



FACULTADE DE FILOLOXÍA

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UNIVERSIDADE DE SANTIAGO DE COMPOSTELA

Curso académico 2021-2022

Traballo de Fin de Grao

A preliminary approach to the situation of CLIL in Galicia: A case study at the secondary school level.

Autora: María Varela Louzán

Titora: Paloma Núñez Pertejo



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SOLICITO a aprobación do seguinte título e resumo:

Título: *A preliminary approach to the situation of CLIL in Galicia: A case study at the secondary school level.*

Resumo [na lingua en que se vai redacta-lo TFG; entre 1000 e 2000 caracteres]:

This project aims at describing the methodology known as *Content and Language Integrated Learning (CLIL)* and its current situation in Galicia. Broadly speaking, CLIL revolves around the teaching and learning of content subjects comprised in the national curriculum of Secondary Education (e.g. Biology, History, Maths) through a second or foreign language, English in this case.

The study will consist of two parts: a theoretical section, in which some of the main contributions to this topic will be referred to, and a practical section, in which a case study will be described. Firstly, I will provide a definition of what CLIL is, what aspects it involves and how it is implemented in our Autonomous Community. Secondly, I will analyse how this methodology is applied in a private school located in the area of Pontevedra, where teachers make use of CLIL in their classes so as to develop their syllabuses within the *International Baccalaureate (IB)* framework that follows the so-called *Programa de los Años Intermedios (PAI)*. I will also refer to PAI in the theoretical section of this dissertation.

To this end, I will provide students and teachers with different questionnaires (interviews can be conducted if necessary) in order to verify their degree of satisfaction with this specific methodology, paying special attention to whether the implementation of CLIL has led to a more frequent use of the L2 and/or to an improvement in the students' level.

Finally, after having examined all the data retrieved from the questionnaires and/or interviews, I will draw some tentative conclusions.

Santiago de Compostela, 26 de outubro de 2021.

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SRA. PRESIDENTA DA COMISIÓN DO TRABALLO DE FIN DE GRAO

A preliminary approach to the situation of CLIL in Galicia: A case study at the secondary school level.

Un acercamiento preliminar a la situación de AICLE en Galicia: Estudio de un caso práctico en la enseñanza secundaria.

Unha aproximación preliminar á situación das Seccións Bilingües en Galicia: Estudo dun caso práctico no ensino secundario.

SUMMARY:

This project aims at describing the methodology known as *Content and Language Integrated Learning* (CLIL) and its current situation in Galicia. Broadly speaking, CLIL revolves around the teaching and learning of content subjects comprised in the national curriculum of Secondary Education (e.g. Biology, History, Maths) through a second or foreign language, English in this case.

The study will consist of two parts: a theoretical section, in which some of the main contributions to this topic will be referred to, and a practical section, in which a case study will be described. Firstly, I will provide a definition of what CLIL is, what aspects it involves and how it is implemented in our Autonomous Community. Secondly, I will analyse how this methodology is applied in a private school located in the area of Pontevedra, where teachers make use of CLIL in their classes so as to develop their syllabuses within the *International Baccalaureate* (IB) framework that follows the so-called *Programa de los Años Intermedios* (PAI). I will also refer to PAI in the theoretical section of this dissertation. To this end, I will provide students and teachers with different questionnaires in order to verify their degree of satisfaction with this specific methodology, paying special attention to whether the implementation of CLIL has led to a more frequent use of the L2 and/or to an improvement in the students' level. Finally, after having examined all the data retrieved from the questionnaires, I will draw some tentative conclusions.

KEY WORDS: CLIL, IB, PAI, Secondary Education.

DECLARACIÓN DE ORIXINALIDADE DO TRABALLO DE FIN DE GRAO

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DECLARO QUE,

o presente Traballo de Fin de Grao nomeado *A preliminary approach to the situation of CLIL in Galicia: A case study at the secondary school level* é íntegramente orixinal e da miña autoría e que todas as fontes utilizadas para a súa realización foron referenciadas axeitadamente.

Así mesmo, son plenamente consciente de que o feito de non respectar estes termos é obxecto de sancións universitarias e/ou doutra orde.

En Meis, a 30 de xuño de 2022.

Asdo.:



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1. Introduction

In this dissertation I will describe how *Content and Language Integrated Learning* (CLIL) methodology is applied in a specific secondary school in Galicia, Spain. CLIL is the teaching of content subjects to students in a language that is not their own (cf. Marsh, 1994). As a former student in SEK-Atlántico (a school located in Pontevedra, Galicia, Spain), my experience will allow me to describe how CLIL is approached there, as well as the teachers' techniques, for instance, their approach on how to make subjects taught in English easier and interesting for their students, while they are simultaneously integrating their proposals (activities, quizzes) in order to make CLIL methodology less dense for pupils. In this specific school, CLIL is taught within the PAI (*Programa de los Años Intermedios*) Programme. Along with this innovative programme, students must also complete the activities that have to do with the content that the national curriculum requires from every student at any educational stage (primary or secondary levels), as both programmes are weaved and taught simultaneously at both primary and secondary educational levels.

Firstly, I will approach CLIL from a theoretical perspective and its journey implementation in Spain and Galicia, the community where I will be setting my study. Thus, I will refer to how this methodology operates, what practices it may incorporate and how our country has shaped this procedure so as to fit it in the particular and varied linguistic context of our autonomous community, a bilingual region where both Spanish and Galician are official languages, as both are taught from the moment students enter the Spanish educational system at age 6.

In turn, in the practical section of this dissertation, I will describe and analyze the case of SEK-Atlántico, a secondary school based in Pontevedra, Galicia, and the approach they follow with their students. I have decided to focus my research on secondary school students, as most of them have been exposed to both PAI and CLIL for several years and, due to their ages (15-16 years old), they seem to be capable of providing critical feedback on their involvement and participation in a bilingual programme from a young age and from the earliest stages of their educational career. Both students' and teachers' opinions and experiences will be documented through questionnaires, with an aim to contrast their views and also to test whether there has been an evolution in the students' process of learning English by means of PAI and CLIL and whether an improvement has been noticed by the school staff.

2. What is CLIL (*Content and Language Integrated Learning*)?

Content and Language Integrated Learning is an umbrella term adopted by the *European Network of Administrators, Researchers and Practitioners* (EUROCLIC) in the mid-1990s. It encompasses any activity where a foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint role (cf. Marsh 2002: 58). CLIL operates along a continuum of the foreign language and the non-language content without prioritizing neither of them.

2.1. *The origins of CLIL*

The term CLIL appeared in the mid-1990s, since languages at that time became a fundamental aspect of the cultural identity of every European citizen. The European launch of CLIL was both political and educational. The political driver was based on the vision that mobility across the European Union required higher levels of language competence in designated languages than those levels found at that time. Additionally, the educational aim was to design and adapt existing language teaching approaches so as to provide a wide range of students with higher levels of competence.

Since then, CLIL has not only helped to improve the language proficiency of European learners (cf. European Commission/EACEA/Eurydice, 2015), but it has also promoted a paradigm shift in language teaching, by incorporating innovative strategies and a constructivist approach as a basis, which includes exploratory and other forms of discourse that promote communicative teaching and learning (cf. Marsh, Mehisto, Wolff, Frigols-Martin 2010: 3).

2.2. *The implementation of CLIL in the classroom*

CLIL is an approach that embraces all sectors of education, from primary to adult education. It varies drastically depending on the time spent on its implementation, e.g. from a few hours per week to intensive modules lasting several months, during which students can take courses for, at least, four years of their secondary education, each consisting of a nine-month period. CLIL may involve project work, evaluation courses, drama, puppets, chemistry practices and mathematical investigations; all of these activities usually include some sort of self-assessment in which students account for their own improvement in both content and language. In short, CLIL is a flexible and dynamic methodology, where topics and subjects –foreign languages and non-language subjects– are integrated in some kind of mutually beneficial way so as to provide educational value-added outcomes for learners, as it is designed to allow students to make the most of this methodology. However, value-added outcomes relate to the quality of the learning experience, by combining the mastering of both the contents the subject(s) require(s) and the language of instruction chosen to teach said subject(s).

When being taught through CLIL, students can learn multiple school subjects in a target language. Students are not expected to be proficient in the new language before they begin to study. They learn the foreign language at the same time they learn the subject, which is one of the major advantages of this strategy, as learning the content along with the Second Language (henceforth L2) is likely to take place unconsciously. The language that students learn in a CLIL lesson is not the usual language learnt in an ordinary English as a Foreign Language (henceforth EFL) lesson because it requires learners to acquire larger amounts of vocabulary in the former case, even when little explicit language teaching happens (cf. Dalton-Puffer, 2005).

Through CLIL teachers can work on all the four skills of the language (i.e. reading, speaking, writing and listening), but communication practice can be boosted in a more fruitful way. Students can learn a foreign language being part of an authentic environment where communicating within the framework of content becomes a primary aim. This clearly contrasts with more traditional approaches of learning grammar and syntax, as it facilitates the learning of vocabulary, grammar and syntax of this new language by acquiring it as an L2, rather than learning grammatical expressions or patterns by heart in a foreign language, which is usually a tough task for most students and it usually is what traditional approaches propose for studying a new language.

Since the effectiveness of CLIL depends on a range of situational and contextual variables, the need for a shared understanding of CLIL pedagogies has become a priority. The identification of fundamental principles and effective classroom practice must contribute to creating a framework for assuring quality in diverse contexts; therefore, both teachers and learners are to share motivating experiences in order to achieve good results within CLIL. Its proposals are not found in the Spanish curriculum, since this involves a more classical approach, with seminar-like classes where the students receive most of the knowledge directly from the teachers or by means of class materials (either physical or digital).

CLIL, in turn, stakes for more interactive activities, where students are encouraged to develop their own knowledge by taking their teachers' delivery as a basis, and then attempting to reproduce this in the L2. Thus, pupils will soon learn to 'ignore' English because they will listen to the same kind of contents being repeated in a language that will soon be familiar to them. This will be achieved through exercises such as paraphrasing or repetition of key concepts in each subject, especially those that may be harder to understand or memorize. Other teaching techniques may include the analysis of images or figures. This way, students will acquire the knowledge required to carry out said activities, while improving such prime aspects of their L2 acquisition as vocabulary, grammar and syntax.

A highly remarkable feature of many teaching techniques (as those found in the Communicative Approach, Community Language Learning or Audio-Lingualism), which is also present in CLIL, is that the focus is on the learners, as they stand out as an immense resource of knowledge. Shared construction of new knowledge is therefore much more powerful than the teacher giving an answer straight away. This is why,

whenever possible, learners should be encouraged to produce new information together as a means of learning to solve problems that have to do with the content of these subjects in English, so as to build new knowledge in a new language.

However, CLIL has also been regarded as a questionable methodology by some experts. One of the main problems of CLIL is that (English) language teachers lack knowledge on the subjects they have to teach, while a good number of subject teachers may not have an adequate knowledge of the L2. This means that it is very difficult to find suitable teachers for CLIL, as professionals with a high level of both the foreign language and the content subject (Mathematics, Chemistry, Physical Education, etc.) are needed. Thus, according to Maza Calviño (2011), it is not easy to find educated professionals who reach the level that CLIL requires in order to teach any subject in a foreign language.

