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Bilingualism and CLIL: From Theory to Practice
A Study of the Methodology in 4 schools at the Elementary Level in Asturias

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Introduction

"Language is perhaps the most important tool in education because language is needed to communicate ideas and negotiate understanding" (Garcia & Torres-Guevara, 2009: 182). Languages make possible social exchanges and, in a globalized word, the fluency in its variety becomes a necessity.

In this present body of work, I will be addressing bilingualism as a concept directed in the microcosm of the classroom. There are many different definitions and uses of the words bilingual and bilingualism. In the first chapter, a sample is presented. Bilingualism -and being bilingual- has clear advantages and disadvantages, which will also be reviewed.

In later chapters, we will be touching upon language acquisition as a process that includes steps or phases. As with all processes, language acquisition can be achieved by different ways. Content and Language Integrated Learning, or CLIL, is one of the approaches used nowadays to teach a second language. This is the method held by European Union institutions as an important instrument towards multilingualism in Europe (Ruiz de Zarobe, 2008: 61). When speaking of multilingualism, one refers to "the presence of several languages in a given space, independently of those who use the term" (The Council of Europe 2007 through Coyle, 2010: 157); while plurilingualism refers to " the capacity of individuals to use more than one language in social communication whatever their command of those languages" (Beacco, 2005 through Coyle, 2010: 157)

Through this Masters' Thesis, I intend to make clear these concepts. I will also offer a view of the linguistic setting in Asturian schools that are currently teaching English to students with the aim of making them bilingual[1]. I will be using the perspectives of four coordinators of bilingual sections from four different schools in Asturias.

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[1] Bilingualism as a concept is explained in the next section.

First Chapter: Bilingualism

WHAT IS BILINGUALISM?

The concept

The search for a clear-cut definition of the word leads to a rather bumpy journey. Bilingualism is seen as an umbrella term for many different methods and approaches to second language education.

"Bilingual is a complete linguistic entity, an integrated whole. Bilinguals use their two languages with different people, in different contexts and for different purposes. Levels of proficiency in a language may depend on which contexts and how often that language is used" (Baker, 1993: 15-16).

Colin Baker (1993) speaks of several dimensions of bilingualism and multilingualism: ability, use, balance of two languages, age, development, culture, contexts, and elective bilingualism. His standing is that both bilingualism and multilingualism are broad concepts that need to be examined to avoid misuse.

The concept of bilingualism may be narrowed to the ability in two or more languages. By language ability, Baker refers to: listening and speaking (oracy), reading and writing (literacy) (Baker, 1993: 6). These may be more or less developed, from an ample range of confident and fluent to basic.

Bilinguals tend to be dominant in one of their languages in all or some of their language abilities. It is rare to find speakers that are equally confident in both languages. Baker coins these cases as balanced bilinguals (Baker, 1993: 8).

There is also the case of transitional bilingual and dual language programs (Freeman, 2007: 4). In each, the second language is target but the later focuses on proficiency in both languages

(additive bilingualism) and the first is more a transition, where the student starts out using the L1 while gradually moving towards only using the L2.

For the purpose of this current scheme of work, we shall confine the concept of bilingualism to the ability to use and understand a second language.

English Language in Spain

The use of the English language has become common in many, if not all, countries. "The world preeminence of English lies in that it is a first, second and foreign language and is found across the globe in all three categories" (Edwards, 2004). One just need to travel to any far off country and it is clear that English is the best tool for conversation exchange.

The numbers of English speakers are clearly growing as well, probably due to globalization and the export of the culture behind the language. Approximately 375 million people in the world speak English as a first language (Graddol, 1997). With English speaking Creoles and Pidgins, this rises to over 400 million speakers (Crystal, 1997a).

Ruiz de Zarobe (2008) has written about the need that the European Union (EU) has to unite its many countries, and one method is the teaching of an international language, such as English, and thus ensuring "multilingualism is an essential characteristic feature of European identity" (Ruiz de Zarobe, 2009: 61). This would make English language learning largely popular in the EU area.

When speaking specifically of Spain, most of which traditionally has been a monolingual community, the Ministry of Education uses the Competencies and knowledge for 21st century society (*Competencias y saberes para la sociedad del siglo XXI*) to "ensure that every student has a knowledge of two foreign languages and to promote the use of languages in different areas of knowledge". Also, in 2005, the Ministry presented an Education Bill which includes the early introduction of English lessons for students (Ruiz de Zarobe, 2008: 63). It seems clear that

bilingual education and promoting the study of the English language is a priority for Spanish officials.

The Popularity of Bilingualism

There exists no doubt of the growth in popularity of bilingualism across the board. Baker (2010: 2) himself states this clearly:

> Bilinguals are present in every country of the world, in every social class and in all age groups. Numerically, bilinguals and multi-linguals are in the majority in the world: it is estimated that they constitute between half and two thirds of the world's population. The bilingual population of the world is growing as international travel; communications and mass media, emigration and planetary economy create the global village.

To understand the presence of bilingual education, one just needs to list its many benefits.

Benefits of Bilingualism

There are social, cultural, and cognitive benefits to learning or being proficient in a second language. As pointed out by Freeman (2007: 9):

> The cumulative evidence from research conducted over the last three decades at sites around the world demonstrates conclusively that cognitive, social, personal and economic benefits accrue to the individual who has an opportunity to develop their bilingual repertoire when compared with a monolingual counterpart.

These benefits could clearly explain its popularity.

Economic Aspects

The world has become a smaller place at the hands of communication, globalization and mobility. The European Union works to bond together its many countries and share their many cultures, and therefore languages. This is no secret. People everywhere are vastly aware of this trend and more concerned about being prepared for the job markets. They worry even more so for their children. Jobs have become scarce and the competition is fierce. At the same time, employers serve themselves with the luxury to have high expectations when hiring. Nowadays, it is not enough to have an undergraduate degree. A second language and even a master's degree is required in most areas to be able to have an edge and succeed.

Cognitive Benefits

In a study by Peal & Lambert, cited by Baker (2010: 148), it was found that bilingualism provides "greater mental flexibility, the ability to think more abstractly, more independently of words, providing superiority in concept formation". As it seems, bilinguals are able to transfer gains from their L1 to their L2, and vice versa, favoring a significant positive development of their IQs s over monolinguals.

There are also other clear benefits to learning a second language according to Baker (2010), as "bilingualism typically favors the acquisition of a further language."

Social Benefits

A second language is able to open doors for the speaker. It allows for social interaction in varied arenas, increases global understanding and extends the reach of information access. In the words of the famed Italian director, Federico Fellini[2]: "A different language is a different vision of life". This different vision is often viewed through the English language lens, as it is thought to be an international medium for communication.

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[2] Italian film director, 1920-1993

Individual Benefits

Baker (2010) considered the reasoning behind the benefits of bilingualism as organized into two, societal and individual and include external (out of the classroom) and internal (classroom) goals (Cook, 2002b). According to his conclusions on how second or third languages are taught, students can be taught a second language in order to preserve that is being lost, to assimilate minority language groups, or to avoid or reduce conflicts between groups (social reasoning). Along with these, and as mentioned above, economic trade, interactions across continents, information, power, intercultural standing and peace, all fall into the social category. Within the individual reasoning explained by Baker lies cultural awareness, cognitive development, affective goals, careers and employment.

