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**Facultad de Educación**

**Trabajo fin de máster**

Linguistic Programmes in Castilla-La Mancha: A study of students, teachers and parents' attitudes toward bilingualism in secondary schools.

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# 1. Abstract

Nowadays, the study of languages is a key aspect in the educational policies of the European Union and Spain. As a result of this interest in languages, different bilingual programmes have been implemented in the different autonomous communities within Spain. Castilla-La Mancha is one of these autonomous communities, as it has been developing linguistic programmes since 1996.

The main aim of this research will be to study students, teachers and parents' attitudes toward bilingualism and different aspects of linguistic programmes in Castilla-La Mancha. In order to achieve this aim, three different questionnaires were designed for students, teachers and parents involved in a specific linguistic programme which is developed in a secondary school located in Castilla-La Mancha. The questionnaires which were administered to these groups attempted to find their opinions on the following topics: attitudes toward English, attitudes toward the linguistic programme, instrumental orientation toward learning English, parental encouragement, multiculturalism, integrative orientation toward learning English, task motivation, methodology, teacher training, materials and the positive/ negative effects of the linguistic programme on students.

Findings revealed that the majority of students, teachers and parents who took part in the study show positive attitudes toward bilingualism and toward the linguistic programme. As regards students, they state that they like communicating in English and learning content subjects through English. Concerning parents, they think that the linguistic programme has had positive effects on their children's level of English. Finally, teachers agree with parents on the positive effects on the students' level of English and they state that linguistic programmes improve the quality of the education received by students.

**Keywords:** attitudes, linguistic programmes, secondary schools, Castilla-La Mancha.

# 2. Introduction

The study of languages has increasingly become a keystone of European education policies. As Ján Figel' (2006), the Commissioner responsible for Education, Training and Multilingualism, states in the preface of the 2006 Eurydice report on Content and Language Integrated Learning (CLIL) at School in Europe "multilingualism is at

the very heart of European identity, since languages are a fundamental aspect of the cultural identity of every European” (p.3). For this reason, “life-long language learning”, “improving language teaching” and “creating a language-friendly environment” are the three main areas of action included within the European Commission 2004-2006 Action Plan on Language Learning and Linguistic Diversity (*Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006*. Commission of the European Communities, 2003). The Action Plan identifies different specific objectives for the three areas of action. The objectives that are considered relevant to this study are the following:

- Learning a mother tongue plus two other languages from a very early age.
- Continuing language learning in secondary education and vocational training.
- Implementing global language learning policies in schools.
- Training teachers so that they can teach their subjects in at least one other foreign language.
- Promoting an inclusive approach to linguistic diversity.

According to these guidelines, European countries have implemented education policies aimed at improving the teaching and learning of foreign languages. Considering the information published on ‘*Los Programas de Educación Bilingüe en la Comunidad de Madrid. Un estudio comparado*’ (2010), the majority of bilingual programmes in Europe are implemented in primary and education and the number of students involved in bilingual programmes ranges from 3% to 30% depending on the country.

Bilingualism in Spain dates back to 1996, when the Ministry of Education and the British Council reached an agreement to introduce an integrated Spanish/ British curriculum in 42 state schools (Dobson, Pérez Murillo & Johnstone, 2010). Since then, different language policies and programmes have been developed as a consequence of the linguistic diversity and the variety of education policies implemented in the different autonomous regions within the country.

## **2.1. Justification of the research question and problem**

Many studies have been published regarding bilingual programmes in Spain. Most of these studies deal with language policies implemented in Madrid (Consejería de Educación de la Comunidad de Madrid, 2010), Andalusia (Casal, S., Moore, P., 2009) or the Basque Country (Alonso, E., Grisaleña, J., & Campo, A., 2008). The reason why these autonomous regions can be considered as benchmarks for the rest of autonomous regions in terms of linguistic policies is that they have been developing successful bilingual and plurilingual programmes for several years. This is also the reason why several studies can be found regarding language programmes in these autonomous regions.

As regards Castilla-La Mancha, which is the focus of this study, we can find several references in some of the above mentioned studies. For instance, in *Los Programas de Educación Bilingüe en la Comunidad de Madrid. Un estudio comparado* (Consejería de Educación de la Comunidad de Madrid, 2010) the different bilingual programmes in Castilla-La Mancha are mentioned, as well as the number of schools, teachers and language assistants involved in Bilingual Sections. Dobson et al. (2010) include the number of schools which are involved in the British/Spanish integrated curriculum programme in Castilla-La Mancha.

As it can be seen, many studies can be found regarding bilingualism in Spanish autonomous regions. These studies mainly deal with the history of bilingualism in these autonomous regions and the number of schools, students and teachers involved in linguistic programmes. However, we cannot find as much information about students, teachers and parents' opinions on bilingualism, second languages and linguistic programmes. We consider that it is crucial to know if linguistic programmes are having the desired effect of enhancing second language learning and this can be done by asking students about their attitudes and motivation toward second languages and toward the linguistic programme itself and also by asking teachers and parents how they contribute to encourage students to learn a second language and their opinion about the linguistic programmes developed in Castilla-La Mancha.

## **2.2. Brief analysis of the state-of-the-art**

As we have seen in the previous section, the amount of information concerning bilingual programmes in Castilla-La Mancha is very limited if we compare it to the vast number of studies concerning bilingual projects in Andalusia, Madrid or the Basque Country. For this reason, this section will be devoted to giving an overview of the bilingual programmes in Castilla-La Mancha, which will also serve as the background for the main aim of this research: studying students, teachers and parents' attitudes and motivation toward bilingualism in a secondary school of Castilla-La Mancha.

According to the Plurilingualism Plan established by the Education Department in Castilla-La Mancha (2010), bilingual projects started in this region in 1996 with the agreement between the Spanish Ministry of Education and the British Council to develop an integrated Spanish/British curriculum in seven primary and seven secondary state schools in this region. In 2002, Spanish/French bilingual sections were created in some primary schools as a result of an agreement with the French embassy. Both bilingual projects were the root of "European Sections" or "Bilingual Sections".

The "European Sections" bilingual programme was created in 2005 for infant, primary and secondary state schools. The main aim of this programme was the teaching of at least two content subjects through a foreign language (English or French). At the present time, Bilingual Sections also involve upper-secondary and vocational education studies and German and Italian have been included as additional foreign languages within the project.

In 2014, the Government of Castilla-La Mancha enacted new legislation regulating bilingual programmes which are now called linguistic programmes (Decree 7/2014, Order 16/06/2014). This new legislation classifies linguistic programmes into three different categories according to the number of content subjects taught through a foreign language. As this study will deal with linguistic programmes in secondary schools, we will just mention the categories for linguistic programmes in secondary schools:

- Introductory programmes: one content subject taught through a foreign language at each of the four years of secondary education.



- Development programmes: at least two content subjects taught through a foreign language at each of the four years of secondary education.
- Excellence programmes: at least three content subjects taught through a foreign language at each of the four years of secondary education.

This legislation also states that students can voluntarily enroll in linguistic programmes. Students in secondary schools in linguistic programmes are divided into bilingual and non-bilingual groups. Any student can take part in a linguistic programme, provided that his/her parents give their consent at the beginning of the school year. Teachers may also recommend students to enroll or to leave the linguistic programme according to their academic results.

The linguistic requirement for teachers to take part in the linguistic programme is the B2 language certificate as established by the European Common Framework of Reference for Languages, although those secondary schools with a linguistic excellence programme must have at least one teacher in possession of a C1 language certificate.

Finally, we will include the number of schools, teachers and students which took part in linguistic programmes during the 2014/ 2015 school year (Hernández, P. 2014):

- 324 linguistic programmes in primary and secondary schools.
- 636 primary school teachers, 678 secondary school teachers and 13 vocational education teachers involved in linguistic programmes.
- 50,000 primary school, secondary school and vocational education students enrolled in linguistic programmes.

## **2.3 Aims**

The main aim of this study is to find information about students' attitudes and motivation toward bilingualism in Castilla-La Mancha. The surveys that will be administered to secondary school students will include questions to know if students who are enrolled in English linguistic programmes are really interested in learning English and if they think that their level of English has improved as a result of being enrolled in a linguistic programme. The questions will also measure students'

attitudes toward the use of English in content subjects and toward the foreign language and the culture that it represents.

We also believe that it is relevant to include information about teachers and parents' opinions on the effects that linguistic programmes are having on their students/children. For this reason, the surveys that will be administered to teachers will be designed to get information on the methodology that teachers use in content subjects taught in English, their opinion on teacher training programmes related to bilingualism and on the positive/negative effects of linguistic programmes on students.

As regards parents, the surveys will include questions designed to obtain information on how they encourage their children to learn English, the importance that they give to English and the culture that it represents and what aspects of English linguistic programmes they consider positive/negative for their children.

## **2.4 Methodology**

As we have mentioned before, the research data for our study will be obtained from different questionnaires which have been administered to three different groups: secondary school students involved in an English linguistic programme; secondary school teachers who are also involved in the same English linguistic programme and parents' of secondary school students who take part in that English linguistic programme.

This methodology is based on the principles of anonymity and confidentiality, having obtained the school's permission to collect the necessary data for our study. The questionnaires that were administered to students, teachers and parents include both open and closed questions. Closed questions will allow us to acquire quantitative data. They consist of different items related to English and the linguistic programme answered on a five-point Likert Scale, from 1 (totally disagree) to 5 (totally agree). Open questions allowed participants to express their opinions on different aspects of linguistic programmes, which will be the qualitative data for our research.

The design of the questionnaires is mainly based on the *Attitude/Motivation Test Battery* designed Gardner (2004), although some items related to specific aspects of the English linguistic programme have been included.

## **3. Literature review**

### **3.1 Bilingual education**

The new Spanish law on Education (LOMCE, Organic Law 8/2013) and the education law of Castilla-La Mancha (Law 7/2010) emphasize the importance of improving and promoting the learning of foreign languages as a key element for students' personal and professional development. In addition to this, we have also mentioned several examples of autonomous communities which have been developing successful bilingual and plurilingual programmes in recent years. Considering the relevance given by education laws to bilingualism, we will attempt to find a definition for the concept of bilingualism and relate it to the particular context of linguistic programmes in Castilla-La Mancha.

Bilingualism is not an easy concept to be defined. An accurate and complete definition can be found in Richards and Schmidt's *Dictionary of Language Teaching and Applied Linguistics* (2010), as they describe a bilingual person as someone who is able to read, speak, understand the L2 and use both languages with a certain level of proficiency. It should be added here that a bilingual person also has to be able to write in the foreign language, so as to acquire the four skills included within the European Common Framework of Reference for Languages, which establishes the minimum requirements that a language student has to achieve according to his/her level.

According to Baker (2001) bilingual education can be classified into weak and strong forms. Weak and strong forms can be divided into different categories according to their educational context, educational and language aims. Within weak forms of bilingual education we can find submersion, submersion with withdrawal classes, segregationist, transitional, mainstream with foreign language teaching and separatist. Strong forms include immersion, maintenance, two way or dual language and bilingual education in majority languages.

