy learning music through English, and secondly, to explore the adequacy of music as a subject to be taught in English going forward. This study is interesting in that it provides a real example of how a CLIL class can work to teach a content subject, and of the students' perceptions of the experience. However, the extremely small scale of the study means that much further research into the questions raised would be required to enable any generalisations to be made from the findings obtained.

The introduction of the article makes reference to the European Union's commitment to foster multilingualism in education, and to the fact that Content-Based Instruction (CBI), an umbrella term which CLIL fall under, has emerged as an effective approach to foreign language teaching in this context, both of which are issues we have discussed earlier in this paper. The article then goes on to briefly discuss previous research pertaining to advantages and disadvantages in CLIL programmes. Examples given of

positive effects of CLIL include an increase in learners' competence and confidence in the L2 in terms of both receptive and productive skills, along with the acquisition of more sophisticated vocabulary and morphology, due to regular exposure to authentic input. With respect to drawbacks, some examples cited are related to the teachers' workload, students' pronunciation and assessment, where specialist teachers attach more importance to content knowledge, while language teachers prioritise language accuracy.

The article then provides a brief overview of studies into the use of music as a tool in foreign language teaching programmes. There appears to be a paucity of research into this subject, but studies cited include those by Peregoy & Boyle (2008) and Saricoban & Metin (2000), which show that "teaching English as a Foreign Language through music and songs seems to be beneficial for the learning process of the target language" and that it helps develop their listening, writing, reading and speaking skills. In addition, the author highlights a publication by Jane Willis (2013) in which seven activities to utilise in a music class based on CLIL methodology are presented. In terms of the research study this article is based on, the school in which the study was carried out offers CLIL programmes through English in a variety of subjects including history, geography and technology, and the possibility of incorporating the subject of music to this programme in the future is one of the reasons which gave rise to this study.

The following section of the article is dedicated to the methodology involved in obtaining data and the subsequent analysis of learners' outcomes. We are informed that a music unit, created according to a CBI method, was taught at a secondary school in the Valencian Community, where the teaching of a foreign language constitutes the third language in all students' curriculums, along with the two co-official languages of the region. The participants in the study were forty-four 1st year high-school students attending English classes, aged between 12-14 years old, with an English level described as heterogeneous. The course materials employed to achieve the objectives of the study included ten music related activities, including a final project, and a questionnaire which was administered following the students' presentations of their projects. The author stresses that this questionnaire was anonymous, and included questions aimed at obtaining

information regarding the subjects' attitudes towards the incorporation of music through CLIL. The data was analysed quantitatively and qualitatively, as students were also afforded the opportunity to explain their answers.

In the "Results and Discussion" section of the article, both the students' performance in the activities carried out in class and the survey results are presented. However, in this paper we shall focus solely on the results obtained in the surveys as these provide more pertinent information in terms of determining the stated objectives of the study. The outcomes of the survey revealed that an overwhelming majority of students enjoy learning foreign languages; however, a similar percentage of students also indicated that they believe it is difficult to learn a subject in a foreign language. With regard to the two principle objectives of the study, namely to determine to what extent students enjoy learning music through English, and to assess the adequacy of music as a subject to be taught in English in the future, the questions which were the most useful were the following: Q5. "Did you like using English in these music lessons?"; Q8. "These music lessons were more difficult compared to other music lessons"; Q9. "Would you rather have a common music lesson?"; Q11. "If you were offered CLIL at high school next year, would you enroll in any subject?" The students' answers to these questions revealed that 94% enjoyed using English in these music lessons, the vast majority did not find the lessons more difficult to follow than ordinary music lessons, but were split as to whether they would prefer to study music in their mother tongue (with a slight majority in favour), and also with regard to the question of enrolling in CLIL subjects the following year (with a marginal majority indicating they would). Interestingly, the qualitative analyses revealed that 60% of those surveyed indicated a preference to study music through CLIL over any of the other content subjects from a list presented to them in the questionnaire.

In conclusion, this article offers an interesting account of students' attitudes towards the teaching of the subject of music through CLIL. Notwithstanding, as previously stated, this particular study is particularly small, being based on a sample from only one year group in one school. As such, without deeper analysis involving a much wider sample, it is not possible to validate the outcomes obtained.

3. Multilingual Education in the Valencian Community

As we discussed in the introduction to this paper, though education in Spain is regulated at national level, decentralisation in educational matters has transferred competences in this area to the autonomous communities. It is important to highlight at this point that the Valencian Community is a bilingual community in which two official languages co-exist: Spanish, the national language of Spain, and Valencian, the language of the Valencian Community. The obligation to respect the equality of both these languages underpins linguistic policy and the vast majority of education models in this territory, and the introduction of foreign languages into the school curriculum, whether as foreign language subjects, or as the vehicular language in the teaching of content subjects (CLIL), results in multilingual programmes, as opposed to the bilingual programmes present in many monolingual communities in Spain.

