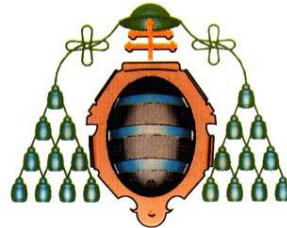UNIVERSIDAD DE OVIEDO
FACULTAD DE FORMACIÓN DEL PROFESORADO Y EDUCACIÓN

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

Título: Code-switching: using L1 and L2 in bilingual education. The case of Asturias

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Chapter 1. Introduction

1.1 Motivation, aims and hypothesis

This chapter will first discuss the aims of the study carried out and explain the research methods used, followed by a hypothesis of the results of this project. It will then detail the organisation of this project.

The overall aim of this project is to present current Content and Language Integrated Learning (CLIL) teachers' views on the use of code-switching in their classrooms in state Primary Schools in Asturias and place them within a theoretical framework of code-switching in CLIL. As will be discussed in more detail in this project, code-switching here refers to the use of the first language (L1, Spanish, in this case) in the second language (L2, English) classroom. In particular, CLIL teacher code-switching will be taken into account. In this study CLIL teachers are teachers who impart a subject in English and aim to teach both content and language to their students.

Apart from my professional interest in the matter which will be detailed below, I am curious about bilingual code-switching as a whole due the fact that I am myself bilingual in English and Spanish. I have been surrounded by code-switching in my everyday life, I use one language or the other for different purposes and change language as and when I need to. Although this project does not include in depth investigation into bilingual code-switching, the background research carried out for this project has been of great interest to me.

My interest in the area of code-switching in the foreign language classroom has developed further alongside my enthusiasm for the teaching profession; however, it is an issue that has always been present in both my professional and personal life. Both my parents are English teachers and hold the view that English should be used at all times as much as possible by both teachers and students.

As a foreign language student I have experienced a range of teaching methodologies: some teachers, as my parents, aimed to use the foreign language exclusively and encouraged students to do the same. Others went further in this belief

and would not accept answers in the native language or reproved the use of the L1 in the classroom. As a student I found that, at higher levels, it was useful to me to aim to use the second language as much as possible whilst I still found it necessary to code-switch in the classroom.

As I began working as an English teacher I realised this matter was of great importance and I needed to decide on the best approach to using the student's first language in my classes. I soon discovered that this decision was not entirely my own and in the different settings I have taught in my approach differed. Whilst working in Primary Schools in France I followed my own opinion and used the first language as much as possible whilst allowing students more freedom to code-switch.

However, when I have taught in Spain I have usually found that I have been advised to create an English only environment, myself speaking only in English and insisting students do the same. This was not enforced in the classrooms in any way, rather it was the person in charge of coordinating the English teachers or bilingual section of the school that suggested that exclusive L2 use was ideal. Whilst on my placement for this Master I found different approaches to code-switching in the same school and I believe this to be true in many schools throughout Asturias as will be explained by my hypothesis.

So my drive to investigate the area of code-switching in CLIL derives from three personal perspectives: from the point of view of a bilingual (Spanish and English), from that of a foreign language learner (French and German) and from that of a CLIL teacher.

When researching attitudes towards code-switching in the foreign language classroom it became apparent that there is not a large amount of literature in this area. There is vast research into bilingual use of code-switching, particularly in the regards to minority languages; however, in the case of language learners, the body of work seems to be more limited. Some research has been carried out into the usefulness of code-switching by analysing teacher or student speech during the foreign language class and the reasons behind these switches.

Although works that focus only on teacher attitudes and beliefs are not great in number, it is clear from their findings and mentions in larger studies, that the place of the first language in the foreign language classroom is greatly debated amongst experts

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and the teaching profession. There are contrasting views as to its usefulness to learning a foreign language and theories to support all these differing opinions. It is important to note that this project will be designed from the stance that code-switching does have a place in the CLIL classroom.

Despite some scholarly interest, it seems that education authorities rarely offer guidance for teachers in regards the use of the L1 in their classrooms. Certainly in the case of CLIL in Asturias no official guidelines are in place regarding teacher or student code-switching. This is a matter this project aims to investigate further by asking teachers if they would consider such guidance of use and by offering some suggestions for teacher use of code-switching in CLIL.

This project aims to answer the following research questions:

- What are current teachers of CLIL attitudes towards code-switching in Asturias?

- What are current practices of code-switching in bilingual classrooms in state bilingual schools in Asturias based on teacher answers?

- Are there any guidelines for CLIL teachers regarding code-switching in Asturias? Would teachers find guidelines useful?

In order to answer these questions, this body of work has the aims listed below:

- To discover the attitudes towards code-switching of current CLIL teachers in a selection of state schools Asturias.

- To place these attitudes within a theoretical framework.

- To discuss the use of code-switching in CLIL classrooms in these schools.

- To discover if there are any guidelines in place at these schools and the teachers opinions of these.

- To initiate a discussion on the use of code-switching in the CLIL classroom.

- To offer suggestions of positive use of teacher code-switching in the CLIL classroom.

In order to answer the research questions and achieve the aims set out, data will be collected from a survey. This questionnaire will be handed out to CLIL teachers in a selection of state schools in Asturias. These research tools will ask teachers to value a series of statements about code-switching in the classroom and will include some questions about their use of the first language in their classes. I believe that there will be a range of opinions on the matter; however, the majority will be favourable to aiming for the maximum use of English in their lessons. I would hypothesise furthermore that teachers will not have been given any guidelines regarding code-switching and follow their own criteria when teaching CLIL.

1.2 Organisation of this project

This project is divided into eleven chapters; the first five chapters aim to provide a theoretical framework for the research that is detailed in the following two chapters (six and seven) before concluding in chapter eight. The last three chapters (nine, ten and eleven) include suggestions and limitations, the annexes and the bibliography.

This project began by explaining my motivation behind researching the topic of code-switching. It also included the research questions and aims of this project and a hypothesis of the results of the surveys that will be carried out to achieve these aims.

The second chapter (pp. 9-22) of this study will aim to define Content and Language Integrated Learning and offer a synopsis of its development from its origins to its implementation in Asturias. To accomplish this, the chapter will first examine the features that constitute effective CLIL teaching. Next, how CLIL expanded through Europe will be explained followed by the reasons Spain has taken on CLIL throughout its education system. The last part of this chapter places CLIL in Asturias and presents an overview of its development in the region.

Defining code-switching is the goal of the third chapter (pp. 22-28). To begin to understand this concept, theories of bilingual code-switching are first considered. This is particularly relevant if we consider one of the aims of CLIL to lead our students to be effective bilinguals. For this reason, types of bilingual code-switching are discussed in this chapter before placing code-switching in the foreign language classroom in the following chapter.

In the fourth chapter (pp. 28-35) theories of code-switching in second language acquisition are discussed. The controversy over the use of the student's first language in the second language classroom is discussed. There are differing theories and opinions on this issue and these will be considered in detail before placing code-switching in CLIL classrooms.

As this project will focus on teacher attitudes towards code-switching, chapter five (pp. 35-42) examines this matter in depth. Three different positions on the use of the L1 in the L2 classroom are discussed as they will be used later in the analysis of this project's surveys. These points of view are taken from Macaro's (1997 and 2009) research on teacher attitudes towards to code-switching in the foreign language classroom. The three positions are: the virtual position, the maximal position and the optimal position and they range from the idea of L2 exclusivity to the acceptance of L1 use in the classroom.

The sixth chapter (pp. 42-45) of this project will detail the research design and explain the survey carried out. This survey has been designed in Spanish and will be distributed to a selection of state schools in Asturias. These schools were selected based on the fact that they offer bilingual classes and have hosted a student from this Master during their placement period. The main aim of the survey is to ascertain the teacher's attitudes towards code-switching. However, the questions are designed to also show their use of the L1 in their classes and some reasons behind their code-switching.

Chapter seven (pp. 45-73) shows the results of the survey explained in the previous chapter. These results will be analysed and discussed. The chapter will attempt to place teacher's opinions on code-switching in Macaro's three positions and the reasons for teacher use of L1 will be debated.

This project will reach its conclusion in the eighth chapter (pp. 73-77). Chapter nine

(pp. 77-81) will offer some suggestions for effective use of teacher code-switching in CLIL. The final two chapters are made up off a complete bibliography (pg. 82) and finally the annex (pg. 88)

Chapter 2. CLIL

2.1 Features of CLIL

Content and Language Integrated Learning (CLIL) can be understood as an educational approach whereby a subject matter is taught through the medium of an additional language. This chapter will aim to explain the theoretical framework behind this methodology followed by an overview of its expansion throughout Europe.

> The CLIL strategy, above all, involves using a language that is not a student's native language as a medium of instruction and learning for primary, secondary and/or vocational-level subjects such as maths, science, art or business (Mehisto, Marsh and Frigols 2008: 11)

As will be detailed, although there are many different models of CLIL in all of these, for CLIL to be successful it must lead to the learning of both content and language. According to Coyle, Hood and Marsh (2010: 41), effective CLIL arises as the result of the combination of the actions listed below:

- progression in knowledge, skills and understanding of the content

- engagement in associated cognitive processing

- interaction in the communicative context

- development of appropriate language knowledge and skills

- the acquisition of a deepening intercultural awareness, which is in turn brought about by the positioning of self and "otherness"

For all these elements to come together in one lesson the four principals that are essential to CLIL must work in harmony. These building blocks are known as the 4C's: Content, Communication, Cognition and Culture. Content is the subject matter, communication is the learning and using of language, cognition is the learning and thinking process and culture is the developing of intercultural understanding and global citizenship (Coyle, Hood and Marsh, 2010: 41).

CLIL is content lead and the acquisition of knowledge should be the priority in effective CLIL teaching. CLIL teachers must design their lessons based on the new content rather than language and should take into account that students can build on previous knowledge and skills. The second principle of communication means that in CLIL, language is a conduit for both communication and learning (Coyle, 2005). Language is a means for an end, students must use the language to learn content and, in doing so, learn both language and content. Students use the language in context, in situations that, despite being created in the classroom, are more real than in traditional language learning contexts due to the fact that they must communicate to learn the content. By using the language to take part in classroom activities, students are motivated to communicate to learn content.

The third principle is that CLIL should be cognitively challenging at all levels and lead students to create their own understanding. Effective CLIL aims to develop both high and low order thinking skills and teachers should integrate the development of these skills in their lessons. Low order skills refer to the processes of remembering, understanding and applying whereas high order processes are analysing, evaluating and creating (Coyle, Hood and Marsh, 2010: 30). Teachers can incorporate different activities to actively involve students such as group work, student questioning and problem solving.

The last principle is culture, a term that is not easily defined and is open to interpretation. It can be argued that culture determines the way people interpret the world around them and that language is the tool used to carry out this interpreting (Coyle, Hood and Marsh, 2010: 39). If this is the case, CLIL provides opportunities for intercultural learning that traditional methods of language teaching do not. It allows students to study through the language of a different culture and leads to greater tolerance of different perspectives.

2.2 Background of CLIL in Europe

The term CLIL was first adopted during the 1990s within the European context as an umbrella term for the different types of school environments where teaching of

content was taking place in an additional language (Coyle, Hood and Marsh 2010: 3). CLIL is an umbrella term as it covers a variety of educational approaches such as immersion, bilingual education, multilingual education, language showers and language programmes. There is vast research carried out on all these forms of CLIL Mehisto, Marsh and Frigols, (2008) offer full descriptions of all these approaches. However, this project will deal with CLIL in bilingual education and these terms will be interchangeable throughout the project.

Interest in the teaching of subject matters in an additional language came to the forefront following the success of immersion programmes in Canada carried out during the 1970s and the 1980s. Coyle, Hood and Marsh (2010: 11) describe how the implementation of the Official Languages Act led to pressure to strengthen national unity. This act stated that Canada had two official languages and established the right for anyone to use either language anywhere in the country. Immersion programmes in schools were seen as a solution to linguistic and cultural needs that had risen from the debate on bilingualism in Canada.

As Johnstone (2007: 20) explains, Canadian immersion programmes fulfilled two purposes: to show the French speaking population that the English speaking population were committed to Canada as a bilingual and multicultural nation, and to establish a Canadian identity that was separate from America. These programmes can be considered early total immersion programmes as they often being at pre-school and the teacher speaks French from the start using a "wide range of verbal and non-verbal techniques" to help students to understand (Johnstone 2007: 23).

Branaman and Rennie (1997: 20, in Johstone 2007: 24) describe that for Canadian programmes to be a success all subjects except English language class must be taught in French since Kindergarten, the curriculum should be designed around the content of these subjects and teachers must have a high degree of fluency in French.

French immersion programmes have indeed been highly successful in Canada. This is due in large part to the support from education authorities and the involvement of parents (Eurydice, 2006: 7). They raised a lot of scholarly interest that lead to discussions on language teaching methodologies and vast research has been carried out on these initial immersion programmes. As Navés (2009: 23) explains, parents and

school boards demanded that these programmes were evaluated due to concerns about how much content would be learnt, the effect on the development of the students' first language skills and their proficiency in the second language. However, reports showed that immersion students performed as well as or better than their peers and now the Canadian immersion programmes are internationally recognised as being highly efficient and successful.

Research into more effective foreign language methodologies that could lead to an overall improvement of level of proficiency increased due to the impact of globalisation. The need to be able to interact effectively with others promoted a more communicative approach to teaching worldwide. Within the European Union (EU) the desire to create social cohesion by uniting its linguistically diverse members lead to a range of language education policies that aimed at to ensure EU citizens were proficient in several languages.

Marsh (2002: 9) claims that it was during the period 1980-1995 in particular that bodies of teachers together with the power holders of European member states sought "educational solutions that would provide more young people with better skills in foreign languages". The integration of content and language was seen as possible solution and the term CLIL was adopted in 1994 within Europe to describe "good practice as achieved in different types of school environment where teaching and learning take place in an additional language" (Coyle, Hood and Marsh 2010: 3). The aforementioned success of immersion programmes was undoubtedly influential on this drive for bilingual education throughout Europe.

In 1995 the first official legislation regarding CLIL in Europe was devised. It promoted innovative methods and referred to "the teaching of classes in a foreign language for disciplines other than languages, providing bilingual teaching". It also suggested improving the quality of training for language teachers by 'encouraging the exchange with Member States of higher education students working as language assistants in schools, endeavouring to give priority to prospective language teachers or those called upon to teach their subject in a language other than their own'[1].

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

Marsh (2002: 11) best encapsulates the feeling about the emergence of CLIL in Europe when he states that "CLIL has emerged as a pragmatic European solution to a European need". It offered a cost-effective and sustainable response to the issue of improving foreign language teaching. It also fulfilled the desire to improve opportunities for language learning for young people in order to increase social cohesion and competitiveness throughout Europe (Mehisto, Marsh and Frigols 2008: 10).

CLIL programmes and projects have also gained support from European institutions since these initial years due to what Marsh (2002: 11) describes as the belief that CLIL is a methodology than can "strengthen the unequivocal connection between an individual's level of education and their opportunities for employability and adaptability, and greater prepare them for the linguistic and cultural demands of an increasingly integrated and mobile Europe".

A report published by the European Commission claimed that CLIL leads to the achievement of EU objectives in the area of language learning and enables pupils to study a non-language related subject in a foreign language (Navés 2009: 25). In effect, since the 1990s CLIL became a priority within the EU to the extent that in 2005 the European Council recommended that CLIL should be adopted throughout the entire European Union (European Council, 2005) and in 2006 the first statistical study on CLIL in Europe was published (Eurodyce, 2006).

The latest study in 2012 (Eurodyce, 2012) reported on the language teaching systems in place in 32 European countries and examined the organisational features, participation levels and the initial and continuing training of foreign language teachers. It also reported on CLIL and found that in all countries, except Denmark, Greece, Iceland and Turkey, some schools give students the opportunity to learn non-language subjects in two different languages. The report includes different CLIL approaches and names two different CLIL scenarios based on the type of additional language: situations whereby non-language subjects are taught through a state language and a foreign language, and situations where they are taught through a state language and a regional/minority language (Eurodyce, 2012).

2006: 8[1]

Coyle, Hood and Marsh (2010: 8) name four major reasons behind the popularity of CLIL in Europe these are:

- Families wanting their children to have some competence in at least one foreign language.

- Governments wanting to improve languages education for socio-economic advantage, at the supranational level.

- The European Commission wanting to lay the foundation for greater inclusion and economic strength.

- Language experts seeing the potential for further integrating languages education with that of other subjects.

Although CLIL is carried out in many different forms worldwide, all of these share common features as experts in the field often highlight (Eurodyce, 2006). For example, Navés (2009: 36) claims that the following characteristics are common to all forms of CLIL:

- respect and support for the learner's first language and culture

- competent bilingual teachers, that is, teachers fully proficient in the language of instruction and familiar with one of the learners' home languages

- mainstream (not pull-out) optional courses

- long-term, stable programmes and teaching staff

- parents' support for the programme

- cooperation and leadership of educational authorities, administrators and teachers

- dually qualified teachers (in content and language)

- high teaching expectations and standards

- availability of quality CLIL teaching materials

- properly implemented CLIL methodology

Improving in foreign language teaching is still at the forefront of European policy making as can been seen in the Strategic Framework for Education and Training (ET 2020, in Eurodyce, 2012) which emphasises the need to improve the of quality and efficiency of language learning to enable citizens to communicate in two languages in addition to their mother tongue, as well as the need to promote language teaching and provide migrants with opportunities to learn the language of the host country. This issue of teacher training will be discussed further in regards to Spain teacher training in the following section of this chapter.

2.3. CLIL in Spain

To understand the development of CLIL in Spain, it is necessary to take into account the political and legal structure of the country. It is highly relevant that Spain is divided into 17 autonomous regions and two autonomous cities of Ceuta and Melilla due to the power over decision making these regional governments have. As Lasagabaster and Ruiz de Zarobe (2010: 9) explain, the legislative framework of the Spanish education system are the Spanish Constitution (1978), the Organic Act on the Right to Education (LODE, 1978) and the Organic Law of Education 2/2006, 3rd May (*Ley Orgánica de Educación* LOE 2006) which develop the principles and rights established in Spain. Although the Organic Law of Education establishes the legal framework and the right to education at a national level, each autonomous community can adapt this law to their territories. This allows each regional authority to administer their own educational system, which in turn results in a huge diversity of CLIL models.

The multilingual facet of the country has also influenced the diversity of CLIL models throughout Spain due to the fact that every autonomous region has the right to have its own official language. The regions of Catalonia, Valencia, the Basque country and Galicia all have an official language alongside Spanish. In these bilingual communities, education is undertaken in both languages and where CLIL is implemented, with an additional foreign language also. In the rest of the monolingual regions education is carried out exclusively in Spanish and in a foreign language when CLIL is developed although there may be some exceptions in some cases.

