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**Trabajo Fin del Máster en Enseñanza Integrada de la Lengua**

**Inglesa y Contenidos: Educación Infantil y Primaria**

**Bilingual Education Models in Primary Schools:**

**The Case of Asturias**

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It seems clear that the child who has mastered two languages has a linguistic advantage over the monolingual child. Bilingual children become aware that there are two ways of saying the same thing (McLaughlin, 1984: 214)

## INTRODUCTION

In a globalised world, bilingualism not only gives the opportunity to develop cognitive processes advantageously, but it also promotes people's social interactions and offers a favourable integration into the labour market. In accordance with that, *Forbes'* journalist Michael Schutzler (2011) wrote, "knowing a second language is becoming increasingly valuable. Not only does learning a second language help your employer; it also boosts your paycheck and expands your employment options". This opinion is shared by Edwards (2004) who states that "in an increasingly bilingual and multilingual world, with trade barriers falling, with new international markets growing, and with economic competition rapidly developing on a global scale, competence in languages is increasingly important".

In the last years we have witnessed a growing interest, in different countries and entities, in fostering the learning of additional languages. That is the case of the European Union (EU), a renowned and perfect example that, eleven years ago, in March 2002, got together its Heads of State in a Council in Barcelona called for the Commission's long-term objective of "at least two foreign languages to be taught from a very early age", thought to increase individual multilingualism until every citizen has practical skills in at least two European languages in addition to his or her mother tongue (European Commission, 2005).

This 'European dream' is also related to the Union's values, regarding that it was founded on unity in diversity of cultures, customs, beliefs and languages, as the following statement demonstrates:

Within a very short time, the European Union will undergo its most significant enlargement to date. The new Union will be home to 450 million Europeans from diverse ethnic, cultural and linguistic backgrounds. It will be more important than ever that citizens have the skills necessary to understand and communicate with their neighbours (European Commission, 2003).

In short, the ability to understand and communicate in other languages seems to be a basic skill for all European citizens. Consequently, multilingual education has been implemented in the European Schools, where high-quality multicultural and multilingual

education has been being provided to the children of the staff of the EU institutions (Vez, 2008). However, nowadays bilingual education is not only oriented to official servants' children considering that, as previously mentioned, the commanding of several languages is a must for the next generation of Europeans. Thereby the implementation of bilingual programmes across the Community is being already accomplished but; how is the EU carrying this out?

First of all, without a doubt, I think that French Immersion programmes in Canada deserve a special mention. Those provisions begun in Quebec in the 1960's – the first class opened in 1965 – and, since it set a clear precedent in the official implementation of bilingual education, is one of the most emulated programmes around the world. Nevertheless, since the 90's, bilingual education cannot be considered without taking into account the proliferation of a relatively new area in the educational sphere called Content and Language Integrated Learning (CLIL) which “has a major contribution to make to the Union's language learning goals” (European Commission, 2003). We should note that multilingualism is a goal in Europe, and CLIL is an instrument towards this target that has been formally proposed by European decision-making bodies (Pérez-Vidal, 2012).

Therefore, as a consequence of the EU language policy and the globalisation process, in 2004 Asturian authorities suggested a ‘bilingual education experimental programme’<sup>1</sup> to be implemented from that point on, in medium term, beginning with secondary schools and continuing with primary schools and higher education. Some time afterwards, in the full-year course 2008/2009, the experimental programme became established and the number of ‘bilingual’ educational institutions in our region is increasing significantly every year.

As previously mentioned, European aim of “at least two foreign languages to be taught from a very early age” is being fostered through CLIL. In fact, nowadays, in many European countries, there is a strong demand for bilingual teachers who are able to use

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<sup>1</sup> It should be noted that the programme was initially based on the agreement that had been signed between the Ministry of Education and Science of Spain and the British Council in 1996 to establish bilingual education provisions in 43 schools across the country – including CP Atalía and CP Ventanielles in Asturias –

CLIL methodology in their lessons (European Commission, 2006). According to Coyle (2009), the success of this approach owes to the fact that:

CLIL describes any learning activity where language is used as a tool to develop new learning from a subject area or theme. Within the CLIL classroom, language and subject area have complementary value. Learners process and use language to acquire new knowledge and skills and as they do so they make progress in both language and subject area content.

Then, in Asturias is occurring the same as in the rest of Europe.

Thus, the aims of my dissertation are; on the one hand, to comment on the bilingual education programmes that have been being implemented in primary schools of Asturias until today, their regulations, requirements and methods. On the other hand, I will be addressing the linguistic profile of those teachers taking part in the Asturian bilingual provisions as well as to focus on their opinions regarding CLIL within the system. For that, I will be using a questionnaire that was answered by thirty 'CLIL' teachers who work at bilingual primary schools. As a result, the main objective of the present body of work is to analyse how Asturian bilingual programmes work, according to the teachers' point of view.

Personally, I believe that any Master's dissertation reflects an evolution, and this work shows my development after completing a graduate programme devoted to the study of CLIL. I could state that how bilingualism is fostered in primary education is one of the most complex and important issues in current society and that is the reason why we must continue on investigating to look for the most suitable recipe.

▪ **Organization of the Dissertation**

The present body of work is organised in chapters as follows:

The first section approaches the concept of bilingualism. I will narrow down a definition for the term myself due to the disagreement amongst scholars and I will be also addressing the implications that multilingualism and plurilingualism might have with the field that concerns us. In addition, I consider that dealing with the most important dimensions of bilingualism is relevant to the discourse too and eventually I will summarise a series of remarkable types of bilingualism and bilinguals.

Through the second chapter, I intend to explain what bilingual education consists of, according to the opinion of different authors. Obviously, I will mention those types of bilingual programmes which have been appearing since last century. After that and as a result of language policies across different countries, I will address the specific role that CLIL is playing throughout the primary schools of the European Union.

I will focus, in the third chapter, on the case of those primary schools in Asturias that provide students with a bilingual education programme. On the one hand, the relevant role of CP Ventanielles and CP Atalía, which set a precedent in the formal implementation of bilingual education in our region and, on the other hand, the mainstream bilingual education programmes fostered by the regional authorities. I will pay special attention to its structure as well as to the concrete requirements that teachers are demanded to work in a bilingual provision.

The last chapter is focused on the main objective of my dissertation, which is to analyse how Asturian bilingual programmes work, according to the teachers' point of view. Thus, through this part I will be addressing the results of my research and analysing them with the help of different charts and graphics that I have developed to reflect the statistics and answers more easily. For that, I will divide the results into four subsections as I summarise as follows: The first one, *Teachers and bilingual schools*, the next part will be *Content and Language Integrated Learning*, followed by *Teaching in a bilingual programme* and last but not least, *The effectiveness of the teaching-learning process*.



## CHAPTER ONE: BILINGUALISM

- **Definition of the concept**

“Since a bicycle has two wheels and binoculars are for eyes, it would seem that bilingualism is simply about two languages” (Baker, 2011: 2).

These words reflect a reality. Despite the progress made through the years in understanding how bilingual people operate, nowadays, seeing bilingualism as a fixed concept related to ‘speaking’ two or even more languages is widespread in the popular view, in spite of the continuous research in the field. This is also the approach of Grosjean (1996: 1), who defined bilinguals as “those people who use two (or more) languages (or dialects) in their everyday lives”. Therefore, according to that, the idea of bilingualism itself would seem at first sight to be non-problematical, but it is not that simple once it is analysed thoroughly.

Bloomfield simply defines bilingual people as individuals who have “the native-like control of two languages” (1933: 56), an ambiguous description taking into account that also native speakers of a language may master their mother tongue in different manners. Then, shall we compare a bilingual person with a monolingual native speaker of one of these languages? It would be really difficult to be likened.

At the other end of the spectrum, definitions vary considerably. For instance, McNamara (1987) proposed that somebody should be called bilingual if he or she has some second language skills in one of the four modalities (speaking, listening, writing and reading), in addition to his first language skills. McNamara’s definition suggests that those who learn an additional language – without specifying the age of acquisition – have a certain degree of bilingualism. García (2009) would sympathise with him in some way since classifies as ‘elective bilinguals’ “the individuals who choose to learn a language, for example in the classroom”.

It is obvious, then, that there is not an agreed upon definition of bilingualism among scholars and that the different meanings given to the concept represent a wide variety of phenomena, as indicated by Cummins and Swain (1986).

Obviously, these explanations are not the only ones coined through the years. Perhaps, the most positive view of bilingual people comes attached to the word ‘holistic’, which emphasise the importance of the whole and the interdependence of its parts. In this vein, Baker (2011: 12) points that:

Yet a bilingual is a complete linguistic entity, an integrated whole. Bilinguals use their two languages with different people, in different contexts and for different purposes. Levels of proficiency in a language may depend on which contexts (e.g. street and home) and how often that language is used

As we read, this point of view is much more flexible than the previous ones. In addition to all of the above, Baker assures that confining “the question ‘Are you bilingual?’ to ability in two (or more) languages, the issue becomes ‘what particular ability?’”, and there are four basic language skills (listening, speaking, reading and writing)” The four of them can be split into two ‘groups’, receptive (listening and speaking) and productive skills (reading and writing).

Thus, Baker clarifies that there are so many factors that influence bilingual people so; a bilingual person might speak a language very fluently, even though he or she cannot read or write in it.

Owing to the disagreement among researchers, I will narrow myself a simple definition of the term. Therefore, I will define bilingualism as the oracy and literacy<sup>2</sup> skills that an individual has in, at least, two languages without meaning proficiency in both of them. Although, according to my suggestion, a person being able to say a few words in an additional language, could also be considered as a bilingual individual.

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<sup>2</sup> Oracy means the ability to listen and speak, whereas literacy is the ability to read and write (Wilkinson, 1965).

- **Bilingualism, plurilingualism and multilingualism**

“Our aim is to give the Union a new generation of multilingual citizens” (European Commission, 2007)

It is a fact that the terms ‘multilingualism’ and ‘plurilingualism’ have been gaining momentum, over the last few years, within the boundaries of the EU. Again, the quotation above insists upon the strong European policies that support the commanding of several languages by the future generation of Europeans. Undoubtedly, multilingualism is a goal across the Union.

Bilingualism has already been addressed through the previous section and a definition suggested. However, can we exchange the three concepts to refer to the same idea?

Commonly, the term bilingualism is also used to indicate multilingualism. Nonetheless, it does not indicate that both concepts come to mean the same entity. According to the Council of Europe (2007), multilingualism refers to “the presence of several languages in a given space, independently of those who use them”. It refers more to social organization than to the mastering of two or three languages by a part of the population. Then, multilingualism should be used to point to an area where two or more languages exist side by side.

Most of the European countries are multilingual, but if I had to select one, I would choose Switzerland as the perfect example to set due to the enormous linguistic variety of a relative small country, where a great number of citizens are also able to speak English – apart from Switzerland’s own languages –.

Despite its size<sup>3</sup> – barely 41,290 km<sup>2</sup> – Swiss linguistic and cultural wealth is one of the most diverse in the whole continent. The country officially recognises four languages – German, French, Italian and Romansh – which are spoken by the population across their small territory. In addition to that, English is widely learnt as a second or third language throughout the nation.

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<sup>3</sup> This information has been gathered from the Statistical Office of the European Communities (Eurostat): <http://epp.eurostat.ec.europa.eu>. Accessed on November 14<sup>th</sup> 2013.

Nowadays, four language areas coexist in Switzerland; the German-speaking part of the country, an area known as Romandy whose inhabitants speak French, the Italian-speaking part of Switzerland and the canton of Graubünden, where Romansh is an official language as well.

This reality has created a particular atmosphere in that country. Obviously, Swiss people have to communicate and interact with others from a different linguistic area so; hence, they must be familiar with languages other than their mother tongue, and not only that, but also they must be able to communicate properly in the state languages. That being the case, could we affirm that most Swiss citizens are plurilingual?

According to the Council of Europe – which promoted the concept of plurilingualism in its Common European Framework of Reference for Languages (CEFR) – the term ‘plurilingualism’ “applies to situations in which a person possessing competence in more than one language switches between languages according to the circumstances at hand in order to cope with a social matter”. Therefore, we could state that most Swiss people are plurilingual.

In view of the above, the connection among the three concepts is irrefutable. ‘Bilingualism’ would be the starting point and the idea of ‘plurilingualism’ would derive from it – always referring to the linguistic abilities of individuals – then, ‘multilingualism’ would be saved to designate areas or territories where several languages coexist.

- **Dimensions of bilingualism**

There is a renowned metaphor in linguistics, as many researchers mention, that language is a living organism which is born, grows and dies. However, according to Wei (2000):

Language is a human faculty: it co-evolves with us and it is we who give the language its life, change it and, if so desired, abandon it. When we speak about ‘language contact’, we are talking about people speaking different languages coming into contact with one another.

Therefore, if languages are dependent on human beings and we are cognitively complex individuals, omitting the multidimensional nature of bilingualism would not have any sense.

Thus, Hamers and Blanc note in their book *Bilinguality and Bilingualism* (2000) that bilingualism is “the psychological state of an individual who has access to more than one linguistic code as a means of social communication” and they focus especially on the multidimensional condition of that access. In addition, Baker (2011) concludes that “bilinguals and multilinguals can be analyzed along a series of over-lapping and interacting dimensions”.

Despite the fact that authors agree on the multidimensional nature of bilingualism, not all of them have adopted a similar attitude to neither establish a fixed number of dimensions nor a common point of view in terminology. Nonetheless, the scholars nearly share the same main ideas concerning this topic.

On the one hand, Baker focused his interest on issues such as ability, use, balance of two languages, age, development, culture, contexts and elective bilingualism whereas, on the other hand, Hamers and Blanc have centred on relative competence, cognitive organisation, age of acquisition, exogeneity, social cultural status and cultural identity. However, maybe the most concise is Wei so, being that the case, I will approach his ‘key variables’ in order to analyse the dimensions of bilingualism.

In his book *The Bilingualism Reader* (2000), this author narrows down the possible dimensions to “age and manner of acquisition, proficiency level, domains of language use

and self-identification and attitude”. According to his opinion, age and manner of acquisition help to distinguish, for example, those individuals who have acquired two or more languages from birth from the people who have learnt an additional language later in their lives. Also, it would be helpful to differ between the people who have learnt a language in a naturalistic way from those who have acquired it through formal instruction. Moreover, he points out too that “contrary to popular assumptions, age and manner of acquisition have little bearing on the proficiency level of the individual in specific languages”.

Centring on domains, Wei believes that many bilinguals use their languages in different contexts depending on the situation and purpose, although “in some cases, the domains of language use do not overlap, resulting in different manifestations of the bilingual’s knowledge”. In addition, the author – as many other researchers – pays special attention to those bilinguals who do not want to be described as that, mainly; due to the social rejection that might happen in some countries.

