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**Facultad de Filosofía y Letras**

**Máster en Lengua Inglesa para el Aula Bilingüe  
en Educación Secundaria**

**Trabajo Fin de Máster**

*Título: Ethical-civic education: critical thinking development, practice to the active and democratic citizenship using the English language. Current situation, challenges and proposals.*

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Fecha: Junio de 2013

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## **INDEX.**

<b>1.- INTRODUCTION</b>	<b>4</b>
<b>2.- BILINGUAL PROGRAMMES AND REQUIREMENTS</b>	<b>5</b>
<b>3.- ETHICAL-CIVIC EDUCATION: LEARNING OUTCOMES AND CONTENTS</b>	<b>7</b>
<b>4.- CLIL: A METHODOLOGICAL APPROACH FOR BILINGUALISM</b>	<b>12</b>
<b>4.1.- ETHICAL-CIVIC EDUCATION LANGUAGE DEMANDS: DUMBING DOWN THE CURRICULUM?</b>	<b>13</b>
<b>4.2.- GENERAL CONCLUSION. LANGUAGE DEMANDS: A CHALLENGE IN REGULAR BILINGUAL PROGRAMMES</b>	<b>26</b>
<b>5.- PROPOSALS TO FACE THE BILINGUALISM CHALLENGES</b>	<b>27</b>
<b>6.- CONCLUSION</b>	<b>29</b>
<b>7.-BIBLIOGRAPHY</b>	<b>30</b>

## 1.- INTRODUCTION

“The pedagogical strength of philosophy lies in both the critical structures that it teaches and the body of knowledge upon which it rests”<sup>1</sup>. According to this statement made by UNESCO, the philosophical subject in the Spanish secondary education, *Ethical-civic education*, has an important challenge: students have to develop their critical thinking in this course. Students have to do it since, using Martha Nussbaum’s words, “cultivated capacities for critical thinking and reflection are crucial in keeping democracies alive and wide awake” (Nussbaum 2010: 10). If we want to keep our democracies we need to educate for it. It is necessary that the future generations develop those abilities specially related with the humanities and the arts: “the ability to think critically; the ability to transcend local loyal-ties and to approach world problems as a “citizen of the world”; and, finally, the ability to imagine sympathetically the predicament of another person” (Nussbaum 2010: 7).

In order to achieve this, *Ethical-civic education* should be understood as a continuous analytical and thoughtful exercise about the world. However, putting this into practise is as important as difficult since students do not seem to be used to doing it. They are used to memorising lots and lots of contents. This difficulty of achieving a minimum development of the social and citizenship competence, besides, seems to be more intense in bilingual programmes. If *Ethical-civic education* is a continuous critical exercise about the world, it requires a certain language competence in English<sup>2</sup>. Developing the students’ critical thinking and reflection requires their ability to express themselves. Therefore, students need language support to achieve the learning outcomes of *Ethical-civic education*, as certain command on the English language skills is basic to question the world.

Thus, this dissertation is focused on the analysis of the current situation regarding bilingual programmes and, in particular, regarding the learning process in *Ethical-civic education* using the English language. This analysis is highly important since it will show the challenges that it has to deal with in order to achieve educating students as active, critical and democratic citizens. Critical thought is essential if, as Martha Nussbaum says, we believe in democracy and we want to keep it and work in order to build a better world. Therefore, as I believe in democracy and hope, the future citizens behave in such a way to preserve it and improve it. Besides, this dissertation tries to be a helpful material which explains the bilingual programmes challenges and suggests some proposals to develop the students’ critical thinking and to better train these current students to become the future citizens who work for a better world.

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<sup>1</sup> UNESCO; *Philosophy. A school of freedom*, <http://unesdoc.unesco.org/images/0015/001541/154173e.pdf> (accessed 09.05.2013), page 93

<sup>2</sup> I refer to English here since this dissertation focuses on bilingual programmes in which the used language is English.

## **2.- BILINGUAL PROGRAMMES AND REQUIREMENTS**

Learning to use a second language is not a new phenomenon. Because of the coexistence of people from different language groups, it is nearly as ancient as education. Roman children, for instance, were educated in Greek. However, bilingual education was a privilege only enjoyed by elite. The newness of these days is that content and language integrated learning should be accessible to almost everyone. Besides, students not only learn a second language because teachers talk in this language. They really learn how to use a second language since the used methodology is centred on them and they are constantly using it.

Due to the progressive implementation of the bilingual programmes in the state school system of the Principality of Asturias, the third additional order of the Decree 74/2007, of 14<sup>th</sup> June, which standardizes the curriculum planning and the curriculum of the compulsory secondary Education in the Principality of Asturias, establishes that:

*1.- La Consejería competente en materia educativa, a través del procedimiento que se establezca, fomentará el desarrollo de programas bilingües en centros docentes, en los que una parte de las materias del currículo se impartirá en lenguas extranjeras sin que ello suponga modificación de las enseñanzas mínimas reguladas en el Real Decreto 1631/2006, de 29 de diciembre. En este caso, se procurará que a lo largo de la etapa los alumnos y las alumnas adquieran la terminología propia de las materias en ambas lenguas.*

*2.- Los centros docentes autorizados para impartir programas bilingües aplicarán, en todo caso, los criterios para la admisión del alumnado establecidos en la Ley Orgánica 2/2006, de 3 de mayo, de Educación y en la normativa autonómica sobre admisión del alumnado. Entre tales criterios no se incluirán requisitos lingüísticos.*

Two years later the regional government of the Principality of Asturias publishes a rule, Resolution of 19<sup>th</sup> May, which specifies the requirements for bilingual programs. Firstly, it defines bilingual schools as:

*1. Serán centros bilingües aquellos centros docentes públicos y privados concertados que incorporen al currículo la enseñanza de áreas, materias o módulos no lingüísticos en una lengua extranjera. En el caso de Educación Secundaria, se reforzará el aprendizaje de la primera o segunda lengua extranjera, según los mínimos establecidos en la presente resolución.*

*2. Con carácter general se incluye a los centros educativos que desarrollan el proyecto de Currículo integrado español-inglés, fruto del Convenio firmado entre el Ministerio de Educación y Ciencia y el British Council el 1 de febrero de 1996, en el Programa Bilingüe de la Consejería de educación y Ciencia, aunque estos se ajustarán a las estipulaciones establecidas en el marco de dicho convenio.*

In this way, the regional government recognises two different types of bilingual schools. On the one hand, there are bilingual schools which fulfil the first condition. In this case students start their learning using English in secondary education, so as the content and language integrated learning is not a continuation from the previous education level, and not only English but also Spanish are used in the teaching-learning process. These bilingual programmes are the most common. In fact, only two secondary schools in Asturias<sup>3</sup> are bilingual schools that fulfil the second requirement. In their case the bilingual program, instead of being the consequence of a project of secondary education teachers, is the result of the collaboration between the Spanish government and the British Council. Thus, bilingual students are in a bilingual program since they are in the first year of Primary Education. Since this moment they study 40% of the curriculum in English. Besides, this one entails an integrated curriculum between Spanish and English contents. As a result all bilingual lessons are in English.