One of the reasons for the early support for CLIL in Spain is the fact that bilingual education was already being carried out successfully in many regions. Since the 1980's the bilingual regional governments have supported their regional language as the language of instruction in mainstream education. This lead to the development of effective bilingual educational systems that lent themselves to incorporating foreign languages in the curriculum. CLIL offered a way to include a foreign language into a system that already combined two official languages. These bilingual education systems also served as role models for the monolingual regions regarding the implementation of CLIL and influenced the development of bilingual programmes across the country (Lasagabaster and Ruiz de Zarobe, 2010: 10).

Another factor that has led to the rapid increase in the development of CLIL in Spain in the last decade is the result of commitment with European policies that foster multilingualism and the learning of foreign languages. After becoming a member of the European community, Spain had to reach certain objectives as far as education was concerned to meet EU regulations. One of these was the improvement of teaching and learning of foreign languages throughout the country in order to promote multilingualism.

In 1996, the British Council and the Spanish Ministry of Education implemented the first CLIL experience in the state education system. It was known as the 'Bilingual Project' and began in 43 state Infant schools with 1200 pupils aged three and four (Dobson, Murillo Pérez and Johnstone, 2010: 5). As the programme evolved, the number of Infant and Primary schools that participated increased. According to figures published by the British Council and The Spanish Ministry of Education (Dobson, Murillo Pérez and Johnstone, 2010: 5) in 2010 there were already over 200,000 young students studying a bilingual curriculum from the age of three, either through their 'Bilingual Project' or regional government versions of CLIL.

A major force behind the implementation of an early bilingual education programme was the widespread dissatisfaction among teachers and parents in Spain with the results of the mainstream model of teaching foreign languages in schools. A report published in 1999 by the European Commission found that despite pupils' attitudes towards language learning being positive, this was not reflected in their

command of the foreign language by the end of their obligatory schooling (Dobson, Murillo Pérez and Johnstone, 2010:12).

This backdrop of generalised disappointment with the traditional methodologies used to teach foreign languages in state schools was addressed in the 2000 Lisbon treaty. As the Official Gazette of the Principality of Asturias (BOPA, 28th June 2010) describes, this treaty aimed to improve the quality of its member's education systems by developing the teaching and learning of foreign languages, to encourage its citizens to learn two additional languages to their own, and to support education authorities to employ effective teaching methods.

Following the Lisbon treaty, the European Council met in Barcelona in 2002 where the leaders of the member states set agreed objectives regarding education goals for 2010. There was still room for improvement in foreign language learning and teaching. The Eurobarometer survey conducted in 2005 on the Europeans' perceptions about their command of foreign languages revealed that only 36% of the Spanish respondents aged 15 and over replied that they were able to participate in a conversation in a language other than their mother tongue (European Commission 2005, in Fontecha, 2009: 3).

The Organic Law of Education 2/2006, 3rd May established "a decided commitment to achieve these goals with the aim to improve the quality and efficiency of education and vocational training within a European framework in which the learning of languages is vital" (BOPA, 19th May 2008). In 2008, the Spanish Ministry of Education and Science aimed to improve the learning of foreign languages in accordance with these goals. One of the actions carried out to achieve these aims was to lower the starting age that a foreign language is learnt. The bulletin also mentioned CLIL by stating that the teaching of curricular subjects in a foreign language is a positive step towards raising language levels (BOPA, 19th May 2008).

In this legal context, the development of CLIL programs throughout Spain was seen as a step towards achieving the goals set by the European Council and so priority was given to supporting regional educational authorities in designing their own CLIL models. Some examples of the CLIL projects and programmes that are being developed in some communities in Spain as described in Fontecha (2009: 11-12, in Ruiz de

Zarobe, and Catalán Jiménez, 2009) are listed below. The British Council and Ministry of Education programme is not detailed as it has been discussed earlier in this project.

The first of these programmes is the *PALE* (*Programa de Apoyo a La Enseñanza y el Aprendizaje de Lenguas Extranjeras - Foreign Language Learning and Teaching Support Programme*). It is carried out in thirteen communities: Andalusia, Aragón, the Canary Islands, Castilla La Mancha, Catalonia, Extremadura, Galicia, Murcia, La Rioja, Asturias, Castilla y León, Madrid and Valencia. It is not a bilingual project aimed at students but rather a teacher training programme of 200 hours aimed at improving CLIL teachers' language competence. As part of the programme teachers can take part in a two week study abroad visit (Fontecha, 2009: 11).

The second initiative is based in primary and secondary schools in which bilingual classes take place. They are known as *Secciones Europeas/Secciones Bilingües* (*European Sections/Bilingual Sections*) and are developed in a selection of monolingual communities such as: Aragón, Andalusia, Asturias, Canarias, Cantabria, Castilla La Mancha, Extremadura or Madrid, among others. Schools that take part in this programme increase the hours of instruction in the L2 and adopt a CLIL approach (Fontecha, 2009: 13). These Bilingual sections are being developed in schools throughout Asturias and provide CLIL instruction supported by the regional educational authorities as will be detailed below.

2.4. CLIL in Asturias

This project will research teacher attitudes towards code-switching in a selection of primary education state schools in Asturias; this chapter now aims to offer an overview of the development of CLIL in this region. Asturias can be considered a monolingual region as despite the presence of a dialect, the only official language is Spanish. This means that mainstream education is carried out in Spanish and the term 'bilingual education' refers to the teaching of subjects in English.

In fact, in Asturias bilingual education programs in Primary Schools must always be carried out in English and only in exceptional cases another language can be

used to teach Art (BOPA, 19th May 2008). This official language choice for CLIL fits in with the global trend towards English as the dominant language. Dobson, Murillo Pérez and Johnstone (2010b: 8) argue that motivation for bilingual programs to succed is increased due to the fact that the immersion language is English "the underlying aim is to prepare children for participation in the global world, in which English has undoubtedly become the dominant language of communication". By learning English through CLIL, students are more cognitivly challenged and use English in real situations. This means that they will be better prepared to consider carrying out further education in English or seeking work that requires high levels of bilingualism.

As mentioned, the regional educational authorities in Spain saw bilingual education as a move towards fulfilling European goals. The 2008 official bulletin published by the Regional Ministry of Education, Culture and Sports of the Principality of Asturias on bilingual education quotes that "the bilingual program aims to improve the linguistic competence of the schooling population through the implementation and development of innovating educational projects related to language learning" (BOPA, 19th May 2008). Asturias was one of the regions that first carried out bilingual programs in Primary Schools in 1996 through the aforementioned agreement between the Spanish Ministry of Education and the British Council. In 2004 the first instalments of CIL in secondary schools were introduced.

The official definition of a bilingual school is either a state or private school that incorporates into the curriculum areas, subjects or modules in a foreign language. It is interesting to note that there is no mention of a minimum percentage of the curriculum that must be taught in the foreign language in order to be considered bilingual.

One of the most important factors in determining the success of CLIL programmes is the quality of the teacher and this relies on effective teacher training. As mentioned two types of bilingual education are carried out in Asturias; on one hand the programmes backed by the British Council and the Ministry of Education and on the other the bilingual sections programme. Both of these programmes impose different requirements on their CLIL teachers.

In the case of the British Council and the Ministry of Education bilingual programmes, teachers are expected to have native or near-native level of both spoken

and written English. Teachers are interviewed by a joint Spanish and British board; they must have a recognised university degree in the content subject and a recognised European Qualified Teacher Status (Fontecha, 2009: 11). As will be detailed below, these demands seem much higher than those imposed by the regional government in Asturias.

In Asturias there are a series of requirements set by the Regional Ministry of Education, Culture and Sports of the Principality Asturias that teachers who want to be in the bilingual programs must have. In Primary Schools, subjects that are taught in a foreign language can be imparted by a specialist in the foreign language or a subject teacher with knowledge of the foreign language. If a teacher is a subject teacher and not a language specialist then they have to present the necessary qualification in the foreign language to be able to teach bilingual lessons. The official bulletin N148 Monday 28th June 2010 defines these specific requirements and states that in order to be qualified to teach in bilingual programmes, teachers must have achieved the B2 of the Common European Framework. Teachers can do this by obtaining a series of language certificates that are listed as being at this level. Once the teacher has this certificate they can ask to be placed in a bilingual programme.

It is interesting to note that in Asturias bilingual teachers do not necessarily need to have any training in CLIL education. All the requirements are based on language knowledge rather than a combination of both subject and language competence. This seems to be the tendency throughout Spain, as Fontecha (2009: 15) observed; "pre-service training is practically non-existent and the type of in-service training detected is not enough". Although it is not the aim of this project to investigate CLIL teacher training in Asturias, this is an area relevant to the research carried out as teacher training could have an effect on teacher's use of the L1 in CLIL lessons and also influence their views on the matter.

The lack of CLIL training to all state teachers is also significant, as it means that it less likely that these teachers will have the same opinions that could have been influenced by this same training. For example, teachers might not be aware of any theoretical advantages of using the L1 in CLIL lessons that the following chapters will discuss. This also allows for more variety in the use of L1 in CLIL classrooms across

Asturias as there are no official guidelines on the matter.

This chapter has explained CLIL as a methodology that leads to both content and language learning and shown its development in Europe then Spain and finally Asturias. It has placed this project in the context of CLIL in Asturias. The following chapter will now discuss the second concept relevant to this project besides CLIL; the theory of code-switching.

Chapter 3. Defining code-switching

The main aim of this project is to investigate teacher attitudes towards code-switching in bilingual classrooms settings in Asturias. This chapter will aid to achieve this goal by attempting to define code-switching as a naturally occurring phenomenon in bilingual speech.

Defining code-switching is a complex process that depends greatly on the context the term is applied in. The Oxford dictionary offers a summative definition of code-switching as: "the practice of alternating between two or more languages or varieties of language in conversation".

Parting from this definition, many studies have analysed different aspects of code-switching and distinguished types depending on a number of variables: the nature of the language speaker (native vs. learner), the grammatical and lexical structures of the code-switches in different languages or the reasons behind code-switching. This chapter will not offer an in depth summary of the research in this area, but rather aims to define the concept for the purpose of this project.

There are differing definitions of code-switching from various academic sources, some of which will now be quoted. Gumperz (1982: 59, in Liu Jingxia, 2010: 10) referred to it as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems". Cook (2000: 83, in Liu Jingxia, 2010: 10) described the process of code-switching as "going from one language to the other in mid-speech when both speakers know the same languages".

In the context of second language learning it is the alteration between the first language (L1) and the second or foreign language (L2) that the students are learning. It can be used by both teachers and students in the foreign language lessons and contrasting existing views about its place in the foreign language classroom as will be discussed in chapter 4 (pp. 28-35). Code-switching will not necessarily refer to the change of language within the same sentence but rather it encompasses all use of the L1 in the L2 classroom.

Before placing code-switching in the context of a CLIL classroom, its use by bilinguals should be considered as it is their use of two languages within the same

utterance that is mimicked in foreign language learning. The definition of bilingualism and who can be considered as bilingual is of great debate. For this purpose of this project a simplified definition of bilingualism seems appropriate such as Bloomflied's (1993: 56) description of the concept as the "native-like control of two languages". Following this definition a bilingual person can be described as somebody who has native or near native command of two languages.

It is important to take into account that this definition is far from perfect and can be found to be lacking in many aspects. First of all, the problem of defining native control of a language arises. When can somebody be considered a native speaker? Even Bloomfield himself accepts there are issues with this limited definition; he describes this definition as "relative" and states that "one cannot define a degree of perfection at which a good foreign speaker becomes a bilingual" (Bloomfield, 1993: 56).

Another issue with defining bilingualism is the question of whether somebody can be considered bilingual if they are more fluent in one language than the other. The idea of a bilingual who is native-like to the same degree in both languages is often referred to as a balanced bilingual. Baker defines a balanced bilingual as someone who is approximately equally fluent in two languages across various contexts (Baker, 2006: 9). It is very rare that somebody can be equally competent in all areas of two languages and in any situation. Most bilinguals use their languages in different contexts and will have a stronger language.

The issue of balanced bilinguals if of importance as I believe that I have the necessary requisites so that I can consider myself one of the minority; a balanced bilingual. I have been bilingual in English and Spanish since the age of nine and have spent my life between England and Spain. I have been influenced by both of these countries, and absorbed both their languages and cultures. I was born in England and spent the first nine years of my childhood there. I then completed my obligatory education and baccalaureate in Spain before moving back to England to attend University. After graduating from University I came once more to Spain where I enrolled on the Master's in CLIL that inspires this project.

I am constantly in contact with both languages as will be explained. Due to the fact I am currently living in Asturias, I am surrounded by Spanish and I am often

mistaken for a Spaniard. However, at home I interact with my family in English, watch English television, read English newspapers. I also work as an English teacher and visit England on average twice a year.

I mention the fact that I am a balanced bilingual, as it is highly probably this has an effect on how I will define a bilingual for the purpose of this project. It is important to bear in mind the limitations of the definitions of bilingualism and who can be considered bilingual that are described above. In this study I will consider a bilingual to be a person who has sufficient command over two languages to be considered native-like by fellow speakers of both languages.

Having briefly defined code-switching and bilingualism, this chapter will now combine these concepts and look at how bilinguals code-switch. Research on native bilingual interaction has shown that code-switching is a commonly occurring phenomenon in bilingual speech that it is a rule-governed behaviour that fulfils pragmatic and social functions (Potowski, 2009: 89). Despite the fact that bilinguals do change from one language to another with relative frequency, it would seem it is often considered a negative phenomenon. Bilingual code-switching often carries negative connotations regarding lack of proficiency in the language the interlocutor has switched from, in particular when code-switching in the same utterance. This pejorative view of code-switching is shared by bilinguals themselves as well as language learners in general.

However, research has proven that the reasons behind this code-switching are more complex than simply a sign of deficiency in one of the languages in question. Dailey-O'Cain and Leibscher (2009: 132) claim that code-switching should be considered as a "normal part of bilingual linguistic behaviour".

By analysing bilingual speech, many classifications of code-switching have been designed by experts in the field; this study will show Hamminck's (2000) approach. He distinguished the following four types of code-switching:

> **Borrowing:** is the use of a word from another language, which demonstrates morphological/phonological adaptation to the matrix language. Often it represents the appropriation of a term not available in the matrix language.
>
> *1.) Va a **imeilear** a su vecino.*

*(She's going to **e-mail** her neighbour.)*

   Calque: a literal translation of an expression from another language.

*2.) Le voy a **llamar para trás.***

*(I'm going to **call** him **back**)*

Syntax, rather than vocabulary, may be the second language's contribution to the construction, although calques may also demonstrate the use of a matrix language cognate with an alteration of meaning.

*3.) El **lote** de parquear*

*(The parking **lot**)*

   Intersentential: switching at the sentence level. Intersentential code-switching may serve to emphasise a point made in the other language, signal a switch in the conversation participants, indicate to whom the statement is addressed; or to provide a direct quote from, or reference to, from another conversation:

*4a.) Y luego me dijo "**don't worry about it**."*

*(And then he told me "**don't worry about it**.")*

4b.) Le dije que no quería comprar el carro. **He got really mad.**

(I told him I didn't want to buy the car....)

   Intrasentential: switching at the clause, phrase level, or at word level if no morphophonological adaptation occurs.

*5.) Abelardo tiene los **movie tickets.***

(Abelardo has the **movie tickets.**)

Hamminck, 2000 (http://hamminkj.tripod.com/babel/CS_paper.htm)

   All of the above the types of code-switching can be found in the foreign language classroom, however intersentential code-switching is the most complex as it requires high levels of competence in both languages. Code-switching in the form of Calques, Borrowing and Intrasentential occurrences are more likely to appear frequently

used both by the teacher and the students.

As this project will attempt to offer an overview of CLIL teacher's attitudes towards code-switching and it will first consider the opinion of native bilinguals on this matter. As mentioned, I would consider myself to be a balanced bilingual and as the author of this project, I believe my opinion on bilingual code-switching to be relevant. I do not code-switch very often as I do not feel the need to in many situations. There are two occasions when I am aware I code-switch from one language to another.

The first occurs when I cannot remember the vocabulary in one of the languages and so resort to the other to save time. I offer this explanation rather than lack of vocabulary in one of the languages as on the occasions I can recall this happening, I will remember the word in the other language a short while later. However, as I know the other interlocutor also understands both languages I can code-switch to not lose the flow of the utterance.

I find this usually occurs when I am talking about something that I come across frequently in one language but not in the other. An example of this would be work and legal related vocabulary. For instance, I recall a recent conversation where I told a family member who is also bilingual: "I got my nomina from school today. I think it is the same as last month but I'm not sure if I have to pay more tax this time. Do you know where I left my other wage slips?" I used the Spanish word for wage slip first and then I used the English. I think the reason "nomina" might come quicker to me than wage slip is that I had been talking in Spanish about the wage slips before I came home and spoke to this family member in English.

The second occasion where I code-switch between languages serves a social function. When in conversation with a family member in Spanish I might switch to English to not be understood by other Spanish monolinguals. The reverse of the situation is also true; when amongst English monolinguals I often speak Spanish with my siblings or we code-switch some words.

Although I do not see this code-switching as particularly negative in myself, I believe that more frequent and constant code-switching can be a sign of lack of proficiency in one of the languages. This view seems to be in tune with studies on bilingual code-switching that suggest a negative view of the phenomenon. Hamminck

(2000) found that it was often considered "a low prestige form, incorrect, poor language or a result of incomplete mastery of the two languages".

The reasons behind bilingual code-switching may have an impact on the attitudes towards it. This is a complex matter and it is not the place of this study to discuss it in further detail, some of the reasons for teacher code-switching will be detailed later in this project. The following chapter will analyse theories of code-switching in the foreign language classroom and will discuss the debate surrounding this issue.

Chapter 4. Code-switching theories in second language education

Despite the extensive research that has been carried out on code-switching and the impact it has on bilingual children, there seems to be no consensus as to whether or not it should be allowed in academic contexts. Macaro (1997: 76) highlights the paradox facing foreign language teachers concerning the use of the L1 in their classes.

> "On the one hand, all the evidence suggests that L2 learning, particularly in the foreign language classroom, differs in important ways from L1 learning. If this is the case there may be ways in which using the in-built knowledge of L1 may actually help teachers and learners to cut corners and learn more quickly. However, each time, as teachers, we use the L1 we are undermining all the beneficial effects of remaining in the L2 and probably sending the wrong message to young learners".

In order to resolve this paradox, different theories on the use of the L1 in the L1 classroom have emerged. These range from demands of exclusive L2 use to the idea that some L1 use can have a place in L2 learning. This chapter will first discuss some of these theories, in particular regarding teacher use of L1 before discussing the particularities of code-switching in CLIL.

4.1 Code-switching: the debate

The principle of exclusively using the L1 in the foreign language classroom emerged from the aforementioned pioneering immersion programmes in Canada. McMillan and Turnbull (2009: 15) declare that a core principle of Canadian immersion is the idea that the best learning takes place when teachers and students use French exclusively. There has been much research into these programmes and it cannot be denied that the fact that French is the main language of instruction plays a part in their popularity and success. It can be suggested that the success of these immersion programmes and their praise by experts has influenced the belief that the target language should be the only language present in the language classroom.

