

Trabajo fin de máster

**Primary teachers’
perspectives on CLIL
implementation in Mataró.**

Experimental research

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ABSTRACT

CLIL is an innovative approach that is being rapidly implemented in many schools and at different levels across many countries of the world. This is originating some reflections, particularly on the needs and beliefs of teachers who are trying to teach content and language in an integrated way.

Teachers' actions, attitudes, experiences and expectations towards this new approach are important variables to take into account and analyze in order to ensure a successful implementation of Content and Language Integrated Learning practices in a classroom. For this reason, focusing the attention on getting insights from their perspective could facilitate the needs for the further development of this approach.

This dissertation reports on a research study which investigated the teachers' reality related to the implementation of CLIL in a particular context. The context where I have decided to carry out the investigation is the city of Mataró.

This study focused on 20 state schools and involved 43 teachers. Some participants were already implementing CLIL in their schools and some were not.

The study used a mixed-method (quantitative/qualitative) approach. Questionnaires were used to obtain quantitative and general diagnosis relating to the teachers' current situation, experiences and opinions related to this topic. Interviews were used with a smaller sample of teachers from a selection of schools that allowed for a more in-depth insight into teachers' reality and beliefs concerning this approach.

Key words: CLIL (Content and Language Integrated Learning), teachers' beliefs, teachers' needs, training, professional development.

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Sarah Caldwell said: “Learn *everything you can, anytime you can, from anyone you can, -there will always come a time when you will be grateful you did*”.

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3. INTRODUCTION

The increasing implementation of Content and Language Integrated Learning approach in Spanish educational communities during the last decade has entailed many changes regarding school projects and lesson planning along with appropriate resources, materials and methodology that integrate language through a content subject. However, “the rapid spread of CLIL has outpaced teacher education provision. The new and increased demands which the implementation of this approach places on teachers have been largely overlooked and insufficiently addressed, a situation which should be countered, as the key to any future vision for bilingual education is to be found in teacher training” (Coyle, 2011), Pérez-Cañado (2014, p.2)

For teacher training and professional development to be successful, it needs to take into account teachers’ existing beliefs and perspectives. According to Hüttner *et al.* (2013 p.275), beliefs are important contributors to how CLIL is defined and manifested. Recent studies have focused on teacher perspectives regarding CLIL and have already been carried out in different countries, including Spain: (Escobar Urmeneta, 2013), Germany (Wegner, 2012) and Finland (Moate ,2011)

Diagnoses of teachers’ perceptions and professional training needs have attempted to provide data on the main roles, beliefs and needs which should be redressed via teacher training actions, Pérez-Cañado (2014).

Authors such as: Perez Cañado (2014), Skinnaii, Bovellan (2016) have carried out research in this area and come up with some conclusions that can contribute to reflect and redirect teachers’ and other stake holders actions towards an improved implementation of this innovative approach.

Many articles has been also written by Catalan authors (Florit and Piquer (2013) or Arbones and Civera(2013) who concretely investigated and analyzed the Catalonian context where this study us based on.

3.1 Justification of the research question and problem

Taking into account the findings of previous studies it is important to take into consideration all the teachers’ voices, experiences, and needs that are emerging while developing this innovative approach in order to provide a successful implementation of CLIL in any particular context.

While it is useful and necessary to carry out research on the broader scale of continents, countries or communities carrying out CLIL programs, it is also important to go deeper into more local contexts, such as the current study in which I investigate how teachers are experiencing CLIL in one specific context, the city of Mataró, Catalonia.

The study arises from my own experience of teaching for three years in a different educational context where bilingual education already has a good foundation and teachers can access many resources, materials and training. This groundwork contributes to supporting and improving the bilingual programs carried out in many educational communities of that particular context. This is the case of, Illinois, a state in the mid-west of the United States of America, where bilingual schools and bilingual programs have emerged and expanded throughout many school districts of this area in the last three decades. A part from the professional impact and growth that I have experienced, it has also made me reflect about the situation in Spain regarding the methodology for teaching foreign languages, especially in the context where more than one official language co-exists, such as in the particular case of Catalonia, where this study takes place.

Carrying out a study which focuses on one of the most important elements of this innovative approach, the teachers, is important for understanding and responding to the specific needs of this educational context and should contribute to a more successful implementation of this language approach.

The purpose of this research then, is to study how primary school teachers perceive the CLIL approach in a particular small context, Mataró, where no research on this topic has as yet been carried out.

3.2 Brief analysis of the state of the art

As has been mentioned in the previous section, many regions in Spain have started to implement a CLIL approach in their school curriculum in order to promote and increase the use and level of foreign languages at school. However, we need to take into account the heterogeneity of Spain with regard to CLIL, since there is more than one co-official language and there is a wide variety of languages taught, subjects that integrate learning through language and time devoted to language exposure among other factors.

In Catalonia, the context of this study, CLIL started to be known and put in practice around 1999, as a plan to promote and improve the learning of foreign languages in schools, especially the English language. However, there was some parts of the Catalan population that were

unconvinced of the benefits of incorporating this approach in the Catalan school system, as it was already working through an immersion language program of the co-official language in this territory. There thus emerged some beliefs and prejudices regarding the promotion of multilingual settings. But at the same time, the educational laws of the time, the creation of several language plans and the support of different stakeholders fostered increasing plurilingualism and innovative ways of incorporating foreign languages in the Catalan curriculum and school projects.

Integrating language and content in the school's curriculum/project is a multifaceted struggle since it covers different features, such as the characteristics and profile of the learner, the teachers personalities and teaching beliefs, the class group, the support given from the administration, etc. (Lasagabaster,2010).

From all these features, the role of the teacher in this context is a key factor where little research has been carried. Considering their perspectives and experiences related to this topic can be fundamental for the schools that are already implementing it or have plans to do so.

Focusing on what teachers believe, experience and need, can be an important factor to consider and make them feel more comfortable, confident and motivated to keep working towards a successful teaching and learning of foreign languages in our country. For this reason, more studies on this topic would contribute to meeting the need for improvement in CLIL teacher education, professional development and ultimately quality.

These different aspects frame the theoretical background of this study, which consider the teachers' perspective from Primary schools in a specific Catalan context.

3.3 Aims

The main aim of this study is to investigate how primary school teachers perceive the CLIL approach in the city of Mataró.

The study has a two-fold perspective, on the one hand, it investigates their experiences and beliefs regarding CLIL, and on the other hand, the methodology and resources they use to implement this approach.

The study also aims to obtain perspectives of teachers in schools where CLIL has not yet been implemented, gaining insight into the future intentions they have related to this approach or the challenges they are facing in order to be able to implement it.

The research questions that guide this study are:

- How is CLIL provision organized in schools (languages, subject taught, time for each subject) in Mataró?
- What methods, resources and materials are being used in implementing CLIL?
- How do teachers report their experiences of teaching CLIL?
- What do they feel are the main advantages and drawbacks of the approach?
- What do they identify as their main needs to improve their implementation of CLIL?

This investigation uses a mixed-methods approach by combining a quantitative method survey and qualitative one (interviews) with the participants being primary teachers in Mataró.

By answering these questions, the study aims to identify the teachers' beliefs and main training needs as they see them, as well as their overall perspectives on this educational approach.

4. LITERATURE REVIEW

4.1 Language situation in Catalonia: Plurilingualism

4.1.1 A bilingual community: history background

Catalonia is a Spanish bilingual community where two languages coexist: Spanish and Catalan. Catalan is one of the co-official languages of Spain, and in this territory, people have always striven to conserve it as part of their cultural and historical identity.

Within the educational context, Catalan has always been protected as well as promoted in order to avoid its becoming extinct. However, during the Spanish Civil War (1936-1939) that was not an easy task and there were several conflicts within the educational context, since the school official language of instruction was Spanish, and Catalan was prohibited. During several decades of the 20th century, learning and teaching Catalan in the school was a difficult task, as only some people in the society persisted in using it, especially families that considered it as their mother tongue and wanted to keep it alive. At the end of the century, once democracy was restored and the Catalan Statute of Autonomy was established in 1979, the educational policies started to change and tried again to prioritize Catalan in the educational context by implementing immersion programs at schools. That aimed to provide the opportunity of learning Catalan to those Spanish speaking migrants that came to this community after the civil war and Catalan families that had lost many years of schooling in their own language. The inclusive model of using Catalan as the language of instruction in most of the subjects at school consolidated the immersion of this minority language in the society and consequently, the majority of the population started to become bilingual. They achieved a good command of both languages and

were able to talk in their mother tongue, either Catalan or Spanish, without any constraint. The presence of Catalan in the society was recovered and that benefitted the social cohesion in this territory.

According to Lorenzo and Piquer (2013, p.172), “assessment data confirms that bilingual mastery in Catalan and Spanish comprehension is widely acquired at school, even if records show the need, still to prioritize Catalan for maintaining levels of achievement”.

Nonetheless, since the beginning of the century Catalonia is emerging as a diverse territory that embraces immigrant populations that come from other countries, with their own languages and culture. Consequently, the language situation is shifting into a plurilingual context where a part from the two official languages that were already consolidated there are other languages that need to be learned.

Besides the willingness to preserve immigrants’ native tongues, there is a need to add an international dimension to the curriculum, by means of including the instruction of other European languages that can improve ours students’ future social and professional prospects.

That situation has generated a reflection and debate between the educational authorities and at the same time, has originated organizational strategies in the Catalan education ministry (Departament d’Ensenyament de la generalitat de Catalunya) to integrate foreign languages in the curriculum and move from a bilingual to a plurilingual context.

