



**Universidad Internacional de La Rioja**  
**Facultad de Educación**

**Master's dissertation**

Analysis of collaboration between  
CLIL and ESL teachers in 5th year of  
Primary Education: a proposal to  
improve teamwork

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## **Abstract**

Content and Language Integrated Learning (CLIL) programmes have been incorporated into most European mainstream educational systems since the learning of languages and plurilingualism have received a key role within educational policies. Among the methodological innovations required in effective CLIL implementation, cross-curricular collaboration among teachers remains a pending issue. Nevertheless, recently, some researchers have focused on teacher collaboration in different contexts, since it has proved to constitute a decisive factor in effective bilingual programmes and consequently, it cannot be neglected for longer. In previous studies, cross-curricular collaborative experiences are analysed and the benefits and difficulties found in different contexts are posed.

This study aims to prove how collaboration between foreign language (FL) and content teachers previous to CLIL implementation can improve the integration of both areas for the benefit of the students' use of the foreign language. An intervention proposal was designed and implemented in a Year 5 primary Social Science classroom after analysing the flaws and strengths found in real collaborative practices between the English and CLIL teachers constituting the bilingual staff at the school.

The study has revealed how systematic collaboration between both groups of teachers creates richer learning environments where learners benefit, since the use of foreign language and communicative skills are clearly promoted. Nevertheless, we also realise how time-consuming cross-curricular collaboration is and how teachers' beliefs and opinions differ from one another, even within a small bilingual instructed context, which can hinder effective teacher collaboration.

**Keywords:** CLIL, foreign language teachers, content teachers, cross-curricular collaboration

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# 1 Introduction

On the grounds that the merging of language and content is at the core of Content and Language Integrated Learning (CLIL) implementation, it seems logical to think that content matter and foreign language (FL) teachers should work as a team at different levels so as to ensure students' effective learning. Although collaboration should be considered at other levels too, that is, between language teachers or between content teachers (Pavón Vázquez, 2014), in this study we will focus on the first form, involving content and FL teachers.

FL and content teacher collaboration is especially significant taking into account the fact that CLIL teachers aim to focus on language not just as a tool for communication but also as the means through which learners construct knowledge. In fact, as Coyle (2010) highlights, collaborative work is a crucial factor that affects both, CLIL planning and its implementation.

Previous studies have already considered the necessity of professional development on CLIL collaboration on the part of teachers in order to assume the new roles demanded by a cross-curricular approach (Marsh *et al*, 2011). The conclusions are undeniable; being a team partner has become a requisite to promote language, plan objectives, design materials and assess both, content and language (Coonan, 2013; Pavón & Ellison, 2013 and Pavón, 2014). Besides, some research has focused on teachers' beliefs and attitudes towards cross-curricular collaboration (Lo, 2014) and how negotiation of roles between foreign FL and content teachers, together with a clear establishment of responsibilities are required for the sake of effectiveness in the teaching/learning process (Pavón *et al.*, 2014; Davison, 2006). However, few studies have focused on analysing how actual cross-curricular collaboration is put into practice in real CLIL educational settings so as to discover what problems may arise, especially in the Spanish context.

The proposal of this study is to analyse the collaborative role of English and content teachers in a real educational context, a school in Asturias that has been implementing CLIL for seven years. The research will focus on curriculum planning at school level, lesson designing and evaluation. After analysing the current

situation, an intervention proposal will be presented trying to improve weaknesses observed in order to show how carefully planned co-teaching can improve not only the students' outcomes but also the whole learning process.

## **1.1 Justification of the research question and problem**

CLIL approach has proved to be flexible enough to adapt to a varied range of contexts and situations. As a consequence, this innovative educational approach has extended all around Europe and more and more countries, regions and schools have been incorporating and adapting it to their educational contexts and needs, with the aim of improving students' plurilingual proficiency and multicultural awareness.

One of the big challenges of CLIL implementation is the acquisition of content knowledge through an additional language so as to improve the learners' language competence and communication skills. This dual-focused goal brings about an extra difficulty for learners, who are required to face the complexity of the subject matter by means of a foreign language. Thus, CLIL teachers assume the responsibility of ensuring the learners' acquisition of content and promoting language at the same time.

It is from this dual perspective that collaboration between foreign FL and content teachers plays a paramount role in effective CLIL implementation. Teamwork allows for the detection of linguistic needs and also for the adequate integration of content and language in curricular planning, methodological selection, materials production, evaluation procedures, etc. (Pavón, 2014)

Starting from the strong belief that teachers' collaboration must be at the core of efficient CLIL implementation, we will consider the case of a charter school in Asturias, Corazón de María. This study will focus on Primary education and it aims at analysing what is being done to date regarding collaboration between CLIL and English teachers at different levels: curriculum planning at school and classroom levels, CLIL materials design and evaluation. Then, we will determine the strengths and flaws in order to make an intervention proposal so as to prove how planned collaboration between content and language teachers can help not only in promoting the use of L2 in the CLIL classes, but also in the understanding and acquisition of content.



## **1.2 Brief analysis of the state-of-the-art**

The integration of content and language is at the core of CLIL programs and it constitutes a daunting challenge bilingual teachers must address for the sake of effective FL teaching (Coyle, Hood, & Marsh, 2010). Cross-curricular collaboration could be the key to successful dual-focused integration of content and language (Pavón, 2014). In fact, recent research has proved on the benefits derived from collaboration between language and content teachers. It facilitates both, the learners' acquisition of the FL and their comprehension of content matter (Pavón, Ávila, Gallego, & Espejo, 2014). Besides, teachers involved in collaboration also benefit from reflection on their teaching practice and the possibility of sharing their teaching experiences and concerns with colleagues (Banegas, Pavese, Velazquez, & Vélez, 2016)

Nevertheless, there are some limitations that can hinder effective collaboration between content and language teachers if they are not taken into consideration. Lo (2014) refers to the different beliefs and attitudes in both groups of teachers, which can bring about tensions and lack of understanding between them. Besides, cross-curricular collaboration is highly time-consuming (Banegas, *et al.*, 2016) and this is an important aspect to be considered too.

Despite these difficulties, we will support the belief that it is worth overcoming possible limitations for the sake of the beneficial effects resulting from collaboration between content and language teachers. The richer learning environments created by cross-curricular collaboration result in learners' higher motivation, a more positive attitude towards the learning of FL and higher linguistic and communicative competence.

## **1.3 Aims**

This study aims to design an intervention proposal to show the importance of carefully planned co-teaching to improve the students' outcomes in terms of both, content and language learning. In order to accomplish this task, this thesis tries to answer the following research questions:

- Will careful collaboration between language and content teachers improve students' communication skills in English?
- Will careful collaboration between content and language teachers improve content comprehension?
- What are the teachers' beliefs and attitudes about their implication in the CLIL programme and their position towards collaboration?

## **1.4 Methodology**

This thesis is organised in several chapters. To start with, Chapter Two provides a presentation of the theoretical background that supports the thesis. In recent years, there has been an increasing amount of studies on CLIL methodology implementation. This chapter reviews some of these studies and explains the differences between CLIL and English as a foreign language instruction. In the final section of this chapter, literature dealing with cross-curricular collaboration in CLIL context is examined, paying special attention to the roles played by each group of teachers, that is, CLIL and additional language teachers.

After the Literature Review section, Chapter Three presents the Intervention proposal conducted in a Year 5 CLIL Science class. Some activities were carried out with the students after collaborative planning between the English and the CLIL teacher had been carefully devised. Special attention was paid to the students' use of English while being engaged in group work, and also in the final outcome that consists of an oral presentation. The teachers' collaborative work in CLIL implementation at the school was analysed previous to the intervention plan. This initial analysis was based on three main elements: direct observation, questionnaires administered to both English and content subject teachers and revision of curricular documents at school and classroom levels. Finally, the findings resulting from both, the initial analysis and the intervention carried out with the Year 5 CLIL Science group are discussed. The intervention results were attained by comparison with a control group that implemented the same activities but lacked previous English-content teachers collaboration.

In Chapter Four, the main conclusions and implications derived from the research and the intervention are summarized taking into account the aims and questions posed in the introduction of the thesis.

To end up, the final chapter includes a few reflections about some possible future research lines that arise from the present study, together with the limitations found in the execution of the study.

## **2 Literature review**

This section intends to provide some relevant information in reference with three main topics directly related to the study. First, an overview of the FL teaching policy is presented and special attention is paid to the case of Spain. Then, a brief presentation of CLIL is offered and the main differences between CLIL and FL instruction are outlined. Finally, the section focuses on FL and content cross-curricular collaboration, including FL and content teachers' peculiarities and also some limitations of this type of cross-curricular collaboration.

### **2.1 Foreign language education in Spain**

#### **2.1.1 Overview of the foreign language teaching policy**

Linguistic diversity is a distinctive characteristic of the European Union (EU). At least, 24 different official languages are recognised within the Member States. Apart from these official languages, we have to consider the regional and minority languages that also coexist in many European countries, together with the languages spoken by the increasing migrant population. Due to such cultural and linguistic variety, foreign language teaching has been one of the main concerns in the field of education.

As a consequence, plurilingualism has been at the centre of European language educational policies for the last four decades. In a multicultural society, foreign language learning is needed to promote mutual understanding, acceptance of cultural differences and social cohesion, allowing for equal opportunities of personal development, employment and mobility. What is more, it allows individuals and

societies to respond to the challenge current globalisation presents in terms of social cohesion and integration.

In 2002, the Barcelona European Council<sup>1</sup> called for a sustained effort 'to improve the mastery of basic skills, in particular by teaching two foreign languages from a very early age'. Since then, remarkable efforts have been launched by the Member States to cooperate and take the necessary measures to improve effective language teaching and promote multilingualism.

One of the answers that respond to this demand has been the growing implementation of Content and Language Learning (CLIL) programmes in mainstream education in most countries of the EU. Besides, the Member States are also recommended to use the Common European Framework of Reference of Languages (CEFR) as a common indicator to measure language proficiency regardless the country, region, school or even the language on target while making it easier to compare the results data on foreign language teaching and learning in the EU. [CM/Rec(2008)7] .

### **2.1.2 The importance of English in Spain**

Traditionally, in Spain, the learning of foreign languages has not received the desired and necessary attention by either society or the educational system and in fact, it remains one of the greatest public concerns of the current Spanish educational policies. Some reasons explain this deficiency. According to Muñoz (2013), the successive legislation on this issue has affected our educational system, especially because those changes do not seem to respond to an improvement of results but to mere political changes in the Government of the country. Moreover, Spanish society has been deprived from the contact with other foreign languages for many years, principally, due to the dubbing of foreign audio-visual media into Spanish, which has not benefited the interest in the learning of foreign languages. Finally, the allocation of educational competences to the different Autonomous Communities has also lead to varied language policies developed by local public administrations.

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<sup>1</sup> Barcelona European Council (15-16 March 2002), Presidency conclusions, [http://www.consilium.europa.eu/ueDocs/cms\\_Data/docs/pressData/en/ec/71025.pdf](http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/ec/71025.pdf)

Nevertheless, the situation is currently being reversed as it is shown in the study *Foreign language teaching in the Spanish educational system. School year 2012/13*, carried out by The Spanish Network for Education Information (Eurydice Spain-REDIE). According to the research, since the 1990s, the learning of foreign languages has gained relevance and in fact, the two latest Education Acts (The General Act on Education –LOE-2/2006, May 3<sup>rd</sup> and The General Act for Improving Educational Quality – LOMCE- 8/2013, December 9<sup>th</sup>) establish linguistic communication in both, official and foreign languages as one of the key competences.

Moreover, both acts refer to the enhancement of plurilingualism as one of the basic principles in the educational system. A main objective is the training in at least, one foreign language and its promotion from the second cycle of Early Childhood Education. Some of the measures included are:

- The promotion of bilingual programmes. Since the first bilingual project integrating Spanish and English
- The increase in foreign language teaching hours in the educational system
- A major emphasis is given to the development of communicative skills, especially, oral production and reception
- The revision of both, Primary and Secondary foreign language curricula to avoid content matter repetition throughout school years.

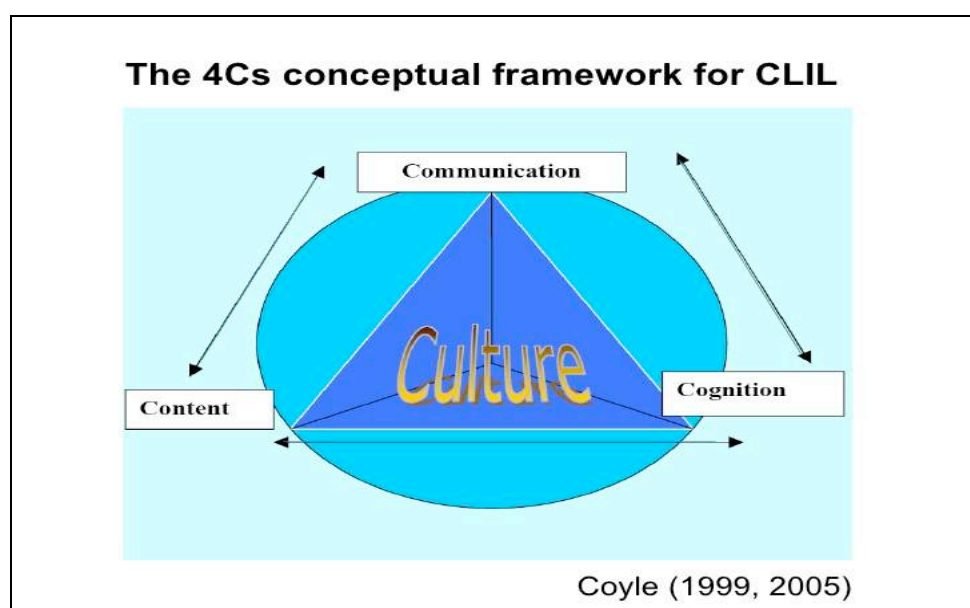
As for the main foreign languages studied in Spain, English has become the first choice at all educational levels. Traditionally, French used to be learnt as the first foreign language in the Spanish educational system, but as Luján-García (2012) explains, English has been gaining prominence for the last three decades as a result of globalization and the influence of worldwide interconnectedness brought about by innovative technological resources such as the Internet, satellite TV, etc. In the current globalised world, English has assumed the role of *lingua franca* among those speakers whose first language is other than English and consequently, for the first time, English is embedded into Spanish people's daily lives.

## 2.2 CLIL

### 2.2.1 What is CLIL?

First originated and developed in Europe, CLIL is the acronym for Content and Language Integrated Learning. The term was first coined in the 1994 by David Marsh to refer to a dual-focused form of instruction in which a non-linguistic content subject is taught through an additional language. In CLIL instruction, both language and content are equally considered; although more emphasis can be put on one or the other at a specific moment, language and content are interwoven in the teaching and learning process (Coyle, Hood, & Marsh, 2010). The term *umbrella* is often used to refer to this innovative approach as it embraces different methodologies and a wide range of varied educational situations and curricula encountered throughout the EU context (Banegas, 2012; Bentley, 2010; Dalton-Puffer & Smit, 2007).

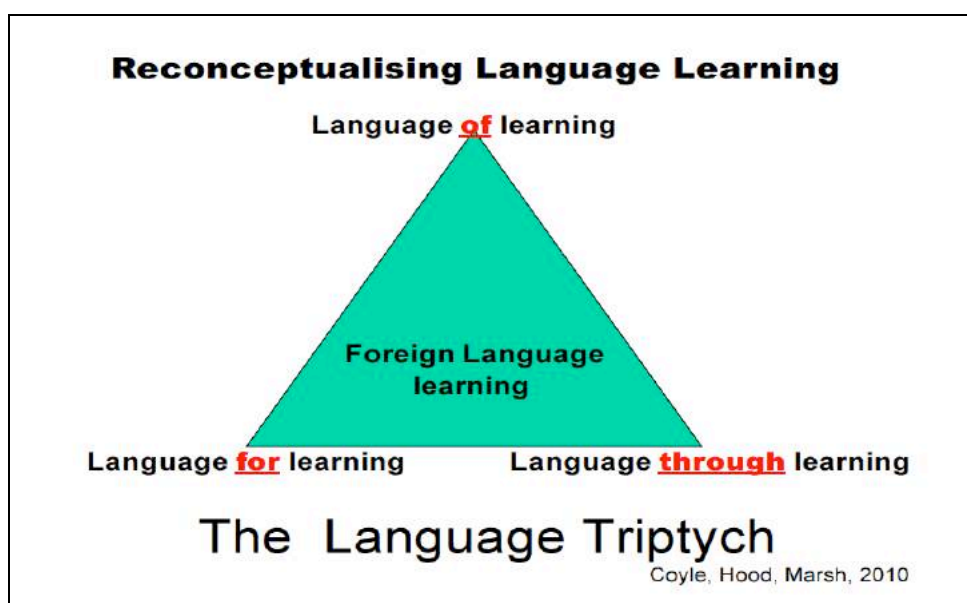
The objectives of CLIL programs are ambitious and challenging as they go far beyond the mere acquisition of content knowledge and language proficiency on the part of the students. Life-long and meaningful learning is promoted by the integration of the 4 Cs-Framework in CLIL classroom practices (Coyle,1999,2006; Meyer 2010). Thus, Content and Communication, Cognition and Culture are all merged for the sake of effective learning. There is a clear interdependence among these four principles which are at the core of CLIL planning.



