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The bilingual program as an element for the development and acquisition of the intercultural competence in Primary Education.

El programa bilingüe como elemento para el desarrollo y adquisición de la competencia intercultural en Educación Primaria

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1.   Introduction

Interculturality is an essential concept to understand our current educational and social context; developing bilingualism in the schools has not only the aim of fostering students' communicative competence in a foreign language, it can be also taken as a useful tool to improve children´s cultural awareness. Due to the current moment of curricular change, in a national context as in regional one, I have decided to analyse this new curricular framework on bilingualism in Asturias for researching on how we can use the bilingual programme to develop the intercultural competence. Bilingual education and intercultural competence are two concept which should be considered together due to the European Council recommendations and the 2030 Agenda goals for sustainable development (SDG).

Asturias has not been an exception, beginning with the "HabLE" programme during the current 2023/2024 school year, a new legal framework for bilingual sections.

If we want to define the current educational system, we may emphasize two relevant concepts: Plurilingualism and interculturality. The former, according to the Common European Framework of Reference for language, **CEFR** (2022), could be defined as a practice which stresses the dynamic use of multiple languages or varieties and cultural knowledge, awareness, or experience in multiple situations. The latter, according to Asante (1994) or Mody (2002) definitions, could be defined as the umbrella term for an intercultural phenomenon, beginning with real cultural encounter (pragmatism) to intercultural education and training (method), to enhance the intercultural coping abilities of people up to the reflection on the base of intercultural competence.

Both concepts have many links in common. Fostering these attitudes in the Primary Education is another indication from the European Council (2019), for this reason, I have chosen them as pillars to **justify** final dissertation.

So**, how can influence the development of intercultural factors in the bilingual programmes**? To answer this question will be the main aim of this essay, but first, we must set the context where this research is developed.

All the current educational scenarios are strongly influenced by **globalization**, this concept implies to adopt a worldwide view developing teaching-learning programmes. According to Al-Roldhan (2006), Globalization is a process that encompasses the causes, course, and consequences of transnational and transcultural integration of human and non-human activities. This view gives a perspective where educational professionals should not be aside of the world new influences or theories affecting their daily practice.

Working from an intercultural perspective turns into a curricular recommendation, so reflecting upon this approach is an interesting point to justify the selection of the topic of this final thesis dissertation.

If we attend to the main Spanish educational features, the concept of **cultural crossroads** is clearly presented. Society is made of people around the world, with different languages and cultures. Learning a second language is a consequence of living in this globalized world, and to adopt an intercultural point of view turns into a necessity. Learning practices should be adapted to the different contexts, so I would like to set some relevant concepts that will be useful to understand the objectives of my dissertation.

Before starting, let me introduce a question: What can we understand by intercultural features?

Attending to some conceptions of authors as Pulido and Montes (1997) or Besalú (2002), interculturality is an umbrella under ideas of improving multicultural approaches. The respect for all cultures, identities fostering the coexistence among different ones, will be the way to follow if we want to work on a intercultural point of view. However, children from different contexts, religions or cultures do not build all this mix of cultural factor into the school. If we consider socioeconomical gaps another barrier, we should research the concept of **Cultural Capital**. Bourdieu (2005) defends the idea of several values, knowledges, skills, and ideas are valued in a society; despite of having a job or enough economic status to live inside a society, a lack of some of these values,

implies a gap respect for other children with families where some of these aspects are well presented.

It is necessary to include this concept in our dissertation as another intercultural factor affecting to current educational system; belong to another culture it is not only the unique characteristic analysing intercultural features.

The awareness of this cultural framework in our educational system implies to foster the integration of the intercultural competence in our teaching practice, so the **relevance** of this topic is obvious if we intend to analyse current bilingual context in Asturias.

The Principality of Asturias is currently immersed in this curricular framework change process, where a new legislation to regulate bilingual programmes has been recently approved. Since 2015. Bilingual programmes were regulated by the Resolution of 4th June 2015, a legal framework with some regulations to the development of this kind of bilingual sections and not clear at all towards the interculturality or the chosen subjects. Currently, since this school year 2023/2024, the Resolution of 14th July 2023 (also called HabLE Programme) is the law of reference for bilingual sections on the Principality of Asturias.

Both ones will be analysed in detail in the following sections, however, as a summary, this new resolution has been created as a pursuit of improving student´s communicative competence in the foreign language. As a main difference to the previous legislation, we can appreciate the aim of the law of adopting an intercultural approach working on bilingualism, a concept completely missed in the previous law.

However, despite of the short life of this new law, some voices have showed their discontent toward the new framework: The Bilingual Teaching Association (2023), a Spanish foreign language teaching groups of experts, considers this new law lack of consistence and useless to solve previous problems.

As I said before, the comparison between both laws will be developed in the following sections, however, to introduce this particularity in our current educational context turns into a necessity for a better understanding of the objectives in my proposal.

Coming back to the beginning of this introduction, I have chosen this line of work because I consider adequate to tackle the analysis of the current bilingual education in Asturias from an intercultural point of view; once I began to reflect upon the most relevant paradigms of bilingualism, I realized that to adopt an intercultural point of view is a necessity to foster positive attitudes towards foreign languages.

The search of factors that support the fostering of bilingual programmes is still a necessity; some well-known articles as Pavón Vázquez. (2018) "La controversia de la educación bilingüe en España". *Tribuna Norteamericana, nº 26,* 20-27) seems that the Spanish society views towards bilingual education in a general view, being a useful perspective to cope with this issue,

Most of the critics to bilingualism are based on the teacher´s English level, a low level of content in favour of using foreign language, or the lack of extra-support for families.

In this article the author seems the wrong view of higher amounts of foreign language use during bilingual sessions; this does not imply a better level of language acquisition, in fact, the most necessary factor learning a foreign language is the input quality. For this purpose, the first step of any bilingual program should be to diagnosticate the level of student´s foreign language.

The society generalization towards bilingual programmes about neither content nor language is learned is lack of theoretical base; many studies highlight the benefits of learning content through a foreign language, being based on cultural, cognitive, or communicative evidence.

Bearing in mind these handicaps, to highlight the benefit of this kind of education would be one of the main goals of my final dissertation. Also, to highlight the benefit of adopting an intercultural approach when we want to foster the development of any bilingual program.

Showing students and teachers attitudes towards bilingualism is going to be only one step, because the most interesting thing I intend is to show how relevant may be fostering interculturality factors in these programmes.

Once I have showed why I have chosen this topic for my final dissertation, I would like to introduce the objective that I want to attempt.

Firstly, to define **what is intercultural education**, from the perspective of fostering **intercultural competence** in de bilingual areas. Taking as reference the idea of how positively interculturality affects learning a foreign language, I would like to establish how can we work from an intercultural perspective in the bilingual sections, as a search of learning success.

Secondly, to **analyse our current legal framework** about bilingualism; it is a fact that we are living a moment of change where Curriculum must be based on the Council of Europe and Agenda 2030 recommendations. For this reason, to establish a comparison between previous and current legislation can be an interesting task to look for intercultural aspect clearly presented in the recommendations previously presented.

Thirdly, to **analyse students and teachers attitudes** toward bilingualism. As I said before, positive attitudes to the foreign language are essential in order to guarantee a degree of success learning another language. For being aware of the current situation, after researching the legal framework, it is time to know the teachers and learner opinions, thus we could appreciate any lack or necessity on bilingual programmes for furthermore information.

Finally, the last objective will be focused on the **search of proposals for the improvement of bilingual programmes**. If we attend to the current context, and the information given by the questionaries and interviews, with the help of sharing other experiences, we can establish a set of proposals to improve.

After seeing the main interest and relevance of my dissertation, and to establish a set of objectives. I would like to show the structure of my essay. It has been based on the knowledge developed into the master subjects during the last two year, in a methodological and theoretical way.

To cope with these objectives, I have chosen the following **structure**:

- Study context analysing the students and the centre.
- Organization of all the collected data (questionaries and interviews).
- Results and conclusions at the end of the research.

I am going to start establishing **a theoretical framework** for placing my dissertation on this current moment. It is necessary to be aware of the legal changes where we are immersed in, so I will make a **comparison between both legal frameworks** (previous one and current in force) from an intercultural perspective. For this task it is necessary a good theoretical framework to establish and define key words on this dissertation as the concept of intercultural competence.

The established set of **objectives** will be also explained with more detail to specify the development of the planned achievements.

Once I have set all the theoretical framework and my dissertation´s objectives, I will show my selected **methodology**, where I have adopted a mix approach, carrying out questionaries to a group of children in a public school, from a city in Asturias, and making an exhaustive bibliographical and legislative revision too.

## 2. Theoretical framework/ state of art

2.1 Analysing the curricular framework.

As I said at the beginning of this essay, the current legal framework in Asturias related to bilingualism is characterized by a new law which has implies several curricular modifications. Not only laws on bilingualism have changed; all the legal framework for Primary Education in Spain has changed, and a new curriculum has come into force (The Organic Law on Education 3/2022 which modifies the Organic Law on Education 2/2006, or the so-called "LOMLOE").

Bilingualism in Asturias is widely spread across all the community, the first steps began in school year 96/97 when the agreement between the Ministry of Education and the British Council chose two centres from the Principality of Asturias to carry out a pioneer programme into bilingualism.