4.1.2 From Bilingual to Plurilingual

Plurilingualism is more and more a reality in our increasingly diverse society. It implies the possibility of maintaining original family languages and the optional spreading of new languages to other learners to empower the whole community for future needs, Lorenzo & Piquer (2013).

Being plurilingual is not only knowing languages, but also developing a communicative competence, learning and having experiences related to each language’s cultural context.

The European Parliament and Council (EU 2006) enhances the lifelong learning in our students, and one of the main aspects to guarantee it is the communication in foreign languages competence.

There are many benefits that our students can achieve by learning in this plurilingual context. For instance, they can develop better comprehension and production skills in a language, they adopt positive attitudes towards cultural diversity and they have aroused their curiosity and

interest in intercultural communication. However, there are other concurrent concerns that they can face and these are related to the preservation of Catalan as the second language that has been consolidated in this territory after great effort over many years. The idea is not to give preference to other foreign European languages that are important in the social and professional context, but to guarantee mastery of both of the community's official languages, Spanish and Catalan and adding other European languages, mainly English.

Even though plurilingualism can be seen as a challenging situation in Catalonia, we have to embrace this language diversity opportunity as a powerful resource for future citizens in the world. Thus, the implementation of approaches like CLIL can favor this language diversity and develop new ways of learning techniques which can contribute to the emergence of a multilingual perspective in Catalan schools'.

4.2 State of policy –CLIL in Catalan schools

4.2.1 – Educational laws, plans and regulations in Catalonia.

The Department of Education of the Generalitat de Catalunya has been fostering CLIL implementation since 1999, to improve the quality of teaching and learning of foreign languages and to develop students' intercultural awareness.

Important legislative changes have occurred during the last decades that have led to innovation in teaching foreign languages. Such a new thinking about the teaching and learning of foreign languages and the role of new methodologies has been reflected in the changes made to several educational laws.

First, with LOGSE (1990) the aim was give each student the opportunity of learning a foreign language from the second cycle of Primary school to compulsory secondary education. Secondly, with LOE (2006), it was decided to start foreign languages at earlier stages of Primary school. Both of them highlighted the prominence of foreign language teaching and learning in the curriculum, Dooly (2009).

During this period of time, another significant educational law appeared in the Catalan territory: LEC (Educational Law in Catalonia), 2009.

This law provided more flexibility and autonomy to schools; it allowed them to take their own decisions and create their own projects involving experimentation and research in different areas of the curriculum and gave the opportunity to develop new approaches involving networking between teachers, ICT tools, student mobility and international training. The

treatment of foreign languages was emphasized and promoted ensuring success and equity among students.

At the European level, in 2011 an important statement from the European Union invited the member states to:

Encourage innovative forms of European co-operation, experimentation and new approaches to language teaching and learning, such as content and language-integrated learning (including in bilingual schools), opportunities for language immersion mobility and, where appropriate, more extensive use of ICT also in creative language learning environments (Council of the European Union, 2011).

In this ideal context, educational policies were opened to suggestions and accepted collaboration from the school communities, involving participation with transparency and democracy. This led to the development of many educational plans and agreements involving a positive conception of teaching foreign languages.

- PELE (Pla experimental de llengües estrangeres), was funded and implemented during the 2010-2011 school year in 1,345 schools in Catalonia, with the aim of reinforcing the teaching and learning of different languages.
- PILE (Pla integrat de llengües estrangeres) was a step forward from PELE, and was implemented in 170 schools on the following school year, 2012-2013. It aims to foster an improvement of plurilingualism and requires the use of good linguistic models by means of European mobility, eLearning, networking and CLIL approaches.
- Other plans like AAI (Ajut a l'aprenentatge actiu), PAP (Programa d'aprenentatge permanent), Comenius and Grundtvig, and SAE (Suport a les Activitats extraescolars), helped to promote foreign languages, active learning and families participation at school.

In addition to all the foregoing laws, in 2013, a new law was constituted: LOMCE (Ley Organica para la mejora de la calidad educativa, 8/2013), also known as Wert's Law, which brought in a new and controversial conception of the educational system. While the education minister, Wert, was working on this new law, there were many demonstrations and criticisms around the country, especially from the educational community. It was conceived of as an extension of LOE, keeping the promotion of plurilingualism, schools' autonomy, use of innovative resources in

education, etc. But it had modifications regarding to the language immersion with the supremacy of Castilian over other co-official languages and allowing the families to choose in which language they wanted their children to be educated. That raised a lot of opposition especially in Catalonia.

Taking into account all these laws and regulations that govern the Catalan educational system, CLIL in this curricular context seemed to be an ideal innovation.

However, before moving on the specifics of CLIL implementation in Catalonia, on the next section, some important considerations regarding foreign languages in primary education are shared.

4.2.2. Languages in the primary education curriculum

The main purpose during the primary educational stage of students from 6 to 12 years old is to foster their personal development and well-being, help them acquire social and cultural skills and develop study habits, emotional awareness, artistic sense, creativity and competences to ensure successful progress to higher levels of schooling.

Within the general objectives of foreign languages teaching in Primary education we can find the following priorities:

- The promotion of a plurilingual educational project, where Catalan stays as the axis, but other languages are taught and included in different subjects.
- The promotion of foreign languages learning, including introducing the foreign language in non-linguistic subjects.

As one of the main characteristics on the linguistic project there is the following objective:

- To achieve the accurate use of Catalan and Spanish correctly and to be able to comprehend and produce oral messages and simple writings in a foreign language chosen by the school.

Another statement to take into consideration regarding content and language integration is:

- The school that decides to teach content subjects in a foreign language must justify the selection of contents to teach and contemplate a minimum of one hour per week.

Retrieved from: *Diari Oficial de la Generalitat Catalunya (2015)*.

It is important that all members in the educational system are aware of these purposes and that language teachers plan accordingly in order to successfully develop the learning of different languages in this educational stage.

Introducing CLIL in schools' is seen as a way of reaching these general objectives of the curriculum.

4.2.3 AICLE in Catalonia

AICLE (Aprentatge Integrat de Continguts i Llengües estrangeres) is the term adopted in Catalonia to refer to CLIL.

CLIL is considered as an umbrella term that includes many variants and/or a wide range of different approaches. It comes in all shapes and sizes. It is not an homogeneous approach, it is commonly perceived as a flexible operational framework for language instruction, with a heterogeneity of prototypical models and application options available for different contexts and pedagogical needs. (Dueñas 2004, p.75).

This definition provides a clear explanation of the diverse forms this innovative approach can take depending on how and where it is implemented. In Spain it has spread rapidly to several autonomous regions, and each one has adapted it to their own possibilities and needs.

In the Catalan territory this approach started to be implemented at the end of the last century in order to improve the quality of teaching English to our students and at the same time as a different way of being in contact with the foreign language alongside regular English language lessons.

That made the Catalan educational policymakers focus on foreign programmes that adopted the learning of a second language as a cognitive process developed through meaningful experiences and tasks in class, and where the subjects of language and content were not taught separately but integratedly (Lorenzo and Piquer, 2013). That change of perspective regarding teaching a second or third language encouraged the Catalan institutions to work towards multilingual school projects that incorporate the learning and use of foreign languages in different ways and contexts. Therefore, CLIL started to be considered as an approach that brought these ideas together.

Concurrently to AICLE, there were other programmes that tried to give a new focus to teaching English, such as PELE (Experimental plan of foreign languages) or GEP (Experimental groups for plurilingualism). Both include the AICLE approach as part of the plan for shifting from treating English solely as a foreign language subject in the curriculum to using it as a medium of

instruction for other subjects. They also promoted a new style of teaching, breaking with the teacher-centered lessons and moving to more participatory and engaging classes where students could be the center of their learning. Key to all these programmes is a view of language teaching as giving the learners the opportunity to be part of their learning, to work in small groups and develop their foreign language skills in a class in a more authentic and communicative way, rather than just seeing it as difficult subject matter (particular grammar).

This provides Catalan schools with appealing projects that give students the chance to learn a third language (fourth in some immigrant students' cases) within an integrated and natural environment, where the foreign language is used in real contexts through meaningful tasks.

ACILE, has its precedents on different approaches such as Content-based language instruction and immersion or bilingual education (Naves, 2009) and it has been adapted and developed as a fusion of both.

According to Escobar (2011) the dual teaching that AICLE offers exceeds the concept of subject and its adapted to several school context where multidisciplinary projects are carried out.

Nevertheless, there is little research on how teachers are implementing AICLE in Catalan schools and their perspectives and experiences with that approach. Thus, further research is needed to evaluate the efficiency and results of CLIL in this territory.

Mataró, the setting for the current study, is a city situated on the coast of Catalonia, 30 kilometers north of Barcelona with a population of 125.517 inhabitants.

The educational context in the city is very rich, with a large number of schools, 80 in total.

There are 20 infants' schools, where students can attend from 0 to 3 years old, with most of them being private schools. There are 32 primary schools (from 3 to 12 years old) of which approximately 60% of them are public and the others are private.

There are 19 secondary schools, a third of which are state schools.

The rest of the educational institutions in this city include adult education, special educational needs, language schools or music schools. There is also a campus that offers university studies related to business, technology, health and sport.

In the following section, the focus turns to teachers' perspectives on this approach, their beliefs, training and motivation towards implementing and working with the methodology that CLIL involves.

