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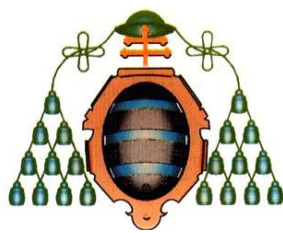## Facultad de Formación del Profesorado y Educación

Trabajo Fin del Máster en Enseñanza Integrada de la Lengua Inglesa y Contenidos: Educación Infantil y Primaria

BILINGUAL PROGRAMMES AND CLIL: TOWARDS EFFECTIVENESS

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Julio 2014

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1. INTRODUCTION

"Bilingual education offers great opportunities to both language-majority and language-minority populations. It is an educational approach that not only allows students to master academic content material, but also become proficient in two languages–an increasingly valuable skill in the early twenty-first century" (State University, 2014).

We are living in a globalized world where languages are essential. Learning an additional language is an aim that the current educational systems have laid down. As a result, we, as teachers, need to prepare kids to live in a multilingual society and providing them with the opportunity of being able to join European workforce.

From a very early age, we can teach students another language different from their mother tongue so as to promote bilingualism. This not only implies acquiring a language but also the chance of getting to know other cultures, values… in short, dealing with diversity.

Due to this, I have considered it would be interesting doing research for my Final Master's Project on the effectiveness of the Bilingual Programmes and more specifically those ones that are being implemented in the Primary schools of Asturias these days.

To do so, I will need to establish a theoretical framework and to support this with insight from my own teaching experience. Moreover, there are some questions that come to mind whilst studying this Master's Degree, and I want to find out about them.

Do CLIL and bilingual programmes imply the same results regarding teaching through English?, which one is being more often implemented in Primary Education?, are they effective?, when is the ideal age period to begin with it?, among other questions that will emerge as I move forward. I will be trying to answer them and prove through the knowledge of different experts in this area and throughout a series of real investigations.

Furthermore, I have some doubts about the effectiveness of bilingual programmes, over all in the first cycle of Primary Education. In my view, Science classes are dealing with rote learning (learning things by heart) rather than

comprehensive and significant learning. Also, I find Science books really simple, full of images and lacking texts. We can say that this is my own prejudice from a starting teacher's perspective but I am going to investigate this through the results of my work and my involvement in the current teaching practice.

I strongly believe that this work can help me during my future career so as to become a better teacher. Furthermore, I can help the school where I am going to develop my teaching practice to highlight their strong points on the CLIL methodology or to suggest some recommendations on the things that do not work as they should.

For all of these reasons I am going to structure this thesis as follows: firstly I am writing about bilingualism and CLIL (providing their corresponding definitions and types, as well as offering some background to contextualise the origin of bilingual programmes), and then, I am contrasting both concepts to see their similarities and differences. Later on, I am going to focus on the Bilingual Programmes, having as a reference the initial ones and comparing them with those existing in Europe. I will also portray the situation of Bilingual Programmes in Asturias and the teachers (legal regulations, initiatives, challenges while teaching and possible solutions, etc.). At the end, I will apply my knowledge in a practical way throughout the investigations realised on the effectiveness of the Bilingual Programmes thanks to the results obtained from a questionnaire passed to and completed by several in-service teachers in Oviedo schools. Finally, I will display my own conclusions based on reflections about the theoretical and practical sections, together with the implications derived from the questionnaire data.

2. BILINGUALISM AND CLIL

Before going in depth with what bilingualism and CLIL imply, I think it is necessary to provide a definition of these notions in order to use them as a basis and to avoid possible confusion.

2.1. Bilingualism

2.1.1. Definition

Theoretically, there are two possible definitions for this concept: the ability to speak two languages, or the proficiency using two languages. For me, following David Marsh's ideas (2000: 7) on this topic, bilingualism is a proficiency in two languages, not only linguistic but also cultural.

> *"The ability to use a language is much more than knowing its words and grammar, and speaking in perfectly formed sentences. Language learning is surrounded by myths, many of which have given a very false impression of what best helps achieve success. If we are to think about the best interests of our youngsters, we could usefully re-consider some of these beliefs and views".* (Marsh, 2000: 7)

Acquiring language to communicate is one of the most complicated aspects. We traditionally aspire to measure this achievement through exams, what is blinding us to other learning qualities which can equally determine success, as stated by David Marsh (2000: 7).

> *"Just as an infant can have extraordinary powers of communication with only a few words, so our ability to communicate in a language can be reasonably successful, even if our grammar is faulty, knowledge of words is weak, or pronunciation poor. We should all challenge the idea of waiting until I think I am good enough in the language to use the language. Rather we should use the language as a tool for communication and learning from as early a point as possible".* (Marsh, 2000: 7)

I agree with Marsh on this aspect. We, as teachers, should provide a supportive teaching environment that encourages children to use the language although their knowledge is limited. Creating positive attitudes will motivate them towards improvement in terms of learning the language.

2.1.2. Types

Now that we have clarified what bilingualism is, we can consider the different types it has: simultaneous, sequential, balanced and absolute.

Simultaneous bilingualism involves children learning two languages when they are younger than 3 years old; whereas, **sequential bilingualism** implies children learning two languages when they are more than 3 years old.

According to the mastery of the language we can distinguish: **balanced bilinguals**, who are people that have the same level in both languages. This is very difficult because normally they have a higher level in one of their languages (typically, the mother tongue); and **absolute bilinguals**, what involves being native in two languages.

An example of balanced bilinguals could be the teachers of a foreign language who master it and have experiences living abroad so they have been immersed in the culture. Whereas, an absolute bilingual are those children, for example, whose parents are native speakers of a foreign language but they attend a school where instruction is carried out in their additional language. For instance, when I was doing my teaching practices in "Gesta 2", there was an Irish boy who had moved to Oviedo. At home, he currently speaks English with his parents but at school he uses Spanish to communicate with his classmates.

I would like to point out that, in this last classification, there is a contradiction with what I had mentioned before. We are arranging these ultimate concepts with regards to the mastery of the language, without taking culture into account. So, in the end, even theoreticians cannot separate from the traditional performance-based view of bilingualism.

2.1.3. Background

Although we think that bilingualism is a modern issue, in fact it has always been part of History. During the days of the world's exploration and colonization different languages were spoken, and as a result of their contact, many inhabitants could spoke at least two languages.

Later on, bilingualism was linked by linguists and historians to immigration from the 1880s to the 1920s in the United States. There was an enormous wave of immigration due to the subsequent famine crises in most European countries, especially Ireland, Norway, Poland, Sweden and Russia; and also because of the "gold

rush" and the finding of petrol in the southern US states. Consequently, feelings of Americanization" emerged to maintain English as the main language for instruction and interaction in the country. At the end of this period, speaking two languages was no longer trustful. As a result of the United States entrance in the World War I in 1917, German was banned and no one could was allowed to speak it in public.

After the war, the USA settled a strong anti-bilingualism policy. They thought bilingualism was not good because it reflected a non-patriotic society. In 1924, the number of immigrants coming into the States was sharply reduced. For almost the next 40 years, a strict bilingual education was implemented in U.S. schools. Students were immersed into English and those who were not capable of acquiring the level, were required to stay back in the same grade until they became proficient (US legal, 2014).

A few years later (1960), the bilingual programmes were reached in Canada. They were originated because the country was colonized by two European ethnicities: the English and the French. Both had established different colonies and fought each other. At the end, the British controlled the territories politically but the predominant population and the culture was French. In 1763, the British enacted the Royal Proclamation[1] to legally recognize French culture and language although the British ruled the country. Then, in 1867, the nation first's constitution proclaimed language rights, setting up English and French as the official languages. (Makarenko, 2007)

Facing the challenge generated by the use of two official languages, the bilingual immersion programmes were introduced in the schools. Language immersion programmes are a method of teaching a second language in which the learners' second language is the medium of classroom instruction. Through this method, students learn or study subjects in their second language.

2.1.4. Proven advantages

One of the advantages of bilingualism is the accomplishment of **metalinguistic skills**, that is, the learning of language and its relationship to culture and society. For

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[1] It was *"issued by King George III to establish a basis of government administration in the North American territories formally ceded by France to Britain in the Treaty of Paris, following the Seven Years' War. It established the constitutional framework for the negotiation of treaties with the Aboriginal inhabitants of large sections of Canada"*. (Hall, 2014)

instance, we should teach our kids that we do not speak in the same way every time. This changes regarding the situation and the person or people you are talking to. We do not address a teacher in the same way we would speak to a friend, or to an acquaintance of ours in the supermarket or a museum, etc.

Another benefit is the attainment of **translation skills**. Students will be able to code-switch immediately. This is changing from their mother tongue to the additional language or the other way round.

Furthermore, it enhances **cognitive abilities**, which are mental skills such as perception (recognition and interpretation of sensory stimuli), attention, and memory, motor and so on. We can reach these skills by doing different activities, such as recalling through brain-storming, association smell, touch, hearing… with a piece of specific vocabulary, focusing on one aspect and ignoring irrelevant information in a reading, etc.

In addition, bilingualism raises **creativity**. This can be achieved through implementing various exercises like combining ideas through team work, drawing, writing original stories, changing routines, asking questions such as 'what if…?', etc.

2.2. CLIL

Once we have looked into bilingualism, I am going to find out about the CLIL approach. At the end, we will be able to compare their similarities and differences. As a result, I may solve one of my initial questions: *which teaching method is best for the students?*

2.2.1. Definition

Having discovered that CLIL existed since the Akkadian people (who created through conquest the first known empire about 3500 B.C.), a question came up to my mind: *is CLIL really being extensively used by teachers around the world?*

> *"CLIL is not a new methodology. On the contrary, it has been used for centuries to provide linguistically-enhanced education which results in certain youngsters leaving school with the plurilingual ability to use two or more languages. Societies, knowing that some citizens should have the gift of speech in different languages, have long been involved with forms of CLIL."* (Marsh, 2000: 9)

However, those youngsters that had been picked up to enrol these educational opportunities (to learn foreign languages) have been restricted to small groups related to the socio-economic and political elites of the society. In other words, if you look back in time, *"even in your own country you will probably find that education had at some point been geared to providing elite with the ability to use certain additional languages"* (Marsh, 2000: 9). This means that, although CLIL have existed around the world during different periods, it was limited to specific people who were capable of afford this benefit of additional language learning.

> *"Even now, in some European societies, it is the privileged schools, often private, sometimes government supported, which are still in a position to hand-pick certain youngsters to excel in additional languages. And even now, this education can pay dividends when it comes to the opportunities any child has when entering the labour markets"* (Marsh, 2000: 9).

Nowadays, we, as teachers, have the opportunity to take apart those past legacies. Thanks to CLIL, we can provide our students with the opportunity to learn an additional language in a significant way, without taking into account their social or economic position.

2.2.2. Characteristics

Having learnt about the theoretical basis of CLIL, I am going to continue highlighting the foundations of this method.

On the first place, it is a **dual-focused approach**. This implies the learning of one subject and, at the same time, the learning of a foreign language. In contrast to bilingualism, with CLIL we are not teaching through an additional language but teaching itself.

> *"CLIL is usually done through putting aside some time in the school week for learning subjects or special modules through another language. In CLIL the learning of language and other subjects is mixed in one way or another. This means that in the class there are two main aims, one related to the subject, topic, or theme, and one linked to the language. This is why CLIL is sometimes called dual-focussed education". (Marsh, 2000: 6)*

CLIL can be implemented in many ways. For example, it might involve 30 minutes of language showers[2] per week for the youngest students; or 2 days per week teaching through the second language and one per week through their mother tongue or vice versa; or it could involve all the lessons in the additional language, etc.

Secondly, it is **student-oriented**. This means that education is focused on the students' needs rather than on the other agents involved in the teaching process (teachers). This approach emphasises the concept, promoted by John Dewey, of students 'learning by doing'. In his book *Democracy and Education* (1916), he stood up for learning and participating within a classroom democracy. If students are involved in the learning experience, they will learn more. Moreover, if teachers want students to acquire a significant knowledge, it has to be discovered by them. Also, if individuals set their own learning objectives, they will be more motivated to pursue them. Student-centeredness can be interpreted such as "*students might not only choose what to study, but how and why that topic might be an interesting one to study*" (Burnard, 1999: 244).

In this way, according to Brandes and Ginnis (1986: 12-28), we can say that the main principles of student-centered learning are:

A. *The learner has full responsibility for her/his learning*. Students initiate their learning, being responsible for evaluating their results, their behavior and participation. This is connected with autonomous learning, which I had explained right before.

B. *Involvement and participation are necessary for learning*. This will derive in intrinsic rewards, challenging themselves at finding new questions and answers to become more competent. Apart from their autonomy, there is a need of cooperation. Students are also going to accomplish shared goals. As a result, the relationship between learners is more equal, promoting growth and development, working together.

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[2] "*Language showers: regular, short, continuous exposure to CLIL delivered in the target language for 15 or 30 minutes several times a week. They are often associated with Primary schools and are usually taught in one subject area*" (University of Cambridge, 2009: 3).

C. The teacher becomes a facilitator and resourceful person. This distinguishes from the traditional teaching roles which are rather teacher-centered. Teachers used to offer the knowledge while the students were passive receivers. As regards the teaching of a foreign language, this methodology would focus on translation, memorizing grammar and vocabulary without even putting them into context neither using them in real situations.

As opposed to this, the modern methodologies emerged. The teacher acts as a facilitator. The online dictionary WordReference.com literally defines the term as a *'person who facilitates, who makes easier or less difficult; a person who helps forward'*.

The focus now is on the students who are active and involved in the learning process (as mentioned before on page 9: 'learning by doing').

D. *The learner experiences confluence in his education* (affective and cognitive domains flow together). This is related to Krashen's Monitor Model, his theory of second language acquisition (published in 1982 in *Principles and practice in second language acquisition)*. According to Krashen, there are five hypotheses that account for the acquisition of a second language, but what interests us right now is the Affective Filter hypothesis. It upholds the influence of affective factors (motivation, anxiety, fear, self-confidence…) within the acquisition of the additional language. According to this, the affective filter facilitates or prevents comprehensible input from reaching the language acquisition device.

E. The learner sees himself differently as a result of the learning experience. Also due to the teaching environment that offers an enhancement of their self-esteem, cooperation and productivity.

Thirdly, we should underline that the **basic competences** are involved in teaching through CLIL. In accordance with the British Council, competences are defined as a *"combination of knowledge, skills and attitudes appropriate to the context"*. Furthermore, key or basic competences are *"those which all individuals need for*

personal fulfilment and development, active citizenship, social inclusion and employment" (British Council, 2006: 3).

These eight key competences according to the Common European Framework of Reference (CEFR) are: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression.