3.1 Linguistic policy and legal framework

The current linguistic policy of the region in relation to the multilingualism in the Valencian education system is governed by LAW 4/2018, 21 February, of the Valencian Government, regulating and promoting multilingualism in the Valencian education system (*LEY 4/2018, de 21 de febrero, de la Generalitat, por la que se regula y promueve el plurilinguismo en el sistema educativo valenciano*). While it must be pointed out that this legislation is designed to protect and foment the learning of the Valencian language, as much as it is to promote the learning of other languages, when discussing this law, we shall focus on how it affects the teaching of foreign languages in multilingual programmes in the education system of the Valencian Community. This law establishes only one programme, the so-called Multilingual and Intercultural Education Programme (*el Programa de Educación Plurilingüe e Intercultural (PEPLI)*).

In the preamble to LAW 4/2018 reference is made to Spain's unfavourable results in the Eurobarometer 2012 "Europeans and their languages" which we discussed briefly earlier when discussing CLIL in

Extremadura while reviewing the article 'CLIL in three Spanish Monolingual Communities: The Examples of Extremadura, Madrid and La Rioja.' The Valencian government also cites this study as one of the motivating factors driving their determination to improve the region's students' competence in foreign languages, particularly English, with the improvement of oral communication pinpointed as the area where greatest improvement is needed. It is stated that the education system has a responsibility to society to redress this imbalance in proficiency in English as it the language of international communication. The objective of LAW 4/2018 (Article 1) is to regulate the teaching, and vehicular use, of the different curricular languages of the Valencian Education system, ensuring students acquire multilingual and interlingual competence. More specifically, the first aim of the *PEPLI*, laid out in this law (Article 4.1.a), is to guarantee that all students in the Valencian Education system acquire proficiency in speaking and writing in both official languages, functional proficiency in one or more foreign languages and enriching cultural contact with other extra-curricular languages and cultures belonging to students of the system. The law establishes that the *PEPLI* is applicable in all public and all chartered (semi-private public-funded schools) centres in the Valencian Community which are authorised to teach at the levels of pre-primary, primary, special education, compulsory secondary education and Baccalaureate, as well as in vocational training and adult education.

In terms of the introduction of a foreign language as the vehicular language in the teaching of content subjects, it is suggested in the Preamble to the law that this should be implemented progressively to allow students to take advantage of linguistic learning strategies acquired in the two co-official languages. As regards linguistic competence level, Article 5 establishes that the *PEPLI* will ensure that, upon completion of the different education of the different educational stages, students have reached the Common European Framework of Reference for Languages (CEFR) competences in speaking and writing that follow:

- a) Upon completion of compulsory education, as a minimum, the equivalent of an A1 in their first foreign language.

- b) Upon completion of post-compulsory pre-university stages, as a minimum, the equivalent of an A2 in their first foreign language.

In order to achieve the objectives of the programme in relation to foreign languages, the amount of time devoted to the teaching of curricular contents through a foreign language, throughout all the stages which comprise compulsory education, may oscillate between 15% and 25% of the teaching hours in the academic syllabus. Article 7 (we include only information pertaining to foreign language teaching) of the law sets out how the *PEPLI* is to be implemented at each educational stage:

- In the second cycle of pre-primary education, English will be integrated through the “early implementation” of a foreign language approach and will constitute 10% of the school curriculum.
- In primary education, English (along with Spanish and Valencian) will be treated as a language area. As such, the amount of time devoted to the teaching of curricular contents through English may oscillate between 15% and 25% of the total teaching hours in the academic syllabus.
- In compulsory secondary education and the Baccalaureate, English (along with Spanish and Valencian) will continue to be treated as a language area. As such, the amount of time devoted to the teaching of curricular contents through English may oscillate between 15% and 25% of the total teaching hours in the academic syllabus. At this stage, an optional second foreign language, preferably a Romance language, will be incorporated. The amount of time devoted to the teaching of curricular contents through English in the Baccalaureate may oscillate between 10% and 20% of the total teaching hours.
- In special education, students will be taught in the language in which they are most proficient. Notwithstanding, contact with foreign languages will be fomented in accordance with their needs and capabilities.

- In the second cycle of adult education, English will be incorporated as a separate module. In addition, in both levels of the second cycle English, or another foreign language approved by the school board, may be used as a vehicular language in the teaching of another module chosen by the centre. English shall be given priority. The amount of time devoted to the teaching of curricular contents through English may oscillate between 15% and 25% of the total teaching hours.
- In vocational training cycles, the amount of time devoted to the teaching of curricular contents through English may oscillate between 10% and 25% of the total teaching hours.

In accordance with the aim of improving foreign language competence among students of the region, the Educational Authority of Valencia (*Consellería de Educación, Investigación, Cultura y Deporte*) will promote the use of English as a vehicular language for content subjects in 25% of the school curriculum.