**Figure 1.** The 4Cs framework for CLIL (Coyle,2006)

Learners' development on content knowledge and skills is built on self-awareness and personal reflection on their learning process, abilities and strengths. Thus, students are not only involved but also responsible for their own progress. Content and Cognition go hand in hand as students are no longer just memorising content but they build knowledge by interpreting, applying, analysing, evaluating and creating from content. Consequently, their thinking and creative skills are developed at the same time they acquire content.

As for Communication, it is obvious that cognitive processes bring about linguistic demands to be taken into account. Language is the medium used to construct knowledge and cognition so it must be accessible to all students. According to Coyle, Hood and Marsh (2010), the target language competence is improved by considering and providing learners with, not only the language related to a specific topic or content matter (language OF learning), but also the language required for interaction and to effectively operate in the learning environment (language FOR learning). Finally, the new language learners generate while learning (language THROUGH learning) must be also considered, registered and developed by teachers.



**Figure 2.** The Language Triptych (Coyle, Hood, Marsh,2010)

This aspect, Communication, becomes paramount when we are using a foreign language as the medium for instruction. Language needs must be foreseen and planned in advance to ensure adequate and effective CLIL implementation.

Last but not least, we have the fourth C, which stands for Culture. The cultural aspect is at the core of CLIL. It is related to the self-awareness and the awareness of the other. Language learning is closely associated with intercultural and global understanding and as a result, learners' intercultural competence should be fostered, as cultural perspectives are inherently associated with every topic and subject. CLIL aims to link classroom experiences with the real world outside by offering learners the opportunity to take part in different intercultural experiences and prepare them for the current digital and changing globalised world.

### **2.2.2 CLIL vs. English as a foreign language instruction**

A common concern for FL teachers is the frequent lack of motivation on the part of learners and the difficulty to make them maintain their interest in the FL, especially at compulsory secondary levels. The fact that, traditionally, foreign language instruction focuses on language itself and that classroom atmosphere is rather artificial seem to be among the reasons that contribute to this negative attitude.

Lasagabaster & Sierra (2009) conducted some research on this field in the context of the Basque Country. They analysed the students' attitudes towards English as a FL in two different groups of students: those enrolled in CLIL programmes and those enrolled in non-bilingual education and studying English in traditional FL classes. The results showed that CLIL students had a more positive attitude towards English as a FL.

The fact that CLIL creates authentic and naturalistic learning contexts, in which students are engaged in rich communicative situations, using language with a meaningful purpose (i.e. completing a task or activity), seems to be a contributory factor to learners' positive attitude towards FL learning. In contrast, traditional FL classes, focused on the language itself could be perceived to be artificial, boring and non-significant, leading to learners' lack of interest on FL learning.

According to some researchers in the field, this is a powerful pro-CLIL argument. Dalton-Puffer & Smit (2007) state that using FL to construct content knowledge in CLIL classes and so giving language a purpose different from the learning of language itself gives a meaning to FL learning. Besides, these authors point out as



another pro-CLIL argument the fact that it is a time-saving educational measure: two curricular areas are integrated, allowing for an increase in foreign language exposure for the students.

Other studies focus on language competence attained by CLIL and EFL groups. Ruiz de Zarobe's study (2008) analysed linguistic competence regarding speech production comparing both groups of students in the context of the Basque Country and the results showed that CLIL students got significant higher scores than their non-CLIL counterpart. Besides, the former group seemed to have a richer lexical knowledge. The research also concluded the time of exposure to the FL was a decisive factor in the results achieved. Those CLIL groups with a higher exposure to English reached higher levels of proficiency in oral production.

Summing up, different studies carried out in all educational levels seem to reach the same conclusions when comparing CLIL learners with their ESL counterparts. As regards motivation, CLIL students show higher intrinsic and integrative motivation. They are more engaged in class activities, more willing to interact and use the FL and more interested in learning about the FL community and culture. The positive effect of CLIL implementation on students' motivation could also explain the better results CLIL learners obtain when assessed, since there is a clear correlation between motivation and FL learning. They show higher linguistic competence than ESL learners in every skill. (Lasagabaster, 2011; Lasagabaster & López, 2015).

### **2.2.3 CLIL in Spain**

As previously mentioned, CLIL is a flexible approach that covers a wide range of varied educational situations in which a content matter subject is taught through and with an additional language. CLIL adaptability to different possible contexts has contributed to its spread throughout Europe as an optimum tool to enhance the learning and teaching of languages. The concept of 'additional' language refers not only to foreign or second languages but also to minority or regional ones although English is the most common language chosen in CLIL implementation. Besides, flexibility applies to the choice of content subjects through which CLIL is being implemented and to the number of hours scheduled.

Insofar as Spain is concerned, CLIL provision has been spreading with the support of educational policy makers and it has been adapted to the varied cultural and

linguistic situations encountered in the 17 different Autonomous Communities that conform the Spanish scenario, together with the autonomous cities of Ceuta and Melilla.

In monolingual communities, where Spanish is the official language, bilingualism is promoted by the introduction of one or two foreign languages with the adoption of CLIL implementation. In bilingual communities, where Spanish and another co-official language are compulsorily integrated in the curricula, CLIL has contributed to the incorporation of one or two foreign languages in mainstream education to foster multilingualism. Even within these two main scenarios, the models and approaches adopted vary greatly from one community to another depending on central and regional policies.

### **2.3 FL-content cross-curricular collaboration in CLIL contexts**

As a dual-focused cross-curricular approach, CLIL presents some challenges for the sake of effectively reaching both aims, that is, acquiring content knowledge and improving learners' competence in the target language at the same time. As Coonan (2013) states, it is not enough just plopping students into the new language what will ensure the desired results. In fact, if not properly and carefully implemented, the outcome might be the opposite, hindering students from learning either language or content, or both.

According to Pavón (2014), one of the keys to successful results in CLIL lies on the creation of a network of collaboration that goes beyond the mere collaboration between FL and content teachers. This network should also be extended to collaboration between content-content teachers, FL-FL teachers and also between foreign language and first language teachers.

Not just learners experience benefits resulting from cross-curricular collaboration, as we have already stated (Lasagabaster, 2011; Ruiz de Zarobe, 2008) but also the teachers involved obtain remarkable gains. Some research has focused on the professional growth resulting from collaboration and the subsequent beneficial effects on students' motivation (Banegas, Pavese, Velázquez, & Vélez, 2016). According to these authors, reflective thinking resulting from sharing professional

experiences, beliefs, concerns and understanding fosters teachers' professional development and autonomy and consequently, it brings about a deep positive impact on learners' motivation to learn English.

### **2.3.1 CLIL Teachers**

One of the big challenges in CLIL implementation falls on teachers' training and expertise on new essential competences (Marsh *et al.*, 2011; Pavón & Ellison, 2013). A substantial difference with other Content-Based Instruction (CBI) programmes lies in the fact that in general, CLIL teachers are not native speakers but non-language subject teachers who assume the responsibility for both content and language. Although they lack native-like competence, they are expected to be highly proficient in the CLIL vehicular language.

In contrast with other content teachers, CLIL educators are language users and promoters. They must be aware of language, as it is not only the medium but also the objective of the learning process (Coyle, 2002; Coonan, 2013). As a result, when planning CLIL teachers must state both, content and also language objectives and they need to plan strategies, techniques and materials to promote language, ensuring not just content but also defined language objectives are met. In CLIL lessons, the balanced use of productive and receptive skills must be fostered and communication in the foreign language enhanced. Teachers must support and scaffold language and provide students with the adequate language tools they will require to work content. They need to pay attention to both, BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency).

In order to effectively integrate all the language-related aspects in the content subject classroom and consequently, facilitate the learners' acquisition of both FL and subject content, teamwork between CLIL and FL teachers becomes essential, especially, in contexts where the content teachers are not highly proficient in English (Pavón, Ávila, Gallego, & Espejo, 2014). 'Good CLIL teaching is a fusion of what is best practice in each of these areas' (Pavón & Ellison, 2013). Thus, content teachers can integrate communicative and task-based activities traditionally used in FL classes in their CLIL lessons.

### **2.3.2 FL Teachers**

Coonan (2012) focuses on the FL teachers' roles within the CLIL programmes. She points out the scaffolding function they should assume in supporting CLIL teachers with regards to language, either in a propaedeutic scenario or/and in a concurrent one.

In the case of propaedeutic scenarios, scaffolding is provided previous to a CLIL specific lesson with the aim of preparing the students in advance. By teamwork, language needs regarding lexis, structures, text types and genres are identified and the FL teacher introduces those aspects in their teaching/learning. In the case of concurrent scenarios, scaffolding is provided during the CLIL lesson when language or communication needs are identified. Again, the FL classroom can be used as a language-supportive platform to reduce the deficiencies identified.

As a conclusion, integration of content and language requires creating a link between CLIL and FL curricula. The subsequent consequence is the adaptation and change in the FL curricula. A benefit derived from this adapted FL curriculum might be that students' needs would be solved as they arise which in turn would improve their interest and motivation in FL learning. Nevertheless, as Pavón *et al.*, (2014) state, although curricular integration is an essential factor in effective CLIL implementation, it is not always considered and developed.

### **2.3.3 Limitations of cross-curricular collaboration**

Although FL teachers and content subject teachers are encouraged to work as a team (Lo, 2014; Coyle *et al.*, 2010; Davison, 2006), successful integration between FL and content teachers depends on many factors.

Differences in both groups of teachers' beliefs and attitudes can constitute a major obstacle to effective collaboration. Due to the different nature of the FL and content subjects, teachers can find it difficult to reach the required understanding about methodologies, practices, objectives, and assignment of clearly established roles for each group of teachers (Lo, 2014). Some research in the field shows bilingual educational contexts in which FL teachers consider language learning a priority to the detriment of content, and content subject teachers who consider language

teaching is not their responsibility. In short, a common understanding of objectives and roles assigned to each group of teachers, would moderate tensions between FL and content teachers.

Another limitation to effective FL and content collaboration posed by some authors is the lack of a fixed schedule that facilitates continuous and progressive collaboration between teachers in order to discuss and plan integrated teaching. In fact, a common teachers' complaint is how demanding and time-consuming collaboration is (Lo, 2014; Creese, 2010). Banegas, *et al.* (2016) remark how demanding and time-consuming the coordination efforts to reach agreements on curricular development are, even though the benefits prove to be so rewarding for both, students and teachers.

### **3 Model of intervention**

#### **3.1 Work Plan**

##### **3.1.1 The context**

The research and intervention presented in this study were carried out in Corazón de María School, an integrated centre where the teachings of Early Childhood Education, Primary Education, and Secondary Education are covered. It is a Catholic charter school but the final stage, Bachillerato, is private.

The bilingual programme is set up to sixth grade in Primary Education and all students, a total of 600, are integrated into the programme. The content subjects chosen to implement CLIL in the first cycle of Primary Education are Arts and Crafts and Science. A module is chosen from each subject to be part of CLIL implementation so that students' exposure to English increases by 2 hours per week. During this first cycle, L2 and content teachers are the same in each class group and there is no textbook for the English language subject so the teachers adapt the contents in alignment with the needs foreseen in the CLIL subjects. Years 3 to 6 implement CLIL for two hours per week in Social and Natural Science. Thus, they have six hours a week of exposure to the English language. In this case, the English teacher and the content one are not the same person and they use a specific textbook for the English language subject.

The bilingual programme coordination is carried out by the English department members and for the coordination of CLIL content teachers meetings are set at the beginning of the school year and also quarterly.

In Compulsory Secondary Education, bilingualism is being implemented in Year 1 of ESO in two different subjects, Plastic Arts and Music. In contrast with Primary School, not all the students take part in the bilingual programme. About 75% of students in that level are within the programme. Another difference lies in the fact that no modules or units are chosen within the two disciplines to implement CLIL, but the whole subject matter is taught following the CLIL approach.

### **3.1.2 The participants**

A total of eight content subject teachers and ten EFL teachers took part in the questionnaires. Six CLIL teachers were from Primary education and two subject teachers from Secondary Education.

In Primary Education, most of the teachers are both English and CLIL teachers at different levels. In fact, the diversity in subjects and levels assigned to each teacher seems to be one of their major complaints as they find it difficult to cope with such a wide range of levels and subjects.

For the intervention experience, a Year 5 Science classroom with 25 ten or eleven year old students was chosen as the experimental group. Planned intervention was carried out after the content and English teachers working collaboratively agreed on content and language integration.

## **3.2 Data collection**

### **3.2.1 Procedure**

Two separate stages can be identified in the study. Firstly, an analysis of the current situation regarding collaboration between English and content subject teachers was carried out. Analysis data were obtained from different sources: direct observation within the CLIL classrooms during the teaching practice, questionnaires delivered to

both, English and content teachers and finally, the revision of curricular documents at both, school and classroom levels.

At this stage, some conclusions were drawn regarding the strengths observed in cross-curricular collaboration but also some possible areas of improvement were detected. These conclusions were taken into consideration in the second stage of the study. The intervention was planned and implemented within a group of 25 students in a Year 5 Science experimental group. Besides, another counterpart Year 5 control group with the same number of student was selected to compare results about CLIL implementation based on collaborative work. Both groups have the same Science teacher but different EFL teachers.

### **3.2.2 Tools**

#### **3.2.2.1 *Direct observation***

In terms of the methodology employed in the study, data were obtained, firstly from direct observation within the CLIL classrooms during the teaching practice. Notes were taken on several issues such as classroom management, methodologies applied, teachers' and students' roles etc. Attending classes at every Primary level provided an opportunity for obtaining a general overview of CLIL implementation and for observing and comparing different teachers' classroom practices and management. At this stage, special attention was paid to the learners' use of English when engaged in group work and also when interacting with their teachers.

#### **3.2.2.2 *Questionnaires***

As a second source of information, this study employed two different questionnaires addressed to content subject and English teachers respectively. The questionnaires were designed using Goggle Forms and the teachers in all the levels where the CLIL programme is being implemented at the school, Primary education and year 1 of Secondary Education, voluntarily submitted them.

The questionnaires administered included both, closed and open questions in order to collect not only quantitative data but also both groups of teachers' opinions about CLIL implementation and cross-curricular collaboration among teachers. Both questionnaires were written in Spanish to facilitate understanding, obtain real and complete answers from the participants and encourage their collaboration with the

study. The questionnaires have been included in the Appendices section (Appendix 1: CLIL teachers' questionnaire & Appendix 2: English teachers' questionnaire).

The questionnaire for CLIL teachers was divided into two different sections:

- Linguistic and academic profile.

This section included thirteen closed questions obtain some relevant information about the teachers' academic and language profile and two final open questions to get a general overview of teachers' opinion about CLIL implementation.

- Reflection on teaching practice. This section is structured around three different issues:
  - o CLIL lesson planning
  - o Classroom practices
  - o Evaluation and assessment

It included a total of nineteen questions, most of which were closed questions and were based on a rating scale from 1 (strongly disagree) to 5 (strongly agree). Nevertheless, to obtain more accurate information, a few open questions or the possibility to extend the answers to some closed questions were also included.

The aim of Section 2 was to obtain information about the teachers' reflections and opinions on their teaching practice in order to contrast their beliefs and attitudes with those from ESL teachers.

The questionnaire for English teachers was also divided into two different sections:

- Linguistic and academic profile.
- Reflection on CLIL implementation at the school.

The first section included five questions about teachers' personal and professional profile (age, gender, and teaching experience) and the second section included six closed questions based on a rating scale from 1 (strongly disagree) to 5 (strongly agree) and a final open question to get more accurate information about English teachers' opinions and beliefs on bilingual programme implementation and their degree of implication in it.



### ***3.2.2.3 Revision of school documents***

A third instrument used in the research was based on the revision of the CLIL subject curricula and classroom planning to check to what extent language is being considered, made visible and integrated with content as regards objectives and assessment criteria. These documents were obtained with school's permission to collect the information necessary for the study. (See appendix 3: Classroom plan. Module: Spain's politics and culture; -Year 5, 3<sup>rd</sup> term, Social Science)

### ***3.2.2.4 Intervention proposal***

Finally, an intervention proposal was designed to be put into practice in a 5<sup>th</sup> year Social Science classroom so as to demonstrate how planned integration of language and content based on co-teaching can lead not only to enriched use of language on the part of students but also to help students' content comprehension.