Disadvantages and Challenges of Bilingualism

English language learning is not new in Spain, but there seems to be a trend of people studying the language for years on end and not being able to feel confident about their language skills. Several sources concur in that young children learn languages best at early stages with the quotidian use of the language in their homes. With all of this in mind, parents, teachers, school administrators and ministers have found a strong motivation to propel a change in second language learning at full blast. This considerable impetus to language learning has led to extensive educational reforms with a sense of urgency. This urgency does not always result in positive outcomes. It continues to seem a hit or miss experience with bilingual education, where students in Spain continue to lag behind in L2 proficiency.

This result is also stated in Baker's *Foundations of Bilingual Education and Bilingualism* (2010) when reference is made to North American and English students. As he sees it, "despite extensive foreign language learning in school (and extensive research on second language acquisition), only a small proportion become functionally and fluently bilingual" (Baker, 2010: 120). He regards the focus on reading and writing, rather than authentic communication, having a low aptitude to learn a second language, lack of motivation and interest, and the lack of opportunities to practice second language skills, as the culprits to this failure.

Subtractive bilingualism is when the first language is seen to interfere with the teaching of the second language. The use of this kind of bilingualism grew vastly during the beginning of the 20th century, when immigrants flooded American schools. Children from different countries and cultures were being taught the English language and the target was to substitute their first language. Some communities resisted this change by rejecting the English language. They were faced to live in a country using a language foreign to it, keeping a tight grip in their community. In cities such as New York, one can see how groups of immigrants that shared the same culture gave birth to districts that were exact copies of their own (China Town, Little Italy) where they had no need for the English language.

Another cause of second language acquisition failure, as cited by Baker (2010: 120) is attempting to learn a language too late.

There also exists a "deficit viewpoint", as Baker (2010: 143) named it, where anxieties towards second language education were found. As he observed, some fear that the more the student learns and uses the a second language, the more the skills in his first language will decrease. He also noted that some believed that the better the ability in the second language, the more the student's thinking skills would be affected. Some still view bilingualism as having a "detrimental effect on thinking" (Baker 2010: 144).

Bilingualism - Success Stories

According to Baker, countries such as the Netherlands, Switzerland, Sweden, Belgium, Israel and Singapore, have shown more success in foreign language learning. The reason behind this seems to be a context where the inclusions of political, cultural and economic features are present.

Rebecca Freeman (2007: 6) speaks of the Canadian Immersion as a success story, where students not only become bilingual and biliterate without any negative impact on their development. She

explains that there are many variables that account for this result, among which is the fact that the English language enjoys official status just as the French language does. Tucker (1999) through Freeman (2007: 8) goes on to list 8 success variables:

1. Success in school depends upon mastery of cognitive and academic language, which is very different from the social language used at home.
2. The development of cognitive and academic language requires time (4 to 7 years of formal instruction).
3. Individuals most easily develop literacy skills in a familiar language.
4. Individuals most easily develop cognitive skills and master content material when they are taught in a familiar language.
5. Cognitive and academic language skills, once developed, and content-subject material, once acquired, transfer readily from one language to another.
6. The best predictor of cognitive and academic language development in a second language is the level of development of cognitive and academic language proficiency in the first language.
7. Children learn second language in different ways depending upon their culture and their individual personality.
8. Time spent instructing the child in a familiar language is a wise investment.

Second Chapter: Second Language Acquisition

Acquisition versus learning

Second language is acquired through a subconscious process, in the same way the first language is acquired. In this sense, form is displaced for function. Learning a second language involves direct instruction. Where students are aware of the process. The focus is on the function of the language, instead of grammar for instance.

STAGES OF SECOND LANGUAGE ACQUISITION

How quickly students progress through the stages depends on many factors, including level of formal education, family background, and length of time spent in the country. The table below explains the five stages of second language acquisition, their characteristics, approximate time for each stage and the prompts that teachers could use that are in the appropriate level for the stage.

Stage	Characteristics	Approx. Time Frame	Teacher Prompts
Preproduction	The student has minimal comprehension. Does not verbalize. Nods "Yes" and "No." Draws and points.	0–6 months	Show me … Circle the … Where is …? Who has …?
Early Production	The student has limited comprehension Produces one- or two-word responses.	6 months–1 year	Yes/no questions Either/or questions Who …? What …?

	Uses key words and familiar phrases. Uses present tense verbs.		How many …?
Speech Emergence	The student has good comprehension. Can produce simple sentences. Makes grammar and pronunciation errors. Frequently misunderstands jokes.	1–3 years	Why …? How …? Explain … Questions requiring phrase or short-sentence answers
Intermediate Fluency	The student has excellent comprehension. Makes few grammatical errors.	3–5 years	What would happen if …? Why do you think …? Questions requiring more than a sentence response
Advanced Fluency	The student has a near-native level of speech.	5–7 years	Decide if … Retell …

Table 1 - Stages of Second Language Acquisition, adapted from (Krashen & Terrell, 1983, as cited by Hill & Flynn 2006).

This table provides approximate time for each stage. It should be considered as approximate because each child will differ in speed of acquisition or length of time in each stage.

Stage 1 : Pre-production
This stage corresponds to a silent period where the student uses few or no words in the second language.

Stage 2 : Early Production

During this stage, single words or word phrases in the second language are used, along with yes and no responses and repetitive language patterns.

Stage 3 : Speech Emergence

Students are able to use simple sentences to communicate in the second language.

Stage 4 : Intermediate Fluency

A depth in complexity is perceived in the choice of words and sentences in the second language are appreciated.

Stage 5 : Advanced Fluency

In this final stage, the student is able to demonstrate confidence and native level proficiency in the second language.

Educators must assess on which stage of acquisition students are in order to know what to expect, how to challenge and engage them, use stage appropriate tasks and discourse, as so be able to help them advance.

Other theories in Second Language Acquisition abound. The table below identifies some of the many theories and adds a brief description of each. This table is an adaptation, using several sources, to present as a unified block the sample of different theories.

Theory	Characteristics
Semantic Theory	The acquisition of meaning, semantic, (understanding of the word, phrase, sentence or text), is the target of this theory. The acquisition of meaning "involves acquiring interpretive mismatches at the first and second language syntax-semantics interfaces" (Slabakova, 2010: 1). There are different kinds of meaning: lexical, grammatical, semantic and pragmatic.

Social-cultural Theory	Understands that "learning is a semiotic process where participation in socially mediated activities is essential, regarding instruction as crucial to the development of the second language" (Choul, 2008: 1). In this sense, somewhat similar to CLIL, where social and natural use of the language is seen as essential to its acquisition.
Universal Grammar	Supposes that there is "an innately given Universal Grammar (UG), which constrains first language grammars, placing limits on the kinds of hypotheses that first language acquirers entertain as to the nature of the language that they are acquiring" (White, 2003: Xi). The term was associated to Noam Chomsky in the mid twentieth century. This is more of a naturalistic point of view, where ability is not linked to instruction; rather it is an innate ability that we all share.
Interaction Hypothesis	This theory, coined by Michael Long in 1983, argues that "interaction facilitates (language) acquisition because of the conversational and linguistic modifications that occur in such discourse and that provide learners with the input they need" (Mackey, 1999: 558). Sharing Krashen's view on the importance of conversation, Long's theory focuses on learning by trial and error or negotiation, where the student participates in an information exchange.