Right now, in the Spanish education system, little by little, Primary and Secondary schools are adopting competence-based course planning. This is a necessity emerging from both the results scored in the academic year testing and in PISA examinations, which have not been satisfactory at all if compared to the standard European demands. Also, in my view, this new planning style can have a good final outcome because, very often, teachers do not teach what is not explicit in the Curriculum; and, up to now, competences were seen as a cross-curricular aspect.

> *"Its inclusion should not be understood as just another element, but, precisely, the conceptual and methodological change comes from the consideration of the competences as the axis around which all curricular elements must spin".* (Sierra y Mañana, 2012: 1)

In this academic year 2013-2014, the state school Veneranda Manzano[3] in Oviedo, has developed this competence-based course planning. An example of this was having Poetry as the main axis of the curriculum and deriving from it the rest of competences with a special focus on communication parametres, as can be checked in *Blog educastur: MaestroLandia*

Continuing with CLIL characteristics, it raises **cultural awareness**. "*Cultural Awareness is the foundation of communication and it involves the ability of standing back from us and becoming aware of our cultural values, beliefs and perceptions.*" (Quappe and Cantatore, 2000: 1). This occurs, for example, when children interact with other children or people from other cultures. As a result, they understand other people's customs and develop respect towards them.

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[3] For further information: http://www.cpvenerandamanzano.es/

Another characteristic is the **flexibility and variety** of resources and learning styles. We, as teachers, need to be flexible so as to do different activities using various tools to facilitate learning. Also, I think that we should take into account that every kid learns in a distinct way. Consequently, teachers should favour everyone.

Finally, the last feature I would like to underline is **being cooperative**, regarding the teacher (due to the coordination between all CLIL teachers in the school) and with concern for the students (because it implies interactive learning, teamwork).

2.2.3. Types

As it happened with bilingualism, there are different types of CLIL. These are the different ways in which CLIL can be implemented. But before that, it is necessary to clarify what is involved while teaching through this methodology, as stated by David Marsh (2003: 7):

> *"The main difference between CLIL and teaching in the mother tongue is the fact that CLIL involves **additional language learning objectives**. Instruction thus has a double focus because apart from a student learning the content, there should be a corresponding aim regarding a development of target language skills. This double focus is not reached simply by changing the language of instruction from one language to another. There is a consensus opinion that realization of the potential of CLIL can only usually be achieved through specific methodological adaptation".*

Each school needs to adopt those methods within the CLIL approach if and only if it would suit their respective objectives better than any other method. Then, in the classroom, we should look into the situation by using various strategies to adapt to our students' particularities. These could be speed of instruction ("*rapid teacher monologue is clearly not conducive to good CLIL practice. This is linked to information processing time and other aspects of cognition"* Marsh, 2003: 7), simplifying instruction, redundancy (in order to give students several opportunities to process the same information), checking comprehension, code-switching ("*it is the switch from one language to another that takes place and is clearly recognized by all involved"* Marsh, 2003: 9)' communication, teaching materials…

It is obvious that we need to adequate our speech while teaching anything to our students. We need to be aware that they are acquiring an additional language and if we speak to fast they are going to get lost and distracted and your explanations will

not be useful and meaningful any longer. Also, concerning to this, we need to make instruction easier through strategies such rephrasing and repetition. When communicating some piece of content, we should offer different explanations and different manners of saying things to assure comprehension.

Furthermore, teaching resources are essential. They need to be attractive and distinctive from time to time so as to motivate them towards learning. For example, if we are going to teach History and we need to explain what had happened during Middle Ages, we can take advantage of maps indicating the various invasions that took place in Spain, labeling hierarchy pyramids to clarify the society structure, playing who is who with important people of that period, etc. As a result, we will engage them with this subject instead of listening to long explanations and discourage them. They need to be involved in their own learning and so they will feel the wish to learn more.

Taking all these considerations into account, now we are going to elaborate on the different types of CLIL (Teaching English, 2010), namely, *"**soft** CLIL, in which the topic is a part of the English Language Teaching (ELT) course curriculum (Language led course); **hard** CLIL, which is the way some schools teach half of the curriculum immersed in a target language (Content led); and **mid** CLIL: some schools teach some CLIL modules, where a subject is taught for a limited (e.g. 20) amount of hours (Partial immersion)".*

Examples of soft CLIL are implemented in schools that do not have the bilingual programme. However, they are using English books that include in each lesson a couple of CLIL pages. This is the case of C. P. Fozaneldi in Oviedo.

On the other hand, in the private school Laude Palacio de Granda, in Oviedo, teachers are applying hard CLIL since 50% of the subjects are taught through English.

The private school Colegio Internacional Meres implements mid CLIL through English. In 1st and 2nd Primary, students have the subjects of English, Science and TIC. In 3rd, 4th and 5th Primary, they have English and Science and one of the books of the school general reading plan is in English. In the last year of Primary Education, students have English and Science, and all the books of the reading plan are in English.

2.3. Contrast between the two concepts

In this section, I am going to classify (in the grid below) the main differences between CLIL and bilingualism, because these two concepts sometimes are mixed up and very often misinterpreted, and I would like to highlight that, despite they have common features, their teaching methodology is not the same.

Methodologies	CLIL	BILINGUALISM
Definition	**Content and Language Integrated Learning** (CLIL) involves teaching a curricular subject through a language other than that normally used (this is an additional language).	There is not a fixed definition for this methodology. But generally speaking, we can define it as a proficiency in two languages.
Characteristics	- It is a dual-focused approach. - It is student-oriented. - Basic competences are involved. - It raises cultural awareness. - Flexibility and variety of resources and learning styles. - Autonomous and interactive learning. - It is cooperative. - 4 C's	- Instruction is carried out in a foreign language. Immersion. - Co-switching. - Metalinguistic skills. - Cognitive abilities. - It raises creativity.
Types	- Soft CLIL - Hard CLIL - Mid CLIL	- Simultaneous bilingualism - Sequential bilingualism - Balanced bilingualism - Absolute bilinguals

So, looking at the table and its subsequent and enlarged explanation we can find some of the dissimilarities, which I am going to underline, between these two concepts.

In a CLIL school, **instruction** is carried out in the foreign language in a series of subjects. For example, there are certain semi-private primary schools that teach Science but also 'Conocimiento del Medio'. This is, for instance, the case of Colegio Dulce Nombre de Jesús, in Oviedo.

This distinguishes it from the bilingual schools in which all instruction is implemented in a foreign language. For instance: the English School of Asturias (http://vle2.colegioingles.com/web/). In Key Stage One (5-7 years), children work with the UK National Curriculum and the subjects taught are: English, Spanish, Mathematics, Science, Humanities, Music, Art and Design and Technology, Physical Education, and Personal, Social and Health Education (hence PSHE). At Key Stage Two (7-11 years), there is a balanced curriculum formed by the UK and the Spanish one. The subjects are: English, Mathematics, Science, Geography, History, PSHE, Art and

Design and Technology, and Information Technology. Also, there are Conocimiento del Medio and Lengua Española lessons.

Furthermore, CLIL differs from Canada's "immersion instruction" because education is conceived as a whole without assuring the development of the students' foreign language competence. Second language instruction does not take place in immersion classes; on the contrary, instruction under CLIL fully integrates English Language Teaching (ELT) and specific subject contents while using CLIL methodology (Wolff, 2007).

> *"In CLIL, rather than bilingualism, it is the **learning environment** which counts: it is modern learning based on constructivist principles, which also best does justice to the demands of integrated subject and foreign language teaching"*

Integrating content and language in a learning environment is what makes CLIL meaningful. On the contrary, bilingual teaching focuses on the contents of the subject.

"The contents of the subject are real in the sense of the discussion[4] in the early 20th century on Realia" (Wolff, 2007). According to Berwald (1987: 3), *realia* refers to *real objects, not copies, models or representations from a particular culture and […] are designed for use in real-life situations, not for use as instructional tools.*

In my view, *realia* are those material objects (promoted by modern methods) related to the real world that we should use as teaching aids because it is easier to promote creativity and imagination and to make content significant. With these materials, we will optimise their learning. We are offering content that is real and consequently, it is applicable to real life situations.

Unlike the often fictional contents taught in EFL classes, *"these contents encourage learners genuinely to deal cognitively, consciously and emotionally with the subject"* (Wolff, 2007). Moreover, as the contents of the subject are real, they will provide students with the possibility of learning together through group and project work, enriching their individual learning processes. But also, it will foster the learner's autonomy within the team work.

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[4] On the 20th century, modern methods of teaching have emphasized the importance of authentic materials, opposing to the ones designed by a language learner seeking to learn a second language.

Project-based learning emerged due to the responsibility students started to take from their own learning. It is based on a combination of attractive learning experiences that involve students in complex projects related to the real world, through which they can develop and make use of their skills and knowledge.

This evolution from traditional EFL classes to modern CLIL classes is something I could experience during my teaching internship. The age of the students did not matter at all; everyone was interested in knowing about facts of their history or scientific aspects, because it is something that either happened or is happening in real life. For example, when I was in 6th year Primary they were learning about the Middle Ages. Kids wanted to know all about it: what had happened, what they looked like, the tribes that invaded Spain and where they came from, etc. The clue was preparing activities which may engage and encourage them to learn and discover new things both in and out of school, avoiding boredom as much as possible.

In addition, attention has been given to integrating language and content, partly due to the need of promoting language development in different language educational programmes (Ruiz de Zarobe, 2007: 47).

> *"Within the framework of European multilingualism, CLIL can apply to different levels of educational systems and programmes, which can be pictured as a continuum, moving from total immersion programmes, through content-based instruction models, to the more conventional, formal language classes that incorporate content in order to afford language practice".*

This I could experience myself. When I was a student at Colegio Santa Teresa de Jesús in Oviedo, the English language lessons were traditional. This means: grammar and vocabulary classes, with limited moments to practice our speaking. However, one year after I had finished school, my sister was involved in English lessons with a complete different focus. Her teacher's aim was that her students could communicate in a foreign language, so grammar and vocabulary occupied a second place. So, as I see it, the conventional and formal language classes were transforming into a new methodology. After that, one year later, in 2010, I started my first teaching internship. In that moment I could observe that EFL lessons had begun to include CLIL through teaching a session in each lesson. From that point, CLIL is more present every day in our education system.

Another important point that differentiates CLIL from bilingualism and its immersion parameters, is the core integrated components of CLIL (also called CLIL pillars) which are the '**4C's**': **Content, Communication, Cognition, Culture (Citizenship or Community)**. According to this framework, CLIL starts the moment content is introduced in several topics, always focusing on the relationship with the other C's: communication (i.e., the students' using the target language to communicate their thoughts, opinions, attitudes related to the subject), cognition (thinking skills students use to solve problems, understand content and reflect on their learning), and culture (promoting self-awareness and understanding 'otherness').

Trying to incorporate all this principles and, in order to help lesson planning, Oliver Meyer (2010: 24) designed a CLIL-pyramid based on the 4C's Framework:
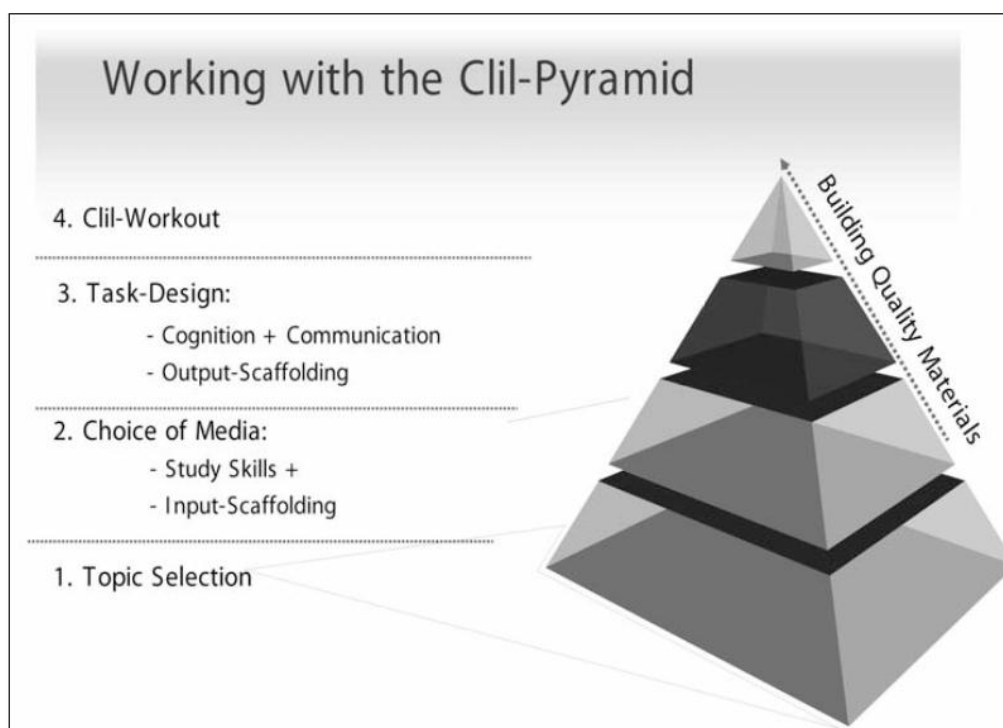
Figure 3: The CLIL Pyramid © Oliver Meyer

What separates CLIL from Content Based Language Learning (CBLL) or Bilingual Education is the 4C's. A good practice is focused on **cognition** (thinking skills: analysing, summarizing, and hypothesising). CLIL aims at increasing students' talking time (STT), and reducing teachers' talking time (TTT).

Nevertheless, despite the different approaches in relation to content and language, when we think of CLIL, we do not mean "*immersion education (e.g. the*

Canadian model) but rather a flexible European approach which responds to a very wide range of situational and contextual demands" (Coyle, 2005). In Spain, we see CLIL as a semi-immersion model, combining foreign language teaching with curricular contents. This is something I will explain further in the following section.

3. BILINGUAL PROGRAMMES

I am going to structure the forthcoming section in three parts. First of all I will describe the existing bilingual programmes. Then, I will explain how we can become a bilingual provision teacher in Spain, mention some difficulties and possible solutions teachers face while teaching through CLIL, underline the EU initiatives originated to support this methodology, and consider if a native teacher is better than a non-native one to teach a foreign language. Finally, in the last part I am going to analyse the case of Asturias with regards to the bilingual provisions.

3.1. Types

Bilingual education can be a huge aid for young people so as to prepare them for a future where they will work, study and live in an increasingly multilingual and integrated Europe.

Bilingual programme models use the students' mother tongue, in addition to English, for instruction. These programmes are most easily implemented in districts with a large number of students from the same language background. Students in bilingual programmes are grouped according to their first language, and teachers must be proficient in both English and the students' home language. There are different bilingual programme models depending on the approach the school or teacher would like to follow.

Below, I will be describing models imported from North American countries but also mentioning examples of implementation in other countries. It should be noted that European schools do not follow a clear-cut American bilingual model but they have been influenced by them.