Figure 1

Schools into the Bilingual Programme.
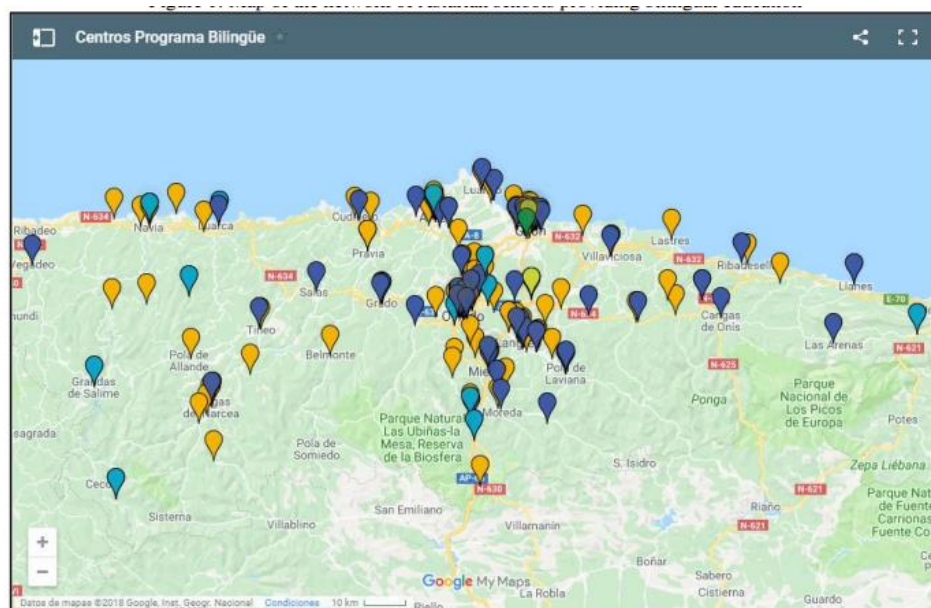
Source: Educastur, 2018.

We need to analyse both laws around bilingualism in Asturias for creating a clear context to develop my dissertation. The Resolution of 4th June 2015, and the current Resolution of 14th June 2024 (HabLE programme since this moment), have shown several differences. The most representative affecting this essay is the introduction of an intercultural perspective in the newest HabLE programme.

The previous law was a starting point for an autonomous community where bilingualism had been barely implemented in a few schools (only two). Despite of these two schools where British Council Convention (1996), bilingual programmes were not a reality until well into the XXI Century.

Before this regulation, only two schools in Asturias were immersed in a bilingual programme (Informe sobre el Programa Bilingüe en los centros docentes del Principado, 2016). One in Oviedo, an another one in Gijon, adopted since 1996 a collaboration to the Ministry of Education. These schools were chosen by socioeconomic criteria related to the school contexts. This collaboration between the schools and the British Council implied a strong collaboration among native English teachers and the possibility of following in an English-Speaking country the learners' studies at the end of the compulsory stage.

2.2 The Bilingual Programme in Asturias

However, until 2008 only a few centres were immersed on bilingual sections, commonly in an experimental way. It was in 2015 when a law, The Resolution of 4th June 2015, which established the first clear regulation to develop bilingual sections in schools around Asturias.

Since this moment, the number of primary schools developing bilingual programmes has been quite similar. After adopting this regulation, the Government of Asturias made a report to analyse in detail the development of this new legal framework. In this report, "*Informe sobre el programa bilingüe*" **(2016),** we can appreciate the way in which the programme was come into force, however, we cannot appreciate methodological reflections.

Inside the law we can also appreciate how should be managed the development of non-linguistic subjects in the schools, but we do not see methodological recommendations to cope with this way of teaching. We do not appreciate either indication towards the intercultural potential of adopting bilingual programs, where the main purpose of that sections is to improve the student´s communicative competence in the foreign language.

Different streams and legal approaches made this law incomplete during the following years; developing bilingualism in our current educational system implies to adopt several recommendations from the Council of Europe and the Common European Framework of Reference for languages (CERF) and the Council of Europe.

The former, the Recommendations of the Committee of Ministers to member States on multilevel policies and governance for intercultural integration (2022), clearly shows the importance of learning a foreign language on the equality, social integration or diversity management framework. These recommendations recognize the necessity of adopting an intercultural point of view for the current society, where coexistence among different cultures implies to understand different languages.

The latter, is another factor very representative of carrying out any educational program, being aware of the **17 Sustainable Development Goals**, inside the **2030 Agenda** environment, which recommends some tips to make more respectful and tolerant societies. Students on any compulsory level should foster these aims which are related to reduce poverty, fostering equality, increasing sustainability, or fostering partnership and peace and justice. This goals unequivocally imply to adopt and intercultural approach influenced by the necessity to understand other languages to rise coexistence.

Very accurate is to consider the following essay by the Common European Framework of Reference possibilities to foster interculturality into foreign language teaching. Dolmaci and Sezgin (2018), in their essay *Culture and the Common European Framework of Reference for Languages*, develops the huge number of possibilities that adopting the learning of a foreign language may suppose for any society. The authors emphasize the necessity of adopting intercultural approaches due to the composition of the current society made up by encounters of people coming from different cultures.

Learning a foreign language implies to foster positive attitudes to the foreign culture too, so the appreciation and awareness form different cultural background may be crucial to start the development of the student´s intercultural competence.

As we can see, all the previous indications to foster bilingualism incorporate the intercultural perspective in any programme. This view has been strongly showed in the elaboration of the latest Spanish educational law, the Organic Law on Education 29th December 2022. For this reason, since the school year 23/24, Asturias incorporates a new law where some changes have been applied.

The Resolution of 14th June 2023 (HabLE programme) implies a change in the way of conceiving the bilingual education in Asturias; the number of foreign language hours is higher and the recommendations to carry out the bilingual sections are more specific. Also, the teacher´s English level to develop these subjects should be higher (C1 level), being a previous society´s demand the low level on the foreign language by the professionals.

Despite of the intercultural recommendations previously seen, the Resolution of 14th June 2023, barely treats interculturality in its framework, so it could be a starting point to improve bilingualism in Asturias, but for this moment, is not enough on an intercultural perspective.

The new bilingual legal framework in Asturias (HabLE programme) has already found criticism among some groups of experts. It is the case of the Association of Bilingual Teaching, a group of professionals on bilingual education. In their report from 2023, they show their discrepancy with the ultimate bilingual law.

This association considers the HabLE program a missed opportunity of improving the bilingual education in Asturias, being the main aim of this programme the urgency for changing the law due to the national curricular modification.

This association also believes that dividing into three the programme attending to the number of subjects being developed in English language only makes discrimination among the students and detracts the main aim of the bilingualism: fostering the development of student´s communicative competence on the foreign language.

The report pay attention to program aspect like its offer, how to teach it, groupings (take part of the bilingual programme is not compulsory), the evaluation

of the programme or the student´s possibility of being certificated on the foreign language.

In all these aspects the association finds lacks or needs, questioning the guarantees of last decree and highlighting the Asturias Autonomous "rush" of coming into force a new programme only based on the adaptation to new Spanish Educational Law and the Royal Decree 157 for the development of the Primary Education.

As we can see in this report, to foster an intercultural point of view could be also interesting in this programme for several reasons; one of them, to create a more positive climate among the teaching community, who consider insufficient their complementary training to develop this kind of programmes.

In the following graphic we can appreciate how the number of schools was increasing since the beginning of the agreement between the Spanish Ministry of Education and the British Council.

Figure 2

Evolution of the bilingual programme implementation
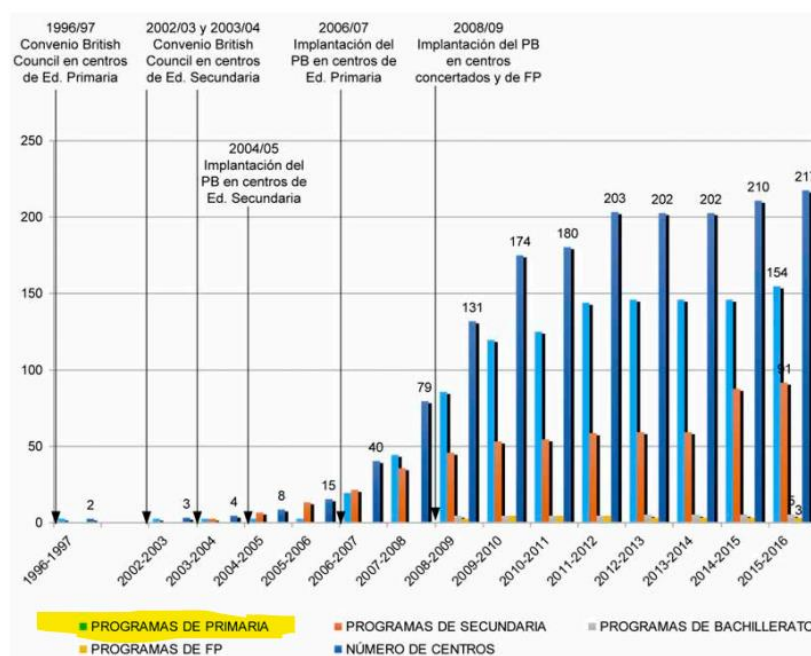
Source: Educastur (2016)

Nowadays, the numbers of centres are similar, despite of some negative attitudes from the school community, most of schools in Asturias develop non-linguistic subject in English language.