4.3. Teachers' cognition

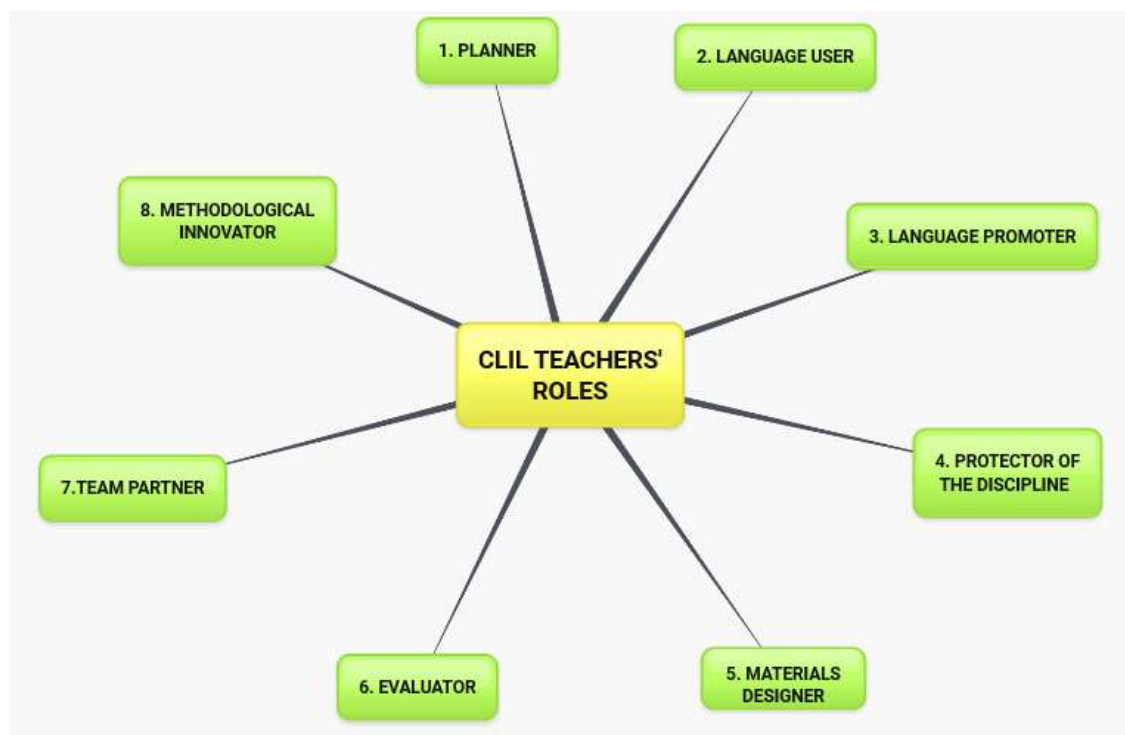
4.3.1 Roles and competences of a CLIL teacher

The teacher profiles to teach a specific content or language area has to meet several goals and perform different roles in order to ensure that what is intended to be learned by the students is actually learned. A CLIL teacher, then, has also to have knowledge and be qualified to be able to deal with these different roles in his or her practice. They are not only related to teaching content but to promoting the language at the same time. Coonan (2013) identified eight different roles of CLIL teachers that describe perfectly what they need to know to meet the requirements that are needed to provide students with this precise way of learning.

- 1) *CLIL teacher as a planner*: as a regular content or language teacher they will need to plan their lessons accurately, but in this case they won't only have to take into account language or content goals. They will have to integrate content goals that add some competences and activate students' knowledge (HOTS and LOTS, Bloom's taxonomy, 1956) while they include linguistic objectives in each module to promote the use of the foreign language.
- 2) *CLIL teacher as a language user*: they have to be able to ensure a certain level of language competence and at the same time show flexibility in the use of it. Teaching CLIL requires the use of explanatory, communicative and descriptive language besides the academic language that they are used to teach. They also have to deal with classroom language that emerges from students' questions, interactions and explanations received in class that the teacher will have to be aware of and be able to respond.
- 3) *CLIL teacher as additional language promoter*: teachers need to use strategies to promote the use of languages as a medium for learning as well as an objective of the learning process itself (Coyle, 2002). They will have to set up goals and prepare materials that ensure students comprehension and production of the language.
- 4) *CLIL teacher as protector of the discipline*: considering that students' needs to learn correctly and efficiently through new ways of learning that involve them and that lead language use.
- 5) *CLIL teacher as a materials designer*: the teachers need to identify, adapt and integrate materials to ensure a connection between the learners and the materials use as well as the integration of different skills.

- 6) *CLIL teacher as a team partner*: they should work in collaboration, with the language and the content teacher planning as a team in order to agree on the curriculum goals on the subject and language that need to be covered and used in class. At the same time this will assure a reinforcement between them that will make their work easier.
- 7) *CLIL teacher as an evaluator*: evaluation and assessment are part of the teaching-learning process, and are needed to check the achievement of the learning objectives as well. As a CLIL teacher reflection upon what to assess (content, language or both) and how to do it is very important.
- 8) *CLIL teacher as a methodological innovator*: they have to carry out an innovation connected with the promotion of learning language in the content subject. They will need to reflect on their previous practice to see in what extent they need to modify or adapt the methodology they use and involve the strategies and resources needed to an appropriate implementation of CLIL.

Figure 1. - The 8 CLIL teachers' roles



Another aspect to take into account is the competences that they must develop, since they will determine the level of achievement of these roles.

In the European Framework for CLIL Teacher Education by Marsh, Mehisto, Wolff and Frigols Martín (2012) there are described eight target professional competencies that should be considered in CLIL teachers' training programs. They are:

1. *Personal reflection*: related to the teacher's own cognitive knowledge and anchoring it with his or her own practice in class towards the students and with the pedagogy adopted.
2. *CLIL fundamentals*: associated with how to situate CLIL within the school project and context and understand the core features of it to plan and put in practice this approach.
3. *Content and language awareness*: meaning that the teacher is able to examine a good pedagogy in both areas and combine them in its lessons.
4. *Methodology and assessment*: considering assessment for learning, strategies and materials that provide data on students' levels of achievement in both areas and considering the classroom curricula and at the same time creating meaningful experiences in class that ensure effective pedagogy using this approach.
5. *Research and evaluation*: meaning that teachers work actively looking for learning resources and environments that contribute to a successful implementation of the approach.
6. *Learning resources and environments*, evaluating the effectiveness to guarantee a good implementation of the approach. This will require more cognitively demanding activities together with appropriate scaffolding that support students' learning development.
7. *Classroom management*, engaging and facilitating students in integrated learning and taking into account the psychological and pedagogical aspects in the CLIL classroom. Having a diversity of dynamics and techniques to manage the class will ensure the effectiveness of learning.
8. *CLIL management*, referring to the quality with which CLIL is being developed within the school, the staff management, models and strategies. The collaboration and support between the different stakeholders involved in this approach will contribute to the efficiency of this program.

Related to these roles and competences, CLIL practitioners have their own perspective on how all these work together, as well as their experience of using this approach. That is why it is important to reflect on all these challenges, opinions and needs that emerge from their professional practice and reflect and collaborate for an improved future practice

4.3.2 Training

The history of language education policy in Catalonia over recent decades reveals the increasing prominence of foreign language teaching in the curriculum, and how language teacher training has changed significantly with the enlarged language diversity in Catalan schools (Sole, 2002) in Lorenzo and Piquer, (2013).

Nonetheless, when we think about the CLIL teacher profile we are not only referring to the language teacher but to a teacher that faces new challenges beyond having a good command of the language. The teacher also needs to integrate a content subject with language learning and thus help students develop both types of competences. Therefore there is a crucial need for teacher education and training if teachers are to have the knowledge and skills needed to be able to implement successfully this approach in class.

Due to the rapid increase of schools adopting a CLIL approach in recent last years, the lack of teachers professionally trained and prepared to teach integrated content and language has been evidenced. The expansion of this approach in different territories has not been balanced with the number of trained teachers needed to meet the challenges of this innovative way of teaching.

Authors like Pérez Cañado (2014) or Lorenzo and Piquer (2013) have carried out research on teacher training needs and evaluated some in-service programs offered to provide knowledge on the CLIL approach and guarantee sustainability and a good level of teaching competence. Teachers need to be well-trained to teach efficiently the content that students need to achieve through a foreign language. Besides that, training needs to ensure that the teacher has the confidence necessary to plan and carry out this kind of teaching.

Lorenzo and Piquer (2013) mention several resources groups and programs that have been created during this new era of innovation and experimentation fostering an improvement of foreign language learning and teaching in schools.

CRLE (Centre de recursos de Llengües Estrangeres) was created in 1986. This center collaborated with the European office of Educational and Scientific cooperation and the Catalan department of Education in order to design coherent language policymaking.

Concurrently, there were projects such as The Orator project (1999-2000) that aimed to improve school language plans into better ones with the purpose of using the foreign language in

a more communicative way. That was just the outset of other plans and programs addressed to improve and assure training for foreign languages educators.

Pérez Cañado (2014) points out that teachers need to develop competences in technologies, on teaching multicultural and plurilingual contexts as well as having access to mobility and opportunities of training abroad. This kind of professional development would provide an intercultural vision of CLIL and give the opportunity for teachers to observe and reflect on how it is being developed in different European countries in order to guide the implementation in our country.

As part of these initiatives, Catalonia has had the opportunity to receive authors like David Marsh, Do Coyle and Philip Hood among other international experts participating in seminars, courses and conventions to exchange ideas and principles (Lorenzo and Piquer, 2013, p.154).

The above-mentioned plans such as PELE, AAI or GEP also contributed to offering CLIL training to novice teachers on this approach and to improving their linguistic and content knowledge level and skills.