Some activities for the CLIL lesson were prepared but before being implemented, the English and content teachers planned together and decided on the vocabulary and language children would need to work with content and deal with group work and oral presentations.

In the didactic unit, the students had been learning about the Spanish Constitution and the symbols of the State: the flag, the national anthem and the coat of arms. In terms of the final task, which consisted in an oral presentation, they had to carry out some previous activities. First, each student had to design a coat of arms for the Science class trying to include all the elements he/she considered were significant and relevant to represent the Science class. Then, in small groups, they presented and explained their individual designs and voted for the one that best represented the Social Science class. After that, each group chose a speaker to give an oral presentation defending their choice to the rest of class and the whole group voted for the best design (See Appendix 4: Lesson plan). Finally, a rubric was administered for self-assessment so learners could reflect not only on their use of language while involved in the group work but also on their personal responsibility and implication with the group. (See Appendix 5: Rubric for self-assessment)

Both teachers together agreed on the language needed to carry out the task so that the English teacher could introduce those linguistic aspects in advance in their FL

class. The language aspects introduced and revised in the English classroom were the following:

- Present simple for descriptions
- Comparatives to explain differences between designs
- Expressions to give and ask about opinions and show agreement and disagreement
- Vocabulary: shapes, colours
- Prepositions of place to locate all the elements in the coat of arms

Besides, the content and English teachers designed together a technique to enhance the learners' use of English when engaged in group work during the task: In each group, the role of 'Language carer' was assigned to one of the members. This pupil was provided with a control card and fifteen 'Spanish use licence' tickets group members were allowed to use when unable to express themselves in English. The teacher challenged them to use as few tickets as possible during the group work by helping one another within the group to help members express themselves in English. The language carer controlled the number of times the group needed Spanish to interact during the task. He was in charge of filling in the information in the control card provided. (See Appendix 6: Spanish licences and control card)

Afterwards, it was possible to compare the differences between this group and the control group where there had been no coordination among teachers.

Summing up, the intervention proposal was organised in the following steps:

- The content and language teachers collaboratively decided on the language required to carry out the activities in terms of grammar, functional language and vocabulary.
- The EFL teacher introduced or revised those language-related aspects in the English class to make sure students would have the linguistic and communicative tools necessary in the CLIL lesson.
- The content teacher carried out the activities designed for the Science class, focusing on content but aware of the language-related aspects he was trying to promote.
- As the CLIL teacher of both groups, the control and the experimental one was the same, he could clearly appreciate the differences between both groups in relation with the learners' use of English.

### **3.3 Data analysis**

The analysis chapter is divided into two sections. The first one relates to the analysis of the data collected before the intervention. It includes the analysis of the classroom observation, the teachers' questionnaires and the classroom planning documents. The second section relates to the analysis of the data obtained after the intervention plan was put into practice.

#### **3.3.1 Analysis of direct observation**

As already stated, the main conclusion obtained from the teaching practice period is related to the learners' lack of appropriate linguistic and communication tools. Most students were unable to challenge content and work together using English as the main means of communication. As a result, on many occasions, teachers just ended up using Spanish to interact with students. What is more, when engaged in pair or group work, children spoke Spanish most of the time and they even did not try to use English to communicate.

To summarise, due to the teachers' concerns about the learners' understanding and acquisition of content and due to the lack of time to provide students with the necessary language and communication tools required, careful integration of English in the CLIL classroom is often set aside.

This research aims to demonstrate how the flaws of cross-curricular integration could be improved by systematically involving English subject teachers into the bilingual program. By working hand in hand with content teachers, foreseeing language needs and providing the necessary language scaffolding, learners will be ready and willing to face content through the additional language and consequently, integration of both elements will improve.

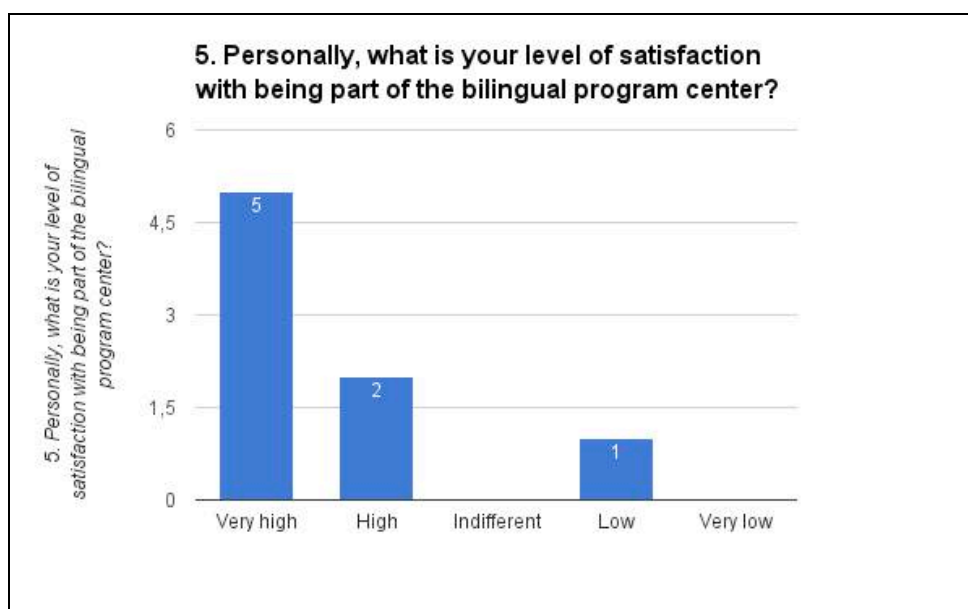
#### **3.3.2 Analysis of CLIL teachers' questionnaires**

As previously mentioned, the content teachers' questionnaire was divided into two main sections. The first set of questions referred to the teachers' linguistic and academic profile and the second section invited them to reflect about their teaching practice. This section is structured around three different issues: CLIL lessons planning; classroom practices and CLIL evaluation and assessment. The eight CLIL

teachers involved in the bilingual programme at the school, six in Primary and two in Secondary education took part in the survey.

We will overview each item in the questionnaire. The first four questions are simply general questions about the teachers' gender, age, subjects and levels they teach. There are four male and four female CLIL teachers. Five out of the eight teachers are aged between 30 and 40, while the remaining three are more than 40 years old. The six CLIL teachers at Primary education are in charge of the Social Science and Natural Science subjects. Besides, two of them teach Arts and Crafts in years 1 and 2. They all are experienced CLIL teachers who have been in charge of content subjects for at least three years. The subjects delivered by the two CLIL teachers at Secondary education are Music and Arts and they are novice CLIL teachers as CLIL was implemented in the school year 2015-16 for the first time at Secondary education.

Question 5 Figure 3 intends to show the CLIL teachers' level of satisfaction at taking part in the bilingual program. 7 out of 8 teachers expressed a high level of satisfaction (62%, really high and 25%, high). Only one of the teachers showed indifference.



**Figure 3.** CLIL teachers' questionnaire. Level of satisfaction

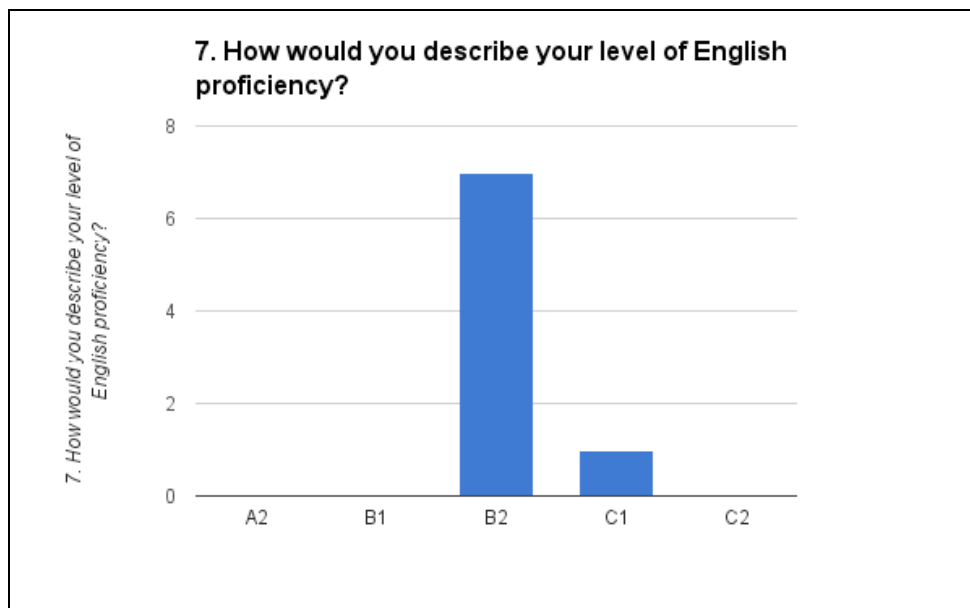
As shown in Figure 4, in the sixth question, when asked about the purpose of CLIL programmes, 5 out of 8 teachers (62.5%) considered both L2 and contents should be given equal consideration in CLIL implementation whereas 12.5% (1 answer) considered the acquisition of L2 was the main purpose and 12.5% (1 answer)

considered the acquisition of content should be prioritized at the same extent as in non CLIL content subjects. One of the teachers included his idea about the main objective of CLIL programs. It appears in red in the graphic. According to him, the main objective is the fostering of the use of the additional language while acquiring contents. He adds the process should be flexible and in fact, the process could differ from the one followed in non-bilingual content programs.



**Figure 4.** CLIL teachers' questionnaire. Purpose of CLIL programmes

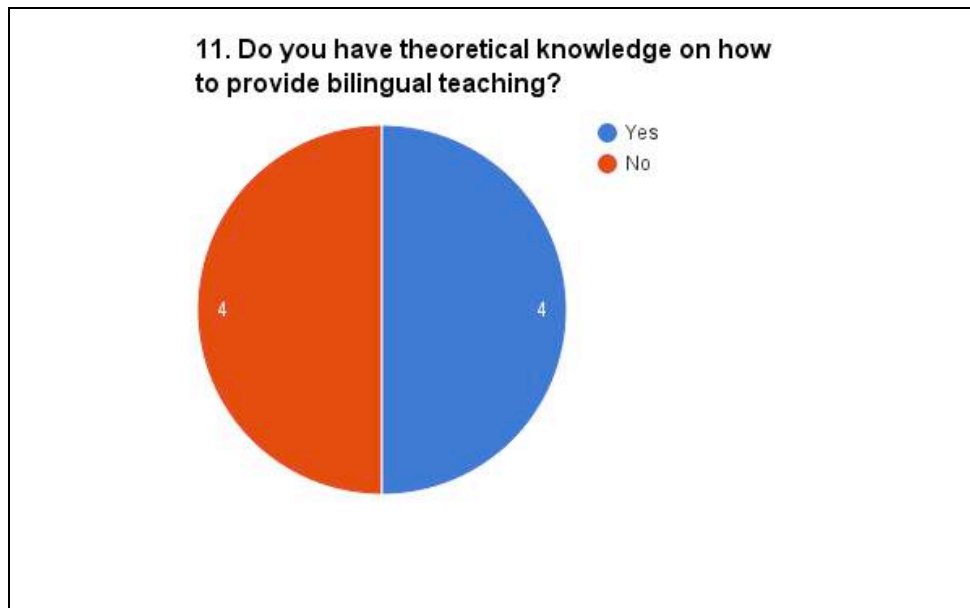
Figure 5 illustrates questions 7 to 10, which deal with the teachers' professional profiles regarding their proficiency in English. All the subject teachers affirmed having a certificate attesting their English level, being a B2 certificate for 7 teachers, whereas only one teacher had obtained a C1 certificate.



**Figure 5.** CLIL teachers' questionnaire. Certified proficiency in English

When they were asked in question 10 if they believed their teaching practice would improve if they had a higher proficiency in English, 100% of the teachers believed it would.

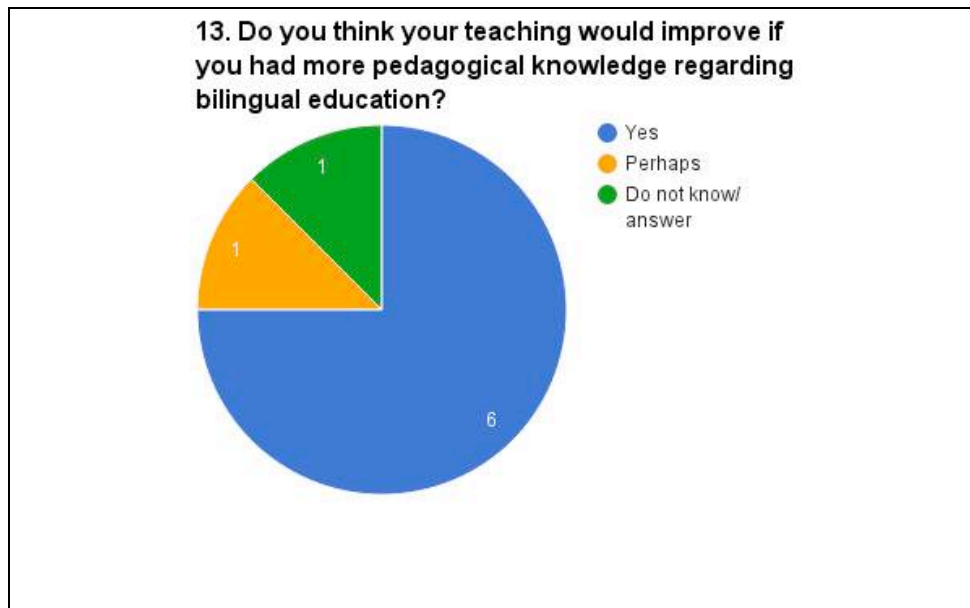
Questions 11-13 dealt with the teachers' professional profiles regarding their instruction in CLIL implementation. Figure 6 shows how half of the teachers (4 out of 8) believed they had theoretical knowledge about bilingual didactics and CLIL implementation. Even though 6 out of 8 expressed that their teaching practice would improve if they had more training in bilingual programmes and CLIL implementation. Two other teachers did not state a clear opinion about this issue.



**Figure 6.** CLIL teacher's questionnaire. Professional training on bilingual education

In question 12, the four teachers who said they had received some instruction specify the kind of training they had received. Although they had attended some courses about CLIL programs, all of them admitted their instruction was rather basic and informal and not advanced enough. Moreover, one of the teachers indicated he tried to share his experience with other educators involved in bilingual programs and he also used webpages and sites from the Internet to improve his teaching abilities and practices.

Figure 7 relates to question 13 and shows that six teachers believe their teaching practice would improve if they had more training in bilingual programmes and CLIL implementation whereas two teachers did not state a clear opinion on this issue.

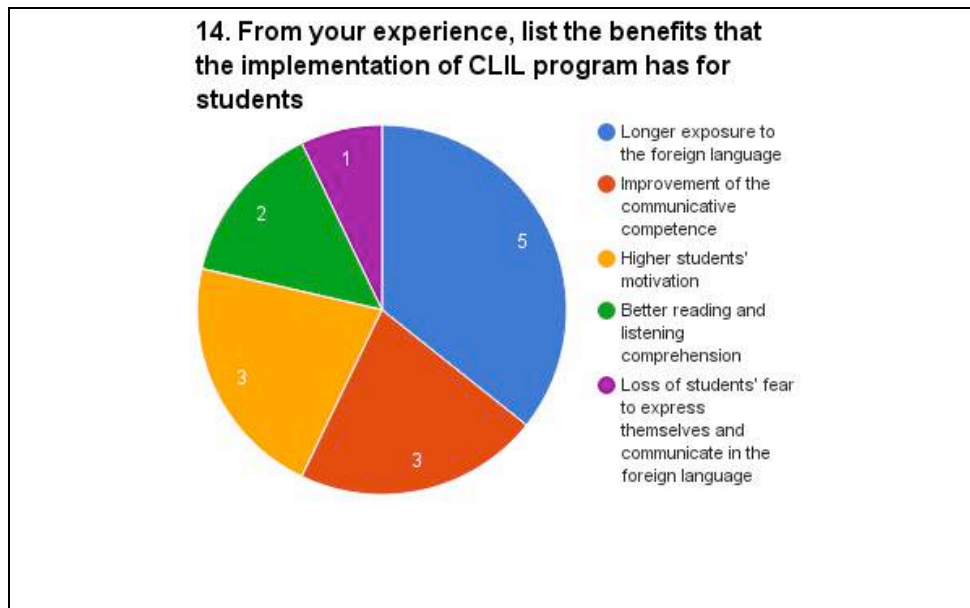


**Figure 7.**CLIL teachers' questionnaire. Professional training needs

The next two questions were open and teachers were expected to name, on the one hand, the benefits learners obtain from CLIL implementation (question 14) and on the other hand, the difficulties teachers encounter during CLIL implementation (question 15).