As regards linguistic programmes in Castilla-La Mancha, the two languages used are two majority languages (Spanish and English/French/Italian or German), so they are considered as a strong form of education for bilingualism within Baker's classification. The societal and educational aims of bilingual education in majority languages are the maintenance of L1 language and culture, pluralism and enrichment, as it also fosters the learning of both languages and cultures. The aims in language outcome are bilingualism and biliteracy.

We can also delve into the main features of linguistic programmes in Castilla-La Mancha by comparing them with bilingual programmes in two autonomous communities which have been mentioned before as successful examples of the implementation of bilingual programmes in Spain: Madrid and Andalusia. These two autonomous communities, as well as Castilla-La Mancha, are monolingual communities where linguistic programmes are developed in Spanish and a foreign language. The information on the bilingual programme in Madrid has been taken from “*Los Programas de Educación Bilingüe en la Comunidad de Madrid. Un estudio comparado*” (2010) and “*Madrid, a Bilingual Community 2014-2015*” (2015). As regards the bilingual programme in Andalusia, the information has been obtained from “*Guía Informativa para Centros de Enseñanza Bilingüe (2ª edición)*” (2013).

Linguistic programmes in Castilla-La Mancha, as established by Order 16/06/2014, are projects developed by primary and secondary schools where one or several content subjects are taught through a foreign language. This decree establishes that the use of the second language as the only means of instruction during the whole lesson time is compulsory. However, the Instructions for the Development of Linguistic Programmes in Castilla-La Mancha during the 2015/2016 school year contemplate the use of L1 just to clarify concepts that may not be clear for students and they also state that students must learn the content subject vocabulary and basic notions in both languages, as recommended by recent methodologies and approaches for bilingual education, such as CLIL. The total amount of school time that must be taught through the additional language is not clearly specified.

Linguistic sections Spanish/ English in Madrid include five hours a week of English language lessons, as well as different specific content subjects (except maths) and also tutorial sessions taught through English. It is stated that between 30% and 50% of the educational curriculum must be taught through English. As regards Andalusia, the different content subjects that can be taught through English at each stage of secondary education are clearly specified and at least 30% of the educational curriculum must be taught through English.

The three autonomous communities divide their students into bilingual and non-bilingual groups in secondary education. In Castilla-La Mancha, students’ enrollment in linguistic programmes in secondary education depends on the decision made by the students’ families, regardless of their previous enrollment in linguistic programs in primary education. However, linguistic sections in Madrid and bilingual sections in Andalusia in secondary education are specially

recommended for students who come from primary schools with linguistic sections/ bilingual sections.

Students who finished their secondary studies within linguistic programmes in Castilla-La Mancha do not receive an official certificate regarding their linguistic competence, while bilingual students in Andalusia get a bilingual studies certificate. A process of external evaluation of linguistic sections in Madrid is carried out by foreign linguistic institutions in order to determine the linguistic competence of bilingual students. As regards secondary education, this evaluation process measures students' receptive and productive skills in English by means of compulsory tests for bilingual students in the 2<sup>nd</sup> and 4<sup>th</sup> years of secondary education.

Teachers who take part in linguistic programmes in the three autonomous regions must hold a B2, C1 or C2 certificate according to the linguistic levels established by the CEFR. As regards the recommended methodology teachers should use within the linguistic program, Content and Language Integrated Learning (CLIL) is mentioned by the three autonomous communities, though Andalusia provides a thorough insight into the main features of CLIL methodology so as to help teachers know how to apply this methodology in their lessons. Collaborative work of students in projects is recommended in order to develop their creativity, problem-solving abilities, communication skills and autonomy. Students must also work with authentic materials in meaningful contexts, so as to increase their motivation and develop skills that are useful for them in the real world. The importance of integrating language, content knowledge and culture is also highlighted. Order 16/06/2014 in Castilla-La Mancha includes a brief reference to CLIL, recommending teachers the use of this methodology. Madrid also mentions the importance of including CLIL methodology in teacher training programmes.

The three autonomous communities mention the linguistic programme coordinator as a key agent within linguistic programmes. The functions of this coordinator are also specified by the official documents in Castilla La-Mancha, Madrid and Andalusia. As regards teachers' coordination within linguistic programmes, Andalusia considers this aspect of paramount importance. It is stated that teachers need to have a high level of commitment to the linguistic programmes, as they are key agents as regards their successful implementation and development. It is essential that English language teachers and content subjects teachers work together in order to decide on how to integrate language and content in the different subjects,

how language teachers can teach the necessary linguistic structures to develop communicative skills which are necessary to acquire and express content.

Regarding teacher training and retraining, Instructions for the Development of Linguistic Programmes in Castilla-La Mancha during the 2015/2016 school year (*Instrucciones relativas al funcionamiento de los programas lingüísticos en lenguas extranjeras en centros plurilingües sostenidos con fondos públicos de Castilla-La Mancha para el curso 2015/2016*. Consejería de Educación, Cultura y Deportes de Castilla-La Mancha) mention that the educational authorities in Castilla-La Mancha will design training programmes for those teachers who take part in linguistic programmes, but the types of courses are not specified. Madrid offers training and retraining courses for teachers who take part in linguistic programmes. There are some training courses aimed at improving teachers' language skills which are carried out in Madrid by the British Council. Apart from these language courses, teacher training and retraining programmes in the UK, USA and Canada are also offered. These programmes consist on four-week courses dealing with culture, linguistic competence and CLIL methodology. Andalusia also offers CLIL training courses, as well as language training and retraining courses in Language Schools within Andalusia.

Language assistants are also considered important agents for successful linguistic programmes. The educational authorities in Madrid publish a guide for language assistants and also for bilingual schools so that they both know their functions within linguistic programmes (*Guía del auxiliar de conversación de la Comunidad de Madrid 2015-2016*, 2015). Andalusia and Castilla-La Mancha provide the link to the guide for language assistants and bilingual schools published by the Ministry of Education (*Guía del Auxiliar. Programa de Auxiliares de Conversación en España 2015/16*. Ministerio de Educación, Cultura y Deportes de España, 2015; *Guía del Tutor. Programa de Auxiliares de Conversación en España 2015/16*. Ministerio de Educación, Cultura y Deportes de España, 2015). In these guides, bilingual schools are recommended to send as much information as possible to the language assistant about the school, the city, their functions, etc., prior to his/her arrival. They also have to bear in mind that language assistant cannot be considered as teachers, so they cannot be left alone with students in the classroom and they are not responsible for preparing lessons. Their main function is helping teachers with language, lessons preparation and material creation, as well as helping students develop and improve their communicative and cultural skills.

The importance of the involvement of families in the students' bilingual education is only highlighted by Andalusia. We cannot find any references to families in the documents published by Madrid and Castilla-La Mancha. The information regarding families that can be found in *"Guía Informativa para Centros de Enseñanza Bilingüe (2ª edición)"* (2013) published in Andalusia refers to the importance of keeping parents informed about the characteristics of the bilingual programme, their children's progress in bilingual sections and the different activities that are developed within the programme. However, there is not a specific section devoted to explaining the main characteristics of bilingual programmes to families, so it is a task that must be done by schools. When parents first enroll their children in bilingual programmes, they usually raise concerns over the effects of the foreign language on their children's grades and on their knowledge of their mother tongue. We have found one example of a bilingualism guide for families. This guide is called *"Don't worry Mum and Dad... I will speak English"* (Wechem and Halbach, 2015) and it is published by the British Council School. It contains useful information about BEP (Bilingual Education Project) developed by the British Council and the Ministry of Education of Spain. We can find the answers to the main questions posed by parents regarding the effects of bilingualism on their children.

The evaluation of bilingual students is one of the most complicated aspects of linguistic programmes. If we analyse evaluation in the three autonomous communities, we can see that Castilla-La Mancha does not have specific evaluation and assessment guidelines for linguistic programmes. Madrid only refers to the external evaluation of the bilingual students' linguistic competence, as we have mentioned before. As regards Andalusia, some guidelines are offered by the educational authorities regarding evaluation and assessment of bilingual students. They recommend giving more importance to content over language in those content subjects which are taught through English, although linguistic competence must be evaluated and assessed too in terms of students' communicative skills and fluency. They also suggest different ways of evaluating language in content subjects tests.

Concerning materials and resources which can be used by teachers and students who are involved in bilingual programmes, Madrid and Andalusia have created virtual communities where all the information regarding bilingual programmes can be found. This information includes resources for teachers and students, materials created by teachers, etc. In Castilla-La Mancha, we cannot find a similar bank of resources and materials for teachers.

Finally, the official documents regarding bilingual education in the three autonomous communities also highlight the importance of international projects for bilingual schools. The Instructions for the Development of Linguistic Programmes in Castilla-La Mancha during the 2015/2016 school year mention that bilingual schools must take part in activities, international projects and exchanges which are aimed at fostering linguistic and cultural competences. However, we cannot find any specific projects or activities. “*Madrid, a Bilingual Community 2014-2015*” (2015) includes information about several international projects which are developed by bilingual schools in Madrid, such as Twin Schools, Comenius Programme, Global Classrooms, International Public Speaking Competition, IGGY (International Gateway Gifted Youth) and Global Cities. In Andalusia, the document “*Guía Informativa para Centros de Enseñanza Bilingüe (2ª edición)*” (2013) contains information about language courses for both teachers and students, Comenius Programme and also exchange programmes.

So far, we have dealt with the main characteristics of bilingual education and linguistic programmes in Castilla-La Mancha and we have also compared them to bilingual programmes in two different monolingual communities, Madrid and Andalusia. The next section of our research will be devoted to the study of different aspects to be considered regarding attitude and motivation in second language learning.

### **3.2 Attitude and motivation in L2 learning**

First of all, we should start by defining the concepts of *attitude* and *motivation*, a task that has been considered complex by many researchers. Gardner (1985) defines attitude as “an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent” (p.9). He also gives a definition of motivation, describing it as “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language” (Gardner, 1985, p. 10).

Considering both definitions, we can conclude that attitude and motivation are interrelated concepts and they are also key aspects that we should bear in mind in the second language teaching and learning process.

The importance of attitude and motivation in second language learning has been the object of many research studies (Ryan and Deci, 2000; Dörnyei, 2003; Gardner, 2004; MacIntyre, 2007). Gardner (1985) and Dörnyei (2003) consider that teaching and learning of a second language is different from any other school subject, as it not



only involves formal aspects such as grammar structures, vocabulary and sounds that students have to learn, but it also deals with social, cultural and behavioural aspects that are linked to the second language culture. These socio- psychological aspects can influence second language students making them feel more or less inclined to learn a foreign language.

Within this socio-psychological context, several aspects can be considered when distinguishing different aspects of motivation to learn a second language.

Firstly, we can consider the integrative factor as stated by Gardner (2001), who describes *integrativeness* as a positive attitude toward the second language group and the desire to interact with members of that community, as well as an understanding and respect for different cultural groups and ways of life. This is a difficult aspect in our case, as Spanish students are learning English as a second language in a context where this language is not used and they do not have many opportunities of coming in contact with English native speakers. In this case, Dörnyei (2003) points out that “the identification can be generalized to the cultural and intellectual values associated with the language, as well as to the actual L2 itself” (p.6). In this sense, as stated by Gardner (1985), students can have an utilitarian predisposition when learning a second language (because they think it can be useful for them in the future), an aesthetic predisposition (because they like the second language structures, words, pronunciation) and a tolerant predisposition (when they accept the second language, although this does not necessarily mean they have a positive attitude toward it).