Table 2 – A summary of different theories in Second Language Acquisition

Theories in Second Language Acquisition

As we have seen, there is a large body of work that supports the importance of second language acquisition. Now it would be necessary to address the factures that would assure foundations for its effectiveness.

First Language Proficiency as a Factor in Second Language Education

CLIL models are adopted usually after the mother tongue is acquired (www.cambridge.org).

In a research on the use of first and second language in education, carried out by Dutcher (1995, as cited by Freeman, 2007: 8) for the World Bank, many conclusions were drawn. Among them, that the best predictor of cognitive and academic language development in a second language is the level of development of cognitive and academic language proficiency in the first language. First language acquisition seems to be intertwined with future pursuits of other language proficiency. He also found that children learn a second language in different ways depending on their culture and their individual personality. With this we are reminded that not all children are the same, and they will be in need of different kinds of support.

It is definitely important that the student receive a strong formation in the L1 to assure success not only in their L2, but the vast array of cognitive skills. Baker (2010: 300) found, through research by Collier (1995) that "the most significant variable in becoming proficient in the second language (in this case, English in the USA) is the amount of formal schooling students have received in their first language". According to this, it seems that it's not just about placing student in L2 acquisition scenarios early on, it's more about making sure that the learning ground, or the L1, is ready, so that what they learn will be able to transfer from one language to the other. Collier 1995 found that it would take 7 to 10 years to teach language proficiency of native English, this in a American submersion type schooling with no L1 schooling (Baker, 2010: 300).

Starting Early

"Schoolchildren are starting to learn a foreign language sooner than ever as education authorities introduce early-start compulsory foreign language policies" (Lasagabaster & Sierra, 2009: 4). The belief that it will aid the acquisition of a second language, as it has already been found that younger students exhibit more positive attitude towards the second language than do older groups (Lasagabaster & Sierra, 2009: 5).

Common thought follows this belief that the younger the student the more accessible second language learning can be.

Children are able to become bilingual at a very early age and in various ways. The second language may be picked up from the home, in schools or their contact with everyday life.

According to Baker (2010) "children are born ready to become bilinguals, trilinguals, multilinguals" because "dual language acquisition starts at the fetal stage, extends into babbling and can be operating successfully at two and three years of age."

Children that become bilingual have see benefits in many cognitive skills, such as "selective attention to problems, inhibition of attention to misleading information and switching quickly between competing alternatives" (Baker, 2010: 160).

Baker (2010) differentiates sequential from simultaneous bilingualism, in that the latter is seen when children pick up a second language at home at the same time as the first is acquired. Sequential bilingualism involves the child learning the second language in an academic scenario, such as a school, nursery and so on.

Even so, there are studies that have demonstrated that there exits no advantage "from an early start that does not involve an increase in the number of hours and meaningful exposure to the (second) language" (Ruiz de Zarobe, 2008: 62).

According to Baker's summary of Marinova-Todd *et al*. (2000), Singleton (2003), and Singleton and Ryan (2004) analysis, "younger second language learners are neither globally more nor less efficient and successful than older learners in second language acquisition". Differences were indeed found in areas of proficiency (where the youngsters' results outweigh older children's). The explanation here lies in that "the age differences reflect differences in the situation of learning rather than in the capacity to learn" (as cited by Baker, from Marinova-Todd *et al*., 2000: 9). Learning a second language in kindergarten is a vastly different scenario. In this sense one can perceive the intervention of the social context and psychology of individual learning that Marinova-Todd *et al*. (2000) makes reference to.

"Age does influence language learning, but primarily because it is associated with social, psychological, educational and other factors that can affect second language proficiency, not because of any critical period that limits the possibility of language learning in adults" Marinova-Todd *et al*. (2000) through Baker (2010: 28).

Even so, Marinova-Todd *et al*. (2000), also make a point about the scanty amount of research there exists comparing the young and old in their second language proficiency. Hakuta (2001: 11-12) is also sited acknowledging this point: "The evidence for a critical period for second language acquisition is scanty... There is no empirically definable end point, there are no qualitative differences between child and adult learners, and there are large environmental effects and outcomes".

Another issue is how long students need to be exposed to the language or language learning programs to be able to possess language proficiency. Some studies show (Cummins, 2001 through Freeman, 2007: 5) that although it takes only 1 to 2 years of exposure to the L2 in schools, it actually takes 5 years of exposure to be able to catch up to native speakers level of proficiency.

Using the example offered earlier, a student in a kindergarten classroom could begin acquiring a second language and continue its development well into his or her teenage years while part of

formal education. The kind of exposure to the second language this situation offers is quite advantageous and its results show proficiency.

Frequency of Exposure

"According to Curtain and Pesola (1994) and Gilzow and Branaman (2000), elementary school students should have a 30 to 45 minute language class three to five times per week for a minimum of 90 minutes total per week. Of course, when students allocate more time to target language instruction, students can be expected to develop a broader range of expertise in that language." (Freeman, 2007: 13).

Elementary Teachers and Second Language Acquisition

Teachers need to take into account the stages of language acquisition and developmental stages of each student, in order to scaffold his or her learning and be effective.

Teachers "need to have a clear understanding of who their students are and they must be able to clearly articulate their language goal and education goals for their target populations. Program planners also need to have a clear understanding about how language education programs are structured to realize those goals so that they can develop and implement programs that are pedagogically sound" (Freeman, 2007: 15).

Teachers should also allow students to initiate interactions, which he or she later can elaborate on, as one would do while learning the first language. When elaborating, the input should be comprehensible and repetitive (Genesse, 1994, through Llinares, 2005: 154). In the table below, strategies are provided to create an interaction which is functional and effective for the instruction of the second language, along which there should be a deliberate attempt to make students conscious of the specific characteristics of the L2 or its grammatical structures (Ellis, 1984 through Llinares, 2005: 151).

Dornyei (1994) provides a list of overlapping and interacting strategies for teachers to use to motivate their students (see also Dornyei & Scott, 1997; Dornyei & Csizer, 1998).

Language

(1) Include a sociocultural component in the syllabus (e.g. television programs, inviting native speakers).

(2) Develop learners' cross-cultural awareness systematically, focusing on cross-cultural similarities rather than differences.

(3) Promote student contact with second language speakers (e.g. exchange programs, pen pals, trips).

(4) Develop learners' instrumental motivation by highlighting the usefulness of second language study.

Learner

(1) Develop students' self-confidence in use of the language (e.g. realizable short-term goals, praise and encouragement, a regular experience of success, using confidence-building tasks).

(2) Promote students' self-efficacy with regard to achieving learning goals (e.g. teaching useful communication strategies, developing realistic expectations).

(3) Promote favorable self-perceptions of competence in second language (e.g. highlighting what students can do rather than what they cannot do, students not worrying about making mistakes).

(4) Decrease student anxiety in learning a second language.

(5) Promote motivation enhancing attributions (e.g. students recognize the link between effort and outcome, attribute past failures to factors that can be changed).