Once we have analysed how the bilingual programme has been implemented in Asturias, is time to answer some questions: Is Asturias a multicultural society? Is Asturias a community with poor indicators on English language proficiency?

These questions are so accurate for my dissertation, due to the necessity to know the student´s socioeconomical background when we want to analyse any teaching program.

As we can see in the following graphic too, Asturias is not a community with a high tax of foreign students. Around 10% of children in Asturias belong to a foreign country, being affected their coming by current international conflicts, as refugees. The most representative case may be Ukrainian peoples running away from the war against Russia, but most of these families are in similar situations, coming from North Africa or South America.

Sometimes, when these students arrived at the school, English language (under their level of competence) is the only means to communicate with them. The case of Ukrainians has supposed the use of English in many situations, due to the prominence place of English as foreign language in many European countries, being the Ukrainians one of these cases; The Autonomous Government of Asturias has also appreciated the necessity of fostering Spanish language among Ukrainian refugees, duplicating the linguistic immersion of this students.[1]

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[1] Radio Television del Principado de Asturias (2022). *Se duplica el número de alumnos de inmersión lingüística por la situación de Ucrania*. *https://www.rtpa.es/noticias-asturias:Se-duplica-el-numero-de-alumnos-de-inmersion-linguistica-por-la-situacion-de-Ucrania_111652609996.html*

Figure 3

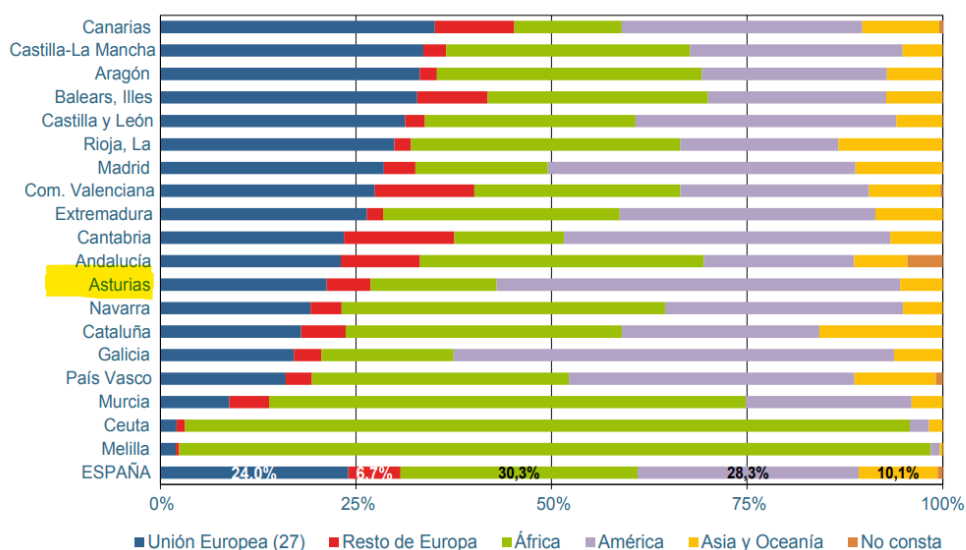*Foreigner student´s percentage in each community.*
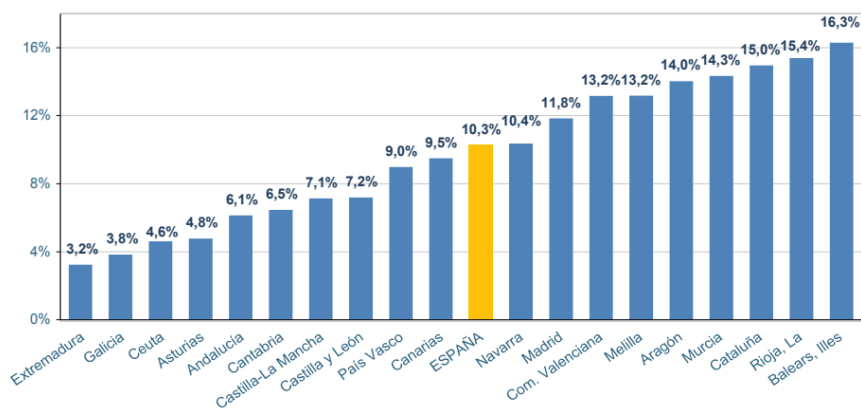
Source: MEC, 2023

In this other graphic we can appreciate how is made up the student's origin. Depending on their mother tongue, educational gaps may be more significant or not. For instance, students from a Spanish language country (America), will suffer les idiomatic barriers, despite of their level on foreign language competence. However, students from countries where neither English nor Spanish are spoken, as can be the case of African countries.

Another paradigm into de linguistic barriers among students has been the arriving of Ukrainian refugees, being students with no knowledge of Spanish, but with good skills on English language. It is not a non-strange phenomenon seeing students using English as lingua franca under their possibilities.

Figure 4

Student´s origin in Spain.

	Unión Europea (27)	Resto de Europa	África	América	Asia y Oceanía	No consta
ESPAÑA	24,0%	6,7%	30,3%	28,3%	10,1%	

Source: MEC, 2023

As we can see in the previous charts, Asturias is not one of the most heterogeneous territories in Spain. However, immigration is a current feature of every school. As we can see before, society´s efforts to reduce linguistic barriers of this kind of students is a fact; The Government sees the necessity to integrate these students, being this integrative approach quite extrapolated to the fostering of intercultural competence into de Primary classroom.

Not only children arrived from Ukraine suffer from a cultural change; any student from a non-Spanish speaking country means a barrier which must be considered. When we create positive attitudes to foreign students, we are working from an intercultural perspective. Children may realise that these students are not so different from them, in fact, when we discover ways of communicating together, cultural differences go to a secondary place.

If we attend to the society attitudes towards bilingualism, the process of continuous legal change is not a good point to reinforce adopting a bilingual education in Primary Education. All the legal changes do not cope with the

problem of immigration and integration in a realistic way, favouring negative attitudes among the society.

When a state must cope with an international emergency, integrative actions to foster coexistence seem obvious; however, to adapt de educative curriculum to these problems is not a fact. If we attend to Crystal (1992) theories on the second language acquisition field, we must show the foreign language cultural framework in a positive way to our students. If a student perceives a foreign culture in a negative way, he or she may develop motivational problems towards learning this language.
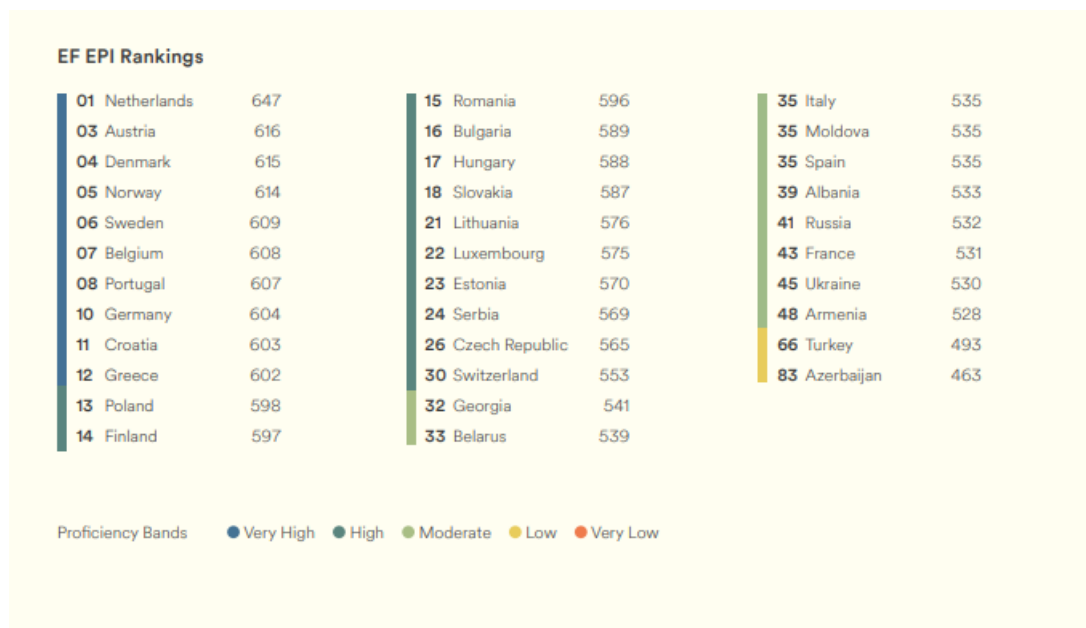
The David Crystal´s view is very useful to expose the main goal of this dissertation: to foster intercultural competence for improving motivation towards bilingual programs. When children see the necessity to communicate with foreigners to develop intercultural attitudes; only being possible this attitude under an umbrella of tolerance and respect.

