

Master's Dissertation/
Trabajo Fin de Máster

**ANALYSIS OF THE
CURRENT CLIL
PROGRAM AT *COLEGIO
DIOCESANO
ASUNCIÓN DE NUESTRA
SEÑORA (ÁVILA).***

Student: Zamorano Vallejo, María Gloria

Supervisor: Dr. Macarena Navarro Pablo
Department: English Philology

February, 2020

ABSTRACT

This MA dissertation constitutes a depth analysis of the current Bilingual/CLIL program which is being implemented in *Colegio Diocesano Asunción de Nuestra Señora* (Ávila), taking into consideration specialized literature, the legal framework and the results obtained from 3 questionnaires administered to teachers, students and parents in specific academic levels. The main goal is to determine the features of the program, how it is being implemented and its weak points.

TABLE OF CONTENTS

| | |
|---|-----------|
| 1. INTRODUCTION | 4 |
| 1.1. Justification and problem formulation | 5 |
| 1.2. Objectives | 6 |
| 1.3. Research questions | 6 |
| 2. THEORETICAL FRAMEWORK AND CONTEXTUALISATION | 7 |
| 2.1. Bilingualism in Castile and Leon | 11 |
| 2.2. Description of the context | 12 |
| 2.2.1. The School Multilingual Project | 13 |
| 2.2.2. The School Bilingual Project | 15 |
| 3. RESEARCH DESIGN AND METHODOLOGY | 18 |
| 3.1. Type of research study | 18 |
| 3.2. Population/participants | 18 |
| 3.3. Instruments and procedures for data collection | 19 |
| 3.4. Data analysis: Techniques for data analysis and statistical methodology | 21 |
| 4. RESULTS AND DISCUSSION | 22 |
| 4.1. Specific results | 22 |
| 4.1.1. Results referred to teachers | 22 |
| 4.1.2. Results referred to students | 30 |
| 4.1.3. Results referred to parents | 33 |
| 4.2. Global results | 37 |
| 5. CONCLUSION | 40 |
| REFERENCES | 44 |

1. INTRODUCTION

Experts agree on the fact that we are undergoing a period of great change in terms of teaching and learning a foreign language because new educational approaches and pedagogies have been appearing in relation to language teaching, especially in the field of bilingual education. Pérez Cañado (2014: 2) asserts “Language education is living times of profound transformation” taking into consideration that “Previous models of monolingual education are being called into question” (Pérez Cañado, 2014: 2). In fact, nowadays, a monolingual education is considered “second-rate education” (Lorenzo, 2007:35).

In the European context, there has been an increasing interest in improving the methods of teaching foreign languages and as a result, a new term emerged: CLIL (Content and Language Integrated Learning) in English, AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) in Spanish and EMILE (l’Enseignement de Matières par l’Intégration d’une Langue Étrangère) in French.

CLIL was coined in 1994 and launched in Europe in 1996 by UNICOM, the University of Jyväskylä (Finland) and the European Platform for Dutch education. According to Cenoz, Genesee and Gorter (2013), since CLIL appeared, the European Commission and the Council of Europe have carried out a number of initiatives in order to support CLIL which is considered the European approach for bilingual education. However, what is CLIL?

CLIL is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al.; 2010: 1). Nowadays, CLIL is seen as a “well-recognized and useful construct for promoting L2/foreign language teaching” (Cenoz, Genesee, & Gorter, 2013: 16) but it is a heterogeneous model and it includes different variants.

CLIL has been well embraced by many European countries and Spain “is rapidly becoming one of the European leaders in CLIL practice and research” (Coyle, 2010: 8). In fact, there is a great number of recognized Spanish researchers, such as Jiménez Catalán, Madrid Fernández, Pavón Vázquez, Pérez Cañado or Ruiz de Zarobe, to name just a few, who investigate in this field and conduct high quality research projects. The main reason is based on the fact that “foreign language learning has traditionally been a weak point in Spanish education” (Fernández Fontecha,

2009; cited in Martínez Adrián, 2011). Nevertheless, Spanish education has evolved taking into account the diverse European educational initiatives and “CLIL has been found to be one of the most rapid ways to promote multilingualism and language diversity, key aim of European policies in the last decade” (Martínez Adrián, 2011: 96). Since then, the Spanish government has given priority to the learning of foreign languages, and particularly to bilingual programs.

In Spain there is a common legislative framework which guides the Spanish education system. In 2006, the *Ley Orgánica 2/2006* came into effect and it referred to the implementation of programs for the reinforcement of foreign language teaching. Currently, the *Ley Orgánica 8/2013* promotes multilingualism following the guidelines established by the European Union:

La Ley apoya decididamente el plurilingüismo, redoblando los esfuerzos para conseguir que los estudiantes se desenvuelvan con fluidez al menos en una primera lengua extranjera, cuyo nivel de comprensión oral y lectora y de expresión oral y escrita resulta decisivo para favorecer la empleabilidad y las ambiciones profesionales, y por ello apuesta decididamente por la incorporación curricular de una segunda lengua extranjera. (p.10).

Ruiz de Zarobe and Lasagabaster (2010) state that if we want to comprehend CLIL in Spain, it is essential to pay attention to the Spanish diversity since Spain comprises 17 autonomous communities and they are allowed to manage their educational system in their territories. CLIL models vary depending on the region but a distinction has been made between monolingual and bilingual communities.

This MA dissertation is focused on Castile and Leon, a monolingual community where Spanish is the official language and the *Programa de Secciones Bilingües* started in 2006. The main aim of this MA thesis is to analyze the type of CLIL program and how this is being implemented in *Colegio Diocesano Asunción de Nuestra Señora* (Castile and León, Ávila) identifying areas of improvement in this program.

1.1. Justification and problem formulation

Colegio Diocesano Asunción de Nuestra Señora has been accomplishing their bilingual program for 13 years and apart from the regular inspections carried out by the educational administration, there has not been any other official revision. The main objective of this MA dissertation is to analyze the school's bilingual program from a scientific perspective, focusing on how is being implemented and identifying its weak points.

Once the multilingual and bilingual projects are described, it is possible to analyze them from a scientific viewpoint taking into account nowadays literature. Besides, this study will be completed with an analysis of the results obtained by means of questionnaires addressed to teachers, students and parents and with the elaboration of a SWOT matrix. This SWOT matrix will allow us to identify strengths, weaknesses, opportunities and threats related to the school CLIL program in order to propose possible future interventions.

1.2. Objectives

The broad objective of the overall investigation is to ascertain if *Colegio Diocesano Asunción de Nuestra Señora* is successfully implementing its Bilingual/CLIL program attending to prior research in this field. These are the objectives of this research, and as a consequence the objectives of this MA dissertation:

1. To determine the CLIL model implemented, paying attention to current literature.
2. To determine the characteristics of the CLIL program according to specialized literature.
3. To determine how the CLIL program is being practically implemented in accordance with what the European Framework for CLIL Teacher Education (Marsh, Mehisto, Wolff & Frigols Martín, 2010) establishes.
4. To determine if the CLIL program follows the official education policy in Castile and Leon and the coherence with it of its bilingual and multilingual projects.
5. To determine areas of improvement for future interventions.

1.3. Research questions

These are the research questions for this study:

RQ.1. What kind of CLIL model is the school implementing taking into account the following operating factors (Coyle et al., 2010): teachers' availability, level of teachers and amount of time devoted to the CLIL program; CLIL version (Ball, 2009; Bentley, 2009); out-of-school opportunities, networking with other countries, assessment processes and the scale of the CLIL program?

RQ.2. What kind of CLIL variant is the school putting into practice paying attention to the following environmental parameters (Wolff, 2005): level of foreign language, degree of content teaching and linguistic situation; language taught (Smit, 2007)?

RQ.3. How is the school CLIL model put into practice taking into account what the European Framework for CLIL teacher Education (Marsh, Mehisto, Wolff & Frigols Martín, 2010) states; paying special attention to the following aspects: stakeholders' personal reflection regarding CLIL, CLIL fundamentals, content and language awareness, methodology and classroom management, evaluation and assessment, materials resources and environments and Information and Communication Technologies for the CLIL class?

RQ.4. What kind of CLIL model is the school implementing considering other criteria (Smit, 2007) and other variables (Rimmer, 2009): age groups and types of teachers involved?

RQ.5. Has the school coordinated and organized the bilingual/CLIL program attending to official guidelines and regulations and what is established in its multilingual and bilingual projects?

RQ.6. Which are the areas of improvement of this CLIL program?