Early-exit bilingual programmes are aimed at helping students to develop English skills through their immersion in a monolingual classroom (English-only). These programmes initiate teaching in the children's mother tongue to acquire reading skills and also to provide comprehension. Its election *"may reflect community or parental preference, or it may be the only bilingual programme option available in districts with a limited number of bilingual teachers"*. (Rennie, 1993: 3) In this type of programme, instruction in the first language is eliminated gradually and rapidly, so students are mainstreamed into English by the first grade and leave the programme by grade 3.

This is the case, for example, of some Spanish students in American schools, who are not yet proficient in Spanish neither English. At the beginning, literacy and academic content areas are taught through the first language, along with other subjects like art, music or physical education, which are directed in English. However, in the next two academic years they will be exiting this programme into an all-in-English instruction.

Personally, I do not support this kind of instruction because it seems like the native language is no longer relevant whereas the second language is the best. Moreover, I think there is little opportunity to fully develop the native language and places the student at risk for having trouble with it in the future.

Late-exit programmes differ from early-exit programmes *"primarily in the amount and duration that English is used for instruction as well as the length of time students are to participate in each programme"* (Ramirez, Yuen, & Ramey, 1991). Students stay in this programme during elementary school, receiving 40% or more of their lessons in their first language.

In my view, this programme is better than the previous one due to the maintenance of the native language as well as its culture. Both languages are valued and skills can be transferred from one language to another.

However, these programmes are not commonly used as the definition suggests but changing the percentages. For instance, in California studies suggested approximately 80% of the mother tongue use at kindergarten diminishing to around 20% by sixth grade (Dolson y Mayer, 1992: 105).

This is the same that happens in Spain, but the percentages vary depending on the school election.

Two-way bilingual programmes are also called developmental bilingual programmes. They gather up minority students from the same language background within a classroom of language majority (English-speaking) students. It would be ideal having a balance between language minority and majority students. Instruction is carried out in both languages. There are programmes that alternate days. This means that some days at week, instruction is provided in English and others in the minority language. *"Others may alternate morning and afternoon, or they may divide the use of the two languages by academic subject"* (Rennie, 1993: 4). This type of bilingual model offers all the students the opportunity of acquire proficiency in both languages and all students can benefit from each other. *"Two-way bilingual classes may be taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual"* (Rennie, 1993: 4).

This is the case of the partial immersion programmes in Canada. Their aim is to achieve full competence in both languages: English and French.

Likewise, this two-way immersion is characteristic of those countries that want the maintenance and expansion of a linguistic patrimony which may be threatened or endangered. Examples can be Catalonia and the Basque Country, in Spain; Wales in Great Britain, and Ireland.

Having talk about the bilingual programmes in North American countries and Europe, now I am going to focus on our region, Asturias.

3.2. The case of Asturias

I will be structuring this section as follows: first I will contextualize the bilingual programmes in Asturias within the case of Spain. On the second place, I am going to describe the bilingual programmes of the state schools Gesta II and Ventanielles. I have chosen Gesta II because I have recently spent my Master's Degree teaching internship, therefore I can offer a perspective from the inside; and Ventanielles

because I think it is the best one in Asturias in handling English Language Teaching through innovative methodologies related to CLIL and bilingualism.

As stated in the British Council, the Bilingual Schools Project has been running in Spain since 1995 and has introduced a bilingual, bi-cultural curriculum in 80 infant and primary schools and 44 secondary schools.

Students are taught in both Spanish and English for roughly the same number of hours each week, and the curriculum includes subject areas from both the Spanish and the English National Curriculum. The MEC/ British Council model's goal is to prepare young people to be able to use two or more languages and know different cultures so they can respond to the demands of an increasing multilingual and mobile Europe. (British Council, Hand in Hand, 2010: 3)

With the project now well-established (it started in 2004), its impact on tens of thousands of children at all ages can be easily perceived. An evaluation report[5] carried out by Professor Richard Johnstone from the University of Stirling, together with Dr. Alan Dobson and Dr Dolores Pérez Murillo in 2006, has noticed a great headway in four main areas:

- An increasing interest and motivation in children.

- The enthusiasm of parents.

- A growing sense of satisfaction from head teachers in schools, many of which are in economically deprived areas.

- Learning in two languages not only contributes to the progress of the children in their first language, but seems to assist in the children's cognitive development.

3.2.1. Ventanielles

As mentioned previously, a great example of a successful bilingual project in Asturias is in Oviedo. "Ventanielles" Primary School is the only school in Spain to have

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[5] In 1996 the Ministry of Education and Science and the British Council signed an agreement to introduce an integrated curriculum in Spanish state schools. In 2006 the results obtained and the interest this Bilingual Programme had aroused both in Spain and abroad led the Ministry of Education and the British Council to carry out an independent external evaluation (British Council, 2010).

been awarded two European Commission certificates for innovative teaching of languages. This school makes use of CLIL methodology throughout Project Based Learning (PBL).

It is located in a district of Oviedo (Asturias) where most of its inhabitants are economically disadvantaged. That means students have less support and less resources at their homes. However, as I will explain further, this school is a superb representation of a thriving bilingual school.

The European Commission, to encourage schools, awards innovative teaching concerning language learning in the European Union. Ventanielles Primary School, in Oviedo, has won it twice, thanks to teacher Ángela Álvarez Cofiño. The first time to achieve it was in 2005 due to her work "Content Learning through Projects". Then, three years later she designed "A Day at the Opera", a project that introduced very young learners (1st Primary) to opera, for which she was recognised by the European Commission again (Hand in Hand, 2010: 8).

This last project was implemented during the academic year: 2008-2009. Kids were exposed to everything involving the world of opera: the genres, actors, backstage… It was an interesting project because the students (due to the environments where they live) could familiarise with this world of music and cultural expression. This opera project provided them with the opportunity of attending a real performance (adapted to infants) that the Oviedo Opera Festival had organised. This was done at the end of the project as a way of rewarding the work that had been achieved by students during the term (European Commission, 2014).

To successfully reach this global aim, several objectives were set to be achieved along the whole project (Hand in Hand, 2010: 8):

- *"Using musical language as a form of communication, through the composition of small pieces of music"*. In my view, the reason of choosing this objective is its importance to give children the opportunity to experience themselves what composing implies, together with getting to know other ways to communicate and express themselves. They too can learn how to enjoy this artistic discipline.

Moreover children will be more committed if they are involved in their own learning process.

- *"Motivating pupils from different ethnic backgrounds to help them feel part of the class".* As this school is made up of a large diversity of students, it is important to do activities that involve all students so anyone is left behind. Teachers should try to make students aware that they are all equal in terms of opportunities and essential for teamwork so the class could function properly. They should transfer cultural values and a sense of self-worth.

- *"Dealing with the intercultural nature of music and the opera as a way of fostering closer relationships between cultures".* Multicultural aspects could be taught through music. It is a way of expression, so it does not matter where you come from because it is an international language. In addition, it would be a rich experience if every student could bring a part of their own cultural background through showing their music. It would be a way of sharing culture with their classmates and getting to know each other better.

The language of instruction was English and different activities and topics dealt with other cross-curricular contents such as Music, Geography, History, Art and ICT. This interdisciplinary nature of the project was a result from using a PBL methodology, which is a tool that allows English Language teachers to use CLIL in depth.

The students were immersed in the project, which was adjusted to their abilities, preferences, aptitude and English level. It takes into account the student's pace, participation and motivation. Teachers do not value the quality of their contributions as the most important aspect but their effort to contribute to the project development. This opera project was flexible in the sense of ensuring that all students were active participants and could be part of the whole process (Hand in Hand, 2010: 8).

Likewise, resources, many visual aids and support were employed according to the students' age so everyone could participate in the project. Its dynamic,

organisation and the resulting interest for the students, enables the project to be applicable to any European school. (European Commission, 2014)

Although, this was a whole-class work and needed the involvement of each student through cooperative tasks, it also implied student-centred learning.

"Student-centred learning methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges" (Felder, 2014).

Examples of these learning methods could be activities like reading one text, firstly on their own, and then together in class, accompanied with discussion, questions, listening to their classmates, sharing ideas, and even role play as can be seen in the pictures below[6].

The students of this school have come over all the expectations: there was a high number of children achieving the objectives. Moreover, those students that had more difficulties and reached less objectives were equally involved in the project. All of them were capable of assimilating the content and the level of expression could be considered good quality. They managed to communicate even if there was specific or technical vocabulary (different from what is normally used in class) related to opera and music (Hand in Hand, 2010: 8).

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[6] These pictures were extracted from the online magazine *Hand in Hand* (2010:9)

3.2.2. Gesta 2

Another successful bilingual school, in my opinion, is the state school "Gesta 2" in Oviedo. This judgement is based on my experience of my teaching internship belonging to this Master.

According to what I have explain before, this school uses a late-exit bilingual programme because it finishes at Primary school, although some students can opt for continuing studies at a Secondary school where bilingual programmes are implemented. However, right now the majority do not choose this option. This school differs from Ventanielles bilingual model, which is a two-way immersion programme.

During the academic year 2013/2014, in Gesta 2 the number of students in the bilingual programme is specified in the following table:

Group	Number of students in the bilingual programme	Number of students that do not belong to the bilingual programme
1º A	16	4
1º B	19	
2º A	21	2
2º B	16	5
3º	22	4
4º	13	3
5º	11	7
6º	11	9
TOTAL	129	34

The subjects taught in the additional language are Science and English. They have chosen Science as the main subject to implement this bilingual provision because it is the one that favours language learning most. Children can learn a great deal of

vocabulary and grammar structures, as well as the acquisition of oral fluency because Science contributes to discussions, reasoning, descriptions, etc.

The main disadvantage of this is that not every pupil has the aptitudes to follow this class. Consequently, state schools offer the possibility of joining this bilingual programme or remaining out of it.

Furthermore, with regards to methodology, in this school, instead of using CLIL, they have opted for linguistic immersion (bilingualism). This is due to their experience regarding CLIL. They started teaching through CLIL in the first years when this school was involved with the initial bilingual education provisions. However, they checked that improvement would be significantly boosted if they taught everything in English. There are no translations or code-switching, only when necessary, for instance, when they do not understand anything, and comprehension is required and essential. But teachers prefer avoiding translation, so as to prevent children to resort to it every time they have to face a communication problem.

Moreover, it has been verified that children learn more content and vocabulary, and become more fluent through bilingualism. At first it is difficult for them of course, but once they get used to it, the classes become more dynamic and learning results seem to improve.

On the other hand, CLIL is more commonly applied in the English classes. In each lesson there is a session related to culture, curricular or cross-curricular subjects in order to teach content. This is something I really like because it is content applied to real life situations.

With this experience, I could observe teaching in different levels, various methodologies according to the students' age, different learning styles, and what I consider most important, I could see the evolution of the kids from the beginning to the end of Primary Education. At first I had some doubts about a complete effectiveness of the bilingual programme, but now, I can see results thanks to this experience and obtaining a vision from the inside.

In the first cycle of Primary, kids are really motivated towards English. At the beginning it is necessary to slow the rhythm of the class down because they find it

difficult, but, step by step, children get involved in the class dynamics and results start to emerge to the surface.

In the third cycle, students have acquired a big amount of vocabulary, and excellent comprehension levels as regards to oral and written. Their vocabulary related to the classroom and common expressions is consolidated. They also acquire specific vocabulary with regards to Science, History and Geography from topics like solar system, energy, the environment, living things, health, the organisation of society, political structures and ways of life during the past, and Asturian heritage.

Moreover, they have developed self-confidence towards English as well as fluency. The fear of making mistakes has been reduced so in the end, they are learning much more and much better.

To conclude with this part, I would like to highlight that bilingual programmes are not the unique resource to achieve bilingualism. Any programme that fosters the achievement and learning of the language while developing intellectual skills can be considered a bilingualism-enhancer. The best programme will be the one joining together linguistic and academic aspects, as well as meeting the students' needs. It should provide the necessary support so as we can assure progress and foster bilingualism (Rennie, 1993: 5).

3.3. The main actors: teachers in bilingual provisions

The bilingual programme teacher in Spain can be the **subject teacher** (who needs, according to the Common European Framework of Reference for Languages (CEFR[7]), to have achieved at least a B2[8] level in the second language) or the **language**

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[7] The CEFR was designed to offer a common basis for the objectives, contents and methods in second language instruction and acquisition. There are six common reference levels: A1, A2, B1, B2, C1, C2, which are defined using "can do" descriptors to define the proficiency of the learner at each level. (Council of Europe, 2011)

[8] As stated by Cambridge University Press (2014), the can-do statements for B2 are:

Listening/Speaking	Reading	Writing
CAN follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.	CAN scan texts for relevant information, and understand detailed instructions or advice.	CAN make notes while someone is talking or write a letter including non-standard requests.

teacher. Bilingual Education Provisions (BEP) can be taught in co-teaching or by the individual teacher.

Co-teaching occurs when two or more people share the teaching responsibility regarding planning, instruction and evaluation of the students (Villa, 2013: 3). An example can be having a teacher assistant as it happens in the United Kingdom or here in Spain if you cooperate with a teacher who is in the same school year as you. You can split up the responsibilities: planning together the lessons, sharing ideas or common problems, finding out ways to improve, etc.

On the other hand, individual teaching is carried out by only one teacher who decides how lessons will develop, the classroom setting, time, materials, and so on. For instance: the tutor of any Primary class.

A B2 level is applicable to most part of the countries that have implemented bilingual provisions, but, for example, "*Poland has introduced teacher training standards where graduates have to master a foreign language and reach a level of B2 or B2+. If they choose the combination 'non-language subject plus foreign language', they have to reach level C2[9] of the Common European Framework of Reference for Languages, in the case of the language subject*". (Clilingmesoftly, 2013)

In my view, with a B2+ level, you have a higher understanding level than B2 of spoken language, broadcast, TV, and so on; you comprehend better any reading text; you have acquired a broader vocabulary range; you can communicate fluently and express yourself through writing adjusting it to the proper circumstances. Definitely,

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[9] As stated by Cambridge University Press (2014), the can do statements for C2 are:

Listening/Speaking	Reading	Writing
CAN advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.	CAN understand documents, correspondence and reports, including the finer points of complex texts.	CAN write letters on any subject and full notes of meetings or seminars with good expression and accuracy

you are almost grasping a C1[10] level, what means that you are proficient in this language and even, I think, bilingual. Finally, for me, a C2 level corresponds to native speakers.

Moreover, and concerning the Asturian curriculum, the Regional Ministry for Education has established (Decreto 56/2007, 24th May)[11], that teachers *"will promote the development of bilingual programmes in the schools, having some curricular areas taught in foreign languages without modifying the minimum formal education as established in "Real Decreto 1513/2006, 7th December"*. As a result, this bilingual teaching requires a good competence in the second language. Therefore, the Education Ministry had to regulate the basic requirements for teachers, including an official certification of a CEFR B2 level (Real Decreto 1834/2008, 8th November).