Apart from this, teachers also need training on the linguistic and cultural implications of learning content in an L2, as well as on the development of communicative learning strategies that are learner-centered, together with the assessment of learners' language proficiency (cf. Custodio Espinar, 2019). The ongoing training to improve linguistic and methodological competences as a resource of the bilingual or multilingual programmes is also a disadvantage, as CLIL involves lots of projects and new techniques that must be applied so as to expand its benefits for students (Ministerio de Educación, Cultura y Deporte, 2013), meaning that it can be hard for teachers to implement so many new projects and different activities to their lessons, as there may be not enough time in the school year to execute these new techniques.

Another great difficulty involved has to do with learners' reluctance to speak, making sure the shyest students also participated in activities where speaking had an important role. This is a common problem in CLIL classrooms, as students (especially at the beginning of the implementation of this methodology) tend to be shy and tend not to use the vocabulary and knowledge they already have even though they can apply it to a specific subject (Tardieu, Dolitsky, 2012: 5).

2.3. The Common European Framework for Reference of Languages (CEFR)

The *Common European Framework of Reference for Languages* (henceforth CEFR) is an international standard for describing language ability on a six-point scale, from A1 for beginners up to C2 for those who have mastered a language.

The CEFR has two axes: a horizontal axis of categories for describing different activities and aspects of competence, which were outlined above (A1 to C2), and a vertical axis representing progress in proficiency in those categories. To facilitate the organization of courses and to describe progress, the CEFR presents the six Common Reference Levels shown in Figure 1. This arrangement provides a roadmap that allows users to engage with relevant aspects of the descriptive scheme in a progressive way. However, the six levels are not intended to be absolute. Firstly, they can be grouped into

three broad categories: Basic user (A1 and A2), Independent user (B1 and B2) and Proficient user (C1 and C2). Secondly, the six reference levels, which represent very broad bands of language proficiency, are very often subdivided (cf. Council of Europe, 2020: 36).

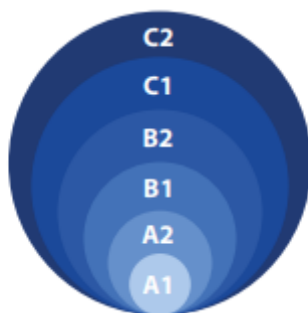


Figure 1. Adapted from *Council of Europe* (2020: 36).

2.4. CEFR and CLIL

The CEFR has devised different schemes in order to understand and determine whether CLIL teachers are ready to teach their subjects in a FL and the strong and weak points students may have, so that they can be grouped with a teacher that addresses their needs. As mentioned in the official document (*Council of Europe*, 2020 [<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>]), levels are necessary for simplification. They are needed in order to organize learning, track progress and answer questions like “How good is your French?” or “What proficiency should we require from candidates?” However, any simple answer like B2 –or even B2 receptive, B1 productive– hides a complex profile. The reason the CEFR includes so many descriptor scales is to encourage users to develop differentiated profiles.

Descriptor scales can be used firstly to identify which language activities are relevant for a particular group of learners and, secondly, to establish which level those learners need to achieve in those activities in order to accomplish their goals. This is illustrated in the two fictional examples of individual language profiles shown in the figures included below. In each case, the four figures in those figures refer to the desired profile for reception, interaction, production and mediation respectively.

The labels around the edge of the circle are those descriptor scales which are considered to be relevant, while the proficiency level deemed to be desirable in each descriptor scale is indicated by the shading. Notice that the descriptor scales included in the two diagrams are not identical. Only those activities (those important for reception, interaction, production and mediation, which are created for specific purposes) considered to be relevant are included. Profiles like those illustrated in Figures 2 and 3

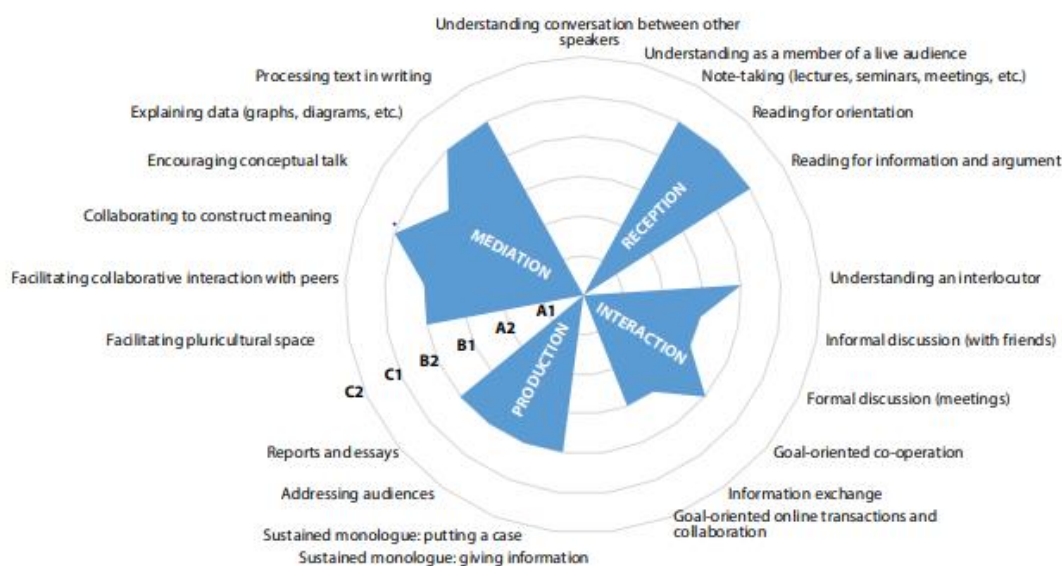


Figure 3: Adapted from the *Council of Europe* (2020: 39)

The profile shown in Figure 3 (that of a postgraduate science student) also puts an emphasis on reception (C1) and on certain aspects of mediation: collaborating to construct meaning, explaining data and processing text. Profiles can be created for various groups, particularly in professional or in specialized educational areas. Stakeholders can be consulted in a two-step process: first, to establish the relevant descriptor scales and, secondly, to determine realistic goals for each one. Graphic profiles such as those shown in Figures 2 and 3 can also be used to describe the current language proficiency of a learner.

2.5. The European Framework for CLIL Teacher Education (EFCT)

In what concerns CLIL, we must remember the requirements and doctrines established by the CEFR which CLIL must follow, e.g. when training CLIL teachers who are willing to teach their students inside the CEFR rubrics, the importance of curricula development, especially within CLIL contexts, should be outlined. Challenges faced in establishing a common European CLIL curriculum are discussed, and so are the implications of these challenges for teacher training and professional development.

The *European Framework for CLIL Teacher Education* (henceforth EFCT) is a tool for guiding the design of curricula for CLIL teacher professional development (cf. Frigols Martín, Marsh, Mehisto, & Wolff, 2011).

With this curriculum, new subjects or fields can be introduced and already existing content(s) can be renewed. A new curriculum contains renewed learning aims, as well as renewed content and methodological guidelines. Curriculum development is also a means for building high-quality CLIL programming. The EFCT is intended to serve as a point

of reference for providers of teacher training across Europe. It aims to contribute to the development or enhancement of CLIL training that will support teachers in enriching their students' learning experience(s). These curricular modes can be adapted to meet the needs of educators working in diverse regional and national contexts.

Other educators are often trained to teach just one subject, be that a content subject or a language subject, as it is not common to be trained to teach both content subjects and language subjects. Even when teachers are trained in the teaching of a content subject and a language subject, training in the integration of both language and content is not widespread, meaning they either focus on the teaching of the foreign language or on how to explain the subject concepts, but it is unusual to have teachers practicing how to work on both notions at the same time. Teachers undertaking CLIL will need to be prepared to develop multiple types of expertise, e.g. in the content subject, in a foreign language, in the practice of teaching and learning, in the integration of the previous three (content subject, language subject and practice in teaching and learning), while working on the integration of CLIL within an educational institution (any educational centre, such as a school, for instance) as well. The CEFR as such is neutral with respect to these aspects, and it does not cater for specific competence development in any one content subject or language subject; rather, it is focused on the competences necessary to teach content subjects and an additional language in an integrated manner.

In order to offer the best CLIL classes to students, CLIL teachers should be fully aware of the core features of CLIL, and how these are linked to the best practices in education, as they are building inclusive and constructive relationships with students and other stakeholders. In order to do so, the EFCT has developed a series of objectives that all CLIL teachers should seek when preparing to teach CLIL subjects. These objectives are divided into several categories: personal reflection, CLIL fundamentals, content and language awareness, methodology and assessment, research and evaluation, learning resources and environments, classroom management and CLIL (cf. Frigols Martín, Marsh, Mehisto & Wolff, 2011).

As an example of the categories above, “methodology and assessment” makes reference to how successful content learning may be dependent on language; in other words, how language learning is dependent on content learning. Therefore, research-based knowledge of the interdependence of language (L1, L2, L3) and cognitive development facilitates both content and language learning. When it comes to assessment, and due to the challenges of learning through an additional language, many aspects of good pedagogy require enhanced and detailed scaffolding. A wide range of knowledge and skills relating to methodology and assessment are integrated (cf. Frigols Martín, Marsh, Mehisto & Wolff, 2011).

3. CLIL in Spain

Interest in CLIL has spread throughout Spain in the last few decades, and CLIL, or *Aprendizaje Integrado de Contenidos y Lenguas Extranjeras* (henceforth AICLE) has indeed received support from educational and political authorities, as it has been implemented in mainstream schools.

This approach to language teaching and learning was implemented in Spain in the first five years of the 21st century and, since then, it has developed considerably in all its Autonomous Communities, to such an extent that it is very common nowadays to see the label “bilingual school” in most schools. After more than a decade of bilingual education, there is no shortage of defenders and detractors of bilingual education.

In regions with a low average domestic income, the state bilingual network was supposed to bridge income gaps, for which reason the first bilingual schools were established in rural areas and less affluent urban districts. Very tellingly, charter schools were not permitted at first to offer bilingual schemes in order to prevent them from attracting affluent students and thus widening educational divisions (cf. Coyle, 2010).

3.1. Types of scenarios in the different Spanish Autonomous Communities

The degree and characteristics of the implementation of CLIL at the national level, however, vary from one region to another, since the political and administrative structure of Spain comprises 17 autonomous communities and 2 autonomous cities, each with a regional government that has its own competences, education being one of them. In the bilingual communities (the Balearic Islands, the Basque Country, Catalonia, Galicia, Navarre, and Valencia), the regional languages have been granted official status and have found their place in their educational systems.

Thus, the national curriculum may be covered in at least two different languages in those communities (with some subjects taught in Spanish and others taught in the specific language of the region) in two different ways:

1. It may be taught in the official language of the state (Spanish), but also in a joint official language other than Spanish (e.g. Basque, Catalanian, Valencian and Galician).
2. It may be taught in the official language of the state (Spanish), and also partially in one or two foreign languages (cf. Eurydice, 2006).

A third scenario must be added to these two:

3. It may be taught partly in the official language of the state (Spanish), partly in a joint official language other than Spanish (e.g. Basque, Catalanian, Valencian and Galician), and partly in one or two foreign languages.

Although not all the autonomous regions have fully implemented these programmes as part of their mainstream education, the great majority have done so through pilot and/or experimental programmes. The Basque Country, Catalonia, Galicia, Navarre and Valencia all share the so-called ‘fostering multilingualism in a bilingual community’ scenario (cf. Frigols Martín, 2008. URL: <https://www.yumpu.com/en/document/read/17777418/clil-implementation-in-spain-an-approach-to-different-models-lear>) although their approaches follow different models.