Ryan and Deci (2000) propose a self-determination theory which is closely related to student autonomy. This aspect is particularly important in new methodologies and approaches applied to second language teaching and learning which consider the relevance of making students responsible for their own learning and allowing them to take part in and control the learning process inside and outside the school context. Self-determination is also closely linked to motivational intensity (Gardner 1985) which refers to the effort spent on learning the second language and the willingness to improve their knowledge of the second language.

The attribution theory was proposed by Weiner (1985). This theory introduces the concept of *causal attributions*, which link people’s past experiences with their future achievement efforts. These causal attributions represent the subjective reasons to which we attribute our past successes and failures and they can have a direct influence on motivation. It is a very common situation that language students feel

frustrated at some stage when they are learning a foreign language and they decide to give up, so it can be said that motivation plays a key role in second language learning.

As regards goal theories, Dörnyei (2003) states that *goals* or *orientations* are a core feature of second language learning motivation. Within the teaching learning process, goals need to be established so that learners are aware of the objectives they have to or want to achieve.

We should also consider neurobiological aspects of motivation stated by Schumann (1997) in his theory of *stimulus appraisal*, which occurs in the brain considering five main factors: novelty (the stimulus can be unexpected or familiar), pleasantness (the stimulus can be attractive/ unattractive), goal/need significance (we consider if the stimulus can satisfy our needs or help us achieve goals), coping potential (we consider if we can control the stimulus and its outcomes), and self- and social image (we consider if the stimulus is compatible with social norms and with our self-concept). All these elements are of paramount importance as they condition students' disposition to learn a second language. Moreover, they should be considered by teachers, as these elements can be controlled and modified by the use of appropriate strategies and methodologies aimed at enhancing the second language learning process.

Motivation can be also measured in terms of the students' willingness to communicate in the second language, as explained by MacIntyre (2007). This WTC model is affected by psychological and linguistic factors, such as linguistic self-confidence, interpersonal motivation, attitudes and environment. We consider that it is important to find out within our research if students involved in linguistic programmes have a higher degree of willingness to communicate in the second language.

Task motivation (Dörnyei, 2003) is another key element that affects the second language teaching and learning process. Gardner (1985) considers that skilled teachers using an interesting methodology can awake positive attitudes. Teachers must be aware of the importance of methodology and task design and these aspects are particularly important in linguistic programmes, as the activities must be designed in order to transmit subject content through a second language in such a way that both content and language appear attractive and motivating to our students. We consider that it is relevant for our research to ask teachers involved in linguistic programmes their opinion about the methodology and the tasks they use

and also about the existence and suitability of teacher training programmes on new teaching approaches such as CLIL.

We have already mentioned teachers as external agents that can influence students' attitudes and motivation toward learning a second language, but we should also consider the role of parents on second language learning. Gardner (1985) points out that students' socio-cultural environment has a clear influence on their attitudes and motivation toward the second language. Within this context, parents can have a passive role when they express their attitudes toward the second language and the second language community and also an active role when they encourage their children to learn the second language, monitor their progress and reinforce their successes (Gardner, 1985).

In this chapter we have examined the importance of attitude and motivation toward second language learning from different points of view according to the theories presented by several authors. The next part of this paper will deal with specific studies concerning attitudes toward bilingualism.

### **3.3 Attitudes toward bilingualism**

In this section, we will review previous research on students, teachers and parents' attitudes toward bilingualism. Gardner (1985) developed the *Attitude/Motivation Test Battery* in order to test the attitudes of English-speaking students toward the learning of French as a second language. The different items in this test have been adapted to evaluate the learning of other second languages apart from French, such as the learning of Spanish as a second language in the United States. *The Attitude/Motivation Test* is divided into eight sub-tests based on a Likert scale and participants choose among seven alternatives according to their personal feelings and opinions (from strongly disagree to strongly agree with the given statement). These eight sub-tests include topics such as attitudes toward the L2 community, interest in foreign languages, attitudes toward a specific L2, integrative orientation, parental encouragement, instrumental orientation, L2 class anxiety, motivational intensity and L2 teacher evaluation.

Cazabon, Lambert and Hall (1993) evaluated the *Amigos* programme, a two-bilingual programme developed in Cambridge, Massachusetts which combines bilingual education for limited-English-Proficient students and language immersion for native English speakers. Students were given tests to assess their linguistic competence and they were also asked to answer a questionnaire about their perceptions of the programme. According to the results of these tests and

questionnaires, the programme has had positive results, as students showed their satisfaction with the programme from an academic and social point of view. Parents were also satisfied with the programme and clearly encouraged their children to continue this two-bilingual approach.

Craig (1996) examined the attitudes toward bilingualism of Anglo and Latino parents in America who enrolled their children in a Spanish-English two-way immersion programme. The study revealed that parents considered that two-way immersion programmes were needed in order to be able to live in a multicultural society and also to achieve cultural enrichment and educational excellence.

Fernández, Pena, García & Halbach (2004) researched teachers' attitudes toward bilingual programmes in Madrid. The conclusions of this study were that teachers were positively motivated toward bilingual programmes, as they felt they improved the quality of language teaching; however they claimed that they needed specific training and tools to achieve a successful implementation and development of the bilingual project.

Ramos (2007) explored the opinions of a group of students enrolled in an Andalusian bilingual programme. The results showed that students had positive opinions on bilingualism and the bilingual programme; however, they had negative attitudes regarding the intellectual and cognitive benefits of learning foreign languages.

Lasagabaster and Sierra (2009) analysed the effect of CLIL (Content and Language Integrated Learning) on secondary students' attitudes toward English as a foreign language and Basque and Spanish in the Basque Country. They found out that CLIL programmes foster positive attitudes toward language learning, as students are more exposed to the language and they can use the language in meaningful contexts and authentic situations. CLIL contributes to raise students' interest toward the foreign language, something that the methodology used in Foreign Language lessons fails to do, as they focus on language itself and students use language in artificial situations. Besides, the authors also tried to find out whether students' social background can determine their attitudes toward languages. However, this hypothesis was not borne out, as nowadays all families in Spain, regardless of their social background, consider learning English as an essential aspect of their children's education that can provide them with future employment and promotion possibilities.

Galvis (2010) carried out a research to study the attitude of high school students in California toward English-Spanish bilingual programmes. One of the purposes of

this study was to determine how attitudes toward bilingualism were affected by social and demographic variables. The results showed that, in general, students had a positive attitude toward bilingualism, although the English speaking majority showed a less positive attitude than the Spanish speaking minority, due to the socio-economic differences between these two groups.

Ordóñez (2011) analysed students and teachers' opinions on Spanish/English bilingual programmes in Colombia. The study revealed that teachers felt that the bilingual programme had helped them to improve the design, quality and implementation of the communicative competence in their lessons. They had changed their conceptions of language teaching and learning and their role as teachers. As a result of these changes, there had been an improvement of the language learning environment in the school and also of the students' skills in Spanish and English, as well as their learning process.

Gerena and Verdugo (2014) analysed bilingual teaching and learning in Madrid by indentifying the attitudes of teachers, students and language assistants toward bilingualism and the bilingual programme. The participants' general opinion was that the bilingual programme improved the students' communicative and social abilities and it has also encouraged teachers to look for different methodologies which allow the students to become more active in the learning process and to use their cognitive and social skills. Teachers expressed their concern on the lack of time to plan and coordinate their work with teachers and language assistants involved in the bilingual programme.

If we analyse the results obtained by these studies, we can conclude that those studies which deal with students' attitudes toward bilingual education (Cazabon, Lambert and Hall, 1993; Ramos, 2007; Galvís, 2010; Ordóñez, 2011; Gerena and Verdugo, 2014) show that students have positive attitudes toward bilingual programmes, as they consider bilingual education contributes to their cultural and social enrichment and to their educational excellence as well.

Concerning those studies which deal with parents' attitudes toward bilingual education (Cazabon, Lambert and Hall, 1993; Craig, 1996), we can see that parents also express positive opinions about bilingual education, as they think it prepares students to live in a multicultural society and it also improves the quality of education.

As regards studies dealing with teachers' attitudes toward bilingual education (Fernández, Pena, García and Halbach, 2004; Ordóñez, 2011; Gerena and Verdugo,

2014), they show that teachers also have a positive attitude toward bilingual education, as they consider it improves students' linguistic competences and the quality of teaching as well. However, they also think that they need specific training and tools which allow them to achieve a successful implementation and development of the bilingual project. They also consider that they need more time to plan and coordinate their work.

As we have seen, the studies which have been included in this section deal with students, teachers and parents' attitudes toward bilingual education, but none of them includes the three groups within their research. In our study, we would like to include students, teachers and parents of a specific school and compare their opinions to different aspects regarding their attitude toward English as a second language and toward the linguistic programme they are involved in.

The next section of our research will be devoted to analysing students, teachers and parents' attitudes toward English as a second language and toward the linguistic programme developed at a secondary school in Castilla-La Mancha.

## **4. Results and analysis**

As we have mentioned before, the main aim of this study is to find information about students, teachers and parents' attitudes toward bilingualism in Castilla-La Mancha. The main objectives of linguistic programmes are to improve students' linguistic competence and attitudes toward learning foreign languages. Therefore, the surveys that will be administered to secondary school students who are involved in a Spanish/English linguistic programme as well as to their teachers and parents will include questions to know if these students are really interested in learning English and if they think that their level of English has improved as a result of being enrolled in the linguistic programme. Also, we will try to measure students' attitudes toward the use of English in content subjects and toward the foreign culture that the language represents.

Bilingual programmes require the use of specific methodology, teacher training and materials. For this reason, the surveys that will be administered to teachers will also contain questions related to the methodology that teachers use in content subjects taught in English, their opinion on teacher training programmes and materials related to bilingualism.

Parental encouragement is considered an essential element within bilingual education. Therefore, the surveys that will be administered to parents will include questions designed to obtain information on how they encourage their children to learn English and the importance that they give to English and the culture that it represents.

#### **4.1 Instruments**

Three different questionnaires were designed and administered to students, teachers and parents, including a combination of both closed and open questions in order to obtain quantitative and qualitative data.

The questionnaires that were administered to students attempted to find their opinions on the following topics by means of closed questions based on a Likert scale, from 1 (totally disagree) to 5 (totally agree): attitudes toward English, attitudes toward the linguistic programme, instrumental orientation, parental encouragement, multiculturalism and integrative orientation. The last part of the questionnaire included three open questions which allowed students to express their opinions about task motivation and the positive/ negative aspects of the linguistic programme. Qualitative data were also obtained by directly asking students questions related to their attitude toward English outside the school context and their strategies to learn and study English outside the school. These questions were asked to students during two different tutorial sessions.

The questionnaires that were designed for teachers included closed questions based on a Likert Scale, from 1 (totally disagree) to 5 (totally agree) regarding these topics: attitudes toward the linguistic programme, differences between methodology used for teaching a content subject through English or through Spanish, availability of teacher training programmes on bilingual education, importance of parental encouragement within the linguistic programme, students' attitudes toward English in content subjects, availability of materials for teaching a content subject through English. The questionnaire also included three open questions that allowed teachers to express their opinions about task motivation and the positive/ negative effects of the linguistic programme on students.