Article 8 of LAW 4/2018 invests the Educational Authority of Valencia with the power to authorise innovative experimental multilingual programmes as long as they comply with, or exceed, the objectives established by this law. By way of example, the “*Bachibac*” programme (Bachibac - www.ceice.gva.es), a joint agreement signed by the Spanish and French governments which allows participating students to obtain a dual qualification in the French and Spanish Baccalaureates, and to access higher education in both France and Spanish universities, has been implemented in the Valencian education system experimentally in two secondary schools in academic year 2018-2019. A minimum of one third of the school curriculum, that is to say, an average of 11 hours per week must be taught using French as the vehicular language of teaching.

The Educational Authority of Valencia also has an obligation to provide support to the educational community to ensure that all students can attain the objectives and basic reference levels established by law. Such support includes the promotion of extra-curricular activities to foment oral

communicative competence in English, and to put in place specific teacher training plans. An example of one such plan is *el Plan Integral de Aprendizaje de Las Lenguas para el Profesorado (PIALP)* (PIALP - www.ceice.gva.es), which offers teachers in active employment in pre-primary, primary, secondary and vocational training education the possibility of gaining admission to on-site and online English courses at the official language schools free of charge. Another measure to this end was the opening of 7 new official language schools in the Valencian Community for the current academic year 2018-2019 with 13.000 places on courses in English and Valencian being made available to teachers of the region (Europa Press, 2017). Another initiative which is in place in the Valencian Community, as it is in many other regions in Spain, is the Language Assistants programme, which aims to improve the quality of foreign language education in Spain by integrating native speakers of the language into the classroom to promote students understanding of both the language and the culture of the foreign country (ref). In the current academic year 2018-2019 there are 633 Language Assistants participating in the programme (Fajardo, S. 2018). Further initiatives include courses organised for teachers through *el Plan Anual de Formación Permanente del Profesorado*, including courses and workshops in CLIL methodology, the possibility for teachers to undertake courses in the United Kingdom and Ireland through grants from the Education Authority of Valencia.

With regard to the teaching methodology and materials, Article 21 of LAW 4/2018, requires that teachers of the Valencian education system employ a methodological approach based on CLIL, and that the Education Authority of Valencia will strive to ensure that educational materials with appropriate methodological approaches for the fulfilment of the teaching of the PEPLI are made available to schools. The law stipulates that in order to be considered to have sufficient linguistic competence to teach non-language area subjects in English, teachers must be in possession of a C1 level qualification in English, in accordance with the CEFR. Notwithstanding, as a provisional measure until academic year 2026-2027, teachers who hold a B2 level qualification in English will be considered to have sufficient linguistic competence to teach non-language area subjects in English.

Finally, in relation to the implementation of the *PEPLI*, the following time schedule will be established:

- a) Academic year 2018-2019. Pre-primary education and first cycle of primary education.
- b) Academic year 2019-2020. Second and third cycles of primary education and special education schools.
- c) Academic year 2020-2021. Compulsory secondary education, Baccalaureate, vocational training and adult education.

Until the implementation of the *PEPLI* in each educational stage in accordance with the aforementioned schedule, the bilingual and multilingual programmes in force will be those regulated by the legislation before governing multilingual programmes before LAW 4/2018.

As previously stated, the Multilingual and Intercultural Education Programme (*PEPLI*) is the only linguistic programme established by LAW 4/2018. In practice, this means that all schools to which this law is applicable, that is, all public and chartered schools in the Valencian Community which are authorised to teach at the levels of pre-primary, primary, special education, compulsory secondary education and Baccalaureate, along with those who offer vocational training and adult education (and any private school who chooses to implement LAW 4/2018), will offer multilingual programmes, through the implementation of CLIL methodology, within the parameters set out in the law we have discussed by the academic year established in the implementation time schedule above. If we consider the figures regarding the number of schools offering multilingual education through CLIL in the Valencia region in academic year 2016-2017 (the latest results published by the Ministry of Education and Vocational Training), we will see that multilingual programmes involving the use of English (or occasionally other foreign languages) as the vehicular language in the teaching of curricular subjects is set to rise dramatically at all educational stages of the Valencian education system governed by LAW 4/2018. According to data obtained from the Ministry of Education and Vocational Training website, the percentage of students (taking into account public, chartered and private centres) enrolled in bilingual/multilingual programmes taught through CLIL in academic year

2016-2017 were the following: primary education – 2,2%; compulsory secondary education – 1.5%; and Baccaureate 0.6%, with the use of English as the vehicular language in those subjects taught in a foreign language being almost 100%. These figures are considerably lower than those of practically every other autonomous community in Spain, with the corresponding national averages being: 31% in primary education, 21.2% in compulsory secondary education and 5.9% in the Baccaureate. However, it must be highlighted that these figures are related multilingual programmes involving CLIL through foreign languages; they do not reflect the learning of foreign languages as foreign language subjects. The figures corresponding to the percentage of students studying a first foreign language in the Valencian Community in academic year 2016-2017 were the following: second cycle of pre-primary education 90.1% (English 89.7%); primary education – 100% (English 99.5%); compulsory secondary education – 100% (English 98.3%); and Baccaureate 100% (English 98.4%). These figures compare much more favourably than those discussed concerning teaching through CLIL, placing the Valencian Community above the national average (85.6%) in the teaching of a foreign language in the second cycle of pre-primary education and the Baccaureate, and in line with the rest of the country at primary and compulsory secondary education levels where the study of a first foreign language is 100% across the board. In terms of the study of a second foreign language, which we must remember was one of the general objectives for EU citizens forwarded by the European Commission, the Valencian Community is lagging behind many other regions in Spain according to data for academic year 2016-2017: primary education – 0.7%; compulsory secondary education – 28.2%; and Baccaureate 20.5%. The corresponding national averages for compulsory secondary education and Baccaureate are 42.9% and 26.2% respectively.

