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CLIL in public, semi private and private schools

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ABSTRACT

This research presents a review of Content Language Integrated Learning (CLIL) in Spain as well as opinions of primary and high school teachers who at the present time use CLIL in a public, semi- private or private school in the Balearic Islands (Mallorca). Written and spoken interviews have been passed to get to know inside-information related to the real advantages and disadvantages CLIL has in the classroom. The results indicate that the majority of the teachers agree on the fact that it is an efficient methodology to teach foreign languages but remark that changes are needed. Overall, we can say that CLIL is a good innovative method to achieve the multilingual Europe but only if the aspects to improve are considered.

Key words

Content Language Integrated Learning (CLIL), Foreign language acquisition (FL), Education, Foreign language methodologies, Foreign language immersion.

RESUMEN

Esta investigación presenta el análisis de la metodología Aprendizaje Integrado de Contenidos y Lengua Extranjera (AICLE) y AICLE en España además de la opinión de los maestros de primaria y secundaria que actualmente usan la metodología del AICLE en una escuela pública, concertada o privada en las Islas Baleares (Mallorca). Se han realizado entrevistas escritas y orales para llegar a conocer información interna relacionada con las ventajas y desventajas reales que tiene AICLE en el aula. Los resultados indican que la mayoría de los maestros están de acuerdo en el hecho de que es una metodología eficiente para enseñar lenguas extranjeras, pero señalan que se necesitan realizar cambios. En general, podemos decir que AICLE es un buen método innovador para lograr la Europa multilingüe, pero sólo si se consideran los aspectos a mejorar.

Palabras clave

Aprendizaje Integrado de Contenidos y Lengua Extranjera (AICLE), Aprendizaje de Lengua extranjera, Educación, Enseñanza de lenguas extranjeras, Inmersión lingüística.

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1. Introduction

In the last decade, the awareness of the importance of knowing other foreign languages (FL) has grown. This idea has been amplified due to the results of different social studies that have been done throughout the European Union (EU). One of them is the Eurydice report (2017) in which the amount of foreign languages known in the different countries has been shown, analyzed and compared. What is clear from these results is that there are big differences between countries and as a consequence, we can see that there is a gap between the level of the FL taught and the competence the students, later on, need to have in the EU (Marsh, 2002) which makes us acknowledge that a change in investment is needed to increment the time and how FL is taught (Marsh, 2002).

When referring to Spain we can see that this gap is even bigger which makes us more aware of the difficulties students face. To have a better idea of the difficulties we can say that in Spain just 54.3% of the population in the age group of 25-64 years report that they know one or more foreign languages (Eurostat, 2016). In light of this alarming information Luján-García (2013: 13) thinks that:

Authorities and practitioners in Spain should consider the idea of questioning the current language policies when it comes to teaching English in this country. The problem could lie in the traditional tendency of Spanish teachers to focus on grammatical contents and written skills rather than in the development of the oral and listening skills among students.

This and many other aspects once more justify the need there is in the European educational system to implement new methodologies. That is why, in this case, I will analyze Content and language integrated learning (CLIL) which is an approach to language learning which can offer learners situations in which content and language is developed and therefore seen as an integrated and useful thing to do.

More specifically the study will analyze CLIL in the Balearic Islands (Mallorca) including difficulties teachers and students face, the methodologies which are being used when using CLIL, the differences in CLIL between private, semi private and public schools and finally my sincere opinion about CLIL in primary schools.

1.1 Justification

The reason why I have chosen this topic is due to the fact that it was one of the new forms and one of the first compulsory movements that the educational government of Spain implemented and which created a lot of distress among the teachers since it required a great amount of FL skills. On the other hand, these educational changes created some social reactions based on the insecurities parents had regarding the ability their children have to use an FL to learn non- linguistic subjects. Due to the reasons above-mentioned, I find it highly interesting to get to know the real reasons why some schools have stopped implementing these new methodologies and the opinions of the teachers regarding these changes.

Furthermore, in my sincere opinion, I think that approaches, such as CLIL are needed to improve the way in which FLs are taught. More specifically I think that the level of English in Spanish primary schools could and should be improved in order to guarantee the main goal the Educational Government has regarding being able to function in the EU.

These are some of the reasons which have made me think about those changes and that is why I would like to get in contact with this new methodology to see the effects it has on our society more specifically on the primary schools with my own eyes.

1.2 Objectives

In this case study, my main objective is to get a whole picture of CLIL also known as Aprendizaje Integrado de Contenidos en Lenguas Extranjeras in Spanish (AICLE) starting with the legislative framework to the reality which teachers have to face in their daily job. In this process, I will obtain information about CLIL in Spain more specifically in Mallorca and analyze through a case study the different forms of CLIL regarding public, semi private and private schools.

Through this last phase, I would like to discover their differences, difficulties and their way of dealing with this new methodology. I would also like to obtain inside information regarding the qualifications and preparations which teachers need to fulfil to teach with CLIL methodology. Finally, I would want to obtain information regarding whether the students think that this new methodology motivates them.

2. Theoretical framework

2.1 Different FL teaching approaches

To analyze the CLIL methodology, which we face nowadays, we should first understand some of the approaches of FL teaching, which have been used and implemented, from the 20th century until today.

The first of them is known as the Communicative Language Teaching, communicative approach or the functional approach (Richards and Rodgers, 2001) which from now onwards we will be referred to with the acronym CLT. The CLT started with a big change in the 20th century, as it is not an approach based on teaching through grammar or translation but as its name already says it focuses on communication and contextualization (Parra et al., 2007). To specify, according to Richards and Rodgers (2001), it is an approach based on learning through communication. The aim of CLT is to be meaningful and it wants their pupils to learn through their creativity and by making mistakes.

The second approach is known as content-based language teaching (CBLT) and is a model that has its origins in the US. It has many similarities with the CLT approach but in this case focuses more on meaning (Richards and Rodgers, 2001). That's why we could say that language is a by-product while the students learn the different types of content.

The third FL teaching methodology is a Canadian program, which is called Total Immersion (1960s) (Nawrot-Lis, 2019). It is slightly different from the ones mentioned before as it is based on bilingual teaching of non-language content and it occurs in countries in which contact between different language zones takes place. In it, the FL is used as means of communication from day one and is used in the all-day process as it aims to develop a high level of the FL (Richards and Rodgers, 2001).

In the case of Spain, the total immersion program has been implemented in those regions in which there are two official languages like Catalan in Catalonia, Valencia and the Balearic Islands, and Basque in Navarre and the Basque Country (Sierra, 1991).