On the whole, all the scholars already mentioned have made use of dimensions – regardless of the names given to them – to investigate bilingualism and try to figure out how bilingual individuals’ cognition and behaviour work depending on a series of factors. To a certain extent, it has been used to classify types of bilingualism.

- **Types of bilingualism**

“A discussion of bilingualism involves taking into account its psychological, linguistic, social and educational factors” (Baker, 2001).

As a matter of fact, arranging the different types of bilingualism in accordance with a series of specific features within the factors proposed by Baker is impossible as discussed through the previous section. Disagreement exists among experts is the mainstream so; how can we establish different types of bilingualism?

From my point of view, taking into account the dimensions suggested by scholars – especially the age of acquisition – is the best way to develop an appropriate classification for people to identify their linguistic nature. To support that, Baker explains that some children become bilingual almost effortlessly from birth whereas others learn a language later in life – with the cut-off point being established at the age of three (Haugen, 1956; McLaughlin, 1984) – Those individuals could be split into ‘early’ and ‘late’ bilinguals.

Centring on early bilingualism, a distinction between ‘simultaneous’ and ‘sequential’ bilinguals in childhood is made. According to De Houwer (2009) “simultaneous childhood bilingualism refers to a child acquiring two languages at the same time from birth”, Barron-Hauwaert (2004) explains that it happens when one parent speaks a language to the child and the other speaks to him or her in another language, then, the kid may learn both languages at the same time. Also, we could add a third language to the assumption if the family lives in a country where the main language is different from the parents’ mother tongues. Similarly, sequential bilingualism would occur when a child has already partially acquired his or her mother tongue and then learns a second language early in childhood. An example of sequential bilingualism is “when a child learns a language in the home, then goes to a nursery or elementary school and learns a second language” (Thompson, 2000).

Even so, Piller (2001) states that “there are broad categories of early childhood bilingualism based on the language or languages spoken by the parents to the children and the language of the community”. Therefore not all the kids fit into such categories, as De Houwer points out, since the most common input pattern a bilingual kid experiences is a

combination of hearing some people speaking a language and other people speaking both languages on a regular basis.

Other experts, such as Harding-Esch and Riley (2003) and also Romaine (1995), set four different categories of early childhood bilingualism or types of families that foster bilingualism since childhood.

1. *One person – one language* occurs when each parent speaks a language and one of those languages is usually the dominant language of the community where the family lives. Again, each parent uses his or her language to speak to the child and one of the languages to speak to each other. For example, the mother speaks French, the father speaks Spanish and the community language is Spanish as well. This is believed to be a successful strategy but De Houwer (2007) discovered that *one person – one language* does not provide a sufficient context for achieving bilingualism in children.
2. *Home language is different from the language outside the home* Baker insists upon that there is much variation within this category. But the point is that the child acquires a language in the home and another language outside the home. We could set several examples; both parents speaking a language different from the language of the community or even each parent speaking a different language to the child from birth and the kid acquiring another one – outside the home – which may be the community language.
3. *Mixed language* the parents speak both languages to their child since the family may live in a multilingual territory. Code switching<sup>4</sup> is allowed in the home and community so the kid knows that he or she can speak to another bilingual in both languages but not to monolingual individuals.
4. *Delayed introduction of the second language* happens when the community and educational language is the dominant one. Families may prefer exposure

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<sup>4</sup> Code switching refers to switching back and forth from one language to another to communicate to others based on the situation, i.e. “a shift in language that is guided by a shift in context” (Knestrict & Schoensteadt, 2005).



to the minority language at home. For instance, an Irish family that speaks Gaelic at home until their child is three or four years old, then English is added.

Some scholars as Piller (2001) believe that the types listed above are not equally successful. This researcher suggests that categories one and two can be considered as appropriate strategies to achieve bilingualism whilst the other two are negatively evaluated. Furthermore, Baker (2011) states that type one is associated with high and middle class families and types three and four are often found among relatively economically disadvantaged heritage language groups, immigrants and working class families”.

Addressing the concept of late bilingualism, Baker (2001) compares sequential childhood bilingualism to sequential bilingualism in adolescents and adults since “it refers to the situation where a child or an adult acquires a first language, and later becomes proficient in the second language and sometimes further languages”. This implies that – with the first language already acquired – the ‘late’ bilingual people use their experience to learn the second language. This process of learning an additional language – once you are proficient in your mother tongue – takes us to the concept of Second Language Acquisition (SLA) that specifically, is the name of that subconscious process which happens while we focus on communication. SLA may occur through formal or informal means; formally in primary or secondary education as well as in adult classes or language courses, and informally through community, media or even nurseries.

Regardless of the age factor, bilingualism could be also split into different types in accordance with other features. For instance, the word ‘prestige’ – when linked to a language – takes us to the concepts ‘additive’ and ‘subtractive’ bilingualism.

An additive situation would happen if the acquisition of a second language and culture is not replacing the mother tongue and culture of the individual. Lambert (1975) attaches special importance to “the prestige or social relevance of the bilingual’s two languages”. He concludes that, in communities where positive effects associated with bilingualism have been reported, the L2 has been a relevant language and its learning has

not replaced the L1 (a prestigious or dominant language). Baker agrees by asserting that “where different languages have different functions, then an additive rather than a subtractive situation may exist”. An example to set would be French-speaking Canadians who opt for learning English as an additional language.

On the contrary, when the L2 is acquired with the purpose of replacing the first language, then a subtractive form of bilingualism may happen. Cummins (2001) sets the example of ethnic minority groups, since the learning of the additional language – usually the most prestigious one – is likely to lead to a gradual replacement of the L1. This situation may occur, for instance, amongst Spanish-speaking immigrants living in the United States of America.

Both Hornberger (2001) and Baker (2001 and 2011) have paraphrased Lambert’s explanations for the terms which concern us. On the one hand, in their book *An Introductory Reader to the Writings of Jim Cummins* (2001) the researchers’ point of view is that additive bilingualism occurs when the learner adds a new language to his or her repertory of skills, whereas subtractive bilingualism may happen if the bilingual’s competence in his or her two languages reflects some stage in the subtraction of the first language and its replacement by the additional one. On the other hand, Baker (2011) assures that “additive bilingualism is used to refer to positive cognitive outcomes from an individual being bilingual and subtractive bilingualism hence, refers to the negative affective and cognitive effects of bilingualism (e.g. where both languages are ‘under developed’).

Last but not least there are three other types of bilinguals, which are ‘passive’, ‘semilinguals’ and ‘balanced’. Although these types of bilingualism are not highly related to the previous analysis, the three of them should be addressed mainly due to its popularity among scholars.

The term passive bilingualism basically refers to being able to understand a second language without being able to speak it. This situation could happen in bilingual communities which are undergoing a shift from one language to another – usually from the

home language to the dominant language in the society – it is not uncommon to see bilinguals who can only understand the other language being unable to speak it. For instance:

A Dutch migrant in Australia may find himself isolated from the Dutch speaking community as his daily encounters are with English speaking Australians. Over time, his proficiency level in Dutch may deteriorate due to the long period of non-use (Clyne 1991).

The concept of semilingualism was first used by Hansegard (1968) to refer to Finnish minority students in Sweden who lack proficiency in both their languages, as Baker cites (2006: 9). Hansegard described semilingualism in terms of deficit in the following six language competences: size of vocabulary, correctness of language, unconscious processing of language, language creation, mastery of the functions of language and meanings and imagery.

According to these parameters, a semilingual is both “quantitatively and qualitatively deficient in comparison to monolinguals” Hansegard (1968). In fact, Baker insists on the much criticism that the notion has received (e.g. Skutnabb-Kangas, 2000; Wiley, 1996a, 2005c) and points out at the problems with the term. Also Cummins (1994) acknowledges that “labelling someone as a semilingual is highly negative and may be detrimental to children’s learning”, so he proposes an alternative label ‘limited bilingualism’ to describe the same condition. Although Cummins has been questioned by MacSwan (2000) too, who warns of the “hasty use of labels which do more harm than good for those language learners who are already socially disadvantaged”.

Finally balanced bilingualism was first used by Lambert, Havelka and Gardner (1959) to describe individuals who were fully competent in both languages. This term describes those individuals who are supposed to have perfect control of both languages in all contexts and situations. However, most researchers argue that balanced bilingualism is almost impossible to achieve and that is, therefore, very rare. Even high-level bilinguals tend to have a preference for one of their languages, and will often speak in their dominant language despite the fact that they are highly fluent in both languages. According to Baker’s opinion (2011) “balanced bilingualism is used as an idealized concept and rarely is

anyone equally bilingual”. However, Fishman (1972) goes a step further by asserting that the continued existence of balanced bilinguals would bring the death of bilingualism since, as no society needs two languages to perform the same, bilinguals using both languages equally would stop being bilingual.

As it has been discussed, these days, a range of concepts – not as wide as in the past – are used for describing types of bilingual people. Nonetheless, the previously mentioned do not represent them all apart from the most relevant. Through his book, *The Bilingualism Reader*, Wei (1982) sets a list of terms which have been used to describe bilingual speakers throughout history, according to Baetens Beardsmore’s research. All those conceptions are included in the table below, which is added as a helpful resource to understand the evolution of the terminology in this field.

*Achieved bilingual* same as *late bilingual*.

*Additive bilingual* someone whose two languages combine in a complementary and enriching fashion.

*Ambilingual, equilingual* and *symmetrical bilingual* same as *balanced bilingual*.

*Ascendant bilingual* someone whose ability to function is developing due to increasing use.

*Ascribed bilingual* same as *early bilingual*.

*Asymmetrical bilingual, passive bilingual* and *semibilingual* see *receptive bilingual*.

*Balanced bilingual* someone whose mastery of languages is roughly equivalent.

*Compound bilingual* someone whose two languages are learnt at the same time, often in the same context.

*Consecutive bilingual* same as *successive bilingual*.

*Coordinate bilingual* someone whose two languages are learnt in distinctively separate contexts.

*Early bilingual* someone who has acquired two languages early in childhood.

Table 1 – Types of bilingualism. Adapted from Wei (1982).

*Functional bilingual* someone who can operate in two languages with or without full fluency for the task in hand.

*Horizontal bilingual* someone who is bilingual in two distinct languages which have a similar or equal status.

*Incipient bilingual* someone at the early stages of bilingualism where one language is not fully developed.

*Late bilingual* someone who has become a bilingual later than childhood.

*Maximal bilingual* someone with near native control of two or more languages.

*Minimal bilingual* someone with only a few words or phrases in a second language.

*Natural bilingual* someone who has not undergone any specific training and who is often not in a position to translate and interpret with facility between two languages.

*Primary bilingual* same as *natural bilingual*.

*Productive bilingual* someone who not only understands but also speaks and possibly writes in two or more languages.

*Receptive bilingual* someone who understands a second language, in either its spoken or written form, or both, but does not necessarily speak or write it.

*Recessive bilingual* someone who begins to feel difficulty in either understanding or expressing him or herself with ease, due to lack of use.

*Secondary bilingual* someone whose second language has been added to a first language via instruction.

*Semilingual* someone with insufficient knowledge of either language.

*Simultaneous bilingual* someone whose two languages are present from the onset of speech.

*Subordinate bilingual* someone who exhibits interference in his or her language usage by reducing the patterns of the second language to those of the first.

*Subtractive bilingual* someone whose second language is acquired at the expense of the aptitudes already acquired in the first language.

*Successive bilingual* someone whose second language is added at some stage after the first has begun to develop.

*Vertical bilingual* someone who is bilingual in a standard language and a distinct but related language or dialect.

Table 2 – Types of bilingualism. Adapted from Wei (1982).

## CHAPTER TWO: BILINGUAL EDUCATION

### ▪ What is Bilingual Education?

Defining the concept of bilingualism – as well as other conceptions related to that topic – is not an easy task, as shown throughout the previous chapter. Consequently, addressing the term ‘bilingual education’ should not be easy either. But, is there a scholastic consensus on that point?

First of all, I think that a distinction between ‘English as a Foreign Language (EFL)’ and ‘bilingual education’ needs to be made – since it may happen that some people confuse both models – in order to focus secondly on narrowing down bilingual education.

On the one hand, EFL is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. Then, “EFL is usually learned in environments where the language of the community and the school is not English” (Gunderson, 2009). An example to set would be an EFL class in a Spanish primary school. The school and community language is Spanish, so the learners are required and supposed to acquire English as a foreign language in that class with the help of the teacher, who needs to find access to and provide different resources and models for the students to learn the language.

On the other hand, bilingual education is seen in a wider perspective by researchers. Therefore, its explanation is a complicated matter. Even so, according to Paulston (1980):

Bilingual education is the use of two languages, as mediums of instruction for the same pupil population in a well-organized program which encompasses part or the entire curriculum and includes the study of history and culture associated with the mother tongue.

Apparently, the author has not problems in concreting the term and also adds that any bilingual programme which is complete “develops and maintains the children’s self-esteem and a legitimate pride in both cultures”. In addition to that, bilingual education is explained by Cohen (1975) as “the use of two languages as media of instruction for a child or a group of children in part or all of the school curriculum”.

Although not all scholars or bodies have such an optimistic point of view. On the contrary, Baker (2011) opines that the term bilingual education itself is often used as if its meaning were “unambiguous and self-evident, while the opposite is the case. Bilingual education is a simplistic label for a complex phenomenon”. He also points out that at the outset, a distinction needs to be made between “(1) education that uses two languages and (2) relatively monolingual education in a second language. There is a difference between (1) a classroom where formal instruction fosters bilingualism and a classroom where bilingual children are present, but bilingualism is not promoted in the curriculum”.

In other words, there is agreement regarding the presence of two languages in bilingual education provisions, but confusion arises among scholars and authorities when the process of instruction, the role of the languages and goals of bilingual education are discussed.

- **Types of Bilingual Education**

The education system traditionally represents, in every country, the most important social institution “within which the linguistic and cultural future of the next generation is developed” (Council of Europe, 2003). However, how do schools foster the acquisition of a language and its culture?

Perhaps bilingual education – together with EFL – is the most common educational tool used nowadays to encourage and support the learning of English in primary schools. Nevertheless, these programmes do not work equally – varying the features of each one enormously in practice – To support that, Edwards (2010) suggests that the aims of every single form of bilingualism can be very different. In fact, Ferguson (1977) proposes a series of examples of the varying goals of bilingual education depending on the type of provisions.

<b>Varying Aims of Bilingual Education</b>
<ul style="list-style-type: none"><li>• To assimilate individuals or groups into the mainstream of society</li><li>• To unify a multilingual society</li><li>• To enable people to communicate with the outside world</li><li>• To provide language skills which are marketable, aiding employment and status</li><li>• To preserve ethnic and religious identity</li><li>• To reconcile and mediate between different linguistic and political communities</li><li>• To spread the use of a colonial language</li><li>• To strengthen elite groups and preserve their position in society</li><li>• To give equal status in law to languages of unequal status in daily life</li><li>• To deepen understanding of language and culture</li></ul>

Table 3 – Adapted from Baker (2001: 193).