Regarding the teachers in bilingual programs, the official governmental document establishes that “el profesorado no especialista en idioma que se incorpore al Programa deberá tener la cualificación lingüística adecuada para desarrollar dichas enseñanzas.” The linguistic qualification that has been determined is the B2 level in English according to the Common European Framework of Reference for Languages. Consequently, having a B2 level in English is at present the only language requirement to teach in a bilingual program. Having specific Content and Language Integrated Learning (CLIL) training is not necessary. According to the official system, teachers need certain minimum knowledge of the language but they do not need to know anything about CLIL methodologies. And this is one of the main flaws of bilingual programs. Teachers are not qualified enough to follow a CLIL methodological approach. As a result, they do not have the know-how to achieve the content and language integrated learning.

Finally, according to the establish rule by the regional government of the Principality of Asturias, students do not need to show a minimum level in English to study in a bilingual program. All those students who want to learn some subject using a second language have this possibility provided that their schools have a bilingual program. In case there are more students interested in the program than availability, the rule resolves that “el centro procederá a realizar un sorteo para la adscripción del alumnado al Programa”.

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<sup>3</sup> These two secondary schools are the *I.E.S Emilio Alarcos*, which is in Gijón, and the *I.E.S Pérez de Ayala*, which is in Oviedo.

### **3.- ETHICAL-CIVIC EDUCATION: LEARNING OUTCOMES AND CONTENTS**

*Ethical-civic education* is the unique philosophical subject in the Spanish secondary education. It has an academic load of two lessons per week. Regarding the curriculum of those subjects integrated in bilingual programmes, the Resolution of 19<sup>th</sup> May of the regional government of the Principality of Asturias sets that “en todas las áreas, materias o módulos se respetará el currículo establecido”. Therefore, the learning outcomes and the contents of *Ethical-civic education* are the same as the learning outcomes and the contents of the same subject taught in Spanish, *Educación ético-cívica*. According to the Royal Decree 1631/2006, of 29<sup>th</sup> of December, which determines the minimum education corresponding to the Compulsory Secondary Education, these learning outcomes are the following:

1. To recognise the human condition in its individual and social dimension, accepting one’s own identity, the personal characteristics and experiences respecting the differences from the others and developing self-esteem.

2. To develop and express feelings and emotions, as well as the communicative and social skills which let participate in group activities with solidarity and tolerance, using dialogue and mediation to deal with conflicts.

3. To develop the personal initiative assuming responsibilities and to practise ways of coexistence and participation based on respect, cooperation and rejection to violence, stereotypes, and prejudices.

4. To know, assume and value positively the rights and duties derivative from the Universal Declaration of Human Rights and from the Spanish Constitution, identifying the values which support them, accepting them as criteria to ethically value the collective and personal behaviors and the social realities.

5. To identify the plurality of current societies recognizing diversity as enriching the coexistence and to defend the rights and opportunities equal to everybody, rejecting unfair situations and the current discriminations because of sex, origin, believes, social differences, affective-sexual orientation or any other reason as a human dignity violation and perturbing cause of the coexistence.

6. To recognise women rights, to value the sex difference and the equality of rights between them and to reject the stereotypes and prejudices which entail discrimination between men and women.

7. To know and appreciate the principles which support the democratic systems and the Spanish state and the European Union, being aware of the common heritage and of the social and cultural diversity.

8. To know the basis of the democratic way of life and to learn to behave according to them in the different coexistence areas. To assume the citizen's duties concerning the maintenance of the common goods and the role of the State as guarantor of the public services.

9. To value the importance of the participation in the political life or other ways of citizen's participation, such as cooperation, associationism and voluntary work.

10. To know the reasons that cause the violation of human rights, poverty and inequality, as well as the relationship between armed conflicts and underdevelopment, to value the actions on target to the peace and security achievement and the active participation as a medium to get a fairer world.

11. To recognise ourselves members of a global citizenship. To show critical respect to the customs and ways of life of populations which are different to our own and to show charitable behavior with disadvantaged people and collectivities.

12. To identify and analyse the main ethical theories, to recognise the main social and moral conflicts of the current world and to develop a critical attitude to the models which are transmitted by the mass media.

13. To acquire critical thought in order to develop one's own judgment and the abilities to defend one's opinions in debates, through documented and reasoned argument, as well as value the reasons and arguments of the others.

The Decree 74/2007, of 14<sup>th</sup> June, which standardises the planning and establishes the curriculum of the compulsory secondary Education in the Principality of Asturias, sets up the following modifications regarding the previous learning outcomes:

- ✓ In the first learning outcome it adds "personal autonomy".
- ✓ In the second learning outcome it specifies "using dialogue, argumentation and conflict mediation".



- ✓ In the third learning outcome it clarifies “equality, respect, cooperation, joint responsibility and rejection of violence, stereotypes and.
- ✓ In the fourth learning outcome it adds “the Statute of Autonomy of the Principality of Asturias”.
- ✓ The fifth learning outcome specifies “and to collaborate in its improvement”.
- ✓ In the sixth learning outcome 6 “rights of all people” replaces “rights among them”.
- ✓ In the seventh learning outcome it adds “the Autonomous Community of the Principality of Asturias”.
- ✓ In the eighth learning outcome it specifies “to know and reflect” and “areas of both private and public coexistence”.
- ✓ The twelfth learning outcome adds “models and values” and “the role they play in building up public opinion”.
- ✓ The thirteenth learning outcome details “critically evaluate”.

Regarding contents, *Ethical-civic education* is divided into six content blocks. These blocks, according to the Decree 74/2007, of 14<sup>th</sup> June, which standardises the curriculum planning and establishes the curriculum of the compulsory secondary Education in the Principality of Asturias, are the following:

- **Block 1. Common contents**

Recognition of one’s own and of other people’s feelings, development of empathy, and dialogued and negotiated resolution of conflicts.

Preparation of debates and fulfillment of problems of the immediate environment or of global problems about current topics and ethical-civic dilemmas, considering existing positions and alternatives.

Comparative analysis and critical evaluation of information given by the mass media about one same fact o current matter.