(6) Encourage students to set attainable sub-goals for themselves (e.g. by a personal learning plan).

Situational

(1) Make the syllabus of the course relevant (e.g. based on a student 'needs based analysis').

(2) Increase the attractiveness of the course content (e.g. use of more authentic materials, audio visual aids, multimedia technology).

(3) Discuss the choice of teaching materials with the students (e.g. type of textbooks, computer-assisted language learning programs).

(4) Arouse and sustain curiosity and attention (e.g. introduce the unexpected and novel; break-up tedious or repetitious routines).

(5) Increase students' interest and involvement in language learning tasks (e.g. selecting varied and challenging activities, including students' interests, problem-solving, engaging students' emotions, personalizing tasks, using pair work and group activities).

(6) Match the difficulty of the students' language learning tasks with the students' abilities.

(7) Increase student expectancy of task fulfillment (e.g. by creating realistic students' expectations, explanations of content and process, giving ongoing guidance about how to succeed, and making the criteria of success clear and transparent).

(8) Facilitate student satisfaction (e.g. allowing students to complete tasks that they can display or perform, celebrating student success).

Teachers

(1) Try to be empathetic (sensitive to students' needs), congruent (behave in honest and true-to-self manner) and accepting of students' strengths and weaknesses.

(2) Adopt the role of a facilitator rather than that of an authority figure.

(3) Promote learner autonomy by allowing students real choices in learning, minimize external pressure, with students sharing tasks and responsibility for their own learning, using peer-teaching and project work.

(4) Act as a role model, sharing personal interests and perspectives, transmit personal positive values about second language, sharing personal commitment to the second language.

(5) Introduce language learning tasks to stimulate intrinsic motivation and help internalize extrinsic motivation, showing the purpose (and its integration into a whole) of each language learning task.

(6) Use motivating feedback, give feedback that is informative, and not over-react to errors.

Learning Group

(1) Establish goals with which the group agree and feel they own so as to establish a clear sense of direction.

(2) From the beginning, promote the internalization of the classroom norms of behavior.

(3) Maintain classroom norms of acceptable behavior in a consistent manner, not letting misbehaviors go unnoticed, and maintaining professional standards of personal behavior.

(4) Minimize any detrimental effects on intrinsic motivation by focusing on improvement and progress, avoiding comparison of one student with another, making student assessment private rather than public, not encouraging a focus on competition in achievement outcomes, with personal interviews to consider the individual assessment of language proficiency.

(5) Promote the development of group cohesion and enhance inter-member relations by promoting friendships and effective working relationships, organizing outings and extra-curricular activities.

(6) Use comparative learning techniques by plenty of group work where evaluation of success is appropriate to the group rather than a focus on individual success.

Table 3 – Strategies to Motivate Students, from Foundations of Bilingual Education and Bilingualism, Baker (2010).

All things considered, "the processes of teaching and learning should be interactive situations in which teachers aid students in building knowledge and have personal and social growth" (Llinares, 2005: 168).

Third Chapter: Content and Language Integrated Learning

HISTORICAL BACKGROUND

CLIL methodology is not a new concept. It has been seen throughout the years, for example, in early civilizations teaching through the local language (Sumerian) to those who conquered the land (the Akkadians). Other examples exist where there was an interest in learning a second language and it was taught in ways resembling the CLIL methodology we are familiar with today (Mehisto, 2008: 9).

CLIL seeks to support second language learning while also favoring first language development and its essence is integration of the language and the content (Mehisto, 2008: 11). This basically means using an L2, a vehicular language, to attend content goals, keeping in mind that all subject areas contribute to the growth of a child's language or languages (Baker, 2010: 293)

THE CONCEPT OF CLIL

Content and language integrated learning is a method of teaching through which teachers must instruct content through an L2 or vehicular language as it is referred to in the literature. It can be placed under the large umbrella of bilingualism, and it is quite popular across European countries.

CLIL considers cognition and communication as inherently part of the process. While in CLIL classrooms, one can appreciate that the lessons are not merely a translation; teachers are assuming a grander responsibility while leaning on the social-constructivist approach. They receive students that have different levels of proficiency both in the content and the vehicular language. In order to attend to their students' demands, they must consider their idiosyncrasies and work from there. Translanguaging -or code-switching- is a tool, which is usually used in the CLIL classroom, This means switching from one language to another at a point that the teacher

considers useful, which of course must not happen and random and teachers must plan for its use and need (Coyle, 2010: 16).

The L2 is the target language, which the students are not usually exposed to outside the classroom walls and need to become proficient in. It usually is a foreign language, but not necessarily so. English is quite possibly one of the most popular languages being taught through programs such as CLIL. Although, there are other foreign languages and community or heritage languages that can be the target of CLIL, like might be the case of Asturian.

As many say, CLIL is a large term that covers many different approaches to teaching an L2. According to Dalton-Puffer, Nikula and Smit (2010), it resembles content based, immersion as practiced in the United States, and Canadian immersion. They share the same goals: teaching the L2. Even so, CLIL has other characteristics that set it apart from the rest; it provides a natural environment to promote:

- Grade appropriate levels of academic achievement in subjects taught through the CLIL language.
- Grade appropriate functional proficiency in listening, speaking, reading and writing in the CLIL language.
- Age appropriate levels of first language competence in listening speaking, reading and writing.
- An understanding and appreciation of the cultures associated with the CLIL language and the student's first language.
- The cognitive skills and habits required for success in an ever changing world
(Mehisto, 2008: 3).

The end purpose of CLIL is the L2 learning, use and consolidation along side the content curricular expectations. Transferability is sought after and promoted among students in the CLIL classroom. Teachers may see themselves successful once their students become able to demonstrate their skills in content, which they have learned in an interactive learning environment, are transferable from their native tongue to the L2.

What CLIL refers to as content is the different academic disciplines, which students are taught in their schooling years. These may be imparted in as many ways as can be listed, which will depend on the teacher and the schooling style. The motivation is to challenge students to develop high order thinking skills and get interested and personalize the learning.

Function over form

While teaching content and glancing at improper spelling, teachers find themselves being flexible. This may occur because the point of the lesson is to create an environment for L2 learning where students' knowledge of both content and the target language has the opportunity to grow without added stress of strict grammar corrections. What the teacher must keep in mind is to offer students the tools to navigate comfortably through the content courses in their L2, and in order for this to happen, he or she must present the student with the necessary vocabulary for the lesson. In this way, CLIL classrooms also break tradition by mixing up the order of how normal language lessons usually teach their students the L2.

When speaking of models, CLIL experts are quick to state that "no model is for export", as did Do Coyle in the Cambridge website. The kind of CLIL employed will depend in the school type, size, environment, teacher supply, regional and national standards. Each school must sit down and find a clear and common vision on the CLIL subject. Administrators and teachers must determine what kind of teaching can the school offer, what facilities they posses. Once a common goal is set, starting small is suggested. Once the practitioner becomes confident in the instruction program, then growth may continue (Coyle, 2010: 14).