This sentiment was particularly imminent during the 1900s. However, more recent research have challenged what Auerbach (1993) described as the "English only movement". Promoters of this movement had a blind acceptance of the concept that the best practice is the exclusive use of the target language and refused to discuss any possible use of the learner's first language (Turnbull and Dailey-O'Cain, 2009: 4).

Macaro (1997: 12) claims this ideal of exclusive use of the L2 in the classroom was not limited to the English as a foreign language classroom and details how education authorities imposed this no first language use. He found that in England a rigid methodological framework based around the exclusive use of L2 was in place for foreign language teaching.

He offers the example of the guidelines for the office for standards in education (OFSTED) in the UK, this is a government appointed agency in the sense that it is financed by central government. The guidelines for modern foreign languages under the heading of "Quality of teaching" regarding the use of the native language state that teachers should insist on the use of the target language for all aspects of a lesson (OFSTED handbook section 37 in Macaro, 1997: 12). Therefore, what these guidelines suggest is that the quality of foreign language teaching can be equated to L2 exclusivity.

However, this group who believed only the L2 should be used in the foreign language classroom were questioned by emerging research that suggested that some L1 use in the classroom could lead to more effective language learning. As different foreign language teaching methodologies such as CLIL were promoted scholars began to look at code-switching in a different light; from the point of view of bilinguals. Scholars argued for a "re-conceptualization of the foreign language classroom as a bilingual environment and language learners as aspiring bilinguals" (Dailey-O'Cain and Liebscher, 2009: 131).

Research on code-switching began analysing the speech patterns of native bilingual and showed that code-switching is natural amongst bilinguals and should not be considered a deficiency in one language or the other but simply a characteristic of bilingual speech (Liebscher and Dailey-O'Cain, 2005: 235).

"When the classroom is conceptualized as a bilingual space by both students and teacher, code-switching patterns emerge in the learners that are similar to those found in

non-classroom data" (Liebscher and Dailey-O'Cain, 2005: 235).

Studies into the reasons behind bilingual code-switching lead to further investigation into the reasons behind the code-switching that takes place inside the foreign language classroom. This research focused on either student or teacher code-switching and often consisted of analysing their speech and interactions in the classroom. The instances of code-switching were then categorised. An example of this categorisation of teacher code-switching is offered by Nagy and Robertson (2009: 85) who identify the following factors that influence the teacher language choice:

External factors: The curriculum, examinations, expectations in the school, the attitudes of the head-teacher, colleagues, parents and the political context.

Internal (teacher-related): Professional experience, training, proficiency in the target language, self-confidence, beliefs about and attitudes towards the target language.

Internal (learner-related): Age, ability, proficiency level, motivation, attitude towards the target language.

Internal (context-related): The stage in the lesson and the nature of the task or activity.

Internal (use of language): The extent to which language use is formulaic or predictable in the context.

Nagy and Robertson (2009) found that their study showed that the personal beliefs and preferences of the teacher can influence their choice of language and that teachers who are confident in their use of the target language will be more inclined to use it. They found that the factors that had the strongest influence on the language choice was the type of activity, the control the teacher can exercise over the input, and the teacher's assessment of the cognitive and linguistic demands made on the learners

by the texts used in the classroom (Nagy and Robertson, 2009: 86).

It will be interesting to note which, if any, of these reasons behind teacher code-switching can be applied to the case studied in this project. It can be hypothesised that these will coincide with Nagy and Robertson's findings that personal preferences and external factors will be the main influencing factors followed by the type of activity.

Having debated the place for code-switching in foreign language learning, this chapter will now place code-switching in the context of CLIL.

4.2 Code-switching in CLIL

As aforementioned, in CLIL content is taught through the medium of a second language. However, there are different levels of CLIL and not all classrooms have the same degree of second language use. CLIL offers a different case than traditional foreign language teaching or even communicative teaching, as students must not only learn the vocabulary for the topic they are studying, rather they must internalise the concepts. In other words, students should be able to answer questions on the content learnt in their CLIL lessons in their own language as well the second language.

Coyle, Hood and Marsh (2010: 16) describe partial CLIL where both languages are present in the classroom. The use of the first and second language is systematic throughout the lesson; sometimes one language can be used for summarising the main points, and the other for the rest of the classroom activities. The main characteristic of this type of code-switching is that is planned, the teacher uses code-switching as a resource to aid students' learning.

> "The systematic switch is based on a planned development of content, language and cognition- for example, some learners may use a textbook in the first language when doing homework in order to build confidence and check comprehension, other learners may ask for explanations from the teacher in a particular language, beginner CLIL learners may use their L1 to speak to the teacher when problem solving, but the CLIL teacher will answer questions and support learners in the vehicular language" (Coyle, Hood and Marsh, 2010: 16).

This would suggest that in CLIL there is room for first language use. However, it should be considered as part of the learning process and so teachers should decide when they will include it in their lessons. This decision should be an informed one that has the aim to provide support for the learners and should not be used to save time or as an easy option.

It seems CLIL experts encourage teachers to use the second language whilst allowing for some student code-switching. There does not seem to be any research into the value of teacher code-switching in CLIL contexts. Mehisto, Marsh and Frigols (2008: 35) agree with this concept when they argue that although it is natural that learners use their native language and should be allowed to answer questions in their first language, teachers can recast the student's answer in the target language. They also recommend that CLIL teachers consistently use the target language and provide a role model for grammar and pronunciation (Mehisto, Marsh and Frigols, 2008: 107).

In CLIL settings, learners are expected to advance in their content and language learning, and for this reason using the language to learn becomes as important as learning to use the language. Students must use the language in authentic interactive settings to develop their communicative skills and use the second language to learn content. When students do not have the necessary language skills to carry out a task it would be limiting to impose a second language only rule. Researches such as Dailey-O'Cain and Liebscher, (2009) have shown that in many cases students in communicative classrooms will use their first language as a resource and do not abuse its use.

This is in tune with the CLIL principle of scaffolding whereby the teacher puts in place a temporary supporting structure that students learn to use and to rely upon. This scaffolding should help students to access previous knowledge and use it to process new information and to create links to lead to greater learning (Mehisto, Marsh and Frigols, 2008: 139). Allowing teachers and student code-switching in the CLIL classroom can support learning through scaffolding and promote individual learning (Dailey-O'Cain and Leibscher, 2009: 142). Whether the student's native language is part of their previous knowledge and if its use in the CLIL can be considered part of scaffolding is yet to be investigated. However, as discussed, not allowing students to use

their L1 in communicative classrooms can be inhibiting to second language learning.

Effective CLIL should be cognitively challenging and allowing some student use of their L1 can be a useful cognitive resource that can lead to target language learning. "Research findings indicate that the first language may contribute to student target-language comprehension, use and learning" (Turnbull and Dailey-O'Cain, 2009: 4). This is opposed to the direct methodology of teaching employed in immersion programmes that does not allow students or teachers to use their native languages. Referring to the Canadian programmes, McMillan and Turnbull (2009:17) claim that this pedagogy is less cognitively challenging and creative than a more flexible approach to code-switching.

Therefore, as CLIL aims to be cognitively demanding, a degree of first language use should be expected and may be beneficial. Students will need to access their native language in order to complete more complex activities that demand creative and critical thinking skills.

Swain and Lapkin argue that informed first language use supports second-language learning and that 'to insist that no use be made of the L1 in carrying out tasks that are both linguistically and cognitively complex is to deny the use of an important cognitive tool' (Swain and Lapkin, 2000: 269 in Turnbull and Dailey-O'Cain, 2009: 7).

Although the issue of the optimal use of code-switching in the classroom is open to debate; it cannot be denied is that there is no sound evidence that a target language only learning environment leads to greater language learning. However, research does prove that imposing a second language only rule can be detrimental to learners (Turnbull and Dailey-O'Cain, 2009: 186.). Policy makers and teachers should take this into account when imposing rules on code-switching in CLIL. CLIL teachers face the question of promoting second language use whilst not excluding classroom uses of the first language that could serve important communicative and cognitive purposes.

It is not the purpose of this project to discover the effectiveness of student or teacher code-switching in the foreign language classroom. However, it is important to note that this study is approached from the point of the view that a degree of code-switching is a natural phenomenon and should not be disregarded as harmful to L2 learning in CLIL settings. This opinion may be shared by other foreign language

teachers as will be discussed in the following chapter. This next chapter will detail research on second language teacher attitudes towards code-switching.

Chapter 5. Macaro 1997 theories on teacher code-switching

This chapter will now discuss teachers' views on code-switching in the foreign language classroom. In order to achieve this, it will detail the three different viewpoints that Macaro distinguished following his research: Target Language, Collaborative Learning and Autonomy (Macaro 1997). Macaro's research project is particularly relevant as it included surveys and interviews of teacher's attitudes towards L1 use. This project will use Macaro's theory of these three main teacher beliefs to later categorise the responses from the surveys it will carry out. Macaro found that there were three differing opinions on the use of the first language in the foreign language classroom: the virtual position, the maximal position and the optimal position, these will be detailed below.

The virtual position: this describes the belief that the second language can only be learnt through that language. It is called the virtual position as the exclusive use of the L2 creates a "virtual reality" that mirrors the environment of the first language learner or a newly arrived migrant to the target language country (Macaro, 2009: 36). This position equates L2 learning with L1 learning. It sees no pedagogical value in L1 use by the teacher and virtually no value in L1 use by the learner. The emphasis is on input with the teacher's input given very high status. The foreign language context is the only place where learning can take place. (Macaro, 1997: 91)

The maximal position: the maximal position refers to the situation whereby teachers believe that the exclusive use of the L2 in the classroom would be the ideal, however; they admit this is not always possible (Macaro, 2009: 36). This position states that there is probably no pedagogical value in learner use of L1 and almost certainly none in teacher use of L1. What distinguishes it from the virtual position is the fear of communication breakdown resulting in pupils being distracted, pupils misbehaving and pupils being demotivated. It is also associated with teacher competence and confidence. The main variables are learner ability

and class predisposition. Teachers may feel guilty when they use the student's native language despite not being sure of the reasons behind this guilt. (Macaro, 1997: 91).

The optimal position: advocates of this position are of the understanding that the use of the L1 in certain moments might lead to greater L2 learning than attempting to only use the second language. Teachers believe that code-switching in communicative classes can enhance L2 acquisition and proficiency better than second language exclusivity (Macaro, 2009: 36). This position sees some value in teacher use of L1 and some value in learner use of L1. It relates quantity only to principles of code-switching. It relies on knowing when code-switching will have a negative impact. The use of the L2 is strategic and serves a purpose in the classroom. Teachers may still feel guilty however they can analyse these feelings against a framework as they are informed on the matter (Macaro, 1997: 91).

It is important to distinguish between the pessimism of the maximal approach which relies on teacher failure to sustain L2 and the optimal approach which relies on the teacher's informed beliefs about the value of L2 use as well as the recognition that L1 can have is own, limited, part to play (Macaro 1997: 96).

Supporters of the virtual position do not believe there is any pedagogical advantage in using the first language in the classroom in any setting. They draw on Krashen's (1982) comprehensible input theory that argues that learners should be exposed to comprehensible input in the target language to acquire second language competence. Set within a communicative classroom, this means the teacher is expected to use the target language as much as possible in order to provide this comprehensible input (Nagy and Robertson, 2009: 66).

Krashen's theory claims that students can only learn the second language if their teacher is the role model for the L2 and provides students with input they can understand in the L2. It places primacy on the L2 and hints at the exclusion of the L1 in the classroom by the teacher as it does not see any value to it. This model is based around direct teaching however, since then it has been argued that this one way input

way input proposed by Krashen is not sufficient to lead to language acquisition and some interaction is required for more effective language learning (Macaro, 1997: 41).

The L1=L2 learning hypothesis that claims that second language learning should mimic first language acquisition is also influential on the virtual reality position. This hypothesis argues that as in L1 learning only the first language is present; it stands to reason that during second language acquisition the target language should also be the only language available (Turnbull and Dailey-O'Cain, 2009: 3).

As far as a theoretical framework to support the maximal position is concerned, Macaro (2009: 38) argues that there has so far not been any study that proves the exclusion of the first language leads to improved second language learning. That is, there are no pedagogical theories that support the belief that teachers should aim to use the second language as much as possible. He asks the question:

> If a teacher was able to maintain 100% second language use through sheer willpower and exuberant personality, how would they know that their learners could not have learnt better through, say, 5% first language use? (Macaro, 2009: 38).

Despite this lack of theoretical support, it seems that many teachers do in fact believe that code-switching is often necessary whilst at the same time being undesirable. Macaro shows that most teachers that participated in his studies agreed that the target language should be the predominant language of interaction in the classroom (Turnbull and Dailey-O'Cain, 2009: 4). This project will later discuss is this opinion is applicable to CLIL teachers in Asturias.

As detailed above, supporters of the optimal position believe there can be some benefits to code-switching in the foreign language classroom. Writing in 1997, Macaro claimed that it remained to be proven that there is nothing that the use of L1 can offer in terms of helping students to learn the L2, he stated that there was "no conclusive proof that every second in the L1 is a wasted second" (Macaro 1997: 76).

That is to say, no study had so far shown that avoiding all use of the L1 lead to greater learning. Macaro argued that this issue needed to be resolved as his research proved that many teachers maintained L2 during their lessons "at all cost". What the

author meant by this is that teachers would compromise other areas in order to avoid using the L1 in their classes.

Despite Macaro's encouragement for further investigation to be carried out, in his study on the optimal use of code-switching in communicative classrooms in 2009, he concludes that his research does not offer conclusive evidence that code-switching leads to greater L2 learning than aiming to only use the second language. Rather it shows once again that there is no evidence that code-switching has a negative effect on learning. He argues that in fact by insisting on the exclusive use of the target language, students are denied the opportunity to be cognitively challenged (Macaro, 2009: 49).

In searching for the optimal use of code-switching Turnbull and Dailey-O'Cain (2009) offer the following definition:

> Optimal first language use in communicative and immersion second and foreign language classrooms recognizes the benefits of the leaner's first language as a cognitive and meta-cognitive tool, as a strategic organizer, and as a scaffold for language development. In addition, the first language helps learners navigate a bilingual identity and thereby learn to function as a bilingual. Neither the classroom teacher nor the second or foreign language learner becomes so dependent on the first language that neither can function without the first language. Optimal code-switching practices will ultimately lead to enhanced language learning and the development of bilingual communicative practices (Turnbull and Dailey-O'Cain, 2009: 138).

This definition of the optimal use of code-switching seems to agree with the principles of CLIL methodology. It offers a scaffold for learners to be able to carry out cognitively challenging activities in the L2. The use of some L1 also plays a part in developing student's bilingual identities. It remains to be proven that this is optimal use can be achieved within the CLIL classroom.

Macaro's research into the code-switching of foreign language teachers showed that in general teachers saw the virtual position of L2 use as being unattainable with all but the most motivated classes. Some felt guilty at first about using English, however because they were trying their best they came to terms with the fact that exclusive use was not achievable. The teachers gave the following most frequent reasons for using the L1 in their lessons:

- Giving instructions for pair/group work activities

- Building up relationships with pupils

- Dealing with unacceptable behaviour

- Responding to pupils who seem anxious/ uncertain about activity instructions

- Coping when time is short

- Giving definition/ translation of text when contextual / realia fails

(Macaro 1997: 82-83).

Giving instructions was the reason behind most L1 use (Macaro 1997: 83). Most likely this can be linked to lack of time. If the teacher has to rephrase and repeat the instructions in the L2 many times before the students understand what they have to do; is this of value to L2 learning or is it taking away from time that could be better spent? It would seem most teachers believed resorting to using the L1 was more desirable than persevering in the L2. It has to be noted that Macaro does not discuss the types of activities the teachers were referring to as surely this influences the teachers decisions to code-switch.

A high number of teachers interviewed considered themselves to be "good" teachers even if they used the L1 to maintain discipline. The strongest attitude reaction was reserved for the situation which was less teacher-centred; that of building up affective relationships with a pupil or groups of pupils (Macaro 1997: 58). The relationship between the student and the teacher can be compromised if the teacher is speaking a language the student does not yet fully understand.

Macaro points out that his three positions are best placed in a communicative classroom. In these classroom settings the aim is on students communicating to understand each other rather than a specific grammar point or a set of vocabulary. He explains that in these types of classrooms, the teacher code-switches in order to put across message oriented information to students with the main intention for the learners to focus on the content of the statement and to act upon it (Macaro, 2009: 38).

One of the reasons this project has decided to make use of Macaro's theories is that they can be applied to the CLIL classroom as they are largely communicative settings. It can be argued that CLIL classrooms are in general communicative classrooms as it is more important for students to communicate than to worry about having perfect grammar (Mehisto, Marsh and Frigols 2008: 107).

CLIL also shares many other features in common with the communicative approach to language teaching. The following characteristics of communicative teaching that are listed by Macaro (1997: 42, 43) are also true of CLIL:

- An emphasis on speaking and listening rather than on reading and writing

- An emphasis on communicating new information rather than "already known" information. (Although CLIL should activate previous knowledge)

- An emphasis on active involvement rather than passive learning

- An emphasis on meaningful bits of language rather than well formed sentences, individual words or bits of words.

This chapter has detailed the findings of the studies carried out my Macaro in 1997 and 2009 as both reached similar conclusions. Macaro's three positions are useful to the aim of this project as they offer a framework to place teacher attitudes towards L1 use in the L2 classroom. As discussed they are well placed to be adapted to CLIL

teachers as Macaro based his research on communicative classrooms that are similar in some respects to bilingual classes. The following chapter will describe in detail the research that this project will carry out. As will be shown, some of the questions were designed to be able to place teacher's attitudes in Macaro's framework of the three positions.

Chapter 6. Research design

This chapter will describe the methodology of the research carried out in this project. It will first detail the target group of the study and the reasons for the chosen method of research. The present study includes quantitative and qualitative methods of research, as data was collected from a survey while open questions were also carried out, and this chapter will analyse both in detail. This survey was designed in Spanish, however this project will translate both the questions and the answers received to maintain coherence with the rest of the study.

The target group is the same for both the aforementioned types of research. The study focuses on teachers who are currently teaching CLIL in a state Primary School in Asturias. No distinction was made in this group between teachers in the British Council Programme and teachers who have obtained the necessary certificate from the education authorities and work in the bilingual programmes.

It was decided that an anonymous survey was the best approach, as opposed to interviews due to the controversy surrounding the issue studied. This method of research allows teachers to be open and honest in their answers. In the context of the present study, using a questionnaire seemed to be the best option in order to correlate several variables that might be related to the use of L1 and L2 in the classroom.