2. THEORETICAL FRAMEWORK AND CONTEXTUALISATION

According to specialized literature, Content and Language Integrated Learning (CLIL) has emerged due to different reasons. Firstly, we are living times of disjuncture (Mehisto, 2008) caused by a new global order which tries to change what has been established in terms of foreign language teaching. Moreover, this powerful force has influence over the curriculum. Secondly, there is an urgent need for improving the European Foreign Language Proficiency.

In this scenario, since the 1990s when it emerged, CLIL has been considered as the “European solution to a European need” (Marsh, 2002: 11). In terms of bilingual education, CLIL is believed to derive from the Canadian Immersion Programs and the North American Bilingual Teaching Modes (Content-Based Instruction or CBI). Despite the fact that there are clear CLIL predecessors, CLIL is considered by many authors as a teaching approach on its own and it implies specific characteristics which makes it different from immersion programs. For these reasons it is reckoned as “the European label for bilingual education” (Lorenzo, 2007: 28). In fact, CLIL is a term which covers different models based on the teaching of academic content by means of a foreign language and, conforming to Ruiz de Zarobe (2008) it is an educational model which drives the teaching and learning of foreign languages in academic contexts. As a result, CLIL is intrinsically related to foreign language teaching.

According to Coyle's definition of CLIL (2010) which has been provided in the introduction of this document, CLIL implies "a wide range of educational practices provided that these practices are conducted through the medium of an additional language" (Cenoz et al., 2013: 244). All of this justifies the need for CLIL in Europe, which is also based on "the desire for a distinct European frame of reference for promoting L2 competence in schools" (Cenoz et al., 2013: 244).

Europe has always given priority to teaching and learning a foreign language. However, in Spain, foreign language learning was not included in official programs until the 1990s.

For years, the European Union has placed special emphasis on policies which aim at promoting the learning of foreign languages and it has put into practice different measures to improve the European citizens' foreign languages domain. In addition, these measures are related to the concept of Life-Long Learning. In 1995, the European Commission's White Paper on Education and Training: Teaching and Learning Towards the Learning Society (1995) established that European citizens should be proficient in at least three languages: their mother tongue and two more languages. In line with this, the European Union has paid attention to the importance of fostering language acquisition, institutional cooperation and the internationalization of education and it has implemented a series of policies which affect the learning of foreign languages and bilingual programs in a direct way. For instance, the Common European Framework for Reference for Languages (CEF/CEFR) or KA1, KA2 AND KA3 Erasmus + Programs.

Despite the aforementioned policies and attempts, in order to achieve the European objective of being proficient in three languages, in words of Marsh (2002) it is essential to overcome the delivery gap existing between the curriculum of foreign language and foreign language achievement. This is to equate language teaching resources and efforts with foreign language linguistic competence standards.

Nowadays, learning a foreign or second language is compulsory in Europe. The importance of learning another language is based on many recognized empirical studies which prove the great number of assets it implies. As a consequence, CLIL was also born taking into consideration the European background in terms of teaching and learning foreign languages. According to Marsh (2002) CLIL has prospered because of the fact that Europe wants to become a competitive knowledge-based economy and CLIL is considered as a higher European educational approach which involves innovation in many senses. For all of these reasons, CLIL has been

chosen to implement bilingual education in Europe and has spread over the continent from pre-school to vocational education.

Wolff (2002) confirms that CLIL is being implemented in almost all European educational programs, but in different ways taking into consideration each context and their characteristics, as well as CLIL variants. Nevertheless, there are common features of CLIL in Europe (Marsh, 2002; Fortanet-Gómez & Ruiz-Garrido, 2009) such as: all the European CLIL programs have a target language and several subjects are taught in a foreign language.

In spite of the fact that Europe has a long tradition in teaching and learning foreign languages, in 2002, the Eurobarometer conducted by the European Commission, revealed negative results for Spain in terms of foreign language proficiency. In fact, Spain has always been at “the bottom rung of the foreign language knowledge ladder” (Lasagabaster & Sierra, 2009: 7) but CLIL has been embraced as the possible solution for this. Lasagabaster and Sierra (2009) consider that CLIL can support to fulfill what the European Commission seeks in reference to foreign language proficiency. Coyle (2010) states that Spain is swiftly becoming one of the European pacemakers in CLIL practice and research because its cultural and linguistic diversity. This has shown the way to different CLIL examples of policies and practices which are applicable to diverse contexts. Here, it is essential to understand how CLIL is implemented in this country.

First of all, it is paramount to highlight that the growth of this approach is due to the unsatisfying level of foreign language proficiency in Spain. The main reason for this is based on the fact that Spanish legal requirements had not always considered learning foreign languages from an early age. It was not until the *Ley General de Educación* (1970), that learning a foreign language was promoted and children with 11-12 years old started to study a second language. The following laws, *Ley Orgánica General del Sistema Educativo* (1990) and *Ley Orgánica de Calidad de la Educación* (2002) introduced the learning of a foreign language from the age of 6 and in the second cycle of Infant Education, respectively. In 2006, the *Ley Orgánica de Educación 2/2006* determined the introduction of a third language and the formation of bilingual centers.

In this context, according to Lasagabaster and Ruiz de Zarobe (2010) the implementation of CLIL is considered by many schools as the possible resolution to tackle the problem of the foreign language deficient level. However, the way in which CLIL is being implemented in

Spain depends on the way the different autonomous communities have embraced CLIL; especially if their peculiarities are taken into consideration because: “Spain is a mixture of heterogeneous language situations that lead to different ways of understanding and managing L2 education” (Fernandez Fontecha, 2009: 4). Thus, it is possible to establish the difference between bilingual and monolingual communities.

Spain is made up of monolingual and bilingual communities. In consonance with what Lasagabaster and Ruiz de Zarobe (2010) point out, in Spain CLIL programs are normally being implemented in schools with the support from educational authorities and the model varies depending on the region. In bilingual communities, there is an official language but there is also a co-official language, like in the Basque country, Galicia, Catalonia, the Balearic Islands, and the Valencian community. These bilingual communities have a long tradition in teaching two languages and their models are related to how they have tackled the issue. This tradition has influenced the rest of the country in terms of how to implement the CLIL approach. “In this communities, education is undertaken in both co-official languages, plus in one or two foreign languages, when CLIL comes into force” (Lasagabaster & Ruiz de Zarobe, 2010: 10). Here, English is the most common language chosen to be taught under this approach.

In monolingual communities “education is partly done in Spanish and also in one or two foreign languages, when CLIL is implemented” (Lasagabaster & Ruiz de Zarobe, 2010: 10). In addition, it is important to highlight that in these communities, CLIL has been implemented recently and “there is a shortage of research on CLIL and related practices in Spanish monolingual communities” (Fernández Fontecha, 2009: 15). The possible reason is due to the scarce external exposure to the foreign language, a fact which makes the development of this approach more difficult than in bilingual communities. Despite this, there are some monolingual communities which must be highlighted because of their attempts and reputation in relation to bilingual education. Andalucía or Madrid are well-known since they have introduced policies and programs which have been fundamental in their educational systems. They have also focused on research and have become an example for nearby communities.

2.1. Bilingualism in Castile and Leon

Bilingual programs have also been developed in other monolingual communities such as Castile and Leon where *Colegio Diocesano Asunción de Nuestra Señora* is located. Here it is necessary to analyze how CLIL is being putting into effect.

In Castile and Leon, there are two bilingual or CLIL programs known as linguistic sections:

- The cooperation agreement between the *Ministerio de Educación, Ciencia y Deporte (MECD)* and the British Council, which is a state program.
- The Bilingual Sections Program, which depends on the autonomous community.

The cooperation agreement between the *Ministerio de Educación, Ciencia y Deporte (MECD)* and the British Council started in 1996 when it was officially regularized by the *RESOLUCIÓN de 1 de marzo de 1996*. In this agreement, the Spanish *Ministerio de Educación, Ciencia y Deporte (MECD)* works in partnership with the British Council so as to put into practice curricular projects and activities. The main objective is to develop a bilingual program Spanish-English from an early age, putting special emphasis on English literacy by means of an integrated curriculum which takes into account both, the Spanish and British official curriculum. This agreement was renewed in 2013.

The program is implemented in public schools of Castile and Leon, from the second cycle of Infant Education to the last course of Secondary Education. This program started in the academic year 1996-1997 in Infant and Primary schools, not only in Castile and Leon, but also in 9 Spanish autonomous communities and two autonomous cities (Ceuta and Melilla). English as a subject and two other non-linguistic subjects are the key of this plan. Secondary bilingual students devote two more hours to the learning of English than their counterparts in the non-bilingual program.

The integrated curriculum is taught by non-native foreign language teachers and other content subject teachers, as well as British teachers as collaborators who are known as linguistic consultants. Some of these teachers are in charge of the other teachers' training in this program. At Secondary schools, there are up to 3 language assistants.