In addition, in most countries of Europe, the rule is for CLIL teachers to be dually-qualified, which occurs as an integral part of the candidates' initial training. This means that, if they study to become specialists in foreign language teaching, they will also have to achieve a good command in a non-linguistic subject. As a result, they will be competent in the two types of subject targeted by CLIL. (Nielsen, 2002: 2)

Their training follows the general outline of the European teachers, which is an eight-semester programme divided in 4 years, including an obligatory semester abroad (Hermes, 2010). Furthermore, taking Germany and the UK as an example, apart from their university training there is a second stage in their training: a two year practical training attending teacher seminars and selected training schools. (University of Berlin Teacher Training Scheme, 2011)

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[10] Can do statements for C1 are:

Listening/Speaking: CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	Reading: CAN read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.	Writing: CAN prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.

[11] Literally: *"La Consejería competente en material educativo, a través del procedimiento que se establezca, fomentará el desarrollo de programas bilingües en centros docentes, en los que una parte de las áreas del currículo se impartirá en lenguas extranjeras sin que ello suponga modificación de las enseñanzas mínimas reguladas en el Real Decreto 1513/2006, de 7 de diciembre".*

Apart from what is portrayed in the laws, in my opinion, the CLIL teacher *should*:

- **Be able to find suitable resources**. I think that the textbook should be used as a guide to structure a course and as a support for what contents we have to teach. At the same time, I believe that looking for resources to support learning is very important to involve students in the learning process, promote motivation, break the routine, and get them in touch with authentic materials, among other advantages. Consequently, teachers will be able to motivate children, as well as to introduce a new methodology, different activities, strategies, etc, in a creative way, since I consider teaching materials essential to achieve success.

- **Be able to rephrase and repeat content**. As we are not teaching in our mother tongue, we need to ensure students' comprehension. Furthermore, this also implies being communicative and fluent speakers, for teachers are in charge of effectively displaying possible associations between concepts.

- **Be willing to learn.** Being a language teacher implies having the responsibility of mastering the second language as well as any methodologies that can lead to improving the learning-teaching process. This stems from the concept known as lifelong learning, which is defined as "all learning activity undertaken through-out life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective". (European Commission's memorandum on Lifelong learning, 2000)

- **Be skilful with new technologies**. Nowadays we live in an information and technological society so teachers need to update their knowledge regarding this aspect to motivate and encourage students and to keep pace with the logical evolution of the society they live in and work with.

- **Be flexible and tolerant**. Teachers should change methodologies from time to time, focusing on their students' needs in any case. Also, they must be

understanding and provide correction on errors[12], not mistakes, and be empathetic with the students trying to communicate in an additional language.

- **Provide scaffolding**. According to the University of Cambridge (2009: 10), *"scaffolding is a term originally used to refer to teacher talk that supports pupils in carrying out activities and helps them to solve problems. Scaffolding is a teaching strategy originated from Vygotsky's socio-cultural theory and his concept of the Zone of Proximal Development (ZPD)[13]. Examples include simplifying tasks by breaking them down into smaller steps, keeping pupils focused on completing the task by reminding them of what the goal is, showing other ways of doing tasks. Scaffolding also includes support strategies for writing"*.

Vygotsky elaborated this ZPD theory in order to assess the children's educative potential regarding foreign language acquisition. He took into consideration how the learners' ZPD led to language development with and without external assistance (Ohta, 2005: 504).

This means that scaffolding is a support that will be gradually removed and at the end, learners will be able to work without it. Examples can be using substitution tables in Maths, writing frames and samples to model their writing assignments, brainstorming on different topics, giving clues and doing questions while reading, using visual aids, etc.

3.3.1. Native or non-native speakers to teach a foreign language?

Before trying to develop this proposal we need to reflect on another question: how much knowledge and competence is required to be considered as a bilingual? Research led us to the conclusion that *"no bilingual is ever equally competent in both languages"* (Bialystok, 2001: 10). For example, any Spanish person learning English in Spain could acquire a high level of the additional language and even become bilingual. However, their competence in English would be lower than the one they have in their mother tongue, because they are not immersed in the English culture and

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[12] Error is *"a learner language form that deviates from a target language rule"* (Corder, 1981: 10). They need teacher correction and explanation. They are repetitive and systematic because the learner does not realise and recognise it. However, mistakes are part of the learning process. They can include slip of the tongue, random ungrammatical formations. They can be self-corrected (Shahin, 2011: 207-226).

[13] The ZPD is *"the distance between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers"* (Vygotsky, 1978: 86).

consequently they cannot know everything about the language: the colloquial language, typical expressions, idioms…

Therefore, how can we give an appropriate answer to this core question? Maybe the answer is related to what we mentioned before about what language proficiency implies and also, the approach we give to the definition of bilingualism. Sometimes, *"we talk about language as it had concrete existence and could be measured by scientific instruments"* (Bialystok, 2001: 10).

In respect to teaching, it does not matter if you are bilingual or not, what matters is the acquisition of the language and being able to master it: become an expert, knowing how to use and control the language. Furthermore, we should not judge proficiency along various and individual dimensions such as grammar, pronunciation, vocabulary and so on. Instead of this, we should look it up as a holistic impression.

On the other hand, it is problematic to assume that a native speaker teacher of the target language would be the most suitable professional to teach through CLIL solely by virtue of his or her linguistic and cultural background. Successful CLIL teaching means more than questions of linguistic competence: mastery of the content, knowledge of language barriers and thresholds, the ability to adapt the speed of one's teaching to the situation in the classroom are but a few examples of CLIL competences. Whether you are a native speaker or not, you will need some teaching vocation and training to ensure success and meaningful learning. Consequently, teachers need to know how to deal with CLIL instruction and take advantage of the different strategies as mentioned previously in section 2.2.3.

In fact, turning to the learners' expectations, individuals have an influence towards language learning and communication. Some students could see it as an opportunity to learn a new language. Others too attached to their own culture, could perceive it as a way of alienation. However, we need them to realize that if two languages are coming together it is because two or more people are together with a good chance to learn about other cultures (Sauvignon, 2007: 4).

In the CLIL classroom the teacher is generally not the exclusive model of target language usage. The other pupils in a class equally act as models when they speak or write in the language, unless, of course, the teacher is only lecturing in a non-interactive manner. If we do so, we are turning back to the past, to the traditional methods of teaching. It would be a backward moment because teachers have been carrying out instruction through a communicative approach for many years.

Thanks to interactive classes we can profit from each other, both teachers and students. For instance, if we have foreign students we can profit from this situation. They can share with us their culture, their behaviour at home, customs, etc. And from a linguistic point of view, they can serve as a pronunciation model.

Furthermore, with this interactive approach we can put into practice what we have learnt, understand theories better because we are putting them into the appropriate contexts, discover by ourselves by doing things instead of memorising. In addition, we are promoting communication and interaction among our students.

Besides, nowadays, new technologies help to avoid the 'teacher's conference style'. They have an important role in the classroom to enhance learning and they are an excellent support to develop interactive activities which offer us promotion of autonomous learning, peer interaction and use of the language to communicate for real purposes.

CLIL teachers use a variety of media to bring the target language into the classroom. Depending on the CLIL method adopted, sometimes the objective of using the approach is to show the pupils that they can manage to think and communicate intelligently in the target language, even if deficiencies are evident. Although in bilingual provisions we are teaching content, with CLIL we can take advantage of certain situations to explain something of the additional language. This would be ideal if we were, at the same time, teaching the same class in Science and English. For example, if students are learning about vertebrates and invertebrates in Science and animals in English, we can focus on an aspect that we consider relevant for the other subject, or we can relate to content, or do some reviewing, etc. Even if it is not the same topic and we are teaching a grammatical aspect in English (for instance, conditionals), and, by chance, it coincides with something that has come up in the

Science class (for instance, experiments and predicting events; to communicate the experience they need conditionals), we can check if they have learnt the new content and review the other.

Modern classrooms increasingly have groups comprising young people with different mother tongues, heritage or home languages. Linguistic awareness and reflection on one's own language skills (in the mother tongue and the target language) thus gains more and more significance when we consider teacher competencies for CLIL. This feeling for the differences and stumbling blocks which the learners might face on various levels may be more easily identified and observed by non-native content teachers in some respects (Lakatos and Ubach, 1995: 239-243).The non-native teacher knows the culture of the students better and can offer explanations, similarities and connections between the two languages. For example, if we are trying to explain idioms or sayings, it is easier if we speak the students' mother tongue because we can go to our own knowledge and provide them with the equivalent.

I strongly believe that there are no obstacles for non-native speakers to teach a foreign language. The most important thing, for me and for the European Union as well, is good qualifications and good teaching skills.

3.3.2. Difficulties and solutions implementing CLIL

There are some difficulties that you could face while teaching in a bilingual education provision. It helps to count on them beforehand in order to have a suitable solution handy if any of them arises during teaching practice.

In my view, the teacher will have to fight against some fears and worries. Below, I am going to suggest possible solutions to the perceived difficulties:

- **Fear and lack of self-confidence**. If you are not sure and self-confident concerning your own teaching, pretend you are. Consequently, when you are insecure, you are more nervous and this can guide you to commit mistakes. However, we need children to learn that everyone can make mistakes and we can learn from them. There are no reasons to be ashamed of that.

  "Mistakes, misinterpretations, confusion, conflicts and little gifts of error are all crucial to the stuff of understanding and constructing knowledge, as are the small and large adjustments and insights we make from these events"(Britzman, 2003: 2).

Agreeing with Britzman, we learn from experience. In addition, at times, teachers are not sure if they are using the proper technical jargon, if their pronunciation is appropriate, if they are fluent enough for offering classroom explanations and leading discussions…, etc. In respect to this, there is a great deal of available resources for instructional language practice, especially in the internet, both fee-based and free of charge. Practice makes perfect and, as I mentioned before, this teaching job involves lifelong learning.

- On the other hand, some teachers could find their profession **stressful** and their self-esteem decreases generating doubts concerning their suitability for the job. If this happens, they need to think of their initial motives for choosing this profession and do not accept defeat if it is their vocation (Lawrence,1999: 13) Moreover, at the beginning, sometimes you do not know how to cope with children and different teaching situations, which will only be achieved through experience.

- **Students' level**. It is important to explore our students' previous knowledge therefore doing some initial test in order to find out which the students' level is could be useful as a starting point for the teaching practice. Then, if required, teachers will adapt the materials so students could follow their explanations. This includes providing extra support material for those who have more difficulties in keeping to standards together with extension activities for more gifted students. This student-centred approach can be considered a time-consuming task at first, but in due time it will turn into a very rewarding activity that will help teachers enjoy the teaching profession in depth.

Also, this issue on exploring students' previous knowledge will help teachers to organise their class accordingly. Depending on the class dynamics, we can group strong students together to work on their full potential, or we can mix stronger and weaker students so they benefit from each other (cooperative learning: working collectively to achieve goals and learning from social experiences).

Regarding this grouping issue, I have to say that there is a strong controversy about grouping gifted students in clusters. According to a report by Rogers and

Kulik published by the National Research Center on the Gifted and Talented (1992), the groping should be done by abilities and skills. This is beneficial for all the students. On the one hand, the brightest students do not loose their confidence because they do not feel pressure, as it happens when we group them all together in the same class. On the other hand, this grouping is flexible because students are moving groups concerning their abilities. So, for example, in Maths they can be in one group and in reading they can be in another. For instance, if we are teaching sums and their strategies in Maths in Primary 1, we can explain the content for everyone. Later, students will proceed to a group activity to check general understanding. From observation derived from such activity, the teacher will consider to split them up in different levels. Some will do basic sums exercises and others, more difficult ones, to foster their high-order thinking skills[14].

But also, we can group with regards to their interests to do some projects or work in a specific topic. As a result, they are more motivated, comfortable and determined to reach the same goal.

However, grouping does not assure successful teaching. The key is to analyse students and provide them the right activities, adapting the curriculum to their needs and abilities.

Furthermore, we can establish a direct relationship between handling students' diversity in classrooms and the difficulty in finding suitable classroom materials for bilingual education provisions, a point that I am going to expand later.

- One of the main problems implementing CLIL is to establish a **connection** between language and content, and more precisely, to adapt the language to the content, or in other words, defining objectives that also take into account the thinking skills to be developed with the content together with the teacher's insufficient knowledge of the subject to provide the right input. And let's not

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14 *"High-order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge and experience and that promote continued growth in these and other intellectual skills"*. (King and Rohani, 1998: 1)

forget that not all the subjects in the curriculum can be taught under CLIL with the same expectations and results.

- **Lack of resources.** I believe this is the major disadvantage of teaching through CLIL due to the fact that it is not very well-known as compared to other teaching methods. Suitable CLIL teaching materials in Spain have appeared in the market quite recently, in the last four years, and some of them are not as available as one should expect. As a consequence, implementing CLIL means for schoolteachers, particularly at the beginning, a considerable amount of extra preparatory work. But, simultaneously, "*if teachers produce their own materials, they can be reasonably sure that the focus will be exactly where they want it to be*" (Moore and Lorenzo, 2007: 28). Preparing your own materials assures what you want to teach and provides you with flexibility. In addition, it would offer a variety of resources because if you are designing them, you will not always resort to the same source for support and inspiration.

In some languages, such as the case of English, plenty of materials can be derived from the Internet, and a more than appropriate solution to this problem could be adapting them to be used with this methodology. Unfortunately, here we find another handicap. We need a teacher who has studied the target language in depth so as to be prepared to face any difficulty while adapting materials. That teacher needs to be linguistically-aware. For example, if we are looking for a story to read to our students, we need to have linguistic knowledge in order to know the gist, vocabulary or grammar structures appearing in it so as to be able to answer any students' doubts; also to evaluate if it is proper to their level, as well as pronunciation issues. We need to be aware of the way we pronounce the story: firstly, to give the right intonation and fluency so they can understand it properly, and secondly, because we are their model and we want them to do it right.

Another question regarding materials and its production is: should they be authentic or not? Authentic materials, according to Moore and Lorenzo (2007: 29), "*yet they are not without their potential drawbacks. One of the biggest challenges for the teacher lies in ensuring that the materials are linguistically accessible (for the lever of their learners) and cognitively accessible (for the age of their learners)*".

I think we should use authentic materials so children can see their use in everyday situations. They will be learning from items related to the real world.

Taking everything into account, if teachers are going to produce materials themselves, then attention needs to be paid to quality of language, degrees of authenticity and so forth.

- **Time**. Relating to the adjustments involved in planning and the election and creation of resources, there is an important factor: time. In pre-school and primary education, teachers work 25 hours[15] per week; apart from the required time at school (which normally adds 5 more hours a week) and 7,5 hours per week of free regulation that can be done out of the school (usually devoted to continues training, corrections and meetings) (MECD, 2013). As a result, there is no or very little time to dedicate to materials. Teachers need schedule reduction and more support of teacher assistants.