2.1.1 European approach to FL teaching

Finally, as each of the countries chose to follow different approaches big differences began to appear which made it even harder to evaluate the FL teaching methods and their improvements. Therefore, the European Commission decided to create a “Plan of Action” which was implemented between 2004-2006 in all European State members to achieve the multilingual Europe which was so needed (Commission of the European Communities, 2003). In order to achieve this goal 3 main objectives were put into place to promote FL teaching as well as language diversity. In each of them, key steps are also given to achieve them. The goals and steps are the following ones:

1) Lifelong learning of languages:

- Learn a mother tongue plus two other languages from an early age.
- Continue language learning in secondary education and vocational training.
- Continue language learning in higher education; promoting language learning for adults.
- Develop language learning for people with special needs.
- Extend the range of languages proposed in development.

2) Improve the teaching of languages:

- Apply global language teaching policies in schools.
- Disseminate more widely the tools developed for teaching and learning languages.
- Improve the training of language teachers.
- Increase the offer of language teachers.
- Train teachers so that they can teach their discipline(s) in at least one foreign language.
- Evaluate citizens' language skills using a European indicator of language skills and facilitate a comparison of those skills.

3) Create a favourable environment for languages.

- Promote an integration-based approach to linguistic diversity.
- Create language-friendly communities; for example, using subtitles in the cinema or taking advantage of the skills of many bilingual citizens.
- Improve the offer of language learning and the level of participation.

Once the 3 guidelines presented above were created, a control tool was needed to supervise the results of the Action Plan started. For that the Common European Framework of Reference for Languages (CEFR) was put into place (Consejo de Europa, 2002). It shows the common criteria to rate the linguistic competences of the languages taught and spoken in the EU. The CEFR for English is shown below in Table 1:

Table 1: *Common Reference levels- Global Scale*

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar

		and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Note. Reprinted from “Common European Framework of Reference for languages (CEFR)”, by Council of Europe 2003

Finally, as the last impulse to achieve the multilingual Europe the different organizations mentioned above encouraged the European State members to use innovative approaches to foment the acquisition of new languages. One of those approaches which has spread widely is known as CLIL (Marsh, Mehisto & Frigols, 2012).

2.2 CLIL

Now that we have learned about some of the approaches and methodologies which were used around the 20th century we can focus on and understand CLIL which is a methodology which is based on a dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content (Marsh, 2002). This methodology has been and is being used to fulfil the need of a higher level of knowledge of the foreign language. It also contemplates the need there is to see the language as a dual-focused learning environment focussed more on content rather than based exclusively on vocabulary, grammar, lexis and phonetics (Marsh, 2002).

When referring to the term CLIL we need to say that it was first used as an umbrella term in the 1990s by a network known as the European Network of Administrators, Researchers, and Practitioners (EUROCLIC) (Dalton-Puffer, 2007). We need to say though, that this term has been translated and used in other countries. More specifically in the case of Spain, we can find this term as “Aprendizaje Integrado de Contenidos y Lenguas Extranjeras” (AICLE) or even with the term “Enfoque Integrado de Contenidos y Lenguas extranjeras” (EICLE).

Different forms of CLIL

According to the Eurydice reports (2017) we can distinguish between two different types of CLIL taking into consideration the way in which the foreign language is being implemented. They call them with the names Type A and Type B form:

In the Type A form the foreign language is being used in some of the non-language subjects. In this type, we then can distinguish two different cases:

- Case 1: In this case all non-language subjects are taught through the foreign language.
- Case 2: In this case some non-language subjects are taught in the foreign language, which means that two languages are used to teach the non-language subjects.

In the Type B form some non-language subjects are being taught in a regional or state language and another language, which is then considered the foreign language. That means, that in this type of CLIL form the national language and the autonomous regional language are used to teach a certain non-language subject.

2.2.1 Main characteristics of CLIL

Despite the differences in the approaches around the world, we can see that the CLIL methodology follows different principles that are considered to be common. Those characteristics will be explained in more detail below.

Naturalistic

The first characteristic is the environment in which the pupils learn the new language. This environment is known as a natural space in which the focus is based on meaning and communication (Richards and Rodgers, 2001). On the other hand, Marsh (2000: 3) says:

This natural use of language can boost a youngster's motivation and hunger towards learning languages. It is this naturalness, which appears to be one of the major platforms for CLIL's importance and success concerning both language and other subject learning.

Cooperative learning

The second characteristic is based on the distribution of the pupils in a class. In this case, pupils are expected to help each other through different types of activities in groups and to understand their achievements they are fulfilling through those tasks (Richards and Rodgers, 2001). We need to say though that this is one of the “harder” parts of the CLIL system as it involves some need of social abilities and teamwork. In this case, we can say that it is not always there and it is one of the harder parts to achieve.

Scaffolding

Scaffolding is the third characteristic and it refers to the process of guidance that pupils receive from their teachers or other pupils to help them to achieve the goal of a specific activity. In this case, it also refers to the input as questions, resources, leadership in discussions and design of activities which teachers should provide in order help the pupils achieve the goals mentioned before (Martinez, 2012).

Authenticity

Authenticity is one of the main things to consider when applying CLIL as it refers to the fact that the learning of the FL takes place in real-life situations through interaction with things and people (Fernandez, 2008).

Flexibility

Finally, the last characteristic refers to the variety of ways in which the CLIL methodology could be introduced. In this case, it mainly refers to the fact that it is able to adapt to the needs of the pupils. It could adapt to the methodologies which teachers use to teach a certain content subject in a specific social educational context, but it could also adapt on the ages and levels of the pupils (Fernandez, 2008).

2.2.2 The 4Cs framework

Apart from the characteristics explained above, the CLIL methodology involves a framework of 4 principles, which in Do Coyle's opinion should be fulfilled to guarantee the correct development of our pupils (Coyle, 2007). Those principles, as the name already says, include 4 Cs which are: Communication, Content, Cognition, and Culture. The 4 Cs should always

work together to achieve the aim of the CLIL methodology. This can be seen below in Figure 1.