Recognition of injustices and inequalities. Interest in the search and practice of fairer ways of life. Participation in projects which imply solidarity inside and outside the school.

- **Block 2. Identity and otherness. Affective-emotional education**

Personal identity, freedom and responsibility. Questions about human beings. Respect to personal differences.

Intelligence, feelings and emotions. Interpersonal relationships. Rejection to violence as a solution to interpersonal conflicts.

Abilities and social attitudes for coexistence. Respect to human dignity and the fundamental rights of the people.

- **Block 3. Ethical theories. The human rights.**

Ethical theories.

The human rights as universal reference for the human behaviour. Civic and political rights. Economic, social and cultural rights. Evolution, interpretations and effective defense of human rights.

The social and cultural differences. Rejection to the attitudes of intolerance, unfairness and exclusion.

- **Block 4. Ethics and politics. The democracy. The constitutional values.**

Democracy and citizen participation.

Democratic institutions: basis and functioning. The legal system as instrument of coexistence regulation.

The constitutional values. Correspondence between citizens' rights and duties.

- **Block 5. Social problems of the current world.**

Factors that generate problems and discriminations to different collectives. Ethical evaluation from the point of view of human rights.

Globalization and problems of development. Power and mass media.

Global citizenship. Sustainable human development. Cooperation. The movements committed with the Human Rights defense.

Armed conflicts and the intervention of the international community in its resolution. Operations to establish, maintain or consolidate the peace. The defence at the service of the peace. The peace culture.

- **Block 6. The equality between men and women.**

Dignity of the person, equality on freedom and diversity.

Causes and factors of the women discrimination. Equality of rights and of fact.

Actions against the discrimination. Prevention and integral protection of the violence against women.

These are the learning outcomes and the contents of *Educación ético-cívica* and, therefore, of *Ethical-civic education*. Regardless of the language used in the learning process students have to learn and achieve the same. Although the CLIL subjects focus includes language, this does not affect to their curriculum. Bilingual students and no bilingual students have to get the same: both have to develop a critical thinking and be prepared to act as active, critical and democratic citizens.

#### **4.- CLIL: A METHODOLOGICAL APPROACH FOR BILINGUALISM**

“Imagine learning to play a musical instrument such as a piano without being able to touch the keyboard. Consider learning football without the opportunity to kick a ball yourself. To learn how to master a musical instrument, or a football, requires that we gain both knowledge and skill simultaneously. In other words, we learn effectively by experiencing both learning about the instrument, and having hands-on practice at using the instrument, at the same time. This is as true of music and football as of language”<sup>4</sup>. For this reason, bilingual programs were gradually introduced in lots of education systems around the world. The traditional teaching language methodologies, which were focused on the principle “learn now for use later”, were not good enough to learn a language. Students were able to identify English grammar and vocabulary, but they were not used to using the language in real contexts.

Therefore, CLIL, the methodological approach for bilingualism, consists on learning a language, in this case English, using it. CLIL is a constructivist and participatory approach in which the teacher, instead of being the “knower”, has the role of a learning facilitator and of a manager of interaction. In CLIL teachers “have to consider how to actively involve learners to enable them to think through and articulate their own learning... Young people not only need a knowledge base which is continually growing and changing, they also need to know how to use it throughout life. They need to know how to think, to reason, to make informed choices and to respond creatively to challenges and opportunities” (Coyle 2010: 29-30). Getting this requires a student-centered approach. The CLIL methodological approach supposes a significant change in the role of the teacher: from “lecturer” to “coach”.

This constructivist and student oriented methodological approach is also basic in *Ethical-civic education*. There is a huge gulf between learning about citizenship and democracy and learning to be a democratic citizen. This learning is the main outcome of the subject. Students should develop a critical thinking and should be prepared to practise an active, critical and democratic citizenship and, as well as language must be learn using it, this critical thinking and the consequent exercise of a critical and democratic citizenship only can be achieved practising it. Therefore, a CLIL methodology is an adequate methodology for teaching *Ethical-civic education* since in both cases the “learning by doing methodology” is essential. Besides, CLIL does not only have linguistic benefits, it also includes cultural ones. It is engaged with intercultural learning and promotes global citizenship. According to D. Coyle, P. Hood and D. Marsh, CLIL “actively seeks to promote intercultural understanding by planning and providing rich opportunities to investigate and reflect on different cultures, traditions, values and behavior. This approach not only involves learning content through another language but also often involves learning content through another cultural lens. This helps learners to redefine the familiar, offering multiple perspectives

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<sup>4</sup> Marsh, David; *Using languages to learn and learning to use languages*, <http://www.tieclil.org/html/products/pdf/%201%20UK.pdf> (accessed 11.05.2013), page 6

and developing knowledge of and understanding about issues of shared global relevance. Themes with relevance across the curriculum provide an appropriate arena to develop citizenship addressing challenging ideas and fostering a human rights perspective on individual roles and responsibilities” (Coyle 2009:14).

For these reasons CLIL is a methodological approach fully appropriate for the teaching-learning process required by *Ethical-civic education*. According to the constructivist educative principles, CLIL means that students learn being the main characters of their own learning; that students learn by doing, by doing using meaningful materials. Besides, CLIL raises awareness on cultural, intercultural and citizenship issues. It promotes, consequently, the achievement of the *Ethical-civic education* learning outcomes through the specific necessary methodology for it.

#### **4.1.- ETHICAL-CIVIC EDUCATION LANGUAGE DEMANDS: DUMBING DOWN THE CURRICULUM?**

Teaching *Educación ético-cívica* as *Ethical-civic education*, as a CLIL subject, seems to be a good strategy both to improve the language skills in English and to learn the content of this subject. It allows teaching the subject with the most adequate methodology according to its characteristics and improving the students’ communicative competence in English. However, due to the fact that English is the language used in the learning environment, this can be an obstacle. As well as learning by doing is essential for learning English, it is also essential for developing critical, active and democratic citizens. For this, any English level is not enough. CLIL students should be able to express themselves in English fluently.. Only if they are able to do it, they could gradually become active and critical as a result of putting it into practice. In order to have access to new knowledge and to develop further skills, students need a minimum level of competence in English. However, one question arises: do they really have it? Could it happen that the language demands of *Ethical-civic education* are too high for learners and, therefore, a CLIL methodology could mean dumbing down the curriculum?

In order to answer this question, I designed a questionnaire. My intention with it was to identify the students’ point of view about their language skills and about their learning experience. In particular, I focused on the productive skills, writing and speaking, since they are the most important skills for achieving the learning outcomes of *Ethical-civic education*. In this subject students have to develop some critical thinking, which requires reflection, thinking about the world and therefore the ability to express their thoughts and opinions.