4. Research study: Teachers' perspectives on CLIL

4.1 Methodology

4.1.1 Objectives

This section reports on a small study carried out with the broad aim of gaining an insight into CLIL teachers' perspectives on the teaching of non-language area subjects in English in the Spanish education system. The specific objectives of the study were to analyse teachers' impressions regarding CLIL implementation in the following areas:

- Effectiveness and viability of CLIL in their educational setting
- Attitudes towards CLIL
- Evaluation
- Teacher training
- Materials and resources
- Mobility
- The challenges and benefits of CLIL

4.1.2 Research Design

In order to achieve these objectives a questionnaire was developed to be administered to teachers of non-language area (NLA) subjects in English, for example, to teachers who teach subjects such as social sciences or mathematics through English. This questionnaire was divided into two sections; the first of these was composed of 13 questions designed to obtain contextual information about the educational setting in which teachers participating in the study work, and to complete other variables considered relevant regarding the teachers (sample) themselves. Specifically, these questions sought to procure the following information:

1. Age

2. Gender
3. Nationality
4. Type of teacher (Non-linguistic area, foreign language)
5. Administrative situation (civil servant, supply teacher, private school teacher)
6. Type of instituton (public, chartered, private)
7. Setting (urban, rural)
8. Province
9. Level taught (Compulsory Secondary Education, Bacculaureate, Vocational training)
10. Subject taught in English
11. Certified level of English (A1-C2)
12. Overall teaching experience
13. Bilingual/multilingual teaching experience

The second section of the questionnaire consisted of 15 questions designed to answer the specific objectives enumerated in 4.1.1 above related to teachers' perceptions on the effectiveness and viability of teaching curricular subjects through English, attitudes towards CLIL, evaluation, teacher training, materials and resources for CLIL classes, mobility, and the challenges and benefits of CLIL. The majority of these questions were multiple-choice questions measured in a Likert scale where participants had to opt for 1 of four options from "strongly agree" to "strongly disagree". Notwithstanding, there were also multiple choice questions offering specific options as answers, a yes/no question, and three open-ended questions at the end of the questionnaire, allowing teachers to expand on their answers from a subjective point of view. The questionnaire, which was completely anonymous, was created using Google Forms and administered online. The use of an online questionnaire facilitated the obtention of a more diverse sample than would have otherwise been possible. This enabled location triangulation to be employed, since questionnaires were administered to CLIL teachers in 14 different provinces of Spain. In addition, teachers from both primary and secondary schools have participated in the study, thus multiplying

the number of data-gathering sites. The questionnaire design allowed the data obtained to be analysed quantitatively and qualitatively.