Finally, parents were also administered a questionnaire containing closed questions based on a Likert Scale, from 1 (totally disagree) to 5 (totally agree) regarding the following topics: the importance of encouraging children to study English, the

importance of studying English and the influence of the linguistic programme on students' attitudes toward English, their grades and their knowledge of the English language. The final part of the parents' questionnaire included three open questions which allowed participants to express their opinions on the positive/ negative effects of the linguistic programme on their children.

As regards data analysis, quantitative data (the closed items in the questionnaire) will be analysed in terms of frequencies of response. Open questions were designed in order to collect qualitative data which will be analysed by reducing and classifying the results.

## **4.2 Participants**

A secondary education school located in the south of Castilla-La Mancha has taken part in this study. This school implemented the English linguistic programme in 2007, with the approval of the majority of the teachers, which was necessary in order to carry out the bilingual programme in the school.

Students' questionnaires were delivered to 11 students who were in the 3<sup>rd</sup> year of secondary education and 21 students who were in the 4<sup>th</sup> year of secondary education. Both groups of students had been enrolled in the English linguistic programme since they started their secondary education studies, some of them even since primary school. Those students who were in the 3<sup>rd</sup> year of secondary education were provided with four hours of English language as a separate group from non-bilingual students, as well as technology, maths and biology and geology lessons in English. Students who were in the 4<sup>th</sup> year of education were provided with four hours of English language as a separate group from non-bilingual students, as well as information technology, physics and chemistry lessons in English. We considered more relevant to administer the questionnaires to 3<sup>rd</sup> and 4<sup>th</sup> year students rather than to those students who were in the 1<sup>st</sup> and 2<sup>nd</sup> year, as the former had been enrolled in the linguistic programme for three and four years and they could express more informed opinions on different aspects of the linguistic programme.

As regards families, questionnaires were administered to parents whose children were in 3<sup>rd</sup> and 4<sup>th</sup> years of secondary education, that is to say, the same students who were delivered the students' questionnaires. 25 mothers/fathers gave their



opinions about different aspects of the linguistic programmes and about the English language as well.

Teachers' questionnaires were delivered to six content subject teachers who took part in the school's English linguistic programme. The subjects these teachers taught within the linguistic programme were maths, technology, information technology, physics and chemistry and biology and geology. The questions included in the teachers' questionnaires dealt with different aspects of the linguistic programme, such as methodology, tasks, students' motivation, teacher training, etc.

## 4.3 Analysis of students' questionnaires results

### 4.3.1 Quantitative findings

#### 4.3.1.1 Attitudes toward English

The first table shows six different items which were designed to measure students' attitudes toward English.

Questions 1, 5 and 12 deal with students' motivation to study English inside and outside the school context.

Question 12 measures students' desire to continue studying English after their secondary education studies or not.

Question 11 is related to students' level of anxiety when they have to speak English.

As cultural competence and intercultural understanding are key elements of linguistic programmes, questions 13 and 14 were included so as to measure students' integrative orientation toward English, that is to say, students' social and cultural purposes for learning English.

Finally, question 16 deals with students' instrumental orientation toward English and it examines their utilitarian reasons for learning English, in this case getting a job in the future.

**Table 1.** Frequencies of response in students on attitudes toward English.

<b>Frequencies of response in students</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I like studying English.	0%	0%	21%	38%	41%

5. I use English outside the school (Tv series, films, books, social networks)	0%	16%	16%	31%	37%
11. When I speak English, I get nervous.	0%	25%	28%	25%	22%
12. When I finish my secondary school studies, I would like to continue studying English.	0%	0%	25%	44%	31%
13. I like learning English because it allows me to communicate with people from other countries.	0%	0%	28%	44%	28%
14. I am interested in learning about the culture of English-speaking countries.	0%	12%	41%	47%	0%
16. Studying English will help me get a job in the future.	0%	0%	21%	38%	41%

As regards question 1, we can see that most of the students show a great interest in learning English, so they have a positive attitude toward the language. This is a very important aspect, due to the fact that content subjects are taught through English in the linguistic programme, so it is essential that students show a positive attitude toward the language, otherwise it could have negative effects on their performance in the content subjects where English is used.

Question 5 was focused on students' motivation toward the use of English outside the school context. They were given different situations where English can be used outside the school in their free time, for example, reading books or magazines in English, watching TV series or films in English or using English in social networks. If we analyse students' answers to these questions, we can see that most of the students state that they use English outside the school context, while 32% of the students (those who chose options 2 or 3, disagree and neither agree nor disagree) do not show a high level of interest toward the use of English in their free time. The use of English in their free time can help students to improve their English skills. Reading books or magazines allows them to improve their lexical and grammatical competences in English, as it increases their exposure to lexical terms and also to grammatical structures. Watching TV or films in English will help them improve their listening skills and also learning words and expressions in English.

75% of students (those who chose options 4 and 5, agree and strongly agree) state that they would like to continue studying English after finishing their secondary school studies. Although English will be a compulsory subject for them in their upper- secondary studies or vocational education studies, these answers clearly show a positive attitude toward the language.

Students' answers to question 11 show different opinions on their level of anxiety when they speak English. 53% of students (those who chose options 2 and 3,

disagree and neither agree nor disagree) state that they do not get nervous when they speak English. These students have been enrolled in the linguistic programme for three or four years (some of them even since primary school), so they are used to communicating in English in speaking activities. However, 47% (options 4 and 5, agree and strongly agree) state that they have a high level of anxiety when they speak English. Even though they have been studying English for a long time, they feel nervous and insecure when they speak English.

As for integrative orientation, students' answers to question 13 show that 72% of students (those who chose options 4 and 5, agree and strongly agree) like English because it allows them to communicate with people from other countries. As we will see in the open questions, the students would like to take part in exchanges with students from other countries and they also like the speaking activities that they do with the English language assistant.

Multicultural orientation was measured by question 14. Students' answers show that none of them chose option 5 (strongly agree), 47% of students agreed with the importance of culture and 53% (options 2 and 3, disagree and neither agree nor disagree) do not consider culture as an essential aspect of the English language.

Concerning instrumental orientation, we can see that 79% of the students chose options 4 and 5 (agree and totally agree). The majority of the students know that English is needed for any job, as they are aware of the fact that many young people get jobs in foreign countries and English is the main foreign language for communication and professional purposes.

#### **4.3.1.2 Attitudes toward the linguistic programme**

Table 2 shows students' attitudes toward different aspects of the linguistic programme.

Questions 2, 3 and 4 deal with students' attitudes toward the content subjects which are taught through English and their opinions on the usefulness and difficulty of the contents they learn in these subjects.

Questions 6 and 17 are related to students' desire to have more languages and content subjects included in the linguistic programme.

One of the most important concerns of students, teachers and parents regarding linguistic programmes is that the students' level of attainment in content subjects

can be negatively affected by the use of English as a language of instruction, so question 9 is related to this aspect.

Improving students' language proficiency is one of the main aims of linguistic programmes, so question 10 was designed to find out if students feel that their level of English has improved thanks to the linguistic programme.

Finally, question 15 measures students' opinions about the possible advantages that the linguistic programme offers them when compared to students who are not enrolled in the bilingual programme.

**Table 2.** Frequencies of response in students on attitudes toward the linguistic programme.

<b>Frequencies of response in students</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. I like learning content subjects in English.	0%	0%	28%	44%	28%
3. The contents that I learn in the different subjects in English will be useful for me in the future.	0%	0%	21%	44%	35%
4. I think that learning content of different subjects in English is difficult.	9%	28%	25%	38%	0%
6. I would like that more subjects could be included in the linguistic programme.	0%	0%	41%	41%	18%
9. The use of English in some content subjects has not affected my grades in content subjects.	0%	13%	25%	44%	18%
10. I think that my level of English has improved thanks to the linguistic programme.	0%	0%	44%	25%	31%
15. Students who are enrolled in the linguistic programme have advantages over students who only study in Spanish.	0%	0%	32%	47%	21%
17. I would like that more languages could be included in the linguistic programme.	10%	0%	25%	44%	21%

If we analyse students' answers to questions 2 and 3 we can see that 72% of students like learning content subjects in English (question 2, options 4 and 5, agree and strongly agree) and 79% think that the contents that they learn in the different content subjects will be useful for them in the future (question 3, options 4 and 5, agree and strongly agree). These answers show that the majority of students have a positive attitude towards the linguistic programme and also to the content subjects

that are taught through English (biology and geology, physics and chemistry, maths, technology and IT).

However, when they were asked about the difficulty of learning content subjects in English (question 4), we find more diverse answers. 37% of students think that it is not difficult to learn content subjects in English (option 1, strongly disagree; option 2, disagree), maybe because they have been studying the same content subjects in English for three/four years and they have sufficient knowledge and skills to deal with the contents and the foreign language. 25% of students do not have a clear opinion on this important aspect of the linguistic programme (option 3, neither agree nor disagree), and 38% of them consider that the contents which they learn in English are difficult (option 4, agree). Bilingual students usually get good marks in the content subjects which are taught through English. The reason why they consider the contents difficult to learn may not be the use of English as a means of instruction, but the complexity of the contents in a particular subject.

As we said before, one of the main concerns of students who are enrolled in linguistic programmes (and of their parents, too), is that the use of English as a means of instruction in content subjects can have a negative effect on their grades. If we analyse students' answers to question 9, 62% of students think that the use of English in content subjects has not negatively affected their grades (option 5, strongly agree; option 4, agree), while a low percentage of students (13%) considers that the use of English has had a negative effect on their grades (option 2, disagree).

Students were also asked whether their level of English has improved thanks to the linguistic programme (question 10). 56% of students think that they have improved their linguistic competences in English (options 4 and 5, agree and strongly disagree), while 44% of students do not seem to have a clear opinion on that issue (option 3, neither agree nor disagree). However, when we compare the grades that bilingual and non-bilingual students get in the English language subject, bilingual students' grades tend to be better, as they receive more exposure to the foreign language and they also show a more positive attitude toward it.

Finally questions 6 and 17, measure students' desire to learn more content subjects in English or to learn other foreign languages apart from English within the linguistic programme. 59% of students would like to learn more content subjects in English (options 4 and 5, agree and strongly agree), whereas 41% of students have not considered this aspect (option 3, neither agree nor disagree).

As regards their desire to learn more foreign languages, 10% of students clearly show their lack of interest (option 1, strongly disagree) and 65% of them would like to learn different foreign languages within the linguistic programme (options 4 and 5, agree and strongly agree). Apart from English, bilingual students have French lessons two hours a week and, as it was established by the school, it is compulsory for them to study this subject if they want to continue in the linguistic programme.

#### 4.3.1.3 Parental encouragement

**Table 3.** Frequencies of response in students on parental encouragement.

Table 3 shows students' opinions about the importance that their parents give to learning English (question 7) and question 8 measures the level of encouragement to learn English that the students receive from their parents

<b>Frequencies of response in students</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
7. My family thinks that learning English is important.	0%	0%	0%	56%	44%
8. My family encourages me to study English.	0%	0%	0%	56%	44%

Parents are external agents who play an essential role in encouraging their children to learn English and transmit positive attitudes and opinions toward the foreign language and the culture which it represents. Questions 7 and 8 were designed to measure the students' opinions on this important aspect. Their answers to both questions clearly show that their families consider that learning English is important (question 7), as 56% of students chose option 4 (agree) and 44% of students chose option 5 (strongly agree). The percentages were exactly the same for question 8 and the results show the high level of parental encouragement the students receive to study English.