Due to the fact that there are two different types of bilingual programmes, I started working on the hypothesis that students may have different levels of language competence in the two models of bilingual programmes. Some students are part of a bilingual programme which fulfils the second requirement for the bilingual programs

sets by the Resolution of 19<sup>th</sup> May, of the regional government of the Principality of Asturias, that is, teaching an integrated curriculum Spanish-English, as a result of the collaboration between the Spanish government and the British Council. These have been using English as the language of instruction since the first year of primary education. However, in the case of bilingual programmes which are school projects, students normally begin learning other curricular subjects with an active use of English seven years later, in the first year of the secondary education. Therefore, I assume that their language skills are not similar, neither their opinion nor their difficulties to learn using the English language.

Consequently, in order to identify the students' point of view about their English language skills and their learning process in a bilingual programme, and to compare the possible differences between the students of each of the two bilingual programme types, I designed a questionnaire which was responded by students of two different secondary schools. On the one hand, this questionnaire was answered by thirty students of the *I.E.S Emilio Alarcos* of Gijón, where I could do my training period. This secondary school and the *I.E.S Pérez de Ayala* of Oviedo are the only ones in Asturias whose bilingual programmes involve an integrated curriculum and students learn using English since the first year of primary education. Therefore, I would refer to this model as the "CLIL bilingual programme", since it truly consists of content and language integrated learning. In both educational centres, English is the only language employed in the bilingual courses offered within the bilingual programme.

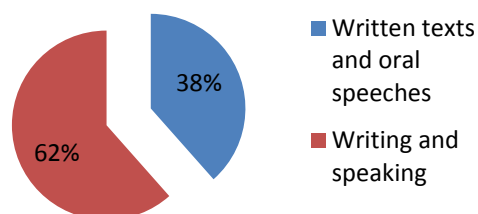
On the other hand, the questionnaire was responded by twenty students from the secondary school *I.E.S Galileo Galilei* of Navia. I would refer to its bilingual programme as the "regular bilingual programme" since it represents the more common bilingual programmes: those which are the result of teachers' projects, where learners start the bilingual programme in secondary education and in which not only English but also Spanish are used in the teaching-learning process. They also follow a CLIL methodological approach; however, I named the bilingual programme of the *I.E.S Emilio Alarcos* the "CLIL bilingual programme" to emphasise that in this case content and language learning are totally integrated.

Below I include the items of the questionnaire, some graphs that summarize the students' answers and the resultant conclusions from them.

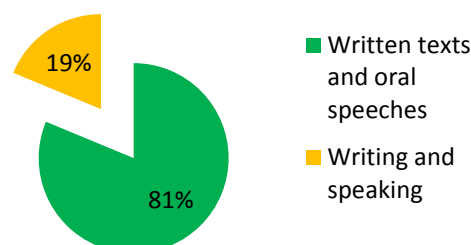
**Question 1.** Due to the fact that the language needs of *Ethical-civic education* are especially related to the productive skills, writing and speaking, the purpose of this question is to identify if the students find it easy to learn these productive skills, or if they prefer using receptive skills, i.d. listening and reading.

*In general, what is it simpler for you: understanding written texts and oral speeches, or writing and speaking? Justify your answers. Perhaps you simply think that you are better at one option, or that the subjects Ethics and Citizenship and English are mainly focused on some specific skills.*

## CLIL bilingual programme



## Regular bilingual programme



The students of the CLIL bilingual programme who think that it is easier to write and speak rather than understand argue that in this last case the vocabulary can make understanding difficult. They also point out that people's pronunciation may be an obstacle in listening activities as well. Besides, they claim that sometimes the proposed texts chosen for listening are not interesting for them. On the contrary, other students think that understanding is easier because they do not need to create anything and, as a consequence, they do not need to think as much as in the other case.

Students from the regular bilingual program provide the same reasons when they state that writing and speaking are easier for them. However, those who have the opposite opinion focus on the fact that the activities of *Ethical-civic education* are usually activities in which they have to read and /or listen.

Many students of the CLIL bilingual program answer that understanding English and expressing themselves in English are equally easy, since they are used to reading and listening in English and they are also used to speaking and writing in this language.

### Conclusion 1

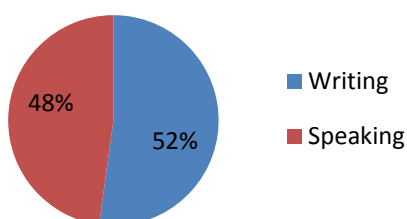
The first conclusion is that, for the students of the CLIL bilingual programme, writing and speaking on their own are easier than understanding written texts and oral speeches. However, there is not a big difference between the students with this opinion and those with a different one. In the case of the regular bilingual programme, this difference is meaningful, since a majority of students find it easier to understand what other people write or say.

Briefly, in the CLIL bilingual programme the students consider it easier to express themselves, On the contrary, writing and talking in English are just what the students from the regular bilingual programme think it is more difficult. Besides, only few students do not agree with this. Understanding English is recognised easier than expressing themselves in this language by a large majority of the students.

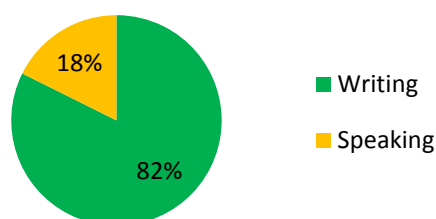
**Question 2.** Writing and speaking are both active skills. This question tries to recognise which of these skills students prefer in order to express themselves.

*How do you feel more comfortable: expressing yourself orally or in written form? Do you think this is the result of your personal abilities, or is there another reason? In this last case, which is this other reason? Anyway, could you suggest something that you think will help you improve?*

### CLIL bilingual programme



### Regular bilingual programme



When writing is considered easier than speaking, students from both the CLIL and the regular programme give the same reasons. They argue that they have time to think about what they want to say and how they can express it and therefore they obtain better results. Some of them also point out their panic to speak in public. Moreover, students from the regular bilingual program add one reason to the previous ones: they sometimes have problems with pronunciation.

Regarding speaking, the reasons for considering it easier than writing are different in each case. Students in the CLIL bilingual programme admit that they have doubts when they have to write, so they feel better when they speak. Besides, they know that body language is also very helpful. (Some other students also explain that, as they are extrovert, they prefer speaking rather than writing). Students from the regular bilingual program, however, claim that when they speak they think in English, whereas when they write they usually think in Spanish. Besides, writing is more difficult for them because they have to pay attention to some important characteristics of written texts.