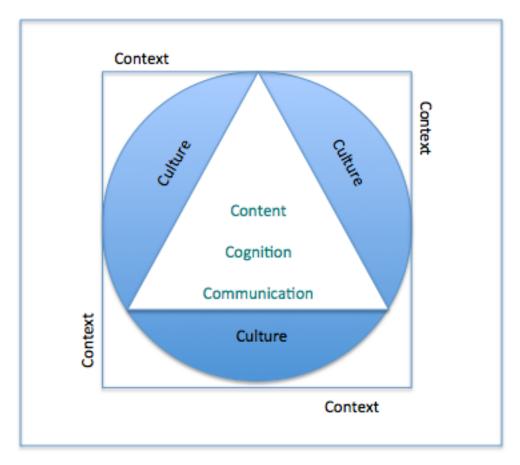**The Four Cs Framework of Content and Language Integrated Learning**

 Figure 1 – The 4Cs Framework, adapted from Coyle, Hood and Marsh (2010: 41).

These building blocks, as Coyle, Hood and Marsh have coined them, are joined together through CLIL.

1   The content is the subject matter.
2   Cognition is the mental process that producing and understanding language, among other skills.
3   Communication is conveying a message through language use.
4   Culture refers to the context of the language, an understanding of place and global dimension.

This framework sets CLIL apart from other bilingual methodologies, in that it not only considers the language's form, but also goes beyond creating a naturalistic environment and holistic approach to the language learning.

These are the principles of CLIL according to Marsh, Coyle and Hood (2010: 42):

1. Content matter is not only about acquiring knowledge and skills, it is about the learner creating their own knowledge and understanding and developing skills (personalized learning).

2. Content is related to learning and thinking (cognition). To enable the learner to create their own interpretation of content, it must be analyzed for its linguistic demands.

3. Thinking processes (cognition) need to be analyzed for their linguistic demands.

4. Language needs to be learned which is related to the learning context, to learning processes. This language needs to be transparent and accessible.

5. Interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language.

6. The relationship between cultures and languages is complex. Intercultural awareness is fundamental in CLIL.

7. CLIL is embedded in the wider educational context, which it is developed and therefore must take into account of contextual variables in order to be effectively realized.

CLIL – An Effective Program

The table below proposes 10 characteristics that are present in effective CLIL programs (Naves, 2007: 1) that should be considered when implementing the CLIL. Some are quite intuitive, such as teacher competence in the L2 and availability of materials.

1	Respect and support for the learner's first language and culture.
2	Competent bilingual teachers i.e. teachers fully proficient in the language of instruction and familiar with one of the learners' home languages.
3	Mainstream (not pull-out) optional courses.
4	Long-term, stable programmes and teaching staff.
5	Parents' support for the program.
6	Cooperation and leadership of educational authorities, administrators and teachers.
7	Dually qualified teachers (in content and language).
8	High teaching expectations and standards.
9	Availability of quality CLIL teaching materials.
10	Properly implemented CLIL methodology.

Table 4- Characteristics of an effective CLIL programs, adapted from Naves, T. Effective Content and Language Integrated Learning (CLIL) Programs.

CLIL - Benefits

Linguistically speaking, CLIL offers great benefits. CLIL classrooms have been shown to be effective at having students acquire a second language, stimulating cognitive flexibility and cognitive development in general. This can be attributed to the fact that it offers students a natural environment to learn the L2. The teacher is set as the language role model and CLIL

classroom lends the purpose of language learning through content, making it feel authentic to its students.

There are many pedagogical advantages to using CLIL to teach the English language. When content is taught through a foreign language such as English, the result is motivated students. English is an international language, used in many popular contents. Most students harbor a desire to become proficient in this language therefore when learning it in a natural environment, in a manner that can be considered indirect and new, students will be engaged and ready for learning the relevant material their being exposed to. There students become lifelong learners, constantly curious to discover new worlds.

The CLIL classroom is not like many others. Teachers promote interactive learning, students communicate with peers and their teachers constantly and they take an active role in their learning, while feeling empowered. In this case, the teacher morphs from donor of knowledge to facilitator, accompanying the students through the learning process.

From the cultural angle, using CLIL models offers many rewards. Living in a multilingual society, in these globalized times; skillfully speaking an L2 is seen as a necessity. Governments, educational facilities, families and students themselves promote learning an L2. Also, being able to communicate in an L2 as popular as English without a doubt opens many doors, allowing for international mobility and the opportunity to come face to face with different cultures and learn to appreciate them. Students in CLIL classrooms will tend to be more tolerant towards different cultures, embracing diversity.

Coyle, Hood and Marsh's take in Content and Language Integrated Learning is that "It is the social microcosm of the classroom, and learning practice, which reflect the success and failures of the community as a whole" (2010: 7). It is in within those walls of the classroom that tomorrow's society is born. What students learn and don't learn inside those walls are the ingredients of the pillars that will sustain them through their walks in life. It is up to educators and their institutions to offer their students the most complete program possible, and nowadays this includes and L2.

CLIL – Challenges

"CLIL, as it stands, faces many obstacles to be implemented" (Ruiz de Zarobe, 2008: 62). CLIL is in need of Teachers with the adequate preparation in second language teaching skills using the CLIL methodology, appropriate instructional resources, and their own level of second language proficiency. The CLIL methodology includes subject area and "exploiting content-based materials for language" (Ruiz de Zarobe, 2008: 62). This preparation calls for specialized training, which unfortunately are not ample enough. Along with, or because of this limited offer of preparation and materials for CLIL programs, there is also a shortage of qualified teachers, and teachers that will assume the extra workload that involves this program (more preparation for lessons and making the necessary resources). This issue is paramount and needs attention as CLIL programs grow in popularity.

Another situation that CLIL implementation and effectiveness faces is the considerable lack of information that people in general posses on the topic. This results in misconceptions such as the "common sense seems to say that students studying in a second language con not possibly learn the same amount of content as students studying in their first language" (Mehisto, 2008: 20). This attitude can seriously interfere with the educational program, even though it is not founded on facts. As Mehisto (2008: 20) states, "far from interfering with content acquisition, CLIL can actually facilitate it" by helping students develop skills that will aid them in their learning, such as metalinguistic awareness.

Fourth Chapter : Four Perspectives, Four Models

THE ENGLISH SCHOOL OF ASTURIAS - TESOA

The English School of Asturias is a private school located in Pruvia, in the outskirts of Oviedo, Asturias capital city.

"The education is based on the British model and open to all nationalities. 70% of all classes are taught in English and 30% taught in Spanish, in all cases by native qualified teachers. The vast majority of pupils do not have English as their first language but most start school aged three in essentially an immersion programme of English." – Steven Hardes, School Head (http://www.colegioingles.com/index.php/en/our-school).

Ivan Hylton, junior coordinator of Key Stage two, answered the questionnaire in the name of TESOA.

C.P. GESTA 1

The C.P. Gesta 1, or Colegio Público Gesta 1, is a public school in the heart of Oviedo. It offers early and primary education (*educación infantil y primaria*). English is taught through the bilingual program in two areas and is directed to primary (*Primaria*). The students receive at least one hour a day of English lessons in a classroom apt with Information and communications Technology ICT (*Tecnologías de Información y Comunicación*).

Ana Fernandez Rodriguez, the coordinator of the Bilingual Program (*Sección Bilingüe*), answered the questionnaire in the name of the school.