Recent studies have stated that between 2005-2010 (sdLE, 2012) schools have had the opportunity to initiate and develop new language projects and their teacher-coordinators have been trained in project work or in CLIL in Catalonia or abroad (Lorenzo and Piquer, 2013).

Taking this data into account, we have to work on maintaining these teachers' training opportunities and certify that educators are achieving considerable benefits from them.

The following section will be focused on the main roles and competences that a CLIL teacher has to deal with a part from the language or content training.

4.2.3 Beliefs

Relatively little research has been carried out on teachers' beliefs related to CLIL. This is an important gap, as teachers' beliefs are a key influence on their performance.

If we pay attention to the teacher's voice, beliefs and experience we will gain insight into their pedagogical practice. Therefore, if we investigate CLIL practice taking into account teachers' assumptions, feelings and opinions we can contribute to a greater understanding of it, and ultimately improving it.

In his classic paper on what he called the "messy construct" of belief, Pajares (1992), suggests that beliefs can be seen as "an individual's judgement of the truth or falsity of a proposition, a

judgement that can only be inferred from a collective understanding of what humans beings say, intend, and do.” (p.316).

As regards teachers, beliefs can be maintained or adjusted during their educational career, depending on the influence of their experiences, knowledge and professional development they receive. Many times, it is certain that if you have a negative experience teaching it is going to affect your opinion, confidence and thoughts, therefore your beliefs. This can lead to changes in one’s ideas on how to act on a subsequent occasion. On the contrary, if you have the experience of receiving some professional training on a topic and you decide that you want to implement it in class and the experience and results are positive, you will have the confidence and conviction to repeat this experience in the future and your beliefs will be reaffirmed.

One of the beliefs that most of these authors mention, is the relation and influence between teachers’ cultural background and their performance. Teachers themselves have some conceptions about what the process of teaching involves and how it must be carried out, and many of their beliefs come from their school days, what (Lortie, 1975) described as the “apprenticeship of observation”. This can have significant repercussions on the teachers’ practice and methodology they use, since they can tend to repeat similar patterns on their practice.

Research has also looked into teachers’ beliefs about the need for collaboration between the language and content teacher and the balance between those two areas.

The support of English language teachers to the content teachers that are carrying out CLIL in class is fundamental, and for this reason it is strongly believed that they need time to collaborate and plan their lessons. The laborious task of incorporating the foreign language into the teaching of content is easier and more balanced if the two teachers discuss what, how and when learn certain knowledge and skills are needed in order to ensure success on this integrated approach. However, they find that that there is not enough time in their schedules to do so. A part from that, they express having some difficulties incorporating content and language skills in their practices and therefore the need constant professional development targeted at integrating content and language (Tan, 2011).

The lack of materials to support CLIL teachers’ practice is another common concern (Morton, 2013) since this a relatively recent approach and there is still not enough linguistic and content resources which apply CLIL principles. Sometimes they get language materials to use in the content classes or adapt the content materials with some language activities that let students be

in contact with both. There are some professional groups and platforms on the internet where we can find materials already made to use in CLIL, but they are still a minority of resources compared to what we can find for English language or content areas separately.

In spite of these concerns, we can find positive features gathered from teachers' voices in Pena and Porto's (2008) study, where the results of their questionnaires showed that some teachers expressed their satisfaction with the implementation of CLIL. Most of them mention that bilingualism improves cognitive development because students have to develop abilities and strategies to remember a greater amount of vocabulary. They also think that CLIL methodology develops more communicative, visual and active skills in the students. And lastly, they find a strong relationship and influence between language learning and culture, which works positively in the class environment and supports the students' intercultural knowledge.

To conclude, this review of some of the common beliefs held by CLIL practitioners, suggests that if we focus on the benefits that they perceive and work on the needs they identify to improve their practice, we can find ways to help schools and teachers implement CLIL more successfully.

4.2.4 Needs

One of the main needs identified by researches such as Perez Cañado (2014), is that of professional training to implement a CLIL approach. Many practitioners also mention the possibility of being trained abroad, visiting other schools contexts, observing how they put CLIL into practice and being in contact with experienced professionals to share some resources and strategies as ways to enrich their professional training.

An interesting proposal to fill this gap is presented by Civera and Arbonés (2013) in their article about the initial training of CLIL teachers. They report on a project with university students training to become primary teachers of foreign languages or with a linguistic profile that qualifies them to teach through CLIL. They are asked to construct a portfolio in order to reflect on their professional needs when they start working implementing this approach. This portfolio includes a set of reflective reports related to teacher competences, assessment plans, materials used, and resources they are willing to share in order to improve CLIL teaching practice. This seems to be an effective means of professional development, which could be used in other teacher education programs.

On the other hand, there is the need for collaborative time between language and content teachers to plan the content expected to be learned through the foreign language, balancing the goals of both areas and preparing or creating materials that are suitable to support and ensure the achievement of these goals. It is a big concern among all educators that there is little time to plan the lessons in their schedules, therefore it is even more difficult to find that time to meet with other teachers (content and language) to work as a team and prepare CLIL units. To meet this need, more time should be allocated by the school management team in order to guarantee more effective CLIL practice in their classes.

English language competenc is also considered an important need. A good CLIL practitioner needs to have a good command of the language and feel comfortable to teach the content, prepare and use vocabulary and expressions that insure comprehension from the students and be able to answer their doubts or scaffold their understanding if they face any difficulty with the language used. Teachers, then, need to be trained in language skills but at the same time have enough fluency and confidence with the language to be able to improvise according to the needs of the situation.

Florit (2013) distinguishes between effectivity and excellence in teaching, something to reflect on when we talk about needs as well. Are we merely concerned with meeting the minimal needs to implement this approach or are we aiming beyond this strive of excellence?

In this section, I have reviewed the literature on bilingual education and CLIL in Catalonia, and more specifically in the city which is the setting of this study, Mataró. I have also reviewed the main theoretical background on teachers' beliefs and needs in the content of implementing CLIL. The literature shows that teachers are indispensable actors for successful implementation of CLIL. The research study presented in the next section investigates the beliefs and needs of current and possibly future primary CLIL teachers in Mataró.

5. THE STUDY

5.1 Aims

As has been previously mentioned, the main aim of this study is to obtain teachers' perspectives and reports on the situation regarding CLIL in the context of Mataró. By means of the methodology described in preceding sections and after setting the theoretical framework of this study, a more detailed explanation of the research is presented in the following paragraphs. The information about the instruments and participants is described along with the procedures for analysis of the data.

5.2 Methodology and design

The research data for the study will be obtained from an online questionnaire administered to public primary school teachers and staff members of Mataró, whether or not they are working in a school where CLIL approach is being implemented. In a follow-up stage, a small sample of the population working with CLIL will be chosen to be interviewed. This second part of the study, provides for an analysis of these individual experiences, beliefs and needs that are emerging while the CLIL approach is being implemented.

The questionnaire is designed to obtain different types of data, with an opening section focusing on biographical and demographic information, such as: teaching experience, language level, training, etc. The second section contains items designed to obtain information on participants: attitudes, opinions, interests, needs and beliefs towards CLIL.

The language chosen to be used in the questionnaire was Catalan, since it is the vehicular language at schools, and it was considered that it could be easier for all the teachers to understand regardless they knew English or not.

The design of the questionnaire includes mostly closed questions where they will provide their own information or opinion by marking one or more boxes, writing a word, or placing their level of agreement or disagreement with some statements as in items used in Likert scales.

Following the administration of questionnaires, interviews were carried out with a small sample of the population that the questionnaire was administered to in order to collect qualitative data to analyze these participants' perspectives in more depth.

The interviews were semi-structured, so the participants could express themselves freely about the topic concerned or the issues brought up by the interviewer, as well as sharing some experiences, anecdotes, worries or ideas related to CLIL implementation. This also allows the researcher to use follow-up questions in order to explore participants' perspectives in more depth.

In terms of ethics, the study observes the principles of anonymity and confidentiality, the researcher having obtained the teachers' permission to collect the necessary data for the study.

5.3 Materials

The study employed a questionnaire administered by email to all the primary public schools of Mataró. In this questionnaire several identification variables were established on the first page:

- Age
- Professional status (classroom teacher, principal, principal assistant, language or content teacher...)
- School where they work.
- Years of experience
- If they work with CLIL or not

The next page of questions varies depending if they are CLIL practitioners already or not. If they answer affirmatively, they are redirected to a set of different questions that ask them about the number of years of experience with CLIL they have, the training received. There is a section with statements regarding their experience where they have to answer using Likert-type items of agreement or disagreement. The final section focuses on the future prospects and needs for improving their CLIL practice. Participants are also asked if they would agree to be interviewed in order to get more information about their experience and beliefs.

For those who are not yet implementing CLIL at their school, the second page of the questionnaire focuses on questions regarding their level of English, whether and how much they know about this approach, or have had any training related to it. They are also asked if they would like to implement CLIL or have it implemented in their school, and what they think would be needed for it to be implemented.

The questionnaire was administered using Google forms. The teachers' responses were analyzed quantitatively using descriptive statistics, with the data presented in a graphic form.

After the administration of this questionnaire, another instrument was used to obtain qualitative data for the study, the interview. The teachers' responses to the interview provided

additional data which could be analyzed qualitatively in order to provide a deeper insight into the experiences and beliefs that these practitioners had. A semi-structured script was prepared to guide the interview, in that way, possible follow up questions related to the topics or experiences emerged during the interview could be included as well.