Another thing to take into consideration is that some regions already had bilingual programmes long before the CLIL made its way into Spain, due to the bilingual nature of their populations. An interesting aspect is the duality described above (bilingual sections and plurilingual schools), which is a common feature of most communities. However, there is a tendency to use the model of bilingual sections in secondary education and the model of plurilingual schools in primary education (e.g. in Madrid, Aragón, Asturias, Murcia). In Galicia, it is possible to implement the model of bilingual sections both in primary and secondary education (cf. Frigols Martín, 2008).

Lastly, it is important to highlight that Spain has been acknowledged as a prime example in the implementation of CLIL. Thus, Spain is becoming one of the European leaders in CLIL practice and research. The richness of its cultural and linguistic diversity has led to a wide variety of CLIL policies and practices which provide us with many examples of CLIL in different stages of development (cf. Coyle 2010: 8).

3.2. *CLIL in Galicia*

The situation of the CLIL methodology in Galicia has achieved a high-ranking position within the Spanish territory. Every year more schools start CLIL programmes, as stated in “EDUlingüe” (cf. Xunta de Galicia, 2018). What is more, about 75% of schools in Galicia include one of the CLIL modalities currently available in this community, namely “seccións bilingües” (‘bilingual sections’; cf. Xunta de Galicia, 2011a) and “centros plurilingües” (‘plurilingual schools’; cf. Xunta de Galicia, 2011b). Although it seems that the aim of the Galician government is for most schools to become plurilingual schools, isolated bilingual sections still exist in secondary schools. Now, these “seccións bilingües” (bilingual sections) in Galicia are teaching a non-language area or subject, in other words, a content subject, that is taught in a bilingually in a co-official language (either Galician or Spanish) and in a foreign language (English in this case). This foreign language must be used at least 50% of the teaching time; in other words, it must be used for, at least, half of a class (<https://www.edu.xunta.gal/portal/es/linguasestranxeiras/1640/1686>).

Nevertheless, plurilingual schools are those in which students are taught the plurilingual competence, which is the capacity to successively acquire and use different competences in different languages, at different levels of proficiency and for different functions. Logically, the central purpose of plurilingual education is to develop this

competence (cf. Cavalli, Coste, Crisan & van de Ven, 2009: 8). In order to put this information into perspective with the reality of CLIL in Galicia, we know that during the academic year 2014/2015, 231 primary schools and 177 secondary schools were running 1,648 and 1,002 subjects in English, respectively (cf. Calleja Lameiras & Rodríguez González, 2015).

The numbers provided by the Galician government indicate that one out of four students are benefitting from both these programmes; as for 2018, the number of plurilingual schools was 282, while the number of bilingual sections was 3,914.

The implementation of CLIL in Galicia is characterized by the freedom schools are given to start bilingual programmes, especially in the case of bilingual sections. Schools can choose which subjects (and in which years) they will teach through CLIL, while most of the other Spanish communities have to specify that bilingual programmes should start at the first level of primary education, with syllabuses being progressively implemented in the following levels (secondary education), and they also have to specify which subjects –in most cases Arts and Crafts, Social Sciences or Science– are taught in the L2/FL.

Teachers seeking to teach any CLIL courses (primary or secondary), must be provided with at least a B2 certificate in the FL, as it is considered the minimum level required in order for a teacher to participate in CLIL programmes in all plurilingual schools of the community (cf. Xunta de Galicia, 2016b).

4. The *Diploma Programme (International Baccalaureate)* and PAI (*Programa de los Años Intermedios*)

The *Programa de los Años Intermedios* (henceforth PAI) is an educational programme integrated within the *International Baccalaureate* (henceforth IB), also known as the *Diploma Programme* (henceforth DP). It is a studying method for students designed by the International Baccalaureate Organization. This organization, funded in 1968 and operating worldwide, offers quality educational programmes, currently taught in more than 1,700 centres and in more than 140 countries. We can find IB studies in 118 educational centres in Spain in the present day.

Whenever IB is implemented in a school, a plus to the national curriculum is added (in this case, the Spanish secondary level, known as *educación secundaria* [school years corresponding from ages 12 to 16] or *bachillerato* [national baccalaureate curriculum; school years corresponding to ages 16 to 18]). Once the students have taken this programme, they will obtain an IB diploma, provided that they pass their final exams. The study methodology is based on adding extra content to the Spanish baccalaureate, i.e. adding more teaching material based on didactic work, often in groups, with the aim of teaching them how to work, reason, and draw their own conclusions (cf. IB Organization, 2021).

The DP attaches great importance to education and encourages respect for lifelong learning. This is why it adds content to the subjects of our national *Bachillerato*. It proposes working in the classroom tasks as a continuous improvement of learning skills. This way, a habit of study and research is fostered, from which students will benefit in the future.

4.1. The implementation of CLIL in the PAI programme.

Among the many aims that the DP sets for their students, there are short and long-term objectives that are closely related to the acquisition of, at least, two foreign languages. The DP phrases this objective as “teaching and learning in more than one language” (Azpilicueta, 2014).

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while promoting, at the same time, an understanding of another culture through the study of its language.

When it comes to similarities between both, a focus on coordinated school wide planning is specially emphasized in IB, but also plays a role in successful CLIL programs (Lorenzo & Moore, 2010). IB schools embed the process of coordination into the school culture so that the efficiency of teachers’ programs can be evaluated and improved through evaluations of their programs, as well as coordination in between different departments to suggest corrections.

It is important to highlight that neither IB nor CLIL programs are likely to succeed without a commitment on the side of teachers to not only implement the program in their own classes, but also to actively coordinate themselves with other teachers in the same school. What IB offers is an example of how such curriculum coordination is built into the curriculum at the outset. Schools adopting CLIL could also consider cross-curricular themes that might make coordination both easier to conceive and implement.

Fundamental to the successful implementation of CLIL is the inclusion of students as active participants in their own learning. The concept of students actively negotiating their own learning is integrated into the IB curriculum and practices in the form of structured inquiry.

Dalton-Puffer (2011) argues that two advantages to the CLIL classroom are the didactic nature of classroom discourse and the familiarity of students with the rules of discourse that prevail. While the CLIL classroom might not be overtly dedicated to language learning in the same way an EFL class is, it provides a context in which language learning is actively facilitated. Key to this process is the didactic nature of language learning discourse, one in which language is not simply disseminated to learners but is a mutually constructed process where learners are actively using language to construct

meaning. In CLIL, as well as in IB, this often requires a paradigm shift for learners as well as for teachers.

The IB incorporation of structured inquiry as a fundamental building block of the curriculum process offers a pedagogical means to bridge the gap between the traditional classroom and a CLIL classroom. The necessity of covering specified curriculum content would mean that schools would not be able to totally embrace a program of inquiry, and the teacher would need to play an important role in guiding and shaping that inquiry.

That is true of IB as well as of CLIL, where teacher training is a crucial part of the success of the respective programs. The advantage of structured inquiry is that it provides a starting point for both teachers and students to immediately begin the crucial process of negotiating meaning through language interaction. This process offers teachers the opportunity to identify language and content gaps in addition to providing a means of discourse in which those gaps could be addressed, thus essentially providing a pathway to learning.

Both IB and CLIL share many assumptions regarding the classroom practices that lead to effective learning. Fundamentally, they see learning, whether language learning or otherwise, as a direct consequence of classroom discourse where learners are active participants instead of passive recipients (cf. Venema, 2019).

4.2. Foreign languages in PAI.

Regarding students' linguistic development in FLs, especially English, as it is an indisputable fact that English has become a global *Lingua Franca* in today's world, with non-native speakers of the language outnumbering the number of native English speakers in the world (cf. Hülmbauer, Böhringer and Seidlhofer, 2008: 26). Therefore, the term English as a Lingua Franca (henceforth ELF), has become a necessary and crucial term for those non-native speakers of English, such as the IB/PAI students. Now, ELF is a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen FL of communication (cf. Firth, 1996). Taking into account the importance of English in the global panorama, the PAI programme proposes the following model of distribution of the subjects the students ought to study, depending on their level of acquaintance with foreign languages.

The IB language policy defines five levels of linguistic support: two for *working languages* (IB's working languages are languages in which the organization communicates with its stakeholders and in which it is committed to providing all the services needed for the implementation of the programmes; currently, the IB's working languages are English, French and Spanish) and three for *access languages* (those that the IB has identified as being of strategic importance to meet its objectives and to develop a more inclusive and diverse IB community; cf. IB Organization, 2022).

Current IB languages

| Working Languages | Access Languages |
|--|--|
| Level 1 – English, French, Spanish | Level 3 – Arabic (MYP, PYP) Chinese (MYP, DP) German (dual language DP) Japanese (dual language DP) |
| Level 2 – No languages at this level currently | Level 4 – Turkish (PYP) Chinese (PYP) Japanese (MYP) Indonesian (PYP) |
| | Level 5 – Indonesian (MYP) Turkish (MYP) |
| | Last updated February 2014 |

Figure 4: Working and Access Languages in IB (retrieved from Language Policy. IB Organization, 2014).

| Language framework of the IB | |
|---|---|
| Working languages | Access languages |
| Level 1 <ul style="list-style-type: none"> All services and materials in the four programmes High-level communications | Level 3 <ul style="list-style-type: none"> Selected materials and services in one or more programmes <ul style="list-style-type: none"> Dual Language Diploma Programme and special Diploma Programme projects: all services and materials (including assessment) in selected subjects MYP and PYP: full curriculum materials (no assessment services) |
| Level 2 <ul style="list-style-type: none"> All services and materials in some but not all programmes | Level 4 <ul style="list-style-type: none"> Limited services and materials in one or more programmes No assessment services |
| | Level 5 <ul style="list-style-type: none"> Bilingual glossaries of programme terminology for the MYP and PYP |

Figure 5: Language Framework of the IB Programme (retrieved from Language Policy. IB Organization, 2022).

4.3. PAI and CLIL in SEK-Atlántico school

4.3.1. Setting and background

SEK-Atlántico offers a solid international education to students, from 4 months to 18 years of age. Being the only school in Galicia authorized to teach three *International Baccalaureate Organization* programmes (*Primary Years*, *Middle Years* and *International Baccalaureate*), it offers different subjects taught in English as part of the school's bilingual identity, while contributing to the development of the PAI programme of IB students.

SEK-Atlántico is a private, non-religious school located in A Caeira, Pontevedra, within the Spanish autonomous community of Galicia. Founded in 1989, it offers mixed-gender education from 0–3 years old until the final year of high school (when students are 17-18 years old). Regarding its educational model, the school places great importance on students' oral and written expression, fostering fluency in different languages. Considered an innovative educational centre in Galicia, SEK-Atlántico offers learning in Galician, Spanish, English and French from year 3 of Primary Education (cf. SEK International Schools, 2021).

With reference to the students' development in FLs, starting from the second year of primary education to *Baccalaureate*, the school students prepare for various Cambridge University examinations. In the *Middle Years Programme* and in *Baccalaureate*, students can also opt to take the *Alliance Française Diplôme d'étude de Langue Française*, which is a certificate issued by the French Ministry of Education certifying the French language level of foreign candidates from non-French-speaking countries. This permanent contact with foreign languages, especially English, allows students to achieve academic success when their skills are tested. This helps them realize how much they have accomplished thanks to, at least partially, their bilingual subjects included in the curriculum, and taught through the CLIL methodology.