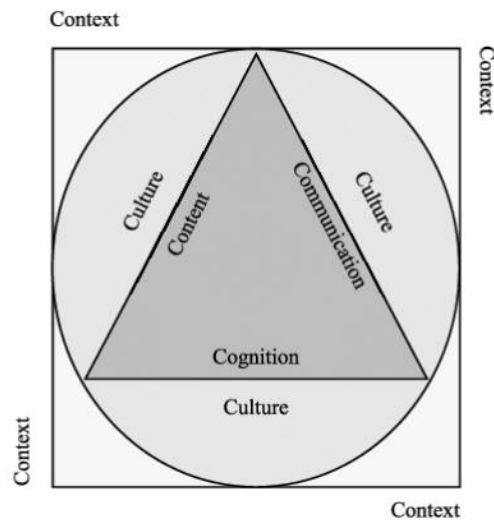


Figure 1. The 4Cs Framework. Adapted from Coyle, Hood, & Marsh, 2010.

Communication

The communication principle refers to the language skills, which are or need to be used when educating in a foreign language and the ones which are needed to communicate with each other to achieve the different goals and to carry out the cooperative learning characteristic.

Regarding this point Coyle, Hood and Marsh (2010) have created the language triptych in which they distinguish the three types of language used when using CLIL. The first language type is the language of learning, then we have the language for learning and finally we have the language through learning. All three can easily be differentiated but are also very related.

- Language of learning: the first language type used is related to the content explained. This means that it is the language which allows the pupils to access the different concepts related to the topic of subject explained. We need to say as well that the teachers need to take this type of language into consideration when planning their lessons.
- Language for learning: this type of language is closely related to the language the pupils will need to be able to fulfil all the different tasks. The teacher in this case, needs to take this type of language into consideration when designing the different activities and projects.

- Language through learning: this last type of language is the spontaneous one which takes place while the activities take place. This means that the teachers are not able to plan it ahead. So, we would relate this type of language to the principle which says that in CLIL the effective learning will not take place without active involvement of language and thinking.

Content

This principle refers to the knowledge, which is being taught. In this case, the content would be the way in which the language is learned and at the same time language is the tool to teach content (Coyle, 2002). This is once more a clear example of the relation there is in the CLIL methodology between language and content.

The non-linguistic subjects in which CLIL can be applied according to Bently (2010) are the following ones: Art, Citizenship, Design and Technology, Economics, Environmental Studies, Geography, History, Information and Communication Technologies (ICT), Literature, Mathematics, Music, Physical Education, Philosophy, Politics, Religious Studies, and Social and Natural Sciences.

Finally, another important aspect to take into consideration is the selection of the content in which the teacher needs to select the topics according to their social contexts and environments of experience of his/her pupils. Those are therefore related to their previous experiences, and at the same time will allow them to learn in an active, interactive, communicative and autonomous way.

Cognition

This one is a really important principle as it refers to the fact that as teachers we need to ensure that the level is challenging for each of the pupils despite the differences there could be between them. In order to assure this, CLIL is based on Bloom's Taxonomy in which he made a scale organizing the different levels of difficulties, demands and complexity. The main difference is between the following two levels (Bloom, 1956):

LOTS (lower-order thinking skills): this group is as its name already says formed by the lower cognitive activities such as: remember, identify, organize, define, compare and contrast, divide and classify.

HOTS (high-order thinking skills): this group is as its name already says formed by the higher cognitive activities such as: prediction, hypothesis formulation, reasoning, creative thinking, synthesis and evaluation.

Culture

Finally, this principle refers to the fact that with the CLIL methodology we get to know different points of view and develop or should develop cultural awareness and citizenship skills. To define this concept a bit wider I would say that CLIL gives us a wide range of options which provides access to other cultures. Through them they get to know new cultures, customs and finally get to know a different language. These different aspects then encourage them to have a wider view of the world and help them to get a more open and more tolerant attitude.

2.2.3 Benefits and difficulties of CLIL

There have been different authors talking about the benefits CLIL could bring to the educational system. In this case I would highlight the ones which have a direct effect on our pupils. Pavesi, Bertocchi, Hofmannová and Kazianka (2001) highlight the following benefits:

- Pupils are in contact with highly motivating and authentic contents that are related to their daily lives and surroundings.
- Cooperative work is one of the main methodologies used which as a result increases their self-confidence. This creates an atmosphere of learning where all the pupils have a role in the common objective to achieve.
- The number of hours the pupils are in contact with FL increases which as a result increases their language skills and helps their development.
- Critical thinking is one of the main benefits which develops due to the fusion of content with language. This aspect makes the activities challenging and motivating.
- CLIL also encourages access to intercultural experiences and personal communications.

On the other hand, we also need to say that CLIL has some difficulties. The first of them is based on the two-for-the-price-of-one mechanism which is considered both one of the main aspects and difficulties of CLIL. This means that content and language should be worked on

in a balanced way. This balance is, in Cammarata and Tedick (2012) eyes, an unrealistic or impossible task to achieve. Mehisto, Marsh and Frigols (2008: 20) even added that:

Common sense seems to say that students studying in a second language cannot possibly learn the same amount of content as students studying in their first language.

This statement makes us reconsider if language and content could equally be taught in a classroom. Based on numerous studies (Smit, 2010; Tan, 2011), we can see that the higher the level of the subject taught, the more use there is of translation and simplification.

Another difficulty we can see is that in those cases the interactions decrease and the role of the teacher changes from one who guides to a subject expert limiting interaction. In Mehistos personal opinion, this is due to the fact that:

No CLIL teachers stated both language and content goals. This implies that the dual focus on content and language, which is the essence of the CLIL approach, is likely not being applied in a systematic manner by teachers (Mehisto et al. 2008: 99).

On the other hand, other authors (Mohan and Beckett 2003; Mohan and Slater 2005; Dalton-Puffer and Nikula 2006a; Dalton-Puffer and Nikula 2006b in Bruton, 2013) think that this lack of interactions is due to other reasons. For example, they say that:

CLIL reflects a communicate-to-learn rather than the learn-to-communicate principle, but the former would be much more viable if the communication were based on the familiar, the local and the mundane, a potential, but typically absent, characteristic of general CLT, not CBLT, or CLIL. If the subject content is not only complicated but unfamiliar as well, this might further hinder the language processing, especially if the instruction is not clear in the FL (Bruton, 2013: 6).

To sum up these difficulties, we see that there are a variety of opinions on the way in which the language is put into practice in this methodology and the difficulties that they involve.

2.3 CLIL in Europe

Since the end of the 1990s, CLIL has grown massively throughout Europe as a result of the growth of the importance of knowing languages (San Isidro, 2018). We need to say though that its implementation methodology varies widely depending on the socio-linguistic settings and the educational policies of the different countries which want to implement CLIL.

So, when referring to the social-linguistic settings we need to analyze the number of languages used in the teaching process, especially when talking about regions with co-official languages to get to know if curriculum integration is possible.