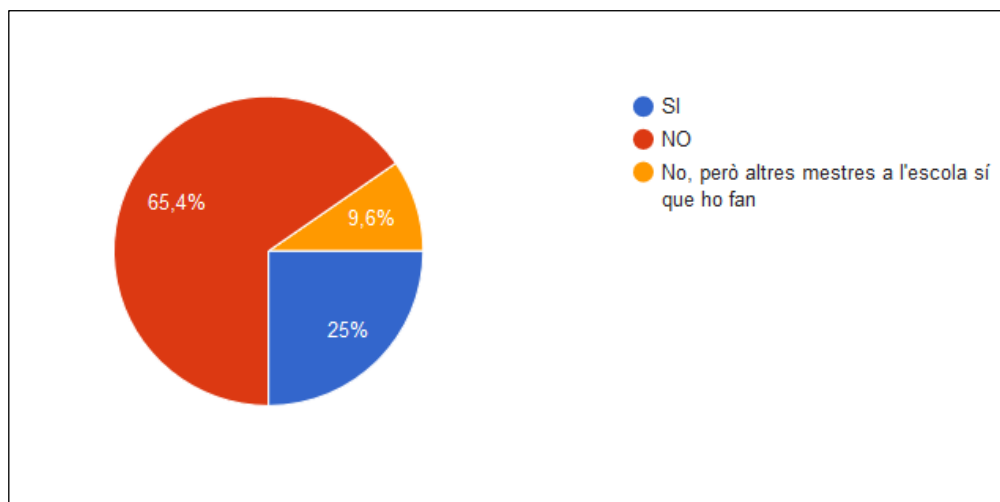
5.4 Participants

From the 20 schools that the questionnaire was distributed to, teachers from 17 of them answered the questionnaire, with 53 teachers completing the questionnaire. Of the teachers who responded to the questionnaire, 41.5% were non-language content teachers and 39.6% were English language teachers. The others were “special needs” subject teachers, part of the management team or support teachers.

In terms of age, most teachers were in the 25 to 35 or 35 to 45 ranges, which indicates that most of them are relatively young. However, they were also experienced teachers, -as the largest group was those who had 10 or 15 years’ experience.

With reference to whether they were implementing CLIL in their school or not, 24.5% of the teachers were CLIL practitioners, while the rest were not using this approach yet. From the 75.5% of teachers who replied NO, 11.3% that indicated that they were not using it but other teachers in the school were.

FIGURE 2. -Percentage of teachers implementing CLIL



The next section presents the results of the survey. First, results from those who are already CLIL practitioners are presented. Then, results of those participants who are potential CLIL practitioners are presented. The results show their attitudes and beliefs towards their own training needs, which is the main focus of this study.

6. RESULTS

As described in the methodology section, in response to the objectives and research questions of this study data were collected from questionnaires administered to teachers (quantitative findings) and from interviews carried out with teachers who were already putting in practice a CLIL approach in their school (qualitative findings).

6.1 Quantitative findings – questionnaires

6.1.1 Teachers already using CLIL approach

As was mentioned previously, a small proportion of the teachers who responded to the questionnaire were already CLIL practitioners, more exactly, just 13 teachers. However, because of the importance of collecting data on the beliefs of those teachers who are actually implementing CLIL, responses from the different parts of the questionnaire are analyzed in detail here.

Training

Regarding training in CLIL methodology, the majority (10) received training through an online course or through one of the experimental language programs offered to the school (GEP, PELE – Section 4.2.3) that offered CLIL training to the future practitioners of the school. From the 3 other respondents, one received some training at the university and the other two didn't receive any training.

Experience

The third section of the questionnaire focused on the teachers' feelings about different aspects of their CLIL teaching experience. The responses to the question 8, which asked about teaching through this approach, varied from 1 (not at all) to 5 (a lot). 3 teachers rated the question with a 5, 7 teachers indicated 4, 2 teachers answered 3 and there was just one who marked a 2. Therefore, most of them show that they are pretty satisfied with the experience.

The rest of this section asked them to indicate on a 1-5 scale in a Likert-type items their extent of agreement about different statements related to CLIL.

Statement 1: *I know how to plan my CLIL classes taking all the content and language aspects that I need to take into account*, 8 teachers showed agreement, mostly saying that they agree a little with it, 2 teachers responded that they neither agree nor disagree, and 3 answered that they disagree with that statement.

Statement 2: *I feel confident to teach through CLIL with the training I have received*. 4 teachers agreed, 1 agreed a lot, 2 a little, 3 neither agree nor disagreed and there was one showing disagreement.

Statement 3: *I feel confident to teach through CLIL with the language level I have*. Most of them marked agreement to a greater or lesser extent, with only 2 choosing the neutral or disagreement answers.

Statement 4: *I feel motivated to teach through CLIL approach*. Results were similar to the previous statement. 3 agreed a lot, 4 agreed, 4 agreed a little, 1 neutral and 1 disagreed.

Statement 5: *I have enough resources and support to plan and develop CLIL units*. The responses here showed that 3 teachers agree, 5 agree a little, 4 neither agree nor disagree and 1 disagrees.

Statement 6: *It is easy to integrate language on the subject taught through CLIL*. Here 6 of them answered that they agree a little, 3 agreed, 3 agreed a lot and 2 chose the neutral answer.

Statement 7: *Students show interest and motivation when I teach them a CLIL subject*. The answers obtained are all positive, 2 agreed a little, 8 agreed and 3 agreed a lot.

Statement 8: *There are not big differences on the students' level results when assessing subject goals achievement through CLIL than in the regular content subject*. 3 teachers neither agree nor disagree, 6 of them agreed a little and 3 agreed.

Statement 9: *Teaching through CLIL involves higher expectations than teaching regular classes*. Most of the responses here showed agreement (8), 4 agreed a little and just one expressed disagreement.

In the next section, teachers were asked to give their opinion regarding the pros and cons of integrating content and language in their teaching. They also rated their answers by levels of agreement, from 1 to 5.

Statement 1: *Teaching CLIL requires more efforts than teaching a regular subject or language class*. All of them agreed on their answers. The majority (7) indicated that they strongly agree, 3 agreed and 3 agreed a little.

Statement 2: *Teaching CLIL requires more time*. They all agreed again, 2 of them said they agree a little, 5 agreed and 6 agreed a lot.

Statement 3: *There is a lack of CLIL teacher training.* In this statement there were 2 teachers showing disagreement, whilst 5 indicated they agree a little, 3 agreed and 3 agreed a lot.

Statement 4: *CLIL teachers need collaborative time (between subject and language teacher) in their schedules.* There was consensus again on their answers, 8 agreed a lot, 2 agreed and 3 agreed a little.

Statement 5: *There are not enough materials to teach CLIL.* The answers obtained for this statement showed 5 neutral responses, 3 that agreed a little, 2 agreed and 3 that agreed a lot.

Statement 6: *We need more resources to plan and teach our classes than other subject areas.* They all expressed agreement with this statement, most of them (7) indicated that they agreed a lot, 3 agreed and 3 agreed a little.

Statement 7: *The help of a teaching assistant in class would benefit this approach.* 10 of them agreed a lot with this statement, 2 of them agreed and 1 disagreed.

Statement 8: *I don't feel motivated enough to teach CLIL.* Here there was a diversity of answers: 5 of them disagreed, 2 stayed neutral, 4 agreed a little, 1 agreed and 1 agreed a lot.

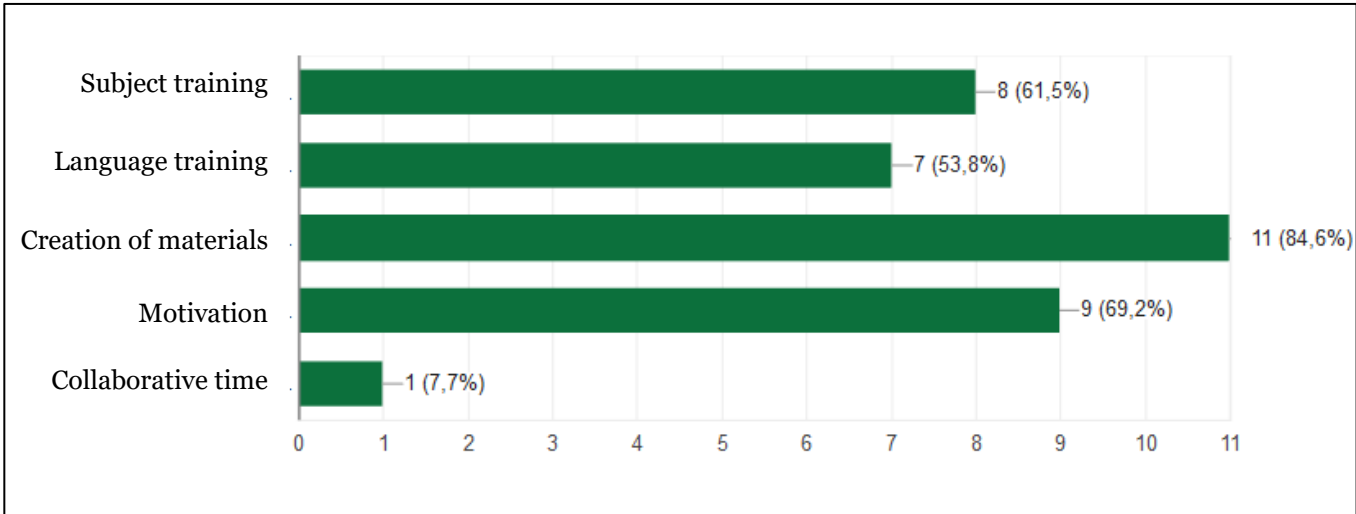
Statement 9: *We need more support from the school staff (management team, other teachers...) to implement this innovative approach.* There was a wide variety of responses to this question. 1 agreed a lot, 3 agreed, 2 agreed a little, 4 neither agreed nor disagreed and 3 disagreed.