C.P. ATALIA

The C.P. Atalia, or Colegio Publico Atalia, is a public school in the city of Gijon. This school is one of forty three centers that offer the Integrated Curriculum Project (*Proyecto Curricular*

Integrado MED/BC) through which the target language is used to teach and transmit non-linguistic content, which corresponds to Content Language Integrated Learning, or CLIL. The objective is to provide students from three to sixteen years of bilingual and bicultural education through an integrated curriculum (Spanish / English), based on the Spanish curriculum.

Rosa Martínez Feito, the coordinator of the Bilingual Program (*Sección Bilingue*), gave answers to the questionnaire in the name of the school.

C.P. ROCES COLLOTO

C. P. Roces Colloto, or C. P. Roces Colloto, is a public school located in Colloto that provides early education (*educación infantil*), first, second and third cycles (*E.P. primer*, *Segundo y tercer ciclo*). With two educational specialists that teach English, the school adapts the English language lessons to CLIL methodology.

Covadonga Álvarez-Cofiño Martínez, coordinator of the Bilingual Project, responded the questionnaire.

The table below contains the some information offered by the coordinators of each of the schools selected. The complete answers are supplied as an attachment.

Question	TESOA	C.P. Gesta 1	C.P. Atalía	C.P. Roces Colloto
How many years ago did the bilingual program begin?	14 years – since its inception	7 years – since 2006	17 years – since 1996	4 years ago – since 2009
English as a second language is taught at what level (primary, middle, secondary)?/	All levels	All levels	Early and Primary	Early and Primary
How many hours per week is English	All day, except for Spanish lessons (1	Elementary: 1 hour a day	Early: 7 to 9 hours a week	Early: 2 hours a week

being taught per age group?	hour a day, every day)	Middle: 7 hours a week Secondary: 3 hours a week	Elementary: 9 to 10 a week	Elementary: 6.5 hours a week
Is the program voluntary?	No	Yes	No	No
What percentage of the students participate in the bilingual program?	100%	100%	100%	100%

Table 5 – Questionnaire with adapted answers, Part 1.

As Table 5 shows, all of the schools selected for the questionnaire are currently involved in a bilingual program and have been for at least 4 years. In the case of TESEO, all students are being exposed to L2 instruction, and so are the students of the C.P. Gesta 1. This is not the case of C.P. Atalía and C.P. Roces Colloto, where the bilingual program exists only in early and primary education levels. The intensity of the program in each school varies greatly. In TESOA, students are taught through the English language throughout the curriculum, excluded an hour a day for Spanish lessons and an hour a week for French. In the rest of the schools selected, the amount of exposure to the English language depends on the level of the student. In most of the schools chosen for this study, the Bilingual Program is voluntary. This means that students and families in these schools do not have the option to opt out of the Program. In the center that offers the choice, when asked what percentage of the students participates, 100% of the students are part of the Program.

Question	TESOA	C.P. Gesta 1	C.P. Atalía	C.P. Roces Colloto
What is the name of the methodology used to teach English? Please explain	The British Curriculum- Practical maths and Science, group work and	Content Language Integrates Learning. The objective is to teach the whole	We could say CLIL	CLIL- Content and Language Integrated Learning, based on the teaching and

	cooperation, focus on mental maths and explaining. Concepts are applicable to real maths.	lesson in English.		learning of a second language through the study of important content.
Is English being taught through content or through a language learning lesson?	Both	Through content	Both	Both
Is there support staff available during the instruction of English?	Yes	Yes	Yes	Yes
What kind of training do teachers in the bilingual section have?	Full teacher status, trained in the U.K.	Accredited teachers through Oposición, the Consejería de Educación of Asturias	Training through the Ministry of Education, British Council, the Consejería de Educación of Asturias, and more	B2 English level
The teachers in the bilingual section have an advanced, intermediate, or beginner level of English?	Native level (Advanced)	B2	B2 minimum (up to C2)	B2

Table 6 – Questionnaire with adapted answers, Part 2.

In the table above, 3 of the 4 schools identify their methodology as CLIL. These schools are all part of the public school system of Asturias. The schools that doesn't mention CLIL as the methodology of instruction is TESEO, which follows the British Curriculum while planning and teaching. Even so, TESOA coordinator indicates that they use content to teach the English

language. All schools have support staff available for the lessons to aid students during the lessons.

Teachers at work in the public schools chosen for the questionnaire need B2 level of English as a minimum and to achieve an *Oposición*. To be a teacher in the Bilingual Section or English Department at TESEO it is necessary to have training, accreditation and experience from schools in the UK.

Question	TESOA	C.P. Gesta 1	C.P. Atalía	C.P. Roces Colloto
Are you familiar with CLIL?	No	Yes	Yes	Yes
Are elements of culture included in the lesson plans of the bilingual section?	Yes- Religions and Cultures of the world and Spanish celebrations like Carnaval	Yes- European citizenship, flags, celebrations	Yes- Often	Yes- Include traditional festivities from English speaking countries
In what way are students encouraged to participate orally in the lessons?	Drama to explain their ideas, group work and oral activities	Participation, songs, chants. It is a challenge because of the amount of students	Work with four skills in an equal manner. Oral presentations and plays.	Students must speak English at all times
What aspects of the students' cognition is taken into account in the instruction of the L2?	Prior knowledge	Prior knowledge Attend to gifted and talented students by offering specialized workshops	The level in which he or she is in.	Give all students the same opportunities

Table 7 – Questionnaire with adapted answers, Part 3.

CLIL is clearly present in all of the public schools selected, as the Table 6 demonstrates. The lack of knowledge of CLIL in TESOA could be due to the fact that the school is run through the

British Curriculum as though the school were in British territory. Although they are not familiar with CLIL methodology, they do implement many of its characteristics. The school teaches about cultures and give lessons a global dimension, they include information on different cultures and promote respect and appreciation for differences. They also encourage oral participation during lesson. This is achieved through strategies such as play role acting, group work and collaboration and many other oral activities. Finally, they consider the cognitive part of the lesson by focusing on each student's prior knowledge at the starting phase of each lesson. The coordinator shared that in the school they also pays close attention at the comprehension level and adapt the discourse to the level of the audience. All the public schools questioned reported the use of CLIL methodology as textbook, considering the 4Cs as they plan each lesson.

Question	TESOA	C.P. Gesta 1	C.P. Atalía	C.P. Roces Colloto
What special materials are used in the bilingual section?	Interactive whiteboards, tablets and more	Resource ban, digital board, listening activities, and so on	The same materials used in a classroom for native English speakers.	Digital boards, flashcards, atlas, textbooks, and so on
Are they adapted by the teachers?	Sometimes	Yes, for students with special needs	Very little	Yes, for students with special needs
How is technology used in the classroom?	Tablets, computer class (learn how to use software), digital boards	Digital board, tablet, computer program Escuela 2.0	We use blogs with interactive material and computer software like PowerPoint	We use it as a working tool to motivate students
What measures are taken for students with special needs?	Differentiated tasks, questions, use of support staff, adapted report card	No significant curriculum adaptation	Students are divided by readiness groups and rotate to different activities (centers). Support staff is available	We adapt objectives, content, methodology and assessment

Comments on how assessment is done	It's an immersion program, so when assessment is done, there is an assumption that students are native	We grade the language and content separately (60% and 40% respectively)	In Literacy, the 4 skills are assessed. In Science, we measure key words and concept retention.	Content is assessed and spelling grammatical errors are corrected.