Additionally, the school has adapted the national curriculum of secondary education (currently *Ley Orgánica para la Mejora de la Calidad Educativa*, or LOMCE) in order to blend it with the PAI contents, thus deriving into a mixed four-year programme followed by students. As an example, in the following figure, we can observe how some subjects are taught in English in order to highlight the importance of FLs in both programmes:

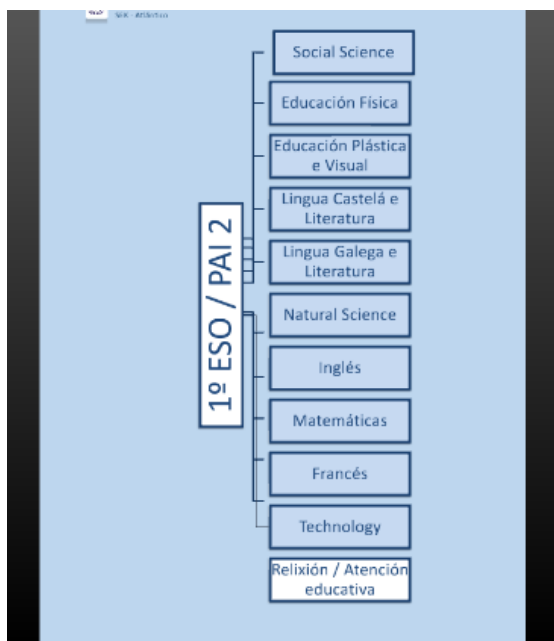


Figure 6: Subjects included in 1º ESO in SEK-Atlántico (taken from Azpilicueta, 2014).

4.3.2. *The implementation of PAI and CLIL in SEK-Atlántico school*

The SEK Institution promotes an international identity, which is related to its geographical and cultural context. Nevertheless, all of its schools (six of them located in Spain, plus four international ones) share the same values, vision, and passion for learning. Considering their expansion, international exchanges are a very common practice among its students, who benefit from the linguistic knowledge these destinations (such as Dublin, Qatar or the French Alps) will provide them with.

The SEK education model allows students to play a leading role in their education, as they can explore and discover new skills for themselves and build and organize their own knowledge and subject contents, with support from teachers.

Ideally, the teachers who are assigned to teach CLIL subjects would be native speakers of English while they are expert in the content they will deliver and explain to the students. In this Galician centre, there are several native speakers who are in charge of those subjects taught in English (Biology & Geology, History & Geography, Physical Education as well as Arts). However, this is not always the case. Besides specific academic formation, CLIL teachers need to be proficient in the L2 while mastering the subject's content. SEK-Atlántico counts on native teachers who usually need to learn or expand their knowledge on those disciplines they have been assigned.

SEK-Atlántico students learn in facilities designed for their physical, social and creative development. They include spaces like a psychomotor skills classroom for younger students, laboratories, music and art rooms, a library, a learning lab and large indoor and outdoor sports and recreational areas (cf. SEK International Schools, 2021).

5. Practical study

5.1. Introduction.

As stated in the introduction of this dissertation (cf. section 1), both students' and teachers' opinions and viewpoints on CLIL subjects will be documented in this study. The main objective is to test whether pupils and teachers feel that CLIL has been both an improvement and a worthy take on how to teach and learn a foreign language. I would also like to verify both students' and teachers' degree of satisfaction with this specific methodology, paying special attention to whether the implementation of CLIL has led to a more frequent and more proficient use of English, not only in, but also outside of the classroom and to an improvement in the students' level, as well as to certify the teachers' views on CLIL and their own experience while implementing this methodology in their classes.

In order to carry out this research, I decided to use questionnaires as a gathering-information method. There is plenty of evidence on how effective and useful questionnaires are, as by administering a questionnaire to a group of informants, one can collect very relevant information in very little time. They are also very versatile, which means that they can be used successfully with a variety of respondents in a variety of situations targeting a variety of topics. As a result, the vast majority of research projects in the behavioral and social sciences involve at one stage or another collecting some sort of questionnaire data (cf. Dörnyei, 2003: 9).

Linguistic questionnaires and interviews, as well as highly controlled experimental settings, are appropriate instruments for eliciting the forms and structures of interest or for investigating issues such as grammaticality/acceptability judgements. This methodology is especially useful for rarer phenomena. Rather than relying on subjective intuition (which may be biased towards the expected effect), in this section elicitation techniques are introduced from unstructured sociolinguistic interviews via purpose-built questionnaires to elaborate experimental settings that are designed to minimize the distorting effects of the participants' awareness of the research situation. (cf. Krug & Schlüter, 2013: 23).

Considering the context and the approach, I decided to make use of Google Forms, as it was easier for both students and teachers to respond to the questionnaires from their electronic devices at any time. This online tool also allowed me to have immediate access to charts that would represent the results from the different questionnaires in a clear and simple manner.

Along these lines, I would like to account for the main factors that make students feel more or less motivated in these CLIL classes than those taught in their native language. I would also like to concentrate on whether length of time and the number of CLIL subjects undertaken is important in terms of level as well as on their attitude towards this methodology and, finally, whether they believe this is useful for them and for future CLIL students.

I created several closed questions with one (or several) possible answer(s) that the respondent had to choose from the options that were given. With this kind of questions, it was easier to collect the data and reflect the results obtained from different school levels.

It is important to mention that a pilot test of both questionnaires (students' and teachers') was conducted. A pilot study is a trial run using a small number of informants similar to those you will later use as subjects. By running a pilot study (experiments and questionnaires) or a rehearsal (recordings and interviews), it is possible to anticipate problems before getting started. Even if you are carrying out an observational study, a case study, or a text analysis, you can have a dummy run by taking a small piece of suitable data and working through it to check that you will be able to achieve your objectives (cf. Wray, Bloomer, 2006: 12).

In this particular case, two students and a teacher answered the questionnaires to inform of any possible problems or doubts. Once their feedback was received, and since no mistakes or issues were reported, I distributed the questionnaires to the students and teachers selected for the study. Both the piloting and the distribution of the online questionnaires were possible thanks to support of the PAI coordinator in SEK-Atlántico, Mónica Azpilicueta. She sent the links to students and teachers, so that they could access the online questionnaires and fill them in at their convenience.

5.1.1 Students' questionnaire.

Firstly, I would like to clarify that this questionnaire was filled in by all secondary school students who study any CLIL subject(s) in the school where the investigation was conducted, i.e. SEK-Atlántico (Pontevedra). Pupils aged 12-16 answered the questions I designed.

Students' answers were distributed into four categories corresponding to the four years of compulsory secondary education (ESO): 1° ESO (12-13 year-old students), 2° ESO (13-14 year-old students), 3° ESO (14-15 year-old students) and 4° ESO (15-16 year-old students). By doing so, it was possible to compare and contrast students' opinions on CLIL depending on their degree of exposure to this methodology. All four questionnaires included the same questions, which were formulated in English and Spanish, just in case the respondents were not able to understand any of the given questions. In addition, the preliminaries of the questionnaire were provided in the two official languages in Galicia: Spanish and Galician, as well as in English.

After indicating their school year, age and gender, students had to answer a total of 8 questions, which are described in the lines that follow.

Question 1 concerned their mother tongue, in case there were any native speakers of English, who would undoubtedly feel comfortable with the language. In turn, it seems logical to assume that those students whose L1 was not English would definitely have more difficulties with CLIL subjects.

Question 2 asked students for how long they had been studying CLIL subjects, so as to determine whether the length of study made a difference or helped them to understand those subjects better.

Question 3 had to do with the level of English (according to the CEFR) they believed they had. This question was formulated so as to find out whether most students had the same level, or if, on the contrary, there were differences within the four ESO groups.

In connection with the previous question, Question 4 asked them to specify their level of progress in the 4 language skills (speaking, listening, writing and reading) from the moment they undertook content subjects in English. The students were also asked to evaluate their progress in specific areas like grammar, vocabulary and pronunciation as well as British/American or any other English-related cultures. The latter was closely related to those subjects that have to do with Social Science, such as History or Geography, and even others such as English, as they would probably have studied different cultural and social features from English-related idiosyncrasies and I believe this is an interesting feature to inquire them on.

Question 5 was about the number of CLIL subjects they were currently studying (in the academic year 2021-2022) so as to determine whether CLIL is a predominant practice in the school, or if, on the contrary, just some specific fields are being studied and taught in English.

Question 6 concerned their views regarding other factors that could have had an impact on their progress, e.g. extracurricular activities, trips abroad, interactions with native speakers and watching movies and series in their original version, among others.

Question 7 dealt with their perception of CLIL inside the classroom, which I believe could be a good indicator of whether they find this approach positive. In the same vein, they were also asked whether they enjoyed those subjects taught in English in question 8.

5.1.2. Teachers' questionnaire.

Regarding the teachers' questionnaire, I sent it to all teachers in SEK-Atlántico who teach any CLIL subject(s) to secondary school students. I focused my questions mainly on the teaching practices they implement to make the CLIL methodology work in the classroom (the activities they opt for, the kind of materials they use, etc.), as well as on their personal thoughts on their students' performance and progress in English (whether there were any issues with language itself, students' motivation when facing a CLIL subject, etc.). The main goal of this questionnaire was to test whether these results coincide or not with the issues and problems students mentioned in their questionnaires, as well as to find out whether CLIL sessions are viewed through the

same lens by teachers and pupils. The questionnaire included 9 questions which are briefly described below.

Question 1 was about the number and names of those CLIL subjects they were currently teaching. This is essential at secondary school level in order to evaluate the situation of CLIL in the school, i.e. whether it is a dominant practice or whether just a few subjects are taught in English.

In Question 2 teachers were asked about the major problems they normally face when teaching CLIL subjects in a language that is not their L1 (unless they are native speakers, of course), discussing those issues they face as teachers when tackling a subject that they may be explaining in their language (in case they are native speakers of English) or those that they face as speakers of a foreign language they may be using for teaching purposes, and, simultaneously, the problems they come across explaining concepts to students that may not master the level for that (or those) particular class(es) yet.

Question 3 was about their professional training as CLIL teachers. This question was formulated in order to see whether there was any specific training those teachers had to go through in order to teach CLIL subjects.

Teaching experience in CLIL subjects was also a key aspect for this dissertation. Thus, in Question 4, they were given several options in order to provide that information.

Question 5 dealt with the teachers' views on the problems students may face when studying CLIL subjects. I provided them with several options, focusing mainly on issues related to the comprehension of new concepts, course materials and vocabulary.

Question 6 referred to teachers' perception of their students' motivation when dealing with these subjects. I was very interested in acknowledging whether teachers noticed any shift of attitude or particular stimuli when being exposed to contents in English CLIL subjects.

Question 7 was meant to check whether (and when) teachers had to resort to the L1.

Question 8 was intimately related to the previous one, as I would like to identify those aspects that students struggle with the most. This is why I asked teachers to indicate the reason(s) why, while teaching CLIL subjects, they might use Spanish or Galician in the classroom. I provided them with a series of options, e.g. clarifying concepts, to make themselves understood, to translate key concepts, etc. I also asked them to specify any other reasons they might have had in mind when teaching contents to students in a FL.