The statements above also confirm that bilingual education programmes are not only related to education but also to sociocultural, political and economic issues “ever present in the debate over the provision of bilingual education” as Baker argues (2011).

Apart from that, summarizing the types of bilingual education programmes seems to be relevant to the current body of work. Thus, I will focus for that on Baker’s research since the author successfully narrows down the possibilities to ten main types of bilingual programmes by addressing controversial matters such as the languages used in the classroom, the language outcomes and the educational or societal aims of a specific bilingual provision



Weak Forms of Bilingual Education *				
Type of Programme	Typical Students	Languages used in the Classroom	Educational/ Societal Aim	Language Outcome
<b>SUBMERSION (Structured immersion)</b>	Language Minority	Majority Language	Assimilation	Monolingualism
<b>SUBMERSION with withdrawal classes / sheltered English</b>	Language Minority	Majority Language with pull-out L2 ** lessons [held in a different location]	Assimilation	Monolingualism
<b>SEGREGATIONIST</b>	Language Minority	Minority Language (forced, no choice)	Apartheid	Monolingualism
<b>TRANSITIONAL</b>	Language Minority	Moves from Minority to Majority Language	Assimilation	Relative Monolingualism
<b>MAINSTREAM with Foreign Language Teaching</b>	Language Majority	Majority Language with L2/FL ** Lessons	Limited Enrichment	Limited Bilingualism
<b>SEPARATIST</b>	Language Minority	Minority Language (out of choice)	Detachment / Autonomy	Limited Bilingualism

\* In some cases the weak forms of bilingual education may actually be monolingual forms of education.

\*\* L2 = (Students') 2nd Language, L1 = 1st (or native) language, FL = Foreign Language.

Table 4 – Adapted from Baker (2001: 194).

Strong Forms of Bilingual Education				
Type of Programme	Typical Students	Languages used in the Classroom	Educational/ Societal Aim	Language Outcome
<b>IMMERSION</b>	Language Majority	Bilingual with initial emphasis on L2 **	Pluralism / Enrichment	Bilingualism & Biliteracy
<b>MAINTENANCE / HERITAGE LANGUAGE</b>	Language Minority	Bilingual with emphasis on L1 **	Maintenance / Pluralism / Enrichment	Bilingualism & Biliteracy
<b>TWO-WAY / DUAL LANGUAGE</b>	Mixed Language Majority & Minority	Minority & Majority	Maintenance / Pluralism / Enrichment	Bilingualism & Biliteracy
<b>MAINSTREAM BILINGUAL</b>	Language Majority	Two Majority Languages	Maintenance / Pluralism / Enrichment	Bilingualism & Biliterac

\*\* L2 = (Students') 2nd Language, L1 = 1st (or native) language, FL = Foreign Language.

Table 5 – Adapted from Baker (2001: 194).

As the previous tables show, the author decided to divide between ‘weak’ and ‘strong’ forms of programmes what, in terms of bilingual outcomes among students, means that children being educated through a strong form of provision would become bilingual, whereas students taking part in a weak programme would not, and would either turn into ‘limited bilinguals’ or remain monolingual instead.

Focusing now on some types of programmes related to FL acquisition, I want to note the importance of Immersion as a very successful model for majority language students. It originated in Canada in 1965, which has a majority of French speakers in the province of Quebec. There, Immersion bilingual education has been implemented widely for many years and adopted by schools in other countries (Bostwick, 2004).

In that type of bilingual education, the curriculum is taught, to some extent, in the target language. But “if the L2 is used less than half the time over the school year, it is not considered immersion, but rather enrichment” (Genesee, 2004) and also, if it is much less

than 50%, it is Mainstream with Foreign Language Teaching, as noted earlier among the weak forms. Therefore, if a programme is called immersion, it may need to be confirmed that the curriculum meets the established criteria.

Apart from Immersion, I think that another important type of bilingual education among these ten is the one called Mainstream Bilingual or Bilingual Education in Majority Languages. It includes, for instance, international or European schools (Baker, 2006: 227), which serve children whose native language is an international language. As Baker says, “such schools are in societies where much of the population is already bilingual or multilingual (e.g. Luxembourg) or where there are significant numbers of natives or expatriates wanting to become bilingual”. In those programmes, some parts of the curriculum are learned through a student's second language and, in Europe, this is often known as Content and Language Integrated Learning (Baker, 2006: 251).

- **Content and Language Integrated Learning (CLIL)**

The term was coined by David Marsh in 1994 and its importance has been increasing during the last decades. Therefore, I consider important to analyse the relevance of CLIL within the bilingual education sphere.

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content and not only on language (Coyle, Hood & Marsh, 2010).

Through the previous section I quote Colin Baker's words and, somehow, the author compares CLIL to other forms of bilingual education then, is CLIL another similar approach?; According to Mehisto (2008) CLIL is an umbrella term covering a dozen or more educational approaches (e.g. immersion, bilingual education, multilingual education, language showers and enriched language programmes). What is new about CLIL is that it synthesizes and provides a flexible way of applying the knowledge learned from these various approaches. The remarkable difference that distinguishes it from the other forms of bilingual education is the integration, since CLIL integrates content and language. In other

words, “CLIL does not focus only at language learning but pays the same amount of attention to both areas, language and non-language subjects” (Wojtowicz, Stansfield, Connolly & Hainey, 2011). In short:

Within CLIL provisions language is used as a medium for learning content, and the content is used in turn as a resource for learning languages. Students can put the language they are learning into practice instantaneously – a powerful motivation factor (Muñoz, 2001).

This is why CLIL is receiving special attention in Europe, since is relevant for the European Commission’s objective<sup>5</sup> that all European citizens should have competence in two European languages on top of their mother tongue. Then, CLIL seems to be the perfect approach that combines the best of every type of bilingual programme in order to achieve real multilingualism in society.

Furthermore, As Marsh points out throughout *CLIL/EMILE – The European dimension* (2002), there are a wide variety of reasons why CLIL is being introduced across Europe. The scholar describes these reasons in terms of dimensions (the main reasons) and focuses (the sub-reasons), which are linked to learning and development outcomes relating to culture, environment, language, content and learning, as I summarized below.

1. The Culture dimension

- Building intercultural knowledge and understanding
- Developing intercultural communication skills
- Learning about specific neighbouring countries/regions and/or minority groups
- Introducing the wider cultural context

2. The Environment dimension

- Preparing for internationalisation, specifically EU integration
- Accessing international certification
- Enhancing school profile

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<sup>5</sup> The Council of European Education Ministers Resolution of 1995 states the need for citizens to “acquire and keep up their ability to communicate in at least two community languages in addition to their mother tongue”.

3. The Language dimension

- Improving overall target language competence
- Developing oral communication skills
- Deepening awareness of both mother tongue and target language
- Developing plurilingual interests and attitudes
- Introducing a target language

4. The Content dimension

- Providing opportunities to study content through different perspectives
- Accessing subject-specific target language terminology
- Preparing for future studies and/or working life

5. The Learning dimension

- Complementing individual learning strategies
- Diversifying methods and forms of classroom practice
- Increasing learner motivation

From my point of view, the previous statements do not only represent the main reasons to foster CLIL programmes across Europe, but also some important aims for any European pupil to achieve.

## CHAPTER THREE: BILINGUAL EDUCATION IN ASTURIAS

Las lenguas son conocimientos básicos en la sociedad actual que precisan los ciudadanos y ciudadanas para su formación, posibilidades de empleo, intercambio cultural y realización personal. La comprensión de otras lenguas y la posibilidad de comunicarse a través de ellas permiten la participación plena en la sociedad y el fomento de actitudes de tolerancia y respeto hacia otros pueblos (Boletín Oficial del Principado de Asturias<sup>6</sup>, 2009).

The statement above shows the opinion of the Asturian authorities. As expected, they agree with the European decision-making bodies. Asturian and European Administrations point out the necessity of promoting the learning of languages across the educational institutions, in that case, of the Spanish region. Therefore, we are all supposed to be rowing in the same direction, as we are in the same boat.

Back in time, in 1996, the Ministry of Education and Science of Spain and the British Council signed an agreement to introduce an integrated curriculum in some Spanish state schools. This was the first step and the way in which bilingual education was established in 43 state schools – two of them in Asturias, CP Ventanieles and CP Atalía – with 1200 pupils aged three and four in the whole country. Since that year, bilingual education has slowly but surely been introduced at every level of education across the country, in fact:

These days bilingual English/Spanish education is one of the most exciting innovations in the current education scene, with over 200,000 young pupils studying a bilingual curriculum from the age of 3, either in the Bilingual Education Project schools or in regional government versions of the project based on this original model (British Council, 2010).

Focusing on Asturias, I think that a distinction needs to be made between the two schools already mentioned and the other schools which are enrolled in the bilingual programme fostered by the regional authorities, considering that the document signed in 1996 set the regulations for those 43 Spanish institutions, as the BOPA (2009) states as follows:

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

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<sup>6</sup> *Boletín Oficial del Principado de Asturias número 121 del 27 de mayo del 2009.* Henceforth BOPA

▪ **The Ministry of Education / British Council Bilingual Schools Project**

Thus, CP Ventanielles and CP Atalía are two primary schools of Asturias which take part in the Bilingual Education Project (BEP) mentioned before and, consequently, follow a strategy “shaped not only by staff of the Ministry and British Council but also by participating teachers” (British Council, 2010) what means that before a school joined the BEP, there was a visit by staff from the British Council and the Ministry, in order to discuss with teachers and parents what the most suitable programme for the school was. It is worth noting that, from the beginning, there was agreement with the associated secondary schools so when the BEP students entered secondary school, they would continue to receive an appropriate bilingual education.

In terms of curricular time devoted to the additional language – English, in that case – it should be, according to the BEP evaluation report, roughly equivalent to 40% of each week at school, allowing pupils to learn a number of challenging subjects through English such as science, history and geography. Apart from that, also the skills of reading and writing in English are introduced from an early point, in order to complement the skills of listening and speaking and to promote a general competence in language.

Concretely, both of the schools personalise the curriculum and organise their timetables in a similar manner. On the one hand, the acquisition of the English language in pre-school education is fostered by the teacher through the medium of tales, songs, rhymes, handicrafts and simple projects. During this stage of development, teachers propose activities to develop children’s oral expression and listening comprehension skills. This period of learning is fundamental since the acquisition of a language is a slow process that is done step by step, in which students’ understanding is much more effective than their own production of the language. Although, gradually, children begin to use short words and phrases, mixing English with Spanish and, generally, at the end of this stage, they are able to understand everything they are told and can even express their needs. Obviously, the focus is always global, being Social skills, Knowledge and understanding of the world,

Mathematical concepts and Literacy the most relevant areas. Therefore, the time devoted to English in those schools is around ten hours per week in pre-school education.

Analysing now primary education, according to CP Atalía, the subjects taught through the medium of English are Literacy, Science, Geography and History and Art. Again, the time devoted to those courses and so to the additional language is approximately ten hours per week. It is important to note that English teachers work closely and collaboratively with subject teachers to ensure that language skills and content targets are met. This means that coordination between all members of staff is an essential part which is being accomplished.

On top of that, as already mentioned, the formal agreement between the Ministry of Education and Science and the British Council states that the main aim of the project is to provide pupils from the age of three to sixteen with a bilingual, bi-cultural education through an integrated Spanish/English curriculum based on the Spanish National Curriculum and aspects of the National Curriculum for England and Wales.

Besides, the official Guidelines of the national BEP has marked the aims for the Integrated Curriculum in those schools, which are:

- To promote the acquisition and learning of both languages through an integrated content-based curriculum
- To encourage awareness of the diversity of both cultures
- To facilitate the exchange of teachers and children
- To encourage the use of modern technologies in learning other languages
- Where appropriate, to promote the certification of studies under both educational systems

Even so, which is the programme or approach implemented in those schools? Regarding this question, the *General Introduction to the MEC/British Council Bilingual Project* (2011) states that:

The implementation of such a curriculum requires, firstly, with regard to English as a subject, a very different classroom approach from the traditional classroom of English as a foreign



language; secondly, a similar new methodology for the process of teaching and learning other curricular areas through English. Such an integrated approach sits very positively within the Directives of the Council of Europe which insists on the need for students to be competent in three European languages by the end of the obligatory period of secondary education and that the learning of the first foreign language should begin in the early years of formal education.

That reminds me of the European language policies and the special attention that CLIL is receiving across the Union then, we could affirm that CLIL is the educational method prevailing in those schools, an opinion shared by CP Atalía which maintains that “the approach used inside of our classrooms corresponds to Content and Language Integrated Learning”.

In other words, CP Atalía and CP Ventanielles set a precedent in the implementation of bilingual education in Asturian primary schools. They have been working intensely since 1996 and, nowadays, they are a clear referent of bilingual schools to be proud of.

- **Mainstream Bilingual Education**

Throughout this section, I will be addressing the mainstream bilingual education programme that, currently, is present in 133 primary schools of Asturias – officially including CP Atalía and CP Ventanielles, as noted before –its beginning and development until today as well as its organisation. In the same way, I consider important to centre on the main aims of the programme in order to analyse the specific outcomes desired or expected by the schools and authorities and, of course, the means to achieve them.

As briefly mentioned through the introduction of the present body of work, in 2004 Asturian authorities proposed a ‘bilingual education experimental programme’ to be implemented in the region in a period of four years. Supposedly, that provision was based on the integrated curriculum (English/Spanish) that had been working in CP Ventanielles and CP Atalía since 1996. As the experimental nature of the programme lasted four years, at first, it was put in operation at a secondary level and subsequently it was broaden and so implemented at a primary level too. Some time afterwards, in the full-year course 2008/2009, the experimental programme became established and the number of ‘bilingual’ educational institutions in our region has been increasing significantly every year since

then, up to the point that these days the provision does not only cover primary and secondary schools but also *formación profesional*.

Focusing on primary education, the 27<sup>th</sup> of May, the BOPA number 121 (2009: 2) determines the concept of a bilingual school:

Serán centros bilingües aquellos centros docentes públicos y privados concertados que incorporen al currículo la enseñanza de áreas, materias o módulos no lingüísticos en una lengua extranjera.

In addition to that definition, the document also determines – as I have summarised below – the requirements for schools and the structure that any programme must have in order to be officially recognised.

#### *Requisitos de participación*

- a. Disponer de profesorado, con destino definitivo, con competencia lingüística suficiente en el idioma correspondiente como para asumir la impartición en uno de estos idiomas de, al menos, un área, materia o módulo, por curso.
- b. Contar con la aprobación del Consejo Escolar y el Equipo Directivo. Previamente, el Director o Directora deberá haber informado a los órganos de coordinación docente del centro.
- c. Presentar un proyecto.