At the end of Secondary Education, students who have followed the integrated curriculum can obtain the official British and International certification by means of doing the IGCSE exams (official exams in the British Educational System). These exams are supported by the Spanish *Ministerio de Educación, Ciencia y Deporte (MECD)* in order to guarantee the process.

The Bilingual Sections Program started in the course 2006-2007 with the *Orden EDU/6/2006*. This law regulates Bilingual Sections in schools which are maintained by public funds. This is the case of *Colegio Diocesano Asunción de Nuestra Señora*, the focus of this study. These schools were allowed to develop a Bilingual Project (Spanish- Foreign Language) in Primary and/or Secondary Education. These are the foreign languages permitted to be part of this program: English, French, German, Italian and Portuguese.

In the sphere of the bilingual sections, two or three non-linguistic subjects can be taught through the foreign language taking into consideration that the total number of hours students must be exposed to the foreign language cannot exceed the 50% of the whole schedule. In this autonomous community, most schools have opted for a version of CLIL where subjects such as Sciences or Geography are taught through the foreign language by non-native content teachers.

It is compulsory for bilingual sections teachers to prove they have a B2 level in the corresponding foreign language in consonance with what the Common European Framework for Reference for Languages (CEF/CEFR) states. Apart from official teachers, bilingual sections in Castile and Leon can be supported by language assistants who play a very important role in this case. They come from European or extra-European countries and they must be licensed or undergraduate who are in the last course of their degree. They must participate in the public yearly call and are selected by the Spanish *Ministerio de Educación Ciencia y Deporte (MECD)* in order to collaborate with bilingual sections teachers in the teaching of the foreign language, culture and oral skills. According to official sources, 225 language assistants are working at the moment in bilingual schools in Castile and Leon.

2.2. Description of the context

Colegio Diocesano Asunción de Nuestra Señora is located in Ávila, Castile and Leon. It is a catholic charter school whose legal entity is the local Diocese. It offers all the educational levers (from Pre-school to Vocational Training) and it is a school with a bilingual section in Primary

and Secondary Education. The school is placed on the historical center of Ávila and it has two buildings, one for Pre-school and Primary Education and the other for Secondary, Baccalaureate and Vocational Training.

This school was conceived in 1950. The objective was to be a reference for religious orientation in the city and to create a boarding school so as to attend the high number of male students existing in the province. The project was carried out by the Diocese of Ávila.

Taking into consideration its origin, the school's Mission, Vision and Values correspond to the Catholic ideology but with its own nature and perspective about the world:

- The school's Mission consists in offering an integral education regarding the Catholic and Christian conception about life and the world.
- The school educational model is based on competence, availability, coherence, service, participation and collaboration among all the school community members.
- Its significant values are: support, respect, tolerance, effort, responsibility, participation and apostolate.

Students and families' socio-cultural level is medium. There are pupils who come from different areas of the city. 80% of parents have a mid/high-level education. Nowadays, foreign and immigrant students are scarce. Absenteeism and discipline problems are nonexistent.

In reference to foreign language learning, the school Immersion Program started in 2001 and it is still being carried out. This was the starting point for the bilingual program which was applicable in the academic year 2006-2007. In addition, the school was authorized to teach French in the fifth and sixth course of Primary Education in 2010. With the introduction of French in Primary Education, the school started to develop its multilingual project which encompasses the bilingual project.

2.2.1. The School Multilingual Project

The school multilingual project is a priority and it is understood as a process to make decisions, without losing sight of what the general school project circumscribes. This project is justified by the importance of learning foreign languages in our current society and the impact on the new technologies on this field. Following the guidelines established by the Council of Europe

and the official curriculum in relation to foreign languages, the school began to put into practice this project which pays attention to the foreign languages taught at school in all the academic levels.

The main goals of this project are to develop student's communicative competence in foreign languages and to improve students' linguistic profile. This project is focused on the classroom (as students' closest context to learn foreign languages), the world and the student with their own interests and motivation.

It is essential to highlight that this project is framed within the official curriculum for all academic levels. Furthermore, it takes into account how learning foreign languages contribute to the development of the key competencies for Life-Long learning. In fact, the project has been conceived following the Recommendation of the European Parliament and of the Council of Europe (2006) which states that "these key competencies are fundamental to each individual in a knowledge-based society".

The methodology of this project considers the attention to language learners, especially beginners, in order to make them improve their communicative competence progressively. For this reason, the school introduced the European Language Portfolio.

These are the methodological principles:

- Global progression in the process of learning.
- Information transfer.
- Task dependency.
- Correction for the content.

This project also includes cross-curricular elements and the number of resources of all types which are necessary to implement it. Besides, it emphasizes the importance of teachers' competence, their continuous training, as well as, the reflection and evaluation of their own practice. It also embraces the evaluation of the learning process, instruments used and the evaluation of teachers' practice regarding the legal framework.

The official document of this project contains a detailed description of the number of agreements signed with other institutions and specific activities which are accomplished to promote foreign languages. Here, it is convenient to highlight: The School Language Institute which

offers foreign language courses in English, French and German in order to get official certificates awarded by international institutions such as Cambridge Assessment English, Oxford University, *Ministère Français De L'Éducation Nationale* and the *Goethe Institut*. Furthermore, there are other activities and projects which are focused on improving the learning of foreign languages such as immersion initiatives and cooperation agreements with foreign countries.

2.2.2. The School Bilingual Project

In the academic year 2006-2007, the school started their bilingual project with the establishment of the bilingual section in Primary Education. As a consequence, the school developed an official document which describes their bilingual, or properly said, their CLIL program.

Its main principle is the teaching and learning of English from a very early age. In fact, pupils start learning English in Pre-school Education.

The project takes into consideration the following premises:

- The foreign language is considered as an instrument for communication, working on the development of the four skills: listening, speaking, reading and writing.
- The language must be contextualized.
- Attention to diversity.
- The importance of intercultural aspects.
- Students' autonomy.

In this project, there are two subjects which are taught through English in Primary Education: Natural and/or Social Sciences and Arts and Crafts.

This is the distribution of subjects and hours per week devoted to these subjects in each course of Primary Education:

- Table 1:

| Course | Subject 1 | Hours per week | Subject 2 | Hours per week |
|---------------|------------------|-----------------------|------------------|-----------------------|
| | | | | |

| | | | | |
|------------------------------------|------------------|---|-----------------|---|
| First course of Primary Education | Social Sciences | 3 | Arts and Crafts | 1 |
| Second course of Primary Education | Natural Sciences | 3 | Arts and Crafts | 1 |
| Third course of Primary Education | Social Sciences | 3 | Arts and Crafts | 1 |
| Fourth course of Primary Education | Natural Sciences | 3 | Arts and Crafts | 1 |
| Fifth course of Primary Education | Social Sciences | 3 | Arts and Crafts | 1 |
| Sixth course of Primary Education | Natural Sciences | 3 | Arts and Crafts | 1 |

Table 1. Distribution of CLIL subjects and hours per week in Primary Education

In Secondary Education, the bilingual section started in the academic course 2012-2013 when the regional government published the *ORDEN EDU/400/2012*. That year, only students from the first course of Secondary Education studied content subjects through English. From that moment, the program has been implemented in the following courses of Secondary Education.

The school developed their Bilingual/CLIL Project for this educational level taking into consideration the legal framework regarding this field and the curriculum for Secondary Education. In this case, 4 hours a week are devoted to the linguistic area (English) in the first course of Secondary Education and 3 hours in the second, third and fourth course of Secondary Education. For CLIL subjects, the 50% of the subject is taught through the foreign language (English) and the other 50% is taught in the mother tongue (Spanish). The CLIL subjects are: Geography and History, Biology and Geology, Physics and Chemistry and Physical Education.

This is the distribution of content subjects and hours per week dedicated to them in Secondary Education:

- Table 2:

| Course | Subject 1 | Hours per week | Subject 2 | Hours per week |
|--------------------------------------|-----------------------|---------------------------------|-----------------------|------------------------------------|
| First course of Secondary Education | Geography and History | 3 (1,5 in the foreign language) | Biology and Geology | 3 (1,5 in the foreign language) |
| Second course of Secondary Education | Geography and History | 3 (1,5 in the foreign language) | Physics and Chemistry | 3 (1,5 in the foreign language) |
| Third course of Secondary Education | Geography and History | 3 (1.5 in the foreign language) | Physical Education | 2 (1 hour in the foreign language) |
| Fourth course of Secondary Education | Geography and History | 3 (1,5 in the foreign language) | Physical Education | 2 (1 hour in the foreign language) |

Table 2. Distribution of CLIL subjects and hours per week in Secondary Education

In order to implement the program, the school had to detail the number of resources available: number of English teachers with official qualification in all academic levels; number of content teachers who certify the English level required by the autonomous community (B2); number of foreign language assistants; and quantity and type of the materials to be used.