Table 8 – Questionnaire with adapted answers, Part 4.

Table 7 includes information on each school about how they approach Special Needs, how they include technology in the classroom and assessment. All schools report that at some degree they adapt their materials to fit the needs of their lessons and students. This is of course necessary when considering the differences between each student and each class. All schools use advanced hardware, like digital boards, as teaching instruments. These instruments help make lessons more attractive and expose children to new technologies. When assessing, all schools consider grammar and spelling when correcting the students' work. They do not divide the assessment grade by content and language instruction (example: Science grade is not divided by content and language instruction).

Conclusions

Bilingualism continues to be a hot topic around educational scenarios. In Spain, the linguistic scenario is described ad heading towards multilingualism (Pérez-Vidal, 1997: 1). Through the questions brought to each of the schools selected for this work, The English School of Asturias TESOA, the C.P. Gesta 1, the C.P. Atalía and the C.P. Roces Colloto, it is clear that being bilingual is a priority, not only for the schools, but also for students and communities at large.

CLIL has a long way to go in Asturias. As a methodology, it is quite young. As its use is widening, it important to keep a close eye at how it's being applied in different schools to ensure it correct application and effectiveness. One of the downfalls of bilingualism and CLIL mentioned in this work is the lack of proper teacher training and therefor, the scarcity of teachers that posses the necessary preparation to use and teach the second language. The ill prepared run the risk of making many mistakes along the way. This is a serious issue, because as they say: it's harder to unlearn than to learn. Education officials and school administrators should soon address and resolve this issue.

Another point is the frequency of exposure to the language. As evidenced by the responses of the questionnaire, each school has different amounts of hours allotted to the second language. The range of hours is very wide: from early immersion to investing as little as 3 hours per week. With this in mind, and seeing that the commonality is that students use their home language and not the target language when outside the classroom, it would be interesting to promote the use of the L2 in during at home entertainment and activities.

In the future, it would be interesting to assess the level of proficiency in each of the four skills separately to distinguish between methodologies in the schools and their effectiveness. This would aid in identifying specific strategies that work best in Asturian schools. A longitudinal study would be interesting to determine progress and growth in confidence of the use of the English language for students.

Questionnaire/Cuestionario

School/Colegio:

Name of instructor/Nombre del instructor:

Position held within the School/Cargo dentro del Colegio:

1. How many years ago did the bilingual program begin?/¿Cuándo empezó el programa bilingüe?	
2. English as a second language is taught at what level (primary, middle, secondary)?/ El inglés como segundo idioma es enseñando a qué nivel (primaria, media, secundaria)?	
3. How many hours per week is English being taught per age group?/¿Por cuántas horas a la semana se enseña el inglés por grupo de edad?	Elementary/Middle/Secondary / / Primaria / Media /Secundaria
4. Is the program voluntary?/¿Es voluntario participar en el programa bilingüe?	
5. What percentage of the students participate in the bilingual program?/¿Qué porcentage participa en el programa bilingüe?	
6. What is the name of the methodology used to teach English? Please explain./¿Cómo se llama la metodología implementada para enseñar inglés?	
7. Is English being taught through content or through a language learning lesson?/ El inglés es enseñado a través del contenido de una clase o de una clase de idioma?	
8. Is there support staff available during the	

instruction of English?/¿Hay asistentes para los profesores en la sección bilingüe?	
9. What kind of training do teachers in the bilingual section have?/¿Qué tipo de preparación poseen los profesores en la sección bilingüe?	
10. The teachers in the bilingual section have an advanced, intermediate, beginner level of English?/¿El nivel de inglés de los profesores de la sección bilingüe es avanzado, intermedio o principiante?	
11. Are you familiar with CLIL?/¿Conoce la metodología CLIL?	
12. Are elements of culture included in the lesson plans of the bilingual section?/¿Se planifica introducir elementos de cultura dentro de la sección bilingüe?	
13. In what way are students encouraged to participate orally in the lessons?/ ¿De qué manera se favorece la participación oral de los estudiantes?	
14. What aspects of the students' cognition is taken into account in the instruction of the second language?/¿Qué aspectos de la cognición se toman en cuenta en la enseñanza del segundo idioma?	
15. What special material are used in the bilingual section?/¿Qué materiales especiales se utilizan en la sección bilingüe?	

16. Are they adapted by the teachers?/ ¿Son adaptados por los profesores?	
17. How is technology used in the classroom?/¿De qué manera integran la tecnología dentro del aula?	
18. What measures are taken for students with special educational needs? Is differentiation in instruction? In what way?/ ¿Qué medidas son utilizadas para trabajar con estudiantes con necesidades académicas especiales? ¿Hay diferenciación en la enseñanza? ¿De qué manera?	
19. Comments/ Comentarios	

Date/Fecha:

Response #1 The English School of Asturias

Ivan Hylton, Junior Coordinator

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http://www.colegioingles.com

1. From its beginnings (14 years ago), the school has worked with through a bilingual program.

2. English is taught throughout the school (infants, primary and secondary)

3. The English lesson take up most of the day, except for 2 hours allotted for Spanish.

4. It is not a voluntary program.

5. All students participate.

6. The British Curriculum is followed just as if the school were in Britain: practical maths and science, group work and cooperation, focus on mental maths and explaining their working out, and making maths relevant.

7. Both.

8. Yes, support is offered at about 50% of the lessons.

9. Full teacher status, trained in the U.K. In our school all teachers are British, but it needn't be the case.

10. Advanced, native.

11. No.

12. Yes. One term every year religions of the world are taught in Humanities, we celebrate Amaguestu and Carnaval.

13. Drama, to explain their ideas, group work and oral activities.

14. Assessment of prior knowledge (questions during lesson starters), reflections focusing on the learning objective, formative assessment and differentiation at different levels.

15. It depends on the lesson: tablets, interactive whiteboards, etc.

16. Sometimes.

17. Tablets and interactive whiteboards are included in the lesson plans.

18. Differentiated tasks, questions, use of SEN staff and differentiated expectations of outcomes, adapted report cards.

19. Immersion- regular English classroom in Spanish territory.

31/10/12

Response #2 C.P. Gesta 1

Ana Fernandez Rodriguez, Coordinator of the Bilingual Program

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www.gesta1.com

gesta1@educastur.princast.es

1. 2006
2. $1^{st} – 6^{th}$ grade (1st and 2nd are taught music and art, 3rd and 6th are taught science)
3. Primary are taught 1 hour per week, middle school Is taught 7 hours a week and high school 3 hours per week.
4. Yes, all students participate.
5. 100%
6. CLIL. We make our own teaching materials, the objective is to only use the English language in the class, although in the beginning we use a bit of both languages (Spanish and English)
7. Yes.
8. Only when we have Erasmus students or students that are assigned through an agreement with universities. They offer support to different classes. This usually only happens once every two school years.
9. English specialists and that have taken courses with the Consejería and have passed the "Oposición" exams.
10. B2
11. Yes
12. Crosscutting. Any moment if the right moment. We use flags, celebrations, talk about being European citizens, and so on.
13. We give them plenty of opportunities, although sometimes it's hard to let all students participate because we have plenty in each classroom. Sometimes we have sing alongs, chants and so on.
14. At the beginning of the school year we asses their level of proficiency so that we can compare with what they achieve towards the end of the year. 3 years ago we started

"Altas Capacidades" where we work with the gifted and talented. They get workshops on journalism, art, robotics, laboratories, literacy and so on.