Information was gathered from a total of 20 teachers working in 5 state primary schools from Oviedo and Gijón. This number is considered sufficient for the context of this study in order to achieve an objective overview of the question discussed. The schools were chosen as they were all state schools and had hosted a student on their placement from the Master the present study is part of. It was considered that as a first contact had already been made with these schools, they would be more willing to volunteer their time to complete the survey. Also, these schools all had bilingual programmes at primary level at the time of this project.

The schools were from two major cities in Asturias; Oviedo and Gijón. This was due to the geographical closeness and my time limitations to carry out the research for this project. The schools were: C.P Los Campos, C.P Manuel Martínez Blanco, C.P Gaspar Melchor de Jovellanos, C.P Baudilio Arce and C.P Gesta II.

I went to all the schools in person and asked if I could speak to the head teacher at the school. I was able to do so at all the schools and I explained the purpose of my study and asked for their collaboration. I handed the head teacher a cover letter which explained in more detail my situation and included contact details alongside the necessary amount of copies of the survey. I returned to the schools a few weeks later and collected the completed surveys.

As discussed throughout this project, the aim of the research is to discover the views of the use of code-switching in their CLIL classrooms. In order to achieve this, a survey was hand delivered the schools in question. This survey was divided in two parts: the first was designed as a Likert scale and the second a series of open-ended questions.

The first part of the survey was as Likert scale. Likert (1932 in McLeod, 2008) designed the principle of measuring attitudes by asking people to respond to a series of statements about a topic, in terms of the extent to which they agree with them. A Likert scale is used to measure the respondents' attitudes towards a series of statements. The scale is used to measure levels of agreement or disagreement of the respondents and offers quantitative data that can be analysed.

The Likert scale designed is a five-point scale that measures agreement and disagreement towards a series of statements that aim to show the respondents opinions on aspects of code-switching in the CLIL classroom. The five points on the scale are numbered from one to five. They range from:

1. Strongly disagree

2. Disagree

3. Undecided

4. Agree

5. Strongly Agree

As this survey is anonymous it hopes to avoid the issue of forced responses that are deemed to be more sociably desirable. In this case, teachers may feel pressured to use the L2 exclusively and reluctant to admit to any L1 use. The exact statements will be discussed in further detail in the following chapter that will analyse the results of the

survey. The statements hope to show not only the teachers' views on the use of the L1 in the CLIL classroom but also offer some insight into their practices of code-switching.

The second part of the survey consists of five open-ended questions that the Likert scale does not allow for. The first of these aims to discover if their school has any regulations in regards to L1 use in bilingual classrooms and if so, what these are. The second question asks respondents to consider the fact that using the L1 in the L2 classroom often carries negative connotations and aims to show their views on this matter. The third question asks teachers to share most frequent reasons behind L1 use in their classes. The fourth aims to discover if and when teachers consider that their students should be allowed some L1 use. The final question asks if they believe a guide to code-switching in the CLIL classroom would be of interest to them. This question is relevant as this project hopes to offer some guidance in its final suggestions.

Although the survey is anonymous, it includes some information about the respondents that was considered significant to the results. The first of these is the nationality of the respondents. The survey also includes the classes the teachers are currently carrying out CLIL in and the years of CLIL teaching experience they have. The final important information in order to profile the respondents is to ask their official level of English. Having explained the design of the research, all of the above will now be discussed further in the following chapter as well as analysing the results of the survey.

Chapter 7. The results.

7.1 The target group

This chapter will first offer some information collected about the respondents who completed the survey before presenting the results in the following section. A total of 20 surveys were hand delivered to each of the five schools that data was collected from. I approached the schools in person and spoke to the head teacher of each school. I included a personalised letter to each of them that explained the purpose of my research and asked for their collaboration. All of the head teachers agreed to hand out the surveys to the teachers who imparted bilingual classes in their respective schools. I then returned to collect the surveys a few weeks after leaving them with the schools.

I received three surveys from the school C.P Los Campos, four surveys from the school C.P Manuel Martínez Blanco, seven from the school C.P Gaspar Melchor de Jovellanos, three from the school C.P Baudilio Arce and three from the school C.P Gesta II. As can be seen in the copy of the survey that can be found in the annex (pg.88) of this project, the survey asked the teachers to offer some details in order to profile the research group. The first of these were the date and place at the time of completing the survey as this would provide proof that the research was carried out for the purpose of this project and in the region of Asturias.
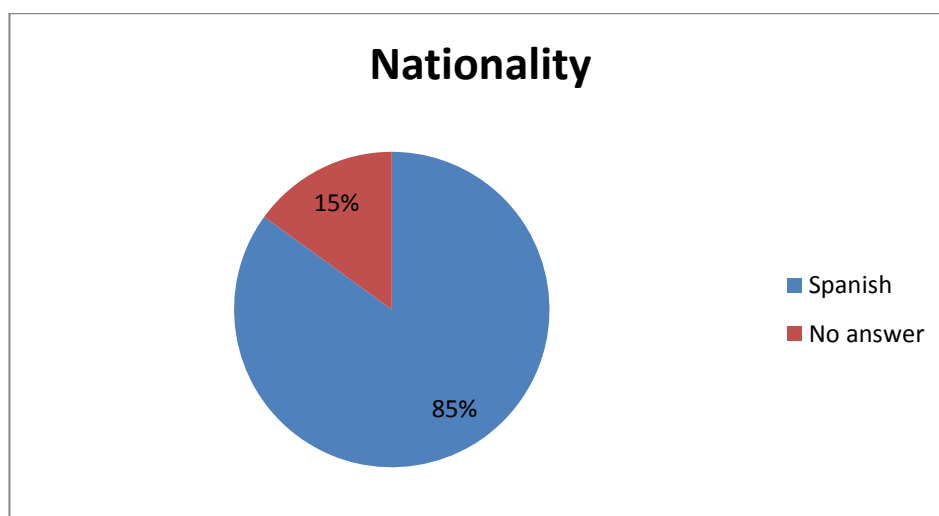
Table 1. Nationality of teachers

However, the first detail that is relevant to the present project and will now be discussed is the nationality of the teachers as is shown in Table 1 above. This is believed to be a significant detail as this survey was aimed at teachers of CLIL in English, most of who were predicted to be non-native speakers of the language. The answers to this question seem to prove this as all of the teachers who answered the question said they were Spanish. Only three teachers chose not to answer this question; however, these same teachers did not provide any information about themselves for the questions that will be discussed later in this section.

The next information asked of the teachers was to name the school years they had been teaching. The answers were translated so that 1° *de primaria* is Year 1, 2° *de primaria* is Year 2, 3° *de primaria* is Year 3, 4° *de primaria* is Year 4, 5° *de primaria* is Year 5 and 6° *de primaria* is Year 6. The results are shown in Table 2 below, 100% represents the total answers bearing in mind that some teachers impart bilingual classes in more than one school year. The results show that CLIL is present throughout a range of ages in the schools included in the present study although the higher percentages are found in the later years.
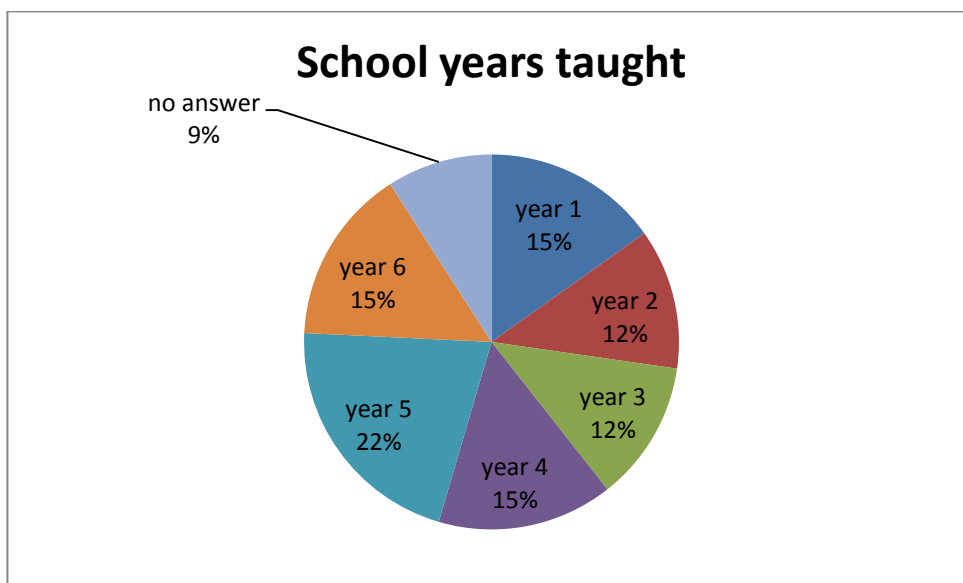

Table 2. The schools years taught

The following data collected to continue to profile the teachers was the number of years of experience they had teaching CLIL. Table 3 below shows the number of teachers who answered they had the years of experience that are on the horizontal axis of the table. The answers were very varied, ranging from two teachers who only had a

year of experience to a single teacher who claimed to have 10 years of CLIL teaching behind them. Overall, the results show that the majority of the teachers have a significant background in teaching bilingual classes.
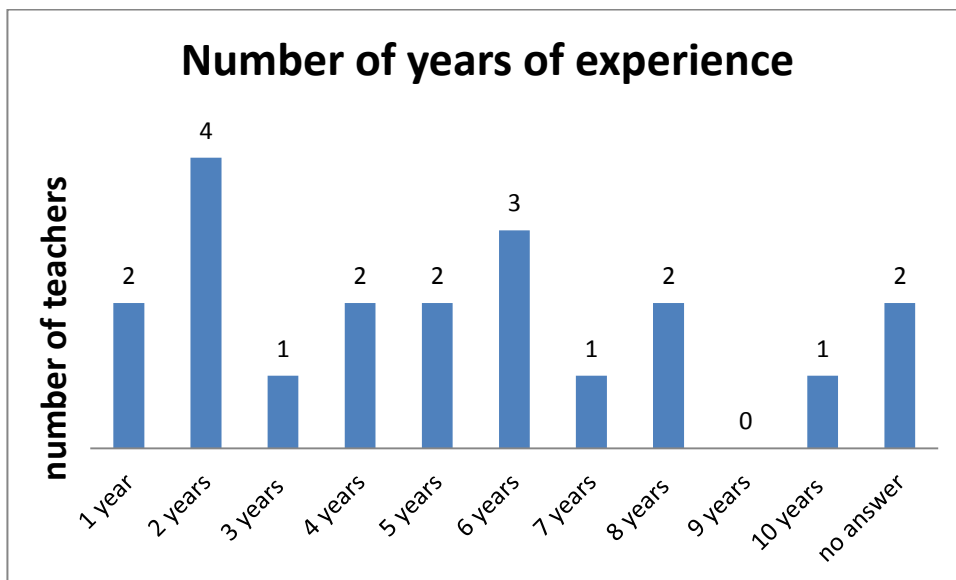

Table 3. Number of years of experience teaching CLIL.

The last of the information collected was to ask the teachers to describe their official level of English. The results have been placed within the Common European Framework in order to present the data in a coherent manner. Table 4 shows that over half of the teachers claim to have the B2 level that is officially required to impart bilingual classes in Asturias.
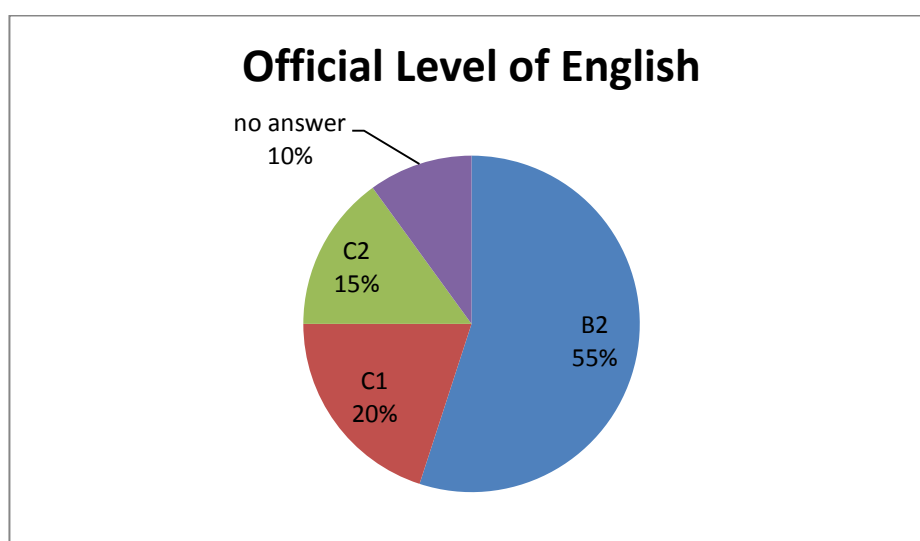
Table 4. Official level of English

7.2 Main results.

This chapter will now present the results from the Likert Scale type survey that was carried out. In order to present the findings in a clear and structured manner, each statement the teachers were asked to value will be examined. As detailed in the previous chapter, the survey was designed in Spanish, however here each statement has been translated to be in accordance with the present project. Following each statement is a bar chart that represents the percentage of responses that correspond to each of the five values in the Likert scale. Therefore the vertical axis refers to the percentage of answers and the horizontal axis is numbered 1 to 5 where 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree.

A total of 20 surveys were collected, and the percentages were calculated accordingly, one response equals 5% of the total of responses. After calculating all the percentages that corresponded to each point of the Likert scale, a bar chart was created. As each statement is independent it was necessary to create individual charts that reflect the opinions of the teachers surveyed for each statement.

The first six statements were designed to discover how the teachers that completed the survey used the L1 and the L2 in the bilingual classes they teach. Following these, some statements include some use of the first person whilst others aim to show the teachers' opinions on a variety of issues regarding L1 use in CLIL settings and foreign language classrooms in general. The statements are presented below in the same order they appear in the survey that was delivered to the teachers.

1. I exclusively use English to communicate with my students in my bilingual classes.
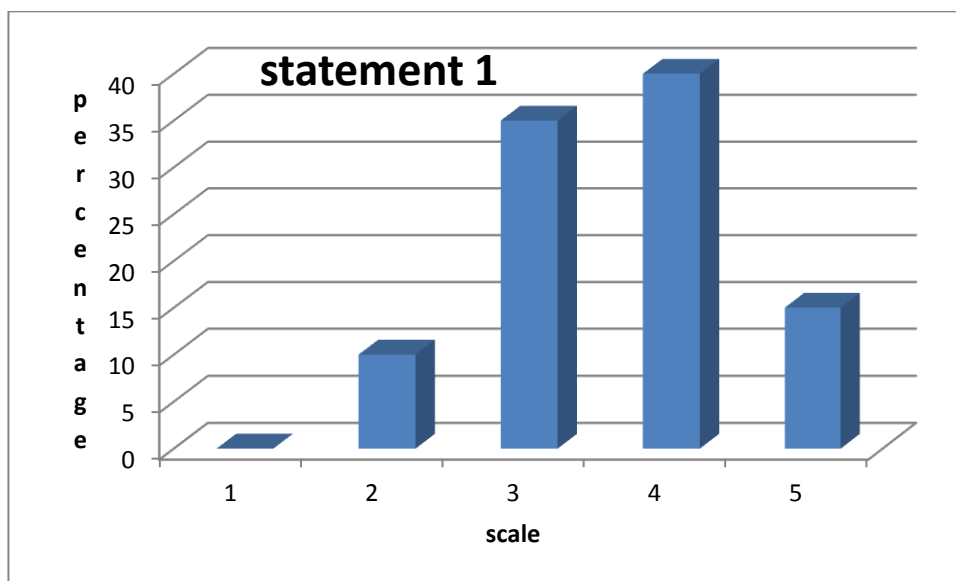

Table 5. Statement 1

This initial question was designed to discover if teachers believed they only used English in their bilingual classes. It was predicted that this would not be the case and hoped that the results would show this. However, the results showed that only 10% of respondents disagreed with this statement. A large number 35% remained neutral which can suggest that they do not always exclusively use English but that were not as clear in this belief as the 40% of teachers that said there were in agreement. Surprisingly 15% even said they strongly agreed and therefore believed they used the L2 all of the time in their bilingual classes. The high percentage of neutral responses is of importance as it hints at a reluctance to admit to a lack of English exclusivity in the classroom. Also, this affirmation of never using Spanish in the classroom is not consistent with later responses. For example in Statement 3, the percentage of teachers that considered it is necessary for them to use Spanish on occasion should, in theory, be the same as the percentage of agreeing answers for Statement 1. However, only 20% in total either disagreed or strongly disagreed to sometimes using Spanish whereas a total of 55% agreed they only used English.

In his research, Macaro (1997, 2009) found that some teachers believed it was ideal to create a "virtual reality" within their classrooms. That is to say, they wanted to recreate a L2 only environment such as that of a first language learner and that of

the newly arrived migrant to a target language country (Macaro, 2009: 37). As detailed previously in this project, Macaro understands these teachers to be of the "virtual position". This survey will ask teacher's if they consider the ideal classroom to be one where only English is present and therefore could be of this position. However, the results in Table 5 show that over half of the teachers do believe they exclusively use English and assumedly believe it is in their students best interest to do so.

2. I exclusively use Spanish to communicate with my students in my bilingual classes.
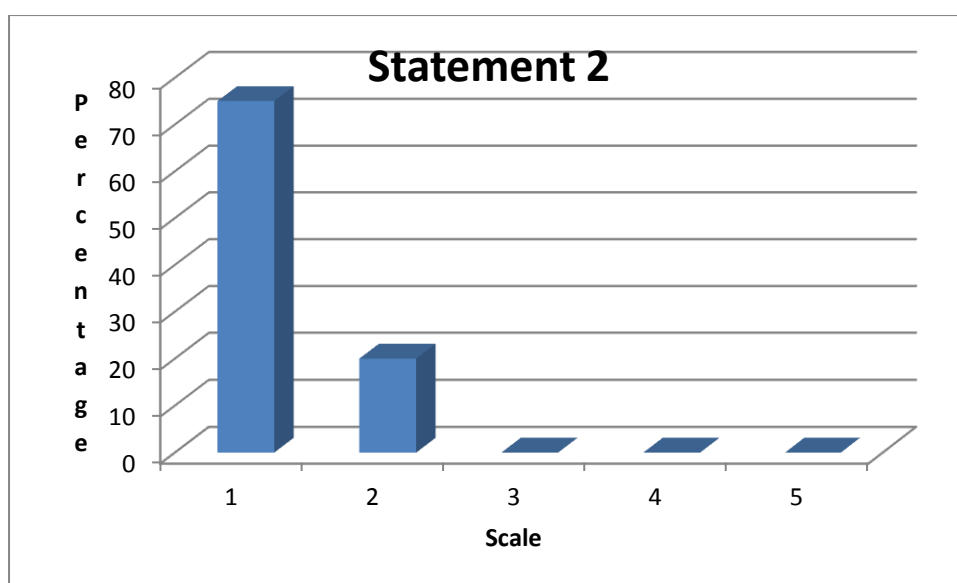
Table 6. Statement 2

This question follows on from the previous question and asks teachers if they only use the L1 in their bilingual classrooms. The nature of the CLIL classroom is that is should lead to foreign language learning and expose students to this language as much as possible. Therefore, it was expected that the responses to this question would all be negative as a L1 exclusive classroom would not lead to effective L2 learning. In effect, 75% of teachers were in strong disagreement with this statement and the remaining 25% were in disagreement. No neutral answers were registered which could point to the idea that teachers wanted to be clear that they did not only use Spanish in their classes.