#### *Estructura del Programa*

- a. El Programa Bilingüe formará parte de la oferta educativa del centro, deberá iniciarse, con carácter general, en el primer curso de educación Primaria.
- b. En Educación Primaria, las enseñanzas bilingües se desarrollarán únicamente en inglés.
- c. Los centros de Educación Primaria que participen en el Programa podrán ofertar estas enseñanzas a todo el alumnado de los cursos donde se desarrolle. El alumnado que no participe en el Programa, recibirá las correspondientes clases en español.
- d. El Programa Bilingüe se organizará en las áreas o módulos establecidos con carácter general para la Educación Primaria, a excepción de aquellas de contenido lingüístico.
- e. El alumnado que participe en el programa bilingüe cursará obligatoriamente el idioma del mismo, ya sea como primera o como segunda lengua.
- f. Solo se autorizará el desarrollo del programa bilingüe en un idioma extranjero por centro.

Once I have read the official document that regulates mainstream bilingual education programmes in Asturias, my conclusion is that schools may participate or not – the same as students, even though they attend a bilingual school – but when a educational institution is carrying out a bilingual provision, it means that its project was approved by the authorities and therefore, it is an official programme. Moreover, schools are allowed to organise their

own provision on condition that those areas being taught through the medium of the additional language correspond to *módulos de carácter general*, in accordance with the Spanish Curriculum. On top of that, at a primary level, the authorities have established English as the general language to be implemented.

As a direct consequence of the previous, in 2010 the *Boletín Oficial del Principado de Asturias número 148* was published to regulate the linguistic requisites for teachers working in bilingual programmes of the region, laying down the following:

De conformidad con lo establecido en la disposición adicional quinta del Real Decreto 1834/2008, de 8 de noviembre, para impartir cualquiera de las áreas, materias o módulos incluidos en un Programa Bilingüe el profesorado deberá acreditar el dominio de la lengua extranjera correspondiente, equivalente al nivel B2 del Marco Común Europeo de Referencia para las lenguas.

For this reason, the certificates that are considered acceptable and therefore demonstrate that teachers are qualified were also determined:

Inglés:

- a. Licenciatura en Filología Inglesa.
- b. Licenciatura en Traducción e Interpretación.
- c. Diplomatura en Magisterio: Especialidad en Lengua Inglesa.
- d. 1º y 2º cursos del Ciclo Superior o Certificado de Aptitud en inglés, expedido por una Escuela Oficial de Idiomas (LOGSE).
- e. 1º y 2º cursos de Nivel Avanzado o Certificado de Nivel Avanzado en inglés, expedido por una Escuela Oficial de Idiomas (LOE).
- f. First Certificate in English (FCE), Universidad de Cambridge o nivel superior.
- g. Test of English as a Foreign Language (TOEFL IBT/CBT/PTB) o nivel superior.
- h. International English Language Testing System (IELTS 5.0/5.5/6.0) o nivel superior.
- i. Trinity grades 7, 8 o 9 o nivel superior.

As a result, English teachers are allowed to work in bilingual provisions with a proper certificate that justifies their language competence in English. By contrast, those subject teachers that want to participate in a bilingual programme must prove their level of English with one of the previous certificates and then wait to be approved by the *Consejería*. Nevertheless, despite all the information previously mentioned, I think that the official documents regarding bilingual education in Asturias are a bit ambiguous, considering that neither clear objectives/outcomes are specified nor CLIL approach particularly noted.

Furthermore, in relation to that, the authorities simply cite and insist on the European language policy.

## CHAPTER FOUR: TEACHERS' POINT OF VIEW

Whereas the previous chapter was thought to introduce bilingual education in Asturias, the present section is focused on teachers' opinions about the bilingual programme itself.

First of all, it is important to mention that the target group of this research is composed of a total of thirty teachers who, nowadays, work at a bilingual school in the region. Focusing on the nature of the educational institutions, I will be analysing the bilingual provisions of twenty-four public schools, five *concertadas* and one private too. In any case, the previous facts will be described and studied in depth throughout the present section.

In addition, explaining the procedure and methods followed to gather the information is also relevant in the context of this research. Four months ago I was thinking about the most accurate way to gather concrete answers to specific questions. At first, I thought about doing personal interviews to different CLIL teachers but it was going to be long and complicated since most people are unwilling to accept that. Then, thanks to the advice I got from my tutor, I opted for developing an online survey<sup>7</sup> that I titled *Questionnaire for CLIL teachers in Asturias*.

The procedure consisted on sending emails to different public, *concertadas* and private bilingual schools in the region with a letter to explain the purposes of the questionnaire and a link, which took the survey respondents directly to the online platform for them to answer the questions. I was sending emails for three months – from September to November – which was the period that the questionnaire was available and eventually, in November, I got a total of thirty replies to it.

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<sup>7</sup> The questionnaire is included in Appendix I.

In order to understand properly the type of questionnaire I provided the teachers with, it should be noted that it was divided into nine points. In addition, I kept a quantitative approach in the analysis of the information, as I considered this was the appropriate methodology – due to the fact that I will be using statistics to analyse the teachers’ point of view – but I also offered the participants the possibility of adding comments about the observations and personal experiences, that is qualitative research. Nevertheless, I have summarised below the nine issues of the survey with a specific description of each one.

- The first question was created for me to get to know the target group. Teachers are asked for optional personal information, their mother tongue as well as their specific training in CLIL, the subjects they teach and the nature of the school where they work. Then, they are required for writing personal and optional information.
- With the second and the third points, I wanted to develop a ‘linguistic profile’ of each teacher by making them questions such as their Common European Framework of Reference for languages (CEFR) level of English and the official certificates that they have got to recognise it – that last part using multiple choice –.
- The fourth issue is relevant to the dissertation since teachers are given fifteen different statements about CLIL that they need to ‘mark’ according to their agreement or disagreement with each one of them. I used a five-point likert scale for that item with numbers from 1 to 5.
- The fifth question is aimed at discovering the reasons why they work in a bilingual programme – I used another likert scale with three possibilities (YES, NO or N/A) – while the sixth is for them to value those aspects of teaching through the medium of English that they may find difficult. That question is marked with a five-point Likert item too.
- I developed the seventh and the eighth not only to focus on those activities that are more suitable or appropriate to be carried out within the bilingual

classroom but also to uncover the name of the area they think is the ‘best’ to be taught together with English – both of them with multiple choice –.

- Finally, last point’s aim is for teachers to rate how useful would be a series of suggestions given to make the teaching-learning process more effective. That part was answered by them with a five-level Likert scale.

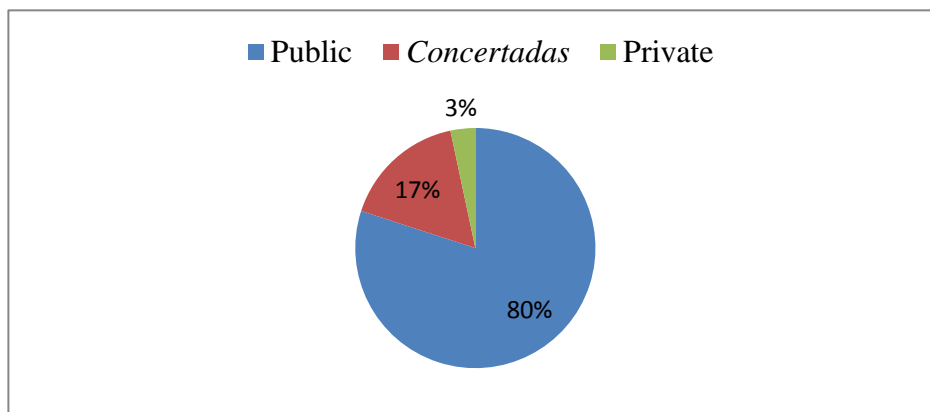
Thus, through this chapter I will be addressing the results of my research and analysing them with the help of different charts and graphs that I have developed to reflect the statistics and answers more easily. Moreover, I will also be relating the information obtained to the theoretical framework of the present body of work.

Owing to the fact that I want my discourse to be organised, I have opted for dividing the analysis of teachers’ answers into four subsections as I have summarised below:

- I. Teachers and bilingual schools
- II. Content and Language Integrated Learning
- III. Teaching in a bilingual programme
- IV. The effectiveness of the teaching-learning process

#### ▪ **Teachers and bilingual schools**

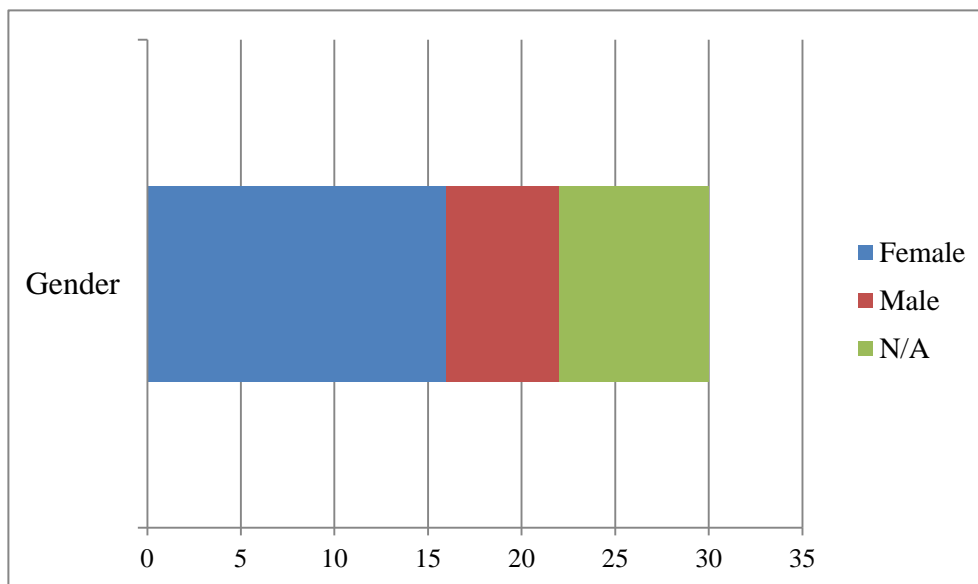
First of all, I will focus on the nature of the schools where the target group work.



Graph 1 – Nature of the schools.

Considering that 100% corresponds to a total of thirty, the previous graph shows that twenty-four of the ‘interviewed’ teachers work in a public school, followed by five people working at a *concertada* institution and only one person who works at a private one. This information reflects somehow the reality in our region since, officially, there are 104 public primary schools offering a bilingual programme while the number of *concertadas* descend into 25. It is worth pointing out that, according to the definition established by the Asturian authorities about what a bilingual school is, private bilingual institutions are not considered as part of the mainstream bilingual programme fostered by the government. Nevertheless, some of these schools have also been implementing bilingual education and therefore, in my opinion, omitting them would be a mistake.

Secondly, I want to comment on the characteristics of this group of teachers. For that, I will analyse on the one hand some personal information regarding age, gender or nationality and, on the other, their linguistic profile.



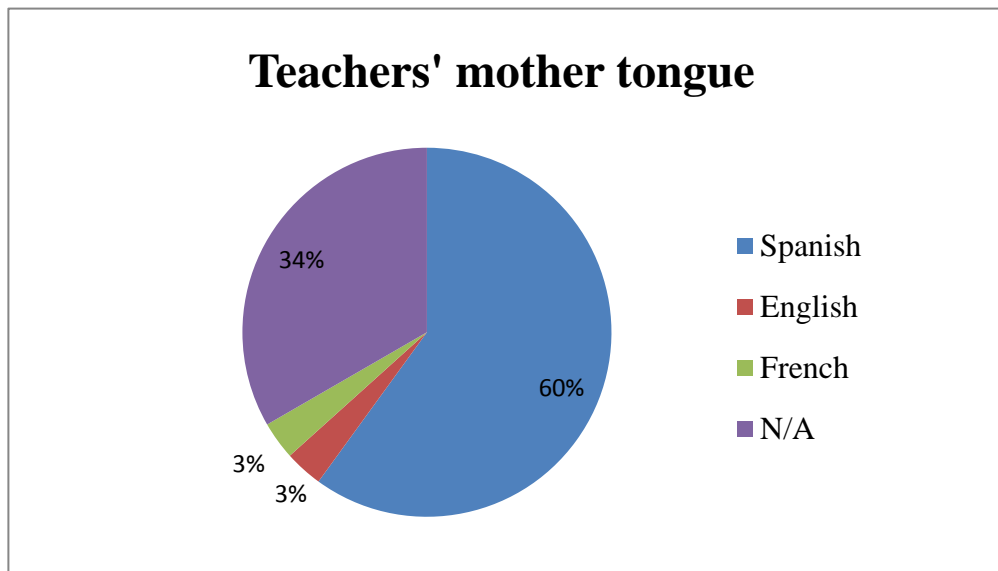
Graph 2 – Teachers’ gender.

The chart above reflects that sixteen teachers claimed to be women while six people declared themselves as men. It is remarkable the fact that eight of them chose none of the options. Consequently, in order to propose a fixed percentage, I am considering twenty-two

as the whole group so the result would be that a 73% of the teachers working in bilingual provisions are women whereas the remaining 27% are men. According to this information, more than a half of the primary teachers in Asturias would be women.

Another point of the survey was centred on age and, despite the fact that not all of them gave an answer to that question, the youngest person reported being 29 years old and the oldest 57 instead – this shows a wide range of generations – On top of that, I wanted to reflect their teaching experience too so I asked them how many years they had been teaching – either English or through the medium of that language – until then. Fortunately I succeeded; I got thirty replies going from two years to thirty-five, what means nineteen years for each one on average. As a result, from my point of view, the majority of them are supposed to be experienced enough for the teaching process of/in an additional language.

Regarding languages, I believe that addressing the teachers' linguistic profile is relevant to the current body of work. Thus, at first, I want to focus on the concept of mother tongue.