- Finally, a decisive question in this context concerns **financial support** to help set up a collection of good teaching materials in the target language and provide access to a wide variety of sources as well as a well-stocked library. Again, the aid of the Educational Authorities is needed to facilitate teachers to undertake specific material designs or resources.

3.3.3. EU initiatives to support learning through languages (CLIL)

In this section I am going to expand on the European reinforcements implemented to favour learning through languages.

First of all, I am highlighting the importance the EU gives to learning a language. This is seen as a link between all the countries and it is a responsibility of the member states. As stated in the Article 165 of the Treaty of Nice (2003) on the Functioning of the European Union, the Community:

> *"…shall contribute to the development of quality education by encouraging cooperation between Member States, through actions such as promoting the mobility of citizens,*

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[15] The number of teaching hours has been calculated by taking into account the minimum number of school days as stated in LOE. This is 175 school days, although it can vary depending on what is established in the school administration of each autonomous community.

designing joint study programmes, establishing networks, exchanging information or teaching languages of the European Union…"

In this Treaty also appears the commitment towards Lifelong Learning for every citizen of the European Union. Furthermore, learning a language contributes to the current society and increases the employment opportunities. All of this leads to the implementation of bilingual and CLIL provisions. (EU info Centre, 2014)

"*One of the first pieces of legislation regarding European cooperation in CLIL is the 1995 Resolution of the Council*[16]" (Eurydice, 2006: 8). This resolution refers to teaching in an additional language (bilingual teaching). It fosters innovative methods like CLIL to improve the acquisition of foreign languages. Consequently, it promotes better quality training for the teachers. Also, after compulsory education, it encourages exchanges within the Member States of the EU, Erasmus programmes, or working as language assistants.

> "*In the same year, 1995, in its White Paper on education and training (Teaching and Learning – Towards the Learning Society), the European Commission focused on the importance of innovative ideas and the most effective practices for helping all EU citizens to become proficient in three European languages*". (Eurydice, 2006: 8)

In 2003, the European Commission brought out an Action Plan for language learning and linguistic diversity[17], where CLIL is listed as one of the innovative methods to improve the quality of language teaching. Owing to its effectiveness and ability to motivate learners, European initiatives promoting CLIL include the European Label for innovative projects in language teaching and learning and the Leonardo and Socrates programmes.

Later, in March 2005, the European Symposium cooperating with the president of Luxemburg on *The Changing European Classroom - the Potential of Plurilingual Education*[18], "*recalled the need to ensure that pupils and students receive CLIL*

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[16] Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European Union, Official Journal C 207 of 12.08.1995.

[17] This action plan was elaborated to be implemented during 2004-2006. Its purpose was to specify objectives and a set of actions to promote language learning and linguistic diversity.

[18] For further information, enter here:
http://www.eu2005.lu/en/actualites/communiques/2005/03/11delvaux_plurilinguisme/

provision at different levels of school education”. (European Network of Language Teacher Association, 2010) There, again, was outlined the training on CLIL that teachers should receive. While at the same time that year (2005), the EU investigated on the implementation throughout Europe of CLIL in schools.

> *“The deliberations of experts within the Group on Languages (set up under the 'Education and Training' Work Programme up to 2010), as well as the circulation of information on good practice in the field of CLIL in the Member States, will certainly contribute to its development”.* (Eurydice, 2006: 9)

We can see that the debate on CLIL throughout the European Union is alive. Several initiatives to promote this still new methodology have been undertaken and others will start.

In the EU, CLIL is the methodology to put in place because it assures effective content and language learning while contextualising it in real life situations. As a result, children develop communicative and skills to get on in different circumstances.

To sum up and agreeing with the European Commission, I recognise this EU initiatives should continue offering support to learning through languages. For that, I am underlining some of the benefits this methodology has: improving linguistic and communicative competence, more opportunities to deal with every day situations, positive attitudes towards foreign languages, possibilities of studying content from various perspectives, motivation and increase of confidence with regards to a second language, intercultural knowledge and varied methodology and teaching activities. (Plurilingüe Asturias, Educastur, 2012)

3.3.4. BEP in schools: weaving linguistic and non-linguistic subjects together

In my view, I believe EFL and CLIL lessons are equally important. They need each other in order to promote bilingualism.

Observations on CLIL classrooms derived from my own teaching experiences, on the other hand, have produced evidence which can serve as an explanation for its learning outcomes. One important example in this connection would be the finding that content teaching is conducted almost completely without writing activities. For instance, in the school "Gesta 2" (where I had been doing my teaching practices of the

Master), either in 2nd Primary or 6th Primary, teachers conducted the class in English through explanations of the Science lesson and through rephrasing and repetition.

In 2nd Primary they have an established routine which involves oral skills. Then, they do a brainstorming in order to remember previous lessons and finally, they work on the smart board or the teacher hands out some worksheets but they are mainly for reading and labelling or matching but not writing.

In 6th Primary, as well, the writing activities are practically inexistent. Oral activities predominate: they ask questions about what they are curious about (related to the lesson they are studying), they debate on different topics, they produce topic outlines but it is always the teacher who writes whatever there is to write in the blackboard. They also watch some videos, do listening activities, etc. Just sometimes, they have to do some homework that implies writing which normally is answering about questions that the Science book suggests.

Consequently, these research activities in the area of CLIL are beginning to show which areas of foreign language competence are most likely to profit from CLIL instruction (listening, vocabulary) and which seem to make less headway (writing, syntax).

Maybe the fact that students have a specific subject of the target language is behind this Science-through-CLIL-teachers' choice. This way, by exploring only oral skills and subject content in Science and more grammatical and written issues in English they can cover all the possible competences in both subjects and enhance real progress in their students. Having integrated into one Foreign Language curriculum EFL and the language dimension of CLIL is what would be ideal (Dalton-Puffer, 2011: 182-204).

A realization derived from these observations is that, despite English as a Foreign Language (EFL) lessons and CLIL lessons are different, both are examples of interactive education. However, we need to highlight that both are limited language learning environments (even though in slightly different ways), because they are constrained by all the institutional factors that education involves and the objectives set for each subject in the curriculum. In the EFL lessons the focus is on the language itself and its

rules, whereas in CLIL the focus is on the content of the subject. Despite this fact, both offer students a bigger opportunity to learn and use the target language. (Dalton-Puffer, 2014: 15)

> We must underline that *"good results have been found with very different CLIL types, and it is clear that a small amount of CLIL can go a long way towards improving a youngster's hunger, willingness and capability to learn both other languages, and other subject matter"*. (Rubio and Conesa, 2012: 210)

To conclude, I reckon that English and CLIL lessons complement each other. Both of them are essential to promote bilingualism. If we do our best as teachers and make use of the different strategies that CLIL offers, we will enhance children's interest and motivation to learn and discover new things. Moreover, there is evidence that students who take part in BEP have major improvements of the second language, and at the same time they are learning content. This is something I am going to prove valid thanks to my investigations which belong to the next section.

4. INVESTIGATIONS ON THE EFECTIVENESS OF BILINGUAL PROGRAMMES

In order to analyse the effectiveness of the bilingual provisions in Asturias I passed a questionnaire which I handed in to different teachers working in several schools in Oviedo.

I have divided this section into three parts: the description of field study, the evidence for the obtained information thanks to the questionnaire and the implications and my own interpretations derived from the data obtained.

4.1 Field study

The field study has been carried out in 8 different schools in Oviedo, which are all Infant and Primary Education schools. Some of them are state-owned and other, semi-private.

The objectives of this investigation are:

1. Investigating if the bilingual programs are effective or not.
2. Learning about the BEP teachers' professional training.

3. Finding out difficulties BEP teachers have to face while teaching through English.

Regarding methodological aspects, we can emphasise:

A. **Population**: bilingual provision teachers of eight Infant and Primary Education schools in Oviedo. Three of them are semi-private schools (Santa María del Naranco, Santa Teresa de Jesús and Santo Ángel) and five, state schools (Escuelas Blancas San Lázaro, Buenavista 1, Gesta 2 and Parque Infantil).

B. **Evidence**: 21 bilingual provision teachers of Primary schools in Oviedo: 15 are women and 6 are men.

C. **Sampling techniques**: I have used quantitative and qualitative techniques.

D. **Data collection and resources**: I used a questionnaire of my own production consisting of different items. Some questionnaires were sent by email and others were handed over to ensure bigger participation.

I chose the questionnaire because it is an easy way to collect data in a simple and precise manner. Moreover, it enables me to get information that is hard to achieve from direct observation. Also, teachers can express themselves more freely and anonymously.

Other advantages are its low cost and the possibility it offers of further analysis and interpretation. You can also derive some generalizations out of the results.

The questionnaire has got 21 questions to be answered (see Appendix for a complete copy). The first block deals with general aspects such as BEP teachers' age range, gender, mother tongue, teaching areas, teaching experience within the bilingual programmes, personal training and competence in English. The next questions are about the bilingual program itself, how is it implemented, teaching resources, challenges, and so on.

Every point of this questionnaire has been designed to obtain specific information through different kinds of questions: fixed, open and multiple choice.

After getting all the questionnaires back from BEP teachers, I did an extensive revision and filtration of the information achieved. Then, the data were introduced in Excel. Thanks to this Microsoft software, I have been able to elaborate the graphs adn work out the percentages and the correlation.

In the next part, I will display the results and comment on the graphs based on the information provided by the questionnaires.
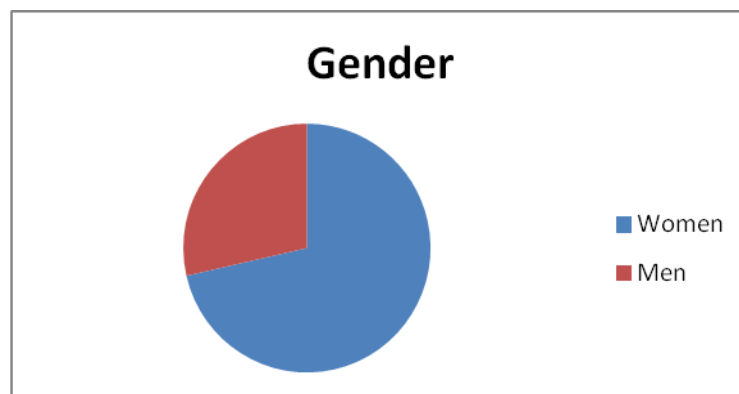
4.2. Evidence obtained

1) Age range of the BEP teachers in Asturias
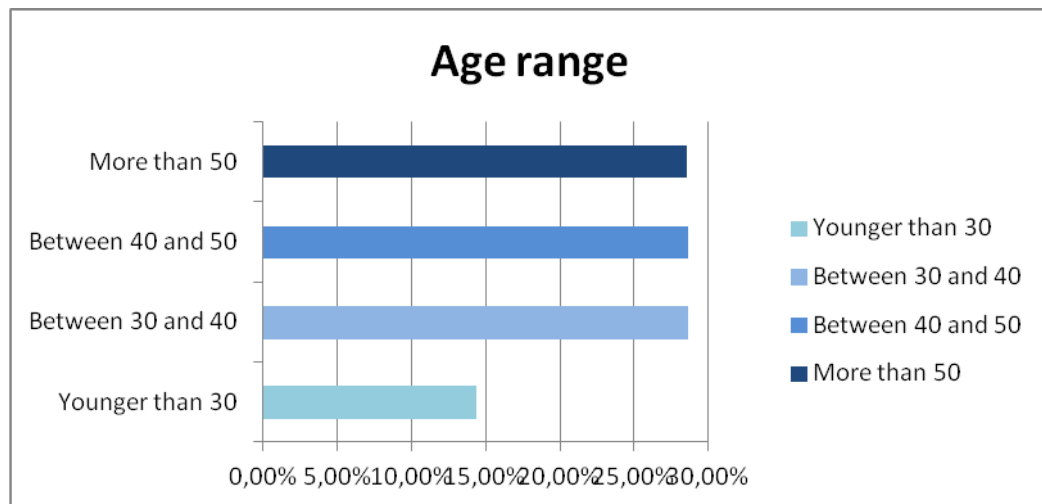
There is a balance of the age range regarding the BEP teachers in the polled schools. We have exactly the same proportion (28,57%) of teachers aged 30-40, 40-50 and even older than 50. Just an 14,29% is left for those teachers younger than 30. In conclusion, most informers are over 40.
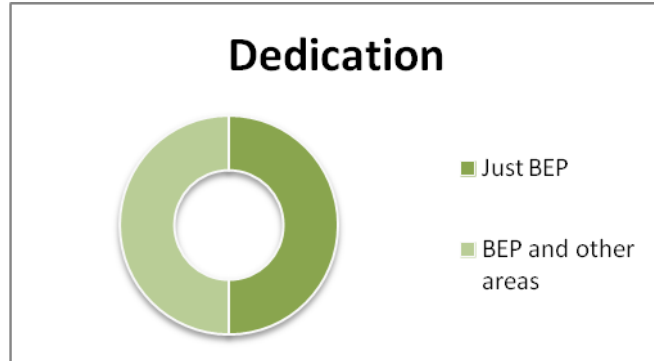
2) Gender

Most of the BEP polled teachers are women. The exact percentage is 71,43% against 28,57% men. The difference is noteworthy since the number of women doubles the number of men in the profession.

3) Mother tongue

All the survey respondents have Spanish as their mother tongue.

**4) Are you dedicated to bilingual programmes or do you also teach in other areas?**

There was a balance in this answer. The 50% of the BEP teachers are dedicated to bilingual programmes (which normally include Science and English lessons) and the 50% teach also in other areas of primary education.