Regarding this curriculum integration and the admission criteria Eurydice (2006: 21) says:

Some countries have no admission criteria for CLIL in mainstream education (e.g., Spain or Germany), others take into account students' subject knowledge (e.g., the Czech Republic or Bulgaria), the target language level (e.g. France or Romania), or both (e.g., The Netherlands or Hungary). While some have centralized CLIL measures (e.g., Austria or France), others present more decentralized systems (e.g., Spain or Finland).

Despite the differences of implementation, we can see that in most cases CLIL is being implemented with English in subjects such as History, Geography, Science and Social Studies but, we can also see that some regions are using this approach with the implementation of French and German (Pérez-Cañado, 2012).

A remarkable thing to distinguish is that there are some countries in which a special form of CLIL is taking place as a result of a co-existence of different languages. In those, we can see the trilingual form of CLIL. Some of those countries are Austria, Spain, Latvia, Estonia, The Netherlands, and Sweden (Pérez-Cañado, 2012).

Finally, there are some countries in which no evidence of the implementation of CLIL has been shown. Those countries are Portugal, Denmark, Greece, and Iceland (Pérez-Cañado, 2012).

Even in the most recent Eurydice (2017) report there is no real change to this information stated by Perez-Cañado (2012). The only information added is that a few countries are highlighted in which CLIL is available in all schools at some stage. These countries are: Italy, Cyprus, Luxembourg, Liechtenstein, Austria and Malta (Eurydice, 2017).

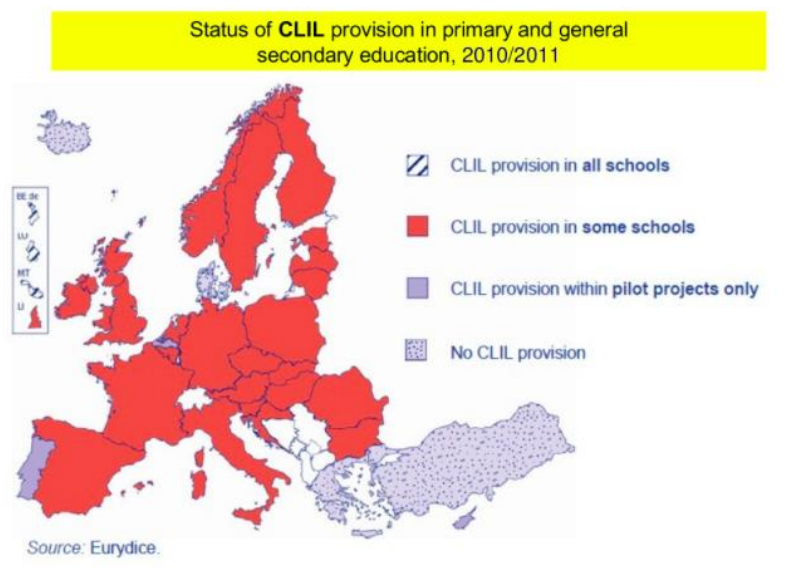


Figure 2. Status of CLIL provision in primary and general secondary, 2010/2011, From Eurydice, 2012, p. 39.

Finally, we need to say too that the implementation of CLIL in high school education is a fact which is being developed and is growing every day. We can see some examples of CLIL in higher education in the countries: Finland, Norway, Sweden, Denmark, Austria, Belgium, Germany, Italy, Spain, the UK, Lithuania, Ukraine, Poland, and Bulgaria (Pérez-Cañado, 2012).

2.3.1 Spanish FL teaching methods based on CLIL

In Spain, regarding the different FL teaching approaches, we can see 3 large groups of different ways in which foreign languages are implemented. The first group is formed by the integrated curricular projects in this case, between Spanish and British schools. The second one is the multilingual programs for those autonomous communities which are monolingual and as a third group, we find those zones with co-official languages (Campillo, Sánchez & Miralles, 2019).

Based on these groups, the *Ministro de Educación, Cultura y Deporte* has created different programs and laws. The first of them is a program developed for the whole country and is being followed all around Spain. It is known as *Convenio de colaboración entre el Ministerio de Educación, Cultura y Deporte y el British Council para la realización de Proyectos Curriculares Integrados y Actividades Educativas Conjuntas*. It is a program that was started

in 1996 to develop a bilingual teaching method with the languages Spanish and English (Gobierno de España, 1996).

Regarding the other laws and programs we need to say that they vary a lot from one autonomous community to another so from now onwards I will be talking about those put into place specifically in the Balearic Islands.

Here, we need to distinguish between two different plans put into practice in the last few years which were both based on the CLIL methodology. The first of them was the one known as the “Plan Piloto de Educació Plurilingüe which was dedicated to those schools paid by public funds (public and concerted schools). It started in 2012 and aimed to improve the communicative competence in foreign languages especially English based on the principles of the CLIL methodology (BOIB, 2012).

In this case, though, we need to say that it was not compulsory and that it was a plan open to just 50 schools of the whole Balearic Islands and had some requirements for the teachers who wanted to take part in it. Some examples were that those teachers needed to have at least a B2 English level as well as a title certifying that they have the level required to teach a certain subject.

The second program is the one known as the “Secciones Europeas” in this case, it is a program that started in 2004 which is based on the CLIL methodology. In it, the aim is to increase the number of hours dedicated to using the foreign language by teaching the whole or part of a subject in English. In it, a school could choose to teach up to 2 subjects in English but it should always be implemented in a gradual way like for example starting it in year 1 of the Primary Education (Govern de les Illes Balears, 2005).

In this case, when this program started it did not have a certain number of schools that could participate in it but it needed the approval of all the teachers in the school. We need to say though that it had to be accepted by the “Direcció General d’Ordenació, Innovació i Formació del Professorat” which had to make sure that the teacher had the level needed (which is the Proficient user level of the CEFR (Consejo de Europa, 2002) in the official school of Languages) and there was a schedule in which there was a coordination time between the language teacher and the subject teacher. This changed 2013 with the LOMCE, which established that the admission criteria for CLIL programs had to be the same in the whole

country, and those language skill requirements would not be necessary. This form was fully implemented in primary education in 2015- 2016 (Eurydice, 2017).