#### 4.3.2 Qualitative findings

Qualitative data were obtained by analysing students' answers to the three open questions which were included in the questionnaire and also by means of some questions regarding their use of English that were directly asked to students during two different tutorial lessons.

In the first question, students were asked in which tasks of the ones which they perform in the different subjects they feel more comfortable with when it comes to using English during lessons.

It is interesting to note that most of the students (89%) prefer tasks which require the use of productive skills (most of them mentioned the speaking skill and a low percentage mentioned writing), while 10% choose tasks which require the use of receptive skills (all of them mentioned listening activities, but the reading skill was not mentioned). Only 1% of students wrote the names of specific subjects where they feel more confident when using English. These subjects are physics and chemistry and English.

As regards the speaking skill, the majority of students (75%) prefer tasks such as oral presentations, games, dialogues and project presentations. Those students who chose tasks which involve the use of the writing skill (14%) prefer projects or activities which do not require the use of the speaking skill, as they do not feel confident when they have to speak English. 11% of students chose tasks which require the use of the listening skill and they mention that they feel very confident with English when they are able to understand the lyrics of songs and also to understand their teachers when they speak English.

In the second question, students were to describe the positive aspects of the linguistic programme. 12% of students stated that the linguistic programme has helped them to know a different culture. 20% of them wrote that they can communicate with more people. The improvement of their level of English was mentioned by 31% of students and 22% of them think that the linguistic programme increases their future employment possibilities. Finally, 15% of students pointed out that the linguistic programme has allowed them to learn different content subjects in English and their level of vocabulary has also improved for that reason.

The third open question included in the questionnaire dealt with the negative aspects of the linguistic programme from the students' point of view. 50% of students did not provide an answer for this question and 20% wrote that they cannot find any negative aspect. 15% of them answered that studying contents of different subjects in English can be more difficult and another 15% of students mentioned that when they study content subjects in English, it takes them more time to assimilate the concepts.

The questions that were asked to students during two different tutorial sessions attempted to find out how they use English outside the school context, how they think that they can improve their English skills outside the school and what strategies they use to study English and the contents of the different subjects in English at home.

As regards their use of English outside the school context to improve their English skills and to enjoy themselves, most students said that they usually watch TV series or films in English with Spanish subtitles and use the internet to watch videos in English, listen to songs in English and read the lyrics at the same time, use websites recommended by their teachers to practise different skills. They also pointed out that they use different apps in their smartphones which allow them to practise English by playing games. Some of them also mentioned that they play video games and all the dialogues are in English, so they practise their listening skills while playing these videogames. Both 3<sup>rd</sup> year and 4<sup>th</sup> year students take part in an eTwinning program and they communicate with students from different countries by using the eTwinning platform, social networks and sometimes Skype. Only a reduced number of students said that they read books in English as a pastime in their free time, not as homework.

Finally, they commented on some of the strategies they use to study English and the contents of the different subjects in English at home. Most of the students said that they usually study by revising and repeating the activities which they have done in the different lessons. They also rehearse their oral presentations at home by recording themselves and listening to the recordings to check their pronunciation, possible mistakes, etc.

## **4.4 Analysis of teachers' questionnaires results**

### **4.4.1 Quantitative findings**

#### **4.4.1.1 Students' attitudes toward English**

Table 4 contains three different items regarding teachers' opinions on students' attitudes toward English.

Teachers were asked whether students show a positive attitude toward the use of English in content subjects (question 7) and also about the level of anxiety students show when they have to speak English during their lessons (question 8).

They were also asked about the difficulty in motivating students to learn content subjects when English is used as the language for instruction (question 6).



**Table 4.** Frequencies of response in teachers on students' attitudes toward English.

<b>Frequencies of response in teachers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
6. It is difficult to motivate students to learn content subjects in English.	33%	67%	0%	0%	0%
7. Students show positive attitudes toward the use of English during lessons.	0%	33%	17%	0%	50%
8. Students feel insecure when they have to speak English during the lessons.	0%	33%	17%	50%	0%

As can be seen in teachers' answers to question 6, most of them do not think that it is difficult to motivate students to learn content subjects in English (33% of them chose option 1, strongly disagree; 67% chose option 2, disagree).

However, when they were asked about students' attitudes toward the use of English during their lessons (question 7), we find more diverse answers. 33% of teachers think that students do not show a positive attitude toward English in their lessons (option 2, disagree), 17% of them neither agree nor disagree and 50% state that students show a positive attitude toward English in their content subjects (option 5, strongly agree).

As regards teachers' answers to question 8, we can see that they have different opinions about the level of anxiety that students show when they have to speak English during their lessons. 50% of teachers think that students feel insecure (option 4, agree), 17% of them neither agree nor disagree and 33% of them disagree (option 2).

#### **4.4.1.2 Attitudes toward the linguistic programme**

Table 5 contains two items related to teachers' opinions about the linguistic programme.

Teachers were asked whether the linguistic programme improves the quality of the education that students receive (question 1).

They were also asked about the contribution of the linguistic programme to the improvement of students' level of English (question 2).

**Table 5.** Frequencies of response in teachers on attitudes toward the linguistic programme.

<b>Frequencies of response in teachers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The linguistic programme improves the quality of the education given to students.	0%	0%	0%	0%	100%
2. The linguistic programme improves the students' level of English.	0%	0%	0%	33%	67%

The answer given by teachers to question 1 clearly shows that they all strongly agree with the fact that the linguistic programme improves the quality of the education that students receive. These teachers work with bilingual students every day and they know about the progress they make in all the subjects, their good grades and also their good level of English, as can be seen in question 2. 67% of teachers strongly agree and 33% of them agree with the fact that the linguistic programme improves the students' level of English.

#### **4.4.1.3 Parental encouragement**

Table 6 shows teachers' opinions on the importance of the involvement of parents in the linguistic programme.

**Table 6.** Frequencies of response in teachers on parental encouragement.

<b>Frequencies of response in teachers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5. The involvement of parents in the linguistic programme is important.	0%	0%	17%	50%	33%

As we can see, most of the teachers consider that it is important that parents get involved in the linguistic programme (50% of them chose option 4, agree; 33% chose option 5, strongly agree), while 17% of them neither agree nor disagree.

#### **4.4.1.4 Methodology**

The use of English as a means of instruction in content subjects can have an effect on the methodology used by teachers, when compared to the methodology used in the same content subjects taught in Spanish. Table 7 shows teachers' opinions on that important factor.

**Table 7.** Frequencies of response in teachers on methodology.

<b>Frequencies of response in teachers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3. Teaching a content subject through English involves changing the methodology used when compared to teaching a content subject through Spanish.	0%	17%	50%	33%	0%

We can see that the answers to question 3 are diverse: 17% of teachers do not think that there is a change in the methodology used when teaching content subjects through English, while 33% consider that the methodology used changes when compared to teaching content subjects in Spanish. 50% of teachers do not have a clear opinion about the change in methodology (option 3, neither agree nor disagree).

#### **4.4.1.5 Teacher training**

Table 8 includes question 4, which is related to the adequacy of teacher training courses for teachers who take part in linguistic programmes. These training or retraining courses usually deal with CLIL methodology, English language, design of teaching materials, etc., and they are usually developed through an online platform which is run by the national or regional educational authorities.

**Table 8.** Frequencies of response in teachers on teacher training.

<b>Frequencies of response in teachers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4. There are adequate training courses for teachers who take part in linguistic programmes.	0%	67%	17%	16%	0%

If we analyse teachers' answers to question 4, most of them consider that there is a lack of adequate training courses for teachers who take part in linguistic programmes (option 2, disagree), while 16% of them think that the availability of training courses is adequate for them (option 4, agree).

#### **4.4.1.6 Materials**

Table 9 shows teachers' opinions on the availability of adequate materials for teaching content subjects through English, as this is one of the main concerns of teachers who take part in linguistic programmes.

**Table 9.** Frequencies of response in teachers on materials.

<b>Frequencies of response in teachers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9. There are adequate materials for teaching content subjects through English.	0%	67%	0%	0%	33%

As we can see, teachers express quite differing opinions about this topic. 67% of them consider that there is a lack of adequate materials for teaching content subjects through English, while 33% the existing materials are adequate for their content subjects.

#### **4.4.2 Qualitative findings**

The teachers' questionnaire included three open questions regarding tasks that motivate students to communicate in English during their lessons and also positive and negative aspects of the linguistic programme from the teachers' point of view.

As regards the tasks that best motivate students to communicate in English during the lessons, 50% of teachers mention the activities that students perform with the English language assistant. 20% of them think that watching videos in English can motivate students to use English. Finally 10% of teachers mention hands-on activities and tasks, 10% of them mentioned the use of ICT and another 10% refer to oral presentations of the students' projects.

The second question dealt with the positive effects of the linguistic programme on students. 35% of teachers wrote that the fact that students learn content subjects in Spanish and English contributes to widen their knowledge of a particular subject. The improvement of the students' level of English is mentioned as a positive aspect of the linguistic programme by 35% of teachers. 10% of teachers stated that students can practise English in a more meaningful and natural way while they learn contents of different subjects at the same time. Finally, the fact that students are more exposed to English and this can help them get used to the language is also mentioned as a positive aspect by 10% of teachers.

The third question was designed to ask teachers about the negative effects of the linguistic programme on students. 35% of teachers consider that one of the more negative aspects of the linguistic programme is that they do not spend enough time with the language assistant. They need more time with the language assistant in order to prepare their lessons and to perform activities with the students. Some teachers (35%) consider that students have to pay more attention during lessons and

study more, but they also point out that this is not something negative, as the effort is worth making. 10% of teachers consider that linguistic programmes should include all the students in the secondary schools, avoiding the distinction between bilingual and non-bilingual groups. Bilingualism should start in primary education and continue in secondary education, as it is a very enriching experience for students. 5% of teachers state that the use of English in content subjects can be a drawback for some students, but this only happens in some unusual cases. Finally, 5% of teachers consider that the evaluation and assessment criteria regarding the use of English in content subjects vary depending on the subject, and this can be confusing for students and for parents too.

## 4.5 Analysis of parents' questionnaires results

### 4.5.1 Quantitative findings

#### 4.5.1.1 Attitudes toward English

Table 10 includes 5 different items which were designed to measure parents' attitudes toward English.

Questions 1, 2 and 7 measure the importance that parents give to studying English, to the use of English outside the school context and also to the study of English after finishing compulsory education.

Question 6 deals with instrumental orientation, that is to say, the utilitarian reasons for learning English, in this case getting a job in the future.

Question 9 is related to integrative or multicultural orientation, as parents were asked about the importance of leaning the culture of English-speaking countries.