### Conclusion 2

Although in both programmes writing is considered easier than speaking, there is a remarkable difference between the percentage of students who think this in each case. In the CLIL programme the percentage of students who feel more comfortable when writing is slightly larger than the percentage of students who prefer speaking. However,

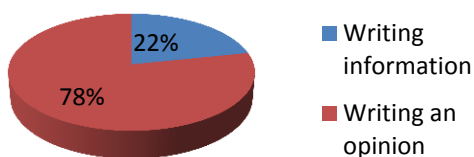


in the regular bilingual program only a small group of students find speaking easier than writing.

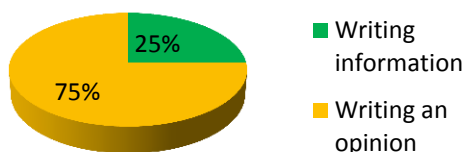
**Question 3.** The two previous questions were general questions about language skills. This one is focused on the difference between expressing an opinion and giving information. *Ethical-civic education* requires and develops the ability to express and justify opinions, so knowing what the students think about their own ability to express and justify their opinion is the aim of this question.

*What is it simpler for you: writing information or giving your opinion about a topic and justify it in written form? And orally? Could you explain why?*

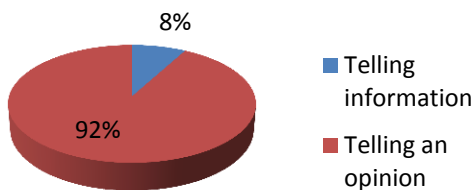
### CLIL bilingual programme



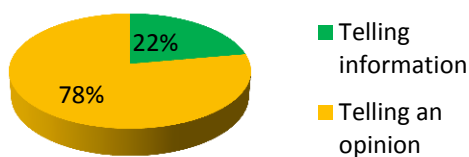
### Regular bilingual programme



### CLIL bilingual programme



### Regular bilingual programme



In both bilingual programmes students think that writing and telling an opinion is easier than writing and telling information since they feel it is more spontaneous. They argue that when they focus on opinions they feel freer and they can find reasons to support them easily. Besides, they think that knowing information and specific vocabulary is not very important if they have to express their opinion.

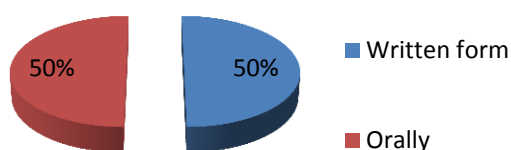
### Conclusion 3

Data are very similar in both programmes. Only a small percentage of students think that writing information is easier than writing an opinion. Concerning speaking, this percentage does not change in the case of the regular bilingual programme and it is considerably smaller in the other one. Probably, this clear preference to expressing opinions rather than expressing information could be explained because of their idea of what requires expressing opinions. In fact, they argue that knowing data is not important if they have to write or show their point of view about certain topic. However, they do not say if justifying their opinions is easy for them or not.

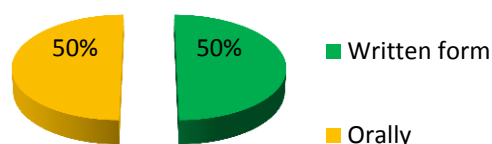
**Question 4.** Although being able to give one’s opinion and to justify it is as important in written form as orally, this question tries to recognise if the students opt for one of the two productive skills.

*What is it simpler for you: expressing and justifying your opinions in written form, or giving your opinions orally? Why do you think it is simpler for you?*

### CLIL bilingual programme



### Regular bilingual programme



The students from the CLIL bilingual programme who find it easier to express their opinions in written form argue that they have more time to think about what they want to say and how they can justify it. As a result of this, they make fewer mistakes when they write than when they speak. They also point out the fact that if they express themselves on written form other people cannot notice their personal points of view.

This is an advantage for them because they do not want to share their thoughts, and they can avoid feeling nervous when they have to speak in public. The same reasons are given by the students of the regular bilingual programme.

In the case of those students who prefer giving their opinion orally in both programmes, they also share the same arguments. They generally think that they can express themselves better speaking than writing because they can interact with their mates and they can also explain their views again if they are not clearly understood. Moreover, one person from the CLIL bilingual program indicates the fact that listening to others' opinions is helpful to build up one's own point of view.

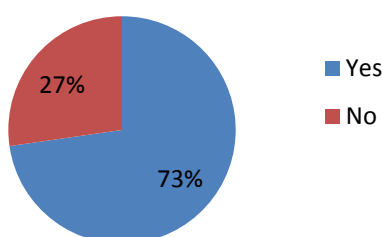
#### Conclusion 4

The students of both bilingual programmes share the same opinion. In both cases there is no difference between the amount of people who prefer expressing themselves on written form and the amount of people who prefer expressing themselves orally. According to the previous conclusion, the *Conclusion 3*, this one would strengthen the assumption that students think that expressing opinions is something similar to write or tell what they want. Therefore, they do not mind doing it on written form or orally.

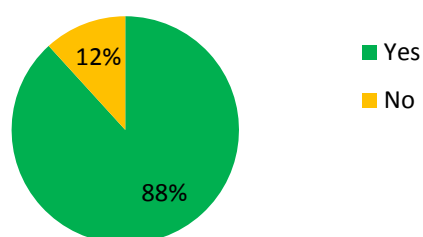
**Question 5.** Due to the importance of providing arguments for opinions, knowing if the students are used to support them with examples or if they use other ways of argument is the intention of this question.

*Do you usually explain your opinion giving examples? Why do you think you use them (or why not)?*

**CLIL bilingual programme**



**Regular bilingual programme**



In both cases the students agree with the reasons that justify the use of examples. According to their point of view, they are useful to clarify and manifest their opinion. Therefore, the opinions accompanied by examples are more complete and more powerful, so they will be better understood. Examples will help people understand what

they want to explain. On the contrary, some students are not used to providing any examples. In general, they do not explain why they prefer avoiding using them. However, those respondents who give a reason argue that finding examples is not always easy and mention that, as they are shy, when they speak they forget the examples they have planned to say.