We need to say though that this program was not used and seen as a necessary program in many schools in the Balearic Islands. This changed when it was implemented in a compulsory way which created great distress within the educational community. In this case, it was given the name TIL (Tractament Integrat de Llengües) and the main objective as already mentioned in the Secciones Europeas was that the students of the Balearic Islands at the end of the primary educational system would dominate both of the official languages as well as a foreign language preferable English. The law in which we see the regulations given is the Decreto 15/2013 “ Tratamiento Integrado de las Lenguas en los centros docentes no universitarios de las Illes Balears”

Furthermore the TIL is one of the laws in which the most ambiguous ways of implementation were seen and that is the main reason why we can say that it did not have the outcome expected. There are two main reasons, which created distress among the teachers (Ferragut, 2013):

- The reduction of the hours in which Catalán was used in the Lesson Plan.
- Lack of preparation of teachers to be able to teach non-language subjects in English.

Those two reasons created a wave of strikes which forced the Ministry of Education (Ministerio de Educación) to create many changes in the Decreto 15/2013 which are all shown in article number 20. The first of them was that schools can choose between two different work plans. The first option is that the schools start implementing the TIL law in the following grades:

- In Preschool at least in the first year of the second cycle.
- In Primary education at least in First, Third, Fifth grade.
- In Secondary Education at least in First grade.

The second option which schools can choose from, is any other type of language immersion but in this case they have to follow a certain amount of guidelines:

- The school needs to justify the decision made as well as make a plan for the evaluation method which is going to be used.

- The number of hours used to teach in or teach with Spanish and Catalan has to be equal. In this case, it makes reference to the hours of language subjects.
- The non-language subjects will be taught in Spanish and Catalan in an equal amount of hours and if the school wants it, they can implement a foreign language to teach non-language subjects too.
- To implement this plan, two-thirds of the school board should agree on implementing it.

This last feature is, in my opinion, the one that has meant that many schools of the Balearic Islands have decided not to implement the TIL program or any equivalent language immersion plan. The main factor is the voluntary fact about implementing this last option, which has made many schools think about the difficulties which introducing a new language in their educational plan would mean. In it, of course, we would consider the feeling of lack of preparation many teachers have and the great amount of work that changing a subject from language means.

3. Teachers' opinions on CLIL in the Balearic Islands

In order to obtain more information related to CLIL in the Balearic Islands, I have done some research in which through written questionnaires and through phone call interviews I have gathered information regarding the opinions, the methodologies and ways of working teachers have with the CLIL methodology around the island.¹

3.1 Research tools

As already mentioned above, to carry out the research I have used written questionnaires as well as phone call interviews. In both cases, the questions asked were the same but in the second type, I was able to ask further information about some of the facts that caught my attention. The main reason why I have given the teachers the option to answer them in both ways as some of teachers told me that they did not have time to answer them in written form due to the amount of extra work caused by the pandemic.

¹ Due to the Covid-19 confinement rules, I was unable to visit schools in person therefore, I have used the internet to get into contact with the different teachers participating in the research.

Concerning the structure followed in the questionnaire (see Annex 1 & 2) we need to say that it is divided into 8 questions as well as a small table to fill in with some personal information about the teacher. In the questions, I have distinguished 3 parts according to the aim of each group of questions. These parts are the following ones:

1. Information about the teacher (questions 1 and 2)

In this part, we can find questions related to the personal opinion of the teacher as well as questions asking about the preparation and qualifications needed to be able to teach with CLIL.

2. Information about the teaching process (questions 3, 4, 5 and 6)

In this group, the questions are related to the teaching process and with them, I want to get to know how they implement CLIL, which difficulties they come across and the materials they use.

3. Information about the pupils and the results (questions 7 and 8)

Finally, in these last questions, I ask the teachers about the motivation of the pupils as well as the result/ changes (if any) they have seen regarding the English language of their pupils.

3.2 Participants

The participants of this research are teachers in different public, semi-private, and private primary schools and high schools in Mallorca. In this case, I have chosen to ask the questions to the different types of schools to be able to explain and contrast the differences as well as the similarities which we can find between them. On the other hand, I need to say that it has been easier to find high schools implementing CLIL so I thought that it would be interesting to get to know which the differences are in the way CLIL is implemented in the different school levels. The schools due to privacy reasons will not appear with the official names but with codes. Despite of the privacy reasons I will now explain some of the characteristics of each school to make it easier to understand:

Primary Schools

- Primary school 1 (PS1) → The first primary school is a public school which is located in Llevant. In this case, they apply CLIL in Mathematic in the last grades of primary education in a voluntary way. In their case, they teach the whole subject in English.
- Primary school 2 (PS2) → The second primary school is a school located in Palma and it is a private one. In the case of this school, they use CLIL in Natural Science in the 6th grade. In this school, they teach all the contents of the subject through the English Language.
- Primary school 3 (PS3) → In this case, it is a public primary school located in the Pla de Mallorca in which I did my last teaching practice sessions. They teach Arts through CLIL and they try to do the whole session in English which is not an easy task. In their case, this subject is taught in the whole primary education in English.

High Schools

- High school 1 (HS1) → In this case, the first high school is a public one which we can find in Calvià. In this case, I did two interviews so I will be referring to them as interview 1 and interview 2 (HS1 interview 1 and 2). In this school, therefore, we can say that they apply CLIL in both History and Technologies but in both cases it is a part-time way of working. In their case, they apply the methodology in $\frac{1}{3}$ of the subjects which means that they teach 2 topics in Catalan and 1 in English.
- High school 2 (HS2) → High school 2 is a semi-private high school located in Palma. In this case, they use the methodology in Economics as a consolidation and practice tool which means that out of the 4 hours a week they teach one in English dedicated to the consolidation and practice of concepts which have already been explained before.
- High school 3 (HS3) → The interview of high school 3 refers to the same school as primary school 2 but in this case, it refers to the high school levels. So, it is a private school located in Palma. In this case, it refers to the 3rd grade in which they teach Geography and History in English as an obligatory subject and Maths in an optional

way. Just as in the primary grades they make use of the English language as much as possible.

3.3 Results and discussion

In the next points, I will be going over the different answers given to the questions proposed in the interviews and questionnaires and I will be highlighting those that could help us accomplish some of the aims presented in the research tools as well as those, which have caught my attention.

The first question was related to the subjects, which they taught through CLIL. We could see that in the majority of the cases studied they are sciences. We see examples of subjects like Mathematics, Geography and History, Technology, Economics, and Natural Science. We need to say though that we can highlight one of the cases in which CLIL is applied to a humanistic subject, more specifically Arts (PS3) but, we need to say that in this case, we can relate it to the educational system followed in this particular school which is based on the work through projects.