5) How long have you been teaching lessons in bilingual sections?
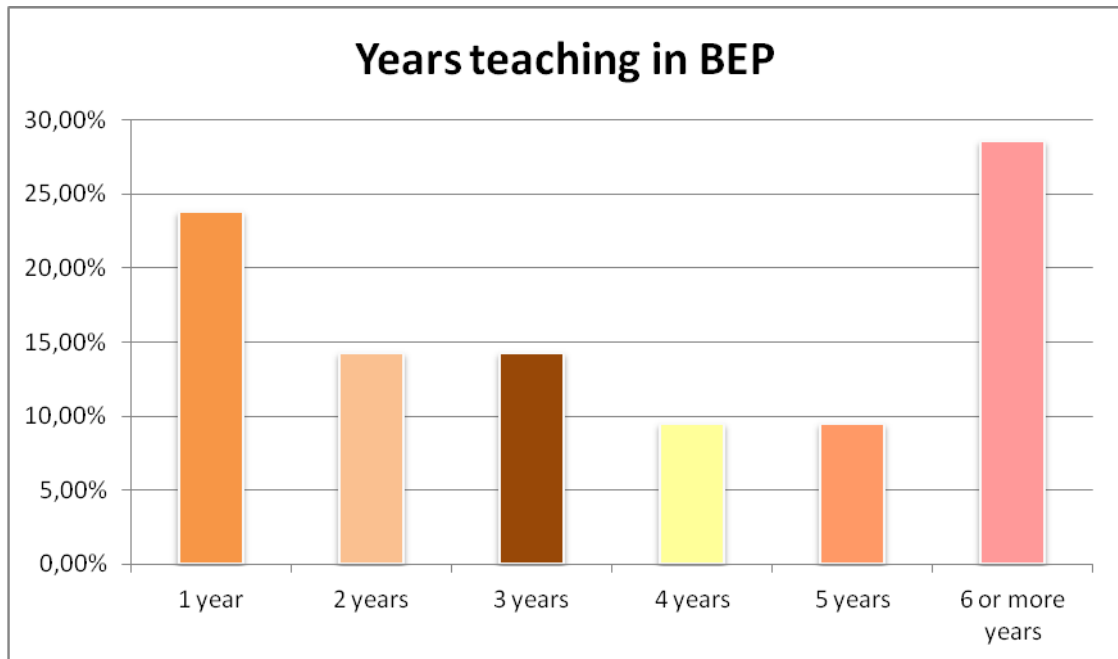
A 28,57% have been teaching in bilingual sections for 6 or more years, whereas a 23,81% started in the bilingual provision this year. A 14,29% have taught bilingual lessons for 2 years. The same percentage (14,29%) is applicable to teachers who have been teaching for 3 years. A 9,52% comes from those teachers who have been teaching BEPs for 4 or 5 years.

**6) Which is the teaching area you are specialised in?**
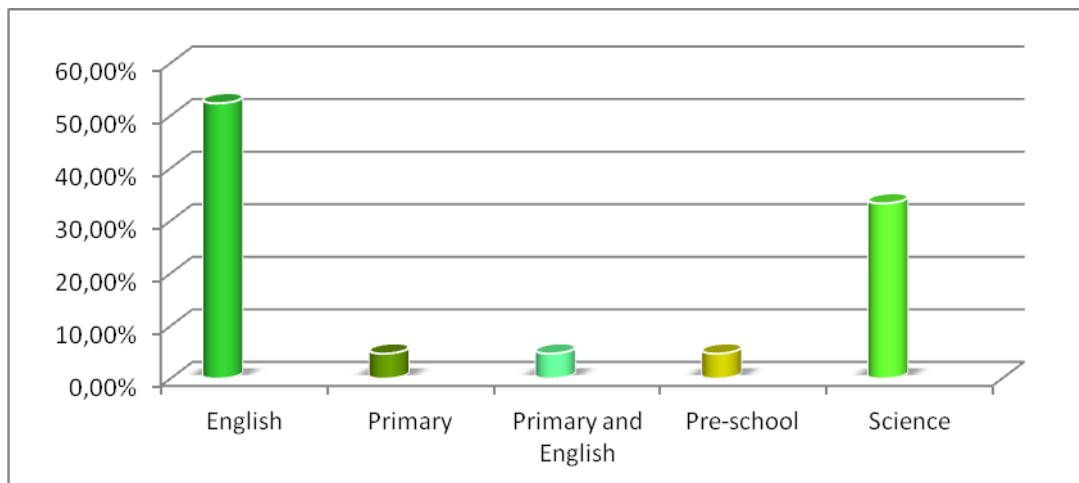
Most of the BEP teachers are specialised in English (52,38%) against a 4,76% of Primary teachers or dual-qualifications (Primary and English: 4,76%). Another 4,76% corresponds to teachers specialised in Infant Education teaching.

A 33,33% represents teachers that answered it wrong by writing they were specialised in Science, except in one case: a woman teacher whose university degree is Primary Education Teacher with a specialisation in Natural Science.

**7) Do you have any specific training in CLIL or bilingualism?**

A 66,67% answer affirmatively whereas a lower percentage (28,57%) answer negatively. There was one informer who did not answer (4,76%).

8) What is your CEFR level?
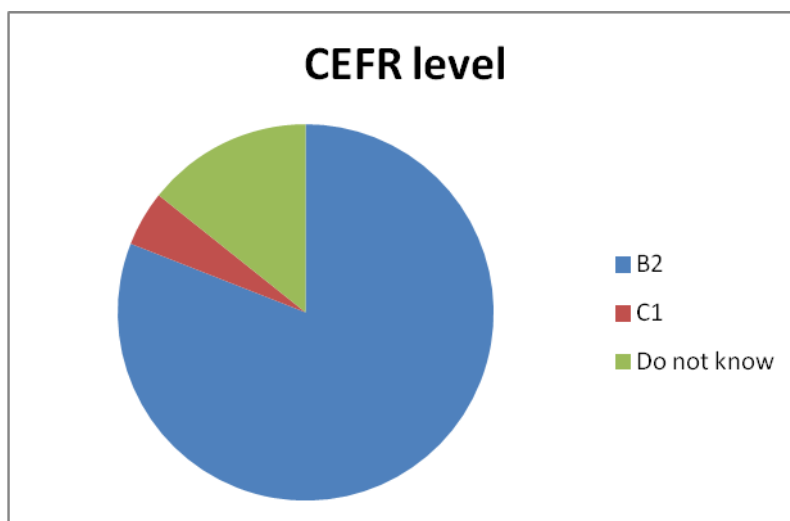
The majority of the BEP teachers have a CEFR B2 level (80,95%) and a minority, a C1 level (4,76%). B2 roughly represents an upper-intermediate competence in English, whereas C1 indicates proficiency and a higher command of the language. There were some of them who do not know which their level is so they could not answer (14,29%).

9) Once you have achieved that level, have you continued studying English?
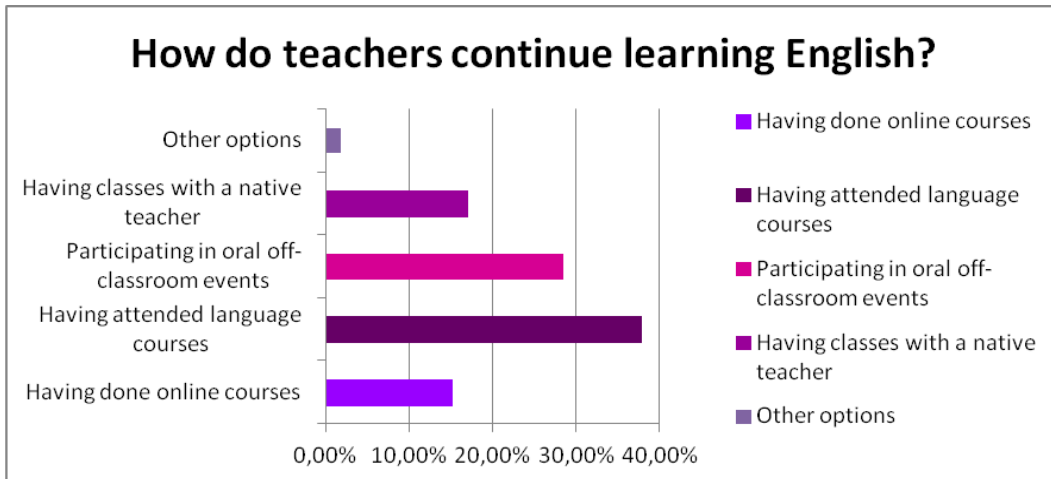

This was a multiple choice question so they were allowed to take as many options as needed. 37,74% of them ticked that they have attended some language courses. Following closely, a 28,30% have participated on oral off-classroom events/activities, a 16,98% have had a personal native teacher and a 15,09% have completed some online language courses. There is only a 1,89% who answered another option different from those suggested.

**10) Why are you teaching in the bilingual section?**
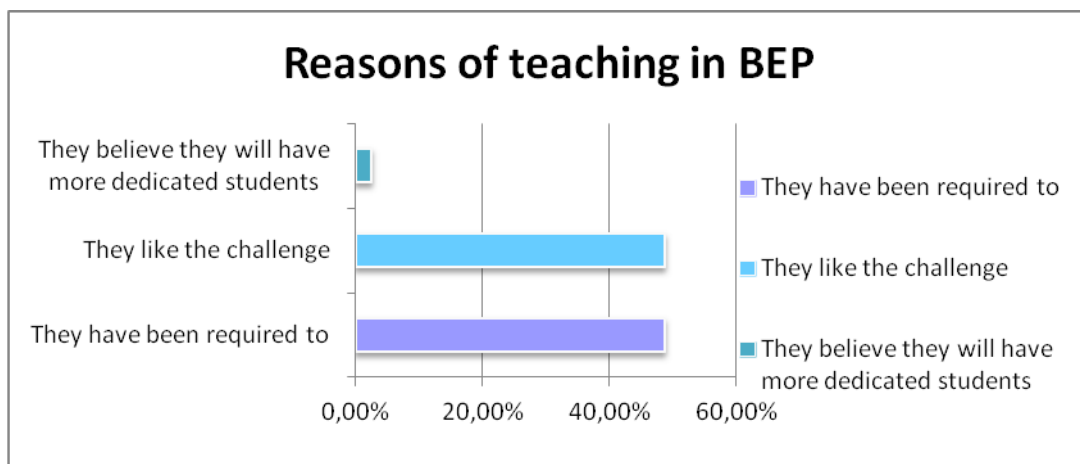
Many teachers have been required to (48,78%); approximately the same that have joined BEPs because they like being challenged (48,78%). Just a 2,44% believed that her main reason to choose this teaching was that she would have more dedicated students than in the regular programme.

**11) Are there any fixed criteria in your school to choose the bilingual section teachers?**
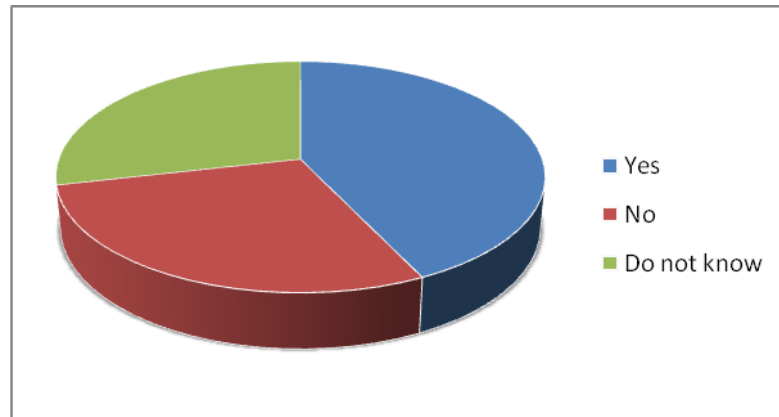
42,86% of the survey respondents answered positively while a 28,57% recognised that their schools did not have clear criteria to assign teachers for BEPs. Moreover, some teachers do not know the answer (28,57%).

12) **In your opinion, which is the 'easiest' subject to be taught in English?**
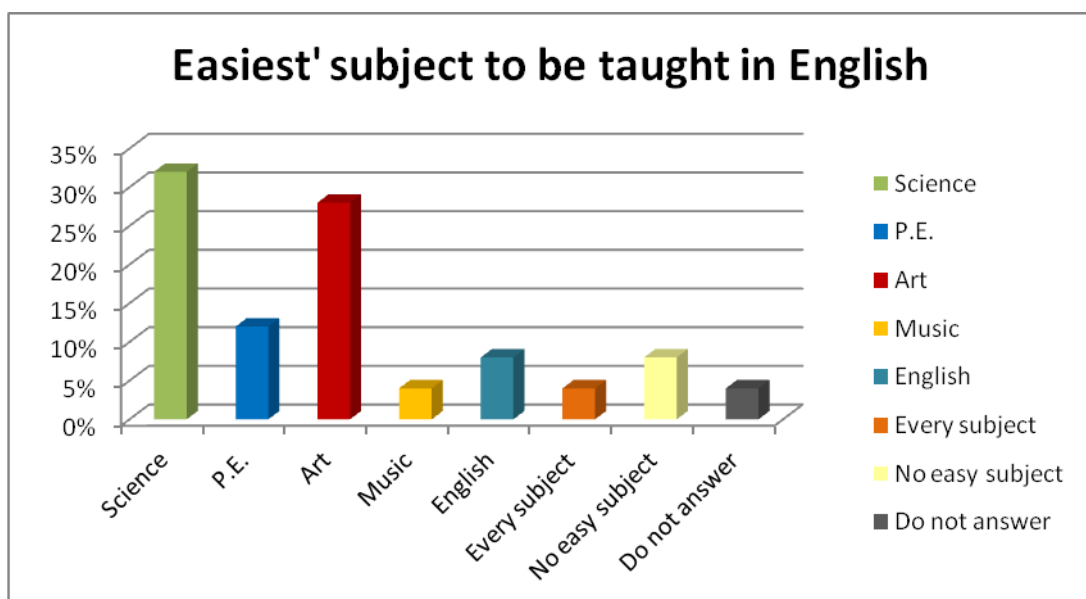
The majority agrees that Science is the 'easiest' subject to be taught in English (32%) together with Arts (28%). Physical Education comes next in the list (12%). 8% believe that English is the 'easiest' one and the same percentage recognizes that there is no easy subject. Finally, only 4% opts for Music. A teacher thinks that all the subjects could be carried out in English (4%) and there is another who did not provide an answer to the question (4%).

13) Should there be more subjects included in your school's bilingual programme?
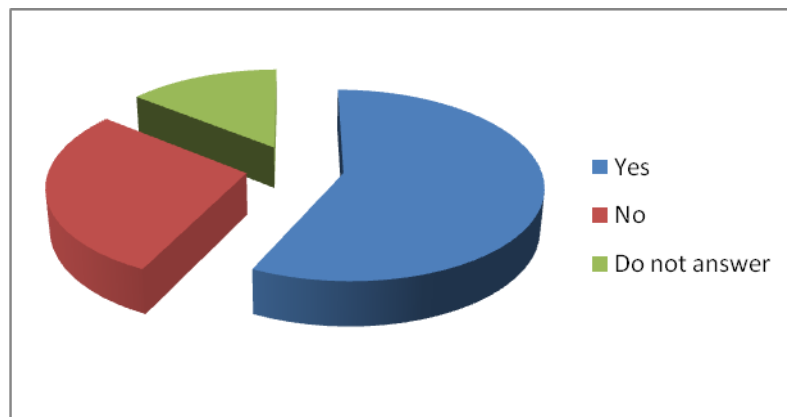
Most of the teachers (57,14%) believe there should, whereas 28,57% answered negatively. Only 14,29% did not answer the question.