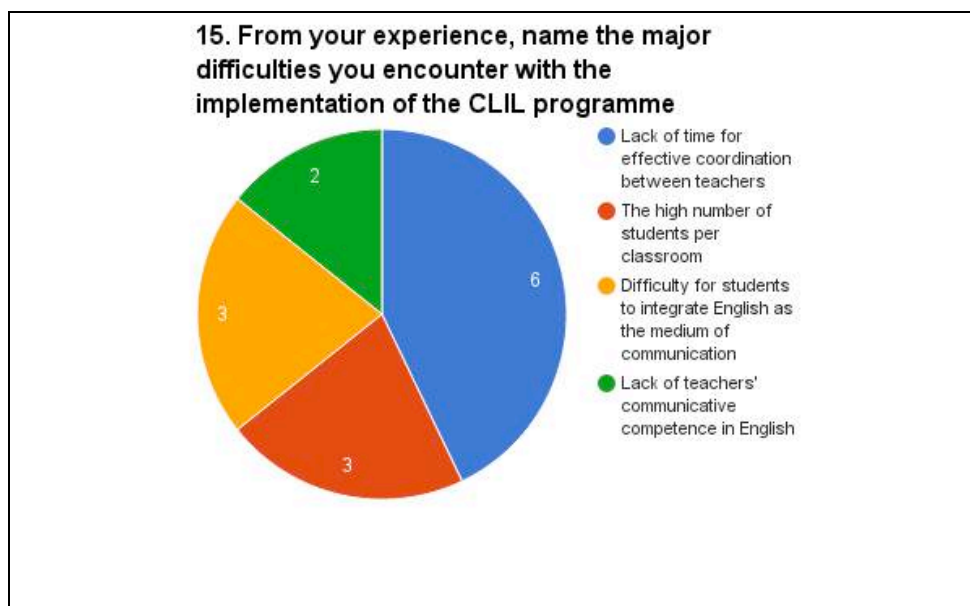
Regarding benefits for learners, shown in Figure 8, the most frequent answer, stated by 5 teachers, was the increase in exposure to English. Other benefits pointed out by 3 teachers were the improvement of communicative skills and the higher level of students' motivation. Finally, the enhancement of receptive skills (reading and listening) and the loss of students' fears to communicate through English were also mentioned in the answers.





**Figure 8.** CLIL teachers' questionnaire. CLIL benefits for learners

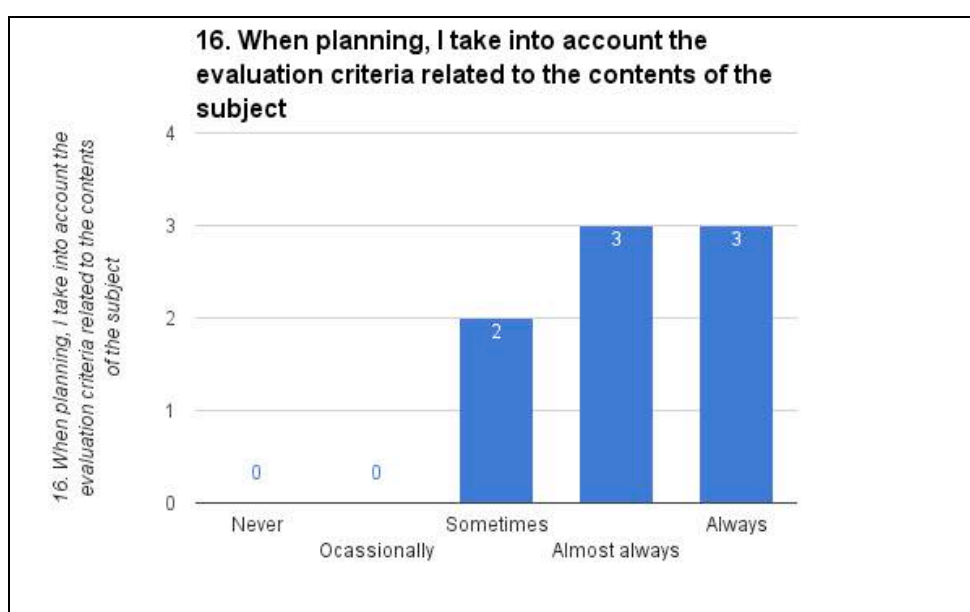
When it comes to the difficulties teachers encountered in CLIL implementation (Figure 9), all the teachers shared similar perceptions. An extended complaint was the lack of time to efficiently coordinate subjects and design materials. Besides, teachers found it hard to deal with the high number of students per class and also to engage them into the use of English to communicate. Two teachers also pointed out their lack of appropriate communicative skills, which makes it difficult to deliver content matter in English.



**Figure 9.** CLIL teachers' questionnaire. Difficulties encountered en CLIL implementation

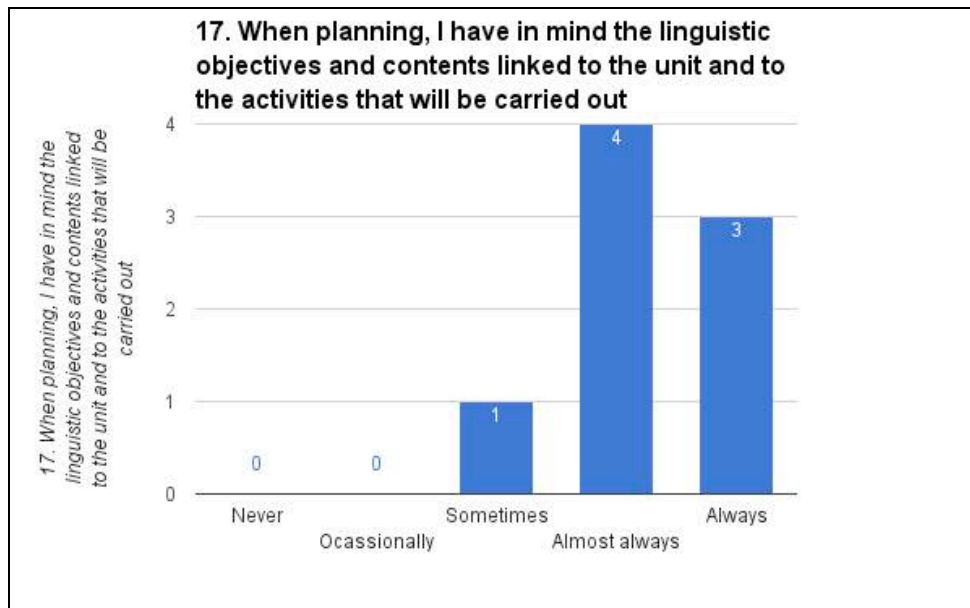
In the next group of questions 16-29, teachers reflect on CLIL lesson planning and classroom practices. It is a set of closed questions and answers are within a scale from 1 (never) to 5 (always).

As shown in Figure 10, question 16 asked if CLIL teachers consider the assessment criteria related to the contents of the subject when planning their units. 3 out of 8 teachers claimed they always do whereas 3 said they almost always do and 1 admitted he just sometimes considers assessment criteria related to the contents of matter when planning.



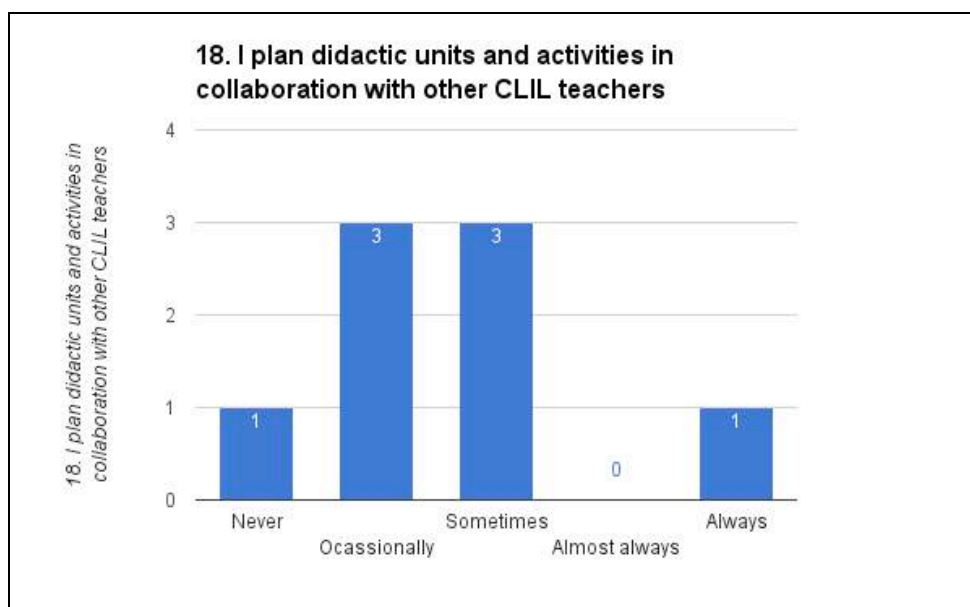
**Figure 10.** CLIL teachers' questionnaire. Consideration of subject content in CLIL planning

Figure 11 illustrates question 17 and shows teachers' consideration of the assessment criteria related to language when planning (question 17). The results are slightly different. Again, 1 out of 8 teachers admitted he only takes them into account sometimes, whereas four teachers claim they almost always consider assessment criteria related to language when planning and again two teachers said they always take those linguistic criteria into account.



**Figure 11.** CLIL teachers' questionnaire. Consideration of language content and objectives in CLIL planning

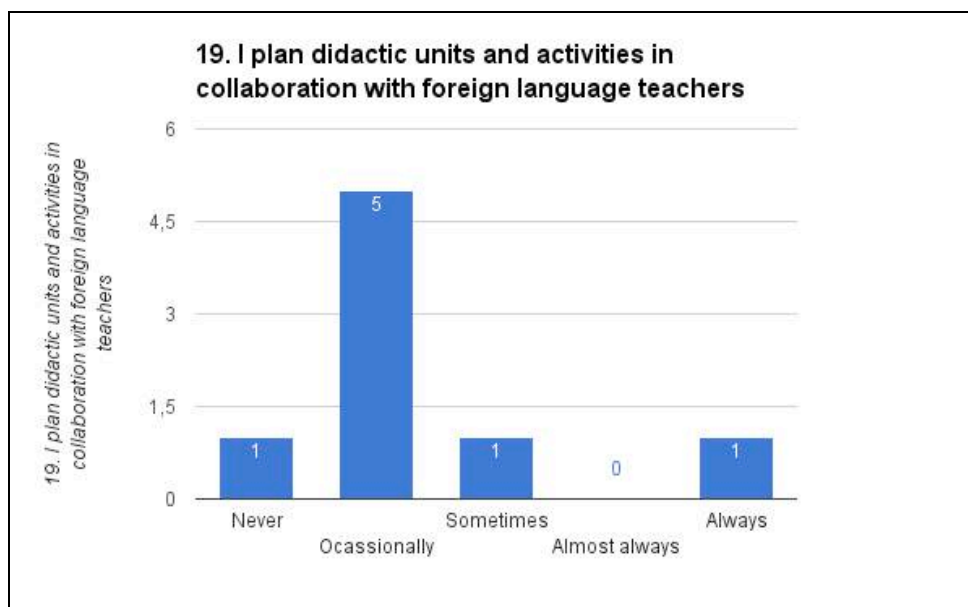
Questions 18 & 19 refer to collaboration among teachers when planning. The results show this aspect is not really considered by most of the teachers. As shown in Figure 12, four out of 8 teachers admitted they never or hardly ever consider teamwork with other CLIL teacher.



**Figure 12.** CLIL teachers' questionnaire. Collaboration among content teachers in CLIL planning

The results are even lower when asked about collaboration with English teachers. Figure 13 corresponds to question 19 and it shows that six out of 8 teachers admitted

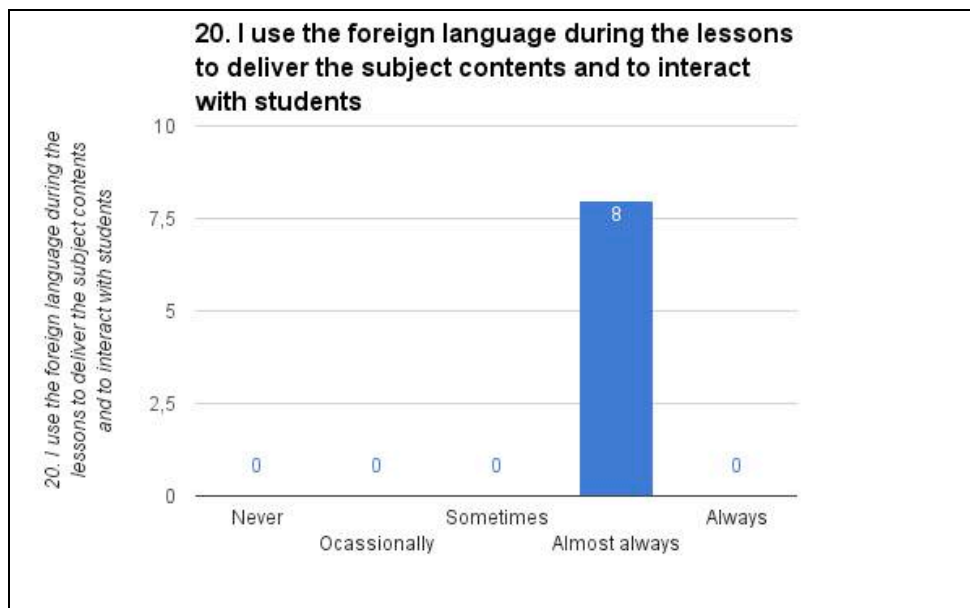
English and content matter teachers never or hardly ever plan together. Only one of the teachers stated he always plans in collaboration with both, English and other CLIL teachers.



**Figure 13.** CLIL teachers' questionnaire. English and content teachers' collaboration in CLIL planning

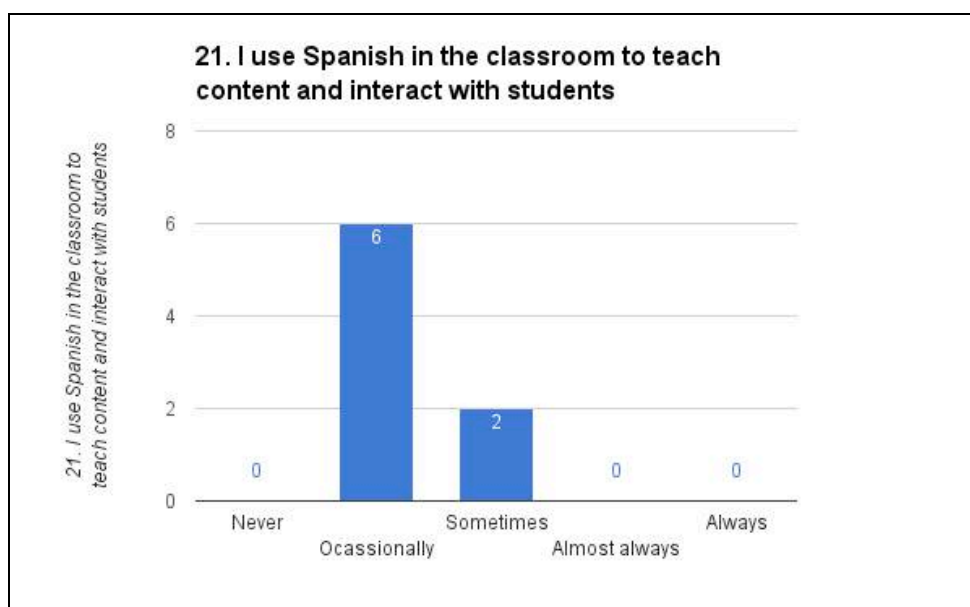
We can conclude from teachers' answers to questions 18 & 19 that collaboration is a systematic practice in classroom planning either among content teachers or between CLIL and English teachers. This is the main aspect we will take into account and try to modify in our intervention so as to see how it can affect students' outcomes and use of English.

The next set of questions (20-23) deal with both teachers and students' use of L1 and use of English in the classroom. As shown in Figure 14 that corresponds to question 20, all the teachers stated they almost always use English in class to present content and interact with students.