The official document presented to the authorities includes the objectives established for the bilingual section; a description of the CLIL subjects and the reason why the school decided to choose them; the type of methodology; evaluation criteria and instruments used to develop the evaluation and assessment process in each of the subjects; the measures to face diversity; a description of teachers' collaboration and coordination; teacher's training program; other related programs; agreements with other institutions; specific activities related to English as a second language and cooperation among the members of the educational community. In addition, there is a last section which determines possible future interventions.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Type of research study

Although this proposal was conceived qualitative in nature on account of the fact that the information is identified following a previous scheme, this research has an eclectic orientation because the qualitative and quantitative approaches are integrated. However, in order to typify this investigation, it is important to resort to the theoretical review made by different authors: Nunan's (1991: 251-252 and 1992: 1-10) and Seliger & Shohamy's (1989: 17-20). Moreover, in his work, Nunan refers to other experts: Reichart & Cook (1979), Chaudron (1988), Grotjahn (1987), van Lier (1988), Brown (1988) and Larsen- Freeman & Long (1991).

According to these theoretical underpinnings and diverse parameters, this research is also a:

- Basic or theoretical research since it is mandatory to make an extensive literature review to determine the model of CLIL program which is being implemented.
- Attending to the source of information, this CLIL research is a combination between a primary and a secondary research because information is extracted from primary and secondary sources.
- Experimental study considering that data is collected under controlled conditions with the stakeholders' participation.
- Synthetic or holistic research for the reason that it is focused on a group of factors related to a topic which is analyzed in a general way.
- Deductive study as it follows a top-down approach moving from the general to the particular.
- Interpretive study since this type of investigation is associated with qualitative research.
- Cross-sectional because data are collected at a specific time with a cross-section of students, parents and teachers.

3.2. Population/participants

This study is focused on Primary and Secondary Education where the school is carrying into effect its bilingual/CLIL program. In order to complete the study, there is a set of questionnaires which are going to be administered paying attention to three population groups:

- foreign language and content teachers in both academic levels, as well as one linguistic assistant.
- students in the sixth course of Primary Education, first and fourth course of Secondary Education.
- parents in the sixth course of Primary Education and in the first course and the fourth course of Secondary Education.

The aim is to analyze the school Bilingual/CLIL program and to detect areas of improvement through teachers, parents and students' opinion and experience. The channel used to fill in the questionnaires is the school own platform for internal communication.

The specific questionnaire for teachers is addressed to 29 linguistic or content teachers. Students' questionnaire is addressed to the total cohort of students who are enrolled in the sixth course of Primary Education (95), the first course of Secondary Education (106) and the fourth course of Secondary Education in the school (105). These are three groups of special interest because the Bilingual/CLIL program is compulsory in Primary Education, but it becomes optional from the first course of Secondary Education. Moreover, the program ends in the last course of Secondary Education.

In the case of the parents' group, the number of participants depends on the access parents have to the school platform for internal communication:

- Number of parents in the sixth course of Primary Education: 185 (92 families).
- Number of parents in the first course of Secondary Education: 206 (103 families).
- Number of parents in the fourth course of Primary Education: 201 (100 families).

It is important to remark that the final number of respondents do not correspond to the above-mentioned numbers since not all of them have participated in the study as it is described in detail in following sections of this document.

3.3. Instruments and procedures for data collection

Apart from a literature review, this MA dissertation is completed with other instruments and procedures for data collection. Here, it is important to determine a series of variables which are

implied in the objectives and research questions of this study. They have been contemplated and formulated so as to analyze the CLIL program in depth. These variables are:

- Type of teacher.
- Teachers' level in the foreign language.
- Choice of subjects.
- Population segments and age groups.
- Adaptation to official guidelines and regulations.
- CLIL version/model.
- Content and language correlation.
- CLIL methodology.
- CLIL evaluation.
- Out-of-school opportunities.

As it has been previously said, a set of questionnaires are administered. These questionnaires include questions which are answered anonymously by the three population groups involved. These three questionnaires are group-administered and have been designed and validated in English and Spanish (**See Appendices**). Besides opinion questions, the questionnaires include queries to obtain biographical information about the participants assuring their anonymity. Each of the questionnaires have been designed taking into consideration to whom they are addressed. The question-types correspond to the Likert-scale, from 1 to 4 so as to avoid the central tendency error.

Questions are predominantly closed. Only one open question has been included in the questionnaire addressed to parents. The variables expressed before are polled through these questionnaires.

In terms of content, the questionnaires have been designed based on the European Framework for CLIL Teacher Education (2010) which was developed by David Marsh, Peter Mehisto, Dieter Wolff and María Jesús Frigols Martín. There is a series of common topics in the three questionnaires which are analyzed depending on the target group. The common topics related to the CLIL approach covered are:

- CLIL Fundamentals.
- Content and Language Awareness.
- Methodology and Classroom Management.

- Evaluation and Assessment.
- Materials, Resources and Environments.

In addition, in each of the questionnaires, there is a section affecting each participant group in particular: their personal reflection regarding the Bilingual/CLIL approach. In the questionnaire devoted to teachers, there is an extra topic which refers to Information and Communication Technologies for the Bilingual/CLIL class.

Once the results of the questionnaires are revealed and analyzed, the study will be completed with a SWOT matrix to determine the school's strengths, weaknesses, opportunities and threats in relation to their Bilingual/CLIL program. This will help the school authorities make decisions in order to improve the aforementioned plan.

3.4. Data analysis: Techniques for data analysis and statistical methodology

The analysis of data is the last part of the research process. In this study data has been collected from three angles or points of view: triangulation. The data can be contrasted taking into account teachers, parents and students' perspectives regarding the school Bilingual/CLIL program. Data obtained has been analyzed statistically, using an Excel worksheet. Frequencies have been expressed graphically and central tendency (mean, mode and medium) have been calculated.

4. RESULTS AND DISCUSSION

Let us now turn to the analysis of the results for each of the three cohorts of special interest: teachers, parents and students, as well as a discussion of these results.

4.1. Specific results

4.1.1. Results referred to teachers

As it has been previously mentioned, a questionnaire has been addressed to a total of 29 teachers who can be English teachers, content-subject teachers or foreign language assistants. The questionnaire has been completed in Spanish (**See Appendix 2**). 13 out of the 29 teachers have filled their questionnaire accounting for 44,83% of the whole number.

The questionnaire provides this research with interesting information referring to the description of teachers' biographical characteristics. Teachers' age goes from 26 to 55 years old. The average age is 37 years. Bilingual/CLIL teacher's age is intrinsically related to the school policy in terms of hiring new staff. In recent years, personnel have been renewed due to the fact that there has been a considerable number of retirements. In this case, the management team has looked for teachers with the appropriate qualification and a high level of English. The reason is based on the idea of having available teachers who can be English teachers or content-subject teachers at the same time in order to improve the school Bilingual/CLIL program, especially in Primary Education.

Among the 13 teachers, 12 of them are women (92%) and there is only one male teacher (8%). In reference to the type of teacher, 7 out of 13 teachers (39%) are English subject teachers and 11 out of 13 teachers are content-subject teachers (61%). However, in an in-depth analysis, 6 out of the 7 English subject teachers are also content-subject teachers. There is also a foreign language assistant. 11 out of 13 teachers (73%) who have participated in the study are Primary Education teachers. However, there are 3 teachers who teach in Secondary Education and there is a teacher with double profile. The foreign language assistant teaches in Infant and Primary Education.

In terms of the teacher's overall experience, there is a variety of answers, as it can be seen in the following chart:

- Chart 1:



Chart 1. Overall teaching experience

Very similar results are obtained for teachers' experience in this particular school. Due to the fact that the major part of the respondents are Primary teachers, there are only 3 teachers with more than 15 years of experience and one teacher with less than one year of experience, it is possible to say that these outcomes are associated with the official introduction of bilingual sections in Primary Education in Castile and Leon (2006).

Taking into consideration teachers' level in English as a foreign language and paying attention to the levels described in the Common European Framework of Reference for Languages (CEF/CEFR), 8 out of 13 teachers have a C1 level (62%); while 3 out of 13 teachers show a B2 (23%). There are 2 teachers with C2 level (15%). These results reveal school Bilingual/CLIL and English teachers show a high level of English paying attention to several factors: what the education administration in Castile and Leon requires; the school policy in terms of teachers' professional qualification; and the linguistic competence as one of the pivotal competences for a correct implementation of CLIL (Pérez Cañado, 2018).