3. I believe it is necessary for me to use Spanish occasionally in my bilingual classes.
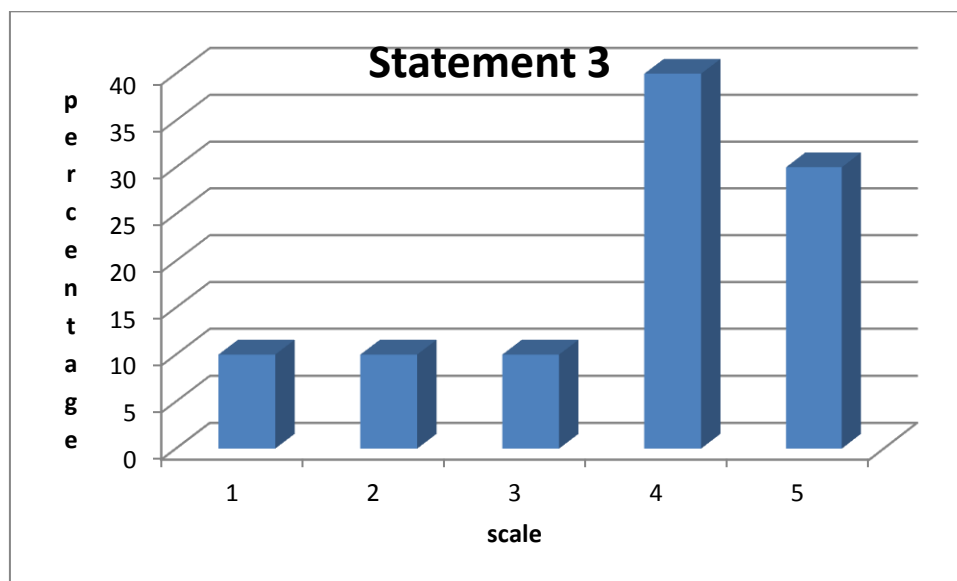

Table 7. Statement 3

Having established that English is the general vehicular language during the bilingual classes, this statement aims to discover if teachers use Spanish on occasion. The fact that the majority of the teachers agreed (40%) or strongly agreed (30%) with this statement shows an acceptance that some L1 use is permissible in the bilingual setting. The result shows that teachers do use the L1 on occasion and feel they do this as it is necessary in their classes. As aforementioned, the responses regarding this statement that suggest teachers do use some Spanish are inconsistent with the responses to the first statement. It is believed that a possible reason for this is that the initial response of some teachers who said they exclusively used English during their classes may have been an impulse response to this first question. They could have been influenced by the belief that the correct answer is to say they only use English and later realised this is not so. In any case, the percentage is very low as it relates to only four teachers disagreeing with this statement.

The nature of the survey does not allow for specifications on what occasions L1 is used or for what purposes and this issue is addressed in the open questions that follow the survey.

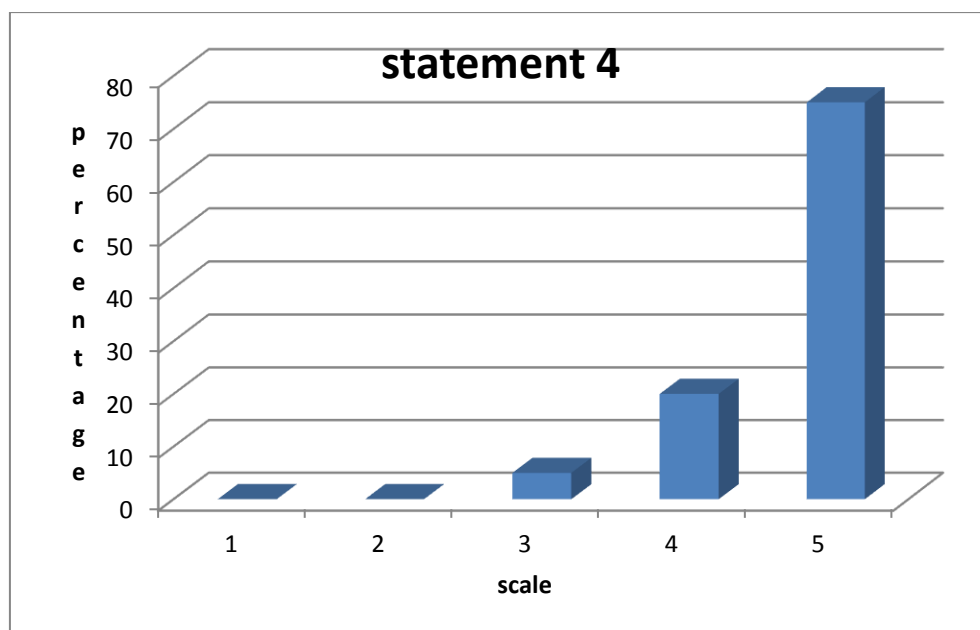**4. I try to speak more English than Spanish in my bilingual classes**.

Table 8. Statement 4

After seeing that most (70%) of teachers did use some Spanish in their classes, this statement hoped to show that English is more present than Spanish in the bilingual classroom. In keeping with the previous declarations, this focuses on teacher use of the L1. The results showed that this was one of the most unanimous votes of agreement with 75% of respondents strongly agreeing and 20% agreeing. There was one neutral answer that is reflected in the remaining 5%. This statement shows that teachers believe it is their duty as foreign language teachers to use the target language as much as possible during their bilingual classes.

Macaro claims that he can find no theories to support the benefits to second language acquisition through the use of the "second language as much as possible" (Macaro 2009: 38). It would be very difficult, if not impossible, to show how a teacher who remains in the L1 during all of their lessons and never uses the L2 can improve their students second language acquisition more than a teacher who uses the L1 for a small amount of their lessons. It is not possible to test such a theory as it would involve recording 100% of teacher second language use and comparing the level of L2 acquisition according the amount of time the teacher spent using the L1.

For this reason, Statement 4 did not ask what percentage of their lessons did teachers spent using Spanish, but rather if they aimed to spend more time speaking

English than their native tongue. As shown in Table 8, 70% teachers in this survey claimed they use more English than Spanish, however, how much more English than Spanish cannot be proven by the present research.

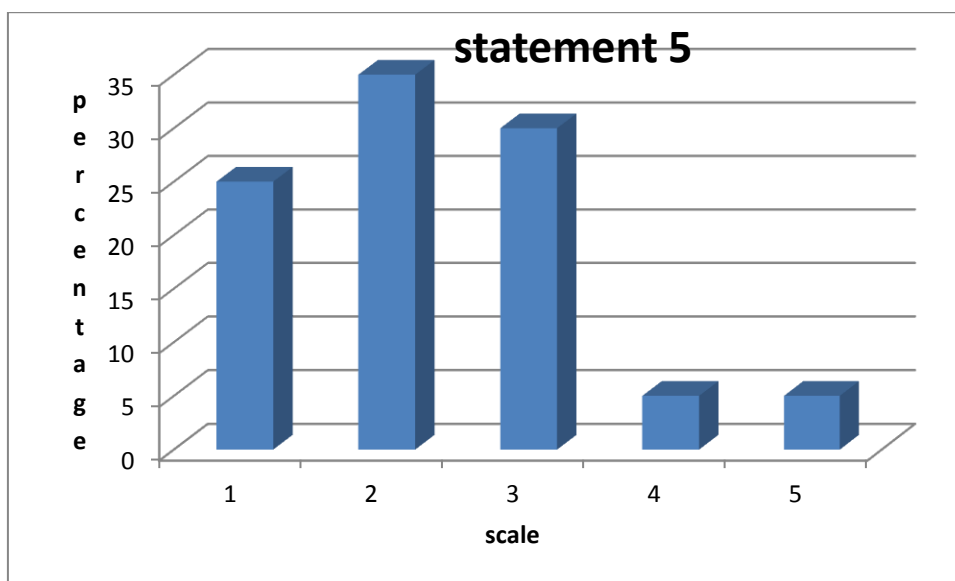**5. I believe it is a failure on my behalf to use Spanish in my bilingual classes.**

Table 9. Statement 5

This statement ties in with the Statement 3 that proved most teachers believe some L1 use is necessary in their classes. The answers to the following statement show that teachers on the whole do not feel guilty about this L1 use. 25% of respondents completely disagreed whilst 35% disagreed and 30% remained neutral. As 70% of respondents had said they felt they needed to use some Spanish it make sense that these same teachers would not feel guilt about doing so as they find it inevitable. However, the percentages to not quite match as relatively large number of answers were neutral, representing 30% of the total answers.

The results of this question do not fit in with Macaro's theory (1997, 2009) that teachers find the use of the L1 in their classrooms an undesired necessity and often feel guilty when they resort to using their student's native tongue. It would seem that the teachers who responded to this survey to not feel this way as 65% were in disagreement. It may be that the neutral responses to not agree that is a failure but are not quite sure

about how they feel about their use of English in the classroom enough to say they disagree.

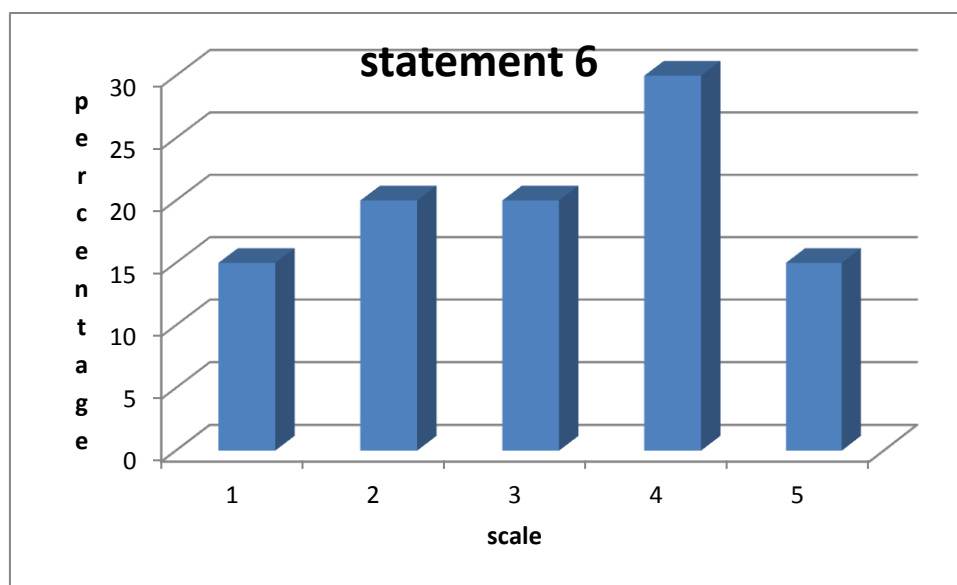**6. The use of Spanish in my classes is necessary due to my students' level.**

Table 10. Statement 6

Having established that some L1 on behalf of the teachers is present, this statement aims to establish if the reason behind this use is due to their students' level. The answers on this statement were much divided, 15% strongly disagreed, 20% disagreed, 20% were neutral, 30% agreed and 15% strongly agreed. The respondents were teachers to a range of levels and often the same teacher was responsible for more than one class at different levels. This has been reflected in the diverse results regarding this matter.

Another reason for the results could be that the statement was open to interpretation. It was designed to discover if the low level of students affected the teacher's choice of language in their classes and therefore should perhaps have included this sense in the wording in order to achieve a more conclusive result.

7. It is more necessary to use Spanish in bilingual classes than in English as a foreign language classes.
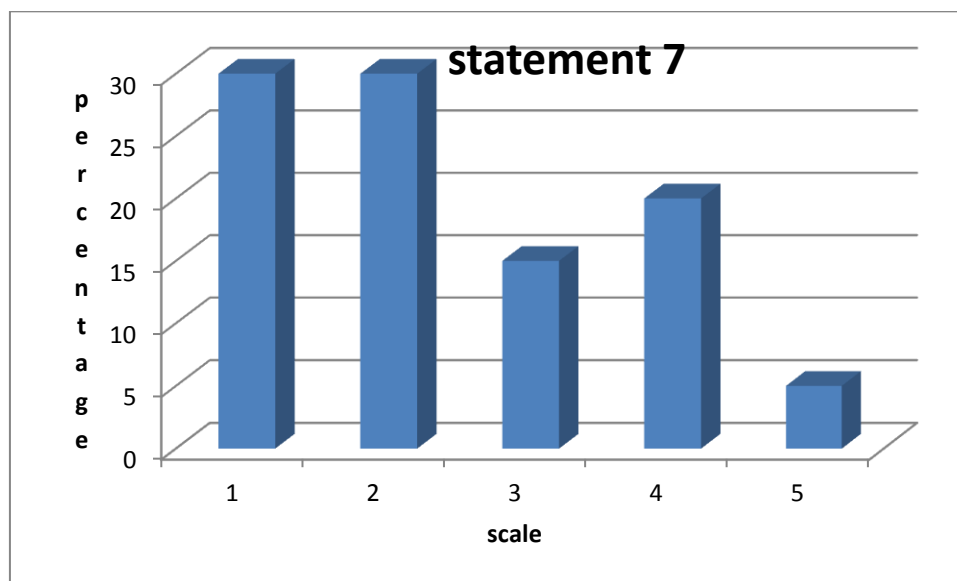

Table 11. Statement 7

This statement aims to see if teachers believe that there was a difference between using Spanish in a bilingual class and in English as a foreign language class. It was thought that as students must deal with a heavy content load perhaps more use of the L1 would be seen in a more favourable light and as more "necessary".

The results showed diverse opinions with 30% strongly disagreeing and 30% disagreeing, 15% remaining neutral, 20% agreeing and only 5% strongly agreeing. Despite the range of answers, if the percentages of the response of strongly disagree and disagree are brought together they represent a total of 60% which shows that more than half the teachers who completed the survey do not agree with this statement. That is to say, 60% of teachers do not think that there is a difference regarding L1 use between a traditional foreign language classroom and their bilingual classes.

I would argue that in fact, there should be a difference between code-switching in English as a foreign language classrooms and CLIL classrooms. I would go further to say that the use of Spanish as a tool to aid learners is more justifiable in CLIL. The reasons for this opinion are based on the criteria for effective CLIL teaching such as that it is content lead and will be discussed further in Chapter nine.

8. It is necessary to repeat content explanations in Spanish to ensure my students have understood the content.
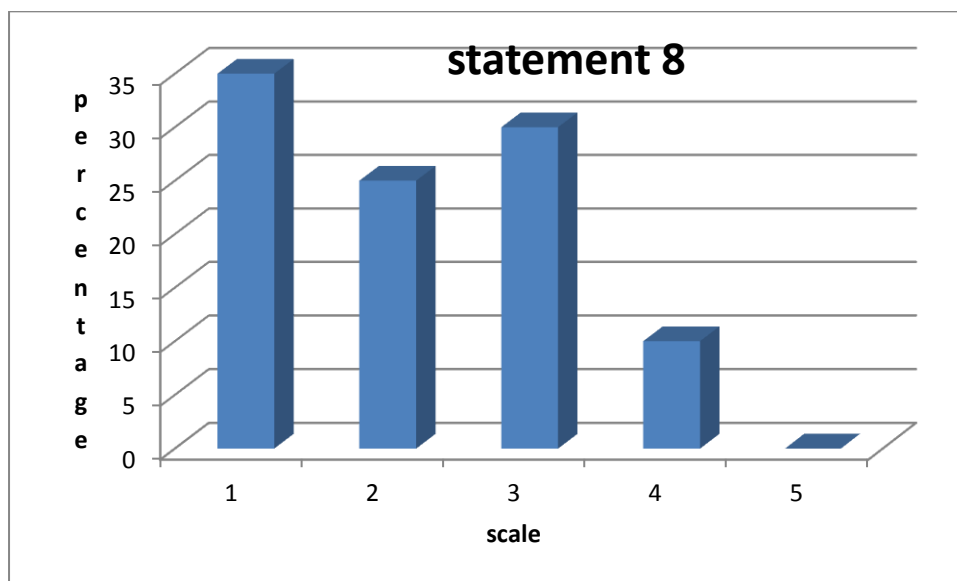

Table 12. Statement 8

This statement asked teachers if they thought they needed to translate explanations in Spanish in order to confirm if their students understand the content during their CLIL classes. It was hoped that most teachers would disagree with this statement. However, there was a large of percentage of neutral answers, amounting to 30%. This could be due to an oversight on my behalf. I could have changed the statements so that it included a notion of frequency such as if it asked teachers if they always or sometimes found it necessary to repeat explanations in Spanish. This might have resulted in stronger opinions on the matter.

This issue aside, the results show a tendency to disagree with Statement 8, as 35% of teachers strongly disagreed and 25% disagreed. Two respondents (10%) did agree and believed they needed to repeat their explanations in Spanish to ensure their students had understood. As will be explained in the following section of this chapter, some teachers included in their answers to the open questions some of the methods they used to avoid resorting to Spanish.

9. I believe I could communicate exclusively in English with my students in my bilingual classes.
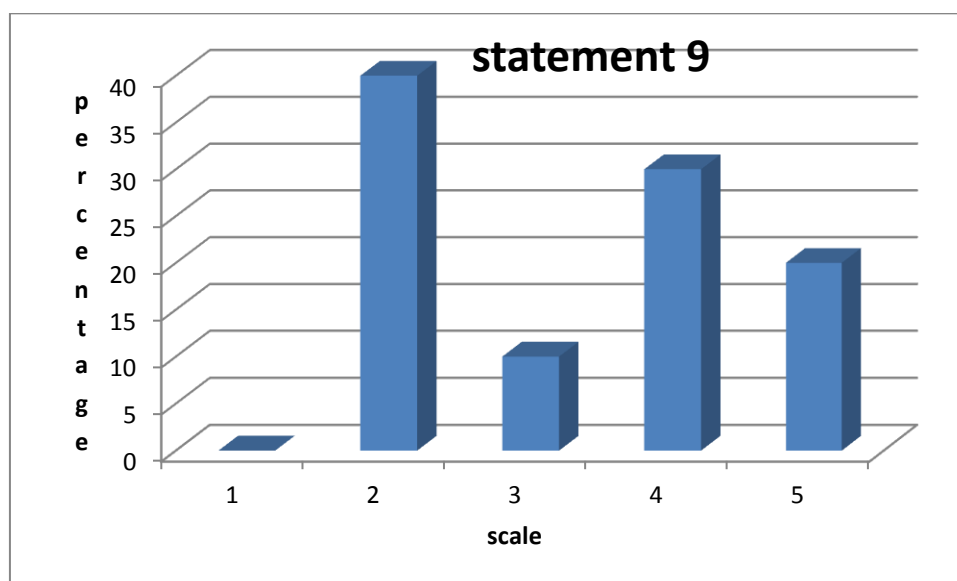

Table 13. Statement 9

This questions returns to the teachers' use of English in their classes and asks if they believe they could exclusively speak in English to their students in their bilingual classes. Having seen that 55% either agreed or strongly agreed they exclusively used English in the classroom it is interesting to note that the percentages here are similar as 30% agree and 20% strongly agree. This stand to reason as the teachers who claim they do not use any Spanish should agree with this statement. The difference between Statement 1 and this statement is that here the teachers are asked if they think they could only use English, rather than asking about their current practice; 40% said they disagreed with this statement and therefore did not think they could use English exclusively in their bilingual classes, whilst 10% remained neutral.