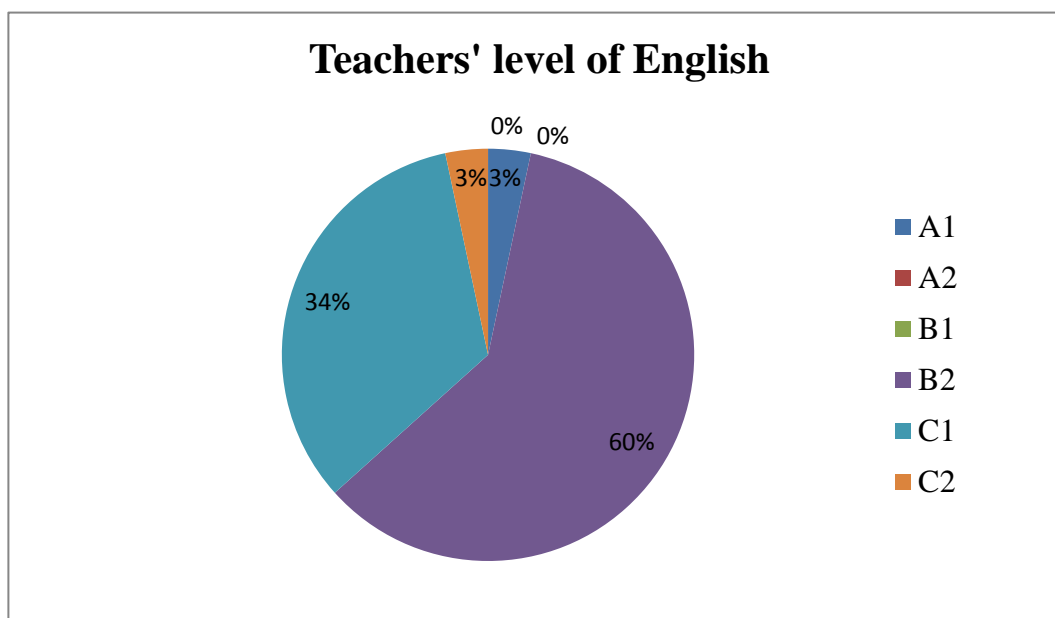
Graph 3 – Teachers' first language.

The 60% in the circumference above corresponds to the eighteen teachers that have pointed out that Spanish is their native language. The second highest number represents the



ten people who preferred to remain ‘anonymous’ in that point whereas both 3% figures are the only teachers in the group – in accordance with the given answers – whose first language is another different from Spanish – English and French in that case – even so, I think that we could generalize that the ‘silent’ teachers’ mother tongue is also Spanish. I claim that since everyone mentioned that their nationality was Spanish leaving aside two people who assured that their home countries were Belgium (a multilingual territory in which French is officially recognised) and the United Kingdom (where English is the state language). To be honest, I found really interesting that two foreign people who were taking part as teachers in bilingual programmes of the region and I strongly believe that this reality helps children develop their cultural awareness. Furthermore, having a British teacher brings closer the reality not only of the language but also of the Anglo-Saxon culture, then, it sounds perfect for an English-Spanish bilingual institution.

Apart from that, what is indispensable is the teachers’ level of the target language. As a consequence, analysing their skills in relation to the CEFR is a must.

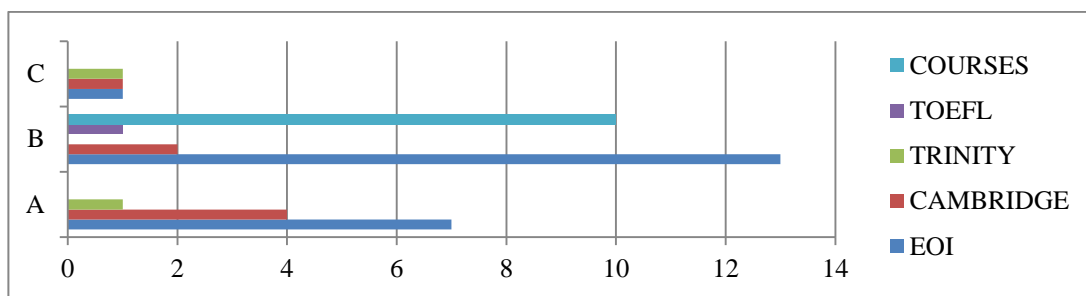


Graph 4 – Teachers’ level of English.

We see that there are two of the six levels that none of the teachers has selected. If we take into account the European educational and language policies and the requirements for the teachers mentioned through the previous chapters, these empty categories should be A1, A2 and also B1. Even so there are not three levels without any teacher, there are only two, and those ones correspond to B1 and to A2. Therefore, at least one person has claimed to have each one of the remaining levels. In fact, A1 – which is the lower one – was selected by one teacher and represents a 3% of the group. To be honest I found this as surprising as confusing since the minimum linguistic requisite for people teaching in a bilingual school is to have a B2 level in the additional language. Because of this, I believe that the person may have misunderstood the issue. Addressing the rest of the categories, the great majority asserted they have a B2 level, a 60% that comes to mean eighteen people out of thirty – more than half of the teachers with the minimum level required, which by the way certifies that a person has enough skills to teach in a particular language – although there is also a high 34% of the group, which reflects the answers of those ten proficient users of the language. The final percentage descends into a low 3% and reflects the only person among the teachers who assures to have a C2 level of English – in fact, that person is the British citizen –

In brief, the previous information comes to proof that we could generally consider that bilingual provision teachers meet the confirmed linguistic criteria and also that there is a large group of them with an advanced level of the language and therefore, the necessary skills to carry out properly the responsibilities – regarding language knowledge – of their job.

However, according to the *Boletín Oficial del Principado de Asturias número 148 del 28 de junio* (2010), bilingual school teachers who are not specialised in English language need to certify at least a B2 level with one of the qualifications mentioned through chapter three. For this reason, I also included a specific question for the teachers to indicate the English language certificates they have got.

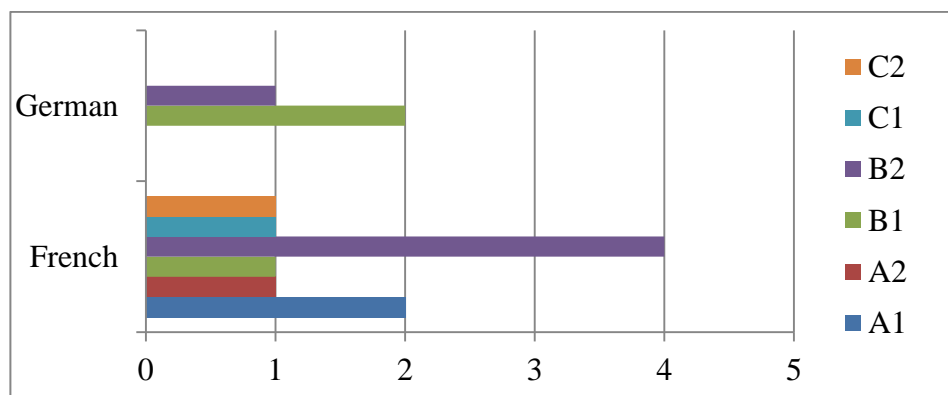


Graph 5 – Teachers’ certificates in English.

As we can see in the previous chart, I have divided teachers’ answers into three different groups according to the amount of qualifications that each one of them has got. Therefore, ‘A’ group is made up of twelve teachers – 40% of the total – with only one official document that certifies their level of English. On the contrary, the thirteen teachers within group ‘B’, who represent a 43%, have assured that each one of them possesses a minimum of two English language certificates (one of them in addition to the degree) and last but not least, the only member of group ‘C’ noted that he or she has three different certifications of the English language and corresponds to the 3% of the total. On top of that, there are a remaining 14% of teachers (4 of them) who declared that their only qualifications of the language are their degrees.

Dealing with the specific exams that the skilled teachers have passed or the English language courses that they have done, the most common is the *Escuela Oficial de Idiomas (EOI)* advanced level, followed by different and unspecific language courses. After these, Cambridge University exams are the most popular and ultimately, Trinity College tests together with TOEFL.

Lastly, regarding the ‘European dream’ of a multilingual society, I intend to investigate teachers’ own multilingual skills with a point of the questionnaire devoted to their abilities in a third language – if any – then, this graph below reflects the result.



Graph 6 – Teachers’ third language.

As we can see, a total of thirteen teachers have assured that they have skills in a third language, what represents a 43% of the total. On the contrary, there is a group of seventeen who only command English – apart from their first language – and they correspond to a 57%. Therefore, if we generalise, we could claim that almost a half of the teachers working in a bilingual programme have skills in at least two foreign languages and that idea agrees with the EU aim for the citizens to be able to communicate in two additional languages different from their mother tongue. From my point of view, this is good news for the system and the society since plurilingual teachers may get children in contact with other foreign languages and their cultures in order to raise students’ communicative abilities. However, there is still around a 50% of bilingual school teachers with no skills in a third language and that is a pessimistic piece of information for us to achieve the linguistic objectives.

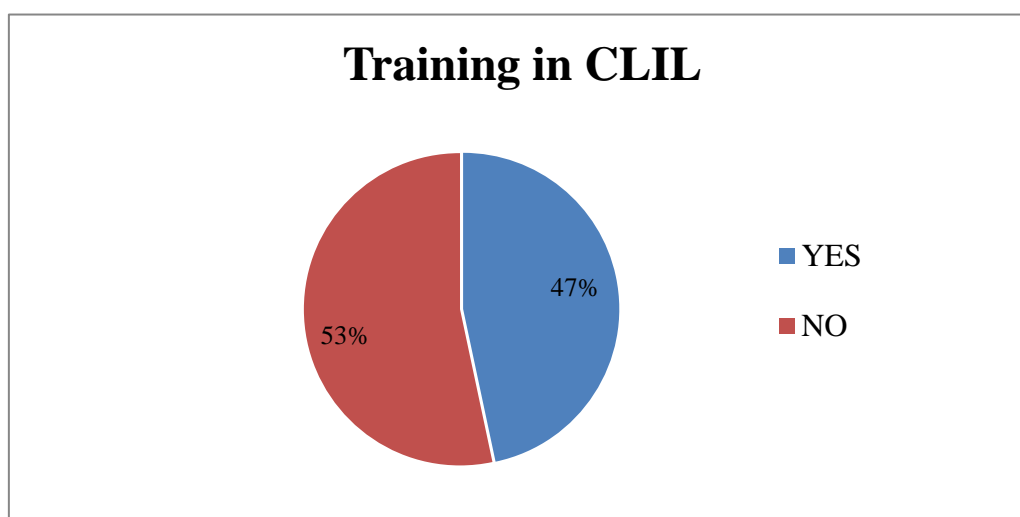
Addressing now the most popular foreign languages – putting English aside – most of the teachers have opted for French, in fact they represent the 77% of the thirteen people being able to communicate in a third language. The second most ‘famous’ language is German, with the remaining 23% (only three people out of thirteen). It is worth highlighting that just three teachers in the previous group have ‘basic’ skills in the additional language (A1 and A2) whereas the other ten people’s levels are between B1 and C2, what means ‘independent’ and ‘proficient’ users.

In conclusion, my intention with this first part of the analysis is to create a professional profile of the ‘interviewed’ teachers that reflects somehow the reality in Asturias. According to the information gathered, I want to emphasise that all teachers meet the requirements set by the authorities – except for an individual – besides they are highly experienced professionals not only in the teaching of English as a FL but also through the medium of that language.

- **Content and Language Integrated Learning**

The present subsection is relevant to the main objective of my dissertation. Throughout this part, I want to comment and analyse on the particular answers that this group of teachers has given to a series of fifteen statements about CLIL that I proposed in order to uncover their opinions about this important approach.

First of all, I think that asking them for their specific training in CLIL makes sense to conceive an introductory idea of the target group.



Graph 7 – Specific training in Content and Language Integrated Learning.

As we see, a 53% of the teachers have claimed not to have any academic training in this approach, that figure corresponds to sixteen people. However, there are fourteen teachers – the 47% – with specific certificates of this.

Within the specially ‘qualified’ group, we find a wide variety of types of training. The largest one is made up of five teachers that noted they have been attending CLIL courses at University and this is followed by three people who even went to another country to do a concrete course. Then, we have to technical draws. On the one hand, there are two groups – with two teachers each – whose members have done either a Master’s degree in CLIL or a course organised by a *Centro de Profesorado y Recursos (CPR)* and, on the other hand, a person who has passed an online course and another who attended a conference by the hand of the *Programa de Apoyo a la Enseñanza y el Aprendizaje de Lenguas Extranjeras (PALE)*.

In accordance with the previous information, we could equally divide the teachers working in a bilingual programme across the region into two different groups. The first one would correspond to the ‘trained CLIL’ teachers and would be made up of people who have done from a course or conference to a Master’s degree, whereas the remaining ‘not specifically trained’ teachers would belong to the last group.

However, if Asturian authorities are really focusing on CLIL to be the approach used to teach in the mainstream bilingual programmes, why do they not promote training courses for teachers on a regular basis?; Of course, there are courses, conferences and also Master’s degrees but, as the previous information shows, there is still an important lack of training. The competent authorities do not really provide opportunities and encouragement for teachers to improve upon their work. Moreover, if a teacher wants or needs to improve her or his methods and learn from different experiences then he/she has to invest his/her own money in the majority of cases. Therefore, in my opinion, both European and Spanish authorities should be consistent with what their own policies order.

Nevertheless, I am going to focus now on the statements about CLIL that I included in the questionnaire for the teachers to value. In order to organise the analysis, I have split

the fifteen issues into three categories. The first one contains six statements related to the approach itself, the way in which CLIL works. Throughout the second category I will be commenting on the teachers' opinions about what the most suitable role for a CLIL teacher is, this section is formed by four points. Finally, the last part of the analysis, which consists of five statements, will be centred on analysing a series of possible consequences that CLIL may bring about.

As already mentioned, in that particular issue of the survey, they were required for evaluating each statement with a number according to their degree of agreement. The figures were 1, 2, 3, 4 and 5, being 1 'complete disagreement' and 5 'full agreement'. Thus, in order to give each of the fifteen points a regular mark, I will change the previous numbers into a new rank as follows: 1 will be 0; 2 will be 2.5; 3 will be 5; 4 will be 7.5 and 5 will be 10 – again, 0 represents the minimum and 10 the maximum – Apart from that, the black figures correspond to the total amount of answers for each mark.

	0	2.5	5	7.5	10
CLIL is an approach that involves learning subjects through the medium of an additional language	0	4	7	11	8
CLIL means teaching in an additional language	0	2	5	7	16
CLIL and bilingualism are exactly the same	5	4	8	9	4
Content, Communication, Cognition and Culture are the core of CLIL	2	1	4	12	11

Contents and Language are taught at the same time	1	2	8	10	9
The target language in CLIL could be the children's mother tongue	10	7	7	4	2

Table 6 – Evaluating Content and Language Integrated Learning.

The previous table shows the diverse opinions of the teachers about the statements within the first category. As mentioned before, the six points are related somehow to the way in which CLIL works. To go in depth, I will comment individually on each one.

- a) The first point, *CLIL is an approach that involves learning subjects through the medium of an additional language* is highly marked by most of the teachers, in fact, that statement gets a 7 on average. Nevertheless there are 4 individuals – a 13% of the total – who only gave up to 2.5 points to it. Then, despite the fact that this assertion is close to the approach, they disagreed.
- b) With an average mark of 8, *CLIL means teaching in an additional language* is the highest graded statement in the group. Furthermore, more than a half of the group completely agreed with this statement and 23 people – a 77% – marked it with 7.5 or 10. Therefore, according to the vast majority of the teachers, there are not semantic differences between using the words ‘in’ or ‘through’ in that field. Whereas, in my opinion, asserting that CLIL means teaching in an additional language would be more related to other approaches rather than to CLIL. As discussed throughout previous chapters, there are different types of bilingual education which consist on teaching in a specific language but, on the contrary, Content and Language Integrated Learning means teaching contents through the medium of an additional language since both the contents and the language are supposed to be acquired by students at the same time.