Also, any educational law or program, needs the society´s support to be successful. One of the main handicaps of bilingualism has been the society distrust as I said in the beginning of this essay. Some authors, as Guzman Munita, (2011), have exposed the importance of a school getting support from all the social agents. This author exposes how important is for the future societies the educational influences on the students, so we cannot miss the fact that education is always a social phenomenon, and we are living in a society that need of plurilingualism and intercultural views.

In contrast to some Spanish society attitudes, Spain is not a country with poor indicators for using English. Attending to the International English Proficiency Index, we are close to the European average, being or poor indicator strongly related for the heterogeneity of our society. As I said before, linguistic barriers make the starting point for many educational gaps.

Figure 5

International English Proficiency Index

EF EPI Rankings

01	Netherlands	647	15	Romania	596	35	Italy	535
03	Austria	616	16	Bulgaria	589	35	Moldova	535
04	Denmark	615	17	Hungary	588	35	Spain	535
05	Norway	614	18	Slovakia	587	39	Albania	533
06	Sweden	609	21	Lithuania	576	41	Russia	532
07	Belgium	608	22	Luxembourg	575	43	France	531
08	Portugal	607	23	Estonia	570	45	Ukraine	530
10	Germany	604	24	Serbia	569	48	Armenia	528
11	Croatia	603	26	Czech Republic	565	66	Turkey	493
12	Greece	602	30	Switzerland	553	83	Azerbaijan	463
13	Poland	598	32	Georgia	541			
14	Finland	597	33	Belarus	539			

Proficiency Bands   ● Very High   ● High   ● Moderate   ● Low   ● Very Low

Source: EPI, 2023

However, also exists differences among communities. According to CERF indicators, heterogeneity in the student´s origin make a gap in the foreign language proficiency indicators. Children with a lack of domain of Spanish have difficulties to communicate, being more important these difficulties when these children do not know Spanish or English.

Our community, Asturias, show an index on the top of the Spanish indicators, being on high levels like the European average. This condition implies a strong reason to reinforce the use of bilingual programs, because we can find communities with high indicator of English proficiency. If we attend to the communities with poor indicators, are characterized by the immigration, so undoubtedly, we must foster intercultural competence among students to reduce the educational gap on foreign language proficiency.

Figure 6

Spain´s EPI ranking

Source: EPI, 2023

The **concept of interculturality** is essential to understand how relevant is to learn a foreign language in Primary Education.

In this dissertation will be treated since a bilingual point of view, in other words, how to develop intercultural competence through the bilingual programme subjects. CLIL principles (Coyle, 2008) are also based on a cultural perspective of the foreign language as a key concept to attaint communicative competence in that language. Also, authors as Crystal (1992), highlights the necessity of fostering positive attitudes towards the cultural background of the foreign language, because if a student perceives a foreign culture in a negative way, this will also affect to the process of foreign language acquisition; this phenomena could be also extrapolate to the fostering of positive attitudes towards cultural differences among the students, favouring a climate of tolerance and respect into the school.

Intercultural competence consists of the skill of negotiating the cultural meanings and to act communicatively with efficiency according to the participant´s multiple identities. This concept links to the first aim of teaching a foreign language: The acquisition of student´s communicative competence, bearing on mind, this cultural dimension.

Other ideas that support the main idea of this essay are developed by Velazquez Aguado (2002), where the author considers the capacity of interpreting social phenomena, reconsidering the own culture from the relation to other different ones or to facilitate the acquisition of knowledge about other social groups, as essential skills to attaint student´s intercultural competence.

If we take as reference the current curriculum, the Royal Decree 157/2022, or the Decree 57/2022 for Asturias, the Foreign Language area promotes this kind of purposes. Also, the *HabLE program* includes this cultural aspect when we develop subject on a foreign language.

The development of cognitive, emotive, and practical competences is also necessary to complement the acquisition of the intercultural one. Furthermore, considering CLIL principle of **the 4C´s** is essential to justify any bilingual plan. Coyle (2002), establishes that the CLIL methodology (the most widespread approach on bilingualism) should focus on cognition, content, communication, and culture, being these the basis for a good teaching process and the attainment of learning outcomes.

The current education law makes a lot emphasize on fostering this aspect through the concept of intercultural competence but, **what do we understand by intercultural competence?** Bearing in mind the current curriculum´s principles of learning by competences, it is necessary to analyse interculturality considering it as another curricular competence.

The first step to foster intercultural competence is to address cultural diversity as an enrichment rather than a scourge or a disturbing element in the school daily life (Juliano, 1993). Teachers should foster almost four main goals in order to attain intercultural competence in the Primary classroom; fostering **intercultural positive attitudes, to improve student´s self-esteem, to foster student´s coexistence and cooperation and to foster student´s equal opportunities** (Jordán and Castella, 2001).

Many of the principles which define intercultural competence are closely related to the development of bilingual programmes. In both ones, integrating students from different cultures, or teaching content using a foreign language and its culture as a means, creating positive attitudes towards them.

Some of these principles are summarized by Muñoz Sedano (1997) or Goicoechea (2005): **To foster equality, respect, pluralism, or cooperation (also towards a foreign language), to recognize positively other cultures or languages and its necessity into the school or society or a teaching staff with a good training.**

Thus, for the development of intercultural competence on of the best ways is to attain to the intercultural context from the territory where the school is located in.

2.3 Case study: Examples

Leiva Olivenza (2012), is a **good guide to see how to foster intercultural competence among our students**, to favor coexistence and other teaching indicators related to proficiency or quality factors. This author analyses the province of Malaga, perhaps more heterogeneous in the origin of the students than Asturias but showing examples useful to extrapolate to other contexts.

I am going to expose a summary of some cases where highlighting intercultural perspective in non-favor educational contexts has been taken as positive evidence for improving teaching effectiveness.

Using as main instrument interviews with families and other school community members as students or teachers, the author synthesis the problems around intercultural communities in several factors.

Immigrants or ethnic minorities constitute a big part of the families in the studied schools; less favor social groups used to be characterized by economic and social problems, being a more propicious climate for conflictive situations and social lack for accessing to some basic resources.

Most of the questions are focused on the coexistence and the school climate, where many of the conflict come from problems out of schools and helping the improvement of educational gaps among the students less favor.

In these schools around 30% of students are immigrants from Africa and South America, and other minorities, as gypsy ethnic, supposes the other 55% of the students, so we have a big multicultural school, quite different from most the Asturias school contexts.

A basic aspect using for the author to develop the research is **to consider the conflict as a learning tool into the educative centers**: make the teacher aware of the fact that conflict may imply learning.

To adopt this view of using the learning potential of conflicts, implies to distinguish among the nature of these conflicts.

On the one hand we could find explicit conflicts, divided into the intercultural, schooling, familiar or social context. Examples of these conflicts would be linguistic communicative problems (students with non-knowledge of the language), late incorporation to the educational system, racisms or curricular (students with problems on their curricular support by their families for several factors).

On the other hand, we find implicit conflicts, also developed through the four contexts previously mentioned. Here we could find behavior conflicts, methodological (during the development of some projects or following a certain teaching strategy), identitarian, emotional and institutional.

So, how to cope with this kind of conflicts? A useful approach would bear in mind four different perspectives for this task: The humanistic perspective, the critical perspective, the folkloric or romantic and the technical or rationalistic.

The humanistic perspective would cope with the problems from the prevention, fostering communicative strategies, improving social skills, teaching support and school plans or project helping the school community active participation.

In contrast, the critic perspective would highlight the conflict opportunity for the learning process, fostering cooperative learning, mediation, values education, and the implementation of projects to develop socioemotional competences.

From a more traditional point of view, the romantic perspective would try to avoid conflicts under any condition. An individual attention to students with problems related to conflictive would be the main procedure, and the activities to solve these conflicts would come from transversality into de school activities.

Like the previous perspective, the rationalist one would also try to avoid the conflict, assuming only the negative character of these situations for students'

development. The only way to prevent conflicts will be through an individual work with students or families with some kind of problem of difficulty in this field, and the school community will show an attitude of zero tolerance towards conflicts.

Establishing the most helpful attitudes in each perspective, implies that intercultural mediation could be one of the most useful techniques to cope with school conflict created from the multiculturality.

Serrat (2002), give some tips for developing mediation from an intercultural perspective, some of these procedures would be:

- To promote the positive management of school conflicts using the intercultural dialogue.
- To facilitate cooperative learning.
- To foster the understanding of cultural differences.
- To collaborate with the different educative agents to include the intercultural perspective in several areas like school plans, innovative projects or out of school activities.

Finally, the community participation is essential in an intercultural and inclusive school. Not only the bilingual teachers, also the school management teams, must develop these intercultural mediation procedures; a good coordination school-institutions like social services or city councils, are essential to promote an intercultural approach which helps to improve coexistence.

At least, but not less important, the same as teacher receive training on bilingual techniques or ICT´s use, intercultural techniques should be also trained before to be applied into school contexts.

Once we have seen a practical example of how could be developed this way of teaching in a school context, it is time to look for links between the fostering of intercultural competence and the fostering of bilingualism and positive attitudes towards the foreign language and its culture.