Statement 10: *English language training should be offered to other teachers who might not have enough level to teach through CLIL.* 6 of them expressed a lot of agreement, 3 agreed, 2 agreed a little and 2 disagreed.

After expressing their thoughts and experience through these questions, they were asked to give their opinion about how they saw their future needs as CLIL practitioners.

Figure 3- Future needs for CLIL practitioners.

As indicated by the percentages showed in this figure, CLIL practitioners consider the creation of materials as their main future need, followed by motivation, subject and language training and collaborative time as their least necessity.



The questionnaire ended with an invitation to volunteer to be interviewed in order to provide deeper insight into their CLIL experiences and beliefs. 7 of them declined to be interviewed and 6 of them offered their email addresses in order that I could contact them and meet to talk about it. From this 6, 4 were chosen to carry out the interviews, the results of which are reported in section 6.2 below. Before this, we now turn to the analysis of the responses given by CLIL non-practitioners who answered the questionnaire.

6.1.2 Teachers without CLIL experience

From all the sample who completed the questionnaire, 40 teachers, 75% are still not practitioners of this approach. However, they were able to answer some questions related to their teaching experience, training, CLIL knowledge and future plans and needs regarding to this approach, which are important variables that could help to explain why are they still not implementing it.

As regards teaching experience, most were in the range from 10 to 15 years, followed by 7 to 9 years and finally the range of 1 to 3 years' experience. Overall, then, this shows that the sample was a relatively young cohort of teachers.

The second question asked them about their knowledge of the CLIL approach. 55.3% of the teachers indicated that they had a little knowledge about it, 29.71% indicated that they know quite a lot and 14.9% didn't have any awareness of it.

In terms of CLIL training, 71.7% indicated that they had not received any, while 28.3% had.

The 16 teachers who had had CLIL training indicated that they received it in different ways: 7 of them through an online course, 5 of them through their own research using books, blogs, or articles, 2 had university training, 1 had school-based training and another one had learned about CLIL in a course abroad.

As for their reported levels of English proficiency, the responses were quite heterogeneous. 54.4 % expressed that they had a very poor or basic level of English, below B2, 19.6% reported having a B2 level and 21.7 % claimed an advanced level C1. 1 teacher reported having proficiency (C2) level and another one claimed no knowledge of English at all.

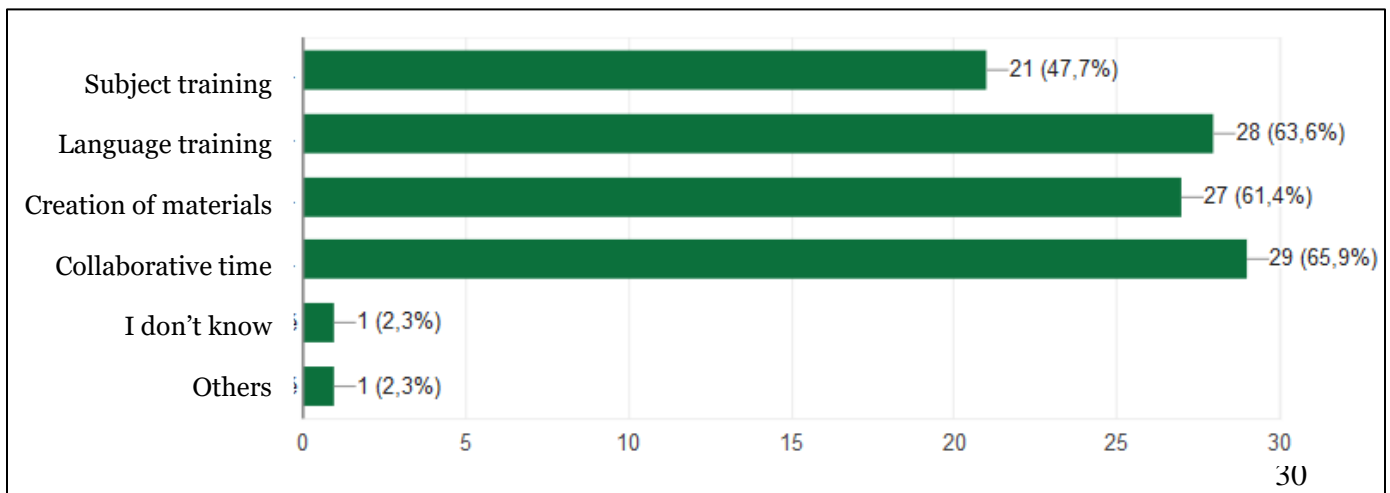
In response to the question about whether they would like to have CLIL implemented in their school or class, 79.5%, responded affirmatively. This shows a general interest in CLIL. As for the rest, some of them indicated that they would need more teachers for this, 11,6% indicated that they don't use CLIL but other teachers in their schools are already putting it in practice. Interestingly, 6.8% said they wouldn't like to have it implemented.

In response to question 11, which asked if they or their school planned to implement CLIL in the future, 62.2% answered that they didn't know, 33.3% said yes, and 4.4% responded no.

The last question in this section was designed to get their perspectives on the needs they consider important to carry out CLIL in their schools. The responses shown in figure 3 show which needs they considered most pressing.

Collaborative time stands out as the most demanded need, 65.9%, followed by language training and creation of materials. 47.7% of the teachers also considered that subject training is needed in order to start implementing this approach, 2 teachers indicated not knowing which needs could be important.

Figure 4 – Future CLIL teachers' needs



6.2 Qualitative findings – interviews

The interviews were carried out with four teachers from different schools and a diversity of profiles. There were two foreign language specialists, one teaching CLIL at 1st cycle of primary school through a workshop related to natural science and one teaching arts and crafts at older levels. The others were a classroom teacher (tutor) who implements this methodology through science in 5th and 6th grade and a physical education teacher that carries out CLIL in PE subject with students from 5 to 12 years old.

All of them had 1 to 3 school years of experience with CLIL, which evidences recent practice with this methodology and at the same time lets us have a close perspective of the advantages and challenges that had emerged in their practice so far as well as their individual opinion about the approach.

Throughout the interview there were some common themes that emerged which indicates that all of them are facing similar challenges and perceiving the same needs, which are: lack of collaboration and planning time, insufficient training and low numbers of teachers involved in this practice. On the other hand, they expressed satisfaction with the positive impact that CLIL has on the students and the benefits of having an increased time of exposure to the English language.

In the following paragraphs a more detailed analysis of their responses is presented to explore these themes.

As mentioned above, lack of collaborative time was one of the major concerns emerging from the teachers' perspective during the interviews. They all expressed that they still didn't have an allocated time in their schedule to plan and prepare the materials needed on their CLIL lessons, which meant that they usually prepared their own material, mostly individually. Nevertheless, some of them expressed that before they started implementing CLIL they did some coordination sessions with content and language teachers to prepare a general plan, thinking about the subject, content and materials they were going to need as a start. However, later on the weekly lessons plans and materials were prepared more independently by the teacher who teaching the subject and whenever it was possible in their own time. Teacher E.P. expressed that it is very difficult to find a time for the music, physical education and English teachers to meet to plan together: *We meet from time to time during English language commission time and we invite*

one of the specialist teachers to guide him on the unit that he is preparing, he brings the proposal and we help him.

But she shared that this didn't happen on a consistent basis and in the end they ended up planning independently, whilst she had the opportunity to plan with the other English teacher because they had a collaborative time for language planning on their schedule, and they used part of this time sometimes to prepare CLIL lessons. The overall opinion is that they should have a regular time in their schedules to prepare the lessons more efficiently and be able to look for more resources and materials, because they feel that right now they are limited . This has the result that they don't plan as much or as well as they would like to, due to the lack of time. They would like to be more creative and more innovative but they cannot do everything.

Another theme that came up during the interviews was the feeling of not having enough training to implement this methodology. They all expressed feelings of insecurity sometimes about how they were developing the CLIL subjects or units. They mentioned that the online course they did was helpful to set up the plan to implement CLIL and think about how they were going to start implementing it at school. However, they would appreciate having more continuity in their training in order to try out more than one unit plan, and be able to get more materials and resources.

As teacher M.F. put it: *there is a lack of groups of work related to this approach, in the same way that there are other groups in this city where teachers from different schools meet to plan for other content areas like: maths, sports, etc.*

An interesting concern related with this theme was shared by teacher E.P., who explained that their school was offered the possibility to join the GEP (Experimental groups for plurilingualism). When they started they were told to start implementing CLIL in some complementary subjects and plan to have more hours of English in the students' schedules.

However, as she pointed out: *but she said: we were disappointed because they didn't provide us with more time for collaboration, human resources or continuity on training.*

These CLIL practitioners also pointed out that at this time there are few teachers at school who are able to teach using CLIL methodology, and this is due to the lack of knowledge and training related to this approach as well as the insufficient level and command of English in order to deliver lessons using this foreign language. They all were aware of future plans to expand the practice of integrating content and language in more areas, and for that reason they would need to be more teachers involved in it. At this time it is mostly carried out by English language

teachers, since they can at least ensure the level of language, but they said that some teachers are already preparing themselves to improve their level or signing up to online CLIL courses. Nonetheless, there was a teacher who expressed some concern with this issue, due to the cost of these courses and the fact that teachers have to pay for them out of their own pockets.