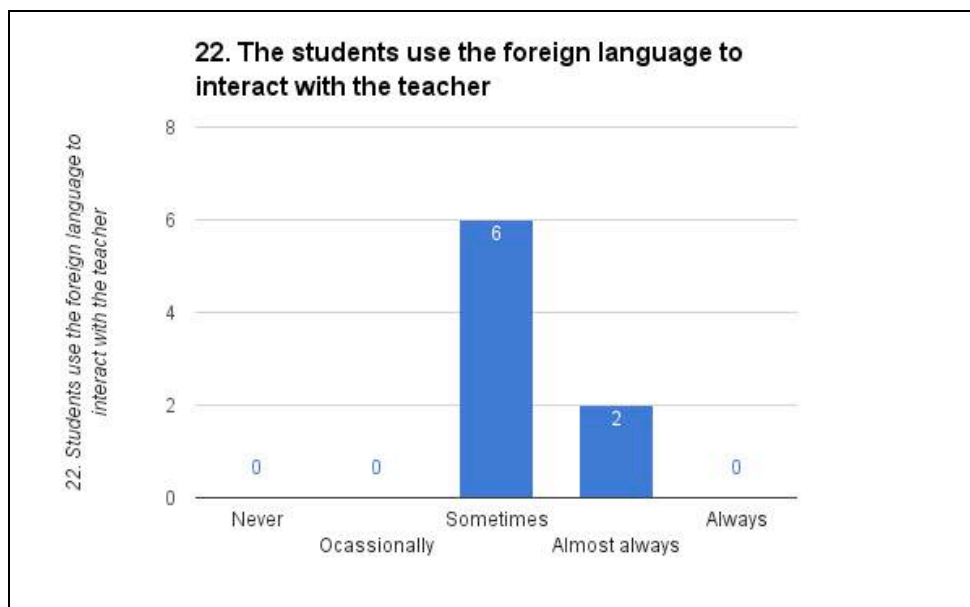
**Figure 14.** CLIL teachers' questionnaire. Teachers' use of English in class

Figure 15 illustrates question 21, which refers to the content teachers' use of L1 during the CLIL classes. Six teachers affirmed Spanish is used just occasionally and only two of them admitted they used Spanish sometimes to present content and interact with students in class.



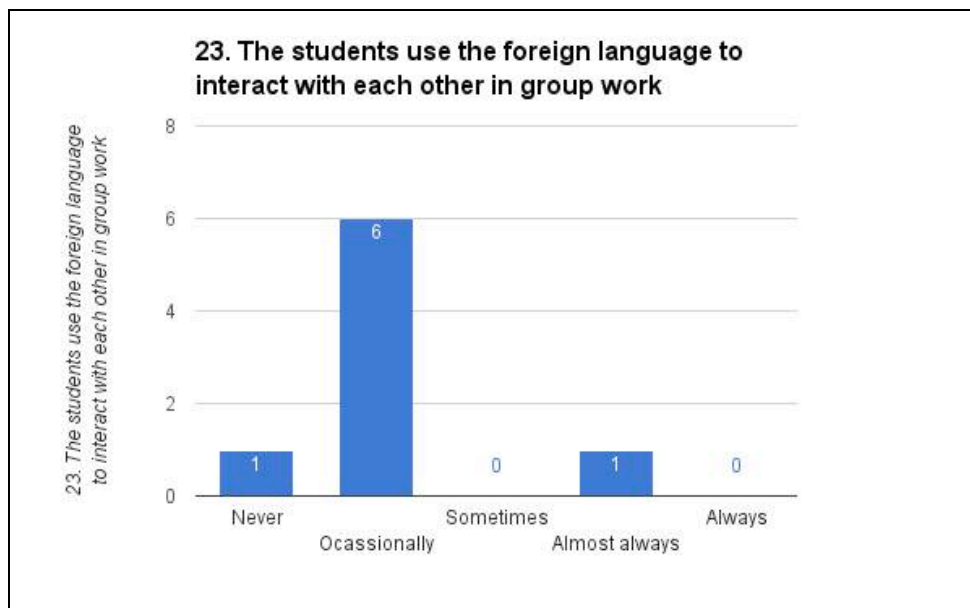
**Figure 15.** CLIL teachers' questionnaire. Teachers' use of L1 in class

However, when asked about the students' use of English to communicate with teachers, as shown in Figure 16, 6 out of 8 (75%) stated learners just did so sometimes. The other two teachers (25%) said students almost always used English to communicate with teachers.



**Figure 16.** CLIL teachers' questionnaire. Students' use of English in class to interact with teachers

Figure 17 corresponds to question 23 which refers to the language students use to communicate among themselves when engaged in pair or group work. Six out of 8 teachers (87.5%) admitted they never or hardly ever used English and only one of the teachers stated students almost always used English to communicate among them.

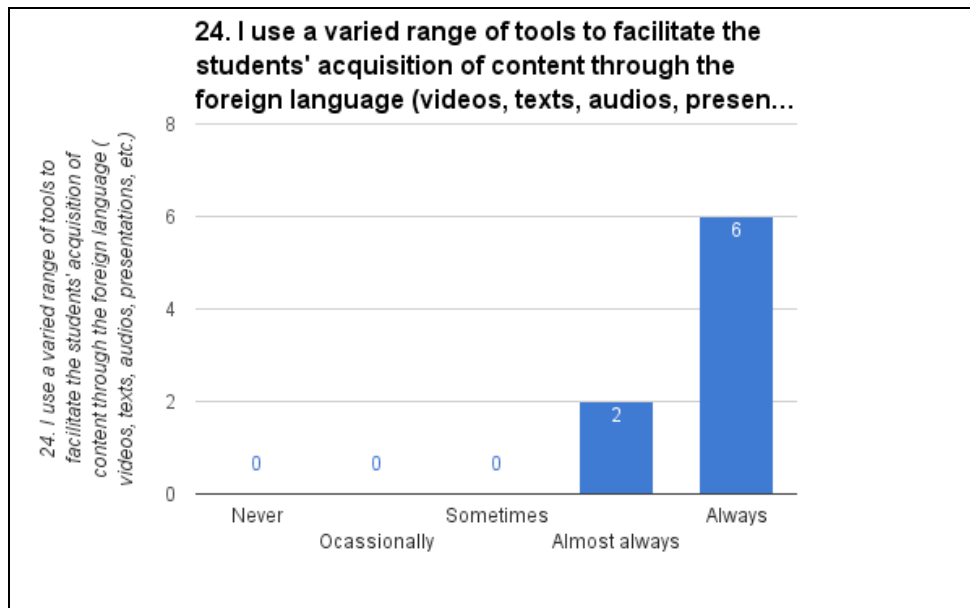


**Figure 17.** CLIL teachers' questionnaire. Students' use of English when engaged in group work

We can infer from this set of answers that teachers try to make a constant effort to use English most of the time during the classes when delivering content and interacting with students. Nevertheless, the situation seems to be completely different when we turn to learners' use of the additional language. It seems they rarely use English when engaged in peer or group work although they do more frequently in interaction with teachers. This situation needs to be seriously considered, particularly, taking into account the fact that CLIL classrooms are learner-centred and mostly, we aim to foster students' talk and participation. We should find the solution to reverse this situation but once again, collaboration between English and content matter teachers could make a difference.

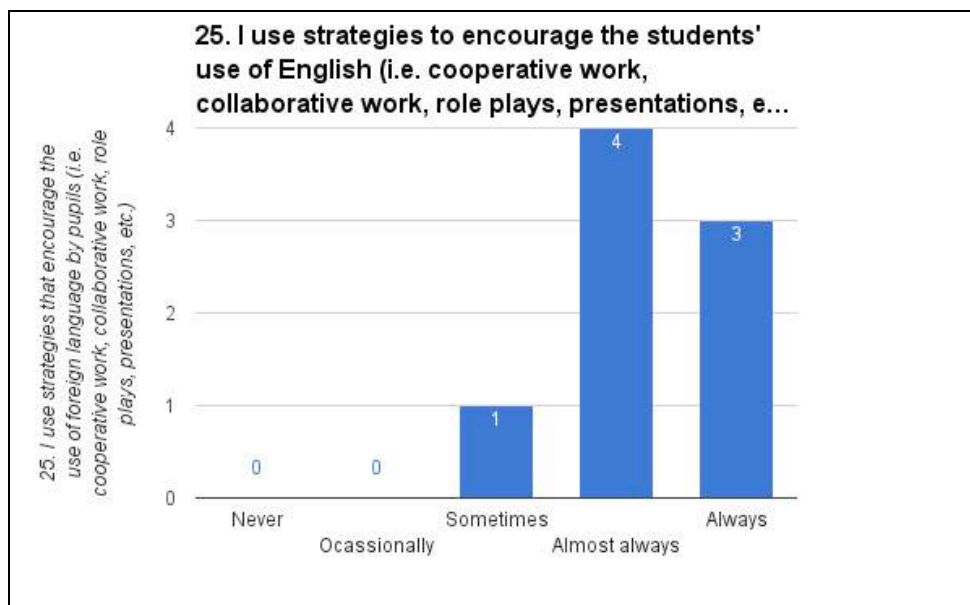
Questions 24 to 29 have to do with the use of a varied range of tools and strategies to make the acquisition of content easier and to foster the use of English on the part of the students.

Figure 18 illustrates questions 24, which deals with the use of tools and strategies to facilitate the acquisition of content. All the teachers claim that they always (75%) or almost always (25%) use a varied range of tools to make the learners' acquisition of content easier.



**Figure 18.** CLIL teachers' questionnaire. Use of tools to facilitate the acquisition of content

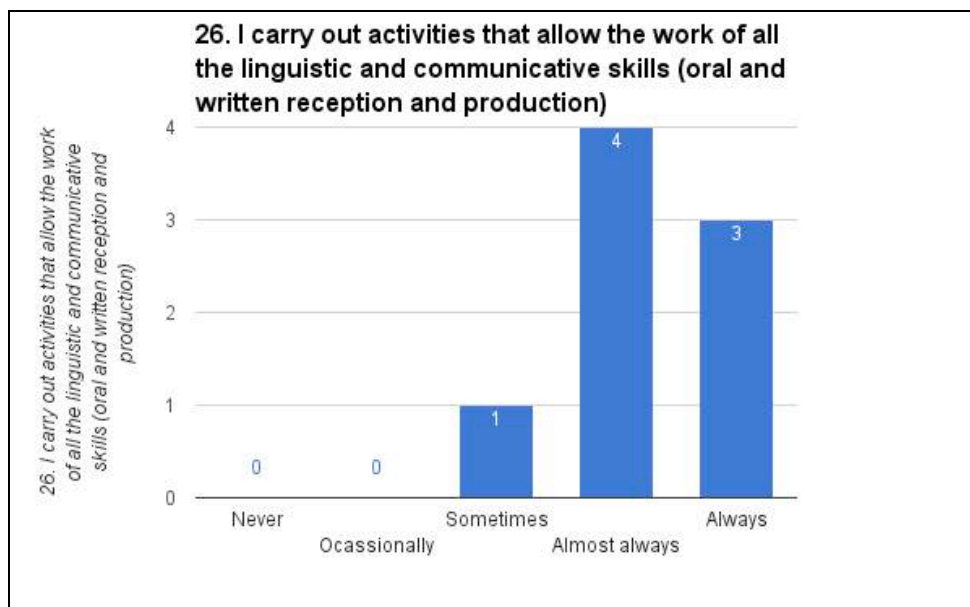
However, when it comes to the use of strategies to foster the use of English the figures are slightly different, as shown in Figure 19. Only 37.5%, three of the teachers admitted they always do so and 50% (4) stated they almost always do. Only one teacher admitted he just sometimes used strategies to foster the use of English on the part of students.



**Figure 19.** CLIL teachers' questionnaire. Use of strategies to enhance the students' use of English



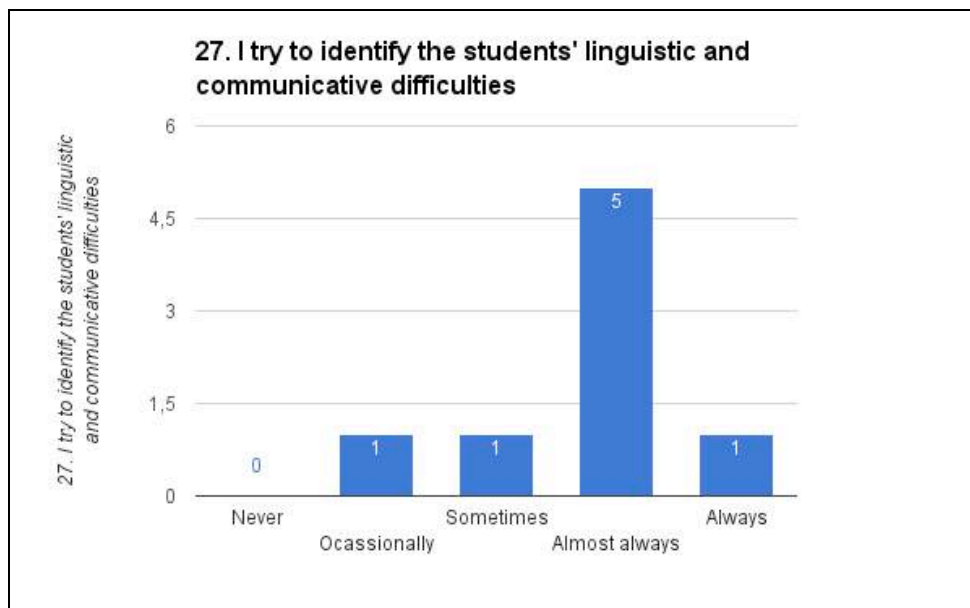
As a result of teachers' answers to these two questions, we can infer CLIL teachers focus mainly on content although to a lesser degree, language is considered too. In fact, in Figure 20, we can appreciate from answers to question 26 that most of them (7 out of 8), try to use always or almost always all the linguistic and communicative skills in their classes.



**Figure 20.** CLIL teachers' questionnaire. Use of activities to foster all the linguistic skills

The next three questions were intended to get information about how content matter teachers solve the linguistic or communicative difficulties their students encounter during CLIL classes.

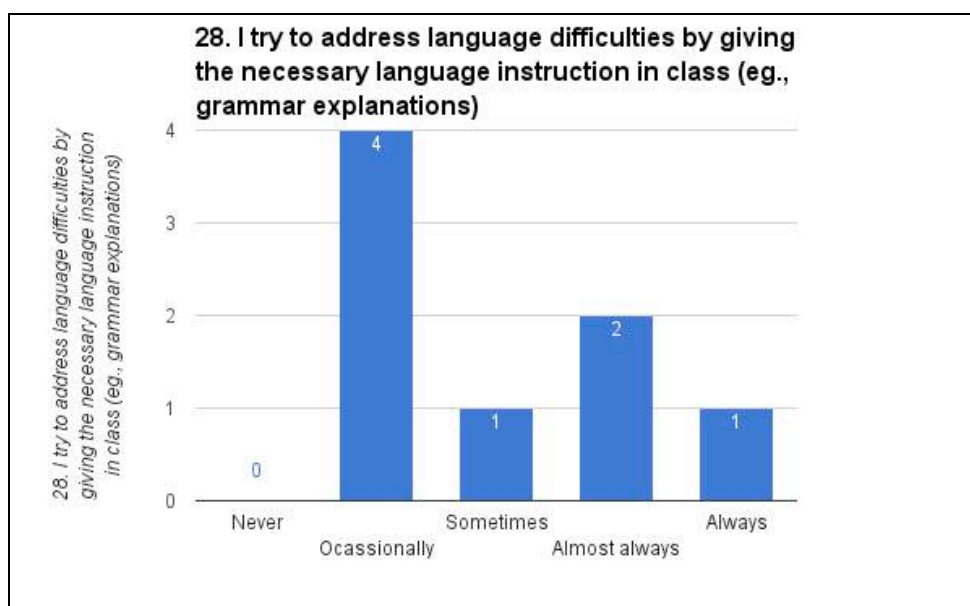
Figure 21 pertains to question 27, where CLIL teachers are asked about their concern regarding the detection of students' language and communicative shortfalls or difficulties. Six out of the eight CLIL teachers affirmed they always or almost always try to detect learners' language shortfalls or deficiencies whereas two teachers stated they just sometimes or occasionally do.