2.4 Cultural crossroads

In the previous sections we have made a distinction among students attending to their origin or socioeconomical background. However, in our current society that indicator may be incomplete to analyse the social differences on a society. The concept of "Cultural Capital", well defined by Piel Bourdieu in the second half of the 20th Century, is a useful indicator to locate educational gaps among students. This theory claims that some members into a society, accumulate some values, experiences, or knowledge according to their social position. Some of their values or status is reinforced by the Institutions, for this reason, people from another cultural background, less favoured or from another culture, will have a gap respect other people without attending economic indicators or similar; only focused on the place where you are born or who is your family.

So, attending to this concept we can explain possible needs or lacks detecting on the students, not only paying attention to the socioeconomical background.

When schools are going to carry out a bilingual plan, teaching efficiency must be taken into account; not only our current curriculum establishes this principle as first aim, thus the selection of any bilingual plan looks for an improvement on the foreign language acquisition level. As I said before, to foster positive attitudes towards the cultural background of the English language is essential to promote learning success. So, students who have context less favoured from a social or cultural point of view, would be offered with extra support, to reduce this gap as a result from their origin.

3. Study context.

3.1 Characteristics of the school

The school where I am going to develop my research is in an urban area of a city from Asturias.

It's a school with a number of students around 300, from a low-medium socio-economic background. Most of them live close to the school and have been part of the school since the beginning of their schooling period.

This school has been immersed in the bilingual plan since 2006, when they adopted to develop non-linguistic areas in English language. Both, teachers, and students, have been forced to dedicate an extra effort for working on this bilingual approach, the former due to the necessity of receiving extra training to carry out bilingual lessons, and the latter for the difficulty of acquiring basic knowledges in a foreign language.

The student´s origin is not too heterogeneous as in other Spanish educational contexts. In this school we find around a tax of 1/3 of the students from non-Spanish families, being most of them from South America, North Africa, and a few from Ukraine due to the current war on that country. So, this school does not apparently seem problems on the integrational field, being all the students on the same feeling of belonging.

Some complementary activities or others developed out of school are also carried out in English language, so the opportunities for using English language are improved through this approach.

In conclusion, this school tries to incorporate English in student´s daily lives, and most of the students participate in the bilingual programme, traying to reduce educational gaps.

3.2 Characteristics of the students

Year 6 students are very interesting to carry out this kind of studies where the long-term view is quite accurate. Since they began Primary Education, they have been involved in the bilingual programme, so they are the best possible group to analyse the effects of this way of teaching among learners. Also, they have known different classmates during many years, being this useful to determine their degree of valuation towards other school equals.

Students in the last year of Primary Education belongs, in part, to the following level. Their attitudes or feeling towards the educational system may be based on a feeling of "ending stage". For this reason, the current educational law (Organic Law on Education 3/2020 of 29th December) includes an apart called the "exit profile". This concept means that student on year 6 should have acquired some key competences at the end of the primary level, being some of them related to the acquisition of a foreign language and to develop the intercultural competence.

However, year 6 students are still children with their own school view; some of their attitudes or valuations about the school system may be incomplete, so their answers from any research must be always analysed bearing in mind their particularities.

If we want to analyse these students from a more scientific point of view, we can attend to Piaget´s child developmental stages (1962). This author establishes four stages for children´s development: Sensorimotor stage, from birth to 24 months; preoperational, from 2 to 7 years old; concrete operational, from 7 to 11 years old, and finally the formal operational, where children go from the adolescence to the adulthood.

According to this theory, in our case, students on year 6 belong to a transitional stage, where some of them will be finishing the concrete operational stage and the other will be starting their formal operational stage. This fact means that we could find significative differences among our students, influencing the development of the questionaries. Students closer to the concrete operational stage may tend to carry out logical answers based on their daily life evidence into the school; whereas students more likely to the formal operational stage could

opt for a more scientific reasoning based on sharing different evidence and personal thoughts.

So, we could conclude if a good knowledge of the student´s features and some extra-data from their context should be essential to carry out any researching process.

4. Objectives and hypothesis

As I said in the introduction of this essay, the intended objectives should be explained more in detail for helping their understanding.

Firstly, the concept of **intercultural competence** implies to adopt a new approach for working on cultural diversity into the Primary Education. To define this concept is essential to incorporate this view into our teaching proposals, being the bilingual programmes on of the most accurate curricular aspect where this view may imply an improvement on teaching effectiveness.

New approaches are in a transitional moment where societies tend to adopt intercultural views rather than the previous multicultural view. Intercultural competences are closely linked to 2030 Agenda and its 17 Objectives for Sustainable development and the 21st Century Challenges, two essential streams influencing the creation of the newest Spanish educational law (LOMLOE).

Once I have set this basic concept for the development of my final thesis dissertation, it is time to explain the second objective: **To establish an exhaustive analysis of the current legal framework for bilingualism in Asturias.** The current 23/24 school year has been the starting point of the HabLE program, a new regulation to develop bilingual sections in Asturias based on the necessity of adequation the Asturias curriculum to the new Royal Decree 157/2022 for the Primary Education in Spain, and "LOMLOE" principles. This new law could have been the starting point for an intercultural approach on bilingualism in Asturias, however, it barely seems any section dedicated to the intercultural competence and the development of student´s communicative competence on English language from the bilingual sections.

The third objective implies **to know students and teacher attitudes** towards foreign language teaching and bilingualism.

One the one hand, it is interesting to know student´s perceptions about their learning process on Foreign Language; the collected information might not be representative to analyse the development´s degree of the bilingual programme, however it is a good indicator of student´s motivations for learning and using with

a aim the English language. In other words, students with good levels of motivational attitudes towards the foreign language could been, in part, because of the development of the bilingualism.

On the other hand, we find the teacher´s attitudes towards the bilingual plan in itself; to know their perceptions is essential to determine lacks or needs into this plan. If most of the answers would show similar outcomes, we could establish possible improving proposals.

The last objective will be focused on the search of **improving proposals**. Once we have analysed the current curriculum and the state of art of the current bilingualism curriculum, we could determine possible lacks on the development of the bilingual plans.

5. Methodology

This final dissertation is based on two main tasks. To search for ways of promoting intercultural competence in the bilingual sections, I realized that to know the current context of bilingualism in Asturias was a necessity, so I have developed the following task:

I have adopted a mix approach, based on the theories of Hernández - Sampieri (2014), Ary and Razavieh (1989) or Schumacher (2005), where I have made a questionnaire to the students (quantitative approach), and a set of interviews to their teachers and documental research (qualitative approach). The main goal of these two tasks is to know the perceptions of the school community towards the English language and the bilingual programme. I consider this process essential in my dissertation, because my final proposals must be formulated from an actual teaching – learning practice.

I have carried out **a review of the current legal framework** for bilingual programmes on Primary Education in Asturias, where we have compared the previous and the new laws. Establishing the starting point for bilingualism in Asturias on 1996, then, a first attempt for legal regulation from the bilingual plans in Asturias through the Resolution of 4th June of 2015, and finally, the current Resolution 14th June of 2023 (HabLE program) which barely includes intercultural aspects.

On the one hand, I have also made a questionnaire to 51 students in year 6 in a public school from Asturias, and an interview to the English teacher at this school. This task consists of making a questionnaire to each child with 20 questions following the Likert scale from 1 to 5 (being 1, totally disagree, and 5, completely agree). 16 questions of a total of 20), and 4 questions for multiple choice. This document has been adapted from a previous one.

Figure 7

Student´s questionnaire

			1	2	3	4	5
2.1	Me gusta estudiar inglés		❑	❑	❑	❑	❑
2.2	Me gusta hablar inglés		❑	❑	❑	❑	❑
2.3	Para mí es importante aprender inglés		❑	❑	❑	❑	❑
2.4	Quiero aprender bien el inglés		❑	❑	❑	❑	❑
2.5	Para mis padres el inglés es una asignatura importante		❑	❑	❑	❑	❑
2.6	Mis padres (o uno de ellos) saben bien inglés		❑	❑	❑	❑	❑
2.7	Saber bien el inglés es importante en el futuro cuando busco un trabajo		❑	❑	❑	❑	❑
2.8	Saber bien el inglés es importante para poder comunicar con gente no hispanohablante		❑	❑	❑	❑	❑
2.9	A mis amigos les gusta estudiar inglés		❑	❑	❑	❑	❑
2.10	Para mis amigos es importante aprender inglés		❑	❑	❑	❑	❑
2.11	Me gusta la asignatura de inglés en el colegio		❑	❑	❑	❑	❑
2.12	Para el colegio la asignatura de inglés es una asignatura importante		❑	❑	❑	❑	❑
2.13	El nivel de inglés de los profesores en el colegio es alto		❑	❑	❑	❑	❑
2.14	Saber bien el inglés es importante para poder viajar a países donde se habla inglés (como Inglaterra, E.E.U.U.)		❑	❑	❑	❑	❑
2.15	Saber bien el inglés es importante para poder viajar a otros países (usando el inglés para hablar con otra gente que tampoco son nativos de inglés)		❑	❑	❑	❑	❑
2.16	Me gustaría viajar a países donde se habla inglés (como Inglaterra, E.E.U.U.)		❑	❑	❑	❑	❑
2.17	Mis padres, o alguno de ellos, dominan otro idioma aparte del inglés	SÍ ❑ NO ❑					
2.18	Si la respuesta es sí, ¿qué idioma saben? Inglés ❑ Francés ❑ Alemán ❑ Otros ❑_____						
2.19	¿Cuándo estás en contacto con el inglés fuera del colegio? Clases particulares ❑ Con mis padres ❑ Nunca ❑ Películas ❑ Otras ocasiones ❑ Internet ❑ Música ❑ Viajes ❑ Otra gente (amigos/conocidos) hablando inglés ❑						
2.20	Cuál era tu primer contacto con el inglés Casa/Padres ❑ Otra situación ❑ Colegio ❑ Música ❑ Viaje ❑ Otra gente (amigos/conocidos) hablando inglés ❑						

Fuente: adaptación de Bergfelt, 2008

Source: Bergfel, 2008

On the other hand, I have made brief interviews to the teachers following a previous model. The interviewed teachers were five ones who have been immersed into the bilingual section during several years. These questionaries are composed of 10 questions where teachers express their opinions on the development of the bilingual programme through short questions in 2-3 lines. It an adapted document from Castillo (2012). In the following figure I show the used model given to the teachers.