**Table 10.** Frequencies of response in parents on attitudes toward English.

<b>Frequencies of response in parents</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I encourage my son/daughter to use English during his/her free time.	0%	0%	40%	36%	24%
2. Studying English is important.	0%	0%	0%	0%	100%

6. Learning English will help my son/daughter get a job in the future.	0%	0%	0%	0%	100%
7. It is important that my son/daughter continues studying English when he/she finishes secondary education.	0%	0%	0%	40%	60%
9. It is important that my son/daughter learns about the culture of English-speaking countries.	0%	0%	36%	44%	20%

Parents are key agents in linguistic programmes, as they make the decision of enrolling their children in the linguistic programme when students start secondary school studies. One of the reasons why these parents made this decision is the great importance that they give to the study of English, as their answers to question 2 clearly show (100% of parents chose option 5, strongly agree,).

Also, they consider that it is important that their children continue studying English after they finish their secondary education studies (40% of them agree and 60% strongly agree in question 7). Though it is true that English is a compulsory subject both in upper secondary education and in the majority of vocational education courses, it is still essential that parents keep on encouraging their children to study English.

However, we find more diverse answers to question 1, which was designed to find out whether parents encourage their children to use English in their free time. 40% of parents chose option 3 (neither agree nor disagree) and 60% chose options 4 and 5 (agree and strongly agree). Those parents who have not considered the use of English in their children's free time as an important factor, may lack the tools for encouraging students use English outside the school context.

As regards integrative and multicultural orientation (question 9), 62% of parents think that culture is a relevant aspect of language learning (those who chose options 4 and 5, agree and strongly agree), while 36% of parents chose option 3 (neither agree nor disagree) as an answer.

Finally, concerning instrumental orientation, all the parents that were surveyed chose option 5 as an answer to question 6, as they are conscious of the great importance of English as the language that can help their children find a job in the future.

#### 4.5.1.2 Attitudes toward the linguistic programme

Table 11 shows parents' attitude toward five specific aspects related to the linguistic programme. They were asked whether the linguistic programme has increased their children's level of English, positive attitude and motivation toward English (questions 3, 5 and 10).

Question 4 was designed to find out if the fact that English could negatively affect students' grades was one of their concerns when they decided to enroll their children in the linguistic programme.

Finally, parents were also asked whether students enrolled in the linguistic programme have advantages over those students who study only in Spanish (question 8).

**Table 11.** Frequencies of response in parents on attitudes toward the linguistic programme.

Frequencies of response in parents	1	2	3	4	5
3. My son's/daughter's level of English has improved thanks to the linguistic programme.	0%	0%	0%	48%	52%
4. When my son/daughter enrolled in the linguistic programme, I was worried about the fact that the use of English could negatively affect his/her grades.	0%	8%	16%	44%	32%
5. The linguistic programme motivates students to learn English.	0%	0%	12%	52%	36%
8. Students enrolled in the linguistic programme have advantages over students who study content subjects only in Spanish.	0%	0%	20%	44%	36%
10. My son's/daughter's attitude toward English has improved thanks to the linguistic programme.	0%	0%	12%	52%	36%

If we analyse parents' answers to question 3, we can see that the general opinion is that the linguistic programme has contributed to improve their children's level of English, as 48% of parents chose option 4 (agree) and 52% chose option 5 (strongly agree).

Parents' answers to question 5 and 10 show that most of them also consider that their children's attitude and motivation toward English have improved thanks to the linguistic programme (in both questions 52% agree, option 4, and 36% strongly agree, option 5).

The majority of parents also think that their children have advantages over those students who study content subjects only in Spanish, as 80% of them chose option 4 (agree) and option 5 (strongly agree).

Finally, parents' answers to question 4 clearly confirm that they were worried about the negative effect that the use of English in some content subjects could have on their children's grades: 76% chose options 4 and 5 (agree and strongly agree), while only 8% chose option three (disagree) and 12% neither agree nor disagree.

#### **4.5.2 Qualitative findings**

The questionnaire which was administered to parents included two open questions which attempted to find out parents' opinions on the positive and negative effects that the linguistic programme has had/ is having on their children.

As regards the positive aspects, 36% of parents consider that the positive aspect of the linguistic programme is that their children can learn a foreign language. 32% of parents consider that the positive aspect is that learning English can help their children get a job in the future. Learning concepts of different content subjects in English is mentioned as a positive aspect by 12% of parents and the same percentage states that being able to communicate with people from different countries in English is very positive for their children. Finally, 4% of parents think that the linguistic programme enables their children to learn English in a more natural way and also to improve their fluency in the foreign language.

Parents were also asked about the negative effects of the linguistic programme on their children. 32% of parents consider that their children grades in some content subjects are lower due to the use of English in those content subjects. However, some of them point out that grades are not the most important thing for them, as long as their children do not fail these subjects. Some parents (28%) think that learning content subjects in two different languages is more difficult than learning content subjects only in Spanish. 20% of parents consider that specific contents can be difficult to learn in English and another 20% mention that there should be more language assistants in linguistic programmes.

## **5. Discussion**

This section of our study will be devoted to the examination of the results obtained in the students, teachers and parents' questionnaires. We will compare the answers of the three different groups which have taken part in the study considering the two



main topics contained in the questionnaires: attitudes toward English and attitudes toward the linguistic programme.

## **5.1 Attitudes toward English**

As the results of students' questionnaires show, students like studying English. This positive attitude is a key element for the successful development of the teaching learning process within the linguistic programme. If they like studying the foreign language, it will be easier for them to acquire content knowledge in the second language. What is more, it will be easier for them to overcome the difficulties that may arise when learning content subjects in English. This positive attitude is also one of the reasons why teachers consider that it is not difficult to motivate students to learn content subjects in English.

However, we have also seen that a great number of teachers answered that students do not show a positive attitude toward the use of English during lessons. Students' attitudes toward the use of the foreign language during the lessons may vary depending on the content subject and, even within the same content subject, it may vary depending on the specific topic of the lesson. We should bear in mind that, regardless of students' attitudes toward language or content, teachers have to use strategies, activities and tasks aimed at motivating students to learn language and/or content. In order to increase students' motivation, teachers can use CLIL methodology in order to enhance the teaching learning process in those content subjects which are taught through English.

As we have already mentioned, CLIL methodology encourages the use of projects and tasks which help students develop their creativity, cognitive and social skills, problem-solving skills and their linguistic and cultural competences as well. In fact, both teachers and students consider that this type of tasks and projects increase students' motivation regarding the use of English during lessons. We have seen that most of the students prefer working on projects and tasks which involve oral presentations, dialogues, role-plays, etc. These projects and tasks enable students to make a real use of English, to communicate in English. Students feel that they are doing something real and useful with the foreign language and they also feel more motivated, as they realize that they are able to communicate in English.

Teachers also stated that students prefer the activities that they perform with the English language assistant during the lessons. The presence of the language assistant contributes to increase students' motivation, as they can communicate with

a person who comes from a country where the language they are learning is spoken; he/she is a real model for them and they feel that they are really learning the language when they can communicate with him/ her and also understand him/ her. During this school year (2015-2016), there are 110 language assistants in Castilla-La Mancha, a total number of 521 bilingual schools (primary schools and secondary schools) and also 13 official language schools. This means that only 110 bilingual schools have a language assistant or, as it is the case of the school of this research, they share a language assistant with another school. The language assistant spends six hours a week working at this school, which is not enough time to devote to four different bilingual groups and six different content subjects teachers.

CLIL methodology also recommends the use of visual support to help students learn content and/or language and we can see that teachers also mentioned the use of videos and presentations as some of the tasks which best motivate students to use English during lessons.

Both students and parents were asked about the importance of studying English after finishing secondary school studies, and we can see that both groups think that this is an important aspect of students' education. It is true that English will be a compulsory subject for them during the two courses of upper-secondary education and also during the first course of the majority of vocational education studies. However, the organization of the linguistic programme in their secondary school only allows students who choose scientific and technological subjects to enroll in the linguistic programme designed for upper-secondary education. This means that those upper-secondary students who choose to study humanities do not have a specific linguistic programme designed for them. This distinction is due to the fact that there are not any teachers at this school who have a B2 English language certificate to teach arts, history, philosophy, etc. through English. There is no linguistic programme for those students who choose to enroll in vocational studies. The fact that students can continue their studies within the linguistic programme even in upper-secondary studies or vocational studies may contribute to increase their motivation and also their level of English.

Not only do parents consider that it is important to study English, but they also state that they encourage their children to study this language. This parental encouragement is also confirmed by students' answers. Teachers also consider that it is essential that parents get involved in the development of the linguistic programme. This means that they must be informed about the main characteristics

of the linguistic programme, activities developed within it and about their children's progress.

However, when parents were asked about the students' use of English in their free time, not all of them encourage their children to use the foreign language for entertainment purposes. Students were also asked about their use of English during their free time, and most of them stated that they watch TV series or films in English, listen to music in English, use English in social networks, etc. Students seem to be autonomous when it comes to the use of their free time, and we can see that they choose to spend some of this free time using English. It is very important that they use English outside the school context, as they learn the language in a different, autonomous and entertaining way.

The instrumental orientation or the utilitarian reasons for learning English are clearly stated by both students and parents. Both groups are aware of the importance of studying this foreign language in order to have more employment opportunities in the future. In the last few years, there has been an increase in the number of students and parents interested in learning foreign languages and also obtaining a language certificate so as to be able to get a job or access university studies. This interest in foreign languages may be due to the global economic situation which makes citizens move to foreign countries to find a job and also to the increase in international business relationships.

Both students and parents were asked about the integrative and multicultural orientation for learning English. Students stated that they like learning English because it allows them to communicate with people from different countries. This fact is confirmed by the students' interest in communicating with the English language assistant and also with the foreign students who take part in exchange and eTwinning projects. However, when students and parents were asked about the importance of learning about the culture of English-speaking countries, neither of them seem to consider culture as an important aspect of language learning. Culture is a key element of CLIL methodology as it encourages students to know their own culture and also to be aware of similarities and differences when compared to different cultures. As a result of this, students develop their intercultural competence, as they are able to understand their own culture and to interact with people from different cultures.

Finally, students and teachers gave their opinions on the level of anxiety that students show when they speak English during the lessons. As regards students, a

great number of them state that they feel nervous when they have to speak English, although most of them said that they like taking part in oral presentations, dialogues and role-plays. These students who feel insecure when they speak English may prefer activities and tasks which do not involve the speaking skill, such as listening, reading and writing activities. We can also see that teachers' opinions on this issue are quite diverse, as half of them think that students feel insecure when they have to speak English, whereas the rest of teachers state the opposite. These different views may depend on the content subject taught by each teacher. For example, 4<sup>th</sup> year students have been learning maths through English for four years, while they have been learning physics and chemistry for two years. They feel more confident when they speak English during maths lessons as they have a thorough knowledge of the necessary language and content for this subject. CLIL methodology also offers teachers strategies which can be applied in order to enhance students' speaking skill, such as using scaffolding techniques in the form of speaking frameworks, model dialogues, sentence stems, etc. These different techniques support students in speaking activities and the more they practise this skill, the less they will need these supporting structures.

## **5.2 Attitudes toward the linguistic programme**

The fact that students are motivated to learn content subjects through English is of paramount importance for the linguistic programme. The majority of students state that they like studying content subjects through English and most of them do not think that it is difficult to learn content subjects through English. This positive attitude shown by students is also reflected on teachers' answers, as they do not think that it is difficult to motivate students to learn content subjects through English.