Regarding the personal information of the teacher with reference to their own English level (see figure 3), we can see that most of the teachers who work in the public or semi-private system have the B2 level which is the level required to be able to implement this new methodology. In the case of the PS2 and HS3, we can see that the requirements are higher and that in this case, we see that both of the teachers have a C level. Finally, we need to highlight the fact that the teacher of HS1 interview 2 said that “[w]e were obligated to have at least a B2 grade in English. I improved myself getting C2 level and doing some courses.”

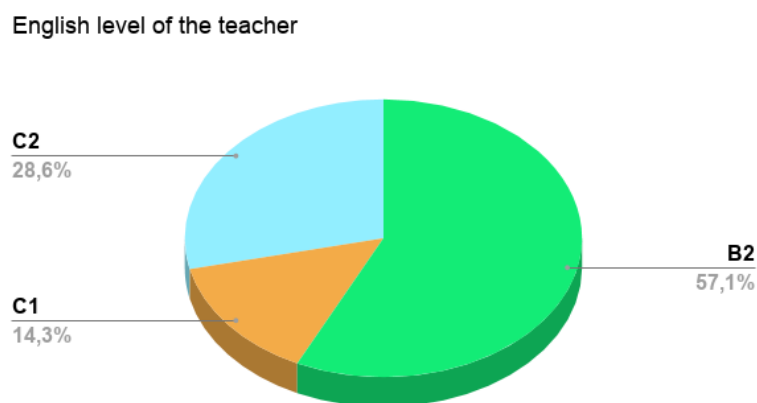


Figure 3. English level of the Teacher.

A fact that I would need to highlight and which caught my attention in a very surprising way is the variety of opinions about the CLIL methodology. There are many who agree on the fact that it is an efficient methodology but others think quite differently. In the case of PS1 and HS1 interview 2 they both agree on the fact that they like the methodology. In the case of HS2, the teacher even calls it a "win-win" situation in which the pupils practice a language as well as learn a subject. Concluding the positive opinions of CLIL the teacher of PS2 even says that:

I absolutely love using this methodology in class. My children improve not only their knowledge in Science but also they have a huge opportunity to learn the language in context and work with peers using English not only as a foreign language but as a language used in the teaching-learning process (PS2, 2020).

On the other hand, there are different opinions in which they doubt the effectivity of CLIL. In it, HS3, for example, says that the success of this methodology depends on the level the pupils have both in English and the subject taught. What the teacher says is that in the case that the pupil has a difficulty in one or both of the 2 parts that it would determine whether they could or not follow the lesson as planned. The teacher of HS1 interview 1 even says that:

I was a big CLIL enthusiast but we are becoming more and more critical of it and I am seeing that it has many shortcomings that affect the results of the students when it comes to adequately achieving the objectives of the subject (HS1 interview 1, 2020).

In reference to the level required to teach with CLIL, they all agree on the minimum level imposed by law which is a B2. We need to say though that in the case of private schools this requirement could change depending on the specific aim of each school. On the other hand,

they all add that in the case of primary schools they have a degree in primary education, and in the case of high schools, the majority have a degree in the subject they are teaching with CLIL.

Regarding the difficulties they face, a point that has also caught my attention is that none of the teachers mention the difficulty of having to teach the whole subject in another language in this case English. In this case, the majority mention the fact that there is a lack of material available and that there is a high amount of preparation work to do before they can teach a session. Finally, just one (HS3) says that he finds it hard to explain some of the harder concepts in English when the pupils do not know it in Spanish. So, he faces difficulties regarding the level required in high school.

With reference to the adaption of the level of the different sessions, we see a clear difference between the high schools and primary schools. In the first case, we see that both the public and semi-private high school just apply CLIL in a part of the subject due to the difficulties the different levels require. The teacher of HS1 interview 1 adds that the content suffers greatly due to the CLIL methodology especially with students with lower scores. These difficulties could be made worse by the fact that some of their parents have low levels of the FL are unable to help them at home. In the case of the private high school, we need to say that there is no need to adapt the level as a result of the number of hours dedicated to the subjects and English class. In the case of primary schools, they that say there is no need to adapt the original level of the class.

Continuing with the information presented earlier we need to say that due to the above-mentioned reasons the high schools have more difficulties teaching the whole session in English so, therefore, they adapt the sessions into more viable tasks to complete in English. For this, we see three different options. In the case of HS2, we see that they follow a system in which out of 4 hours a week they dedicate 1 hour to the CLIL methodology. In it, they revise and practice concepts they have already learned with the help of the English teacher or the conversation assistant. In the case of HS1 interview 1, they follow a method in which they teach one out of each 3 topics in English. And finally, in the case of HS3, they teach 85% of the lesson in English because they translate different concepts when needed. On the other hand, we see that in the case of the primary schools as mentioned before they do not need to adapt the lessons and they can do the majority of the class in English.

Are you able to teach 100% in English?

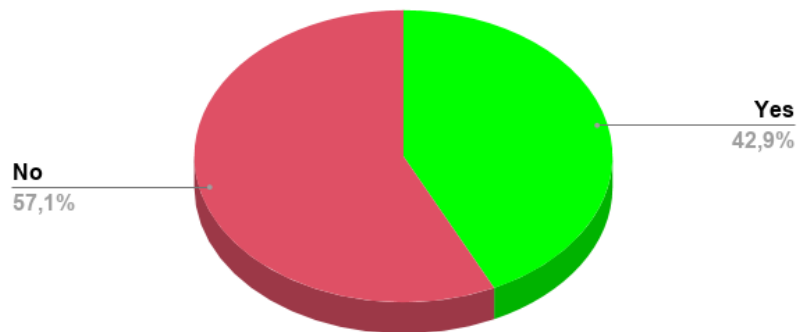


Figure 4. Are you able to teach 100% in English?

When talking about materials used to teach we see that the majority use a book either in paper form, PDF or on a Chromebook (See figure 5). Apart from this we see that the teachers often use other complimentary materials to reinforce concepts or explanations done. These materials are videos, worksheets, presentations (PP), audios, and different APPS. In the case of the private centers we should highlight that in their cases, the pupils have a Chromebook available in which they make plenty of use of the different possibilities they have in the G Suite applications. For that, we could say that this center is for sure, more prepared to be able to cope with the necessities of CLIL.

What type of material do you use in class?