Taking into account the subjects chosen to be part of the aforementioned School Bilingual Project, the school has opted for a "hard version of CLIL" (Ikeda, 2013). Subjects such as Natural or Social Sciences and Biology or Physics have been chosen to be taught in English by non-native content teachers.

In this specific questionnaire there are some above-mentioned topics related to the CLIL approach. Let us start with the analysis of the results obtained in the block: 1. Teachers' personal reflection regarding the Bilingual/CLIL approach.

9 out of 13 teachers (69%) consider that their capacity for the identification and definition of their own pedagogical competence related to the CLIL approach is adequate. 2 out of 13 teachers (15%) consider it insufficient and only 2 (15%) consider it outstanding. These outcomes are related to what recent investigations reveal in terms of CLIL teachers' pedagogical competence and confirm there is an evolution in this field, especially referring to the implementation of new methodologies, the use of new technologies and curricular integration (Pérez Cañado, 2018).

Positive results are obtained for the question related to teachers' domain of the foreign language conforming to the Common European Framework of Reference for Languages (CEF/CEFR) due to the fact that 9 out of 13 teachers (69%) believe their domain of the foreign language is adequate, whereas 4 out of 13 teachers (31%) think it is outstanding. Similar results are revealed for the question referring the level of satisfaction with their domain of the foreign language according to the level required to teach in a Bilingual/CLIL school in Castile and Leon.

One of the most important aspects for the success in CLIL education is the cooperation and collaboration among all the stakeholders (Lorenzo and Moore, 2010; Lorenzo, Trujillo and Vez, 2011; Viebrock, 2012), and especially among language teachers and content-subject teachers. The results in this questionnaire disclose that 5 out of 13 teachers (38%) regard the degree of cooperation with other Foreign Language teachers at school as adequate and 6 out of 13 teachers (46%) consider it is outstanding. Alike results are obtained in reference to the degree of cooperation with other CLIL teachers at school. In short, teachers' opinion reveal they collaborate and cooperate for a success-prone implementation of their CLIL program.

7 out of the 13 polled teachers (54%) think their will to be updated in terms of student-centered methodologies for CLIL is adequate and 6 out of 13 teachers (46%) view it as outstanding. This means teachers give importance to their own pedagogical competence which is considered a key point for CLIL education. Teachers' capacity for identifying their own training needs related to the CLIL approach is considered adequate by 8 out of 13 teachers (62%). Very similar results are obtained for the aspect related to the degree of knowledge of the latest CLIL teacher training programs. The reason for this is based on the school policy in terms of teachers' training. It is obligatory for teachers to prove they have been enrolled in training courses each academic. In fact, since 2017, there has been an increasing number of training courses for teachers offered by the school.

The results concerning the degree of knowledge of the latest scientific research related to CLIL in foreign countries and Spain are significant. 6 out of 13 teachers (46%) consider it insufficient and 5 out of 13 teachers (48%) view it as adequate. These outcomes confirm Pérez Cañado's (2018) conclusions related to teachers' lack of familiarity with publications and CLIL research.

The results gathered in the second block of the questionnaire addressed to teachers: 2. CLIL Fundamentals, are essential to understand teachers' degree in reference to their methodological and theoretical grounding on CLIL. In the first question: 2.1. Degree of knowledge in reference to CLIL origins, definition, core features, assets and pitfalls, there are heterogenous answers. Here, 2 out of 13 (15%) think it is insufficient; 7 out of 13 teachers (54%) declare it is adequate and the last 3 (23%) evaluate it as outstanding.

In the second question: 2.2. Ability to identify and describe different CLIL models; the results are of considerable importance. 9 out of 13 respondents (69%) think it insufficient. These results are in line with the recent research in this field which reveals it is still necessary to continue improving teachers' scientific knowledge (Pérez Cañado, 2018).

The degree of knowledge of the theory of language and learning underlying CLIL is considered adequate by 8 out of 13 of the teachers (62%); 4 of the 13 teachers (31%) view it as insufficient and only one teacher (8%) says is none. Although teachers are optimistic, these results are close to what some studies evinced referring to the "lack of familiarity of CLIL teachers with the theory of language and learning underlying this approach and with the key traits, models, and variants of these types of programs". (Pérez Cañado, 2018: 216).

The next question of this questionnaire is related to teachers' degree of knowledge in terms of how CLIL is being practically implemented in Spain and particularly, in Castile and Leon. These are results for this question:

- Chart 2:



Chart 2. Degree of knowledge in terms of how CLIL is being practically implemented in Spain and particularly, in Castile and Leon

Teachers' degree of knowledge of formal requirements and the regional curriculum in reference to CLIL with respect to *Colegio Diocesano Asunción de Nuestra Señora* is assessed as insufficient by 3 of the polled teachers (23%); adequate by 8 of them (62%) and outstanding by 2 of the respondents (15%). The next two questions refer respectively to the degree of knowledge of the School Multilingual and Bilingual Projects teachers have. Answers are homogeneous in this case because 9 of the 13 teachers (69%) assess their degree of knowledge as adequate.

For this set of results, it is possible to conclude there is still margin for teachers to improve their knowledge referring the official plans and documents.

In the third block of this questionnaire: 3. Content and Language Awareness, the results are uniform enough. There are 13 questions included in this part of the survey (**See Appendix 1**) and in these questions, of 8 to 12 teachers choose the adequate or outstanding answers. Only 1 or 2 teachers regard these aspects as insufficient. Generally speaking, the results reveal teachers control a repertoire of pedagogical strategies and techniques through which they can make the CLIL class communicative, integrated and coherent with the curriculum.

The results obtained in the block: 4. Methodology and Classroom Management, are noteworthy. There is one question: Use of Basic Interpersonal Communication Skills (BICS) in Bilingual/CLIL classes, in which there is a broad consensus among teachers, since 11 out of 13 (85%) evaluate the item as adequate. For the rest of the questions in this block (**See Appendix 1**), of 9 to 12 teachers evaluate the items as adequate but there are 1 or 2 teachers who deem the aspects covered as insufficient, although there is no teacher who assesses their competences in this area as none. Taking into account teachers' views regarding this block, it can be concluded that teachers accomplish one of the pivot points in the School Bilingual Project: the foreign language is considered as an instrument for communication.

The findings regarding the fifth block: 5. Evaluation and Assessment, are heterogeneous. In this case, it is truly interesting to analyze some of the teachers' responses in detail. The questions: Employment of formative assessment and summative assessment and related tools in Bilingual/CLIL subjects receive positive answers although 3 and 2 of the polled teachers, re-

spectively, evaluate them as insufficient. Very similar outcomes are obtained for the next question: 5.6. (See Appendix 1). Only 1 out of 13 teachers (8%) declares there is no use of language assessment instruments in Bilingual/CLIL subjects on their part, while 2 out of 13 teachers (15%) think it is insufficient. For the next four questions (5.8. – 5.11.), there is a turnaround in teachers' answers. The use of self-assessment and related tools in Bilingual/CLIL subjects is considered insufficient by 8 out of 13 teachers (62%), adequate by 4 out of 13 teachers (31%) and outstanding by only one of the teachers (8%). 8 out of 13 teachers (62%) view their use of peer-assessment and related tools in Bilingual/CLIL subjects as insufficient and 5 out of 13 (38%) teachers regard it as adequate.

The use of portfolio-based approaches (*European Language Portfolio*) with Bilingual/CLIL students is assessed by participants as follows:

- Chart 3:



Chart 3. Use of portfolio-based approaches (*European Language Portfolio*)

The use of strategies and instruments to evaluate and improve the teacher's own practice, it is considered insufficient by 5 out of 13 teachers (38%), adequate by 7 out of 13 teachers (54%) and outstanding by 1 of them (8%).

The results of this block reveal teachers' perceptions regarding evaluation and assessment are not as favorable as in other blocks. Moreover, teachers' judgements coincide with the assertions in recent investigations which consider "important niches still need to be addressed on this front, particularly pertaining to materials design and adaptation; catering to diversity and mixed-ability groups;" (Pérez Cañado, 2018: 216), as well as "the use of the English language portfolio, project-based learning (PBL), and the lexical approach;" (Pérez Cañado, 2018: 216). This means teachers need to improve their competences in this field.