**Figure 21.** CLIL teachers' questionnaire. Detection of learners' language lacks or difficulties

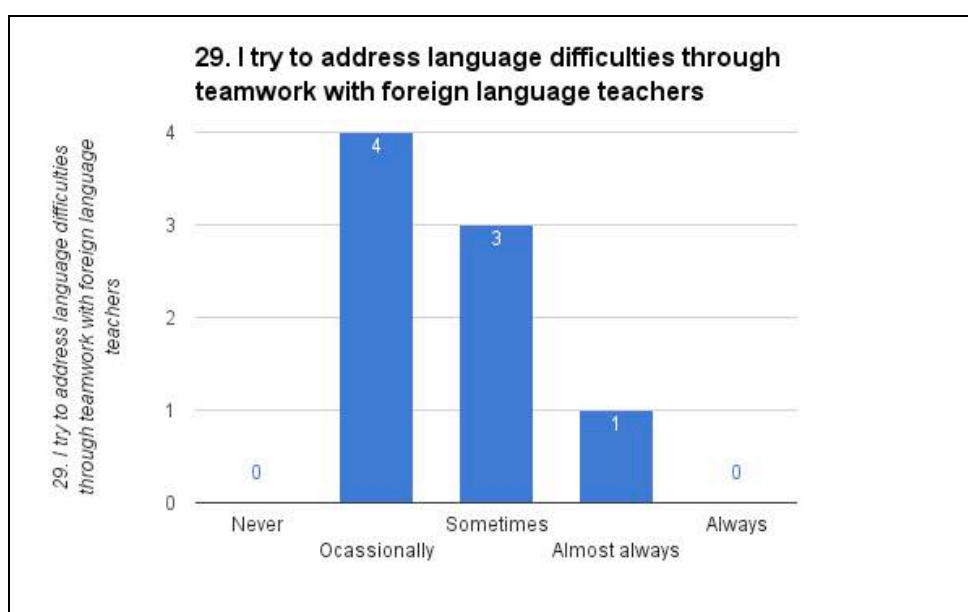
Nevertheless, when asked about how they deal with those difficulties, either by giving the necessary linguistic instruction or scaffolding in class (question 28) or by working in collaboration with the L2 teacher (question 29), some apparent contradiction comes into sight.

In Figure 22, which relates to question 28, three teachers affirmed that they always or almost always provided language instruction in class, including error correction when it was needed. The other five teachers stated language instruction was only sometimes or hardly ever provided during the CLIL lesson.



**Figure 22.** CLIL teachers' questionnaire. Dealing with students' language difficulties by giving linguistic instruction in the CLIL class

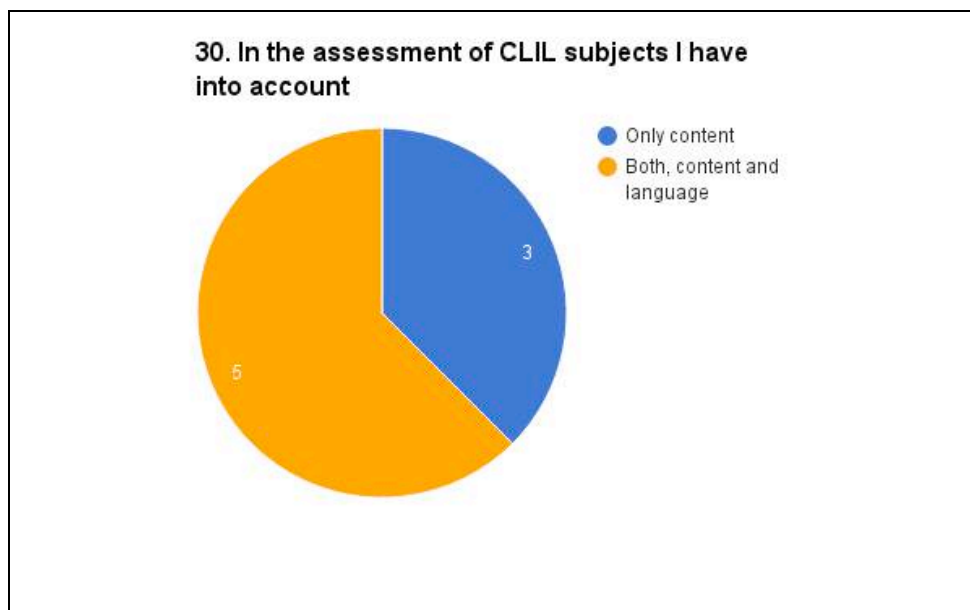
Furthermore, as shown in Figure 23 (question 29) only one of the content teachers stated that he almost always works hand in hand with the English teacher to overcome linguistic or communicative difficulties. Three teachers said they collaborate with English teachers just sometimes, and four confirmed they hardly ever do.



**Figure 23.** CLIL teachers' questionnaire. Dealing with learners' language difficulties in collaboration with the ESL teacher

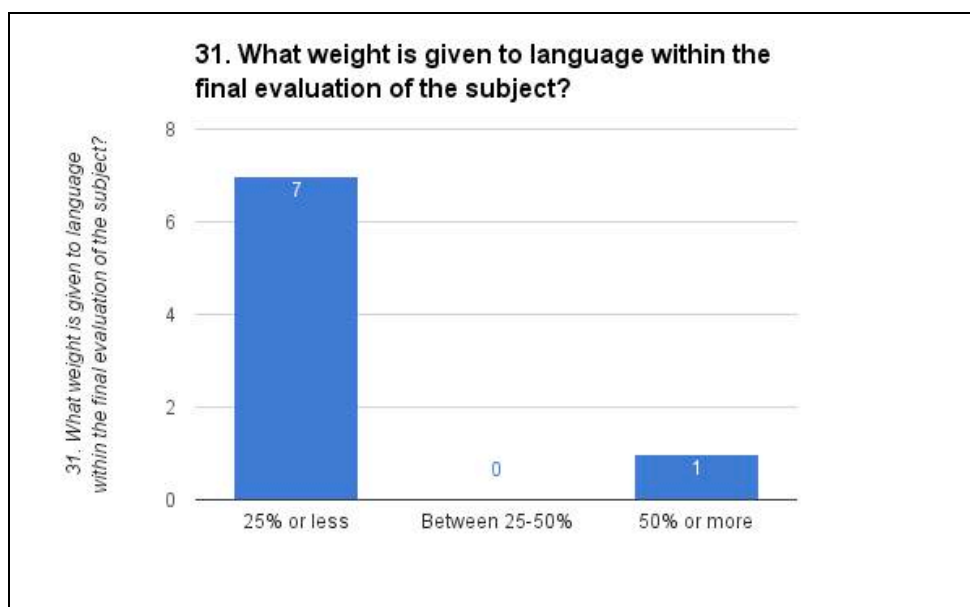
As a result, it seems contradictory that, although language and communication needs are detected, they are not systematically addressed, since half the CLIL teachers recognize that they hardly ever address these linguistic deficiencies, during their classes or through collaborative work with English teachers. Besides, once again, we can conclude from question 29, the lack of English and content teachers' collaborative work, not just in the planning stage but also in classroom implementation of the CLIL programme.

The last four questions are related to the evaluation and assessment of the CLIL subject. As illustrated in Figure 24, it seems that there is not a common criteria among content teachers when considering language in terms of evaluation, as five teachers (62%) stated they evaluate content and language whereas the other three (37,5%) stated they evaluate only content.



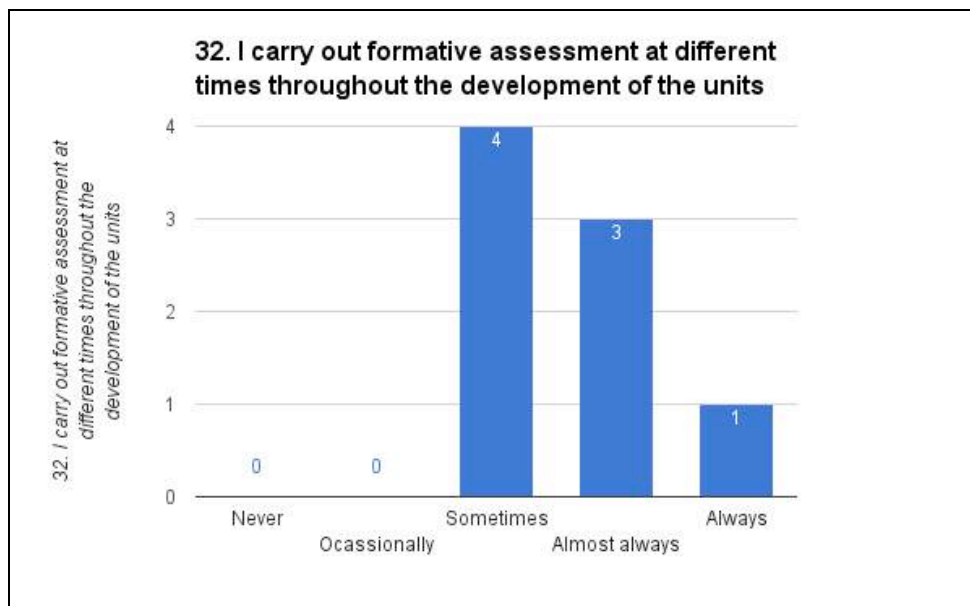
**Figure 24.** CLIL teachers' questionnaire. Evaluation of the CLIL subject

Even among those teachers who consider language must be evaluated, there seems to be no agreement regarding the value within the total grade. As shown in Figure 25, one of the teachers stated language must be given 50% or more within the total mark whereas, according to the other seven, language must be given 25% maximum within the final grade.



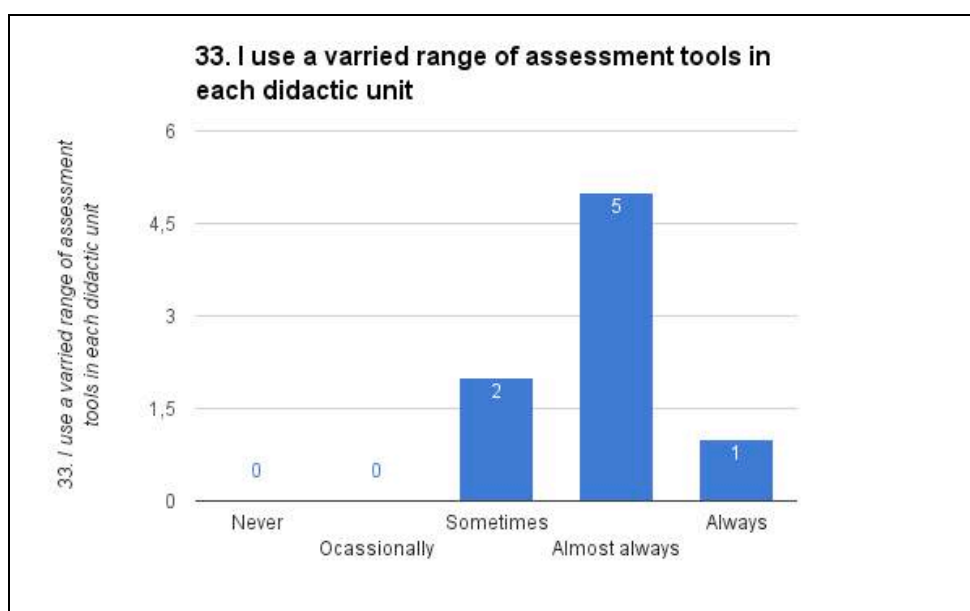
**Figure 25.** CLIL teachers' questionnaire. Weight given to language in CLIL evaluation

Figure 26 illustrates question 32, which shows half the teachers recognised they do not carry out a formative assessment systematically but just sometimes. On the other hand, four teachers affirmed they always or almost always carry out formative assessment at different times during the development of CLIL units.



**Figure 26.** CLIL teachers' questionnaire. Formative assessment

Regarding the use of a wide range of assessment tools for evaluation, Figure 27 shows that six teachers stated they always or almost always use varied tools for assessment although two teachers affirmed they only sometimes do.



**Figure 27.** CLIL teachers' questionnaire. Use of varied assessment tools

Question 34 is the last one in the CLIL teachers' questionnaire and it was an open one. Content matter teachers were asked to list the different assessment tools they use. One of the teachers did not give any answer and the other seven agreed on some of the assessment tools used. All of them named traditional tests; pair work and cooperative work. Besides, students are also asked to present their knowledge through oral presentations and written essays. Only two teachers referred to the use of checklists and rubrics for the assessment of direct observation during the classes. Finally, one of the teachers affirmed he also uses portfolios and journals as assessment tools.

### **3.3.3 Analysis of L2 teachers' questionnaires**

As we mentioned before, the English teachers' questionnaire was divided into two sections. The first section included five questions about the teachers' linguistic and academic profile and the second focused on L2 teachers' reflection on their implication in CLIL implementation.

Ten English subject teachers, eight in Primary and two in Secondary education took part in the survey and we will overview the items in the second section of the questionnaire, which is made up of 6 questions as the first five questions just tried to gather some general information about the teachers' gender, age and grades they teach.

There are seven female and three male EFL teachers. Two out of the ten teachers are aged between 22 and 30 years old and other two are more than 40 years old. The remaining language teachers are aged between 30 and 40 years old. In each level there are two or three different teachers sharing the EFL subject but in different groups. Most of the English teachers are highly experienced. Seven have been teaching English for more than five years whereas only three teachers stated their teaching experience was shorter, between two and five school years.

Questions 6 to 11 were closed and teachers were expected to share their views about some aspects related to L2 teachers' involvement in the implementation of bilingual programs. Answers are within a scale from 1 to 5 with the following values: 1-

completely disagree; 2 – disagree; 3 – neither agree nor disagree; 4 – agree; 5 – strongly agree.

**Table 1.** Foreign language teachers' questionnaire

	1	2	3	4	5
6. The implementation of the CLIL programme in the school is the sole responsibility of CLIL teachers, as they are those teaching subjects through English.	2	5	0	2	1
7. The CLIL teachers need teamwork with foreign language teachers to carry out an effective bilingual programme.	0	0	0	4	6
8. CLIL implementation programme should not affect at all either English planning or implementation of English classes.	1	8	0	1	0
9. The English teacher must work together with the CLIL teacher to assist in the establishment of linguistic objectives in the content subject.	0	0	0	6	4
10. The English teacher must work together with the CLIL teacher to collaborate in the design of activities from the point of view of the language.	0	0	2	5	3
11. The English teacher must work together with the CLIL teacher to provide students with the linguistic and communicative resources needed to work the contents in the CLIL environment.	0	0	0	5	5

According to the English teachers' answers to question 6, it seems that most them, seven out of ten, agree or completely agree with the fact that CLIL implementation requires their implication and commitment with the bilingual program and they show a positive disposition to involve and collaborate with CLIL teachers. However, three of them consider the CLIL programme in the school is the sole responsibility of CLIL teachers, as they are those teaching subjects through English.

Nevertheless, in question 7, all the English teachers recognised that collaboration between both groups of teachers is needed to develop an effective CLIL programme. Comparing the answers given to questions 6 and 7, there seems to be an obvious contradiction as some English teachers affirm collaboration is essential but they lay the responsibility for CLIL implementation solely on CLIL teachers.

Answers to questions 9 to 11 showed common agreement on the part of all the English teachers regarding the aims of English and content teachers collaboration. They all considered cross-curricular collaboration is required for the establishment of linguistic objectives in the content subject, for the design of activities from the point of view of the language and also, to provide students with the linguistic and communicative resources needed to work the contents in the CLIL environment.

However, once more, there is a direct contradiction regarding the actual current collaborative practices when they answer the final question, which was an open one. Literally, the question was posed as follows:

Question 12: 'As a teacher of English language, indicate the main aspects in which the bilingual program affects your teaching practice'.

In their answers, seven out of ten English teachers stated their daily teaching practice is not affected at all by the implementation of the bilingual programme at the school, since CLIL and English teachers work independently from each other. Only one English teacher answered that he usually introduces in his English classes the language structures children are using in the CLIL lesson. As for the other two teachers, they referred in their answers to the fact that students tend to show a higher proficiency in all the linguistic skills, especially in oral comprehension and production due to their higher exposure to the foreign language.

It is shocking to observe that the English teachers affirmed collaboration with content teachers is required to carry out an effective bilingual programme but they admitted it is not systematically carried out.

### **3.3.4 Analysis of school documents: classroom planning**

Regarding the Bilingual school programme, it is included in the Annual School Planning as it backs the need to offer students an education for the 21st century in which both information and communications technology (ICTs) and languages are key. All the stakeholders, the management team, faculty and families, are fully aware that the current multicultural world has led to the increase in international relationships, leading to the concern and consideration of bringing an essential change in learning foreign languages.



As for curriculum development in CLIL at school and classroom levels, there is no official curriculum so school teachers are expected to take both, the content matter and language official curricula as a source and integrate language and content. Therefore, the English and content matter teachers are expected to work hand in hand in the development of the CLIL subject curriculum.

In the school, there is no collaboration at this level and in fact, in the CLIL subjects, the official content subject curriculum established for primary education by national and regional educational administrations is followed. As a consequence, there is not an explicit integration of content and language. What is more, there is no consideration of language at all in the school CLIL subject curricula.

The same situation can be observed in curricula at classroom level planning. The units are designed according to content matter objectives, contents and assessment but there is no explicit integration of language objectives, contents and assessment.