Figure 8

Teacher's interview

> 1. ¿Desde cuándo lleva en vigor el Proyecto Bilingüe en el centro?
>
> 2. ¿Cuáles son las asignaturas relacionadas con el Proyecto Bilingüe?
>
> 3. ¿Qué tipo de alumnos puede acceder a la sección bilingüe?
>
> 4. ¿Qué ventajas y aspectos positivos ves para los estudiantes con la inmersión en la sección bilingüe?
>
> 5. ¿Qué importancia dan los estudiantes al estudio en la sección bilingüe?
>
> 6. ¿Muestran interés?
>
> 7. ¿El alumnado recibe algún tipo de acreditación homologada en la que consta los estudios bilingües cursados?
>
> 8. ¿Los profesores reciben algún tipo de formación como cursos específicos, cursos de inmersión lingüística en el extranjero, etc.?
>
> 9. ¿Cuántos profesores de inglés trabajan en el centro? ¿Cuántos profesores están implicados en el proyecto?
>
> 10. ¿Crees que la formación de los profesores del centro debería mejorar?
>
> 11. ¿El centro cuenta con instalaciones, recursos y profesorado suficiente para enfrentarse a proyecto bilingüe?
>
> 12. En cuanto al primer curso que se implantó el programa bilingüe 2007-2008 ¿se nota un cambio con respecto a esos alumnos/as que ahora están en 4° ESO?

Source: Castillo, 2012

Before developing in detail this section, I would like to refer to some articles to clarify the adopted view of my dissertation. A **mix approach** implies to be aware of the main differences between quantitative and qualitative approaches, to establish the best possible balance between both ones.

According to Hernandez Sampieri, et al. (2014), quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

The case of my questionnaire is focused on check the student´s attitudes in a global way, to avoid generalizations.

Qualitative methods, as the case of the teacher´s interview and the documental research.

The former let us to know the opinions and feeling of the participants in a closer way. In fact, we can take the risk of having subjectivism on the answers. However, a good legal and theoretical analysis about the situation of the bilingual framework will be the tool to avoid this risk.

The latter is essential to establish a state of start to cope with this issue related to the bilingual education context in Spain.

After reflecting upon the approaches on educational research as Hernández Sampieri et al. (2014), the mix approach (the "third way") may be the most suitable for the development of my final thesis dissertation.

In the following section I will show the used tools of my research.

In reference to the student´s questionaries, I would like to divide the answers in three main topics: Motivational attitudes, attitudes towards English language and the children´s foreign language cultural view.

6. Organization and data analysis

Once I compared the possible options to develop my research, I agreed with my master thesis director that these two ways based on a mix approach could be the most suitable method. Questionaries would be useful to attain objective results, in this case, student´s perception to learning a foreign language; whereas interviews would be useful to see closer opinions from teacher on the current Asturias bilingual education framework.

6.1 Questionaries

In the following section I will show the most representative answers in order to expose a general view from the student´s opinions.

To state, I would like to show a general view of all the answers, and then, to show a brief explanation of some of the results for each question.

To start we can appreciate the following overview of the positive attitudes towards the Foreign Language Area. Being 1, in the following graph, a lack of motivation towards English subject, and 5, a high motivational attitude. Indicator nº 1 would mean a complete level of disagree with the statement; indicator nº 5 would mean a complete level of agreement with the sentence. In the following graphic the percentages to each indictor would be 0% for completely disagree; 2% for indicator 2; 29,4% for indicator 3; 47,1% for indicator 4; and 21,6% for completely agree.

Figure 9

Student´s motivation towards FL subject
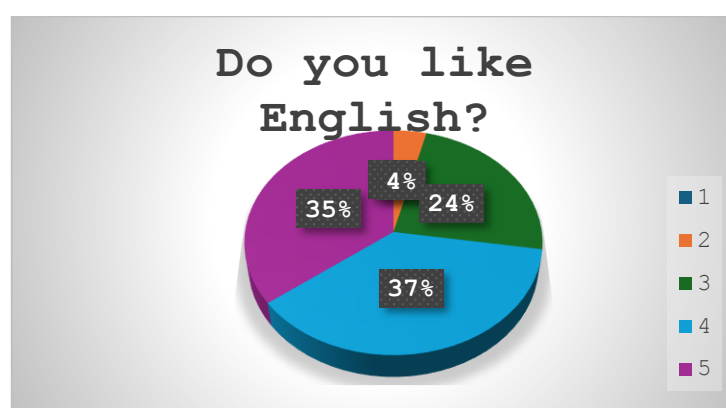
Source: Own elaboration, 2024

We can appreciate a relevant difference into the student´s answers when they express their opinions about their classmates. As we can see most of the students like English subject, however, when they think about their classmates view towards the foreign language learning. In the following graph we can appreciate this difference, being the percentages for each indicator the following: 2% for indicator nº1; 3,9% for 2; 58,8% for 3; 25,5% for 4; and 9,8 % for 5.

Figure 10

Student´s perception about their classmates' degree of motivation towards FL area.
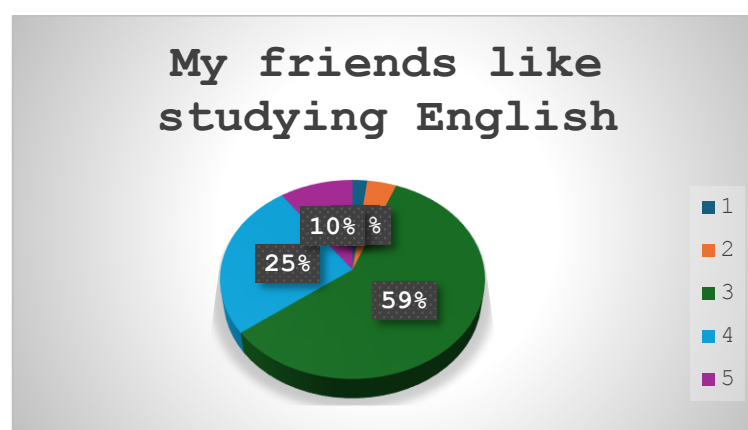
Source: Own elaboration, 2024

This discrepancy seems an interesting point for furthermore research, but in this essay, we are going to study in a global way the student´s motivational opinions.

The **motivational** view of this questionnaire, adapted from Bergfelt (2008), will be appreciated on the questions 1-4. In these four questions, most of the students show positive attitudes towards English language. In fact, the importance of learning English is clearly a relevant tip for them (66,7%).

The only question which shows more different opinions is about how much the like learning English do, but this is an aspect more related to extrinsic motivations towards children at school.

Figure 11

*Student´s motivational attitudes towards FL*
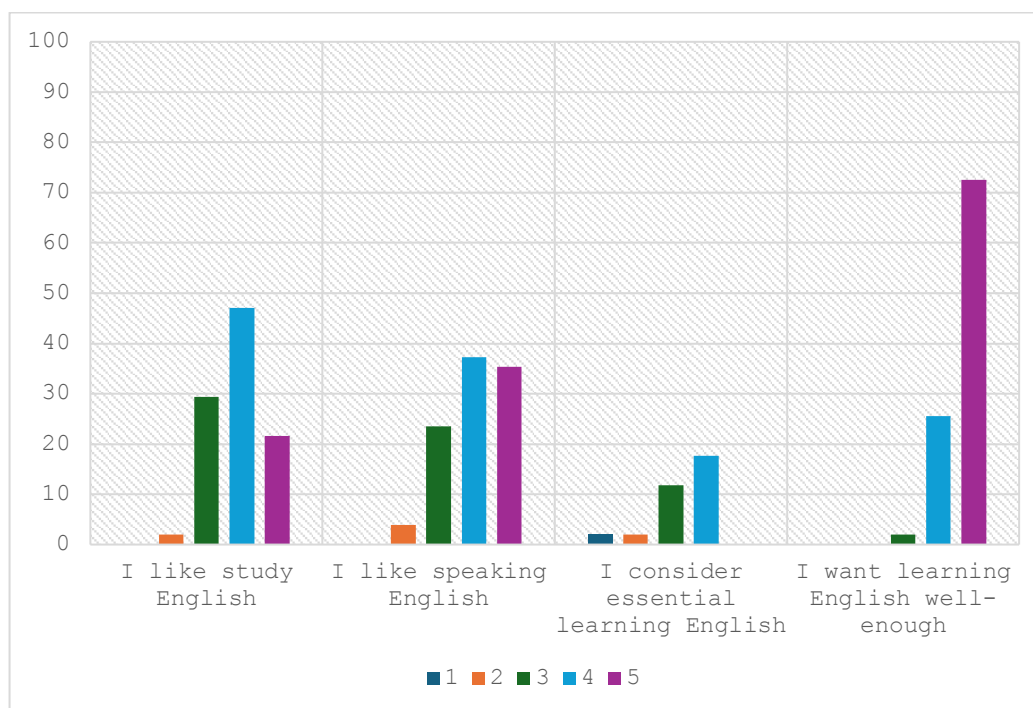
Source: Own elaboration, 2024

Once we have seen the main motivational, we can take a look to the questions which treat some aspects related to the cultural dimension of teaching a foreign language.