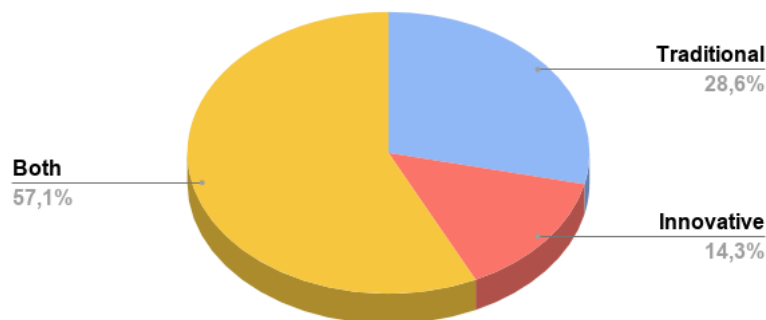


Figure 5. What type of material do you use in class?

The motivation of the pupils is something that changes depending on the aspects mentioned before. In any case, most of them agree on the fact that it motivates them because through

CLIL the pupils are able to experience the use of a language in a real context which they normally have few occasions in which they get to use it. In the case of the high schools, we can see though that in some cases the pupils find it hard to stay motivated as they experience more difficulties towards the subject taught.

In any case, in this question, I would for sure highlight the statements of the teacher of PS2 in which she makes us believe that we as teachers are the key point in the CLIL teaching process. These were her inspiring words:

In my humble opinion, children are capable of more than we might presume. And if we truly believe in them, they will believe in themselves. We need to prepare our lessons the best we can, innovate and most of all love our children. We need to make them understand that making mistakes is part of the process. That we are there to help them, and that their success is our goal (PS2, 2020).

Finally, the last point studied through the questionnaire was related to the results teachers saw regarding the English language. The teacher of PS1 said that she had seen that the pupils get more comfortable as the years go by. In the case of HS1 interview 2, the teacher says that the “need of communication generates a proper use of language”. Finally, the teacher of PS2 makes us aware that they have not seen just an improvement in English but that they have also seen other differences. She answered the question in this way:

I have not only seen a big difference in the level of English of my pupils but we have also contributed to improving many other areas. Some studies reflect the importance of being bilingual. It improves multitasking skills, attention control, problem-solving, creativity and it also promotes out-of-the-box thinking among many other benefits (PS2, 2020).

Discussion

The different answers gotten in the research explained above show us that there is a great variety of ways to use CLIL. In them, we, therefore, see different difficulties as well as positive aspects. So whether CLIL is ultimately beneficial or not will depend on several contributing factors. First of all, before analyzing the first factor I would like to state the definition given by Dalton- Puffer:

The term Content-and-Language-Integrated-Learning (CLIL) refers to educational settings where a language other than the students’ mother tongue is used as a medium of instruction (Dalton-Puffer, 2007: 1).

In it, she states the main difficulty mentioned above which is the two-for-the-price-of-one mechanism CLIL has. Based on the answers of the research we see that it is one of the difficulties for the high school educational levels. In their case, the level of the content given is higher than the language knowledge the pupils can understand in English which makes it really hard to balance as Cammarata and Tedick (2012) said (see section 2.2.3). Therefore, we see that teachers just use CLIL in some sections or choose to decrease the amount of content given.

This results, makes us reconsider if language and content could equally be taught in a classroom. Based on Smit's (2010) and Tan's (2011) studies mentioned previously we could say that in our results, based on the higher education, we see that indeed translation is being used in order to achieve the non-linguistic goals. We can say that, based on the fact that, numerous teachers in the question about the ability to teach 100% in English said that they, especially in higher education, explained a topic in Spanish or Catalan when needed.

On the other hand, based on the interactive difficulties (Mohan and Beckett 2003; Mohan and Slater 2005; Dalton-Puffer and Nikula 2006a; Dalton-Puffer and Nikula 2006b in Bruton, 2013) we can't say which type of communication is used in the classrooms as I have not been able to go to the different schools. Even though, we need to say that all the teachers agree on the fact that mistakes are being made as a result of the lack of preparation or comprehension of the methodology.

Another factor to analyze is based on the teachers. In the research, we can agree on the fact that the majority like the methodology and that all of them have a B2 or higher level of the CEFR (Consejo de Europa, 2002) apart from their specific subject degree. In this case, we need to highlight an important fact which creates a big difference between Spain and the other countries. In the majority of the countries, the CLIL teachers are English teachers with training in a content subject. So, they are teachers that have studied a content degree in English or alongside English lessons to achieve the C1 level. But, in the case of Spain, it is the other way around. In our case, the subject teachers need to change the language in which they teach from Spanish or Catalan to English (Dalton- Puffer, 2007).

Regarding the workload and the lack of didactic materials which were both very common answers, we need to add that in order to assure the correct implementation of CLIL, the

materials should be innovative, cater for diversity and aim towards communicative and interactive strategies (Lancaster, 2018). Therefore teachers need to prepare all their sessions taking into account those aims. Apart from all the factors mentioned before we also need to consider that CLIL teachers have these factors added to their “normal” work:

[I]ncreased hours, team teaching, smaller groups, improved content instruction, the type of content subject, the materials, their presentation and media used, extra coordination time, native-speaker teacher assistants, and so on (Bruton, 2013: 9).

To sum up, we can, therefore, highlight that the distress seen among the educative community is caused due to the fact that “there is an insufficient mastery of target [...], lack of support of educational authorities and shortage of training programs as well as material available” (Pérez- Cañado, 2016).

Logically, CLIL is not just based on counter-arguments. In fact, we see that it has created different changes which have and will benefit us too:

The first positive finding I would highlight is at a political level. In it, we see that steps and tools are being developed to change the way in which FLs are taught. This fact is in my opinion a big step especially for Spain to make the changes so needed in the educational system. Another change we see is in the educational system. In it, we can see that teachers expressed their own language proficiency improved and that they enjoyed the innovative methodology that CLIL provided.

At a parental level, we could say that some are already aware of the benefits knowing different FLs bring whereas other parents still are a bit doubtful. When talking about Spain, we could explain this fact based on the data from Spain’s CIS States research in which only 27,7% of the adults in Spain say that they speak, read or write English (El País, 2017). Based on that fact, we could then think that they are not sure to be able to help their children with homework which makes them nervous about them learning higher English levels.

Finally, on the student’s level I would say that differences are seen between the types of schools and age ranges. In the case of primary education, we see that the pupils who receive CLIL classes have an advantage especially in the ability to speak. This result coincides with

those discussed by Bruton (2013). In the case of the high school education, we could say that they in many cases receive CLIL classes on a voluntary base with means that they are more motivated and have more FL hours than pupils who do not receive CLIL sessions. When related to the types of schools I would say that based on the result of the research we can see a difference of preparation language wise of the teachers. This aspect is higher in schools in the private sector. On the other hand, we also see a difference in technological and innovative material available as well as the number of hours dedicated to CLIL.