As explained in the discussion of Table 8, there is no theory that can prove that remaining in the L2 100% of the time, leads to greater language learning. However, many teachers believe that they should only speak to their students in the second language. The results shown in Table 13 show how this is not the reality for almost half the teachers who completed this survey as 40% disagreed with this statement.

10. I include the use of Spanish in my classroom planning for my bilingual classes.
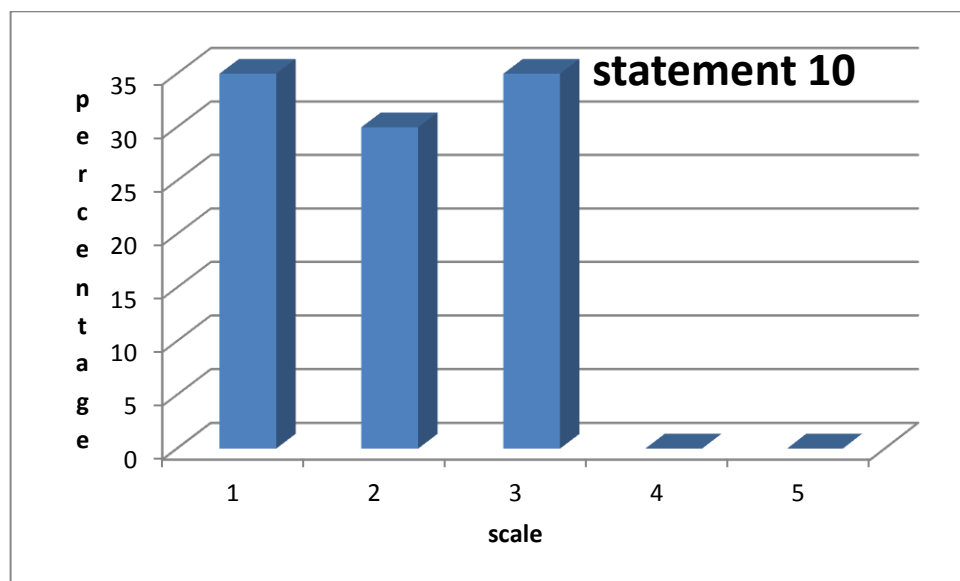

Table 14. Statement 10

With this statement I hoped to see if teachers thought about the use of the L1 in their classes enough to include it in their lesson planning.

The majority of teachers claimed not to include any use of Spanish in their lesson plans with 35% of teachers strongly disagreeing and 30 % disagreeing. The remaining teachers (30%) were neutral which also suggests they did include it or did not consider it relevant to their lesson planning.

Code-switching is a largely unrepresented phenomenon in foreign language policies and teacher training programmes. As Blyth (2009: 166) explains, pedagogical materials also do not contain any mention of code-switching, lexical borrowing or grammatical transfer, all of which are part of bilingual speech. As will be detailed in Chapter nine of this project, I believe it is important to change this lack of interest in the use of Spanish in CLIL classes throughout Asturias. In the mentioned chapter nine I will also offer some suggestions as to how this inclusion of code-switching could be designed.

11. In an ideal bilingual classroom the teacher would communicate exclusively in English.
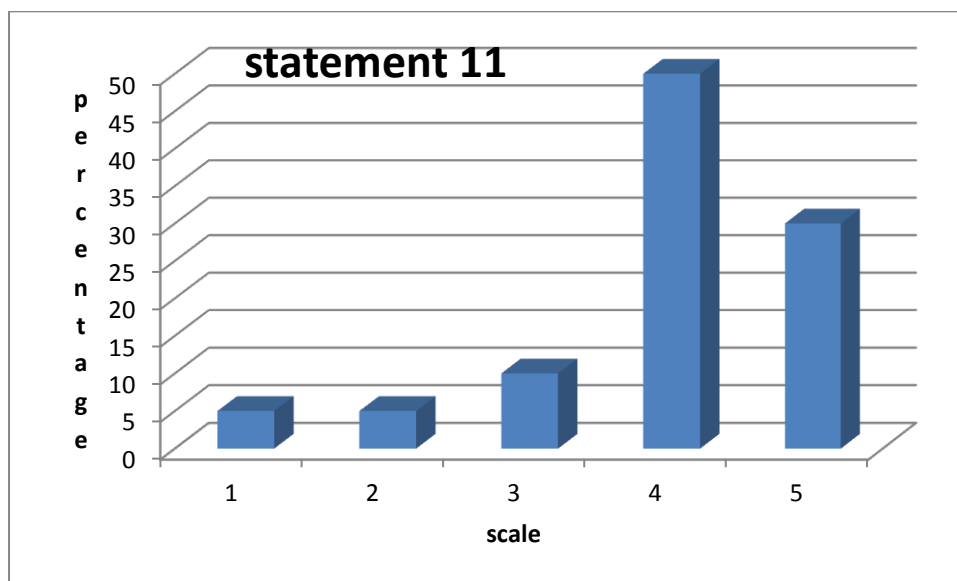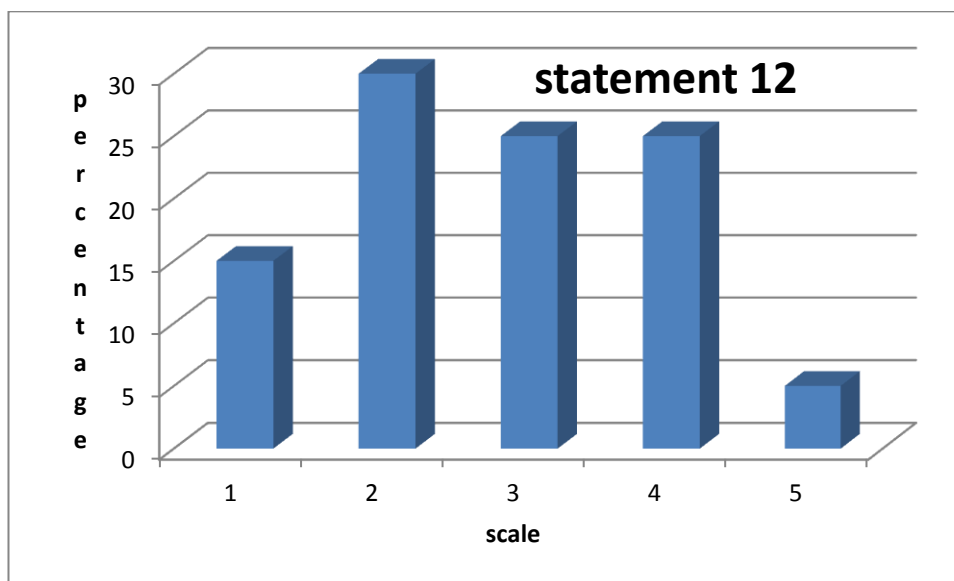

Table 15. Statement 11

This statement was designed to help place the teachers who answered this survey in one of the three categories devised by Macaro. As one of the main convictions of these categories was how the teachers saw the ideal classroom, this question hoped to show if teachers believed that a classroom where the teacher exclusively used English was the ideal setting. Half of the teachers agreed with this statement (50%) and 30% strongly agreed. However, one teacher's strong disagreement and another's disagreement should also be noted.

These results would suggest that, as 80% of the answers were in agreement with this statement, the majority of the teachers interviewed would be of the virtual or maximal position. As detailed in chapter five, Macaro (1997, 2009) claims that defendants of these positions believe that the ideal foreign language classroom is one where only the target language is present. Certainly, it is the only language the teacher should use, and students should be discouraged from using their native tongue also.

12. Using Spanish to give instructions saves time in the bilingual classroom.

Table 16. Statement 12

This questions aims to look at a possible reason for L1 use in the bilingual classroom. As it is asked in an impersonal manner it allows teachers to be more honest in their answer. There was a large diversity of responses to this statement with 15% strongly disagreeing, 30% in disagreement, 25% neutral, 25% in agreement and only 5% strongly agreeing. Macaro (1997: 82) found in his research that "coping when time is short" and "giving instructions" were two of the reasons that teachers said they use the L1 in their classes.

The research Macaro carried out (1997, 2009) was based around communicative classrooms and the present survey asks teachers about their CLIL classes. However, as detailed in chapter five of this project, it is believed that the positions that Macaro (1997) described can be applied to the answers of the present survey.

In their study, Nagy and Roberston (2009) offer a series of possible factors that can influence a teacher's decision to codeswitch during a lesson. These have been detailed in chapter four. However, the researchers' findings support those published by Macaro in 1997 as they also found in their research that the pressure of the "perceived need to complete the syllabus may make the teacher more inclined to use the first language in order to save time in giving explanations" (Nagy and Robertson , 2009: 85).

13. A teacher who uses Spanish in their bilingual class can explain content better than the teacher who exclusively uses English.
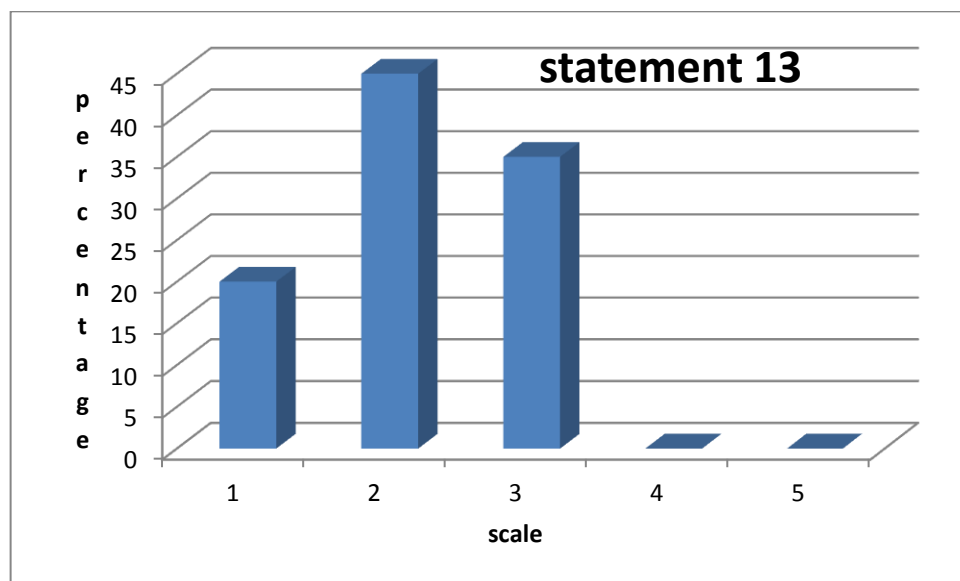

Table 17. Statement 13

This statement suggests a positive use of Spanish in the bilingual setting and poses the question if a teacher who uses the L1 can in fact aid comprehension of the content better than a teacher who only uses the L2. The response to this idea was mainly negative with 45% in disagreement and 20% strongly disagreeing. In fact none of the teachers questioned agreed nor strongly agreed with this statement. Therefore, it can be argued they do in fact believe that a teacher who uses Spanish in their bilingual classes cannot necessarily lead to better content learning for their students. A large percentage of responses were neutral (35%).

The fact that most of the teachers disagreed with this statements means they cannot be placed in Macaro's (1997, 2009) "optimal position" detailed in chapter five of the present study. Defendants of the optimal position believe there is some pedagogical value in code-switching in foreign language classes. They consider that a degree of teacher use of the L1 can enhance L2 acquisition better than exclusive use of the L2 (Macaro, 2009: 36). As the teachers who responded to this statement do not believe this to be true, it can be argued they are therefore not of this optimal view of code-switching.

14. The use of Spanish in the bilingual classroom can be beneficial for the learning of both content and English.
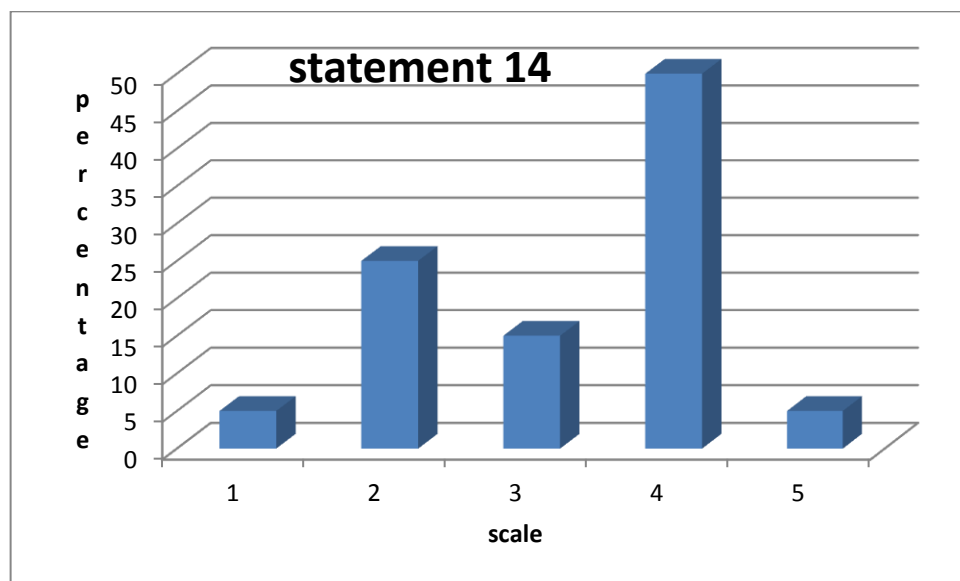

Table 18. Statement 14

Despite the negative views on the previous statement, the teachers seemed to agree with the question put to them here. A total of 50% were in agreement and only 25% disagreed; 15% of answers were neutral and only one teacher strongly disagreed and one strongly agreed.

It would seem they agree that the use of Spanish can lead to better learning of both content and the second language. However, they do not believe that content necessarily can be better explained by using Spanish. Although at first glance this can seem contradictory, I do not believe it to be the case as in this statement is more general than the previous one as it does not specify on what occasion or for what purpose Spanish is used by the teacher.

As aforementioned in this project, no conclusive evidence that proves the benefits of L1 use in CLIL has been found. However, studies have researched the possible advantages for second language acquisition in communicative foreign language classrooms. An example of a collection of such studies can be found in Turnbull and Dailey-O'Cain (2009) "first language use in second and foreign language learning". In the conclusion to their book Turnbull and Dailey-O'Cain (2009: 186) conclude that there is "simply no evidence that a prescribed target-language only environment is beneficial to learners and there is ample evidence it may be detrimental".

15. Students are permitted to use Spanish on occasion in my bilingual classes.
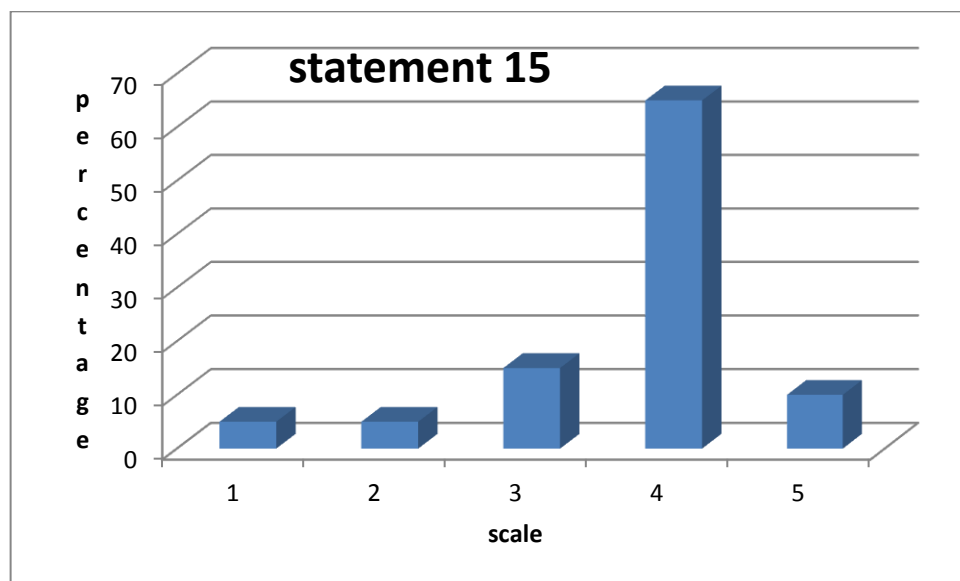

Table 19. Statement 15

This question changes the focus from teacher use of Spanish to student use of Spanish. This was to see if teachers had similar beliefs on students using Spanish as they did about teachers using it. The results were conclusive, an overwhelming percentage (75%) were in agreement that that their students were allowed to use Spanish on occasion in their classes (65% agreed and 10% strongly agreed). CLIL experts such as Mehisto, Marsh and Frigols (2008) agree that students should be permitted to use their first language sometimes. They advise to "expect" that students at primary level will initially answer in their first language. However; they also say explain that this should occur only in the first few months of the year (Mehisto, Marsh and Frigols, 2008: 105).

In their study into teacher and student use of the first language in foreign language classroom interaction, Dailey-O'Cain and Liebscher (2009) conclude that when teachers allow their student to use both the L1 and the L2 during their lessons, they tend to use the languages in ways that promote both second language learning and bilingual language behaviour (Dailey-O'Cain and Liebscher, 2009: 143).

This statement does not specify the occasions on which their students are allowed to use the L1 not for what reasons. As the present study is aimed at teacher use of Spanish rather than student, it is considered that this is not relevant to the survey.

However, it should be noted that, as detailed above, experts agree that allowing some L1 student is not detrimental to second language acquisition.