- c) The current issue, *CLIL and bilingualism are exactly the same* keeps some parallelism with the previous one. Obviously, the theoretical framework of this dissertation justifies the wrong nature of this statement. Focusing on the teachers' answers, it is worth highlighting that thirteen of them agreed with it whereas only nine disagreed – the remaining eight opted for the option in the middle – Nevertheless, the resulting average grade is a 5 that indicates the ambiguity of the teachers in a point in which the majority should have shown their opposition.
- d) Fortunately, the point I entitled *Content, Communication, Cognition and Culture are the core of CLIL* has been highly recognised amongst the target group members. As a matter of fact, twenty-three out of thirty showed their agreement, what corresponds to the 77% of the total. This is good news if we take into account that only a 47% of the people (14 of them) has been specifically trained in CLIL and therefore would surely know the 4Cs conceptual framework for this approach (Coyle, 1999). Consequently, the remaining 30% of teachers who has agreed may know it due to self-learning since they noted not to have any particular qualification on CLIL. Even so the point's average mark is a mere 7.4, mainly, because of the three people who noted their disagreement.
- e) *Contents and Language are taught at the same time* is perhaps the most suitable point of the fifteen to be related to CLIL. In fact, this is the essential difference between this approach and other types of bilingual education as discussed through earlier sections. In spite of this, there are three people opposed to that and other eight remaining 'in the middle' although the largest figure corresponds to the nineteen teachers in agreement, a 63% of the total and thus the majority.
- f) The last statement of the present category, *the target language in CLIL could be the children's mother tongue*, is the one getting the lowest grade on average, an insignificant 3.4 as a consequence of the seventeen votes 'against' it. Even so, there are six teachers who agreed with the idea of teaching in a bilingual provision through the medium of the students' native language as well as another group of seven opting for remaining, again, in the middle. Actually, that situation

could be possible regarding minority languages. For instance, in Catalonia – one of the most famous multilingual territories in the whole continent – the authorities have been implementing linguistic immersion programmes with Catalan language across the region for years and, in many cases, the target language (Catalan) is the child first language.

Addressing now the role of the CLIL teachers in the bilingual programmes, the table below shows four statements that have been analysed by the target group of teachers.

	0	2.5	5	7.5	10
CLIL teachers act as guides	2	5	11	8	4
CLIL teachers should be patient, tolerant, active and creative	0	0	7	9	14
A teacher taking part in a CLIL provision should be bilingual	4	6	9	9	2
The language teacher and the subject teacher should work together	1	0	7	9	13

Table 7 – The role of teachers in CLIL.

Again, I will comment individually on each one in order to deal with them properly.

- a) The first statement in that category is *CLIL teachers act as guides*. It is referred to how CLIL teachers should lead the students learning for them to develop their skills as autonomously as possible. The average grade of this point is 5.5 since although twelve of them agreed, seven showed their opposition and eleven

decided to mark it with a five. In my opinion, this is a low scoring for such an important issue to the teaching process in CLIL provisions. Nevertheless, the twelve teachers in agreement with the statement represent the majority of the group (40%).

- b) With an 8, *CLIL teachers should be patient, tolerant, active and creative* is the highest graded point within this section. In fact, twenty-three out of thirty – representing the 77% – gave their favourable vote whereas only seven remained in the middle and no one disagreed. As showed before, these teachers form an experienced group of people and so they know the best way to deal with their job. Furthermore, in that case, the result is close to the essential part of the approach since all the previous attributes are needed in order to promote the development of CLIL domains.
- c) The current statement, *a teacher taking part in a CLIL provision should be bilingual*, is the lowest valued of the group. That would mean that most of the teachers would have noted their disagreement with the issue. Nevertheless, it is worth mentioning that only ten people (33%) completely disagreed on that point while the majority of them – eleven teachers, corresponding the 37% – support the idea. Then, why is the mark so low?; obviously because of the ‘negative’ votes but, on top of that, due to the remaining nine people who opted for the number ‘five’ in the middle. Of course, selecting that figure may mean that the person is slightly in favour of a certain issue rather than against or vice-versa although, technically, it could be considered as an ‘abstention’. As it has been discussed through previous chapters, the sphere of bilingualism gathers a wide variety of conceptions but, considering the bilingual person as an individual with oracy and literacy skills in, at least, two languages – without meaning proficiency in both of them – we could agree with the present statement. Even so, CLIL teachers are required for a B2 level of the target language.
- d) Somehow related to the previous point, *the language teacher and the subject teacher should work together* has been supported by the vast majority of the

group. Twenty-two teachers (73%) noted their agreement with the statement and only one showed his/her opposition (3%). Therefore, we could conclude that either most of the ‘interviewed’ teachers work collaboratively with their colleagues or, at least, that is their intention. It is important to note that, as previously mentioned, coordination between all members of staff is an essential part to ensure that language skills and content targets are met.

The table below is the last one of this subsection and it gathers teachers’ answers to five different statements regarding some consequences that the teaching-learning process carried out in accordance with CLIL principles may produce for pupils.

	0	2.5	5	7.5	10
Pupils learn curricular contents worse in CLIL provisions than in regular courses	7	6	11	2	4
CLIL increases intercultural awareness	1	2	3	10	14
CLIL allows children to work with authentic learning materials	1	3	5	9	12
CLIL promotes bilingualism	1	6	4	12	7
Total immersion programmes are better than partial immersion programmes	1	4	6	6	13

Table 8 – The effects of CLIL on learners.

- a) The idea that *pupils learn curricular contents worse in CLIL provisions than in regular courses* is shared by six people (20%) out of thirty while more than the double disagree. That means that most of the teachers consider the learning

process through the medium of an additional language either better than in regular courses or equal. Though there are eleven people in the whole group scoring the item with a five and if we join both figures we get a large group of seventeen teachers (57%) whose opinion is either ambiguous or in favour of the statement. Nonetheless, we could claim that a 40% of the total group prefers teaching contents through the medium of English than in Spanish.

- b) The result of *CLIL increases intercultural awareness* was the expected one. Prior to the implementation of bilingual education provisions in Asturias, the teaching of English as a foreign language was already being developed and therefore – although it has improved significantly during the years – children also ‘studied’ some basic facts about the culture of the Anglo-Saxon world. Fortunately, as we have been working hard, we have CLIL to be implemented and according to almost the totality of them (24 people who represents an 80%) the approach that concerns us fosters the development of intercultural awareness skills.
- c) *CLIL allows children to work with authentic learning materials* is also supported by most of the teachers, in fact twenty-one showed their agreement (70%). On the contrary four people (representing a 13%) voted ‘against’ the statement. From my point of view CLIL provides us with, for example, the opportunity to work with authentic situations that could be used to develop children’s communicative skills in a realistic way. Although are teachers mainly who create the appropriate atmosphere for real context to flourish within the bilingual classroom. In any case, the 70% of teachers are very right since that approach is perhaps one of the most flexible and permissive.
- d) That *CLIL promotes bilingualism* is an opinion shared by nineteen teachers of the group (63%) but there are other seven members (23%) opposed to that statement. Although the majority believes that their work is helping students to be able to communicate in another language, I understand that there is still a pessimistic minority who thinks that this approach is not appropriate for the learning of an additional language. It could be either because they do not coincide with the

methods or because they do not see real results in the schools. Focusing on the second possibility, it could be that the programme is being carried through without taking into account the CLIL principles and features.

- e) According to the answers, *total immersion programmes are better than partial immersion programmes* for the 63% of the group, nineteen participants. On the contrary, a 16% of the teachers showed their opposition. Perhaps they prefer less hours of exposure to the language because they think that children do not acquire contents properly through the medium of an additional language – it could be according to previous replies – or maybe because they also consider important for the children to have a high exposure to Spanish. Nonetheless, the majority noted to be in favour what, from my point of view, means that they would agree with a hypothetical increase in the number of hours devoted to English language throughout the bilingual provisions of the region.

- **Teaching in a bilingual programme**

The present subsection is aimed at analysing the teaching process within the bilingual programmes in Asturias. Therefore I will begin by addressing the most common subjects or curricular areas that take part in the provision as well as the one that teachers find suitable the most to be taught together with the second language. Next, I want to reflect teachers' personal motivations to work in a bilingual school. Apart from that, I will be commenting on those aspects of the teaching process that, according to their opinions, are the most challenging or difficult. Finally, I will propose a ranking list – which each one had to create previously while doing the survey – with ten items regarding tasks or activities that they see more suitable for the acquisition of a language.

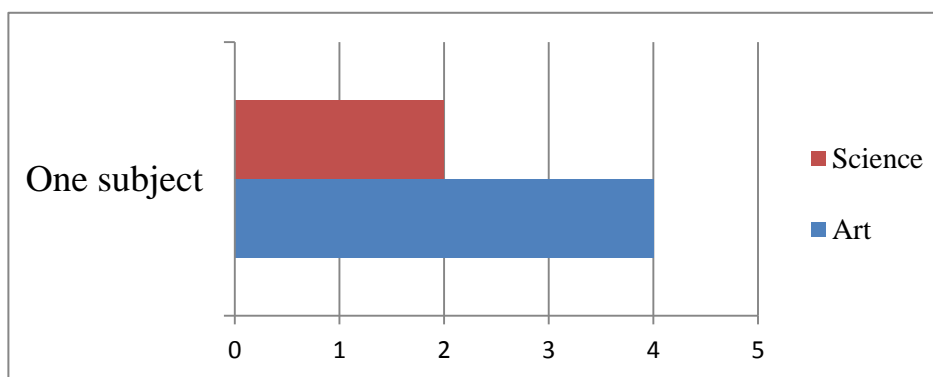
As mentioned in previous chapters, the authorities allow schools to include any curricular area within the bilingual programme provided that their project is approved. Therefore, I included in the questionnaire a series of items related to those subjects taking

part in the provisions in order to find out the number different of areas involved on the one hand, and the most common and suitable subjects to the programme on the other.

As a result of that, I have developed several graphs to explain some facts related to the subjects in bilingual schools.

The objective of one of the items included in the survey was for the teachers to note the number of subjects – and their names – that they currently teach as part of the provision. As a consequence of their answers, I could discover the names of those areas. Thus, if we generalise the information gathered with the questionnaire, there would be four different curricular areas involved in the programmes. On the one hand, English which, as a linguistic area, plays an indispensable role at any bilingual school – even though is not the typical content subject – and on the other hand, the resulting content subjects are Science, Art and Physical Education. In addition to that, the analysis allowed me to split the participants into three groups in relation to the number of subjects they teach.

The graph below reflects the information given by those participants teaching one subject each.

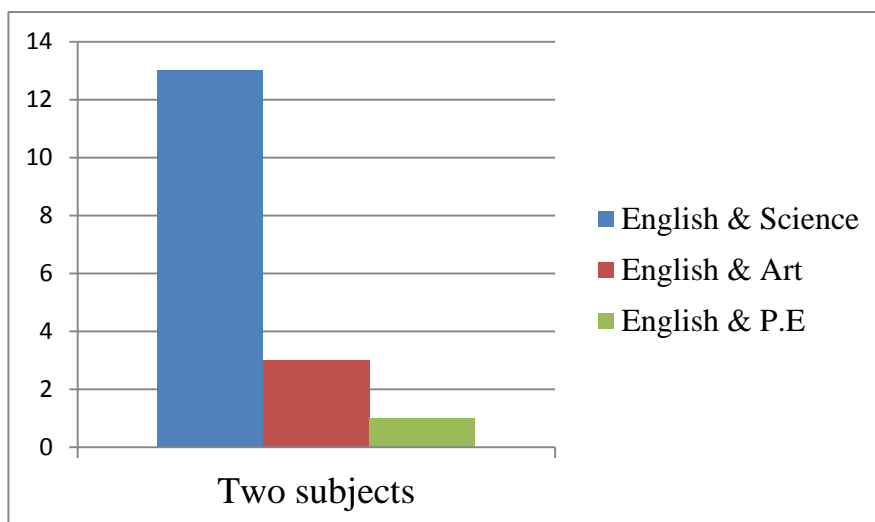


Graph 8 – One subject through the medium of English.

As we can see, six teachers out of thirty (20%) have claimed that they only teach one subject through the medium of English. While four of them only teach Art, the other two lead the learning process of students attending lessons of Science. It is remarkable that this 20% of the total did not mention if they also teach English as a subject itself or not. Therefore, it could be the case of ‘subject’ teachers with a certificate of the level of English

who may collaborate with the programme by teaching an area. Although they could also be teachers specialised in English who may have forgotten to mention it. In any case, the number of teachers only dedicated to one subject within bilingual schools is almost irrelevant comparing it with the largest part.

The second group of teachers is the one that corresponds to the seventeen participants, a 57% of the total, who currently teach two subjects at their respective schools.



Graph 9 – Two subjects through the medium of English.

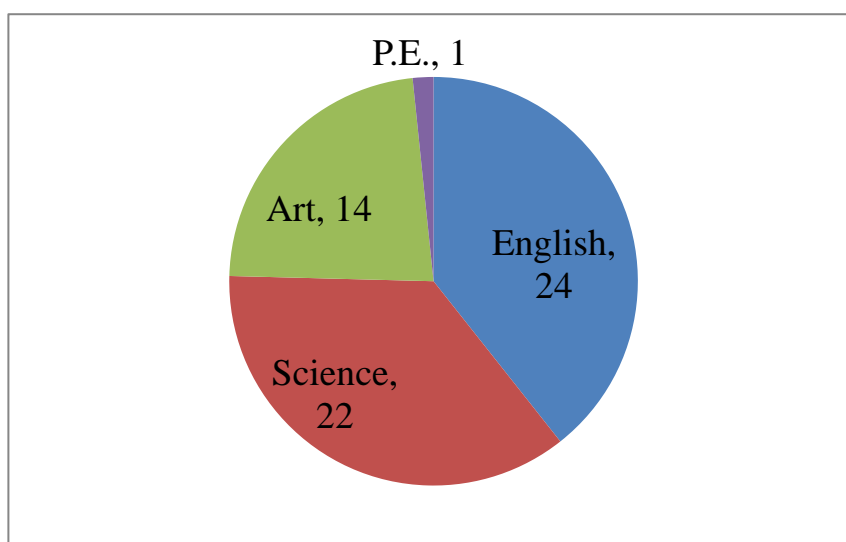
As we can understand from the graph above, there is a maximum of three different combinations possible amongst those teaching two areas. The largest one is formed by thirteen people focused on English and Science, followed by three English language teachers who also are responsible for Art and last but not least, a person in charge of English and Physical Education. Therefore, according to the percentages, the current assumption would be the most usual one.