Another challenge related to teachers' involvement is the lack of permanent staff in the schools. They explained that it is hard sometimes to plan for the future and involve some of the staff members if they know that these teachers might not continue at the school the next school year or they cannot ensure that they will stay for a certain number of years so that the plan can be fully developed and implemented to ensure a continuity.

In addition to these main concerns and needs shared by all the members interviewed, there was a teacher who expressed having some doubts on how to assess in CLIL. She said that it was difficult for her to put together the language and content goals and give a common score for them. There was another teacher who explained that she assesses mostly content in her subject area and writes a language goal for each unit, although not meeting this language goal does not lead to the student failing in the content area.

On the other hand, during the interviews they also highlighted some strengths related to the CLIL practice. They all valued very positively including in the curriculum an extra content subject or unit using the foreign language since that would increase the number of hours that students are exposed to English and this would benefit their learning of the language as M.F. observed:

A part from the acquisition of some basic expressions they get specific vocabulary related to a sport that they wouldn't learn in a regular English class.

They all share the opinion that in CLIL classes the students' seem more relax than in language classes, as the strategies used and the materials provided let them interact and use more simple structures to communicate and use the language related to the topic the were working on. These practitioners agreed that the use of visuals is one of their best strategies to use in class, by means of flashcards, videos or Power-point presentations. We also talked about the impact that doing a content area in English has on the students and they explained that they see the students motivated with it. Although they seem a bit lost at the beginning and reticent to use English, later on they start becoming more comfortable with it, as E.M. mentioned:

the students don't have the sensation of doing an English class, is like an excuse to work with this language in a different way that what they do in a regular language class.

And last but not least, when I asked them if they would encourage other teachers to start implementing CLIL, all the answers were affirmative. They recommended trying it and working patiently with the process. As C.T. said:

it is an added opportunity for our students to learn much better.

M.F. pointed out: *with the physical education and art I think that it doesn't cause any problems to the students, they are visual and active subjects that students like and doesn't require much effort.*

As we can observe, these practitioners have many beliefs in common from their recent experiences with this innovative approach, and at the same time they are aware of what is needed to improve their practice.

The next section will be devoted to discussing and interpreting all the answers obtained from the questionnaires and interviews.

7. DISCUSSION AND INTERPRETATION

After having presented the results obtained through the questionnaires and interviews, this section turns to a discussion of the main themes emerging in relation to the teachers' perspectives on the implementation of CLIL in primary schools in Mataró.

The aim of this study was to analyze the attitudes, experiences, expectations and needs that teachers in this particular context had for further development in this approach, whether they were already implementing it or not. Since it was going to be a difficult task to represent every single voice of the teachers working on the 20 schools approached in this study, we asked to have at least a small representation of teachers (1 to 5) from each school, and this goal has been mostly achieved (17 schools and between 1 to 7 teachers from each school answered). That provided us with the results reported in the previous section.

Firstly, taking a look at the number of teachers participating in this study and comparing the numbers of teachers who are already CLIL practitioners or not, we can observe that the percentage of practitioners is close to a quarter part of the non-practitioners who answered the questionnaire. This indicates that in this context, CLIL practice is still not broadly implemented and there are only a few teachers who are trained to do so. More evidence is provided when we ask teachers who answered that they are still not implementing it about their knowledge of

CLIL. The results show that 71% do not have any training related to it, although they express having some sort of knowledge of what it is. In addition to that, more than half of these teachers confessed having a poor knowledge of the English language, which also makes it more difficult to implement a method like this. That was also evidenced with the teachers interviewed, who were mostly English language teachers, and who reported that there is not more implication from other staff members due to their low command of the language. There were other non-practitioners who claimed a good level of the language but not had not had any training in the methodology. This highlights the need for more language and CLIL training, something common in most of the studies carried out previously by researchers such as Perez Cañado (2014) who pointed out the need for ongoing professional development and enhanced opportunities for training in CLIL.

There are already some plans and groups in Catalonia that are pushing for improvement in the foreign language programs, as shown in section 4.2.1. However, one of the teachers interviewed expressed her dissatisfaction with her participation in one of these plans, because they didn't provide enough assistance and continuity in the training and provision of resources, either material or human. This is something to be considered if the educational authorities want to keep urging the educational communities to join these plans for improvement.

In general, all the participants showed interest and positive attitudes towards the implementation of this innovative approach. Those who had already experienced shared their satisfaction with the impact it is having on the students and the 79.5% who hadn't had the opportunity to implement it yet expressed their willingness to try it, although they were not sure of their schools' intentions to adopt this approach. 33% said that they planned to implement CLIL on the near future, which suggests that the CLIL phenomenon could start to grow in the next few years in the particular context of this study.

The answers that CLIL-practitioners gave regarding to the motivation to use this approach were pretty satisfactory, as they claimed to be motivated to carry out this new way of teaching and expressed the belief that it has many benefits for their students' language learning. One of the main advantages identified agreed was the increase of hours of exposure to the language. This provides more input in the language, with students learning more vocabulary that sometimes is not taught in the regular language classes. At the same time they get more support on communicative skills, acquiring or reinforcing some basic expressions and grammatical structures that will help on the students development of the language. Besides, they mentioned

that having a CLIL subject lets students to have a different vision of language learning. They seem more at ease using the foreign language for different purposes and activities than what they sometimes seem in a the regular language classes. They also claimed that the use of a different language to teach content hadn't led to any significant differences in the students' results in the content areas.

As regards planning a CLIL subject, teachers did not identify any major handicaps in doing so, but felt that they were still not fully confident in planning due to the lack of guidelines, resources and materials. Since it is an approach that still doesn't have a stable set of principles on how to balance the integration of language and content, when they plan they do it according to the level of English that students can have, and they usually give more weight to the content than the language when they assess. Most of the teachers interviewed pointed out that they plan according to their own criteria, knowledge and possibilities, taking into account the characteristics of the students and the school.

Assessment is also a concern shared by some of the teachers, since they feel lost on which criteria and activities they need to take into account to give students a fair score in both areas, content and language. Planning for the integration of language in a non-linguistic subject, requires wnsuring that the activities designed will provide the teacher enough information on the pupils' achievements in both areas. Learning objectives, competences and criteria have to be integrated in the plan, so it provides the teacher with the data needed to assess the students' production. That makes reference to one of the roles that Coonan identified, CLIL teacher as a planner.

Furthermore, and as has been mentioned above, the lack of materials and resources is also a challenge that CLIL teachers are facing. Both practitioners or non-practitioners highlighted this as one of the main needs for further development of CLIL. The teachers interviewed said that they usually create, prepare and look for their own materials when they plan the unit of work that they are going to develop. One of them expressed that it could be a good idea to have a specific CLIL working group in the city, so teachers that are already implementing it could meet and share resources and exchange strategies that they use in class. It would be useful to talk to the management team of CRP (Center of Pedagogical resources) from the city in order to set up a group of work that could organise and support these meetings.

Related to planning and creation of materials is the concern with not having enough time to prepare all what is expected for successful implementation of a CLIL area. They expressed not having an allocated time in their schedules to prepare CLIL lessons and to allow content and language teachers to collaborate and support each other in planning and assessing resources. Some teachers shared that they had some collaborative meetings previous to the implementation of this new approach in their school and there, they were able to prepare the general plan they wanted to follow, but later on their everyday reality is that they have to prepare the lessons independently due to the difficulties they have to find time and spots in their schedule where a language and content teacher can meet to do so. For this reason, they also consider the need for time collaborative as one of the most important demands for successful CLIL provision.

They also believe that the help of a teacher assistant in class would facilitate and benefit students when they learn in an integrated way. Having a native language assistant from abroad could contribute to increasing students motivation, as they would be able to interact with someone whose L1 is the one they are learning, and this would be particularly good for the learning and practice of their oral skills.

For that reason, they claim to give more opportunities of staff development in CLIL and English language training at schools, so they can assure more assistance on the development of this approach.

Finally, teachers also expressed some worries regarding to the retention of staff members. The employment situation of teaching staff at schools is not completely stable. A good number of the staff members are temporary workers at the school and that doesn't ensure the maintenance of their teaching position at the same school for the following year or within the same one. That is a drawback for the management team of the school that is trying to set up programs like CLIL and who want to count on teachers who they can be sure are trained and motivated to carry it out.

The following Table summarize the pros and cons that emerged from teachers' perspective in this context of the study and the needs for improvement and further development of this approach.

Table 1. Pros and cons of CLIL implementation

PROS	CONS
<ul style="list-style-type: none">- Increase of hours of exposure to the English language.- Motivation.- More language input.- New ways (activities, projects...) of being in contact with a foreign language.	<ul style="list-style-type: none">- Lack of training in language and CLIL methodology.- Lack of staff members involved in this approach.- Lack of collaborative time to plan.- Lack of materials and resources.- Lack of stability of the staff members.

8. CONCLUSIONS

In the light of the evidence presented in this dissertation we can conclude that the implementation of CLIL in the context of this study is still at an early stage of implementation in the state primary schools which were the focus of the investigation.

The teachers participating in the questionnaires and interviews have provided us with a clear perspective on their situations and experiences regarding this approach and from their insights we can get a better view of which needs have to be met in order to ensure the expansion and effectiveness of this innovative approach in more schools.

The research questions proposed at the beginning of the study have been answered throughout the investigation and have helped us to fulfill the aims of the study which were:

- Investigate the experiences and beliefs of teachers in Mataro regarding CLIL.
- Investigate the methodology and resources they use to implement this approach.
- Obtain perspectives of teachers in schools where CLIL has not yet been implemented.