Conclusion 5

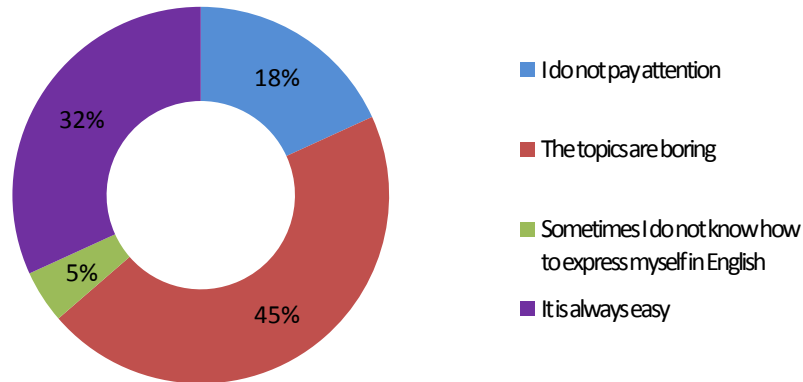
The students of the regular bilingual programme usually give their opinion adding examples. Those who do not do it are a group of students far smaller than the group of students who do it. This difference, however, is not as marked in the CLIL bilingual programme. Even so, in this programme the majority of students are used to handling examples in order to provide explanations and to reinforce their opinions.

**Question 6.** This question aims to identify the students’ problems to learn content using the English language.

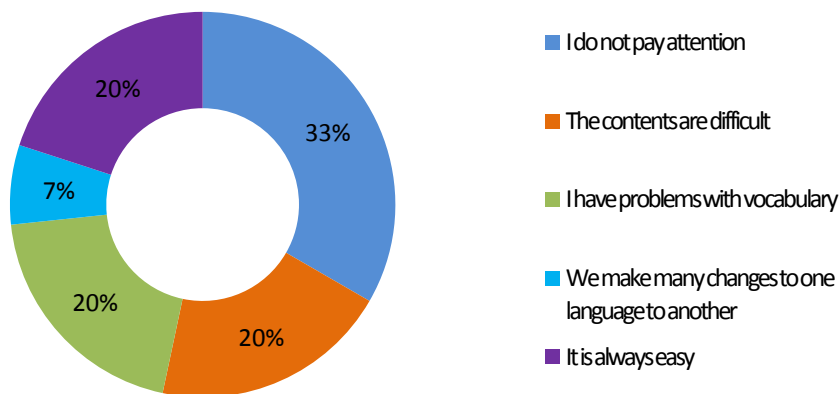
*Complete the sentence: “Following the lessons or doing the subject’s tasks is not always easy because...”*

<b>CLIL bilingual programme</b>	<b>Regular bilingual programme</b>
...I do not pay attention	...I do not pay attention
...the topics are boring	
...sometimes I do not how to express myself in English	
	...the contents are difficult
	...I have problems with vocabulary
	...we make many changes to one language to another
...it is always easy	...it is always easy

## CLIL bilingual programme



## Regular bilingual programme



### Conclusion 6

The students are able to identify and recognise their difficulties to follow the lessons. On the one hand, they have problems to understand the subject because they are aware that they do not pay attention. On the other hand, they identify language as an obstacle. This obstacle, however, is not valued in the same way in both bilingual programmes. The percentage of students from the CLIL bilingual programme who identify language as a problem is extremely small, whereas this percentage is considerably larger in the case of the regular bilingual programme. Moreover, these students specify that their main problem is related to vocabulary. For them contents are sometimes difficult. They do not think that they are boring, as a significant group of the CLIL bilingual programme argues.

Switching between English and Spanish is another reason given by students of the regular bilingual programme to explain their problems to follow the lessons. In the CLIL bilingual programme this does not occur since English is the only language used in the subject.

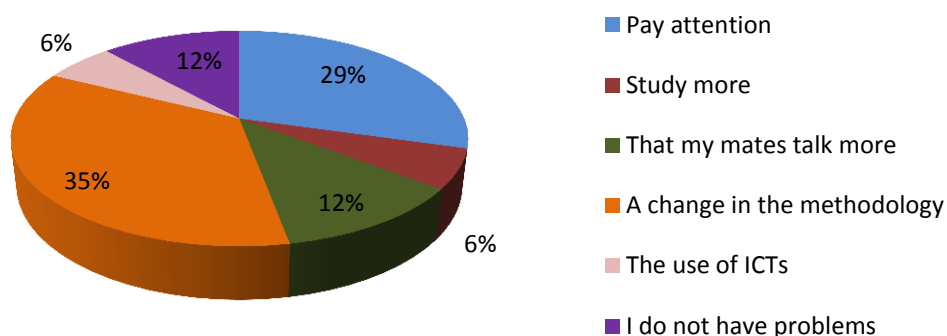
Finally, in both cases some students state that they do not have any problem to follow the lessons. The amount of students who agree with this, however, is larger in the CLIL bilingual programme.

**Question 7.** To know the students' point of view about what would make their learning easier is the purpose of this question.

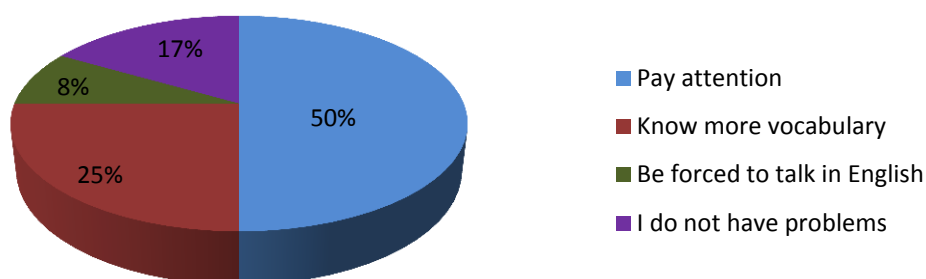
*Complete the sentence: "I think that something which would help me to follow the lessons and to complete the subject's tasks would be..."*

CLIL bilingual programme	Regular bilingual programme
...to pay attention	...to pay attention
...to study more	
	...to know more vocabulary
	...to be forced to talk in English
...that my mates talk more	
...a change in the methodology	
...the use of ICTs	
...I do not have problems	...I do not have problems

## CLIL bilingual programme



## Regular bilingual programme



### Conclusion 7

According to the answers to question 6, the students declare that if they paid attention, they could follow the lessons better. Besides, they know that studying more would be also helpful for them. The students of the regular bilingual programme indicate that they should learn more vocabulary. For these students these two reasons would be the most important ones in order to follow the lessons better.

However, although the students from the CLIL bilingual programme also recognise them as important facts, for them they are not so important and they add some more. Only a small group of students from the CLIL bilingual programme think that studying more would help them. Most of them focus on the used methodology. They would like to carry out some different activities, since their subject consists mostly on reading texts and answering questions about it. In addition, many students would prefer their mates talked more. This fact is also pointed out by the students taking part in the regular bilingual programme. They consider that if they were forced to speak English, they would improve their language competence and, therefore, they would follow the lessons better.