To conclude with the last group, I want to mention the remaining seven teachers (a 23% of the total) whose ‘bilingual’ academic load is made up of three subjects. Curiously, all of them gave the same answer to the question by asserting that they are responsible for English, Science and Art. Then, it could be a combination of the previous group’s teachers except for the only one who teaches Physical Education.



My opinion, once I have commented individually on each possibility, is that the majority of the teachers who work at a bilingual school are specialised in English and therefore are responsible for that subject but; due to the fact that the amount of bilingual provisions across the region has been increasing its number in recent years together with a lack of subject teachers with enough English language skills to face the teaching of a subject through the medium of that language, specialised teachers have been demanded to confront the new situation and that is the reason why they also teach the previous areas. However, I also believe that there are an important and raising number of subject teachers who are passing exams to certify their level of English and so taking the reins of their own subjects with a new language.

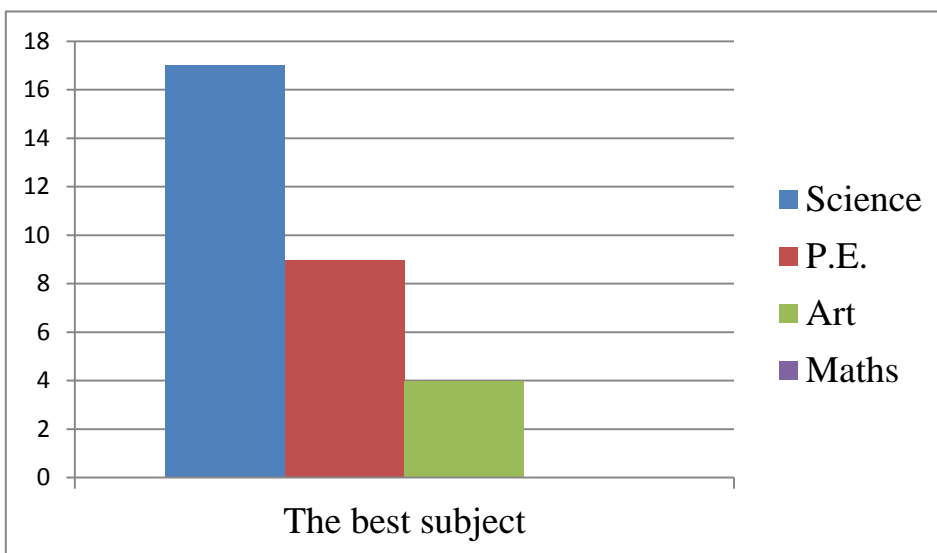
The next graph is based on the answers gathered and reflects the number of participants who teach each one of the areas.



Graph 10 – The most common subject in bilingual provisions.

This is interesting as we can visualise these areas with more acceptance within the programmes. In disregard of English as a subject, the chart above establishes Science as the curricular area with the most prominence throughout schools, followed by Art – though in that case the number of teachers falls into fourteen – and remaining Physical Education (P.E) in a third place.

Supporting the previous idea, the following chart represents the answers of the participant to the question *which is, in your opinion, the best or easiest subject to be taught through the medium of English?*



Graph 11 – The most popular subject to be taught through the medium of English.

Prior to developing the questionnaire, I thought about those areas more commonly present in a bilingual provision. I even asked some teachers that I got to know and all of them agreed that Science and Arts are the most typical subjects; furthermore, I also gathered information on the internet and discovered some schools where Physical Education is part of the planning and I eventually added Maths to the options in the survey because of the interest that the teaching of this types of contents through the medium of a second language normally arouses.

As a consequence, teachers had to choose their preferred subject among the ones mentioned. As we can see in the graph, with seventeen votes (57%) Science leads the group immediately follow by Physical Education with nine supporters (30%), then Art resists thanks to four participants (13%) and, unfortunately, the last place is for Maths with none vote.

The fact that surprises me the most of the previous is the rising of Physical Education to the detriment of Art. Mainly because there is only a person teaching P.E together with

English when there is a 30% of teachers supporting Physical Education as the best area to be taught through the medium of an additional language. Apart from that it is remarkable that Science precedes both of the lists, thus the subject seems to be held in high regard and strongly established within the provisions.

Focusing now again on the survey responders, I would like to address the reasons why they work as CLIL teachers nowadays. From my personal point of view, I consider that focusing on that point is relevant to analyse the quality of the system itself. As a consequence, I will comment again on each statement to understand the answers properly.

	YES	NO	N/A
You are required to	18	10	2
You like teaching in English	29	1	0
You are a native speaker	1	28	1
You can find lots of resources in English	25	3	2
You like challenging	20	6	4
You want your pupils to be prepared for higher education	26	1	3

Table 9 – Why do teachers work in bilingual provisions?

- a) *You are required to:* according to the answers to this first statement, a 60% percent of the participants would be working in a bilingual provision due to the fact that they are required for that job. On the contrary, a 33% of the target group denied being ordered to teach through the medium of English while the other 17% preferred remaining in silence. Therefore, we could conclude that the majority of

CLIL teachers hold that job because they are required to. Maybe the reason is the possible lack, as mentioned before, of linguistically qualified subject teachers to work in bilingual provisions.

- b) *You like teaching in English:* the second issue proposed to the participants was aimed at finding out the number of teachers who enjoy teaching in an additional language. As expected a 97% agreed with the statement and only one person showed his or her opposition. Then, in this sense, our teachers get the most out of their jobs.
- c) *You are a native speaker:* obviously, I was expecting the result since only one person had previously noted that English was his first language – the British citizen – although, perhaps because of a misunderstanding, another person amongst them opted for the option of ‘no answer’. One more time, the fact that most of CLIL teachers in Asturias are Spanish reappears. Nonetheless, there is a minority of foreigners working in our schools too, such as the British and the Belgian.
- d) *You can find lots of resources in English:* that point is supported by the 83% of the survey responders. They agreed that English is a language that provides with lots of different resources to teach through. In fact, I believe that you can find the vast majority of the teaching resources in that language. Consequently, that is very helpful when a teacher has to prepare a particular lesson or deliver a class using specific materials.
- e) *You like challenging:* that issue is related somehow with the previously seen statement related to the fact that teachers in CLIL provision should be patient, tolerant, active and creative and participants have replied in consonance. Twenty of them (66%) have claimed they like challenging. Thus, they show how skilful they may be to achieve any objective.
- f) *You want your pupils to be prepared for higher education:* again, an 87% of the responders noted their agreement with the current statement. They understand that being able to communicate in English is a must for the generation to come and so

they relate the learning process at a primary level with the additional language. On the contrary, the other four people may disagree with the idea of English being the international *lingua franca* in the future and perhaps they would see more interesting a bilingual programme to be carried out through the medium of another language.

Continuing with the teaching process, the table below reflects the varied replies of the survey responders to the nine statements that I proposed to analyse those aspects of teaching through the medium of English that teachers find difficult or challenging. As with the previous ones, I also used a likert scale for the participants to mark each point – being 10 the number representing the highest grade of difficulty –.

	0	2.5	5	7.5	10
Finding resources	9	10	8	3	0
Preparing lessons	11	10	5	3	1
Delivering the classes	6	8	8	6	2
Answering students' questions	14	7	6	3	0
Giving pupils' feedback	5	10	6	7	2
Preparing tests and exams	11	9	7	2	1
Assessing oral presentations	3	7	9	6	5
Correcting written exams	13	8	7	2	0
Evaluating the students' knowledge of the language	3	6	7	8	6

Table 10 – The most difficult part of teaching through the medium of English.

- a) *Finding resources*: the first point is related to the previous section and so teachers show a similar opinion. In fact, the 64% do not see any difficulty in finding resources in English, though a 27% (corresponding to eight people) remain in the middle. In any case, that second valuation demonstrates that English language provides both teachers and children with a large amount of different resources.
- b) *Preparing lessons*: that statement seems to be one of the less complicated in accordance with the opinions of the survey responders who agreed by majority (70%) in denying the difficulty of developing tasks and activities. As a matter of fact, the target group is formed by highly trained teachers with an experience each of them of thirteen years on average.
- c) *Delivering the classes*: although in that case the amount of teachers who do not see delivering their classes in English as a difficult task is high, the number descends into a 48% of the total. Moreover, there are six people (21%) admitting that is not an easy activity – it could be due to the difficulties by the hand of fear of making mistakes or even failing – However, a half of them are able to deliver their classes either in Spanish or in English without major problems.
- d) *Answering students' questions*: in this case again a 70% of the participants think that giving proper replies to their children's questions should not be hard. Perhaps the most difficult situations to deal with would appear in relation with the language.
- e) *Giving pupils' feedback*: nineteen teachers claimed not to see the current item as a difficult task while five did. The first group represents a 63% of the total and therefore a majority. Although, in my opinion, feedback in CLIL is not as simple as in regular courses. I suppose that the 17% who noted this as complicated together with the 20% remaining in the middle have thought about all the factors that need to be considered in order to give appropriate feedback in bilingual education. Even so, the 63% may belong to the group of teachers with specific training in CLIL.

- f) *Preparing tests and exams*: that statement was also seen as simple by the majority of the teachers; concretely a 67% whereas only a 10% of them see complicated the development of exams in bilingual provisions. The same as in the previous issue, I consider that more factors than in subjects taught through the medium of the students' mother tongue need to be taken into consideration. For instance, written language used for the teacher to explain the tasks to develop as well as the language that children will be using to answer to the different parts of the tests.
- g) *Assessing oral presentations*: in that case, most of the participants – eleven teachers corresponding to a 38% – opted for the grade in the middle, immediately followed by the ten (35%) whose point of view is against the added difficulty. Both groups together represent the 73% of the total. On the contrary, the remaining 27% of the CLIL teachers see at least some grade of complication in assessing students' oral presentations. As far as I am concerned, the most challenging issue for a teacher working in a bilingual programme is to establish the criteria to evaluate both the language and the contents – that happens in oral presentations, when children show their knowledge not only about contents but also about language –
- h) *Correcting written exams*: a 70% of the survey responders see little or none complication in correcting pupils' written language. The result is the expected one and in line with the issue proposed to find out their opinions about preparing tests and exams.
- i) *Evaluating the students' knowledge of the language*: I suggested that particular one for the participants to adjust numerically a statement that, from my point of view, encompasses the assessment of the target language within a bilingual provision. Surprisingly, we could claim that CLIL teachers disagreed in that point. After analysing the information, I discovered three clear groups with almost the same percentage. The largest one, with a 36% of the participants, does not see any difficulty in assessing children's knowledge of the target language. Then, representing a 34% of them, those who see that issue as complicated and finally,

the individuals scoring that point with a 'five' correspond to the 30%. As we can conclude, there is disagreement among teachers. It is worth mentioning that, as we have seen in previous sections, a 47% of the whole group claimed to have any type of training in CLIL and, despite the emphasis of this approach on evaluating the target language, there is an 11% of the 'qualified' teachers seeing that as difficult. Therefore, this evidence that more specific training should be provided.

Apart from the points set out, I suggested them to comment on some specific issues they may have found difficult to face too. As a result, a person noted that she usually finds challenging to deal with students with special needs within the bilingual classroom, furthermore, she mentioned students with Attention Deficit Hyperactivity Disorder (ADHD).

The last part of this subsection *teaching in a bilingual programme* is focused on analysing the proposals of the teachers to the next statement: *please, create a ranking list with the following tasks or methods that you find more suitable for learning the language; note: write numbers from 1 to 10 (being 1 the most appropriate option, according to your opinion).*

The series of tasks and activities that I suggested to be developed in the bilingual classroom are summarised below.

1. *Warm-up activities*: I consider that these types of tasks are important within any bilingual provision due to the fact that children acquire the language, the input, without being aware of it. They practice the language through real and contextualised situations.
2. *Language showers*: that would be short and continuous exposure to CLIL, of course, delivered in the target language for maybe 15 or 30 minutes several times a week. That would be a type of initiation to the programme. I also included that because of the possibility that teachers may be using Spanish more than English within the classroom.



3. *Team work*: that promotes oral communication between the children and facilitates the learning process in real contexts.
4. *Oral presentations*: these tasks are also relevant to develop speaking and listening skills. Children practice pronunciation, intonation and also rhythm when speaking aloud.
5. *Reading activities*: these are indispensable in any literacy process. Moreover, students learn how to relate letters to sound and also acquire new vocabulary, verbs or idiomatic expressions.
6. *Written compositions*: which are useful for the children to practice how to write properly all the words an expression they read and listen to. Moreover, these days compositions reflect the writing itself – basic skill to develop to the commanding of any foreign language –
7. *Listening tasks*: again, as the benefits that oral presentations may bring about to the audience, listening tasks are basic for student to get used to understand the spoken language as well as the risen number of different accents of English flourishing all over the world.
8. *Brainstorming*: these types of activities are appropriate to foster the development of thinking skills and therefore, children’s cognition.
9. *Games*: the same as with warm-up activities, though a bit more playful, games are resources that facilitate a natural acquisition of the language and also the culture associated to it.
10. *Hands-on activities*: that is my last proposition which is related to the creation of real contexts to foster the learning of English.

As a result of all the replies to the survey, I got thirty different propositions – no one agreed – thus the most accurate way I found to establish a concrete list according to the teachers’ point of view was to calculate the average mark of each task. Thus, I added all the figures in each activity separately and then divided the total by thirty. The next step was to order my proposals in accordance with the result in order to reflect teachers’ general

opinion about which is the most suitable activity of the previous to acquire an additional language.

The following ranking list shows, from the first place to the tenth and each one with its 'value', the generalised opinion of the CLIL teachers on that point.

1. Warm-up activities (6.7)
2. Hands-on activities (6.3)
3. Games (6.1)
4. Oral presentations (5.8)
5. Brainstorming (5.5)
6. Team work (5.4)
7. Language showers (5.3)
8. Listening tasks (5)
9. Reading activities (4.8)
10. Written compositions (4)

As we can see, teachers prefer those activities that foster the acquisition of communicative skills; furthermore, they place the playful tasks in the first positions. Consequently, warm-up and hands-on activities are the first and the second, followed by games in the third place. My conclusion is that they share the idea that children learn languages easily in natural contexts rather than through instructional lessons. In addition to that, they make a difference between the first and second positions so, apparently, warm-up tasks are proper resources for the students to immerse their minds into the language.

The fourth position is held by oral presentations, placed before brainstorming, team work and language showers, which are the fifth, sixth and seventh respectively. Mainly, these activities are a mixture of listening and speaking skills – although there are aspects in all of them related to writing and reading – Again, oral communication leads the group but there is also a special mention to thinking skills by the hand of brainstorm tasks.