### **3.3.5 Findings from the intervention analysis**

Intervention analysis is carried out by comparing several aspects after the development of the same activities as applied in a Year 5 Social Science experimental group, where there had been systematic collaboration between the content and the English teacher and a counterpart year 5 Social Science control group where the activities were implemented without cross-curricular collaboration.

The first aspect to be considered is time. Implementation through teachers' collaboration was much more time-consuming as it first required the English and Social Science teachers to arrange a meeting in order to decide on the language structures and vocabulary students were expected to use in order to comprehend the content and to complete the different activities in the CLIL class. The English teacher was the one in charge of introducing the language for descriptions, comparisons, to show agreement and disagreement and give and ask about opinions in the English subject previous to the implementation of the Social Science lesson. Also, some vocabulary related to shapes and prepositions of place were considered necessary and reviewed in the English class.

As a result, the English teacher had to adapt his classroom plan and design some activities to deal with those linguistic and communication aspects required in the CLIL classroom. It took him three sessions to do so. In fact, rearranging the English classroom planning should not be a problem at all, since all those aspects related to grammar, vocabulary and communication are part of the official FL curriculum so if English and content teachers plan in advance, for example before each term starts, adjusting both curricula should be much easier.

Apart from the time spent on collaborative planning and the three English subject classes devoted to provide learners with the required language tools, implementation also took longer than in the counterpart year 5 control group where the activities were implemented without cross-curricular collaboration.

In the control group, the task was completed in just two sessions. In the experimental group, the teacher revised some content concepts and academic vocabulary related to the task with the students and then, he explained the whole task, step by step, so learners had a clear idea of what was expected from them at every moment in every activity. Children worked on a design on their own during the rest of the session.

There was no noticeable difference between the two Year 5 Science groups in this first session as students spent most of the time preparing their designs individually. But from that moment on, the differences were very significant.

Next, students had to work in small group of 4 or 5 students and present their designs to the other group members so as to decide about the best coat of arms within each group. In order to do so, they had to give their opinions about their mates' designs, compare them and express agreement and disagreement. Next, they chose the design that best represented their Social Science class and a speaker from each small group presented the selected design to the whole group in order to vote a final coat of arms as a symbol of the Social Science class.

It took the control group one session to do every activity. Group work was supposed to take much longer but in about fifteen or twenty minutes the students had finished presenting the designs and they had chosen the best one within each small group. The reason is that when working in groups, students used Spanish most of the time. As a result, the task was done quickly but there was almost no effort to use English.

In fact, when the speakers representing each group had to deliver the oral presentation to the whole group, most of them tried to use English but as soon as they faced the slightest difficulty, they gave up and ended up presenting their design in Spanish. This situation was repeated for the six group representatives. Summing up, there was no real promotion or use of English while doing the task.

The situation was completely different in the Social Science classroom with the experimental group of students where there had been previous collaborative work between the English and content teachers. Previous language scaffolding delivered in the English subject class proved to be an invaluable measure to foster the use of English among students. Besides, the strategy designed to motivate learners to use of English and try to avoid using of Spanish when possible, proved to be effective too.

While working in groups, the CLIL teacher moved around observing how this technique to promote the use of English for interaction among students was working. It was delightful to verify most students were engaged in the task and they were making a big effort to use English most of the time. In fact, three out of seven groups were able to accomplish the activity without using any 'Spanish use licence' tickets. Besides, learners made an effort to help one another express themselves in English.

As already mentioned, there are some significant differences as regards the implementation of both groups. To start with, it took two and a half sessions for the students to accomplish the activities in the group where teacher collaboration was previous to implementation. Obviously, it was harder for the learners to express and make themselves understood in English than when they used Spanish to express the same ideas. There was a difference not only in the time spent but also in learners' involvement in group work. They saw the activities as a challenge as they had to use the 'Spanish use licences' when using their mother tongue. The students were really careful and tried to help each other so as to avoid using their licences when they had to present their designs to the group members.

In the final activity, each group chose a Speaker to present the coat of arms selected to the whole class and they were given some time to prepare their presentation so as to make it attractive to the audience. Again, the difference with the Year 5 control group was significant. In spite of the fact that some speakers made some mistakes,

all of them managed to use English in their presentations and they accomplished the task using the foreign language.

The transcription of one of the student's presentations included here shows how they managed to use the language related to the activities in their oral productions:

*Student: ' In the top, there is letters that means 'Science class' and the year that we are. On my right, there is a sun and a cloud that means the first lesson that we studied. In my left, there is a bulb that means the second lesson that we studied...*

*Teacher: ' Whose name is...'*

*Student: ' Energy. In the middle, there are two pictures. The one that is on my right represent the third lesson that we studied that is called ' Spanish politics and culture' and on the left there is a picture of our class. At the bottom, there are another two pictures. On the right, there is one of the flag of the United States that means that in Science class we speak English and the other is a face that is laughing that means that Science class is funny'*

The design being described has been included in the Appendices section (Appendix 7: Coat of arms design)

It is worth highlighting the fact that the content matter teacher in charge of both CLIL groups was really surprised to find out how different implementation of the same activities had resulted in both groups, something that, later, led to an interesting discussion and reflection on the issue.

## **4 Discussion**

Generally speaking, it can be said that the assumptions about the expected results derived from the intervention proved to be true. By introducing the required language in advance, providing students with the right tools and setting clear objectives, CLIL teachers can reach both goals, teaching content and promoting language at the same time. This process is essential and it requires both, the language and content matter experts to work collaboratively to make the most of language and content integration in CLIL implementation.

Beyond a doubt, a highly rewarding outcome resulting from the intervention experience, apart from the obvious benefits in terms content and language integration, was realising how students gain more confidence and feel more motivated as they find they are able to complete tasks and work with content using English.

As regards the requirements cross-curricular collaboration demand, firstly, there should be common agreement regarding the distribution of each group of teachers' roles and responsibilities to be assumed. This will enhance coherence and uniformity in CLIL implementation at every course and level, as teachers' implication in the CLIL programme would not be left to individual criteria but it would be set on common grounds. Besides, it is fundamental to set scheduled times to allow for systematic planning and organization among FL and content matter teachers as it has been demonstrated that cross-collaboration is time-consuming but necessary to improve the quality and results of bilingual programs. Meetings for teamwork between, not only FL and content teachers but also among content teachers, to share their experiences, discuss and agree on objectives, methodologies and assessment and evaluation criteria.

As it can be extracted from the CLIL teachers' questionnaires and from direct observation, CLIL teachers at the school do not share the same perceptions about bilingual programmes among themselves; some put emphasis on content and others on language. Moreover, they do not perceive language in the same way as for some of them it is an evaluable matter but for others it is not.

When it comes to the English teachers, it seems there is not a common understanding of what their implication in the bilingual programme should be as it can be inferred from the varied and sometimes contradictory answers given in the questionnaire administered. Even though some of them openly affirmed having a necessary role to assume in the integration of language in CLIL implementation and even recognising the importance of their collaboration with content teachers, we come to the conclusion that there is a lack of real implication on their part. Once again, the solution might be on the setting of scheduled times to allow for systematic collaboration not only before the implementation of each CLIL module in order to plan the integration of language with content but also afterwards, in order to revise, evaluate and consider possible aspects to be improved.

To end up, we can infer that, largely, the underlying obstacle hindering the effectiveness of CLIL implementation might be related to the fact that on many occasions, FL and content teachers are not provided with the necessary teaching training which bilingual education requires. The current change in the understanding of FL teaching has led to a new methodological perspective and consequently, as Jover, Fleta, & González (2016) state, it is not enough for teachers being highly proficient in the foreign language but they need specific training in adequate innovative methodologies, materials design, cross-curricular collaboration, innovative assessment tools, etc.

## **5 Conclusions**

Based on previous research on the field that stated learners' acquisition of foreign languages could improve if FL teachers are allowed to share their expertise with content matter teachers (Martin-Beltran & Peercy, 2014; Davison, 2006), this study aimed to show whether this statement proved to be true in the context of a school where a CLIL programme has been delivered for seven years.

The intervention carried out has led to some clear conclusions regarding the research questions posed at the beginning of the study.

First, it has been proved that careful collaboration between language and content teachers improves students' communication skills in English. Adequate cross-curricular collaboration brings about great benefits for learners, who are supplied with appropriate tools and strategies that allow them to improve their communicative skills while acquiring content matter. Besides, students' motivation, interest and positive attitude towards the use of the foreign language seem to increase too; students gradually gain confidence as they find out they are able to overcome communicative difficulties and solve the activities assigned using the FL.

Secondly, it can be stated that the improvement of learners' communication skills greatly enhances the prospects for their content comprehension as the necessary tools that allow them to understand and work with the content matter have been provided beforehand. In fact, all the students in the experimental group were able to carry out the activities and showed clear understanding of not only of the activities but also of the topic related.

We can conclude that cross-curricular teacher collaboration should be promoted and prioritized in CLIL implementation in order to improve the quality of such bilingual programmes.

As regards the teachers' beliefs and attitudes towards collaboration, the research carried out among teachers has shown, generally speaking, a positive disposition towards collaboration but some flaws are encountered that make it difficult to develop an effective collaboration.

Firstly, the fact that there is not a clear division of roles assigned to each group of teachers within the bilingual programme. The assignment of roles might avoid misunderstandings among teachers, especially in the case of FL teachers, whose implication in CLIL implementation should be made visible and clear, as they are to play a vital role in the integration of language in planning, delivering and evaluating content subjects (Pavón *et al.*, 2014; Davison, 2006).

Secondly, as it happens in most teacher education programmes, in the bilingual programme at the school, there is no explicit incorporation of collaboration among teachers, so FL and content teachers are not given the opportunity to work together as there is no scheduled time for teachers to share expertise. This would be another flaw that should be considered since, as we have already stated, efficient collaboration is time-consuming and it must be incorporated at different times during the learning-teaching process.

Finally, although it was not an aim stated in this study, we can affirm that teacher collaboration brings about professional development for the teachers involved. Collaboration allows teachers to introduce changes and improve their classroom practices in spite of the effort and extra time involved. In this sense, it would also be advisable to foster the opening of classrooms to allow for other teachers' observation on teaching practice. Although it is a controversial matter and in fact, generally speaking, teachers are reluctant to observation, it would provide a great opportunity to learn about oneself and about others' ways of working and thus, enhance professional development.

## **6 Future research lines and limitations**

One of the limitations of this study refers to the sample size as it focused on a small group of language and content teachers only. Moreover, intervention was limited to a few sessions dealing with just some final activities of a didactic unit.

Besides, the research referred only to content and English teacher collaboration although a much greater network of collaborative relationships should be considered. Collaboration should be planned at different levels: among content teachers, FL teachers and FL and mother language teachers.

This study has considered the benefits on students' use of English and the improvement of their communicative skills resulting from FL and content teacher collaboration but as explained in the Discussion section, an outstanding outcome was their growing motivation and involvement in the activities. Nevertheless, further research could deal with the benefits teachers gain from collaborative work regarding motivation and professional enrichment.



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## 8 Appendices

### Appendix 1: CLIL teachers' questionnaire

#### Cuestionario para profesores de CLIL

Ana Margarita Álvarez Álvarez

Este cuestionario está dirigido a los profesores que imparten asignaturas de contenido en inglés. El objetivo es recabar información sobre la docencia en lengua extranjera y la información que se desprenda será utilizada para completar mis estudios de Master en Educación Bilingüe con la tesis titulada "Collaboration between content and L2 teachers in the CLIL context".

El cuestionario se divide en 2 secciones:

- Perfil académico y lingüístico del docente.
- Reflexión y comentarios sobre la práctica docente.

La información facilitada será tratada confidencialmente.

Responder al cuestionario no te llevará más de 10 minutos.

**\*Obligatorio**

*Pasa a la pregunta 1.*

#### Perfil académico y lingüístico del docente

**1. 1. Señala tu sexo \***

*Marca solo un óvalo.*

- ☐ Hombre
- ☐ Mujer

**2. 2. Indica tu edad \***

*Marca solo un óvalo.*

- ☐ de 22 a 30 años
- ☐ de 30 a 40 años
- ☐ más de 40 años

**3. 3. Señala la asignatura/s que impartes dentro del programa CLIL \***

*Selecciona todos los que correspondan.*

- ☐ Social Science
- ☐ Natural Science
- ☐ Arts and Crafts
- ☐ Music
- ☐ Arts

**4. Señala los cursos en los que impartes la materia de contenidos en inglés \***

*Selecciona todos los que correspondan.*

- ☐ 1º Educación Primaria
- ☐ 2º Educación Primaria
- ☐ 3º Educación Primaria
- ☐ 4º Educación Primaria
- ☐ 5º Educación Primaria
- ☐ 6º Educación Primaria
- ☐ 1º ESO

**5. Personalmente, ¿cuál es tu grado de satisfacción con formar parte del programa bilingüe del centro? \***

*Marca solo un óvalo.*

- ☐ Muy alto
- ☐ Alto
- ☐ Indiferente
- ☐ Bajo
- ☐ Muy bajo

**6. En tu opinión, ¿cuál es el objetivo de este tipo de enseñanza? \***

*Marca solo un óvalo.*

- ☐ a. La adquisición de contenidos de la asignatura es lo más prioritario, exactamente igual que en clases no bilingües de la misma asignatura.
- ☐ b. La atención a la lengua debe ser prioritaria, aunque esto implique la reducción de los contenidos que se impartan.
- ☐ c. Ambos, la adquisición de contenidos y la atención a la lengua deben considerarse de igual modo.
- ☐ Otro: \_\_\_\_\_

**7. ¿Cómo describirías tu nivel de inglés? \***

*Selecciona todos los que correspondan.*

- ☐ A2
- ☐ B1
- ☐ B2
- ☐ C1
- ☐ C2

**8. ¿Tienes un certificado que acredite tu nivel de inglés? \***

*Marca solo un óvalo.*

- ☐ Sí
- ☐ NO

9. **Si has respondido afirmativamente, especifica la institución que ha expedido el certificado:**

*Selecciona todos los que correspondan.*

- ☐ Cambridge University  
☐ British Council  
☐ Escuela Oficial de Idiomas  
☐ Trinity  
☐ Otro: \_\_\_\_\_

10. **¿Crees que tu docencia mejoraría si tuvieras un nivel más alto de inglés? \***

*Marca solo un óvalo.*

- ☐ Sí  
☐ No

11. **¿Tienes conocimientos teóricos sobre cómo impartir docencia bilingüe? \***

*Marca solo un óvalo.*

- ☐ Sí  
☐ No

12. **Si has contestado afirmativamente, especifica tu respuesta**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. **¿Crees que tu docencia mejoraría si tuvieses más conocimiento pedagógicos con relación a la enseñanza bilingüe? \***

*Marca solo un óvalo.*

- ☐ Sí  
☐ No  
☐ Tal vez  
☐ No sabe / no contesta

14. **Desde tu experiencia, enumera los BENEFICIOS que la implantación del programa CLIL tiene para los alumnos \***

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. Desde tu experiencia, señala las mayores DIFICULTADES que encuentras con la implantación del programa CLIL \*

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Pasa a la pregunta 16.