14) Which aspects of teaching through English do you find more difficult?
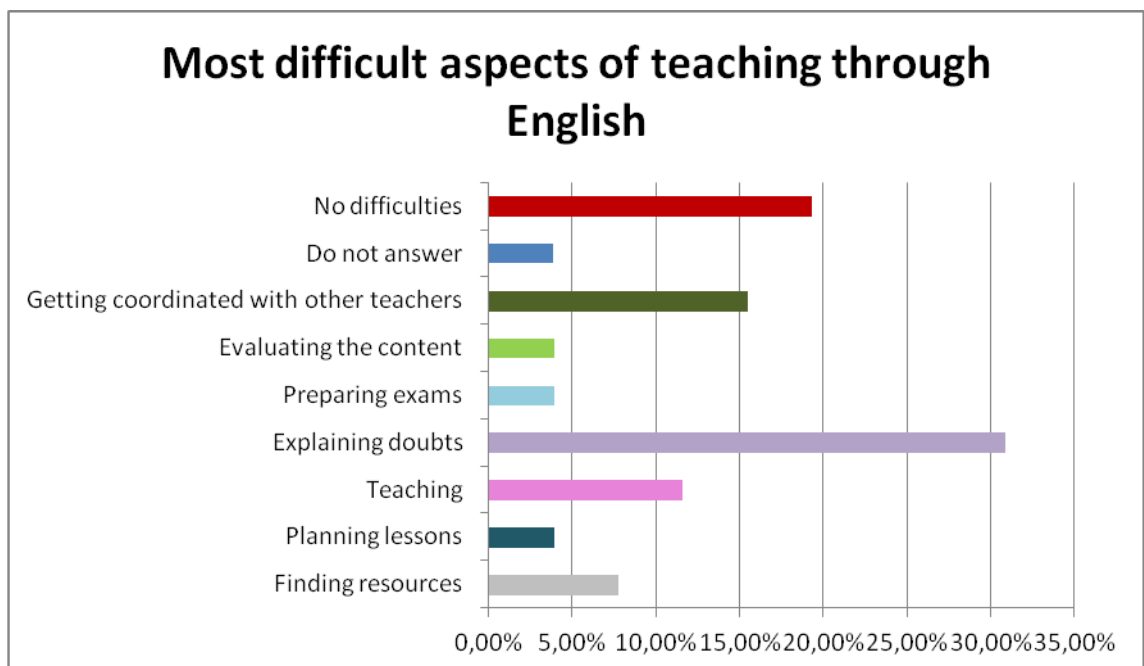
Again this is a multiple choice question, where survey respondents had to score from 1 to 5, being 5 the most difficult one.

30,77% share the same opinion: explaining doubts is the most difficult aspect. Next in the list, 19,23% do not consider any of the aspects difficult, and a 15,38% think that getting coordinated with other teachers is hard. 11,54% agrees that teaching itself is difficult, whereas 7,69% believes finding resources is a strenous and time-consuming task. 3,85% is applied to three other options: preparing exams, evaluating the content and planning resources.

15) What is your opinion on the textbooks that have been designed for bilingual teaching?
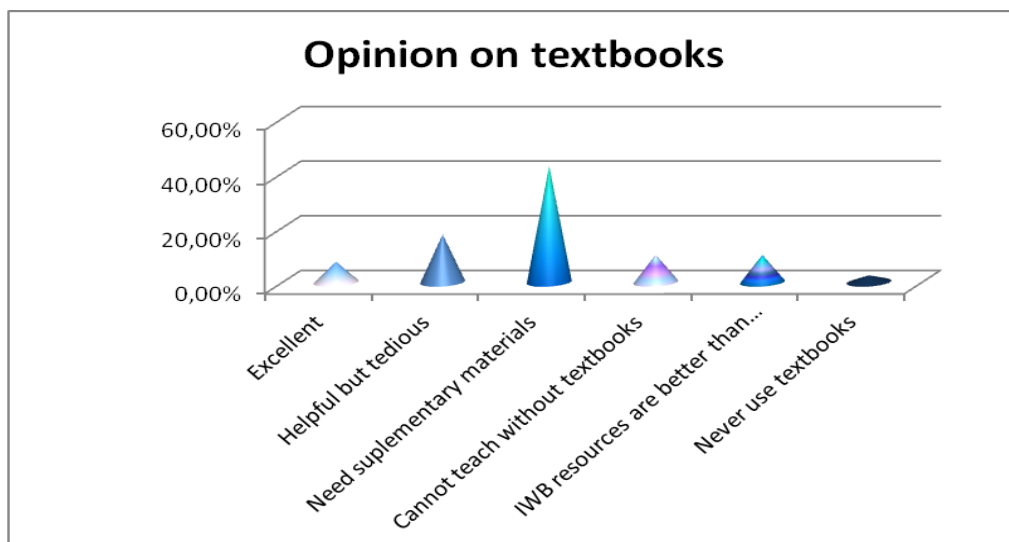
This is a multiple choice question that asked for a tick next to the applicable ones in each case.

Most part of the teachers need to prepare supplementary materials (42,5%). 17,5% think of textbooks as helpful but tedious and 10% usually elaborate all their materials on their own. The same percentage (10%) would not be able to teach without them and consider the methods' extra resources better than the textbooks themselves. 7,5% believe the textbooks are excellent and finally 2,5% never use any textbooks.

16) How do you evaluate your students?
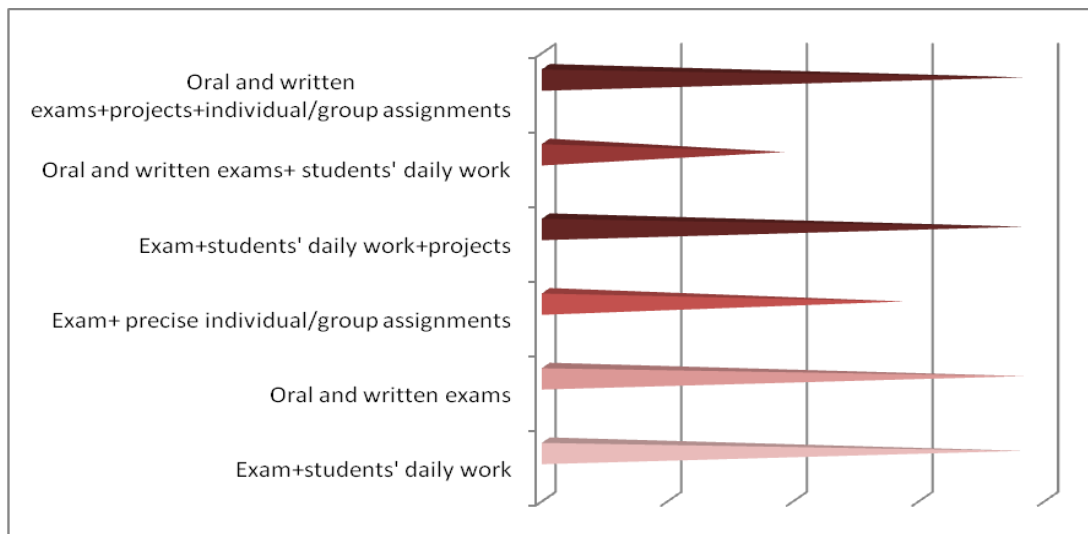
19,05% of the teachers agree that a combination of exams and students' daily work plus project-based learning are the best options to assess their students' progress. 19,05% recognises they do just oral and written exams for their students' evaluation, that is, the traditional way. The rest (19,05% as well) tests their students through exams and students' daily work.

It is interesting to notice that 19,05% include a different technique to evaluate their students: precise individual or group assignments, together with other testing strategies like exams.

17) Have you noticed any difference between students in bilingual programmes and others outside these programmes?

All the BEP teachers agree that differences can be easily noticed between these two types of students. BEP students do better in English than those outside these programmes.

18) Honestly, in your view, is this methodology effective?
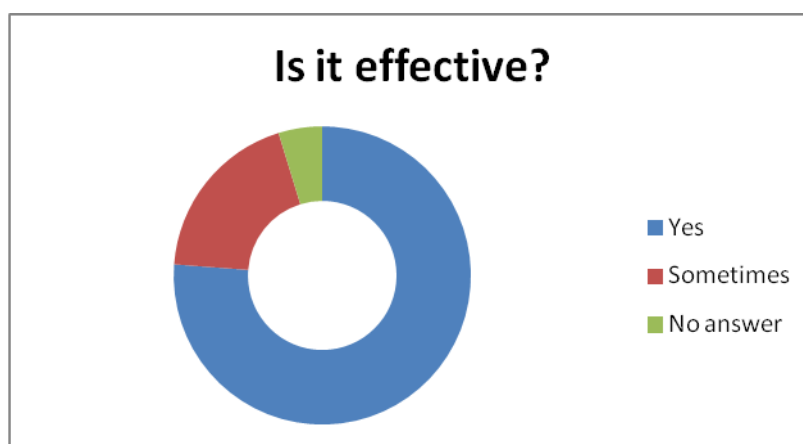
The great majority considers this methodology effective (76,19%), whereas 19,05% suggests that it is not always that effective. One of the teachers (4,76%) did not answer the question.

19) What challenges or problems have you faced while teaching through English medium?
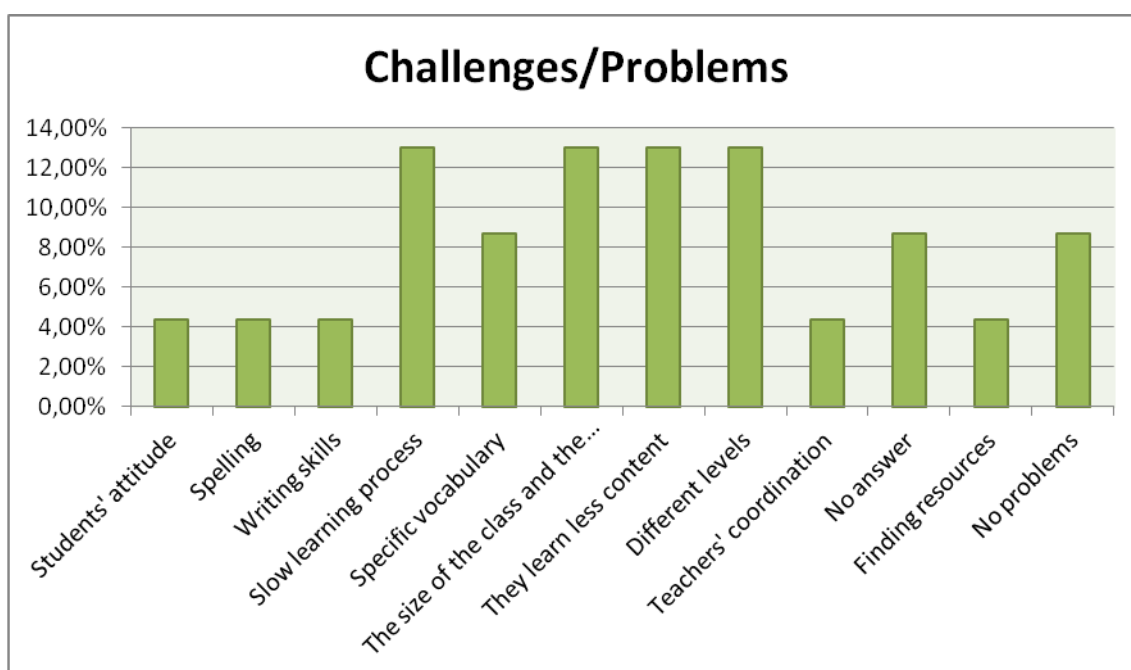
Here we have been given several answers: 13,04% think that children have a slower learning process and also that it takes a lot of time to explain contents to them. Also, 13,04% complain about the number of students per class (which complicates teaching and attracting their attention) and having students whose mother tongue is

neither English or Spanish in class. In addition, 13,04% of informers point at the difficulty in handling multilevel classrooms.

Another problem identified by respondents is not knowing all the specific jargon required while teaching (8,70%). Side by side with these, the same percentage of BEP teachers claimed not to have faced any unsurmountable challenge (8,70%) in their classes. Also, what is an advantage for some is considered a disadvantage for others; thus, 4,35% of the informers believe children's attitudes towards English could be engaging and highly motivating for some students but discouraging for others.

Finally, 4,35% consider that students get lots of spelling problems as a result of sidelining writing skills (because teachers tend to focus more on oral work). The rest (8,70%) did not answer this question.

20) Which approaches or techniques have you found useful to teach in the bilingual programme?
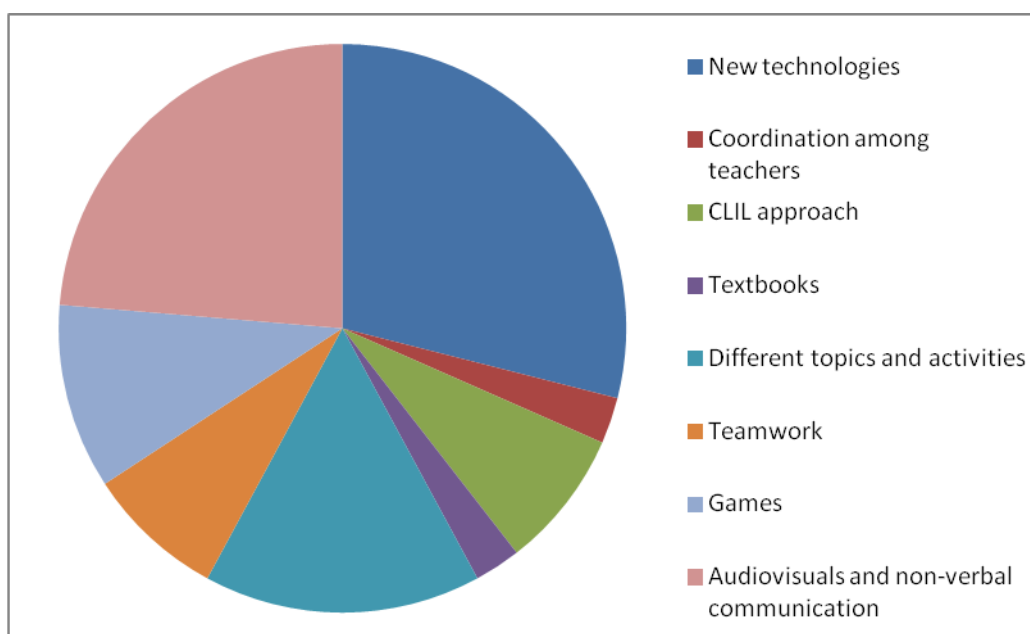
Several points of view can be appreciated in the graph. To start with, many teachers think of new technologies as helpful (28,95%). Following closely, a 23,68% represents those who consider audiovisual materials and non-verbal communication as essential teaching techniques in BEPs.

Moreover, 15,79% stands for teachers claiming that using different topics, materials and activities is the best technique; while 10,56% prefer games to engage children.

Furthermore, some teachers believe that the CLIL approach is essential to teach within BEPs, whereas the same percentage of teachers (7,89%) highlight teamwork as a relevant technique.

Finally, a 2,63 % percentage belongs to teachers who think that coordination among them is essential; the same rate of teachers who need textbooks.