Students, teachers and parents were asked whether the linguistic programme has contributed to improve the students' level of English. It is interesting to note that half the students think that their level of English has improved thanks to the linguistic programme, whereas the other half neither agree nor disagree. However, the majority of teachers and parents think that the linguistic programme improves the students' level of English. In fact, if we compare the grades that bilingual students get in the English language subject, they are usually better than the grades obtained by non-bilingual students. It is clear that bilingual students are more exposed to English, they also show a positive attitude toward the foreign language and, as a result, their level of English is higher than that of non-bilingual students.

The improvement of the students' level of English may have been one of the aspects that both students and parents considered when most of them stated that bilingual students have advantages over non-bilingual students. Teachers also consider that the linguistic programme improves the quality of the education received by students. Bilingual groups include students who show a better attitude toward the study of the foreign language and toward the study of the rest of subjects in general. Some teachers pointed out that bilingual programmes should include all the students, avoiding the distinction between bilingual and non-bilingual groups and starting from primary education in order to obtain better results. This is a generally accepted idea among the school community, as all the students have an equal right to high quality education. If students enroll in linguistic programmes in primary school and they continue their bilingual education in secondary, upper-secondary or vocational studies, they will have a better attitude toward English, a higher level of language and more chances of achieving success in their studies.

As we have mentioned before, the fact that the use of English in content subjects could have a negative effect on students' grades is one of the main concerns expressed by students and parents. As regards students, most of them state that the use of English in content subjects has not had a negative effect on their grades. However, the majority of parents admit that when their children enrolled in the linguistic programme, they were worried about the fact that the use of English could negatively affect their grades. Some of them also mentioned this aspect in the open questions, and they considered that their children's grades may be lower due to the use of English in some content subjects, but it is not a problem for them as long as they do not fail these subjects.

Language assessment in content subjects within linguistic programmes is a controversial and complex issue. There are divergent views concerning who should assess the language (language teachers and/or content teachers), whether language should be assessed at all and also what happens with those students who are weak in language skills but good at content. As we have seen before, there is no official evaluation decree for linguistic programmes in Castilla-La Mancha, so teachers lack clear guidelines regarding how to assess language and content. In order to solve this problem, language teachers and content teachers should collaborate so that language teachers can help with those areas students need to reinforce in order to express content, whereas content teachers can determine the academic language that students need for their subjects. The main aim is to make language objectives fit

the content lessons, assuring that low language proficiency does not prevent students from expressing content knowledge.

Finally, teachers also expressed their opinions about methodology used in content subjects taught through English, teacher training and materials related to linguistic programmes. With respect to methodology, some teachers consider that teaching a content subject through English involves changing the methodology used when compared to teaching content subjects through Spanish. However, a high percentage chose the answer neither agree nor disagree or disagree on this aspect. Teaching a content subject through English involves combining language objectives and specific objectives of content subjects, so teachers must adapt their methodology in order to integrate language and content in their lessons. Content teachers who take part in linguistic programmes are required to have a B2 language certificate in the foreign language. However, they are not required to have specific training in bilingual education, CLIL methodology, etc. This training regarding methodology that can be applied to bilingual education could be beneficial to teachers, as they could learn strategies and techniques that they can use to teach content subjects through English.

Teachers were also asked whether they consider that there are adequate training courses for teachers who take part in linguistic programmes. Training and retraining courses for teachers involved in linguistic programmes in Castilla-La Mancha are offered through an online platform and they are related to language and CLIL methodology. These courses last some weeks or months, and teachers are usually asked to perform activities related to the contents of the course, take part in debate forums, etc. However, there are not official training courses that allow teachers to travel to foreign countries in order to enroll in training and retraining courses aimed at enhancing their language and teaching skills. It is essential that teachers are offered this kind of courses where they can be in contact with the real use and the culture of the foreign language.

Finally, the majority of teachers do not consider that there are adequate materials for teaching a content subject through English. In recent years, some publishing companies have started to offer specific material for linguistic programmes, but teachers often complain that it is difficult for them to adapt these materials to their students. Teachers who have been taking part in linguistic programmes for many years are used to creating their own materials adapted to their class planning and their students' needs. In this respect, language and content teachers can also collaborate in order to create appropriate materials integrating language and

content. Language assistants can also be a great help when designing materials for bilingual students.

## **6. Conclusions**

This study has been intended to analyse students, teachers and parents' attitudes toward linguistic programmes in Castilla-La Mancha. Throughout this paper, the attitudes and opinions expressed by the three groups of participants on different aspects of English as a second language and the linguistic programme have been examined.

The essential conclusions of this study can be categorized into two aspects.

Regarding attitudes and opinions toward English as a second language, we have found out that students show positive attitudes toward the use of English from different points of view. They show a utilitarian predisposition (Gardner, 1985), as they think English will be useful for them in the future in terms of finding a job. Parents also shared this utilitarian view of the language with students. Most students have also stated that they use English in their free time as for learning and entertainment purposes. This fact reveals the students' self-determination to learn English (Ryan and Deci, 2000), as they are responsible for their own learning outside the school context, in this case. Besides, students' willingness to communicate in English (MacIntyre, 2007) has also been stated by their desire to take part in oral presentations, dialogues, role-plays, conversations with the language assistant and foreign students.

Positive parental encouragement to study English is also an important aspect that has been confirmed by students and parents in their answers to the different questionnaires. As stated by Gardner (1985), parents can have a positive influence on their children when they encourage them to learn the second language, monitor their progress and reinforce their successes.

As we have seen, methodology can also awake students' positive attitudes toward English. Task motivation (Gardner 1985; Dörnyei, 2003) has been also analysed within this study and we have found out that both students and teachers think that the tasks which best motivate students to learn English are those tasks which allow students to communicate using the foreign language, projects which allow them to develop their creativity, collaborative and cognitive skills.

Concerning the different aspects of the linguistic programme, we can state that, as observed by earlier studies on attitudes toward bilingual programmes (Cazabon, Lambert and Hall, 1993; Ramos, 2007; Galvís, 2010), students show positive attitudes toward the linguistic programme they are enrolled in. They like learning content subjects through English and they also consider that the knowledge which they acquire in the different content subjects which are taught through English will be useful for them in the future. What is more, most of them stated that their level of English has improved thanks to the linguistic programme. This improvement on their level of the second language may be one of the advantages that they think bilingual students have over non-bilingual students.

Previous studies which analysed parents' opinions on bilingual education (Cazabon, Lambert and Hall, 1993; Craig, 1996) revealed that parents have positive opinions on bilingual education, as they considered that bilingual programmes were needed in order to be able to live in a multicultural society and also to achieve cultural enrichment and educational excellence. As regards parents' opinions on the linguistic programme of this particular school, they also show positive opinions. For instance, they consider that their children's attitude toward English and level of English have improved as a consequence of being enrolled in the linguistic programme. They also agree with students on the fact that bilingual students have advantages over non-bilingual students.

As was also stated by earlier studies (Fernández, Pena, García and Halbach, 2005; Gerena and Verdugo, 2014), we have found out that teachers are positively motivated toward linguistic programmes. They consider that linguistic programmes improve the quality of teaching and improve students' communication abilities as well as their attitudes toward language learning, which is developed in more meaningful contexts and authentic situations. This idea is consistent with previous studies on attitudes toward linguistic programmes (Lasagabaster and Sierra, 2009).

However, the answers which were provided by teachers to some questions included in the survey stated that they need more specific training and tools to achieve a successful implementation and development of the bilingual project. These findings are in line with previous research on teachers' attitudes toward bilingual education by Fernández, Pena, García and Halbach (2005). Teachers who take part in this particular linguistic programme consider that there is a lack of adequate training courses and materials for teachers who are involved in bilingual education.



As we have seen, teacher training is one of the aspects of linguistic programmes in Castilla-La Mancha which needs to be improved. This autonomous community only offers teachers online courses related to English language and CLIL methodology. However, these online courses should be complemented by a type of training which allows teachers to know not just theoretical aspects of language and CLIL methodology, but also training which deals with their practical application, for example, how to implement this methodology in real lessons. When we analysed the information regarding teacher training in the autonomous community of Madrid contained in *Madrid, a Bilingual Community 2014-2015*. Consejería de Educación, Juventud y Deporte. Dirección General de Innovación, Becas y Ayudas a la Educación. Comunidad de Madrid (2015), we could see that teacher training and retraining programmes in the UK, USA and Canada are also offered. These are practical programmes which consist on four-week courses dealing with culture, linguistic competence and CLIL methodology. Teachers come in contact with real language use, culture and implementation of CLIL methodology.

As regards the lack of appropriate materials for teaching a content subject through English, which also concerns teachers, we have also seen that Madrid and Andalusia have created virtual communities which allow teachers to share materials and also to create a bank of materials for different content subjects (*Madrid, a Bilingual Community 2014-2015*, Consejería de Educación, Juventud y Deporte. Dirección General de Innovación, Becas y Ayudas a la Educación. Comunidad de Madrid, 2015; *Guía Informativa para Centros de Enseñanza Bilingüe 2ª edición*, 2013). The creation of a similar bilingual virtual community with a bank of materials and activities for teachers could be a solution to the lack of materials in Castilla-La Mancha.

The creation of a virtual community specific for schools with linguistic programmes or the publication of a guide for bilingual schools similar to the ones that we find in Madrid (*Madrid, a Bilingual Community 2014-2015*, Consejería de Educación, Juventud y Deporte. Dirección General de Innovación, Becas y Ayudas a la Educación. Comunidad de Madrid, 2015) and Andalusia (*Guía Informativa para Centros de Enseñanza Bilingüe 2ª edición*, Dirección General de Innovación Educativa y Formación del Profesorado. Consejería de Educación. Junta de Andalucía, 2013), will be a great help for students, teachers and parents who are involved in linguistic programmes in Castilla-La Mancha. As we have seen virtual communities and guides contain information about courses for students and

teachers, projects in which bilingual schools can take part, and also about the organization and evaluation of bilingual programmes.

This guide or virtual community could also include information about the assessment and evaluation process within linguistic programmes in Castilla-La Mancha. As we have seen in the results obtained in this research, parents were worried about the negative effects that the use of English in some content subjects could have on their children grades. Teachers also considered that there is a need of an evaluation decree for linguistic programmes in Castilla-La Mancha which could establish clear and homogeneous assessment and evaluation guidelines for linguistic programmes in primary and secondary schools. Students, teachers and parents must be informed about different aspects of linguistic programmes such as the content subjects taught through English at the different stages of primary and secondary education, the total amount of lesson time devoted to English at each stage. Coordination among teachers who are involved in the linguistic programme is essential in order to establish a homogeneous teaching learning process throughout the different stages of primary and secondary bilingual education.

Another important aspect regarding assessment and evaluation of linguistic programmes which a specific evaluation decree for linguistic programme should include is how language and content should be evaluated within content subjects and also how to integrate language-related learning objectives with content-based learning objectives. It is necessary to establish homogeneous assessment and evaluation criteria regarding content and language integrated learning that can be applied in all content subjects. This would allow teachers to develop clear assessment and evaluation processes. Moreover, students and their parents could know that assessment and evaluation criteria and processes regarding language and content are the same for all the content subjects taught through English.