The answers to the research questions proposed are summarized on the following paragraphs:

How is CLIL provision is organized in the schools (languages, subject taught, time for each subject) of Mataro context?

From the experiences collected in the interviews with teachers who are already implementing CLIL in their classes we have seen that in each school they organize it differently. The subjects chosen to teach integrating content with English language are: Art, P.E, Music, and Science. That provides them with an increase of 1 to 2 hours extra per week of exposure to the language through a different subject. That was something all the teachers viewed positively.

What methods, resources and materials are being used in implementing CLIL?

They revealed that they put in practice this approach using the guidelines and resources received from the online course they attended. Nevertheless, they feel that there is still not a clear methodology to plan or assess this approach and that they usually have to look for or create the materials on their own. Continuity on training and a greater amount of resources and materials are needed in order to support CLIL implementation at the schools.

How do teachers report their experiences of teaching CLIL?

The teachers participating in this study reported a satisfactory experience of teaching using this approach. They all see it as a great opportunity for their students to improve on the learning of the foreign language and they value positively being able to teach them the language through a non-linguistic subject by means of activities and work projects that motivate them and create a different attitude towards the use of this language.

What do they feel are the main advantages and drawbacks of the approach?

They have stated that one of the main advantages is the increased time of exposure to the language that students have by having an extra subject where the language is integrated. They also feel that students are more motivated and acquire more communicative skills and vocabulary with this approach. However, they feel they are still not trained and supported enough to ensure a successful implementation of CLIL in their school. More resources, materials and staff needs to be involved in order to assure not only the effectiveness of this approach, but the excellence.

What do they identify as their main needs to improve their implementation of CLIL?

The main needs identified are: to be supported with sustained professional development beyond the online training course received. Involvement of other members of the staff at schools, but ensuring that they can also receive some language and CLIL training: allocating a time in their

schedules to be able to plan and prepare materials adequately, and creating groups with other teachers where they can share strategies, resources and materials regarding this methodology.

We can thus conclude that in the particular context of this study, the implementation of CLIL is still emerging but the willingness of the practitioners who are already carrying it out as well as the teachers who are not yet doing so show us a positive attitude towards the implementation of this integrated way of learning language and content. Their experiences and concerns need to be taken into account for an improved and extended practice of this innovative approach in more schools in Mataro and beyond.

9. LIMITATION AND FUTURE RESEARCH

As this research is a case study, it has delved into one context and studied the perspectives of only one set of the members of the educational community involved in CLIL practice, the teachers. It has also been narrowed down to focus on the situation in state schools in this context. This decision was taken due to the large number of Primary schools that we can find in the city of Mataro, and because of the intention to investigate the situation of a regular state school, that doesn't get funding from external contributors, and relies only on what they receive from the government.

For this reason, results should be taken with caution and cannot be applied to the whole population involved in this practice. Another possible limitations of the study was that not all the staff members of each school answered the questionnaire. This was maybe due to the lack of time or interest....?I am not sure if justifying it that way. However, a response of 53 teachers was sufficient for the purposes of this study, which was explanatory in nature and aimed to get a preliminary picture of the teachers' perceptions and beliefs regarding their CLIL experiences and needs.

The group of teachers chosen to be interviewed was also limited to four to get the representation of 1 member from each school implicated with CLIL and that was willing to share their experience. The reason of limitation of teachers interviewed was to facilitate getting diverse perspectives from different schools who were already putting it in practice and also because the other teachers implied could also express their beliefs and thoughts regarding CLIL in some of the questions from the questionnaire previously answered.

In order to expand the data set, a broader research study could be conducted including all kinds of primary schools in Mataro to compare if there are differences between state and private schools in the implementation of this approach. Furthermore, studies could be conducted with students and families to get their perspectives. Students could explain their thoughts, feelings and experience of learning through CLIL and families could express their thoughts and opinions about implementing this kind of methodology in their children's school.

Specific studies could be conducted for a deeper analysis of some of the themes that have emerged in this investigation. For example, comparing the different lesson planning strategies that each teacher has, or investigating the way they create or look for materials.

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11. APPENDICES

11.1 QUESTIONNAIRES

- Google forms link:

https://docs.google.com/forms/d/19_De8D8Xbig4jQpqMVJLeQIYqyUo2e3pONXoKvUMteI/prefill

11.1.1 Teachers who are already teaching CLIL

1. Are you?

- English language teacher
- Subject teacher
 - Which subject do you teach: _____
- Management team member (principal or assistant principal).
- Other: _____

2. In which school do you teach? _____ (or I can make a list of schools with a check box next to it).

3. What is your age? _____

4. How many years have you been teaching? _____

- And teaching CLIL? _____

5. How did you get the CLIL training?

- Through an online course
- At the university (master degree, post grade...)
- Through workshops offered to our school.
- Looking for information by myself (books, articles, journals, etc.)
- Others: _____

6. Do you have a language training certificate?

1. YES:

- 1st certificate official level (B2).
- C1 level (Advanced)
- C2 level (Proficiency)
- I am native speaker
- Others, specify which one: _____

2. NO

7. To what extent do you like teaching through CLIL: (with a likert scale model)

- Not at all
- A little
- Neutral
- Rather/ quite a lot
- a lot

8. Evaluate the following statements related to your beliefs teaching CLIL methodology: likert scale (agree, disagree...)

1. I know how to plan my CLIL classes taking all the content and language aspects that I need to take into account.
2. I feel confident to teach through CLIL with the training I have received.
3. I feel confident to teach through CLIL with the language level I have.
4. I feel motivated to teach through CLIL approach.
5. I have enough resources and support to plan and develop CLIL units.
6. It is easy to integrate language on the subject taught through CLIL.
7. Students show interest and motivation when I teach them a CLIL area/ subject.

8. There is not a relevant difference on the students' level results when assessing subject goals achievement.
9. Teaching through CLIL involves higher expectations than teaching regular classes.
10. **Evaluate the following statements related to possible challenges you are facing teaching through CLIL: *likert scale***
(agree, disagree...)

1. Teaching CLIL requires more efforts than teaching a regular subject or language class.
2. Teaching CLIL requires more time.
3. There is a lack on CLIL teacher training
4. CLIL teachers need collaborative time (between subject and language teacher) in their schedules.
5. There are not enough materials to teach CLIL.
6. We need more resources to plan and teach our classes than other subject areas.
7. The help of a teacher assistant in class would benefit this approach.
8. There is a lack of motivation to teach CLIL.
9. All the members in the school staff should be aware of what is this approach in order to make us feel more supported when we are trying to implement this innovative approach.
10. English language training should be offered to other teachers who might not have enough level to teach through CLIL..

9. Click on the 3 more important things for you to improve CLIL future prospect:

1. Subject training
2. Language training
3. Creation of materials
4. Motivation
5. Collaborative time

6. Others.

10. Would you be open to do an interview in order to provide more information about your own experience teaching CLIL?

- YES. – leave your email so I can contact you: _____
- NO.

11.1.2 Teachers who are NOT teaching CLIL yet.

1. Are you?

- English language teacher
- Subject teacher
 - Which subject do you teach: _____
- Management team member (principal or assistant principal).
- Other: _____

2. In which school do you teach? _____

3. What is your age? _____

4. How many years have you been teaching? _____

5. Are you aware of what is the CLIL approach?

- Not at all
- Somehow
- Neutral
- Rather/ quite a lot
- a lot/absolutelly

6. Do you have any CLIL training?

- YES
 - Specify which one: _____
- NO

7. Do you have any language training certificate in English?

- YES:
 - 1st certificate official level (B2).
 - C1 level (Advanced)
 - C2 level (Proficiency)
 - I am native speaker
 - Others, specify which one: _____
- NO

8. To what extent would you like to start implementing CLIL in your class /or/ school:

- Not at all
- A little
- Neutral
- Rather/ quite a lot
- a lot

9. Is there any plan at your school to implement CLIL in a near future?

- Yes
- No
- I don't know.

10. Click on the things that you think are needed to start implementing this approach in your school.

- CLIL methodology training
- Language training
- Materials and resources.
- Motivation

- Others
 - Specify what: _____

11. 2 INTERVIEW SCRIPT

1. Quina és la teva experiència amb AICLE? (amb quina assignatura/ nivell ho imparteixes?).
2. Quant de temps fa que ensenyas AICLE?
3. Has posat en practica AICLE només a l'escola en la qual treballes actualment, o ja l'havies ensenyat a algun altre lloc abans? (si ho vas fer, quina va ser la teva experiència?)
4. Explica'm sobre com vas començar a treballar amb AICLE.
 - a. Per què vas decidir iniciar a treballar amb aquest mètode?
 - b. Quan/Com vas planificar fer-ho?
 - c. Com et vas sentir?
 - d. Heu fet canvis des de llavors? Quins, per què?
5. Quin tipus d'estratègies utilitzes a la classe quan feu AICLE per tal de captar l'atenció dels nens i fer-los participar? (scaffolding, peer-work...)
6. Quines tècniques i recursos creus que són bones quan programes i dus a terme les classes d'AICLE?
7. Penses que AICLE posa en compromís (dificulta) o complementa l'aprenentatge de l'anglès?
8. Quins són els punts forts i febles de dur a terme AICLE des del teu punt de vista?
9. Quan programes i et trobes amb el mestre/a de llengua o de l'assignatura per preparar les classes d'? Tens un temps de col·laboració/coordinació per fer-ho?
10. Recomanaries a altres mestres que comencin a posar en practica AICLE a les seves escoles? per què si o per què no?