The following question shows the **intercultural character** of learning English. Most of the students see the importance of using English as a tool to communicate with people who do not know Spanish. So, children clearly appreciate how relevant is Englis to coexist.

Figure 12

Intercultural character learning a FL.
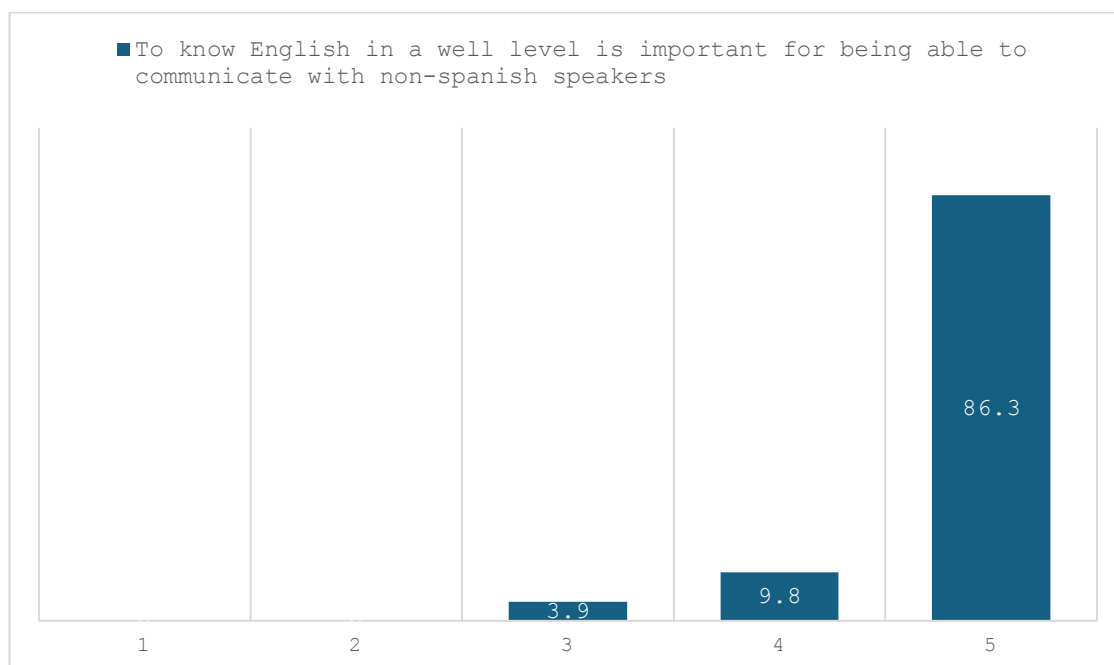
Source: Own elaboration, 2024

However, when students show their view about their classmates' motivations toward learning English, we find different options.

In the first answers students show high indicators on interest toward learning English, but they consider their classmates attitudes more negative than their own view. Are children honest showing their opinions in this questionnaire? Are children honest to their classmates showing their opinions about English subjects?

The fact should be analysed in detail, but we have got a clear discrepancy on the motivational indicators.

Figure 13

Student´s perceptions towards their classmates' attitudes
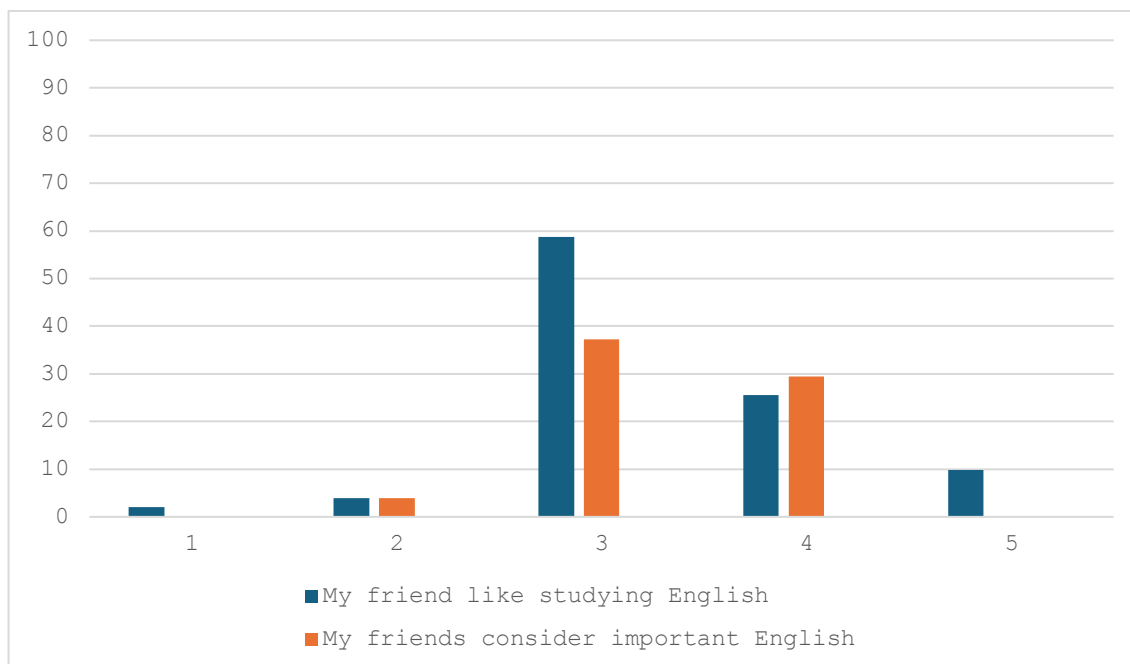
Source: Own elaboration, 2024

Coming back to the English as a foreign language cultural view, we find high indicators when we ask the students about learning English and its relation to English speaking countries environment (go to an English country, importance of knowing English going abroad…).

The following three answers show very high indicators of agree, so students are aware of the relevance on English on the current world.

Students know the first aim of this dissertation: The importance of bilingualism and intercultural competence on their future lives.

Figure 14

Student´s awareness towards using English for an aim.
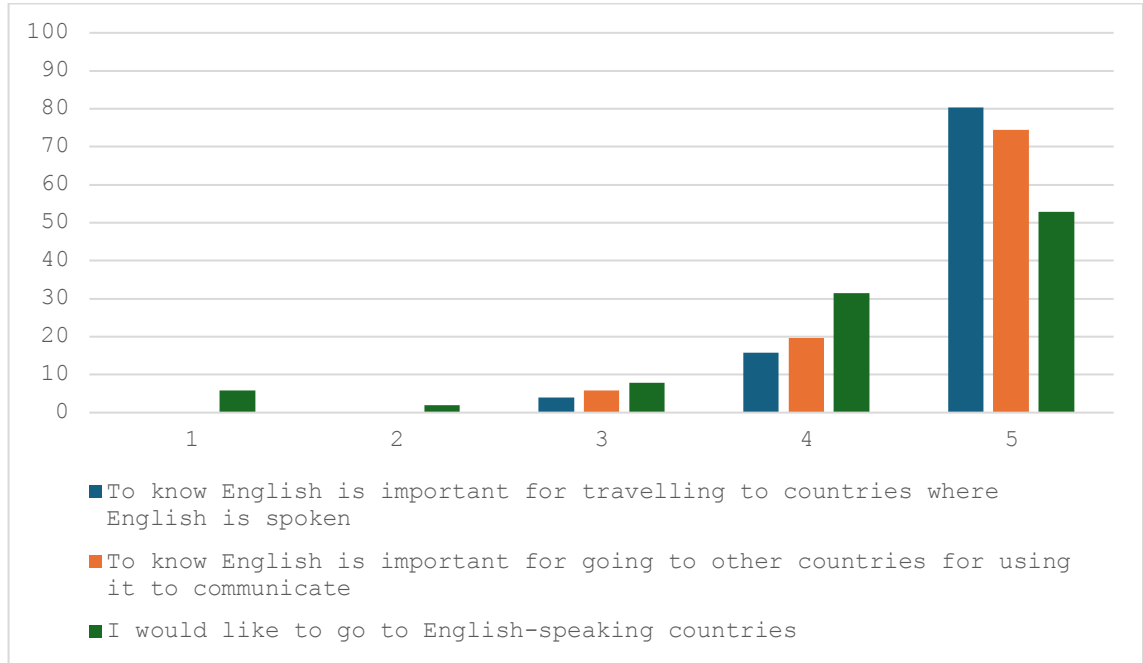
Source: Own elaboration,2024

6.2 Interviews

Now, it is time to analyse the teachers view about the bilingual program. This centre has been immersed since the school year 2006/2007, so, knowing the English teacher opinions about bilingual programmes in the school could be very useful to identify lacks or strengths in this kind of educational plans.