Question 9 was concerned with the class materials selected (e.g. textbooks, online materials, essays, worksheets, etc.) to implement the 4 language skills (listening, speaking, reading, speaking), as well as with the grammar contents dealt with in the classroom, in case they do implement these skills during their sessions.

Finally, in both questionnaires, a blank space was inserted for respondents to add comments and/or suggestions.

6. Results.

6.1. Introduction.

The questionnaires were distributed and filled in between April 27th and June 6th, 2022.

There was a total of 149 responses to the students' questionnaire distributed among the four ESO levels:

- 1° ESO → 28 responses.
- 2° ESO → 45 responses.
- 3° ESO → 24 responses.
- 4° ESO → 52 responses.

- TOTAL: 149 responses.

Regarding the teachers' questionnaire, a total of 5 answers was gathered.

In spite of having received 149 online questionnaires from all ESO students, only those sent by 1° ESO and 4° ESO students, a total of 80, were taken into consideration. I decided to concentrate on the responses provided by students at the beginning of the ESO cycle as well as on those provided by students at the end of the cycle, i.e. 1° and 4° ESO students, respectively. In addition, it turned out that the responses sent by these two groups of students, were more complete, and informative than those provided by 2° and 3° ESO students, which may have to do with the fact that the school PAI coordinator, Mónica Azpilicueta, allowed 1° and 4° ESO students to fill in the questionnaires during her sessions (and not at home), something that may have had an impact on the exhaustiveness of their responses.

6.2. Analysis of the results.

6.2.1. 1° ESO students.

A total of 28 responses from 1° ESO students was gathered, 10 from male students (35.7%) and 18 from female students (64.3%).

When asked about their native language in question 1, 22 informants answered it was Spanish (78.6%), and 4 (14.3%) marked Galician. There were two students who indicated that their native language was a different one from the three possible options, Chinese and English respectively.

Question 2 discussed the length of their experience with CLIL. A majority of them (85.7%) have been studying within the CLIL framework for at least 4 years, as 24 students marked this option, while there were two students who indicated that they had been involved in CLIL for 1 year or less (7.1%). In turn, another student studied CLIL subjects for 1 to 2 years and, finally, another student studied CLIL subjects for 2 to 3 years. Bearing these percentages in mind, we can conclude that 1° ESO students are clearly familiarized with the CLIL methodology, as more than 80% of them have been studying different subjects through the lens of CLIL for a minimum of 4 years.

In question 3, I asked them to select their level of English following the CEFR. 64.3% responded their level was a B1 (18 out of 28 students); 14.3% (4 of them) said their level was an A2 level. Only one student claimed s/he had an A1, whereas the remaining two marked a B2 level. Although there is a variety of levels in this group, the most common is B1, so the students in this group have an intermediate level on average.

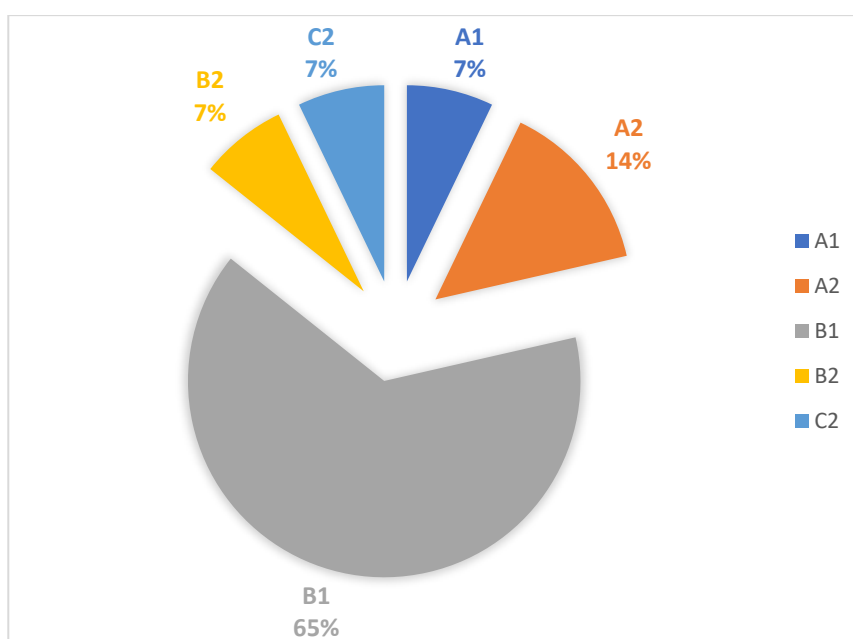


Figure 7. (1° ESO students): *What level of English do you currently have, according to the Common European Framework of Reference for Languages?*

Question 4 had to do with students' degree of improvement in different language skills. According to the results, speaking and vocabulary are the areas in which they claim they have improved more noticeably, as 21 out of 28 students have experienced an improvement in these two areas.

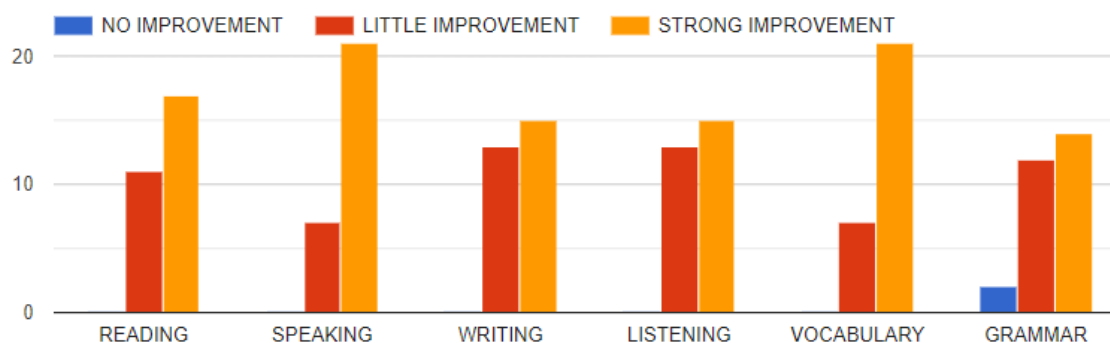


Figure 8. (1° ESO students): *Please rate your degree of improvement in the following language skills in English since you started to study subjects in English.*

A total of 17 students said that they had experienced a strong improvement in reading, while 11 reported little. In what concerns writing and listening, the numbers were more balanced here: 15 said they had noticed a strong improvement and 13 said they had noticed little.

In turn, in the areas of grammar, pronunciation and general facts about British/American or any other English-related cultures, we find the following numbers:

GRAMMAR: no improvement, 2; little improvement, 12; strong improvement, 14.

VOCABULARY: no improvement, 2; little improvement, 9; strong improvement, 17.

GENERAL FACTS ABOUT BRITISH/AMERICAN OR ANY ENGLISH-RELATED CULTURES: no improvement, 8; little improvement, 10; strong improvement: 10.

In question 5, I asked students about the number of CLIL subjects they were studying. Most students referred to 4 subjects: Biology & Geology, Geography & History, Arts and Physical Education. Some students also added English, despite the fact that it is obviously not a CLIL subject. Four CLIL subjects is a considerable number, bearing in mind that a 1° ESO student has nine subjects in total.

5. Social and Natural science, Art, PE and English

4 Art, Biology & Geology , Geography & History and English

geography/history art biology/geology 3

BIOLOGIA, ARTE E INGLES

Inglés, Educación física, historia/geografía, biología/geología y artes visuales.

4, English, biology & geology, geography & history, art

Extract 1. (1° ESO students): *How many subjects are you currently studying in English? Which ones?*

In question 6, I asked students whether they thought their level of English had improved thanks to the CLIL methodology, or due to other activities, such as visiting English-speaking countries, watching American/British audiovisual content, practicing their oral skills with native speakers, or even a combination of all of them. Given the results, it is clear that most of them do believe that this combination of factors is what contributes to/is responsible for their improvement in the FL.

I really improved my English, although I speak English since I was very young, before I felt more comfortable speaking Spanish, but now I feel the same in English and this is because I speak more English in high school and I speak more in English with the members of my family who are native speakers.

si, creo que a mejorado

Yes, I mean listening and speaking in English for a lot of hours a day really helps you.

Si a mejorado ya que estudiando en diferentes asignaturas obtienes más vocabulario y coges más soltura. Ahora mantengo fácilmente conversaciones en inglés con nativos y veo algunas series en inglés.

Creo q estudiar asignaturas en inglés me ha ayudado bastante a mejorar mi nivel de inglés, ya sea por el vocabulario o por la cantidad de horas que pasamos hablando este idioma.

Extract 2. (1° ESO students): *Do you think your level of English has improved thanks to studying these subjects in English?*

All in all, most students deem that CLIL does play an important role in the development of their language skills in English.

Question 7 was closely related to the previous one. They were asked whether they consider this methodology to be useful in order to help them improve their English skills. The answer was unanimous. All the surveyed students said they do consider CLIL as a useful tool to improve their level of English.

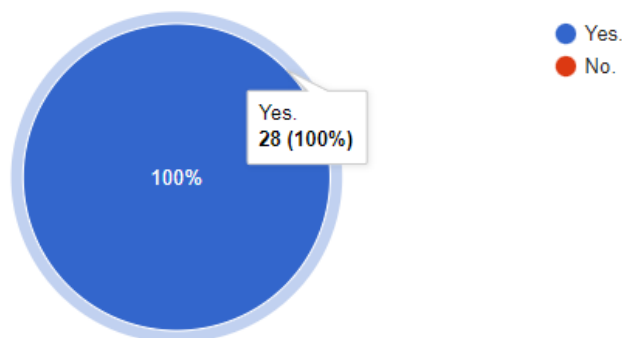


Figure 9. (1° ESO students): *Do you think this methodology is useful in order to help you improve your English skills?*

Question 8 was a closed yes/no question about whether they enjoy the subjects that are taught in English:

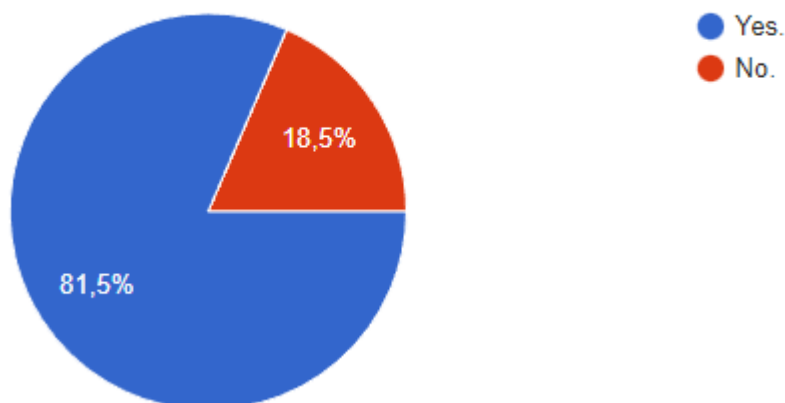


Figure 10. (1° ESO students): *Do you enjoy those subjects that are taught in English?*

Figure 10 shows that 23 students (81.5%) do appreciate and like CLIL subjects. Only 5 students said they did not enjoy CLIL subjects, (18.5%). Maybe the fact that almost 40% of these 1° ESO students do not reach a B1 level (cf. section 6.1.1) may account for their rejection of CLIL subjects, as the following extract taken from one of the questionnaires clearly brings to light.

las asignaturas esta bien darlas en otros idiomas para aprender esos, pero con un nivel pequeño de lengua inglesa en este caso, deberían comenzar a tener un nivel intermedio de ingles para que todos los alumnos se sintieran cómodos y familiarizados con el idioma, y alumnos que entren mas nueva mente en el colegio se le podría dar clases de ingles particulares para que puedan formalizarse el mismo nivel que sus otros compañeros y durante ese tiempo podrían los profesores de dichos alumnos darle los apuntes en castellano y tras pasar un poco el tiempo cambiar el idioma pero ir introduciéndolo poco a poco en estas clases, con lenguaje sencillo y siempre pudiendo responder a algunas preguntas como de exámenes como al profesor en español.