The next block is: 6. Materials, Resources and Environments. Teachers' level of satisfaction with the school's Foreign Language and Bilingual/CLIL subject books and related materials is

considered adequate by 9 out of 13 teachers (69%), as well as their access to authentic or adapted materials and resources so as to teach Bilingual/CLIL subjects. The way in which teachers evaluate their own capacity for designing a CLIL integrated curriculum can be seen in the following chart:

- Chart 4:

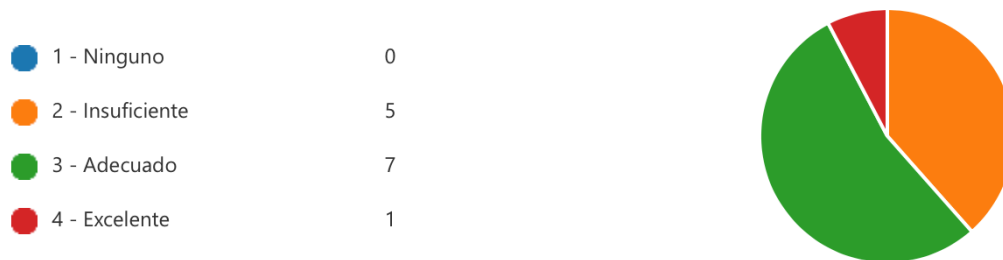


Chart 4. Capacity for designing a CLIL integrated curriculum

Very similar results are gathered for the question: 6.5. Degree of implementation of cross-curricular links in Bilingual/CLIL subjects.

Teachers' level of satisfaction regarding the CLIL training program for teachers offered by the school is considered primarily adequate by 7 out of 13 teachers (54%) and outstanding by 4 out of 13 teachers (31%). 9 out of 13 participants (69%) think that the degree of inclusion of the Bilingual/CLIL program in the school's life and ethos is adequate and 2 out of 13 teachers (15%) think it is outstanding.

In reference to the results of this block, it must be highlighted that according to literature there are two ways of facing the formulation of an integrated curriculum (Casal, 2007) and the school has designed a closed curriculum in which all of its elements were determined previously. As a consequence, teachers know exactly what to teach, how and when. This can be the reason why the results are positive in this block since a close curriculum fits better the school conditions and particular features.

The last block in this questionnaire is related to the 7. Information and Communication Technologies for the Bilingual/CLIL Class. The first question refers to the use of interactive whiteboards in Bilingual/CLIL classes. These are the results obtained for this topic:

- Chart 5:



Chart 5. Use of interactive whiteboards in Bilingual/CLIL classes

Here, there is a fact which must be underlined. This aspect is intrinsically related to the number of services and facilities the school has, which means not all the classrooms are equally equipped so this fact might have influenced teachers' responses.

The next three questions (7.2. – 7.4.) are linked with the use of tools and applications to create teaching materials, visual materials or podcasts for the CLIL class. Most of the teachers' answers are negative, since 7 out of them (54%) believe the use of these instruments is insufficient. In contrast to their assessment regarding the use of tools or applications such as Kahoot or Quizizz for which 5 out of 13 professionals (38%) consider it is adequate and 4 out of 13 teachers (31%) think it is outstanding. Very similar answers are provided for the item about the tools and applications to create presentations or to share or collaborate online in Bilingual/CLIL classes. More unfavorable answers are shown for the question: 7.7. (See Appendix 1) as it is manifested in the following chart:

- Chart 6:



Chart 6. Use of tools or applications such as Pixton or Voki

Similar outcomes are obtained for the use of tools or applications such as Freewebs or Blogger to store and share materials and resources with students and other Bilingual/CLIL teachers.

In the case of 7.9. Use of tools or applications such as Toovari or Class Dojo to gamify your Bilingual/CLIL classes, 4 out of 13 teachers (31%) assess their own performance as outstanding, 5 out of 13 teachers (38%) think it is adequate. Only 2 out of 13 teachers (15%) consider it is insufficient and there are two teachers (15%) who have a negative opinion. For the last question of this survey: 7.10. Use of other type of software, such as text or video editors or excel worksheets to work on Bilingual/CLIL classes, there is a variety of postures. 3 out of 13 teachers (23%) declare they do not use this type of material; 4 out of 13 teachers (31%) consider their use of these elements is insufficient; 3 out of 13 teachers (23%) think it is adequate and other 3 teachers (23%) evaluate their own use as outstanding.

The results of this block reveal there are niches to improve in relation to Information and Communication Technologies. Here, it is possible to evince at least two main reasons. Firstly, the lack of investment by the Spanish and the regional government in charter schools where external funding is required, and it is difficult to obtain. Secondly, the rapid development of new methods based on the use of new technologies, which involves unsolved issues for teachers. As a consequence, they must improve their digital competence in order to adapt to a new scenario as it considered one of the most valuable assets in CLIL education nowadays.

4.1.2. Results referred to students

A questionnaire has been specifically designed to know students' view concerning this Bilingual/CLIL program. The survey is addressed to 306 students, distributed in three courses as it has been previously mentioned. The questionnaire has been applied in Spanish (**See appendix 4**). 75 out of 306 students have completed the survey, accounting for 24'5% of the whole cohort.

Students' questionnaire contains biographical data and it is divided into 6 blocks (**See Appendix 3**). Let us begin with the participants' biographical features which are essential to understand the context. Respondents' age goes from 11 to 15 years old. 40 out of 75 students are girls (53%) and 35 out of 75 students are boys (47%). 52 out of 75 students (69%) are in the sixth course of Primary Education; 13 out of 75 students (17%) are in the first course of Secondary Education and 10 out of 75 students (13%) are in the fourth course of Secondary Education. 68 out of 75 students (91%) are part of the School Bilingual/CLIL program at the moment. Only 7 out of 75 students (9%) are Secondary Education students who have already abandoned the Bilingual/CLIL project.

Nowadays, there are 157 students who are part of the Bilingual/CLIL program in Secondary Education (the number of students at this academic level is: 459). In recent years, there has been a constant drop in the number of students who continue in the Bilingual/CLIL program when they start the first course of Secondary Education and this is one of the most alarming issues for the school. The current results do not reflect this decrease because the major part of participants are Primary Education students.

Nowadays, there are 31 students who are part of the Bilingual/CLIL program in the first course of Secondary Education (the number of students at this academic level is: 106). One of the main objectives of this questionnaire was to detect the reasons why secondary students decide not to continue in the Bilingual/CLIL program. Most of students' answers have to be with the fact that their academic achievement was not satisfactory and the difficulty of some subjects. However, the reasons given by respondents are not conclusive because there are no sufficient answers. In spite of this, it is possible to resort to several studies in order to explain this fact.

These studies show that students' performance is highly related to contextual variables such as: "student's social environment and family background, socioeconomic status, the education program and type of school the student attends" (Madrid & Barrios, 2017: 30). From this, we can deduce there is a connection between parents' influence, their expectations and the decision to abandon the Bilingual/CLIL program. There are other reasons which might explain this situation, for instance, the limitations and rigidity of the legal framework and the regional curriculum, as well as the CLIL model chosen for Secondary Education and the way Secondary teachers understand CLIL at school.

Results obtained for the five aspects studied in the first block: 1. CLIL Fundamentals, are positive. However, 7 out of 75 students (9%) have a negative point of view in terms of the inclusion of the Bilingual/CLIL program in schools' life and ethos. This negative outlook is repeated regarding their knowledge of the School Multilingual and Bilingual projects, the organization of the CLIL plan and coordination among teachers involved.

The level of coordination among Bilingual/CLIL teachers with Foreign Language teachers is evaluated by 35 out of 75 students (47%) as outstanding, in contrast to 11 out of 75 students (15%) who think it is insufficient. Only 3 students (4%) consider there is no coordination at all.

Here, it is important to highlight students' degree of knowledge of formal and theoretical aspects related to CLIL considering their age and knowledge is not comparable to teachers and parents and validity cannot be assured.

Students' perceptions with respect to the aspects studied in the second block (**See Appendix 3**) are mainly favorable. However, it is worth stressing students' opinions regarding their degree of difficulty to identify, comprehend and study the content and the language in Bilingual/CLIL subjects (questions 2.1. and 2.2.) where 10 -11 out of 75 students (13% - 15%) declare they have problems in this field.

Approving results are obtained for the questions related to the next block: 3. Methodology and Classroom Management. Nevertheless, there is a specific question related to student-centered methodologies whose results must be highlighted:

- Chart 7:



Chart 7. Implementation of student-centered methodologies in Bilingual/CLIL classes

These views are connected to teachers' pedagogical competence which is assessed positively by students. This means school efforts to improve teachers' abilities and teachers' own predisposition to increase their personal training are yielding results and teachers are considered to be "familiarized with a host of student-centered methodologies, more diversified learning environments and resources" (Pérez Cañado, 2018: 213).