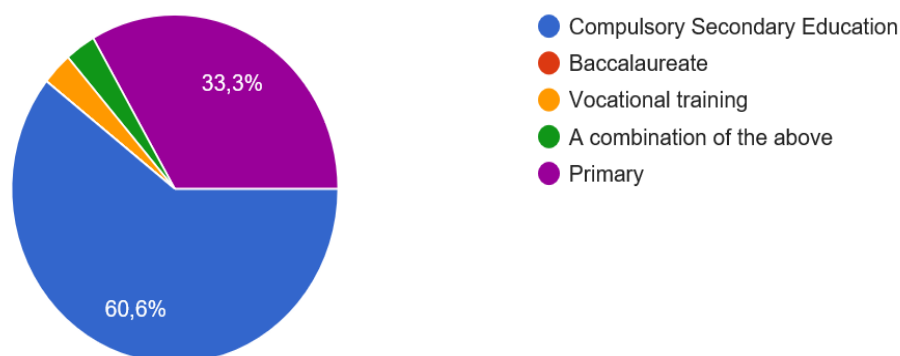
4.1.3 Sample

For this study, a total of 33 teachers have participated from the following 14 provinces: Albacete (1), Alicante (1), Badajoz (1), Barcelona (2), Cadiz (2), Córdoba (1), Girona (1), Guipuzcoa (1), Lugo (1), Madrid (9), Melilla (3), Navarra (1), Tarragona (1), Valencia (7) (and one teacher who responded “Catalonia” as the province where they work), with 87.9% teaching in an urban environment. The most representative cohort is that of NLA teachers (69.7%), the remainder (3.3%) being foreign language teachers who teach non-languages subjects through English. The vast majority of teachers are of Spanish nationality (94%), one of whom has dual Spanish-Canadian nationality, with the other two coming from the United States. In terms of age, slightly under 40% are over 45 (39.4), the most representative group being 35-44 years-old (39.4%), and the remainder 25-34 years-old (21.2%). With regard to gender, 75.8% are women, while 24.2% are men. Just under 50% of informants are civil servants (48.5%), 33.3% are supply teachers in public schools, 15.2% are private school teachers, and the remaining 3% work in semi-private (chartered) schools. This means that 81.8% of those surveyed work in public schools. As far as the educational stage in which the teachers work is concerned, 60.6% work in compulsory secondary education, 33.3% in primary education, 3% in vocational training, and the remaining 3% in a combination of compulsory secondary education, the Baccalaureate and vocational training (cf. Graph 1). In terms of the subject participating teachers teach in English, a wide variety of disciplines are taught including: art and crafts, computer science, design and technology, music, labour market and risk prevention, geography, history, mathematics, science, physics, chemistry, visual art and physical education. 57.6% of these teachers state that they hold a C1 level in English, 21.2% a B2 level, 6.1% a C2 level, 6% are native speakers of English, 3% have a B1 level, another 3% have an A1 level, and one respondent claims that they do not know what level of English they have.

As regards teaching experience, the majority of teachers in the sample have 1-10 years of teaching experience (60.6%), followed by 15.2% who have 11-20 years of experience, 9.1% who have 21-30 years of experience, another 9.1% who have been teaching for less than a year, and 6.1% who have over 30 years of experience. Finally, just below 50% of these teachers (48.5%) have 1-5 years of experience teaching in bilingual/multilingual programmes, 27.3% have less than 1 year's experience, 9.1% have 6-10 years of experience, another 9.1% have 1-5 years of experience, and 6.1% have over 15 years of experience teaching in such a programme (cf. Graph 2). As such, questionnaire responses have been obtained from teachers from an interesting cross-section of the Spanish education system, though it must be recognised that the low number of participants per province mean that much further research into the questions raised, involving a far greater number of teachers, would be required to validate the findings obtained and enable any generalisations to be made.

Level you teach in the bilingual / plurilingual programme

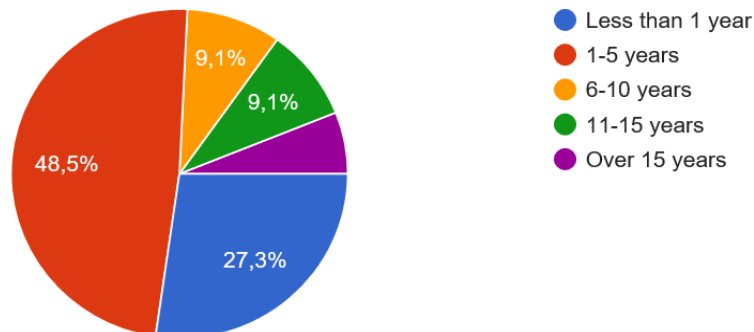
33 respuestas



Graph 1. Breakdown of the overall sample in terms of educational level taught

Teaching experience in a bilingual / plurilingual programme

33 respuestas



Graph 2. Breakdown of the overall sample in terms of bilingual/multilingual teaching experience

4.2 Results and discussion

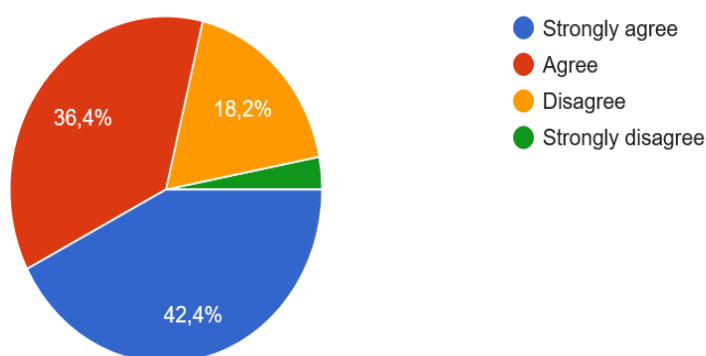
We shall now proceed to present and discuss the results of the study by analysing the responses to questions pertaining to the specific objectives set forth in 4.1.1, area by area.

Regarding the first objective, teachers' impressions regarding the effectiveness and viability of CLIL in their educational setting, 30 out of 33 (90.9%) teachers agreed with Q1: *Teaching content and language together (CLIL/AICLE) is viable in the educational setting in which I work*, with 21.2% of these agreeing strongly. This is a very clear indication that the vast majority of these teachers believe teaching curricular subjects through English is feasible. Notwithstanding, in Q2: *Teaching my subject through English means students learn less about the content of the subject*, 39.4% of those questioned agreed with this statement, while the remaining 60.6% disagreed, considering that students do not learn less about the content of their subject taught through English. If we compare primary and post-primary teachers, we can determine that their perceptions on this item are very similar as 36% of the primary teachers agreed with this statement, as did 41% of the rest of the teachers. The responses to Q3: *My students' English improves due to their*

participation in multilingual education indicate that the vast majority of CLIL teachers believe that their students do improve their English due to their participation in bilingual/multilingual programmes employing CLIL, as 78.8%, or 26 out of 33, teachers answered affirmatively to this question (cf. Graph 3). The final question related to the first objective, Q4: *CLIL favours the most able students in academic and linguistic terms* suggested a high degree of consensus that CLIL could be considered an elitist language learning approach and as such, not the egalitarian method it was initially purported to be.