Gacias

Extract 3. (1° ESO students): *Thanks for your help! This space is for you to leave any comments if you wish to do so.*

One of the main conclusions that can be drawn after having analyzed these questionnaires is that the lack of uniformity in the students' level of English is one of the main problems CLIL has to deal with, as students may need different explanations (adapted to their level) or even additional materials to work with depending on their knowledge of the FL.

6.2.2. 4° ESO students.

In this group, there was a total of 52 responses (29 from male students, 55.8%; 20 from female students, 38.4%; while the remaining 5.8%, i.e. three students selected the option "Others").

Question 1 in the questionnaire referred to their native language; 44 informants said Spanish was their native language (84.6%), while 3 students marked Galician. The remaining 5 students marked the option "Others", which included Dutch, Portuguese, and German.

In question 2, they were asked about the length of their experience with CLIL methodology. 84.6% (44 respondents) answered they had been exposed to CLIL for 4 years or more. On the other hand, the remaining 15.4% (8 students) said they had been exposed to it between less than year and 3 years.

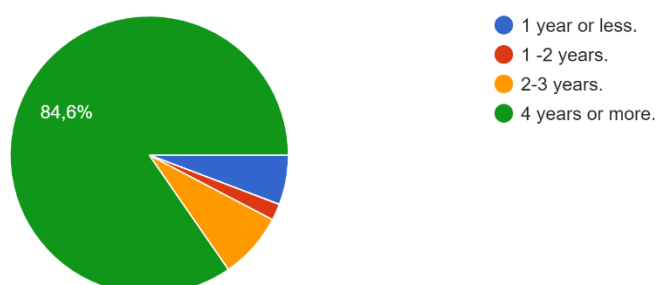


Figure 11. (4° ESO students): *For how long have you been studying subjects in English?*

As was the case with 1° ESO students (cf. section 6.1.1), most 4° ESO students are familiar with CLIL methodology.

Question 3 had to do with the level of English 4° ESO students believed they had. Here are the results gathered:

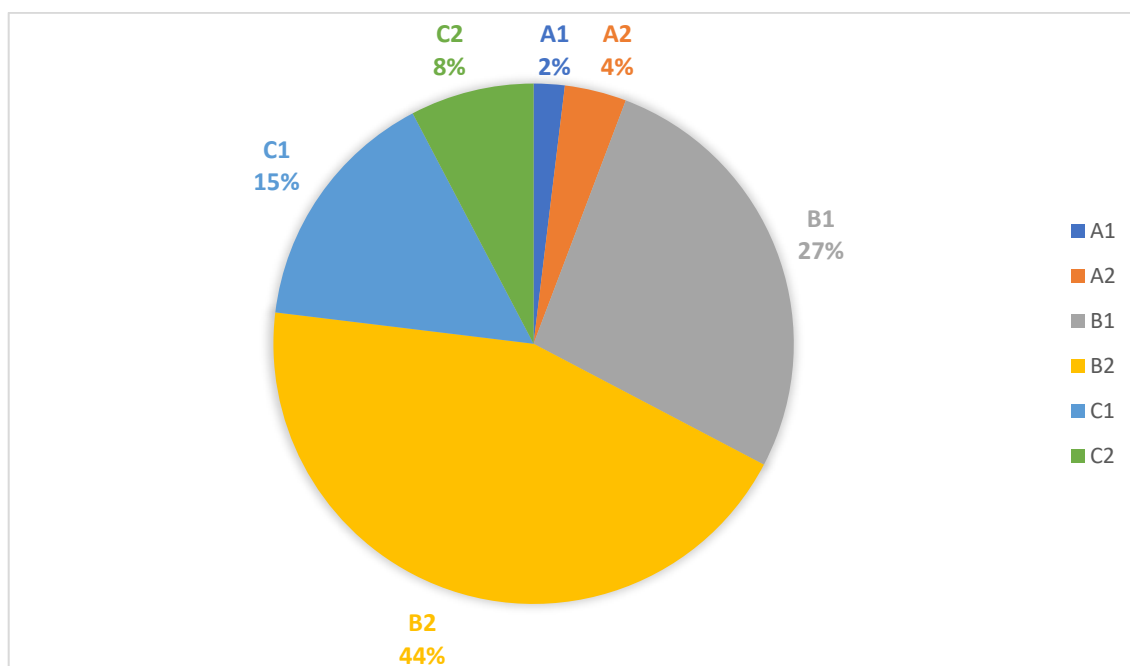


Figure 12. (4° ESO students): *What level of English do you currently have, according to the Common European Framework of Reference for Languages?*

B2, with 44% of the responses, is the predominant level among 4° ESO students, followed by B1 (27%). In turn, 8 students (15%) claim they have a C1 level, while the remaining 7 students mention C2 (4 students), A2 (2 students) and A1 (1 student). In spite of the prevalence of B2, there is a wide variety of levels within the group, which is quite similar to what happened among 1° ESO students (cf. section 6.1.1).

Question 4 took into account the students' level of improvement in different language skills from the moment they started studying CLIL subjects. As results show, three language skills clearly stand out among all those considered: vocabulary, writing and reading, especially the former, as can be seen in Figure 13 below:

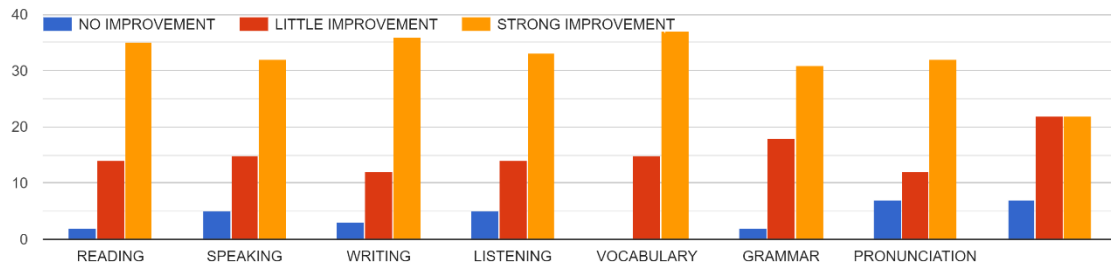


Figure 13. (4° ESO students): *Please rate your degree of improvement in the following language skills in English since you started to study subjects in English.*

On the contrary, “general facts about the British/American or any other English-related cultures” and “pronunciation” were regarded as those areas in which 4° ESO students seem to progress more slowly, which partially coincides with 1° ESO students’ answers to the same question, as these students said there was no improvement regarding the area of cultural issues.

In question 5, they were asked about the number of CLIL subjects they were studying. Most of them referred to two subjects: English and History/Social Studies. Considering that English is not a CLIL subject, Social Studies is therefore the only CLIL subject 4° ESO pupils study. This reduction in the number of subjects is quite significant, especially if we compare it to the four CLIL subjects that 1° ESO students had in their syllabus (cf. section 6.1.1).

In question 6, students were asked whether they believed that their improvement in English had to do with CLIL or with other factors, such as travelling to English-speaking countries, watching American/British audiovisual content, or practicing their oral skills with native speakers, or even to a combination of these factors. Most students mention CLIL along with other resources as the main reasons for their improvement in English. Bearing this in mind, it is clear that both groups, 1° ESO and 4° ESO, believe that CLIL has indeed helped them with their progress in English.

Yes, I think it has improved notoriously.

Yes, I gain a lot of vocabulary and also I am more fluent speaking this language.

Considero que he ganado vocabulario relacionado con la historia, pero no mucho

I do think my English level has improved, the more subjects I have in English the more time I’ll be practicing it. Furthermore, my school is pretty keen on us learning the language, therefore we count with the opportunity of practicing speakings with natives, watching the original version of movies, documentaries and current news from an English speaking country ... all of this has made a huge difference in my English level

Extract 4. (4° ESO students): *Do you think your level of English has improved thanks to studying these subjects in English?*

It is worth noticing that while none of the 1° ESO students surveyed responded negatively (cf. section 6.1.1). However, three 4° ESO students answered that CLIL had not helped them learn English.

In question 7, closely related to the previous one, students were asked about the advantages of CLIL subjects. These were their answers:

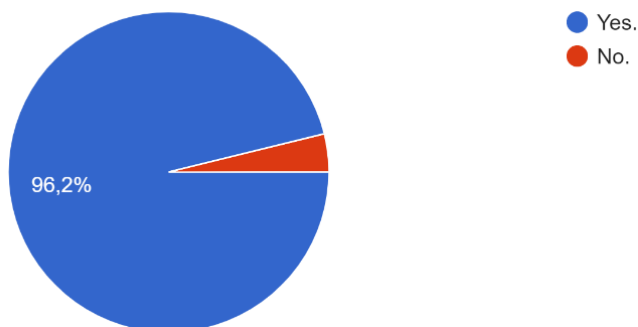


Figure 14. (4° ESO students): *Do you think this methodology is useful in order to help you improve your English skills?*

It is clear that the vast majority of them (96.2%) deem that CLIL is useful for their learning of the FL. 4° ESO students, as well as 1° ESO students, responded that CLIL has helped them in their learning of the language. The main difference observed between both groups is that the 100% of 1° ESO students surveyed said CLIL was definitely helpful (cf. section 6.1.1), while a small percentage of 4° ESO students surveyed rated CLIL negatively for this specific purpose.

Finally, in question 8, students were asked to indicate whether they enjoy studying CLIL subjects. These were their responses:

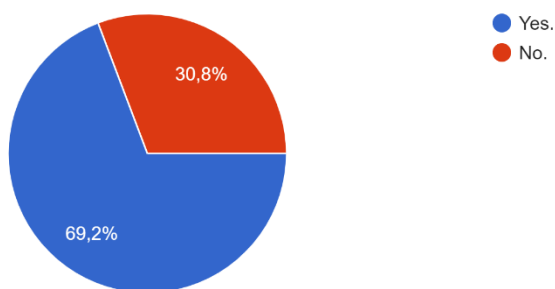


Figure 15. (4° ESO students): *Do you enjoy those subjects that are taught in English?*

As can be seen in the figure above, 69.2% admit that they enjoy attending CLIL sessions, while 30.8% do not. In contrast, 81.5% of 1° ESO students like CLIL subjects, and 18.5% of them, in turn, do not find CLIL subjects appealing (cf. section 6.1.1). It is clear that discontent with CLIL is noticeable in both groups; however, this dissatisfaction is more noticeable among 4° ESO students. Again, this discontent may be accounted for the students' level of English, which may be not advanced enough as to properly follow the CLIL lessons they attend.