Outcomes respecting the fourth block (**See Appendix 3**) are good enough for each of the aspects scrutinized. Numbers are quite similar in each item. The most repeated answers are adequate or outstanding. However, 5 out of 75 students (7%) declare their level of satisfaction with their own academic performance is insufficient and 5 out of 75 of them (7%) are completely dissatisfied. Academic performance is one of the most controversial aspects in CLIL Education. "The term 'school performance' is a highly complex construct that depends on various interrelated factors". (Edel, 2003; González Barbera, 2003, cited in Madrid & Barrios, 2017). These

are some of the factors: sociocultural and socioeconomic background, motivation, aspirations and values on part of students and their parents or resource equity. A depth analysis would be recommendable here.

Positive results are also obtained for the next block: 5. Materials, Resources and Environment (**See Appendix 3**) where more than 30 out of 75 students regard the aspects studied as adequate. Results revealed for the question regarding students' participation in activities offered by the school are extremely positive. 41 out of 75 students (55%) regard it as adequate and 29 out of 75 students (39%) assess it as outstanding. This means this particular field is one of the school major assets.

For the last block of this survey: 6. Students' personal reflection regarding the Bilingual/CLIL Approach (**See Appendix 3**) postures are resembling because the most frequent responses are adequate and outstanding. Notwithstanding, the results here are limited by students' age and their capacity to evaluate some of the items from a formal perspective.

4.1.3. Results referred to parents

A third questionnaire has been addressed to 295 families (parents or legal guardians) whose children are enrolled in the sixth course of Primary Education and in the first and fourth course of Secondary Education. It has been completed in Spanish (**See appendix 6**) by 54 families accounting for the 18,30 %.

Parents' questionnaire contains biographical references which are thought-provoking for this research and it is divided into 6 parts (**See Appendix 5**).

The biographical information obtained is significant. 46 out of 54 participants (85%) are women and 8 out of 54 (15%) are men. According to parents' opinion, there are 45 (83%) children who are enrolled in the Bilingual/CLIL program at the moment meanwhile 8 of their children (17%) are not already part of it. Those whose children do not continue in the Bilingual/CLIL program in Secondary Education have the opportunity to give the reason why they made that decision. The most repeated reasons given by parents are:

- Families consider the Bilingual/CLIL program is not a real bilingual experience for their children.
- Students do not learn English in an effective way.

- Contents are memorized by students without comprehension.
- Contents are reduced because they are taught in a second language.

These opinions imply there is a misconception of what CLIL is. This is one of the barriers to CLIL implementation because in general, many people are skeptical that a content subject can be taught through a foreign language without a loss of content or as effectively as in the mother tongue. Nevertheless, research confirms that CLIL students perform as well as non-CLIL students and even outperform them when they are tested in their L1 (Mehisto et al., 2008). Another misconception is based on the idea that CLIL programs only work for students with a high academic performance and in fact, research suggests students with a low and a medium academic performance can do well in CLIL programs (Mehisto et al., 2008). Another reason is parents' scarce knowledge regarding the legal framework and what a bilingual section is. This is might be intrinsically related to the way the school has informed families about it in Secondary Education.

Let us analyze the data obtained in each of content blocks. In reference to 1. CLIL Fundamentals, 36 out 54 parents (67%) evaluate their degree of knowledge of the main features of the Bilingual/CLIL approach as adequate. Similar results are gathered for the next two items related to the CLIL formal requirements and the regional curriculum, as well as how CLIL is being practically implemented in Spain and particularly, in Castile and Leon.

Some differences can be identified in terms of parents' degree of knowledge regarding the School Bilingual and Multilingual projects. None of the polled parents believe they do not have any information about the School Bilingual Project. 9 out of 54 parents (17%) think their degree of knowledge of the Bilingual/CLIL project is insufficient but the greater number considers it is adequate. In fact, there are 8 out of 54 (15%) parents who consider their degree of knowledge of the Bilingual Project is outstanding. Similar outcomes are revealed for the School Multilingual Project, expect for 3 out of 54 participants (6%) who consider they do not have any knowledge about it. Comparable results are presented for the question: 1.6. Degree of knowledge of how the Bilingual/CLIL approach is being implemented in *Colegio Diocesano Asunción de Nuestra Señora*, where 4 out of 54 parents (7%) estimate they do not have any knowledge regarding this topic. 36 out of 54 (67%) parents believe the degree of inclusion of the Bilingual/CLIL program in the school's life and ethos is adequate.

These results reveal most parents are well informed and the School Multilingual and Bilingual Projects are consolidated and implemented at a great extent.

For the block: 2. Content and Language Awareness (**See Appendix 5**), it is worth highlighting the similarity among all the answers provided by parents. Of 36 to 37 participants perceive all the aspects concerning students' ease to identify content and language as adequate. Similar numbers are obtained for their level of satisfaction with the supportive strategies applied by teachers in order to work on the four skills, content, language and culture as well as students' competence in the corresponding course. The outcomes of this block are related to teachers' pedagogical and organizational competence which has been one of the school concerns in recent years. Teachers are continuously enhancing their aptitudes in this sphere and this is perceived in a positive way by parents.

The results obtained in the third block: 3. Methodology and Classroom Management for all the aspects studied are alike. 34 out of 54 parents (63%) believe the degree of motivation the student shows in relation to the Bilingual/CLIL program is adequate. Almost exact numbers result for the questions 3.2; 3.3; 3.4; 3.5 and 3.6 (**See Appendix 5**) which are evaluated as adequate by more than 30 out of 54 respondents. This block includes important issues: CLIL students' motivation; cooperation among teachers; teachers' methodological competence; innovation and teachers' ability to identify students' needs. These aspects are interrelated. In fact, "Content and Language Integrated Learning positively influences students' affective stance" (Navarro & García, 2017). The results in this part of the questionnaire coincide with research evidences which prove that, taking into account several factors, if the CLIL program is well implemented, CLIL students will be more motivated and "more instrumentally oriented and showing a higher interest in foreign languages than non-CLIL students" (Navarro & García, 2017: 77).

The outcomes for the next block: 4. Evaluation and Assessment are also uniform. More than 30 of the 54 parents consider that the aspects related to the evaluation, evaluation criteria, types of evaluation, procedures and tools (**See Appendix 5**) are adequate. Broadly speaking, these outcomes reveal that there is coherence between teachers' practice and academic and learning results, because the major part of parents assess the questions in this block as adequate. However, there are some areas in which teachers must improve, especially in terms of communication with families.

The fifth block is referred to 5. Materials, Resources and Environments. Here, more than 27 out of 54 parents evaluate the items included as adequate. Notwithstanding, there are some of the questions that must be commented on. Parents' level of satisfaction with the school's foreign language and CLIL subject books and related materials is assessed as adequate by 36 out of 54 participants (67%) and outstanding by 5 out of 54 parents (9%). 11 out of 54 parents (20%) consider it is insufficient. Only 2 of the polled parents (4%) perceive it as none. In terms of the 5.3. Use of Information and Communication Technologies in Bilingual/CLIL classes on the part of the Bilingual/CLIL teachers, parents believe it is primarily adequate and outstanding but 13 of them (24%) consider it is insufficient.

The results obtained for the question: 5.5. Level of satisfaction with the repertoire of services and activities offered by the school in relation to foreign languages is manifested as follows:

- Chart 8:

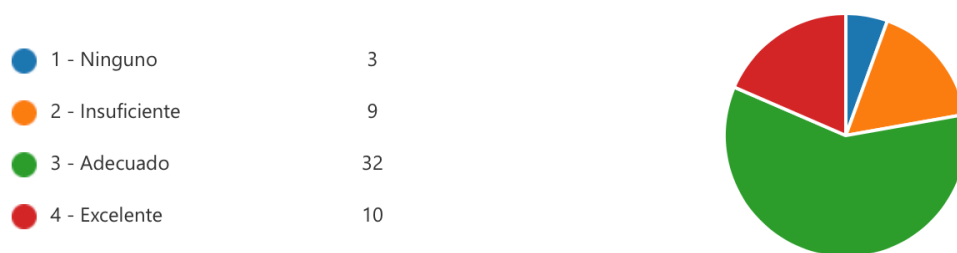


Chart 8. Level of satisfaction with the repertoire of services and activities offered by Asunción de Nuestra Señora School

On the whole, the outcomes for this block are extremely positive. This means various of the school main concerns are perceived favorably by families. The school has recently changed its foreign language books because it is now part of the Cambridge Educational Partner Project in order to enhance the foreign language teaching and learning process. This is intrinsically connected to the School Bilingual Project. If the students' L2 level is increased, their access to content in CLIL subject will be easier. The next concern is related to the introduction of Information and Communication Technologies which is seen as adequate by parents. One of the pivot points of the School Bilingual Project is the repertoire of activities in reference to foreign languages which are also perceived approvingly by parents.