21) What forms of information or training would you find helpful in order to achieve the greatest possible success in BEP teaching?

As it was an open question, we have also a wide range of answers as displayed in the graph:
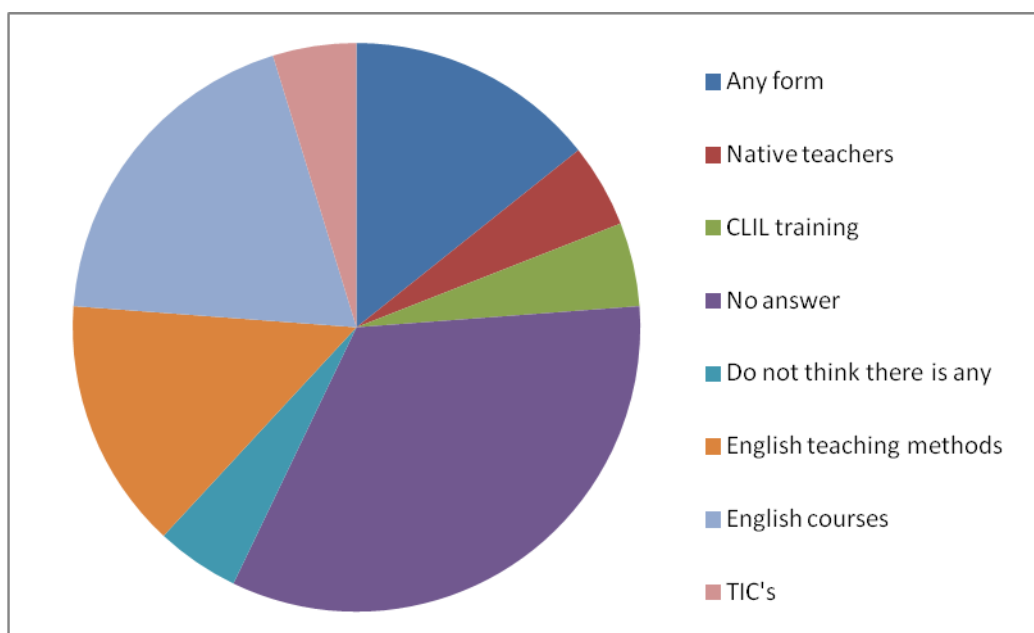
19,05% of the teachers would appreciate attending some English courses to improve their English, and 14,29% would find it helpful to receive some training focused on English teaching methods and resources. 14,29% thinks that any kind of information or training is welcome, whereas 33,33% did not answer this question.

On the other hand, some teachers claimed that the help of native teachers can guarantee success in BEP teaching (4,76%), while others (4,76%) have not yet found any training useful for their daily cares.

Finally, 4,76% would like to have some CLIL training and courses, and the same percentage corresponds to teachers who would rather follow courses related to new technologies.

4.3. Interpretations and implications

The percentages obtained in the question about BEP teachers' age range is a clear evidence of the current situation of the teaching profession here in Spain. Nowadays, there are more middle-aged people working in schools than younger teachers because of the staff reductions (in the context of the current financial crisis) and the limited number of vacancies and state exams to join the teaching profession. As a consequence, young people keep on getting trained, which can result in more solid professional foundations and more competitiveness. However, I believe a teacher gets better through experience rather than through so many qualifications.

This profession is typically associated to women. There are very few male teachers and we can see this represented in the previous gender diagram. This can illustrate the social tendency to consider women fit for those jobs related to socializing and educating functions.

Concerning the BEP teachers' mother tongue, they are all Spanish. This can be due to the fact that most of the surveys were carried in state schools whose in-service teachers had to pass state exams in order to get their current position. Just a few native speakers of English try those exams and they do not seem to be lucky enough to have good results as their teaching approaches are still very different from the Spanish ones. Usually, some native English speakers work in public schools as assistant teachers for a few hours per week, but it is far more common for native English speakers to work in private-owned academies outside the regular teaching system. There, they do not need so many qualifications as in schools, both state and semi-private (this condition is regulated by law).

Right now, after these few reflections on the answers to general profiling questions, I will check for other implications derived out of cross-examining answers.

Questions number 4 and 6 are related to each other. If your first training is that of a Primary teacher, you normally end up teaching off-BEP areas together with BEP subjects, not English. On the other hand, if you are specialized in English Language Teaching, you are highly likely to be in charge of teaching just BEP content-subjects together with English language.

Looking at the polled teachers who are younger than 30, it could seem obvious that they have less experience in BEP teaching because they have been working less school years. This is not the only feature they share: they all agree that Physical Education or Arts should be included in their schools' bilingual programme since they consider them easier subjects to be taught in English.

However, what I think is they have not acquired enough experience in these programmes yet. So they judge from inexperience. If I had not done this research, I would not have changed my view and I would have basically agreed with them. I am, as well, in favour of including Arts and P.E. in the bilingual provision but my reasons are different from theirs. I would like to promote bilingualism and for that, more subjects taught in English should be included in the school bilingual programme. Not just because they are "easy" we should include them. We can include one "easy" subject to encourage the kids' motivation and self-confidence, but we cannot eliminate Science because it provides students with a huge amount of vocabulary and what we want is that they could be exposed more to a second language. So if we only taught Arts or P.E., the vocabulary and grammar structures would be very limited (less teaching sessions per week than Science) and, at the end, they would not learn so much English as in Social or Natural Science.

Focusing on the teachers who are older than 50, it has been quite surprising for me that most of them have done some additional training to teach through CLIL or in the bilingual programmes. I would expect they did not have this specific training as it is a somewhat "new" methodology and they have taught for many years without it. I think this is an excellent point because it implies that teachers are deeply committed to lifelong learning and being updated to the new methodologies. Thanks to the regional budget intended for the training of state schools teachers, the EU recommendations as to lifelong learning can become true.

The Teaching Support Centres (CPR in Spanish) are the training providers of in-service teachers at state schools mostly, leaving no room for semi-private schoolteachers to officially update their training. In this context, the latter have to apply for courses elsewhere. This is why online English language refreshment courses or English courses related to CLIL (abroad or with native speakers here in Spain) have become so popular among them.

Furthermore, the majority of these teachers believe that there should not be more subjects included in the bilingual programmes. They have further experience and most of them coincide on having to prepare supplementary materials. So, including more subjects would be adding extra work and no time to plan lessons. This, maybe, will be possible if textbooks and resources improve and as a result, the employed time in finding and designing materials is reduced. Also, in my view, it would be amazing having an assistant teacher as in Great Britain, for example. It would save regular teachers a lot of time.

Cross-examining the questionnaires answered by teachers aged between 40 and 50, they agree on the techniques to teach in the bilingual programme. For them, using new technologies such as smart boards and Internet resources is the most beneficial technique to motivate the students within BEPs.

The next stage in my analysis will be comparing the results obtained in the semi-private schools and the answers from the state schools.

With regards to the aspects they find more difficult while teaching through English, the majority of the teachers working in a semi-private school agree that explaining doubts to students is the hardest part of every lesson; whereas getting coordinated with other teachers seems not to be such a serious problem for them.

The reason behind this may be the time they spend together in several meetings during each academic year. This enables them to discuss and decide who is going to teach in the different grades. Consequently, they become organised in a coordination-fostering way.

However, for state schools this is the most difficult aspect. Normally, every year, teachers change school either because they are temporary workers or because they

have not yet received their own permanent school post (this is achieved through some years' teaching after having succeeded at the state exams). Very few of them have a permanent position so relationships between them could be more distant, not as close as in semi-private schools. Moreover, only the permanent ones can choose the grade they would like to teach while the new teachers changing school are just left with the remainder that nobody else at the school wants. This can easily complicate coordination.

Concerning the way BEP teachers evaluate their students, I have to say that, in the semi-private school, exams and observing students' daily work take preference among other options; while in the state schools, teachers combine different testing ways, most of them including project-based learning results in their students' assessment.

To conclude, I believe I have covered all the objectives set when I started my research for this Final Master's Thesis. Firstly, I have acquired more knowledge about the professional training of the teachers, with gratifying results for me. Secondly, I have investigated whether bilingual programmes are effective or not by asking those professionals in daily contact with BEP students. According to both the teachers' opinion displayed in the graph results, and the theoretical framework, it seems that they really are. Thirdly, I have found out the challenges these teachers have faced while teaching content subjects through English. The results obtained could be generalized to give the reader a quite detailed panorama of how BEPs work and, what is more, the professionals behind them, their concerns and voices.

5. CONCLUSIONS

I have articulated this concluding section into two parts, of equal importance to me as they contain all the stages I have gone through during the elaboration of my Final Master's Thesis.

In the first place, some self-assessment to state the difficulties I faced. To start with, I found it hard to express myself when I had to analyse data from questionnaires, because there was some technical jargon unknown to me. Furthermore, the complete

process of designing, passing, analysing and producing the results of the questionnaire took more time than expected. I had it arranged and reorganized several times until it met my own standards.

Despite it was hard work gathering all the information and getting the questionnaires answered (because I did not obtain an answer of the ones that I send by email in a first round, so I had to go for a second round in person, from school door to school door), it was worth it. I have learned a lot through writing this Thesis thanks to the theory used as a framework for my research. As well, the teaching placements of this Master's Degree contributed to widen my perspective of the bilingual programmes from the inside. Also, the subjects that I have studied in this master helped me so I did not have to start from scratch: I had some knowledge previously acquired.

Now, looking at the whole work I admit being satisfied with the final outcome. I have answered all the questions that initially came to my mind. Moreover, I learnt many other elements which I am certain to use as a BEP teacher to be in a very near future.

In the second place, my reflections on various aspects concerning CLIL, bilingualism, and the effectiveness of BEPs.

First of all, I have been persuaded into the reasons why we should use the CLIL approach. You do not need to wait until children internalise enough language to check their progress. Students are deeply engaged from the moment you start applying it, because it involves bringing fresh topics into the classroom, as well as realia, and learning things which can be applied to everyday situations. Children respond well because they observe that what they are learning may be used to communicate with other people around. Moreover, as CLIL promotes bilingualism, children are practicing the language all the time, becoming a natural performance and taking pressure off. (Hood and Tobutt, 2009: 210)

Learning a language is a continuous process. We should not teach content in a rigid topic-based context because there are structures and vocabulary that are not topic-transferable. As a result, children are not certain about what they actually know.

Consequently, we, as teachers, should monitor their learning and enable them to perceive their own progress. At the same time, we should take assessment as a tool for making their future learning opportunities as good as possible.

However, monitoring is a complex practice. "*When considering how to assess language more formally we usually break it down into separate skills and so find ways to test specifically listening, speaking, reading and writing*" (Hood and Tobutt, 2009: 169). We should avoid doing this because we are separating the language from its real use. Moreover, when evaluating content, we need to be aware that children understand more than what they can produce. Consequently, teachers should combine different assessment methods to measure children's progress correctly and accurately.

Also, peer and self-assessment should take place in the class to help children to become aware of their learning progress. It is necessary to provide criteria so as they could judge themselves or their partners the right way. Lastly, we should provide feedback while doing any activities in class rather than simply correcting. Focusing on key items, suggestions, encouraging messages, and comments about how to improve and so on, are very important. Everything must be a part of their learning process.

In addition, we should reflect on our performance as teachers. For children to learn effectively within the bilingual programme we need to analyse common and repetitive mistakes but also our own teaching style.

Furthermore, as classrooms cannot be customised to suit all the distinct learning preferences of the pupils within it, we can investigate on our students' background when they struggle with a subject or have little interest in it. Besides, it is important to handle different approaches, above all those that set up a motivational and participatory basis for the majority of the learners. Examples of these could be using comprehensible input (which implies immersion contexts where, if the conditions are right, students could acquire language simply through being exposed to it). And also, having in mind Krashen's affective filter hypothesis (1988), which encourages teachers to look for personal features which may directly affect our students' learning and their ability to communicate; or even the Project Based Learning approach, among others.

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7. APPENDIX

QUESTIONNAIRE FOR B.E.P. TEACHERS IN ASTURIAS

First of all, this information will be treated confidentially and will not be published. Thank you very much in advance for completing this questionnaire. It will be really helpful for me regarding my Master's project. I highly appreciate your time and attention.

1. Circle your age range:

Younger than 30   Between 30 and 40   Between 40 and 50
More than 50

2.   You are…

Man   Woman

3.   And your mother tongue is…

Spanish   English   Other (please, say which) _____

4.   Are you dedicated to bilingual programmes or do you teach also in other areas?

5.   How long have you been teaching lessons in bilingual sections?

6.   Which is the teaching area you are specialised in?

7.   Do you have any specific training in CLIL or bilingualism? In affirmative answers, please, write down which additional training you have done.

8.   What is your CEFR English level? Which qualifications have you achieved to get your current level?

9.   Once you have achieved that level, have you continued studying English? Tick as many options as needed in your case.

- Yes, I have done some online language courses
- Yes, I have attended some language courses
- Yes, I have participated in oral off-classroom events/activities
- Yes, I have had a personal native teacher
- No, I did not have enough time for that.
- No, there were not any such facilities in my town/neighbourhood
- No, I am not interested in any more language courses

- No, I believe that the only way to improve my language standards is spending some time in an English-speaking country.
- Other (please, say which):

10. Why are you teaching in the bilingual section? Tick all the options that apply.

- I have been required to
- I like the challenge
- I am a native with good qualifications for it
- I believe I will have more dedicated students
- Nobody else at my school was interested in that teaching

11. Are there any fixed criteria in your school to choose the bilingual section teachers? If so, say which.

12. In your opinion, which is the 'easiest' subject to be taught in English? Why?

13. Should there be more subjects included in your school's bilingual programme? If so, which ones?

14. Which aspects of teaching through English do you find more difficult? Please give a score from 1 to 5, being 5 the most difficult, to the following statements:

a. Finding resources

b. Planning lessons

c. Teaching

d. Explaining doubts

e. Preparing exams

f. Correcting exams

g. Evaluating the content

h. Getting coordinated with the other teachers

15. What is your opinion on the textbooks that have been designed for bilingual teaching? Tick the ones that apply in your case.

- They are excellent
- They are helpful but tedious
- I need to prepare supplementary materials
- I cannot teach without them
- Their extra or IWB resources are better than textbooks themselves
- I never use textbooks

- I do all my materials on my own

16. How do you evaluate your students? Tick the options that apply

Written exams only	Oral and written exams
Exam + students' daily work	Exam + precise individual/group assignments
Projects	Other (say which): _____

17.   Have you noticed any difference between students in bilingual programmes and others outside these programmes?

18.   Honestly, in your view, is this methodology effective?

19.   What challenges or problems have you faced while teaching through the English medium?

20.   Which approaches or techniques have you found useful to teach in the Bilingual program?

21.   What forms of information, advice, support and in-service training would you find it helpful to receive, in order to help you achieve the greatest possible success in BEP teaching?