6.2.3. Teachers' questionnaires.

This study based on the implementation of CLIL subjects in SEK-Atlántico was complemented with some teachers' views on this methodology, so as to compare whether the difficulties and the advantages of this approach are similar or different from those mentioned by the students surveyed. In total, 5 teachers filled in an online questionnaire, 2 male and 3 female.

Question 1 was concerned about the CLIL subjects they teach, and the following were mentioned in their responses: Arts, Economics, Geography & History, Physics & Chemistry, Biology & Geology and Physical Education.

In question 2, they were asked about the main issues they come up with when teaching CLIL subjects to secondary school students. Three teachers pointed out the differences, in terms of level of English, which existed among their students. This coincides with 1° and 4° ESO students' opinions on the same issue (cf. sections 6.1.1 and 6.1.2 respectively).

Besides this problem, teachers also mentioned the implementation of new educational laws promoting other ways of learning, which means less time for content. This, according to teachers, leads to less prepared students with fewer chances of success in any given subject. Others mentioned that having to translate their explanations into Spanish/Galician made their sessions shorter, as this inevitably slowed down the whole process. However, resorting to the L1 occasionally is considered vital for students to learn new concepts and understand what they are studying. Interestingly, it was also mentioned how these difficulties related to the comprehension of contents in English were more notorious in the written mode than in the spoken mode.

All the students are not at the same level and doing the classes exclusively in English implies that some of them won't be able to follow the class and will have it significantly harder to understand the subject. You can fight against this by translating all the explanation, but this makes it terribly slow, because every explanation you have to say it twice.

Finally, the new laws focus on less contents to focus in other ways of learning, but this aspect with subjects clil, translates in a reduction of the information students know, making them less prepared in several aspects and capable of succeeding in the subject, even if sometimes they don't have a basic knowledge of it.

Normalmente en el aula te encuentras con un grupo muy heterogéneo donde el nivel de inglés es muy diferente, por lo que, además de los diferentes ritmos de aprendizaje, te encuentras con un diferente grado de comprensión lectora y comunicación en el grupo. Reconozco que las dificultades son más en la comunicación escrita que oral, ya que se defienden mucho más cuando lo hacen de manera oral.

Otro "problema" que me he encontrado es que en casos puntuales, si bien les permites a determinados alumnos poder escribir o desarrollar las tareas en castellano/gallego, prefieren hacerlo en inglés, ya que se lo toman como algo personal o no quieren parecer diferentes ante el grupo.

Extract 5. (Teachers' questionnaire): *What problems do you usually find when teaching subjects in English?*

In question 3, teachers were asked whether they had received any specific training in order to teach CLIL subjects. All five teachers responded "No", which implies that in order to participate in CLIL programmes in all plurilingual schools of the community, a teacher only has to certify a B2 level of the FL (cf. Xunta de Galicia, 2016b), since specialized knowledge of the subject contents they teach is taken for granted.

In question 4, I asked them how long they had been teaching CLIL in SEK-Atlántico, to which they answered:

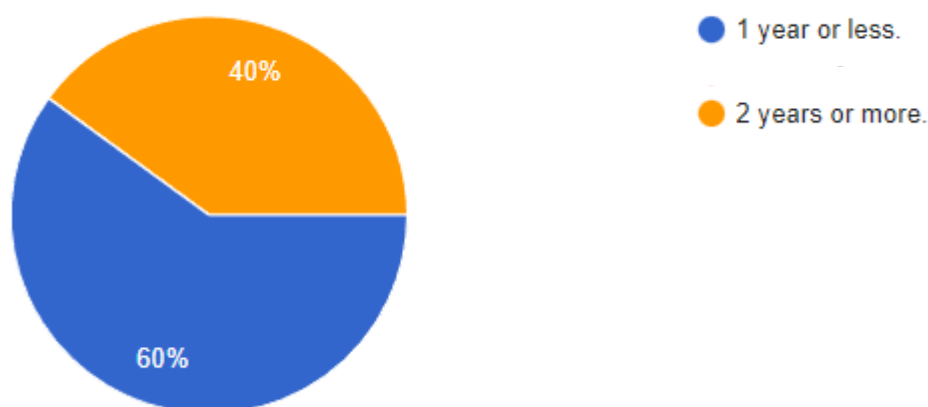


Figure 16. (Teachers' questionnaire): *For how long have you been teaching CLIL subjects in this school?*

Having two experienced teachers and three who are not so experienced in the practice of CLIL is particularly interesting for the project, as the questionnaire may be used to register not only the problems found but also the techniques used in the CLIL classroom.

In question 5, I wanted to reflect whether teachers thought students had to struggle to follow the pace of CLIL or whether it was something that did not require too much effort from them. In this case, teachers were asked to select one out of five different options, as illustrated in Figure 17 below:

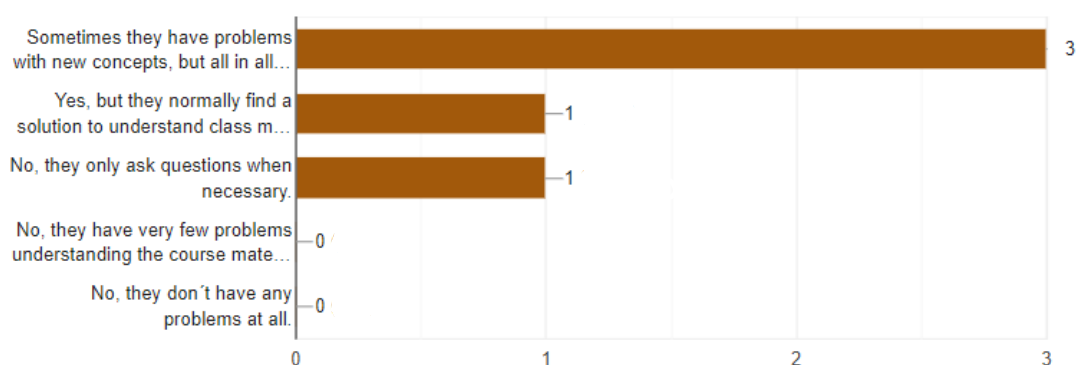


Figure 17. (Teachers' questionnaire): *Do you consider it a challenge for non-native speakers of English to study content subjects in English?*

Three teachers believed their students had real trouble learning content subjects in English. One of them, in turn, mentioned that students had problems, but, generally, they were able to find a solution by themselves with the help of class materials. Lastly, there was another teacher who stated that students did not seem to have many problems and only asked questions when necessary. The fact that none of them chose the options “very few/no problems” regarding the use of CLIL is quite revealing, as they all seem to agree that the implementation of CLIL in the classroom is somewhat problematic.

In question 6, I asked them about their students' motivation when it comes to CLIL subjects, in contrast to those that are taught in Spanish/Galician.

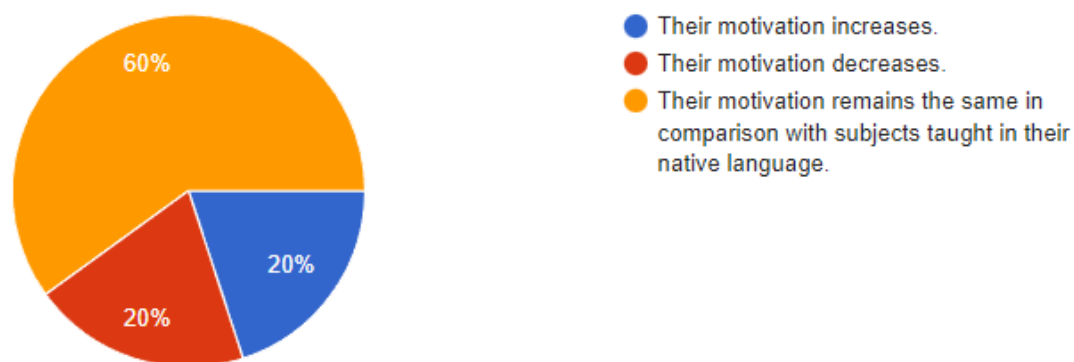


Figure 18. (Teachers' questionnaire): *Do you think students' motivation decreases/increases when studying a CLIL subject?*

Three of the respondents said that their students' motivation remained the same, be it CLIL subjects or not; one teacher said it decreased and another one said it increased.

When discussing students' questionnaires (cf section 6.1.1 and section 6.1.2), I asked them about their attitude when facing CLIL subjects. In both groups, i.e. 1° and 4° ESO, most students declared that they enjoyed them, which partially coincides with the teachers' views on this issue.

Question 7 asked teachers to indicate how often they resorted to the use of Spanish/Galician in their classes:

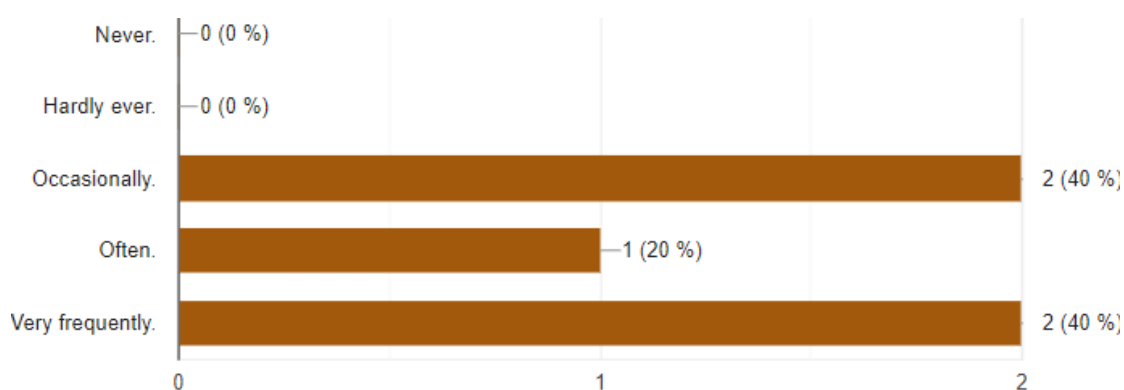


Figure 19. (Teachers' questionnaire): *How often do you use Spanish/ Galician in the classroom?*

Almost half of the surveyed teachers (40%) said that they made use of Spanish/Galician very frequently in their sessions. The rest of the teachers (60%) answered that they used these languages occasionally (40%) or often (20%), which confirms that students' differences in terms of level of English seem to be the main obstacle for an adequate development of CLIL methodology.