## Reflexión sobre la práctica docente

Planificación, implementación y evaluación de las materias clil

### En la PLANIFICACIÓN de las clases CLIL:

Indica hasta que punto estás de acuerdo con las siguientes afirmaciones  
(1- NUNCA, 2- OCASIONALMENTE, 3- A VECES, 4- CASI SIEMPRE, 5- SIEMPRE)

16. Tengo en cuenta los criterios de evaluación relacionados con los contenidos de la materia \*

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Tengo en cuenta los objetivos y contenidos lingüísticos ligados a la unidad y a las actividades que voy a llevar a cabo \*

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Planifico las unidades didácticas y actividades en colaboración con otros profesores CLIL \*

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. **19. Planifico las unidades didácticas y actividades en colaboración con profesores de lengua extranjera \***

*Marca solo un óvalo.*

1      2      3      4      5

☐ ☐ ☐ ☐ ☐

## **En la IMPLEMENTACIÓN CLIL en el aula:**

<https://docs.google.com/forms/d/1yc7STR35KNnu3VngsbNXqDD1to6h1FXl0znr3nIDg8/edit>

1/9/2016

Cuestionario para profesores de CLIL

Indica hasta que punto estás de acuerdo con las siguientes afirmaciones

(1- NUNCA, 2- OCASIONALMENTE, 3- A VECES, 4- CASI SIEMPRE, 5- SIEMPRE)

20. **20. Uso la lengua extranjera durante las clases para impartir los contenidos y para interactuar con los alumnos \***

*Marca solo un óvalo.*

1      2      3      4      5

☐ ☐ ☐ ☐ ☐

21. **21. Uso la lengua materna en las clases para impartir los contenidos y para interactuar con los alumnos \***

*Marca solo un óvalo.*

1      2      3      4      5

☐ ☐ ☐ ☐ ☐

22. **22. Los alumnos utilizan la lengua extranjera para interactuar con el profesor \***

*Marca solo un óvalo.*

1      2      3      4      5

☐ ☐ ☐ ☐ ☐



23. **23. Los alumnos utilizan la lengua extranjera para interaccionar entre si cuando trabajan en grupo \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. **24. Uso herramientas variadas que facilitan la adquisición de los contenidos a los alumnos a través de la lengua extranjera (videos, textos, audios, presentaciones, etc.) \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. **25. Uso estrategias que fomentan el uso de la lengua extranjera por parte de los alumnos (i.e. trabajo cooperativo, colaborativo, role plays, exposiciones orales, etc.) \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cuestionario para profesores de CLIL

26. **26. Llevo a cabo actividades que permitan el trabajo de todas las destrezas lingüísticas y comunicativas (comprensión y expresión oral y escrita). \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. **27. Intento identificar las dificultades o carencias lingüísticas y comunicativas de los alumnos \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. **28. Intento abordar dificultades o carencias lingüísticas , dando la instrucción lingüística necesaria en clase (por ej., explicaciones gramaticales) \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. **29. Intento abordar dificultades o carencias lingüísticas a través del trabajo en equipo con el profesor de lengua extranjera \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## En la EVALUACIÓN de la materia CLIL:

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Indica hasta que punto estás de acuerdo con las siguientes afirmaciones  
(1- NUNCA, 2- OCASIONALMENTE, 3- A VECES, 4- CASI SIEMPRE, 5- SIEMPRE)

30. **30. En la evaluación de la materias CLIL, tengo en cuenta \***

*Marca solo un óvalo.*

- ☐ Solo el contenido  
☐ Tanto el contenido como la lengua

31. **31. En caso de evaluar la lengua, ¿qué peso tiene dentro de la evaluación final de la asignatura? \***

*Marca solo un óvalo.*

- ☐ 25% o menos  
☐ Entre 25% y 50%  
☐ 50% o más

<https://docs.google.com/forms/d/1yc7STR35KNnu3VngsbNXqDD1to6h1FXl0znr3nl0Dg8/edit>

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1/9/2016

Cuestionario para profesores de CLIL

32. **32. Llevo a cabo una evaluación formativa en diferentes momentos a lo largo del desarrollo de las unidades \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. **32. Llevo a cabo una evaluación formativa en diferentes momentos a lo largo del desarrollo de las unidades \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. **33. Utilizo diferentes instrumentos de evaluación en cada unidad didáctica \***

*Marca solo un óvalo.*

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. **34. Enumera los diferentes instrumentos de evaluación que utilizas \***

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## Cuestionario para los profesores de lengua inglesa

Ana Margarita Álvarez Álvarez

Este cuestionario está dirigido a los profesores que imparten la asignatura de inglés. El objetivo es recabar información sobre la docencia en lengua extranjera y la información que se desprenda será utilizada para completar mis estudios de Master en Educación Bilingüe con la tesis titulada "Collaboration between content and L2 teachers in the CLIL context".

El cuestionario se divide en 2 secciones:

- Perfil académico y lingüístico del docente.
- Reflexión y comentarios sobre la práctica docente.

La información facilitada será tratada confidencialmente.

Responder al cuestionario no te llevará más de 10 minutos.

**\*Obligatorio**

### Perfil académico y lingüístico del docente

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**1. Señale su sexo: \***

*Marca solo un óvalo.*

- ☐ Hombre
- ☐ Mujer

**2. Indique su edad: \***

*Marca solo un óvalo.*

- ☐ de 22 a 30 años
- ☐ de 30 a 40 años
- ☐ más de 40 años

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**3. 3. Señale los cursos en los que imparte clase de inglés en el presente curso escolar 2015-16 \***

*Selecciona todos los que correspondan.*

- ☐ 1º Educación Primaria
- ☐ 2º Educación Primaria
- ☐ 3º Educación Primaria
- ☐ 4º Educación Primaria
- ☐ 5º Educación Primaria
- ☐ 6º Educación Primaria
- ☐ 1º ESO

**4. 4. ¿Cuántos cursos llevas impartiendo la asignatura de inglés en el centro? \***

*Marca solo un óvalo.*

- ☐ Entre 1 y 2
- ☐ Entre 2 y 5
- ☐ Más de 5

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**5. 5. ¿Cómo describirías tu nivel de inglés? \***

*Selecciona todos los que correspondan.*

- ☐ A2
- ☐ B1
- ☐ B2
- ☐ C1
- ☐ C2

## Reflexión sobre la implementación del CLIL

Indica si estás de acuerdo con las siguientes afirmaciones, teniendo en cuenta los siguientes valores:

1- TOTALMENTE EN DESACUERDO; 2-EN DESACUERDO; 3- INDIFERENTE; 4- DE ACUERDO; 5 – TOTALMENTE DE ACUERDO

6. La implementación del programa CLIL en el centro es responsabilidad únicamente de los profesores CLIL, ya que ellos son los que imparten las materias a través de la lengua inglesa. \*

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Los profesores CLIL necesitan el trabajo en equipo con los profesores de lengua extranjera para llevar a cabo un programa bilingüe eficaz. \*

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. La implementación del programa CLIL no debe afectar en absoluto ni a la programación ni al desarrollo de las clases de la asignatura de lengua extranjera. \*

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. El profesor de inglés debe trabajar en equipo con el profesor CLIL para colaborar en el establecimiento de objetivos lingüísticos en la materia de contenidos. \*

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



10. 10. El profesor de inglés debe trabajar en equipo con el profesor CLIL para colaborar en el diseño de actividades desde el punto de vista de lengua. \*

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[https://docs.google.com/forms/d/1Bckcg9Rn\\_n79VvgvYFwBN-9bSCHC1eL2x609TfqJ8wM/edit](https://docs.google.com/forms/d/1Bckcg9Rn_n79VvgvYFwBN-9bSCHC1eL2x609TfqJ8wM/edit)

1/9/2016

Cuestionario para los profesores de lengua inglesa

11. 11. El profesor de inglés debe trabajar en equipo con el profesor CLIL para proporcionar a los alumnos los recursos lingüísticos y comunicativos que luego necesitaran para trabajar los contenidos en el entorno CLIL. \*

Marca solo un óvalo.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. 12. Como profesor de lengua inglesa, indica, en su caso, los principales aspectos en los que el programa bilingüe afecta a tu práctica docente. \*

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Con la tecnología de



Appendix 3: Classroom planning: Spain's politics and culture (Year 5, module 3<sup>rd</sup> term, Social Science)

TERCER TRIMESTRE - Spain's politics and culture

CONTENIDOS	CRITERIOS DE EVALUACIÓN	ESTÁNDARES DE APRENDIZAJE	COMPETENCIAS CLAVE	PÁGINAS
La organización política y territorial del Estado español. Los derechos y obligaciones de los ciudadanos. La Constitución de 1978. Los símbolos del Estado español.	Explicar la importancia de la Constitución para el funcionamiento del Estado español, así como los derechos, obligaciones y libertades que en ella se recogen.	Identifica, respeta y reconoce los principios democráticos más importantes establecidos en la Constitución. Describe la bandera y el escudo nacional de España.	SOC	60-61, 67
		Explica la importancia de la Constitución para el funcionamiento del Estado español.	SOC, LIN	60-61
Las formas de gobierno. La monarquía constitucional.	Identificar la monarquía constitucional como una forma de gobierno, reconociendo al rey como su representante, las funciones de este y la forma de sucesión de la corona española.	Reconoce al rey como el representante y jefe de Estado y explica cómo funciona la sucesión en una monarquía constitucional.	SOC, LIN	60-61
	Identificar las instituciones políticas más importantes de España, sus funciones y los distintos derechos y libertades recogidos en la Constitución.	Identifica las principales instituciones del Estado español. Identifica y comprende la división de poderes del Estado y sus funciones, tal como se recogen en la Constitución.	SOC, LIN	62-63, 69
		Explica las funciones del gobierno y su composición y reconoce la importancia de la toma de decisiones en cuestiones que afectan a la nación.	SOC, LIN	62-63



CONTENIDOS	CRITERIOS DE EVALUACIÓN	ESTÁNDARES DE APRENDIZAJE	COMPETENCIAS CLAVE	PÁGINAS
La organización territorial del Estado español. Las comunidades autónomas, ciudades, provincias y municipios que componen España. Los territorios y órganos de gobierno.	Describir la organización territorial del Estado español, distinguiendo entre las administraciones municipales, provinciales y autonómicas, así como sus atribuciones administrativas.	Explica la organización territorial de España, nombra las estructuras básicas de gobierno y señala en un mapa político las ciudades autónomas, provincias y comunidades autónomas que componen el país.  Identifica las elecciones como una forma de participar en el funcionamiento del municipio, la comunidad autónoma, la ciudad autónoma y la nación en conjunto.	SOC	64-65, 69
Las expresiones culturales y lingüísticas de los territorios de España.	Reconocer la diversidad cultural, social, política y lingüística del Estado español, a la vez que se respetan las diferencias.	Reconoce la diversidad cultural, social, política y lingüística como fuente de enriquecimiento cultural, tomando como punto de partida la realidad del Estado español.  Identifica las tradiciones y costumbres de su territorio, sus características, orígenes y significado.	SOC	64, 65
La demografía. La densidad de población.	Comprender los principales conceptos demográficos y su relación con los factores geográficos, sociales, económicos o culturales. Calcular datos demográficos básicos.	Explica el concepto de densidad de población y sabe cómo calcularla.	SOC	56-59, 68-69
Recopilación de información sobre el tema tratado, utilizando distintas fuentes (directas e indirectas) para elaborar trabajos con contenidos de Ciencias Sociales.	Analizar y comprender la información recibida.	Utiliza el vocabulario aprendido para realizar trabajos con rigor y precisión y utilizando la terminología adecuada acerca de los temas tratados.	MST, LIN	65, 69
			LIN	66

CONTENIDOS	CRITERIOS DE EVALUACIÓN	ESTÁNDARES DE APRENDIZAJE	COMPETENCIAS CLAVE	PÁGINAS
Estrategias de dinámica de grupos.	Apreciar el valor del trabajo en grupo, demostrando una actitud responsable y de cooperación, al tiempo que se aceptan las contribuciones y diferencias de opinión de los demás.	Emplea estrategias de resolución de conflictos al trabajar en grupo. Participa en las actividades en grupo adoptando una actitud responsable y constructiva, demostrando solidaridad y respetando a la vez los principios básicos de la democracia.	SOC, AUT  SOC, AUT	57, 61, 63, 67  66
Estrategias de resolución de conflictos: seguimiento de las normas y aprecio por una coexistencia pacífica y tolerante.	Respetar la diversidad humana y apreciar la importancia de una coexistencia pacífica y tolerante entre todas las personas, basada en los valores democráticos y en los derechos humanos compartidos universalmente.	Aprecia la importancia de una coexistencia pacífica y tolerante entre distintos grupos basada en los valores democráticos y en los derechos humanos compartidos universalmente.	SOC	56-67

**(\*) Competencias clave**

LIN: Comunicación lingüística

MST: Competencia matemática y competencias básicas en ciencia y tecnología

DIG: Competencia digital

LTL: Aprender a aprender

SOC: Competencias sociales y cívicas

AUT: Sentido de iniciativa y espíritu emprendedor

CUL: Conciencia y expresiones culturales

## Appendix 4: Lesson designed through collaborative work between the English and the content teacher

**YEAR:** 5th PRIMARY EDUCATION

**SUBJECT:** SOCIAL SCIENCE

**UNIT:** SPAIN'S POLITICS AND CULTURE

**LESSON PLAN:**

- The Constitution of 1978: Citizens rights and obligations.  
Symbols of the Spanish State.
- Territorial organization of the Spanish State: Autonomous Communities, provinces and municipalities.
  - o Spain's culture: Creation of an e-book in groups with five festivals held in Spain with illustrations.
- Cultural and linguistic expressions of Spanish territories.

Students have learnt about the flag, the national anthem and the coat of arms as symbols of the State.

**FINAL TASK:** DESIGN OF A COAT OF ARMS AND A FLAG AS SYMBOLS TO REPRESENT THE STUDENTS' CLASS OF SOCIAL SCIENCE.

Introductory activity: Revision of Spanish Constitution and symbols of Spain

Activity 1: Individually, students design their own coat of arms and flag to represent their class.

Activity 2: In groups, students explain their designs to the others so they choose one within the group.

- Language:
  - o Comparatives to refer to differences among designs
  - o Present simple for descriptions
- This is ...
- It has / It hasn't...
- You can see...
- It represents...

- There is / are ...
- On the left /right ...
- In the middle of ...
- At the top / bottom of ...

- Expressions to give opinions: I think... In my opinion... I like... I prefer...

- Techniques: Use of 'licence' cards to promote the use in English for interaction.

Activity 3: Each group presents to the whole class their coat of arms.

- Language:
  - Language for description: present simple
  - Vocabulary: colours, shapes, etc

Activity 4: The class vote for the best project. They will organise a proper referendum with a polling place, a president (the oldest student in the classroom), a secretary (the youngest student in the classroom) and two auditors (chosen at random)

They constitute the polling place, count the votes and make sure everything goes well during the polls.

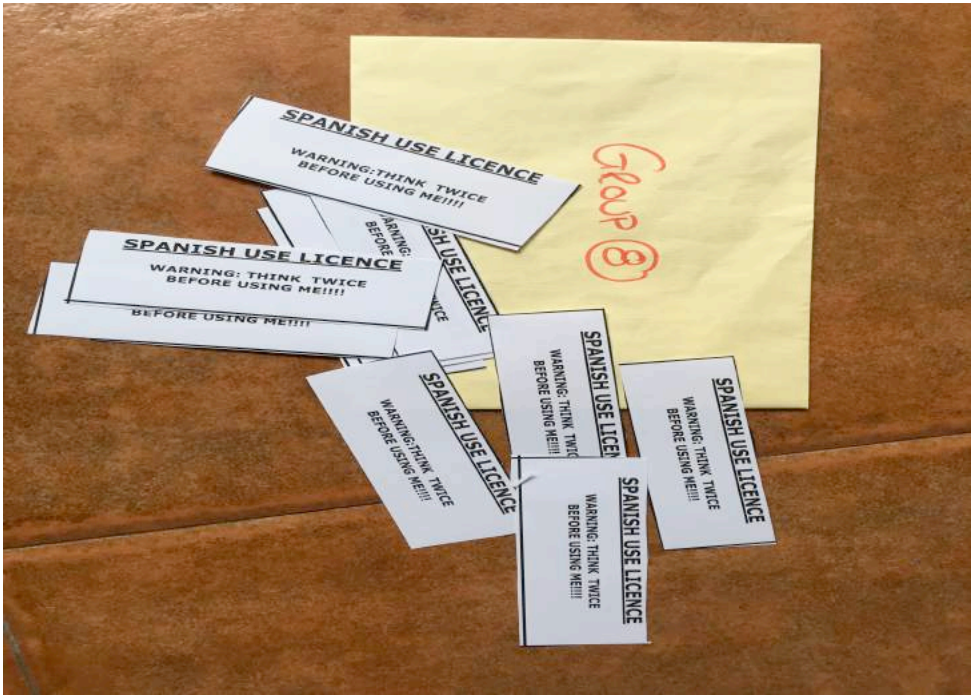
- Did everybody in the class vote?
- Was there a clear winner?

Activity 5: Rubric to assess the activity.

## Appendix 5: Students' rubric for self-assessment

SELF-ASSESSMENT					
<b>Name</b> _____ <b>Group</b> _____ <b>Number</b> _____					
<b>Other members :</b>  1. _____ 2. _____ 3. _____ 4. _____ 5. _____					
		ALWAYS or MOST OF THE TIME	REGULARLY	NOT MUCH	HARDLY EVER or NEVER
INDIVIDUAL WORK	Implication in the design of my coat of arms				
	Use of English when presenting my work to the group				
	Use of Spanish when presenting my work to the group				
GROUP WORK	Interest in the group work and cooperation				
	Responsability				
	Respectful attitude to every member				

Appendix 6: ‘Spanish use licences’ and control cards used by learners in group work



**SPANISH USE LICENCES**

**GROUP NUMBER:** \_\_\_\_\_

**MEMBERS:**

1.

2.

3.

4.

5.

**USE OF LICENCES:**

Number:	Number:	Number:	Number:	Number:
Number:	Number:	Number:	Number:	Number:
Number:	Number:	Number:	Number:	Number:

Appendix 7: Coat of arms design used for an oral presentation