Finally, listening, reading and writing activities appear holding the last positions. If we pay attention, we see that these are three of the main skills to develop in every language.

The other one refers to the speaking skills, which would be represented somehow by the previous seven activities. In brief, in accordance with the previous list, we could conclude that nowadays CLIL teachers focused their lessons on the acquisition of oral communication – that is speaking and listening skills – rather than on written communication.

- **The effectiveness of the teaching-learning process**

The section that concerns us is the last part of the final chapter in the current body of work and is aimed at analysing and commenting on teachers' perspectives about the effectiveness of the teaching-learning process and therefore, of the bilingual programmes.

To accomplish that, I suggested nine statements about different options to improve the quality of the system and, one more time, I opted for a five-level likert scale for the participants to chose one among the possibilities, which are *Extremely useful*, *Useful*, *Wouldn't make any difference*, *Not helpful* and *N/A*, in order to value the effect that the issues could have on the programmes.

Since I want my discourse to be organised, I have divided the nine statements into three different tables. The first one is devoted to teacher's training whereas the second one is centred on the teaching process and eventually, the third one's objective is to find out the opinion of the survey responders about the role that the authorities play in the implementation and development of bilingual education in Asturias.

	Extremely Useful	Useful	Wouldn't make any difference	Not helpful	N/A
Teachers should receive English training on a regular basis	19	10	1	0	0
Attending a training course on presentation techniques	13	14	3	0	0
Every teacher must attend a specific course on CLIL methodology	19	10	0	1	0

Table 11 – Teachers' responsibilities.

The previous table contains three of the nine statements of this section.

- a) *Teachers should receive English training on a regular basis*: according to the answers of the participants, regular courses for CLIL teachers to improve or even maintain their level of the language would be helpful. In fact, a 97% of the target group see this point either as extremely useful or useful whereas only an individual claimed that it would not make any difference. My conclusion is that most teachers would agree with the idea of attending courses of English but the point is, who would invest the money?; I guess that once they have the certification that allows them to teach in bilingual provisions, it could happen that some abandon their own process of learning due to the lack of economic resources.
- b) *Attending a training course on presentation techniques*: with a result that is similar to the previous point, a 90% of the responders agreed with that idea. Although the figure representing those for whom it would not make any difference raises up to a 10% of the total. I included that point because, despite the fact that teachers are used to 'public' speech, sometimes happens that speaking in another language different from your mother tongue is a bit intimidating. Therefore, my opinion is shared by the majority.

c) *Every teacher must attend a specific course on CLIL methodology*: I think that this statement is important. As we have been discussing, the importance of CLIL has been increasing last years and these days this approach is supposed to play an indispensable role within out bilingual provisions. Thus, an appropriate training on its methods should be required to hold a job as a CLIL teacher. The results show that a 97% of the teachers see that possibility as something useful or even extremely useful. Even so, the problem arises when the word ‘money’ appears. Of course, there are free courses being offered not only by the authorities but also unions and organizations but, in most of the cases, teachers need to invest large amounts of money to be able to provide the system with professionalism.

The table below focuses on two statements related to the teaching process at bilingual institutions.

	Extremely Useful	Useful	Wouldn't make any difference	Not helpful	N/A
Teachers should have access to more English resources	15	11	4	0	0
Work cooperatively with English language teachers	12	13	5	0	0

Table 12 – The teaching process in a bilingual programme.

a) *Teachers should have access to more English resources*: I have mentioned through the present chapter that English is a language with a wide range of topics and areas providing new resources every day. Even so, this point is more centred on the accessibility to them. As we can see above twenty-six teachers (87%) think that they should have more access to diverse resources since that is an activity that depends, mainly, on them.

b) *Work cooperatively with English language teachers:* apparently, that is something basic for the 97% of the teachers opting for marking either useful or extremely useful. Previously, I have also commented on CLIL teachers' opinion about working collaboratively with the subject teacher. At least, the majority agrees on that point and so they must be working in that way. According to the opinions of CLIL experts, that is the best way to implement the approach properly, then, CLIL and content teachers should collaborate in order to meet objectives.

The third and last table shows teachers' answers to four statements regarding the relationship between the authorities and the bilingual schools.

	Extremely Useful	Useful	Wouldn't make any difference	Not helpful	N/A
Stronger institutional support	17	9	3	1	0
Taking part in CLIL provisions should be stimulated economically	12	7	8	3	0
Increasing the number of teachers	13	14	3	0	0
Allowing schools to develop their own planning	14	10	4	1	1

Table 13 – The effectiveness of bilingual education in Asturias.

a) *Stronger institutional support:* this point is supported by an 86% of the whole target group. As I have been discussing through the analysis of the first table within this subsection, we could consider that there is a lack of support by the competent authorities in, for example, providing teachers with opportunities of learning. My conclusion is that most teachers working in bilingual provisions

agree on that. Therefore, those people who are responsible for the appropriate implementation of bilingual education throughout Asturian primary schools should be aware of the necessities of both students and teachers.

- b) *Taking part in CLIL provisions should be stimulated economically*: a 68% of the survey responder finds useful or extremely useful a hypothetical salary increase whereas for a 26% of the teachers that would not make any difference. Nonetheless a vast majority of them may see teaching through the medium of another language as an extra effort they have to make in their jobs and therefore would agree with the idea of being rewarded.
- c) *Increasing the number of teachers*: that statement is the most supported of the whole table with a 90% of teachers agreeing. Then we could claim that one of the disadvantages of the programme – and the system itself – is the lower and even descendent number of teachers and so without enough qualified staff to be in charge of the teaching of content subjects through the medium of English, the provisions of some schools could come to a standstill.
- d) *Allowing schools to develop their own planning*: the last point of the subsection is referred to the possibility for the schools to have more flexible requisites in order to plan and adapt the bilingual programme according to their own features and context. In that case, there is at least one teacher marking each of the options even though the majority group (47%) is the one who sees that assumption as an extremely useful opportunity.

## CONCLUSION

As I have mentioned throughout the introduction of the present body of work, I strongly believe that any Master's dissertation reflects an evolution and, therefore, I intend my work to show my personal development after completing a graduate programme devoted to the study of CLIL.

As it has been discussed through the dissertation, the educational approach is closely related to the concept of bilingual education. Furthermore, CLIL is supposed to be playing an important role within European bilingual programmes these days and, in my opinion, that is one of the reasons for which the topic *Models for the implementation of bilingual education* was available for me and my colleagues to work on. I opted for developing it not only because of the reason already noted but also due to the fact that the way in which bilingualism is fostered in primary education – through the medium of specific programmes – is an issue that really attracts my attention.

Focusing specifically on my Master's thesis, I developed it with the intention of analysing the role of bilingual education in Asturias as a European region which follows the linguistic and educational policies of the Union, with all that it implies. Consequently, I thought that addressing the opinions of those teachers working in a bilingual provision of the region was the most accurate way to gather information about the programmes. As a result, I achieved the main objective of my dissertation and so I discovered some particular features of the Asturian bilingual primary schools related to regulations, the teaching-learning process in accordance with CLIL and even the role of the competent authorities.

Nevertheless, prior to cope with that particular and difficult part of the dissertation, I decided to establish a theoretical framework to understand properly the results obtained from the research part. Thus, I devoted the framework to go in depth into both the field of bilingualism and the sphere of bilingual education. As a consequence of that, I could conclude that the term bilingualism reflects somehow an abstract concept that could be understood differently depending on many factors together with a concrete context. We cannot measure the degree of bilingualism or plurilingualism of a person and it is also



difficult to place an individual within that group of bilinguals and not the other. Unfortunately, disagreement prevails amongst scholars and complicates the task in the sense that you may analyse many definitions and very different results from several researchers.

In the same way, regarding educational programmes, there is not a specific one with concrete characteristics that perfectly fosters bilingualism. As we have read, there are plenty of possibilities again depending on social, political, linguistic or educational factors and consequently, the same bilingual provision may work properly in a determinate region or country whereas in another place it may not. In addition to that, I pointed out the importance of the two first bilingual public schools in our region – CP Atalía and CP Ventanielles – which set the bases in the implementation of the programme in Asturias and, according to the authorities, served as an example to develop the mainstream bilingual provision in other schools. Although, from my point of view, the Regional Ministry seems to be expecting the rest of the schools to develop the programmes at the same level than the two previously mentioned without having the same resources and experiences.

Dealing again with the main purpose of my dissertation, I think that I gathered enough information to create a scenario that corresponds in a similar way to the reality in our schools and, to be honest, I am satisfied with the result since thirty CLIL teachers collaborated with disinterest and gave different answers to difficult questions. My conclusions on that point are that our teachers perfectly meet the requirements set by those who are responsible for the implementation of bilingual education. Furthermore, they all have an appropriate linguistic profile with high levels in the target language which allow them to work comfortably and, in addition, half of them also speak a third language and therefore meet the European goal of being able to communicate in at least two European languages apart from the mother tongue. On the contrary, the vast majority has no specific training in CLIL – the approach that is supposed to be indispensable in contemporary European bilingual schools – as a result of the lack of training, it is difficult for some people to differentiate between CLIL and bilingual education. For them, CLIL could also be teaching a determinate area in an additional language (e.g. teaching ‘Science’ in

English), in fact, most claimed that bilingual education and CLIL are exactly the same. Although I consider that educational authorities should be responsible for promoting teachers qualification and learning on a regular basis. Of course, people working in bilingual provisions learn everyday from personal or peers' experiences and also self-learning. Nevertheless, the responsibility of providing them with formal training should be assumed by the *Consejería*. As a matter of fact, most of the teachers demanded more attention not only for them but also for the students and the schools and that reflects what seems to be a difficult relationship between educational institutions and authorities.

In conclusion, the present body of work addresses relevant information related to the sphere of bilingual education and analyses those programmes that are being carrying out in Asturias according to the point of view of thirty teachers working in bilingual primary schools of the region. As a matter of fact and regarding the information gathered, we have very professional people who work really hard in order to make the most of the provision itself for the students to get educated and acquire an additional language. Besides, the research shows that teachers are worthy of being fostering bilingualism at their schools and so they deserve high esteem. On the contrary, the study that concerns us also demonstrates that the competent authorities should be working harder and more intensely to apply the knowledge in a practical way since having the intention or officially recognising the importance of CLIL is not enough for the programme to succeed and meet the criteria regarding this approach. From my point of view the results are clear and so I state that Asturian teachers, parents, children and the *consejería* are not experienced enough in the teaching and learning process that occurs in bilingual schools and perhaps the whole Asturian society is not properly prepared for facing bilingualism either. We have been working for several years, which are nothing in comparison with, for instance, other Spanish regions such as Catalonia where immersion programmes in Catalan have been being developed for many years. Thus, we could consider ourselves as students or learners and we still need to work thoroughly in order to look, as I previously mentioned, for the most suitable recipe in relation to our context and specific circumstances.

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## APPENDIX I

### QUESTIONNAIRE FOR CLIL TEACHERS IN ASTURIAS

As you may wish to remain strictly ANONYMOUS, your information will not be published and will be treated CONFIDENTIALLY.

**1. However, I would just like to know at least your nationality, your age and gender, your mother tongue, the nature of the school where you work (public, private or "concertada"), the teaching area in which you are specialised ("lengua extranjera, primaria, infantil...") and some additional training -related to CLIL- that you may have done (courses, international programmes, master's degrees...)**

Name and surname (optional)	<input type="text"/>
Nationality	<input type="text"/>
Age	<input type="text"/>
Gender	<input type="text"/>
Mother tongue(s)	<input type="text"/>
Subjects you teach	<input type="text"/>
Specific training in CLIL	<input type="text"/>
School	<input type="text"/>

**1. I would like to make a quick 'linguistic' profile of you so, please, could you answer the questions below?**

**Note: CEFR is referred to the Common European Framework of reference for language levels (A1, A2, B1, B2, C1 or C2)**

What is your CEFR English level?	<input type="text"/>
How many years have you been studying English?	<input type="text"/>
How long have you taught lessons in English?	<input type="text"/>
When did you get the authorisation required for this job? (From the "Consejería")	<input type="text"/>
Do you speak any other language(s)?	<input type="text"/>
What is your CEFR level?	<input type="text"/>



## 2. Which English language qualifications have you got?

Escuela Oficial de Idiomas (EOI)

Cambridge Exams

Trinity College Exams

TOEFL

University courses

Other (please specify)

## 1. Please, indicate your opinion about the following statements referred to CLIL

**Note: assess every option from 1 to 5 (being 1 completely disagree and 5 completely agree)**

	1	2	3	4	5
CLIL is an approach that involves learning subjects through the medium of an additional language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLIL means teaching in an additional language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The target language in CLIL could be the children's mother tongue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contents and language are taught at the same time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The language teacher and the subject teacher should work together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLIL allows children to work with authentic learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CLIL and bilingualism are exactly the same	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLIL teachers act as guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupils learn curricular contents worse in CLIL provisions than in regular courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLIL teachers should be patient, tolerant, active and creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total immersion programmes are better than partial immersion programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A teacher taking part in a CLIL provision should be bilingual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content, Communication, Cognition and Culture are the core of CLIL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLIL promotes bilingualism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**1. You teach courses in English because...**

**Note: please, mark YES, NO or N/A for each one of the possibilities**

	YES	NO	N/A
You are required to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You like teaching in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are a native speaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You can find lots of resources in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You like challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You want your pupils to be prepared for higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>		

**2. Which aspects of teaching through the medium of English are the most difficult for you?**

**Note: assess every option from 1 to 5, being 5 the most difficult**

	1	2	3	4	5
Finding resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivering the classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answering student's questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving pupils' feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing tests and exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing oral presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correcting written exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating the students' knowledge of the language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**3. Please, create a ranking list with the following tasks or methods that you find more suitable for learning the language**

**Note: write numbers from 1 to 10 (being 1 the most appropriate option, according to your opinion)**

Warm-up activities	<input type="text"/>
Language showers	<input type="text"/>
Team work	<input type="text"/>
Oral presentations	<input type="text"/>
Reading activities	<input type="text"/>
Written compositions	<input type="text"/>
Listening tasks	<input type="text"/>
Brainstorming	<input type="text"/>
Games	<input type="text"/>
Hands-on activities	<input type="text"/>

**4. Which one do you believe to be the 'easiest' or 'best' subject to be taught in English?**

- Science
- Art
- Maths
- Physical Education (P.E)

Other (please specify)

**5. Please, rate how useful you think the following ideas would be to make the teaching-learning process more effective**

	Extremely useful	Useful	Wouldn't make any difference	Not helpful	N/A
Teachers should receive general English training on a regular basis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a training course on presentation techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should have access to more English resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work cooperatively with English language teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every teacher must attend a specific course on CLIL methodology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stronger institutional support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking part in CLIL provisions should be stimulated economically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the number of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowing schools to develop their own plannings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>