3. My students' English improves due to their participation in plurilingual education

33 respuestas



Graph 3. Teachers' perceptions regarding students' English improvement through CLIL

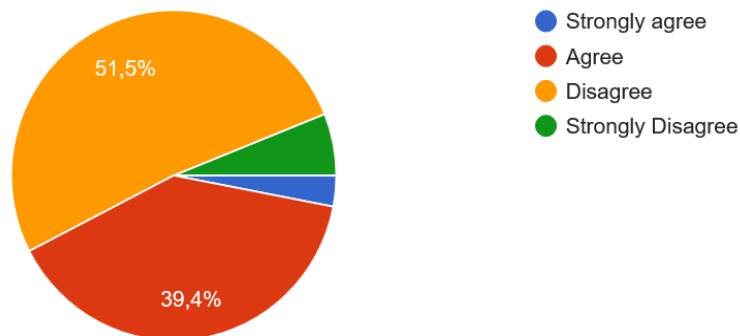
As far as attitudes towards CLIL are concerned, the responses regarding both teachers' attitudes and students' attitudes are largely encouraging. Q5: *From my point of view my students' attitude towards CLIL is: very positive/ positive/negative/very negative*, indicated that 63.6% of the teachers are of the opinion that students have a positive attitude towards CLIL, 27.3% that they are ambivalent towards this approach, and only 9.1% believe their students have a negative stance in relation to CLIL. In terms of the teachers themselves, 81.2% agreed, or agreed strongly, with Q6. *I enjoy teaching my subject through English.*

With respect to teachers' perspectives on the relative importance of knowledge about the curricular subjects taught through English versus linguistic competence, the results to Q.7: *During student evaluation/assessment greater importance is given to: content knowledge/linguistic competence/equal*, reveal that the majority of CLIL teachers surveyed give priority to the acquisition of content knowledge (63.6%) over linguistic competence in the vehicular language (only 3%), while 33.3% affirm that they attach equal importance to both.

In relation to the objective of ascertaining teachers' impressions regarding teacher training for CLIL, the results of the corresponding questionnaire questions (Q9: *I have received CLIL classes in: English language competence/CLIL methodology/both/neither* & Q10: *The training I have received to implement CLIL classes is sufficient*) suggest that, while the majority of teachers indicate that they have received training in English language competence (9.1%), CLIL methodology (12.1%), or both (54.5%), more than half of these teachers (57.6%) are of the opinion that the training they have received to implement CLIL classes is insufficient (cf. Graph 4). In addition, it is noteworthy that 21.2% of the teachers claim to have received no training in either of the aforementioned areas. Q8: *I was sufficiently prepared when I first started to teach CLIL classes* was designed to establish whether or not teaching their curricular subject through CLIL had been imposed upon NLA teachers in a hasty manner. The fact that 60.6% of the teachers intimated that they were sufficiently prepared implies that this was probably not the case in a majority of cases but may have indeed been true for 13 out of 33 teachers (39.4%).

10. The training I have received to implement CLIL classes is sufficient

33 respuestas



Graph 4. Teachers' perspectives on teacher training for CLIL

In terms of materials and resources for the teaching of CLIL classes, 66.6% of participants agree (12.1% of these agreeing strongly) with the statement in Q11 that: *Interesting and appropriate materials and resources are available for my CLIL classes*. Notwithstanding, the fact that 33.4% disagree with this statement indicates that there is still work to be done in this area to provide teachers with the pertinent materials to implement CLIL classes effectively.

As far as mobility is concerned, just under half (48.5%) of the informants revealed that they have taken part in a foreign exchange programme or a linguistic study programme abroad (Q12. *I have participated in exchange programmes/linguistic study programmes abroad*). While the proportion of teacher who have experienced exchanges and stays abroad is not unsubstantial, it would surely be beneficial for both teachers and their students if this opportunity was afforded to even more teachers involved in multilingual programmes.