Five English teachers from this school have answered 10 questions where I try to get information about in their view about the students on the bilingual programme, the evolution of the program since its implementation and the student´s opinions about the plot of the Autonomous Government of Asturias on their training plans to develop this kind of education.

As I said in the beginning of this essay, the lack of confidence on the bilingual programme may imply worse learning outcomes. For this reason, is necessary teachers who believe in the possibilities which offer teaching content through a foreign language. In this interview I have not included the intercultural perspective, thus I have also intend getting information about the teacher's opinion.

According to the question of "advantages of the students in the bilingual programme", most of the teacher highlight the improvements on the student´s communicative competence.

Teacher also put in value the degree of student´s engagement into the bilingual programme; students used to participate actively in all the activities proposed from this area, so bilingualism is not seeing like an extra-task boring and non-motivating.

These teachers recognize that they can access to extra-training, however, most of this training must be done by their own, specially, in the previous years of the program.

The general belief of the Administration should increase the means for teacher training, offering real possibilities with native environments, or being this training in worktime, non out of the teaching hours.

To sum up, we can appreciate a common feeling of acceptation of the bilingual program by the teachers in this school. However, the main handicaps are related to the way in which training to develop this bilingual section is carried out. The current Legal Framework requirements for developing bilingual sections are going to be a change because most of the available teachers to develop this program must get a C1 CEFRL level in English, so we could see after 4 years if this new requirement has been positive for bilingualism.

7. Results and conclusions

7.1 Review

As a conclusion of this essay, I would like to develop this section where I will try to summarize the main ideas extracted from the bibliographical review, looking for attempt the presented objectives at the beginning of this document.

Furthermore, the results from the questionnaires and the interviews will show us a dual view of the dissertation.

On the one hand, from these results we can establish some helpful conclusions to understand the current situation of the bilingual programme in Asturias; also, this information will be essential to establish links to foster intercultural competence from the bilingual sections.

Student´s attitudes towards the foreign language teaching may imply methodological changes into the teacher´s practice. Some educational conceptions can have been wrongly assumed, like several student´s attitudes towards foreign language or bilingual education.

On the other hand, some specific answers may imply hypothesis for furthermore research. Teacher´s points of views on the bilingual programme may open the possibility to analyse the new legal framework on bilingualism in Asturias from the teacher´s suggestions for the improvement of the own programme.

Both, the teacher´s opinions and the new intercultural perspective suggested by the CEFRL, and the 2030 Agenda have not been considered for the creation of the current HabLE programme, so this could be a good starting point for new research: To develop the intercultural competence through the bilingual programmes.

So, to cope with the issues presented in this final thesis dissertation objectives I would like to conclude that:

- We could consider intercultural education the one that tries to foster intercultural competence in an integral way through the curriculum, favouring tolerance, coexistence, and respect towards the different ones. These aspects should be also developed in the bilingual

sections, being foreign language teaching a perfect scenario for creating a good climate for the development of this positive attitudes on cultural awareness towards different cultural contexts.

- Once we have analysed the latest curricular framework on bilingualism in Asturias, we could conclude that there is not a clear point looking for the development of the intercultural competence into de bilingual sections; so this could be taken as a starting point for future improvements into this programme, due to its close relation to intercultural elements from 2030 Agenda.

- In a general way, students, and teacher attitudes (into the analysed school) are positive with good motivational rates. The main problems could be focused on the teacher´s training for developing bilingual sections, but the rest of the overview on this aspect seems interesting to reinforce the bilingual programme since the school community.

- After seeing the most relevant items we could establish basis for further research following two ways: An improvement on the teacher´s training to develop bilingual areas, and a higher consideration of the intercultural competence establishing bilingualism legal framework for the Autonomous Community of Asturias.

7.2 Limitations and possibilities for further research

As I highlighted in the previous section, we could develop further research on this topic from the perspective that bilingualism, and all the learning situations related to foreign language teaching, foster several aspects of the intercultural competence; so, establishing links between the development of the bilingual programme and the intercultural competence could be an interesting starting point.

It should be essential to improve the sample to be investigated, different schools from different social contexts. Also, bearing in mind student´s answers imply limitations of use, due to their age and level, so we should be analysed in detail all the collected information.

Good legal research on bilingual education and intercultural education, a well-enough number of teachers and students' answers, and a better knowledge of other school´s intercultural experiences, would be the ideal starting point to expand this final thesis dissertation.

To conclude I would like to highlight the current necessity of fostering cultural bridges to reduce the social tension towards the intercultural perspective which is adopting the Spanish society nowadays. The fostering of bilingualism may be considered as a starting point to develop some attitudes which favour tolerance and respect towards different social groups. Cultural awareness begins in the appreciation of the positive aspect from different cultures, so bilingual education in a foreign language and intercultural competence may follow similar patterns for its development.

Education is one of the most useful tools to increase tolerances and respect; as Victor Hugo said in this book *Les Misérables:* "There are no weeds, and no worthless men. There are only bad farmers".

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9. Anex

Questionarie adapted from Bergfelt (2008)

		1	2	3	4	5
2.1	Me gusta estudiar inglés	❏	❏	❏	❏	❏
2.2	Me gusta hablar inglés	❏	❏	❏	❏	❏
2.3	Para mí es importante aprender inglés	❏	❏	❏	❏	❏
2.4	Quiero aprender bien el inglés	❏	❏	❏	❏	❏
2.5	Para mis padres el inglés es una asignatura importante	❏	❏	❏	❏	❏
2.6	Mis padres (o uno de ellos) saben bien inglés	❏	❏	❏	❏	❏
2.7	Saber bien el inglés es importante en el futuro cuando busco un trabajo	❏	❏	❏	❏	❏
2.8	Saber bien el inglés es importante para poder comunicar con gente no hispanohablante	❏	❏	❏	❏	❏
2.9	A mis amigos les gusta estudiar inglés	❏	❏	❏	❏	❏
2.10	Para mis amigos es importante aprender inglés	❏	❏	❏	❏	❏
2.11	Me gusta la asignatura de inglés en el colegio	❏	❏	❏	❏	❏
2.12	Para el colegio la asignatura de inglés es una asignatura importante	❏	❏	❏	❏	❏
2.13	El nivel de inglés de los profesores en el colegio es alto	❏	❏	❏	❏	❏
2.14	Saber bien el inglés es importante para poder viajar a países donde se habla inglés (como Inglaterra, E.E.U.U.)	❏	❏	❏	❏	❏
2.15	Saber bien el inglés es importante para poder viajar a otros países (usando el inglés para hablar con otra gente que tampoco son nativos de inglés)	❏	❏	❏	❏	❏
2.16	Me gustaría viajar a países donde se habla inglés (como Inglaterra, E.E.U.U.)	❏	❏	❏	❏	❏
2.17	Mis padres, o alguno de ellos, dominan otro idioma aparte del inglés		SÍ ❏		NO ❏	
2.18	Si la respuesta es sí, ¿qué idioma saben? Inglés ❏ Francés ❏ Alemán ❏ Otros ❏_____					
2.19	¿Cuándo estás en contacto con el inglés fuera del colegio? Clases particulares ❏ Con mis padres ❏ Nunca ❏ Películas ❏ Otras ocasiones ❏ Internet ❏ Música ❏ Viajes ❏ Otra gente (amigos/conocidos) hablando inglés ❏					
2.20	Cuál era tu primer contacto con el inglés Casa/Padres ❏ Otra situación ❏ Colegio ❏ Música ❏ Viaje ❏ Otra gente (amigos/conocidos) hablando inglés ❏					

Fuente: adaptación de Bergfelt, 2008

Interview adapted from Castillo 2012.

1. ¿Desde cuándo lleva en vigor el Proyecto Bilingüe en el centro?

2. ¿Cuáles son las asignaturas relacionadas con el Proyecto Bilingüe?

3. ¿Qué tipo de alumnos puede acceder a la sección bilingüe?

4. ¿Qué ventajas y aspectos positivos ves para los estudiantes con la inmersión en la sección bilingüe?

5. ¿Qué importancia dan los estudiantes al estudio en la sección bilingüe?

6. ¿Muestran interés?

7. ¿El alumnado recibe algún tipo de acreditación homologada en la que consta los estudios bilingües cursados?

8. ¿Los profesores reciben algún tipo de formación como cursos específicos, cursos de inmersión lingüística en el extranjero, etc.?

9. ¿Cuántos profesores de inglés trabajan en el centro? ¿Cuántos profesores están implicados en el proyecto?

10. ¿Crees que la formación de los profesores del centro debería mejorar?

11. ¿El centro cuenta con instalaciones, recursos y profesorado suficiente para enfrentarse a proyecto bilingüe?

12. En cuanto al primer curso que se implantó el programa bilingüe 2007-2008 ¿se nota un cambio con respecto a esos alumnos/as que ahora están en 4° ESO?