Question 8 was intimately related to the previous one. Teachers were asked to specify the reasons why they used Spanish/Galician in class:

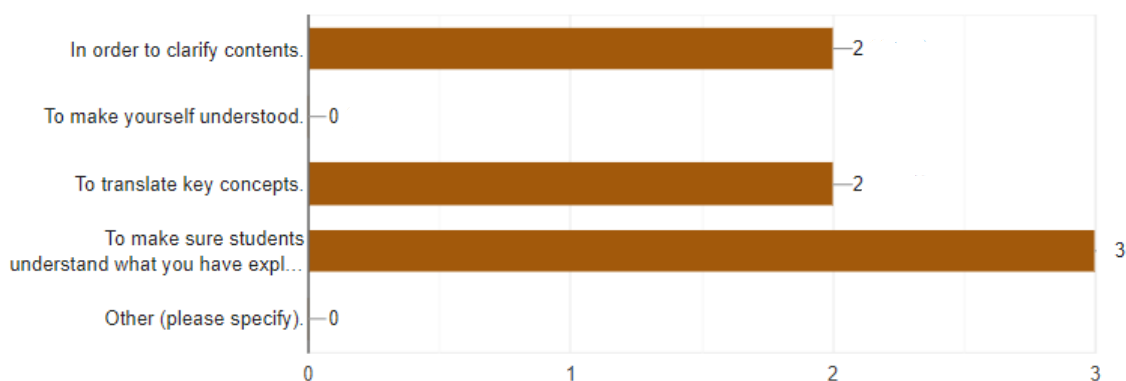


Figure 20. (Teachers' questionnaire): *In the case you use Spanish/ Galician in the classroom, you do so...*

We can see how three teachers say that the reason why they use any of these languages is to make sure that pupils understand their explanations. Two teachers justified their use of Spanish/Galician to translate key concepts, and another two to clarify contents. Some additional reasons why these teachers resort to the L1 are found in the extract below:

To make sure students understand how they are going to be assessed.

Cuando me doy cuenta de que el alumnado puede saber contenidos en inglés pero luego, no lo conocen en castellano/gallego. Por ejemplo, en el caso de que se sepan las partes del oído en inglés pero no es castellano...

O cuando observo que no han comprendido bien los enunciados de los problemas de Física y Química, ya que puede ser que no sean capaces de resolver un problema, no porque no lo sepan resolver, sencillamente no comprenden lo que le preguntan.

Extract 6. (Teachers' questionnaire): *Please specify any other reasons why you may use Spanish/ Galician in the classroom here.*

All in all, we can conclude that resorting to either Spanish and/or Galician is rather common in the CLIL classroom, as students need help to understand and expand their knowledge in the CLIL subjects they are studying.

Lastly, in question 9, I asked teachers about the class materials they used in order to implement all language skills. Apart from the possibility of selecting different options, they were also given the possibility of including other materials used in class.

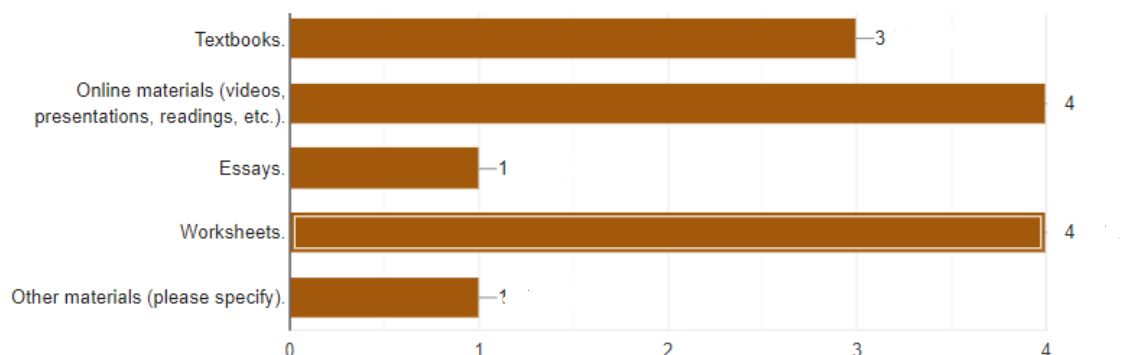


Figure 21. (Teachers' questionnaire): *What kind of materials do you use in your lectures in order to implement the 5 language skills in the classroom?*

Most of the teachers used 'traditional' materials, such as textbooks and worksheets (4 teachers). Moreover, online materials are one of the preferred options, as 4 teachers prepare their classes with this kind of support. Essays are also mentioned as materials CLIL teachers use in their classes (1 teacher). The complete picture of this chart describes an educational environment where all kinds of instructional materials are used. The following comment by one of the teachers may serve as a closing remark on some of the advantages and disadvantages of CLIL.

Estimo que la metodología CLIL es muy enriquecedora para el aprendizaje del alumnado en general, y que es sumamente interesante para poder atender a la diversidad en el aula, pero, para evitar que el alumnado se estrese o que pueda llegarse a frustrarse, creo que sería interesante poder conocer el nivel de comprensión que tienen (o que pueden llegar a tener) los alumnos para desarrollarla y poder disponer de un docente o una persona que ayudara al profesor titular de la disciplina para que ningún alumno se quedara atrás.

Extract 7. (Teachers' questionnaire): *This space is for you to leave any comment if you wish to do so. Thank you for your participation.*

This leads us to the conclusion that this may be the most important issue, as both teachers and students mention this when assessing the methodology, even if they have been working with CLIL for several years.

7. Conclusions.

First of all, it should be pointed out that this is a small-scale case study that reflects the status of CLIL and the way it is implemented in a specific school located in Pontevedra (Galicia, Spain), which means that the results presented cannot really be extrapolated to the situation of CLIL in other parts of Spain.

In the first part of this dissertation, (cf. section 2), a definition of CLIL was provided, as well as information on its origins (cf. section 2.1) and its implementation in the classroom (cf. section 2.2). Special emphasis was laid on the fact that CLIL arose as a way to ease communication among European citizens, in an attempt to eliminate language barriers, and also as a way to develop language teaching approaches that could provide learners with higher levels of competence. Moreover, the connection between CLIL and CEFR was also analyzed (cf. section 2.4), as well as the specific framework developed for CLIL teachers (EFCT; cf. section 2.5).

The situation of CLIL in Spain was outlined in section 3, by referring to the different scenarios that the different Autonomous Communities have designed for the implementation of CLIL (cf. section 3.1). In order to contextualize the setting where the practical study described in the second part of this project was conducted, the status of CLIL in Galicia was also analyzed (cf. section 3.2). Every year, more and more schools choose to start CLIL programmes in Galicia, as stated in “EDUlingüe” (cf. Xunta de Galicia, 2018), which is clearly illustrated by the fact that around 75% of schools in Galicia include at least one of the CLIL modalities currently available in this community.

Section 4, in turn, dealt with both IB and PAI programmes, two key elements in the learning process of students at SEK-Atlántico, the educational centre selected for this project. Similarities between IB and CLIL were discussed (cf. section 4.1), as both are part of the students’ academic experience. Likewise, the implementation of PAI and CLIL in this particular school, SEK-Atlántico, was also discussed (cf. section 4.3.2).

Sections 5 and 6 comprised the practical part of the dissertation, which included the distribution of two online questionnaires on CLIL, one of them filled in by ESO students (cf. section 5.1.1), and the other completed by teachers (cf. section 5.1.2). From the answers gathered from students’ questionnaires (cf. section 6.1.1), we can conclude that they consider CLIL a very positive tool for the improvement of their skills in English. This improvement was especially perceived in the areas of vocabulary and speaking. Moreover, this is a methodology that motivates the majority of them, as they have a positive attitude towards it. On the other hand, they find, as one of the main problems, the coexistence of different levels of English levels within the same group, which is responsible for delays in sessions, and demands more effort for some students to keep up with the subject(s).

Teachers agree on the fact that CLIL is a useful methodology for students to learn English, while they also refer to students’ lack of uniformity when it comes to their level of English as one of the main problems they have to face in the CLIL classroom. They also allude to the need to use Spanish/Galician very frequently in order to teach contents that students can understand. In what concerns classroom

materials, they say they combine traditional resources (e.g. coursebooks) with innovative ones (e.g. online materials). They seem to agree that students' motivation does not change (with respect to other subjects) when dealing with CLIL subjects.

All in all, we can conclude that CLIL is regarded positively by both teachers and students in SEK-Atlántico, as it is considered to be a valuable tool to learn English through the study of content subjects, as well as an effective methodology which contributes to the acquisition and improvement of students' FL, English in this case.

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APPENDIX 1

STUDENTS' QUESTIONNAIRE

- School year:

- Please specify your gender:
 - Male.
 - Female.
 - Others.

- 1. What is your native language?
 - Spanish.
 - Galician.
 - English.
 - Others.

- 2. For how long have you been studying subjects in English?
 - 1 year or less
 - 1 – 2 years.
 - 2 – 3 years.
 - 4 years or more.

- 3. What level of English do you currently have, according to the Common European Framework of Reference for Languages?
 - A1: very basic.
 - A2: basic.
 - B1: intermediate.
 - B2: upper intermediate.
 - C1: advanced.
 - C2: proficient, similar to a native speaker of English.

- 4. Please rate your degree of improvement in the following language skills in English since you started to study subjects in English:
 - Reading.
 - Speaking.
 - Writing.
 - Listening.
 - Vocabulary.
 - Grammar.
 - Pronunciation.
 - General facts about British/American/other English-related cultures.

In this question, there were 3 different levels of improvement for them to choose from for each one of the 8 categories mentioned above:

- No improvement.
- Little improvement.
- Strong improvement.

- 5. How many subjects are you currently studying in English? Which ones?
- 6. Do you think your level of English has improved thanks to studying these subjects in English?
- 7. Do you think this methodology is useful in order to help you improve your English skills? (Yes/No).
- 8. Do you enjoy studying those subjects that are taught in English? (Yes/No).

- Finally, I designed a last space for them to leave any comments, this was how I configured this last item: Thanks for your help! This space is for you to leave any comments if you wish to do so.

Online link to the students' questionnaire:

<https://docs.google.com/forms/d/e/1FAIpQLSehbtBpAu1I3TXH7oRQ077ykKUV-SAZ7Jrh1I5ayaEIIJi7Gg/viewform>

APPENDIX 2

TEACHERS' QUESTIONNAIRE

- Please specify your gender:
 - Male.
 - Female.
 - Others.

- 1. Subject(s) you currently teach in English to Secondary School students (ESO):

- 2. What problems do you usually find when teaching subjects in English?

- 3. Have you received any specific training in order to teach subjects in English? (Yes/No).

- 4. For how long have you been teaching CLIL subjects in this school?
 - 1 year or less.
 - 1 – 2 years.
 - 2 years or more.

- 5. Do you consider it a challenge for non-native speakers of English to study content subjects in English?
 - Sometimes they have problems with new concepts, but all in all they manage quite well.
 - Yes, but they normally find a solution to understand class materials (texts, compositions, etc.)
 - No, they only ask questions when necessary.
 - No, they have very few problems understanding the course materials.
 - No, they don't have any problems at all.

- 6. Do you think students' motivation decreases/increases when studying a CLIL subject?
 - Their motivation increases.
 - Their motivation decreases.
 - Their motivation remains the same in comparison with subjects taught in their native language.

- 7. How often do you use Spanish/ Galician in the classroom?
 - Never.
 - Hardly ever.
 - Occasionally/.
 - Often.
 - Very frequently.

- 8. In the case you use Spanish/ Galician in the classroom, you do so...
 - In order to clarify contents.
 - To make yourself understood.
 - To translate key concepts.
 - To make sure students understand what you have explained.
 - Others.

- 9. What kind of materials do you use in your lectures in order to implement the 5 language skills in the classroom?
 - Textbooks.
 - Online materials (videos, presentations, readings, etc.).
 - Essays.
 - Worksheets.
 - Other materials.

- This space is for you to leave any comment if you wish to do so. Thank you for your participation.

Online link to the teachers' questionnaire:

<https://docs.google.com/forms/d/e/1FAIpQLSfqVnllAtDpGU02xwQi7exQCs-zfAx4s0EImyG6OpwWnzzhNg/viewform>