The final specific objective was related to teachers' views on the challenges and benefits of CLIL drawing on their own personal experiences. The 3 open ended questions in this section lend themselves to eliciting subjective information which can be analysed from a qualitative point of view. The first question, Q.13: *Please briefly identify the most important difficulties you experience in CLIL classes*, elicited a variety of issues which arise in the

CLIL classroom. Some of the most frequent complaints were: the ratio of students in class, the lack of resources and materials, variation in students' levels of English, "maintaining the understanding and motivation of students with linguistic weaknesses", increased teacher workload (lesson planning), insufficient language competency of students to acquire knowledge to the required level. In addition, one teacher cited "the opposition of some colleagues" as one of the principle difficulties she faced, while another drew attention to the fact that shy students are "embarrassed to speak (in English)". In terms of the benefits of CLIL, there were many particularly positive responses. In answer to Q.14: *Please briefly identify the benefits of CLIL classes in your experience*; the most frequent benefit identified by teachers was the improvement of students' English skills, particularly their communicative competence and specific vocabulary in the foreign language. Other benefits which were repeatedly pinpointed were "the opportunity to practice English in a real-world situation" and "to learn new content while improving the language in a natural way". Further advantages highlighted were: "more engaging" classes, "extra motivation" and "empowerment" for students, and a suggestion that students "develop their minds, cognitively and emotionally". The final item on the questionnaire afforded teachers the opportunity to supplement the information already given with any other comments they might like to add (Q15. *Please add any further comments regarding your experience of teaching your subject through English you wish to share*). The responses to this question provided a variety of interesting and useful information. Some teachers coincided in questioning the viability of CLIL, with comments such as: "It is only feasible in certain contexts", "it fails in primary, I would do it in secondary only" and "the way Spain has implemented the system was not functional". Other negative issues which arose were the difficulty stemming from the evaluation of students who have difficulty reflecting what they mean in English, a lack of coordination with the foreign language department in the school, the difficulty of teaching CLIL in a heterogeneous class and the absence of an "option for pupils with difficulty in their own language to learn subject matter in their mother tongue". However, the majority of responses were highly positive, with remarks such as: "it is rewarding", "my experience is really positive", it allows me to challenge my

students”, “using English methodology to teach science (scientific method) is more appropriate and better than the one we use in Spanish”, and very interestingly: “I really like the MECD-British Council agreement. It really works in my school. Most of the students achieve a B1 (PET certificate) at the age of 11 or 12, and some even a B2 in year 6 of primary education”.

4.3 Conclusion

As stated at the beginning of this section, the overarching aim of this study was to obtain an appreciation of CLIL teachers’ perspectives on the teaching of non-language area subjects in English in the Spanish education system, and more specifically, to investigate teachers’ perceptions regarding CLIL implementation in the concrete areas detailed in 4.1.1. As we have seen, an overwhelming majority of teachers deem CLIL to be a viable approach in the educational setting in which they work, which included both primary and secondary education institutions. Moving on to the effectiveness of CLIL, the majority believe that content learning is not adversely affected by being taught in a foreign language, while there is a very high level of consensus that students English improves as a result. Both of these points were reinforced by additional comments of a qualitative nature discussed above. However, it should be noted that the results of this study suggest CLIL may not be an egalitarian approach to language teaching as it has the potential to be elitist, a point also implied by teachers who underlined the difficulties experienced in a CLIL context by students with “linguistic weaknesses” and “special needs”. Both teachers and their students (according to their teachers) have a positive attitude towards CLIL, there is a manifest tendency for teachers to give precedence to content knowledge, as opposed to linguistic competence, in evaluating CLIL students, and in terms of teacher training, the results suggest the need for further training, particularly in CLIL methodology, in order for teachers to be able to deliver CLIL classes effectively. Finally, both the specific question posed regarding the availability of appropriate materials and resources, and the open-ended questions which followed, indicate that there is frequently a lack of relevant materials for teachers to use in their CLIL

classes and that, as a result, preparing lessons can be a time consuming, though ultimately rewarding, task.

5. Conclusions

This paper has explored the increasing prevalence of bilingual and multilingual education programmes in Spain. These programmes can be seen as a response to an understanding that the Spanish education system has a responsibility to prepare its school children for both the challenges and opportunities that they will encounter in the future by enabling them to become proficient in multiple languages. This aim is in line with the European Commission's 2+1 objective we have discussed which states that all citizens should acquire the ability to communicate in at least two Community languages in addition to their mother tongue, a recommendation which has clearly had a strong influence on education policy in Spain as we have seen.

CLIL has been adopted as the teaching methodology of choice in bilingual and multilingual education programmes across Spain. While education models in the different communities of Spain share some similarities, such as the almost universal use of English as the vehicular language in CLIL programmes, the ways in which such programmes are implemented, and the rate at which they have been developed, are diverse. In some parts of Spain bilingual programmes employing CLIL methodology have been in place for many years, such as in the three monolingual communities (Extremadura, Madrid and La Rioja) we discussed earlier. The scholarly debate we have reviewed concerning bilingual education in these communities generally consider that CLIL is a positive approach to improving foreign language competence in the Spanish educational context but highlight that there is a paucity of research studies into the value of this approach. Though the fundamental importance of the CLIL teacher to the success of bilingual and multilingual programmes is recognised, so too is the fact that the impact of teacher training programmes on CLIL teachers and their teaching practices is a subject where research is particularly limited. This deficiency in terms of

research into CLIL is something which must be remedied in order to pinpoint areas which need to be improved to guarantee positive results in terms of bilingual and multilingual education in the future. Another perceived shortcoming observed regarding foreign language teaching in the Spanish education system is the overwhelming predominance of English as the foreign language taught in schools. It has been suggested that other languages should be afforded equal importance. However, given the fact that English is unquestionably the international language of communication around the world at the present time, and shows no signs of ceasing to be so in the foreseeable future, it does not seem unreasonable to prioritise the learning of this language over other foreign languages if a choice must be made, particularly as many bilingual and multilingual programmes are still in their infancy. Perhaps once the use of CLIL methodology in Spain is more established, and its effectiveness corroborated, the education authorities can explore the possibility of incorporating other languages into the educational curriculum on a wider scale than they are to be found at the current time.