To sum up, we could not generalize and say if CLIL is useful or not. For that, we would need to study all these aspects mentioned before on an individual basis for each school. Then we would get to know which changes should be made or which things could improve. In any case, there are some general aspects which need to be implemented and changed in order to give this methodology a second chance especially when talking about the teachers' preparation to cope with the new challenges the European Commission wants us to make. In this case, those steps will be specific steps for Spain and the Balearic Islands based on my personal opinion.

4. Conclusion

There is no doubt that CLIL is an innovative and useful methodology to implement to improve the FLs taught in a country. It has, like all new methodologies, challenges which need to be understood and materials to be developed. I would say that there are no big differences regarding the implementation of other methodologies.

The thing that I do see is that the base of this methodology is being forgotten in the implementation process. In Spain, they say "do not start a house by the roof" and that is the sensation I got when studying CLIL especially in the Balearic Islands. What I mean with this statement is that here we first need to assure the base is developed instead of implementing the methodology without well-trained teachers.

The first step therefore in the case teachers are already in the system would be to reconsider who is the lead in the CLIL sessions. In other countries, English teachers are the ones starting to implement this innovative methodology. This means that they already have the interest and knowledge of the language used and hopefully a considerable level (Consejo de Europa,

2002). We do not need to forget the knowledge needed in other subjects teaching but, considering that primary teachers have a degree in basic subject knowledge (part of the primary education degree in Spain) would make us think that they have the capacity to teach non-linguistic subjects. In my opinion, having motivated teachers who have a higher English level (C1 or more) are needed to teach English or other subjects in involving the language in a correct way. This aspect will make it much easier for them to switch the language in a non-linguistic subject. The “normal” teacher will then be considered as the helping hand and in the future stage could take the sessions over as long as he/she feels ready language-wise. Meanwhile, I would implement English lessons for the teachers in which there is worked on the language used in each specific subject and the language used to follow the language rules of the innovative methodology. In the case of high school, I would make the same changes but, I would add that in their case as they have not got a degree in non-linguistic subjects I would make that mandatory. With this I mean that I think we need double degrees in content and language. For example a teacher would need a C1 level of a foreign language as well as their non-linguistic degree.

On the other hand, there are a number of new teachers entering the educational system. In their case, I would try to change the way in which the English specialization is taught in the Universities with as a final goal the achievement of double degrees. Therefore, I would increment and change the hours for those wanting to teach this language. For them, I would design a lesson plan in which not only language is taught but the comprehension of FL teaching methods is worked on as well. Finally, in a few years teachers will graduate with a higher FL level and with development in innovative FL teaching methods. To this, the non-linguistic degrees would be added in the case of high school teachers.

Finally and based on the material needed a program should be developed state-based in which teachers could share their lesson plans, activities, and even experiences. On the other hand, another thing that could help is that teachers who enrol in a new methodology get a guiding aid in which information is given about the methodology implemented, real examples of the implementation are shown as well as some start-up lesson plans.

To sum up, I would say in my humble opinion and based on my study that the different points mentioned above should first be solved before starting any implementation in primary and high school education classes. CLIL is a methodology that would help us achieve the

multilingual Europe we are “all” so wanting to achieve but we should not start the implementation of this methodology without knowing how the base of this methodology works.

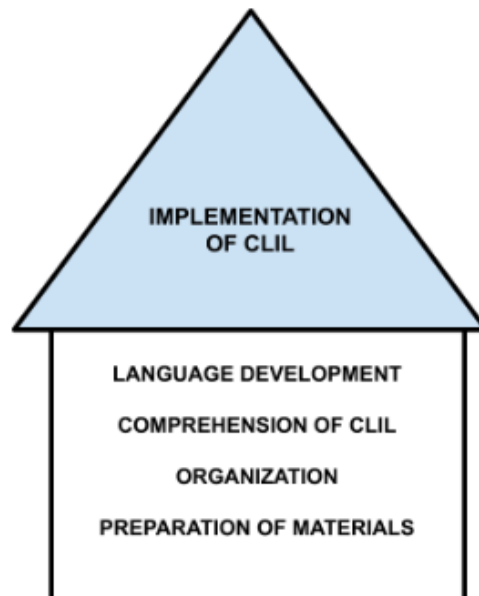


Figure 6. Steps to follow when implementing CLIL.

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6. Annexes

ANNEX 1: Questionnaire (Spanish)

Nombre y apellidos:

Colegio:

Tipo de colegio (público, concertado, privado...):

Curso al que imparto/ impartía la metodología CLIL:

Asignatura que enseño/enseñaba con la metodología CLIL :

Mi nivel de Inglés (A1, A2, B1, B2....):

1. ¿Te gusta/ gustaba esta metodología? ¿Por qué o por qué no?
2. ¿Necesitas o necesitabas una titulación específica para poder llevar a cabo esta metodología? ¿Nivel de lengua extranjera o titulación en asignatura específica?
3. ¿Hubo/ Hay dificultades a la hora de implementar esta nueva metodología?
4. ¿Tienes/ Tuviste que adaptar el nivel de la clase respecto a la que harías en castellano/ catalán?
5. ¿Puedes hacer la clase al 100% en inglés?
6. ¿Que materiales utilizas en clase?
7. ¿Encuentras que esta metodología motiva a los alumnos? ¿Es más difícil para ellos?
8. ¿Qué resultados (si hubo o hay) has visto/ viste con esta metodología? ¿Hay/ hubo diferencia en el nivel de Inglés de tus alumnos?

ANNEX 2: Questionnaire (English)

Name and surname:

Name of the School:

Type of school (public, semi private, private):

Grade I teach/taught with the CLIL methodology:

Subject I teach/ taught with the CLIL methodology:

My level of English (A1, A2, B1, B2....):

1. Do/ Did you like this methodology? Why or why not?
2. Was there any specific qualification you needed to have to be able to implement this methodology? Language level? Specific subject degree?
3. Where there any difficulties/ challenges for you to implement this methodology?
4. Do/ Did you need to adapt the level of the class from the original (Spanish) one?
5. Are you able to do 100% of the class in English?
6. Which materials do you use in class?
7. Does it motivate the children? Is it harder for them?
8. Which results (if there were or are) did you see/ do you see with this methodology? Have you seen any difference in the level of English of your pupils?