16. I believe it is necessary to offer my students glossaries in English and Spanish in my bilingual classes.
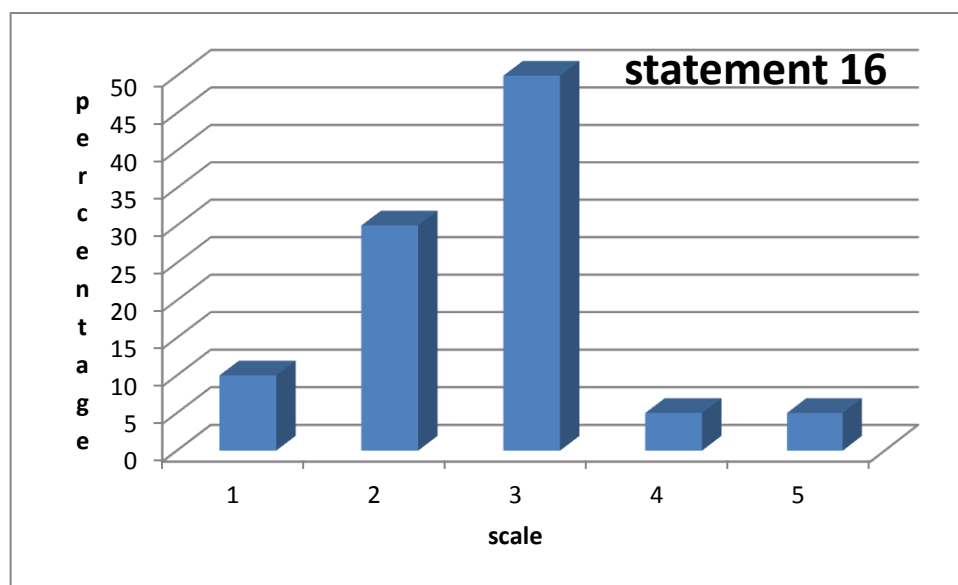
Table 20. Statement 16

This question was designed to see if the teachers provided glossaries in English and Spanish to their students. This issue of loss of first language vocabulary is often a concern in CLIL. Coyle, Hood and Marsh (2010: 16) explain that some teachers worry if bilingual learning can result in students' not understanding key terms in their native tongue. They suggest that teachers can use vocabulary and content "checklists" in their students' first language to overcome this issue.

This statement received a high percentage of neutral answers. In fact, half of the teachers chose to remain neutral. Perhaps this could indicate that teachers had not considered this an option and therefore neither agree nor disagree that they are necessary. The next highest percentage is 30% that represents disagreement with the statement. This can arguably be related to the neutral answers as they do not believe they are necessary.

Macaro (2009) in collaboration with Qingtao Meng (2005) show in their research into the effects of code-switching on vocabulary acquisition in the foreign language

classroom that providing a first language equivalent to lexical terms is not detrimental to the acquisition of said vocabulary. Furthermore, in CLIL, teachers should provide scaffolding and offer their students all the support they need to encourage both content and language learning. The use of glossaries can aid students to interiorise complex definitions and concepts that otherwise they might not have access to in the L2.

17. The written activities my students carry out in my bilingual classes are always in English.
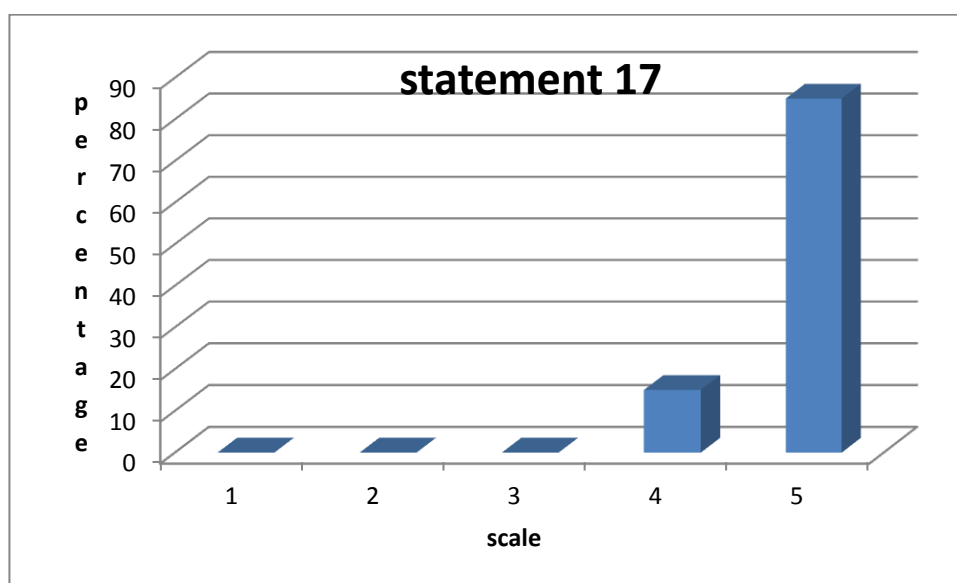
Table 21. Statement 17

This question refers back to student use of the L1 and L2 in the bilingual classes. It was designed to offer an insight to a possible use of the native tongue by the students. It was predicted that the majority of answers would agree with this statement as in most foreign language classes and bilingual classes all activities are carried out in the L2.This statement serves to prove that all student use of Spanish in the bilingual classes of the teachers surveyed is carried out during oral interaction. All answers were in agreement, in fact the majority of teachers strongly agreed (85%) and the remaining 15% agreed.

18. There are clear rules regarding the use of Spanish in bilingual classes in place at the school I am currently teaching in.
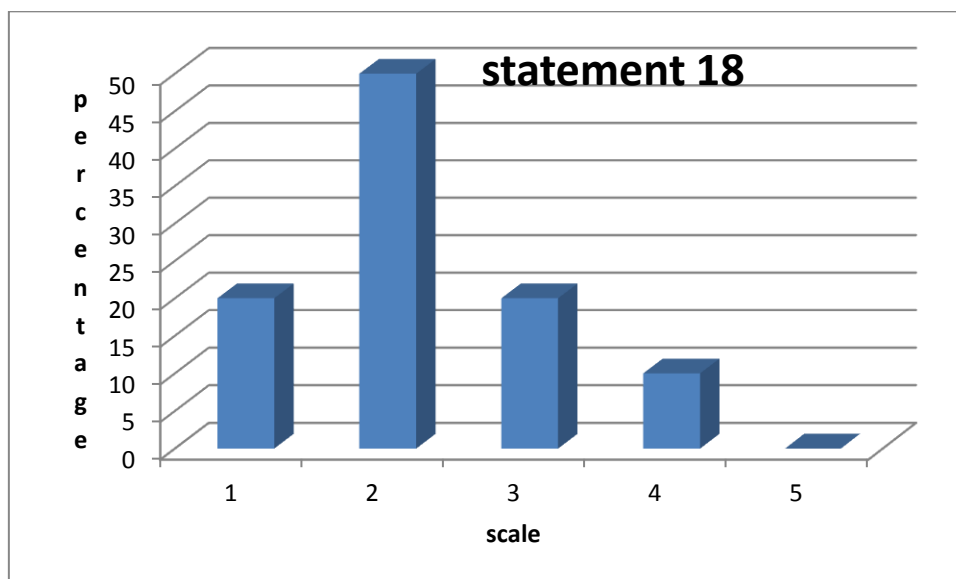
Table 22. Statement 18

As the present project aims to provide some guidance for teachers regarding the use of Spanish in CLIL classes, it was hoped this statement would offer an overview of the current situation in terms of any guidance their schools might provide; 50% of respondents answered that they disagreed with the statement while a further 20% strongly disagreed. A total of 20% were neutral and 10% agreed there were some clear rules regarding the use of Spanish in their classes.

The results show that more than half of the teachers surveyed are not provided with any rules as to L1 use in their classes. As will be discussed in the following sections of this chapter, in most cases, teachers are making their own decisions regarding their own use of Spanish and that of their students.

The issue of lack of guidelines provided by schools arises from the fact that the education authorities themselves do not offer any guidance or impose any rules concerning code-switching in CLIL classrooms. That is to say, no higher education authority seems to believe that the use of Spanish in English bilingual classes is a matter of importance that should regulated.

I would argue that teachers should be provided with some references as to when and how to use the L1 in their CLIL lessons. Macaro (2001: 545) insists that a

framework that "identifies when reference to the first language can be a valuable tool and when it is simply used as an easy option" needs to be provided for second language teachers.

19. The rules regarding the use of Spanish in the bilingual classroom should be the same for teachers and students.
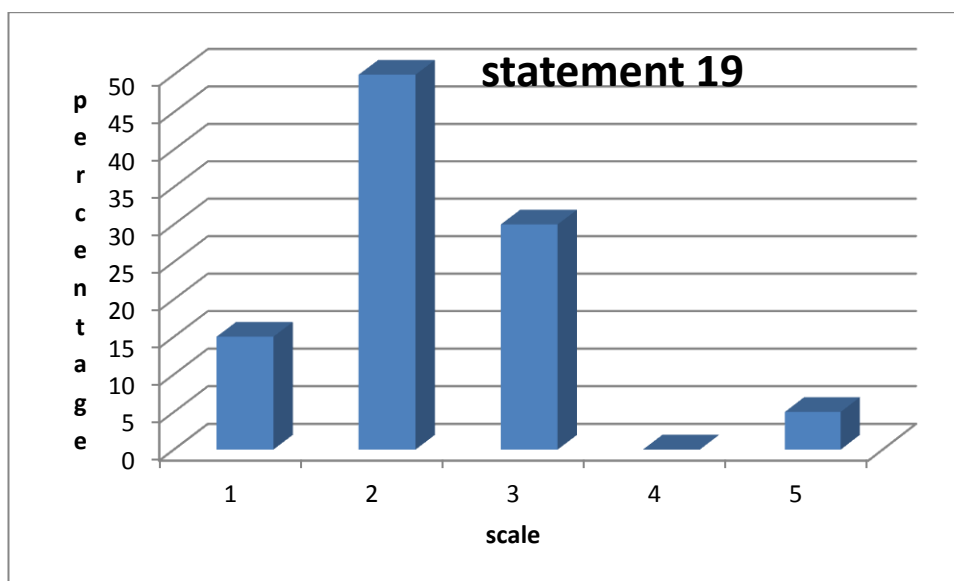
Table 23. Statement 19.

This questions asks the teachers' opinion on the use of Spanish by their students and compares it their own use of the L1. In other words, it asks if they believe students should be allowed the same use of the L1 as the teacher. It does not specify if this means that students should be permitted more or less Spanish in the classroom than the teacher. Rather, it simply asks respondents to consider if the same rules apply regarding their own views on L1 use.

The results show that on the whole, teachers do not consider that their students should he held to the same rules as themselves when it comes to using their native tongue in their classes. 50% of the teachers dissagreed with this statement and 15% strongly dissagreed. The remaining 30% remained neutral and a single teacher (5%) strongly agreed with the idea of applying the same ruling to both themselves and their students. This respondent was of the belief that they only used English during their classes, that the ideal classroom was one where the teacher only spoke English and that

their students should only use the target language also.

Studies into how teacher L1 use affects student L1 use do not conclude that more teacher use leads to more student use. Macaro (2009: 36) reported that teacher use of the first language did not lead to student use of the first language, and that teacher use of the second language did not lead to student use of the second language.

Therefore, it seems reasonable that a series of independent rules should be designed for teachers and students. As teacher use of English should not, in theory, influence the student's use of Spanish, teachers do not need to act a role model for English exclusivity in their classrooms.

20. The teacher should be allowed to use Spanish in the bilingual classroom but students should always communicate in English.
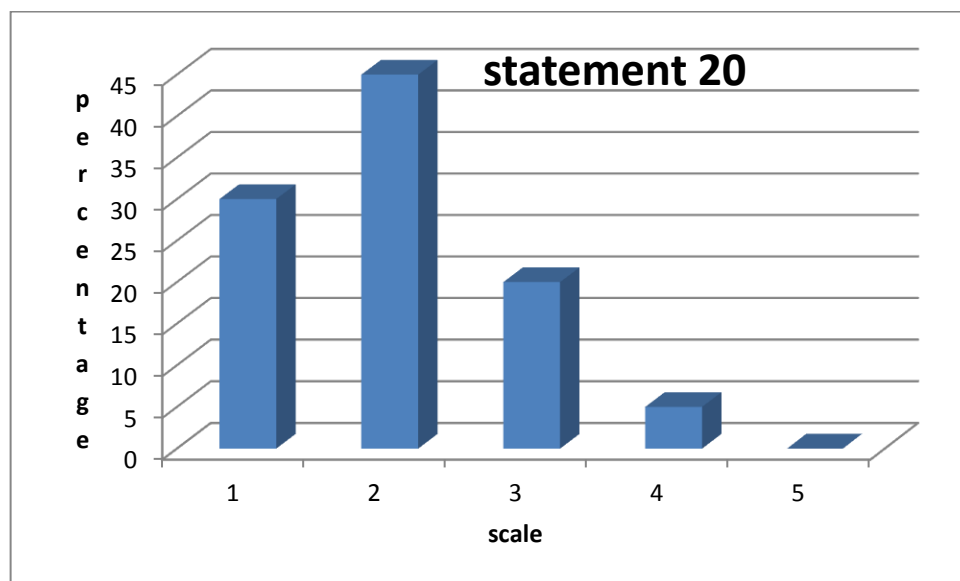
Table 24. Statement 20

This final statement follows on from the previous statement and was designed to discover whether teachers believed it is more permissible for teachers to use Spanish than it is for students to use it. It is strong statement as it does not allow for any interpretation; it states that students should always communicate in English whereas the teacher should be allowd to use Spanish. The majority of teachers were in disagreement with this statement: (45%) in disagreement and 30% in strong disagreement. 20% remained neutral and a single person agreed (the respondent discussed in the previous

statement).

The results of this statement relate to the results of Statement 15 where 75% of teachers agreed that their students are permitted to speak Spanish on occasion during their bilingual classes. In total 75% of responses were in disagreement with their students using English all the time during their classes. Therefore, it stands to reason that these same teachers answer that their students should not be obliged to communicate exlcusively in English whislt themselves as teachers should be permitted to use Spanish.

7.3 Open ended questions

The final section of this chapter will discuss the answers to the open ended questions that followed the Likert Scale items in the questionnaire. The questions were designed to allow teachers to expand on some of the issues they were asked about in the survey. The questions and answers given have been translated from Spanish to English. A total of five questions were put to the teachers, the first of which will now be detailed.

1. Are there any rules in the school regarding the use of Spanish in your bilingual classes? If so, can you explain what these rules are? What is your opinion regarding these rules?

Only two respondents did not offer any answer to this question and thirteen of the answers were simply: "No". The amount of negative answers is in accordance with the results shown in the previous section of this chapter. In effect, 70% of teachers disagreed with Statement 18 that reads as follows: *There are clear rules regarding the use of Spanish in bilingual classes in place at the School I am currently teaching in.*

Three of the respondents said there were no rules provided by the school although there were agreements between the teachers that are part of the bilingual section. One teacher explained that this agreement was to promote the use of the L2 as much as possible and to expose their students to the foreign language.

One respondent claimed that their students were told they were always supposed to use English to communicate with each other and to ask and answer questions in class. Another teacher answered "we use English as the vehicular language".

2. What do you believe are the reasons behind the negative perception of the use of Spanish in the bilingual classroom? Do you agree with this perception?

The answers to these questions are more varied than the first set of questions. Four blank responses should be noted. Most teachers did not answer the first part of this question and did not offer any reason for the negative perception. Rather, they chose to describe the reasons for their own opinion on the matter. However, one teacher said they believed the reason for this perception is that using Spanish could interfere with the student's acquisition of the second language.

The responses to the questions will now be divided into those who agreed and those who disagreed with the negative perception of the use of L1 in bilingual classes. Only five teachers claimed to support this negative approach towards the use of English. One respondent justified their agreement as they believed the use of the native tongue had been detrimental to their own learning of a foreign language. Four teaches were of the belief that students should only be exposed to English during their CLIL lesson as they are surrounded by Spanish the rest of the time.

There were many answers that did not agree with the negative perception of the use of Spanish in the bilingual classroom. Four did not give any reason and simply stated they did not consider it negative, whereas others offered reasons for their disagreement. Some claimed that the use of the native tongue is necessary on occasion and should not be perceived as detrimental to L2 learning. One respondent of this belief answered that a degree of Spanish was necessary due to the age of their students (they were Year 1). One teacher argued that CLIL is not the same as immersion and therefore the use of Spanish should not be considered as negative. Another teacher argued that Spanish should be used to continue the lesson when students cannot follow in English.

 One of the strongest answers against this perception was a teacher who claimed that they were in total disagreement with this statement and the negative view of the use of Spanish had its origin in the desire to break away from traditional teaching

methodologies of the 80s. It can be presumed that what this teacher meant by this is that the move away from teaching methods where the focus was on grammar to more communicative classroom settings lead to the belief that only the L2 should be present. Another teacher agreed with this as they said "*due to traditional teaching methods where English was not present during English as a foreign language classes*".

3. What is the most frequent reason behind your use of Spanish in your bilingual classes?

Only one blank answer was received for these questions, all of the remaining teachers listed a reason for their use of Spanish during their classes. The most popular was given by six teachers and was "*to explain difficult concepts and complex content explanations*". A further three said "*to make sure students have understood the content explained*". Two teachers said they used Spanish to give instructions to ensure that all have understood how to complete a task and one teacher used the L1 to translate a specific term that has not been understood. A teacher said they used Spanish to save time that would be "lost" if English was used and to avoid any feeling of helplessness that might otherwise affect their students.

Two teachers from separate schools said they never used Spanish and two claimed they only used it to deal with disruptive behaviour in the classroom. Two teachers from the same school claimed they only use Spanish when completely unavoidable; "*when all other resources such as gestures, pictures or videos have failed*". Another agreed saying they only used the native tongue as a last resort.

4. When do you believe it is permissible or advantageous for your students to communicate in Spanish?

There were no blank answers for these questions. Two teachers answered that their students used Spanish when they needed to ask questions. The most popular answer with nine teachers agreeing was that it is permissible or advantageous to use English when students lack the vocabulary or structures in English and need to use

Spanish. One teacher added that they translate what their students have said into English.

The age and level of the students were mentioned as influencing factors. Two teachers explained that when students are in the first years of school they are allowed to speak in Spanish. However, as they reach the final two years of school they should be encouraged to use as much English as possible. Another teacher answered that during the first school Years students use Spanish to explain how to complete activities. One teacher said their students are permitted to use Spanish to demonstrate what they have learnt.

One teacher believed that if their students were forced to only speak in English they would come to "hate" the language and they would not communicate at all. Another teacher argued that if students are shy then allowing them to speak in Spanish offers them more security. Only one teacher answered: "*never*" and another said "*never unless it is completely essential*". A teacher specified that it is never advantageous although it is permissible if the students are young.

5. Do you believe a guide for teachers regarding the use of Spanish in bilingual classes would useful?

Two blank answers were received for this question. Many of teachers were in favour of a guide. Eight teachers simply responded "yes". Three specified that some guidelines would be helpful and one teacher said it would be useful and would help teachers to not be fearful of using Spanish. However, six teachers did not seem to believe a guide would be useful to them as they simply answered *"no"*. In total twelve teachers did agree that a guide would be useful for them.

This chapter has aimed to present the results achieved from the survey and summarise the answers to the open ended questions in a coherent manner. The following chapter is the conclusion to the present study and will bring together all these results in a discussion that concludes this project.