Finally, a small percentage of students from both bilingual programmes do not identify anything that would help them to follow the lessons. However, this percentage is not as

clearly marked as the students' percentage who argue that the lessons are always followed by them easily. This means that some of those students are able to accept that some adequate changes would help them.

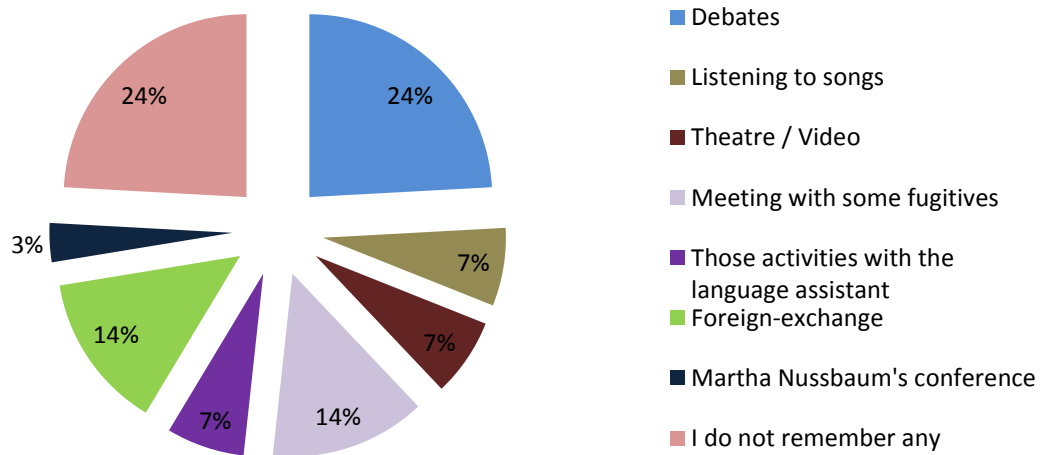
**Questions 8.** Motivating the students is essential to achieve their learning. Therefore, to identify which activities are especially enjoyable for them is extremely important to design an adequate methodology.

*Do you remember any activity that you specially enjoyed in the bilingual programme?  
Of course you can name more than one.*

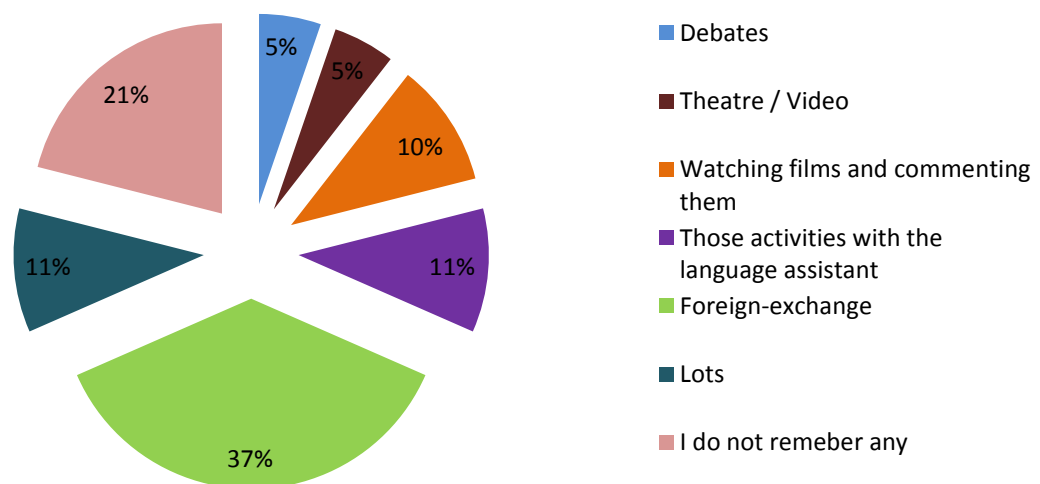
<b>CLIL bilingual programme</b>	<b>Regular bilingual programme</b>
Debates	Debates
Listening to songs	
Theatre / Video	Theatre / Video
	Watching films and commenting them
Meeting with some expatriates	
Those activities with the language assistant	Those activities with the language assistant
Foreign-exchange	Foreign-exchange
Martha Nussbaum's conference	
	Lots
I do not remember any	I do not remember any



## CLIL bilingual programme



## Regular bilingual programme



### Conclusion 8

Despite the fact that some students of both bilingual programmes do not remember any enjoyable activity, most of them do appreciate them. In the CLIL bilingual programme they tend to like taking part in debates and those activities in which they are in touch with other people. Likewise, the students of the regular bilingual programme have similar preferences. However, they acknowledge those activities with the language assistant as some favourite ones.

#### **4.2.- GENERAL CONCLUSION. LANGUAGE DEMANDS: A CHALLENGE IN REGULAR BILINGUAL PROGRAMMES**

The students from the CLIL bilingual programme do not seem to have important difficulties with the subject language demands. They are able to follow *Ethical-civic education* using English as the vehicular language. However, the regular bilingual programme's students do have difficulties. In this case, they recognise difficulties with their language competence and especially with the productive skills which are the most important to achieve the *Ethical-civic education* learning outcomes. They have some problems of expression in English so, in their case, using a CLIL methodology can mean dumbing down the curriculum. Probably, they are not able to develop critical thinking as if their learning process entailed using their mother tongue. This conclusion is supported by the following reasons:

- 1) The students from the CLIL bilingual programme prefer using their productive skills. On the contrary, a great majority of the regular bilingual programme students find more difficulties when they have to express themselves in English.
- 2) When the students are asked about their productive skills, those who study in a regular bilingual programme show a clear preference for writing. They argue that they have enough time to think how to express their ideas in English.
- 3) Only 5% of the students from the CLIL bilingual programme recognise the English language as a problem for their learning process. However, almost half of the regular bilingual programme students identify their language competence as a difficulty to follow the lessons and complete the tasks. These students do not point out that the topics are boring, as the CLIL students do. Instead of this, they describe them as difficult.
- 4) A methodological change is mostly required by the students from the CLIL bilingual programme. However, in the case of the regular bilingual programme the students point out that they ought to pay more attention and know more vocabulary. In this sense, it should be noted that they also argue that they must be forced to talk in English. They demand to be forced to practice and, therefore, to improve their language competence.
- 5) Despite the students from both bilingual programmes prefer expressing their opinions rather than providing information, there is a meaningful difference regarding how they support them. In both cases the majority of the students use examples, but this majority is significantly larger in the regular bilingual programme. This demonstrates that these students are not as able as the CLIL bilingual programme students to express their ideas providing arguments.