15. We have a resource bank, digital board, Oxford textbooks for ESL and complementary materials such as listening activities that makes them reflect on information.

16. Yes, we adapt our materials for students that need reinforcement.

17. Digital board, tablet computers for 6th on, "Escuela 2.0" program.

18. We don't perform any significant curriculum adaptations, when students are behind, it is recommended to the parents to take the student out of the bilingual program.

19. When assessing the language, we consider the 4 competences (oral and written expression, comprehension, listening), in class participation. We grade the language and content separately (60% and 40% respectively)

22/11/12

Response #3 C.P. ATALÍA

Rosa Martínez Feito,, Coordinator of the Bilingual Program

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http://web.educastur.princast.es/cp/atalia/portal/

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1. 1996
2. Educación Infantil y Primaria
3. E. Infantil: entre 7 y 9 horas de 25 (solían ser 10 horas antes de los recortes. E. Primaria: entre 9 y 10 horas de 25
4. Para el alumnado no, el colegio no ofrece otra alternativa. Para el profesorado tampoco. El profesorado que viene a este colegio a trabajar es conocedor de lo que implica.
5. El 100%
6. Podríamos resumirla diciendo que es una metodología AICLE, en inglés CLIL.
7. De ambas formas. Existe la clase de Literacy (enseñanza del inglés, pero no como lengua extranjera sino como enseñanza del idioma en sus cuatro vertientes: understanding, speaking, reading and writing.. Pero también se enseña inglés en las clases de "contenidos no lingüísticos" (aunque este término empieza a estar en desuso) como pueden ser Science, Geography, History and Art.
8. Sí, en estos momentos contamos con cuatro asesores lingüísticos ingleses y una plantilla de profesorado especialista en inglés (la mitad del claustro) con una alta cualificación en el idioma, que va desde un B2 como mínimo a un C2.
9. Al principio recibimos formación del Ministerio de Educación y el British Council. También hemos recibido formación de la Consejería de Educación del Principado de Asturias, que entendió que la formación del profesorado de este centro era prioritaria. También hemos recibido formación de los Centros de Formación del Profesorado. Dentro de la formación, tanto lingüística como metodológica se han incluido en muchas ocasiones estancias formativas en el Reino Unido y job shadows para formarnos durante períodos cortos observando cómo se trabaja en centros ingleses. Finalmente, merece la

pena señalar que muchos de los profesores que trabajamos en este centro hemos sido formadores en diferentes puntos de Asturias, España y Europa.

10. Desde B2 (mínimo exigible) hasta C2

11. Sí, por supuesto. Hace unos años participamos en un proyecto Comenius BECLIL en el que trabajamos conjuntamente con profesorado de Finlandia, Holanda, Rumanía y Portugal. Uno de los productos de este trabajo fue una publicación sobre buenas prácticas CLIL en diferentes idiomas. Esto nos supuso ganar un Premio al Sello Europeo de las Lenguas.

12. Yes, often.

13. Somos conscientes de que una lengua se habla, se escucha, se escribe y se lee. En E. Infantil el enfoque es más oral, pero tratamos de trabajar las cuatro habilidades de forma equilibrada. Los alumnos hacen muchas exposiciones orales, obras de teatro y saben que han de dirigirse al profesorado en la lengua del aula.

14. En nivel en el que se encuentra.

15. Al principio fue muy complicado porqué los materiales de inglés como lengua extranjera no nos servían y los de los niños nativos tampoco. Hoy nos acercamos más a los materiales usados por los nativos. En cualquier caso, existen ya materiales para este tipo de enseñanzas porqué empiezan a ser rentables para las editoriales. Además, con internet todo ha cambiado.

16. Cada vez menos. Prácticamente nada.

17. Utilizamos blogs en los que incluimos material auténtico: vídeos, canciones, charlas, etc. También tratamos de que ellos utilicen las NNTT de una forma natural: elaboran Power Points para sus presentaciones, visionan vídeos de sus propias producciones, etc.

18. La atención a la diversidad es atendida de la siguiente forma: El alumnado está dividido en 3 bandas de adquisición. La banda 1 es la más baja y la banda 3 la más alta. Se adaptan las exigencias, demandas y actividades a desarrollar a cada una de estas tres bandas. Contamos en numerosas sesiones con asistentes lingüísticos y profesorado de apoyo. El profesor titular diseña y planifica el trabajo para cada una de las bandas o grupos y el profesor de apoyo o el asistente atiende durante una parte de la clase a uno de los tres grupos. Los grupos rotan. Es decir, el apoyo no se concibe para trabajar con el alumnado de la banda 1, sino para poder dar atención más individual y directa. Por eso

unas veces trabaja con la banda 1, otras con la banda 2 y otras con la banda 3. Igual que el profesor.

19. En el área de Literacy obviamente la evaluación va dirigida a la competencia lingüística: understanding, reading, speaking and writing. En el área de Science es diferente. Tenemos spelling bee and reading bee como prueba para comprobar las key words de la unidad. Por otro lado, en nuestros proyectos curriculares aparecen bien definidos los instrumentos y criterios de evaluación. Se tienen en cuenta varios factores, pero por supuesto también la competencia lingüística y la competencia en el contenido.

25/11/12

Response #4 C. P. Roces (Colloto)

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1.   Four years ago

2.   Primary Education, Infants 4 and 5 years. Primary Education (from 6 to 12 years old)

3.   Infants – 2 hours per week. Primary Education – 3 hours of Literacy and 3/4 hours of Science

4.   No, because the bilingual Project is part of our Educational Proposal

5.   100% in the Primary Education, because we consider that this is a bilingual school

6.   CLIL – Content and Language integrated Learning, based on the teaching/ learning of a second language through the study of important contents

7.   Both, in Literacy they are learning English Language (phonetics, orthography, spelling…). In Science, they are learning scientific contents.

8.   There is a conversation assistant (Erasmus) attending to our school 6 hours a week.

9.   They have B2 English level, and they do not need any more qualification.

10. Advanced = B2

11. Yes I know and I was doing some courses related to it.

12. Yes, we try to celebrate traditional festivities from the English spoken countries.

13. Students have to speak English all the time in all English classes and Science.

14. We try to know and investigate all the Psychological aspects of all of our students. But, we consider that all students (including special needs students) in our school have to study English and Science, because we think they have the same opportunities than other students, taking into account the special adaptations they need. We really think that this is the duty of the authentic integration.

15 We use digital boards, flashcards, atlas, textbooks…

16 Yes of course, this is essential for us to attend all students (including special needs students).

17 We use ICT as a tool of work and motivation in our classes.

18 Yes, we have to adapt the objectives, contents, methodology and of course the evaluation.

19 In Literacy we evaluate the aspects of the English Language, and in Science we evaluate the scientific contents (but actually we correct grammatical and spelling mistakes).

22/11/12

Tables, Graphs and Figures

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