Chapter 8. Conclusion

This project has aimed to show current CLIL teachers' views and practices of code-switching in their bilingual classes in five state Primary Schools in Asturias. In order to achieve this, a small scale investigation was carried out in the form of surveys, the results of which have been analysed in the previous chapter. The output of the surveys have not only shown current code-switching practices in the CLIL classrooms that were part of the present study, they have also presented the opinions of the teachers of these classrooms and their attitudes towards the use of Spanish in bilingual classes in general.

The introduction to this project described a series of aims and research questions, how these have been achieved will now be detailed. The first of the questions was to discover current teachers of CLIL attitudes towards code-switching in Asturias. As far as the teachers' general opinion is concerned, it can be said that most of the teachers believed that teachers should aim to use the L2 as much as possible. This is reflected in the results to the survey, as 95% of teachers agreed they tried to speak more English than Spanish during their classes. The teachers believed the ideal CLIL classroom was one where the teacher spoke English at all times and did not believe there to be a difference in this matter between the ideal L2 use in a traditional foreign language classroom and in a CLIL classroom.

However, this ideal of English exclusivity is not reflected in later responses to the possible benefits of using the L1 in the bilingual classroom. Responses to the statement if the use of Spanish in the bilingual classroom can be beneficial for the learning of both content and English were mainly in agreement. This could be due to the desire of the teachers to justify their own use of Spanish in their bilingual classes; they claimed not to believe it was a failure on their behalf to resort to using the L1 as they believed it was necessary and, therefore, also considered there was some pedagogical value in this use of the native tongue.

It should also be noted that when asked if a teacher who uses Spanish in their bilingual class can explain content better than one who exclusively uses English, over half the responses were in disagreement. This relates back to the idealistic view of only using the L2 in the classroom and a reluctance to agree that a teacher who uses Spanish

can perform their duty better than one strives to only speak in English.

The second question was to show current practices of code-switching in the bilingual classrooms in the state schools in Asturias that took part in this project. The answers to the survey suggest that the majority of teachers currently imparting CLIL in these schools do code-switch during their lessons. In fact, 70% of the teachers claimed it they find it necessary to use Spanish occasionally in their bilingual classes. This means that despite their view of an ideal CLIL classroom in which the teacher exclusively uses English, the teachers in question do not achieve this.

The reasons behind this use of Spanish were found in the answers to the open ended questions. In these, teachers said they used Spanish most frequently to explain difficult concepts and content, and to ensure their students have understood their explanations in English. Teachers did not believe it was necessary to translate content explanations in order for their students to understand and, therefore, it can be suggested that teachers are currently using Spanish to ensure their students have understood and to explain further in Spanish rather than simply recasting in their native tongue.

Although this project focused on teacher use of code-switching, some questions were asked regarding student use of the first language in order to offer an overview of currents practices in the classrooms of the teachers surveyed. As a result of this, it can be said that students are currently permitted to use Spanish on occasion in the majority of bilingual classrooms however; all of their written activities are carried out in English. Over half of the teachers disagreed that their students should be held to the same rules as themselves regarding L1 use and also disagreed that students should always speak in English whilst teachers should be permitted to speak some Spanish.

The third question was designed to discover if there were any guidelines for CLIL teachers regarding code-switching in Asturias and if so, whether the teachers find these guidelines useful or not. The background research carried out for this project did not uncover any official guidelines in this area and therefore the second question could not be answered.

However, one of the aims listed in this project was to show if there are any guidelines in place at the schools that took part in this project and the teachers' opinions of these. The survey asked if teachers agreed that there were clear rules regarding the

use of Spanish in bilingual classes in place at the schools they currently taught in. A conclusive majority claimed there was no guidance provided by the schools and the responses to the open questions indicate that each teacher is responsible for their own code-switching and that of their students. It seems that code-switching is also neglected by the individual teachers as they do not take it into consideration in their lesson planning. That is to say, the teachers' decision to switch language during a particular CLIL lesson is unplanned.

One of the objectives of the present project was to place the opinions of the teachers within the framework provided by Macaro's research (1997 and 2009). Macaro's three positions of virtual position, maximal position and optimal position have been explained in detail in this project. Taking into account all of the answers provided by the surveys it can be argued that the majority of the teachers can be placed within the maximal position. Advocates of the maximal position believe that the exclusive use of the L2 in the classroom would be the ideal, however; they admit this is not always possible (Macaro, 2009: 36). This view is reflected in the results shown in the survey as the vast majority agreed that the ideal classroom is one in which the teacher only communicates in English however, they admitted to using Spanish on occasion in their bilingual classes.

Where the research found in the present study differs from that carried out by Macaro (1997 and 2009), is when the question of feelings of guilt over this use of the L1 is analysed. Macaro claimed that teachers may feel guilty when they use the student's L1 despite not being sure of the reasons behind this guilt (Macaro, 1997: 91). However, the responses to the survey carried out in this project suggests that, as far as teachers views on their own use of code-switching is concerned, most teachers do not seem to believe it is a fault on their part if they use Spanish in their classes. They offer similar reasons for doing so as in Macaro's research (1997: 82, 83) and consider it to be a necessity mostly in order to ascertain their students have understood content explanations during CLIL lessons.

In regards to the other two positions described by Macaro; the teachers who took part in the present study cannot be placed within either of these as they do not agree with main arguments of either viewpoint. As mentioned, teachers did see some

pedagogical value in code-switching and therefore cannot be of the virtual position that does not believe there is any possible benefit to using the L1 in the classroom. Teachers who are of the optimal position believe that the use of the L1 in certain moments can lead to greater L2 learning than attempting to only use the second language. This is not the belief of the majority of the teachers in this project as they strongly disagreed that a teacher who uses Spanish in their bilingual class can explain content better than a teacher who exclusively uses English.

In the introduction to this project I also stated my hypothesis that I would uncover a range of opinions regarding the use of English in bilingual classrooms in Asturias and that there would not be any guidelines provided for CLIL teachers regarding code-switching and they would follow their own beliefs in this matter. I also claimed that despite diverse opinions, the majority of teachers would aim to use English as much as possible in their classes.

I would argue I have proven the above statements to be true to a certain degree. On the one hand, the answers provided by the surveys show unanimity in some matters such as the aforementioned practices and beliefs that allow the teachers to be grouped and placed in the maximal position. One the other hand, there were divided opinions throughout as very few questions did not receive contradicting answers. In fact, only five of the twenty statements did not receive any answers both sides of neutral, that is, with some teachers in agreement and some in disagreement.

A high percentage of the teachers claimed their school did not provide any rules or guidelines regarding the use of code-switching in their bilingual lessons. It was mainly the responsibility of the individual teachers or in some cases a group of teachers responsible for the bilingual sections who came together to agree on a criteria on the use of Spanish in their lessons. Overall, teachers did aim to use English at all times as much as possible despite finding it a necessity to use Spanish on occasions.

To conclude, the present project hoped to have offered an insight into teachers' views and practices of code-switching in their bilingual classes in Asturias which can lead to further discussion regarding the place of the native tongue in CLIL classrooms. The following chapter aims to provide some guidelines for teachers regarding code-switching and details the need for further research in this area.

Chapter 9. Suggestions, limitations and further research

9.1 Suggestions for current CLIL teachers in Asturias

As explained in earlier chapters of the present study, despite the research in the area of code-switching, there does not seem to be agreement amongst experts as to its place in the foreign language classroom. When the practice of code-switching is applied to CLIL, the body of work is even more limited. This project has shown how CLIL teachers in Asturias are expected to apply their own criteria regarding code-switching and how this criteria differs amongst teachers who have different opinions on the possible usefulness of the L1 in their classes.

One of the purposes of the current study is that it hopes that upon reading it, current and future CLIL teachers in Asturias will be more informed about the use of Spanish in their classes and thus be able to make decisions on when and how to use it. This chapter aims to provide some suggestions for teachers and guide them to be able to reach some conclusions on using Spanish in their English CLIL lessons.

The present study also hopes to be of use to education authorities who should consider code-switching an issue of pedagogical importance. Official policies regarding the use of Spanish in English CLIL lessons should be designed to aid teachers and this project aspires to aid in the development of a common strategy for code-switching in primary schools in Asturias.

It is important to bear in mind that these suggestions are not to be taken as rules that can lead to the perfect balance of L1 and L2 in a CLIL classroom. Rather, they are simply guidelines I believe I am able to make following the research I have carried out in this project. They hope to lead teachers to discover a more positive approach to code-switching in the CLIL classroom and to encourage teachers to consider their use of Spanish as a matter of importance.

It should be noted that these suggestions will be influenced by a series of factors. Firstly, that they are based on teachers' answers from schools in Asturias and will be aimed at teachers in this region. Secondly, it should be noted that this project has focused on Primary Schools and, therefore, the following suggestions have been designed with this age framework in mind. I believe this to be highly relevant when

discussing the use of Spanish in the classroom as older or younger students will have different needs. Finally, it must be assumed that my personal beliefs regarding code-switching and the personal conclusions I have arrived at following the completion of this project will heavily influence the approach to the guidelines in question.

My personal belief is that Spanish should have a place in the CLIL classrooms of Primary Schools in Asturias, always keeping present the fact that English should be spoken as much as possible by both the teacher and the students. As aforementioned, it should be the education authorities who design and promote a coherent strategy in regards to code-switching. This strategy should include guidelines for teachers to know when speaking Spanish can be a useful tool and how to avoid abusing this tool. In order to design a useful and applicable set of official guidelines for CLIL teachers, the Regional Ministry of Education should consider research such as the present project.

Until such a strategy is designed, it is the teachers who decide when they use Spanish in their classroom and for what reasons. However, teachers should also consider carefully when and why they can best use this resource. I will now offer some reasons for L1 use and some suggestions based on the arguments provided in the hope that they can be insightful to education authorities and that teachers will find them to be true and applicable to some extent.

- In CLIL, language is a means to an end; students must use the language to complete activities that lead to the acquisition of content. In order to carry out tasks effectively, students must understand the instructions completely. To ensure students know what is expected of them it may be beneficial to allow some Spanish to be used either by students or the teacher. I would suggest asking students if they have understood and to explain in their own words the instructions to more complex tasks. This does not mean the teacher should always explain routine activities in Spanish to save time, rather, an insistence on only using English should not get in the student's way to understanding a task.

- As one of the core principals of CLIL is that it should be cognitively challenging, the tasks students are expected to carry out should in turn be more complex that in traditional foreign language classrooms. This is another reason students should be permitted to ask questions in their native tongue to ensure they understand the

activities asked of them and, as will be explained below, on occasions use Spanish to help them complete them.

• When working on a task, students should not be reprimanded for resorting to Spanish when necessary. It should be made clear to the students that the task they will carry out should be done so in English. However, if they feel the need to use Spanish to help each other overcome a problem, they are encouraged to do so and to go back to using English once this problem has been resolved. Motivation is key to CLIL and if students are not able to complete a task because they are not permitted to use their own language to help them, this can be highly demoralising for the students in question.

• Students should be encouraged to speak English and use the vocabulary and taught language patterns, and using some Spanish can in fact lead to greater English production by students. The teacher can encourage this by using the principle of scaffolding and providing visual aids. Posters with useful expressions and complex definitions that are essential to the content taught in that unit can be placed in the classroom with their translations into Spanish to support learners.

• Code-switching is a commonly occurring phenomenon in bilingual speech and does not necessarily arise from a lack of language ability. As CLIL hopes to aid students to achieve the skills to use the language in different real life contexts in a similar way natural bilinguals do, it stands to reason that students should aim to mimic the language use of bilinguals. In order to achieve this, CLIL students should be permitted to use code-switching during their speech in their lessons and this should be considered a natural occurrence.

The following statements are designed to help teachers firstly express their own views on code-switching and encourage them to examine their own practices. A copy of the survey completed by the teachers who took part in this project can be found in the annex (pg. 88). The aforementioned survey offers a more in depth questionnaire and its completion is suggested as a positive first step towards designing before considering the suggestions provided as each classroom is different and the teachers' personal opinions and contexts will affect how they view using Spanish in CLIL classes.

- The first suggestion would be to simply take some time to consider code-switching as a phenomenon in the CLIL classroom.

  o   Decide what your opinion is regarding the use of Spanish in your CLIL classes.

  ▪ Do you believe an ideal CLIL teacher only speaks English in their classroom? Why/Why not?

  ▪ Do you believe using Spanish necessary in CLIL?

  ▪ Do you believe using Spanish can lead to greater content and English language learning?

  o   Consider your current use of Spanish in your CLIL lessons.

  ▪ Do you currently use Spanish in all your classes?

  ▪ When? Why?

  ▪ What do you feel about your current use?

- Include Code-switching in your lesson planning:

  o   Consider both teacher and student code-switching and decide upon a policy. Once you have decided on the policy you will use, explain this to the students so they are aware of when they are permitted to speak Spanish and when they are expected to use English.

  o   It is important to bear in mind that CLIL is content lead. Therefore CLIL lesson planning should begin with the content the students will be learning or reviewing. This content will be in English, however, students are expected to interiorise concepts and be able to express the knowledge they have acquired and in order to do this, they may have to use Spanish.

  o   Consider possible language patterns students will need during the lesson to carry out the activities and provide these before students begin working.

  o   Providing glossaries in both languages or asking students to complete these to check they have understood the terms can also be a useful option.

  o   The use of the L1 can be included in scaffolding strategies in line with CLIL lesson planning. Encourage students to speak English as much as possible by using posters and visual aids in both languages. Once students are familiar with language patterns and definitions they need, take away the Spanish translations.

- The idea of using Spanish to deal with unacceptable behaviour is, I believe, ultimately a personal decision. I have not been able to find any theoretical research to suggest using the native tongue is more effective than remaining in the L1. This decision will undoubtedly depend upon a series of factors including the age of the students, concessions for students with special needs and the general behaviour of the class as a whole to name a few. However, I will suggest that as the aim is for teachers to use English as much as possible, here flashcards and posters can be of use. Clear rules written in English should be visible in the classroom, alongside consequences of these rules are not followed. Spanish can be resorted to in extreme situations as it seems of no value to speak to a student in language that is too complex for them to understand in order to resolve a conflictive situation effectively.

- Talk to other colleagues who teach CLIL lessons at your school. Discuss your use of Spanish and agree on some guidelines that can be applied to the different bilingual classes.

9.2 Further research and limitations of present study

This modest case study has offered an insight into in the area of code-switching in Primary Schools in Asturias. However, larger scale and more extensive research are necessary in order to aid teachers to develop their own optimal use of code-switching in their classrooms. I would like to encourage teachers to become more aware of their use of the L1 in their CLIL lessons and consider how this use can aid their students in learning both the L2 and content.

A more comprehensive body of work that can lead to the development of an official policy regarding code-switching would be beneficial to CLIL teachers. For this, large scale observational studies that record classes and analyse teacher and student occurrences of code-switching would be essential. Following these, education policy makers should consider the use of the L1 in the CLIL classroom as an important pedagogical tool to be developed. The absence of any official guidelines leads teachers to make their own rules regarding code-switching, in most cases not from an objective point of view.

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Annex 1. The Survey

La información que se recoge será utilizada para un trabajo de fin de Máster de la Universidad de Oviedo sobre el empleo del castellano en las aulas bilingües en Asturias. Este cuestionario es anónimo y tiene dos partes. Muchas gracias por su participación y sinceridad.

Fecha   Localidad   Nacionalidad

Cursos en los que imparte clases bilingüe

Años de experiencia impartiendo clases bilingües

Nivel oficial de inglés

Parte 1. Valore las siguientes afirmaciones con una puntuación del uno al cinco siguiendo la siguiente escala:

1- Totalmente en desacuerdo 2- En desacuerdo 3- Neutral 4- De acuerdo   5- Totalmente de acuerdo

- Me comunico con mis alumnos exclusivamente en inglés en mis clases bilingües
    1   2   3   4   5
- Me comunico con mis alumnos exclusivamente en castellano en mis clases bilingües.
    1   2   3   4   5
- Considero necesario comunicarme en castellano en ocasiones en mis clases bilingües.
    1   2   3   4   5
- Intento hablar más en inglés que en castellano durante mis clases bilingües.
    1   2   3   4   5
- Considero un fallo por mi parte usar el castellano en mis clases bilingües.
    1   2   3   4   5
- El uso del castellano en mis clases es necesario debido al nivel de mis alumnos.

1   2   3   4   5

- El uso del castellano es mis clases bilingües es más necesario que en las clases de inglés como idioma extranjero para explicar el contenido.

1   2   3   4   5

- Es necesario repetir las explicaciones de contenido en castellano para asegurar que mis alumnos han comprendido.

1   2   3   4   5

- Considero que podría comunicarme con mis alumnos durante mis clases bilingües exclusivamente en inglés.

1   2   3   4   5

- Incluyo dentro de mi programación el uso del castellano en mis clases bilingües.

1   2   3   4   5

- En una clase bilingüe ideal el profesor se expresaría exclusivamente en inglés.

1   2   3   4   5

- El uso del castellano para dar instrucciones ahorra tiempo en la clase bilingüe.

1   2   3   4   5

- El profesor que utiliza el castellano en su clase bilingüe puede explicar mejor el contenido que el que use exclusivamente el inglés.

1   2   3   4   5

- El uso del castellano dentro de la clase bilingüe puede ser beneficioso para el aprendizaje tanto de contenidos como inglés.

1   2   3   4   5

- Es permisible que los alumnos utilicen el castellano en ocasiones dentro de mis clases bilingües.

1   2   3   4   5

- Considero necesario facilitar a mis alumnos glosarios en inglés y castellano en mis clases bilingües

1   2   3   4   5

- Las actividades escritas que realizan mis alumnos en mis clases bilingües son siempre en inglés.

1   2   3   4   5

- En mi colegio existe una normativa clara en cuanto al uso del castellano dentro

de las clases bilingües.

      1   2   3   4   5

- Las normas sobre el uso del castellano dentro de la clase bilingüe deberían ser las mismas para el profesor y los alumnos.

      1   2   3   4   5

- Es permisible que le profesor se exprese en castellano en la clase bilingüe pero los alumnos deberían comunicarse siempre en inglés.

      1   2   3   4   5

Parte 2. Responda a las siguientes preguntas:

- ¿Existen normas en su centro sobre el uso del castellano en las clases bilingües? En caso afirmativo; ¿Puede explicar cuáles son? ¿ Qué opina de estas normas?

- ¿A qué cree usted que es debida la percepción del uso del castellano como algo negativo dentro de la clase bilingüe? ¿Está usted de acuerdo con esta percepción?

- Si usted utiliza el castellano en su clase bilingüe; ¿con qué finalidad lo hace con más frecuencia?

- ¿En qué ocasiones considera que es permisible o ventajoso que sus alumnos se comuniquen en castellano?

- ¿Piensa que sería útil que se publicara una guía a nivel nacional para los maestros sobre el uso del castellano en clases bilingües?