## **5.- PROPOSALS TO FACE THE BILINGUALISM CHALLENGES**

The CLIL bilingual programme is the model to be followed. In this programme students truly achieve a natural use of the English language in learning environments. They are totally able to follow the *Ethical-civic education* curriculum in English. Their language competence is not an obstacle. The key to this seems to be the characteristic progressive implementation of CLIL bilingual programmes. In them, the students' linguistic immersion starts in the first year of primary education. As well as the language demands become gradually more significant each year, the students' language competence in English is also higher. Consequently, there is correspondence between the language requirements of each subject and the students' language competence. This correspondence is maintained, since each year the students improve their language skills. Therefore, in the fourth year of secondary education the students' language competence is not an obstacle to follow content and language integrated learning. The students can express themselves in English with fluency so they can develop critical thinking, they can learn and practise a critical and active citizenship in the classroom. In conclusion, they can achieve the learning outcomes of *Ethical-civic education* as well as if they studied using their mother tongue.

However, there are only forty-two secondary schools in Spain, two of them in Asturias, whose bilingual programme is a CLIL bilingual programme. The great majority of bilingual programmes are regular bilingual programmes. Although lots of primary schools are introducing bilingual programmes in recent years, the generations which are nowadays studying in secondary education did not take part in them. Therefore, in order to achieve the double aim of CLIL subjects. i.d. to learn subject content according to the curriculum and to learn to use the English language, I present some proposals. These proposals are focused on *Ethical-civic education* as a CLIL subject, although all of them are relevant for any CLIL subject.

Firstly, teachers should be adequately trained in CLIL methodology. The teacher's knowledge of English is basic to teach using this language, but this does not have to be one single requirement. CLIL teachers are subject teachers who do not have any familiarity with language teaching methodology. They are not used to teaching by means of another language and to helping their students with the language. Therefore, teachers should know what a CLIL methodology involves. They have to be able to design their subject according to the requirements of its dual focus. They have to be learning facilitators so they need to know how they can get the students' content and language learning.

As Chomsky says "the truth of the matter is that about 99% of the teaching is making students feel interested in the material". In order to get this, CLIL teachers have to use authentic materials. These materials are interest-raising and motivating since the students can identify the connection between their learning process and their reality. Besides, their use is highly important in *Ethical-civic education*. On the one hand, due to the fact that *Ethical-civic education* should be understood as a continuous reflection

and questioning about our society, our world, this reflection requires direct the students' gaze towards the real world. Teachers must use real materials since they show the social, economic and cultural reality. On the other hand, if the used materials are real materials, the subject will also show the English language as it is really used in all its richness and complexity.

Likewise, CLIL teachers should always count on a language assistant's collaboration. As the students' answers to the eight topic of the questionnaire reveal, they like having a foreign language assistant as an "extra" teacher". Actually, their collaboration is very helpful for them. Students have the opportunity to receive some lessons from a native speaker, so, as it happens with the real materials, language assistants represent the natural use of the English language. At the same time, as they come from different cultures, they contribute to raise the students' cultural awareness.

These are not the only advantages of having the collaboration of language assistants. As well as students, teachers are also benefit from it. Language assistants are language assisting both students and teachers. In the case of teachers, language assistants are extremely helpful since their collaboration allows teachers to improve their command of English. Language assistants help teachers to design more appropriate and relevant materials and to focus on the language. CLIL teachers are not language teachers, so language assistants help them to improve their communicative competence in English and to adapt their subject to the CLIL dual focus. In fact, collaboration is essential in CLIL methodology, being shared work one of its principles. All of the teachers involved in a bilingual programme have to work as a team. English teachers should have to help subject teachers with the language, they have to be aware of what their mates are doing in order to ease the language demands, etc.

However, it could happen that the collaboration between the CLIL teacher, the language assistant and the other teachers of the bilingual programme, especially the English teachers, is not enough to adapt the students' communicative competence to the language demands of the subject. In this regard, CLIL teachers should never forget that their methodology truly consists of learning contents using the language but also learning how to use the language. This learning requires more often than not the use of the mother tongue. Code-switching is not a problem in CLIL methodologies. If it is necessary, teachers have to use it. CLIL does not prioritize the language over the subject contents. On the contrary, it entails using the language in the process of teaching and learning these contents, so high language demands should not mean dumbing down the curriculum. They only mean that students are learning how to use the language and all CLIL subjects represent an excellent opportunity to learn it.

## 6.- CONCLUSION

The English language has been traditionally taught as a content subject on its own. Students used to learn the English grammar and vocabulary, but they did not use it in real settings. It could be said that the English language was a known language by the students and, at the same time, a language that they did not use for real purposes. The bilingual programmes represent a radical change in this sense. As a result of acknowledging that learning a language requires using it, bilingual programmes are gradually introduced in the Spanish secondary schools. Nowadays there are many which follow a CLIL methodological approach.

Language and learning integrated learning is making its own way. Several subjects such as *Ethical-civic education*, the only one philosophical subject in the Spanish secondary education curriculum, are being taught as CLIL subjects in some secondary schools, so that students can focus on their own learning process. CLIL is a constructivist approach in which students learn by doing. They learn in real settings the specific contents of each subject while they use the English language; meanwhile they learn how to use it. However, the needed language support can be sometimes an obstacle to the learning process in a CLIL environment. This could happen in *Ethical-civic education*.

Socrates argued that he could not teach anybody anything, he could only make them think. This is the main learning outcome of *Ethical-civic education*. It must be a continuous reflective exercise about the world since it has to develop the students' critical thinking. *Ethical-civic education* must involve a learning process whose result is that students are prepared to practise an active, critical and democratic citizenship. Achieving this demands the students' reflection about their present, about their society, about their world; and this reflection, in turn, requires a minimum ability to express in the English language. Therefore, *Ethical-civic education* dictates the needs of language support to be able to develop a critical thinking. The use of the English language in the learning process cannot result in dumbing down the curriculum of this subject. The CLIL subjects are defined by their dual focus: content and language. However, the language competence is improved as a consequence of its use in the learning process of the subject. In this way, it has to be guaranteed that students can gain access to some kind of language support.

Consequently, due to the fact that language support is essential to guarantee a successful learning, all bilingual programmes have to consider if the students' language competence is high enough to follow a course in *Ethical-civic education*. In CLIL bilingual programmes they do not have this problem since they are used to learning in a CLIL environment since they are in primary education. However, in the regular bilingual programmes this is sometimes a challenge which has to be confronted since, paraphrasing Plato, this world would be what would be because their citizens would be what they would be.

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