Throughout this study, we have also seen that parents are aware of the importance of studying English and the positive effects that the linguistic programme has had on their children. Actually, all of them stated that they encourage their children to study English, a fact which was also confirmed by students. The guide for bilingual schools published by Andalusia (*Guía Informativa para Centros de Enseñanza Bilingüe 2ª edición*, Dirección General de Innovación Educativa y Formación del Profesorado. Consejería de Educación. Junta de Andalucía, 2013) insists on the importance of informing parents about the different aspects of bilingual education and also of involving them in different actions and activities developed within bilingual

programmes. There are also specific guides which are aimed at informing parents about the effects of bilingual education on their children (Wechem, M. van, Halbach, A., 2015). The publication of a similar guide will be a great help for parents who decide to enroll their children in linguistic programmes in Castilla-La Mancha.

Language assistants are considered key elements of linguistic programmes in Castilla-La Mancha by students, teachers and parents. However, the number of language assistants assigned to primary and secondary schools in Castilla-La Mancha during this school year (2015-2016) is of 110 language assistants for a total number of 521 bilingual schools (primary schools and secondary schools) and also 13 official language schools. As we have mentioned before, the school which took part in this research shares a language assistant with another school. This means that the language assistant spends six hours a week working at this school, which is not enough time to devote to four different bilingual groups and six different content subjects teachers. If we compare the number of language assistants in Castilla-La Mancha with the number of language assistants in Madrid during this school year (*Guía del auxiliar de conversación de la Comunidad de Madrid 2015-2016*, Dirección General de Mejora de la Calidad de la Enseñanza. Consejería de Educación, Juventud y Deporte. Comunidad de Madrid, 2015), we can see that the number of language assistant in Castilla-La Mancha should be increased according to the number of primary and secondary bilingual schools. In Madrid, there are 1,580 language assistants for 471 primary and secondary bilingual schools. These language assistants collaborate 16 hours per week at the assigned schools.

Finally, we have seen that most students and parents think that bilingual students have advantages over non-bilingual students. Teachers also stated that linguistic programmes improve the quality of the education that students receive. As we know, education should be based on the principle of equity so, as some teachers mentioned, bilingual education should include all primary and secondary students. Therefore, there would not be a distinction between bilingual and non-bilingual groups, allowing all students to benefit from the enriching experience of bilingual education.

## **7. Future research lines and limitations**

The results obtained by the present research confirm that students, teachers and parents show positive attitudes toward the type of linguistic programmes which are developed in the autonomous community of Castilla-La Mancha.

However, these results should be observed with caution. They cannot be applied to larger population as the sample size was very small. The questionnaires collected for the analysis were rather reduced. One of the limitations of this study is that not all the students' parents answered the questionnaire. This may be due to the fact that students were asked to give the questionnaire to their parents so that they could answer the different questions and some of them forgot to bring the questionnaire back to school. The groups of students who took part in the research were also limited to those students who were in the 3<sup>rd</sup> and 4<sup>th</sup> years of secondary education. As we have already mentioned, the reason for limiting the research to these groups was that we considered that students who are in these stages of secondary education had been enrolled in the linguistic programme for three or four years and could express more informed opinions about different aspects of the linguistic programme.

In order to expand the data, future research could be conducted including all the students from the different secondary education stages in the school. Further studies could be conducted with students, teachers and parents from different secondary schools within the same town or even within the same province. It would be interesting to focus on a broader research including secondary schools from the five provinces of Castilla-La Mancha. This broader research could also draw a comparison between students, teachers and parents' attitudes toward bilingualism in secondary schools located in rural areas and in urban areas. This type of study could be useful in order to check whether the different socio-cultural backgrounds lead to different attitudes toward bilingualism.

Research on some specific results of this survey may be interesting; for example, exploring to what extent the use of English in the content subjects which are taught through English may affect bilingual students' grades. We have also dealt with task motivation and students mentioned that they prefer activities and tasks which involve speaking, writing and listening skills. Teachers also stated that watching videos in English and performing oral presentations are the tasks which best motivate students to use English during the lessons. However the reading skill was not mentioned, so it could be interesting to carry out a study in order to find out how the reading skill can be developed within linguistic programmes.

Specific studies could be conducted regarding specific aspects of teachers and parents' attitudes and opinions. Concerning teachers, aspects such as methodology, training, materials, coordination and assessment processes within linguistic programmes could be explored. With respect to parents, specific aspects could be researched, such as the information they receive about linguistic programmes, how they encourage their children to learn English or how they check their children learning process within the linguistic programme.

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## 9. Attachments

### ATTACHMENT I: STUDENTS' QUESTIONNAIRE

Estamos realizando un proyecto de investigación sobre las actitudes del alumnado de la ESO, sus profesores/as y sus familias hacia el inglés y el programa bilingüe.

La encuesta es anónima, es decir, no se podrá identificar quién ha contestado las preguntas. En el estudio no aparecerá tampoco el nombre del centro educativo. Los resultados serán tratados exclusivamente para fines de investigación.

Muchas gracias por vuestra colaboración.

**A continuación encontrarás una serie de afirmaciones. Por favor, indica tu opinión marcando una X en la casilla que mejor represente en qué grado estás de acuerdo o en desacuerdo con cada afirmación.**

<b>1</b>	Totalmente en desacuerdo
<b>2</b>	En desacuerdo
<b>3</b>	Ni de acuerdo ni en desacuerdo
<b>4</b>	De acuerdo
<b>5</b>	Totalmente de acuerdo

	1	2	3	4	5
1. Me gusta aprender inglés.					
2. Me gusta aprender contenidos de diferentes asignaturas en inglés.					
3. Los contenidos que aprendo en inglés en las diferentes asignaturas me serán útiles en el futuro.					
4. Me parece difícil estudiar contenidos de diferentes asignaturas en inglés.					
5. Utilizo el inglés fuera del instituto (veo películas o series en inglés, leo en inglés, utilizo el inglés en las redes sociales).					
6. Me gustaría que se incluyeran más asignaturas en el programa bilingüe.					
7. Mi familia piensa que estudiar inglés es importante.					
8. Mi familia me anima a estudiar inglés.					
9. El uso del inglés en las asignaturas bilingües no ha afectado a mis notas en esas asignaturas.					
10. Considero que mi nivel de inglés ha mejorado por estar en el programa bilingüe.					
11. Cuando hablo inglés, me pongo nervioso/a.					
12. Cuando acabe mis estudios en el instituto, me gustaría seguir estudiando inglés.					
13. Me gusta estudiar inglés porque me permite comunicarme con gente de otros países y culturas.					
14. Me interesa aprender sobre la cultura de los países donde se habla inglés.					
15. Los estudiantes del programa bilingüe tienen ventajas sobre los que sólo estudian en español.					
16. Saber inglés me ayudará en mi futuro laboral.					
17. Me gustaría que se incluyesen más idiomas en el programa bilingüe.					

**Por favor, contesta brevemente las siguientes preguntas.**

18. ¿En qué tipo de actividades que se realizan en clase te sientes más cómodo/a utilizando el inglés?

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.....  
.....

Ahora que estás acabando el programa bilingüe en la ESO...

19. ¿Cuál es para ti el aspecto más positivo del programa bilingüe?

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.....

20. ¿Y el más negativo?

.....  
.....  
.....

### **ATTACHMENT II: TEACHERS' QUESTIONNAIRE**

Estamos realizando un proyecto de investigación sobre las actitudes del alumnado de la ESO, sus profesores/as y sus familias hacia el inglés y el programa bilingüe.

La encuesta es anónima, es decir, no se podrá identificar quién ha contestado las preguntas. En el estudio no aparecerá tampoco el nombre del centro educativo. Los resultados serán tratados exclusivamente para fines de investigación.

Muchas gracias por tu colaboración.

**A continuación encontrarás una serie de afirmaciones. Por favor, indica tu opinión marcando una X en la casilla que mejor represente en qué grado estás de acuerdo o en desacuerdo con cada afirmación.**

1	Totalmente en desacuerdo
2	En desacuerdo
3	Ni de acuerdo ni en desacuerdo
4	De acuerdo
5	Totalmente de acuerdo

	1	2	3	4	5
1. El programa bilingüe contribuye a mejorar la calidad de la enseñanza que recibe el alumnado.					
2. El programa bilingüe contribuye a mejorar el nivel de inglés del alumnado.					
3. Impartir una DNL en inglés supone un gran cambio en la metodología con respecto a impartir la misma asignatura en español.					
4. La formación disponible para el profesorado en materia de metodología bilingüe es adecuada.					
5. La implicación de los padres en el programa bilingüe es importante.					
6. Resulta complicado motivar al alumnado para que aprenda contenidos de DNL en inglés.					
7. El alumnado muestra una actitud positiva hacia el uso del inglés en clase.					
8. Los alumnos/as se sienten inseguros/as cuando tienen que expresarse oralmente en inglés.					
9. Los materiales disponibles para impartir una DNL son adecuados.					

**Por favor, contesta brevemente las siguientes preguntas.**

10. ¿Qué tipo de actividades consideras que motivan más al alumnado para utilizar el inglés en clase?

.....

.....

.....

11. ¿Cuál es para ti el aspecto más positivo que el programa bilingüe tiene sobre el alumnado?

.....  
.....  
.....

12. ¿Y el más negativo?

.....  
.....  
.....

### ATTACHMENT III: PARENTS' QUESTIONNAIRE

Estamos realizando un proyecto de investigación sobre las actitudes del alumnado de la ESO, sus profesores/as y sus familias hacia el inglés y el programa bilingüe.

La encuesta es anónima, es decir, no se podrá identificar quién ha contestado las preguntas. En el estudio no aparecerá tampoco el nombre del centro educativo. Los resultados serán tratados exclusivamente para fines de investigación.

Muchas gracias por su colaboración.

**A continuación encontrará una serie de afirmaciones. Por favor, indique su opinión marcando una X en la casilla que mejor represente en qué grado está de acuerdo o en desacuerdo con cada afirmación.**

1	Totalmente en desacuerdo
2	En desacuerdo
3	Ni de acuerdo ni en desacuerdo
4	De acuerdo
5	Totalmente de acuerdo

	1	2	3	4	5
1. Animo a mi hijo/a a utilizar el inglés en su tiempo libre.					
2. Estudiar inglés es importante.					
3. El nivel de inglés de mi hijo/a ha mejorado por estar en el programa bilingüe.					
4. Cuando mi hijo/a empezó el programa bilingüe, me preocupaba que el hecho de estudiar algunas asignaturas en inglés afectara a sus notas.					
5. El programa bilingüe motiva a los alumnos para estudiar inglés.					
6. Aprender inglés ayudará a mi hijo/a en su futuro laboral.					
7. Es importante que mi hijo/a siga estudiando inglés cuando termine sus estudios en el instituto.					
8. Los alumnos/as que reciben educación bilingüe tienen ventajas sobre los que sólo estudian en español.					
9. Es importante que mi hijo/a conozca la cultura de los países donde se habla inglés.					
10. El programa bilingüe ha mejorado la actitud de mi hijo/a hacia el inglés.					

**Por favor, conteste brevemente las siguientes preguntas.**

11. ¿Cuál es para usted el aspecto del programa bilingüe más positivo para su hijo/a?

.....

.....

.....

12. ¿Y el más negativo?

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.....

.....