In the Valencian Community the use of CLIL methodology to teach foreign languages is a relatively new initiative in comparison with many other regions in of Spain we have considered. As such, it is much too early to evaluate whether the Multilingual and Intercultural Education Programme (PEPLI) will be a success. It is important to note that any multilingual plan in this region must be understood in the context of the fact that the Valencian Community has its own co-official language which, in recent years, has been at the forefront of linguistic policy in terms of the planning of education models. Law 4/2018, which we have detailed extensively regarding the promotion of English learning through CLIL, does even more to guarantee that students acquire a high level of competence in the local language than competence in English or any other foreign language that may be taught in multilingual programmes in schools.

With regard to teachers' perspectives on CLIL implementation, both the review of the article "Teacher Perspectives on CLIL Implementation: A Within-Group Comparison of Key Variables", and our research study conducted into this area, provided encouraging results. Our study, albeit very limited in terms of sample size, indicated that a majority of teachers involved in the teaching of

non-language area subjects through English believe it to be both a viable initiative, and one which produces what must be considered to be the overriding aim of any such programme: the improvement of students language competence in the target foreign language without compromising the acquisition of content knowledge.

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7. Appendices

A questionnaire was created consisting of the following questions using Google Forms and administered online to teachers of non-language area subjects through English in various different provinces of Spain.

A) Contextual Information questionnaire questions

- Age

25-34 / 35-44 / 45-54 / +55

- Sex

Male / Female

- Nationality:
- Type of teacher

NLA / FL

- Administrative situation

civil servant / supply teacher / semi-private (chartered) school teacher / private school teacher

- Type of institution

Public / Chartered / Private

- Setting where you teach

Urban / Rural

- Province:
- Level you teach in bilingual / plurilingual programme

Compulsory Secondary Education / Baccalaureate / Vocational training / A combination of the above / Primary

- Subject you teach in English:

- Your level of English (certified)

A1 / A2 / B1 / B2 / C1 / C2

- Overall teaching experience

Less than a year / 1-10 years / 11-20 years / 21-30 years / over 30 years

- Teaching experience in a bilingual / multilingual programme

Less than a year / 1-5 years / 6-10 years / 11-15 years / over 15 years

B) Research study questionnaire questions

EFFECTIVENESS AND VIABILITY OF CLIL IMPLEMENTATION

1. Teaching content and language together (CLIL/AICLES) is viable in the educational setting in which I work

1) Totally agree 2) Agree 3) Disagree 4) Totally disagree

2. Teaching my subject through English means students learn less about the content of the subject

1) Totally agree 2) Agree 3) Disagree 4) Totally disagree

3. My students' English improves due to their participation in plurilingual education

1) Totally agree 2) Agree 3) Disagree 4) Totally disagree

4. CLIL favours the most able students in academic and linguistic terms

1) Totally agree 2) Agree 3) Disagree 4) Totally disagree

ATTITUDES TOWARDS CLIL

5. From my point of view my students' attitude towards CLIL is:

- 1) Very positive 2) Positive 3) Neutral 4) Negative 5) Very negative

6. I enjoy teaching my subject through English

- 1) Totally agree 2) Agree 3) Disagree 4) Totally disagree

EVALUATION

7. During student evaluation/assessment greater importance is given to:

- 1) Content knowledge 2) Language competence 3) Equal

TEACHER TRAINING

8. I was sufficiently prepared when I first started to teach CLIL

- 1) Totally agree 2) Agree 3) Disagree 4) Totally disagree

9. I have received/receive training to implement CLIL classes in:

- 1) English language competence 2) CLIL methodology 3) Both 4) Neither

10. The training I have received to implement CLIL classes is sufficient

- 1) Totally agree 2) Agree 3) Disagree 4) Totally disagree

MATERIALS AND RESOURCES

11. Interesting and appropriate materials and resources are available for my CLIL classes

1) Totally agree 2) Agree 3) Disagree 4) Totally disagree

MOBILITY

12. I have participated in exchange programmes / linguistic study programmes abroad

Yes / No

CHALLENGES AND BENEFITS OF CLIL

13. Please briefly identify the most important difficulties you experience in CLIL classes

Open ended question

14. Please briefly identify the benefits of CLIL classes in your experience

Open ended question

15. Please add any further comments regarding your experience of teaching your subject through English you wish to share

Open ended question