Parents' opinions in the last block: 6. Parents' personal reflection regarding the Bilingual/CLIL approach are significant. Questions: 6.1. and 6.2. are related to the level of satisfaction with the

Bilingual/CLIL teachers' pedagogical competence and foreign language domain. Here, results are similar. In both cases, more than 30 out of 54 parents regard these aspects as adequate. For the question: 6.3. Importance given to the learning of foreign languages so as to be prepared for nowadays society, 31 out of 54 parents (57%) choose adequate and 19 out of 54 parents (35%) choose outstanding.

The last question in this questionnaire is an open question where there are divergent opinions. Almost half of the polled parents think the CLIL program is well implemented at school although some points must be revised and improved. The other half are critical with the whole system at a higher scale.

To sum up, parents' convictions concerning the last block are positive in general and support many of the CLIL benefits: the improvement of L2 development, students' preparation for a global society, the increase in students' motivation, the acquisition of vocabulary and the improvement of the linguistic, communicative and intercultural competence (Lasagabaster, 2008; Lorenzo et al., 2011).

4.2. Global results

This is the analysis of the global outcomes for the common questions of the different thematic blocks in the administered surveys.

Respondents' personal reflection regarding the Bilingual/CLIL approach reveal teachers' pedagogical competence is perceived positively by the three groups. Teachers are generally satisfied with their foreign language domain and this fact is also evaluated satisfactorily by students. This is not surprising because according to recent literature "after several further years of CLIL implementation, the need for linguistic training now appears to take a backseat. More recently, teachers seem to harbor a much more optimistic and self-complacent outlook on their linguistic level, which thus seems to have reached adequate levels for them to be able to teach confidently" (Pérez Cañado, 2018: 215). However, parents are more critical since a small number of them consider teachers' foreign language domain is insufficient.

Students and parents mostly give great importance to the learning of foreign languages so as to be prepared for nowadays society. This coincides with the idea that nowadays monolingual teaching is considered "second-rate education" (Lorenzo, 2007: 35).

In terms of CLIL fundamentals, outcomes divulge teachers have an adequate degree of knowledge of the main features of the CLIL approach bearing in mind that “practitioners must have scientific knowledge, which impinges not only on mastery of the contents they teach, but also on the theoretical underpinnings of CLIL, with which they need to be well-versed” (Pérez Cañado, 2018: 213). Nevertheless, they must improve their ability to identify and describe different CLIL models because the majority of teachers consider it is insufficient, as well as, their knowledge of the theory of language and learning underlying CLIL. Parents show their degree of knowledge of the main features of the Bilingual/CLIL approach is principally adequate although a slight percentage believes it is insufficient. This is explained if we give consideration to the fact that they are not professionals.

In reference to teachers’ degree of knowledge of formal requirements and the regional curriculum and how CLIL is being implemented in Spain and particularly in Castile and Leon, these aspects are considered to be adequately mastered. Similar results are obtained for parents who choose the adequate option in both cases. Nonetheless, some parents think their degree of knowledge of these aspects is insufficient. Participants consider their degree of knowledge of the Multilingual and Bilingual school projects are mainly adequate and outstanding although there are parents who are more critical concerning this aspect. The reason might be based on miscommunication between the school and parents.

Students see there is an adequate and excellent inclusion of the Bilingual/CLIL program in the school’s life and ethos. Parents also believe this is adequate although a small number of them regard it as insufficient. Parents and students’ answers are almost in harmony regarding their understanding of how CLIL is being implemented in the school. The most part of their responses are adequate and outstanding although a small proportion of parents consider their degree of knowledge is insufficient.

In the block Content and Language Awareness, some of the questions addressed to each group of participants are interrelated because “In CLIL, successful content learning is particularly dependent on language: enhanced language learning is dependent on content learning” (Marsh et al., 2010: 18). As a consequence, the results obtained are well worth analyzing. Teachers consider their capacity for adapting the appropriate content to be taught is adequate or outstanding. Similar responses are given by students who mainly think they do not have any difficulty to comprehend and study CLIL contents, although a small number of them affirm the opposite. The majority of parents consider it is easy for them to identify the contents studied by learners.

Teachers' domain in the foreign language is assessed taking into account several factors: grammar, vocabulary and formulaic language domain and their level of satisfaction with the four skills. Broadly speaking, teachers evaluate these factors as adequate and outstanding. The aforementioned factors influence students' perception regarding the difficulty to study language. A greater number of students state they do not have any difficulty while few students have a negative opinion. The major part of parents think it is easy to identify the language studied.

Teachers appraise their capacity for correlating language, content and culture as adequate or outstanding. Students consider that the inclusion of cultural aspects in units of work is adequate or outstanding, but quite a few parents assert it is insufficient. Students and parents' insights regarding their satisfaction with the supportive strategies applied by teachers so as to reinforce content and language learning are positive enough. However, several parents think there is no use on the part of the teachers. In general, the results in this block reveal the quality of the teachers in this school in reference to Content and Language Awareness as a Target Professional Competence (Marsh et al., 2010).

There are some aspects which must be examined in detail in the block: Methodology and Classroom Management. Teachers consider that their knowledge of requirements to organize a CLIL class is adequate and outstanding. Students and parents' perceptions regarding methodology are also positive although a small part of students thinks teachers do not use different Bilingual/CLIL classroom displays appropriately. The implementation of student-centered methodologies is evaluated as adequate or outstanding by the three groups, but some parents view it as insufficient. These parents are also more judgmental with their teachers' competence to identify students' learning styles and needs in Bilingual/CLIL subjects because quite a few parents think it is insufficient.

Teachers deem that their ability to build on student prior knowledge, attitudes and experiences when teaching in a Bilingual/CLIL frame is adequate or outstanding. This is also reflected on students' opinions which are very positive about this item. Teachers' pedagogical, methodological and organizational competence is a key element for the success of a CLIL program. The results obtained in this block expose how teachers have followed what recent investigations support: the move towards more active methodologies which entail a change of focus.

The results in the block: Evaluation and assessment are noteworthy. Teachers think their ability to articulate CLIL-specific assessment needs and goals and the corresponding instruments is

mainly adequate. Students are also satisfied with the clarity of the CLIL subjects evaluation criteria and tools. However, parents do not approve by majority some of the aspects related to the evaluation process, in fact, their satisfaction and knowledge of evaluation procedures, criteria and instruments is insufficient for a relevant number them. It is important to highlight that evaluation is one of the most controversial issues in Education, even more in CLIL, which is an integrated approach. Here, teachers must check content and language and parents might find difficult to understand it. Teachers' feedback is essential so as to create a positive attitude and help not only students but also parents in the learning process. Parents are mainly satisfied with the feedback provided by Bilingual/CLIL teachers but there is a significant number of parents who consider it is insufficient.

Students are mostly pleased with their academic results and their degree of participation in the evaluation of teachers' practice. In contrast, parents consider their satisfaction with students' academic outcomes is adequate despite a small part which believes it is insufficient. Similar results are obtained regarding parents' participation in teachers' evaluation.

The common items studied in the block: Materials, Resources and Environments are perceived assertively by respondents. The majority has a positive opinion about the quality of Foreign Language and CLIL books and related materials. The implementation of cross- curricular links in CLIL subjects is considered adequate by the three groups although students and parents are more critical in this case. Access to authentic or adapted materials is thought to be adequate by teachers and parents. The use of ICT in the CLIL class on the teachers' part is mainly believed to be adequate and excellent but a few students assert there is no use. Activities offered by the school to promote foreign language are one of the school strengths because students and parents' answers are really positive.

5. CONCLUSION

In line with its objectives, this investigation has enabled us to analyze and describe in detail the current Bilingual/CLIL program which is being implemented in *Colegio Diocesano Asunción de Nuestra Señora*.

Taking into consideration the first research question, the school is carrying out a CLIL project which is characterized by the following operating parameters (Coyle et al., 2010):

- The school can guarantee teachers' availability with a qualified and updated staff of teachers who demonstrate their will to improve their training. Moreover, the school policy to hire new personnel stands up for teachers with a double profile: language and content subject teachers.
- The indicators in the different questionnaires show a remarkable level of teachers concerning their mastery of the contents, CLIL theoretical underpinnings and their level of English. The amount of time devoted to CLIL subjects is determined by the regional law.
- The school has opted for "a hard or strong version of CLIL" (Ball, 2009; Bentley, 2009) which means subjects such as Science or Geography are taught through English by non-native content teachers.
- Out-of-school opportunities to promote the learning of foreign languages and as consequence bilingualism are developed enough by the school. In fact, it is one of its key strengths, especially with the Languages Institute which leads the way here. The school also offers activities which allow students to study English and other foreign languages abroad, such as English immersion initiatives and exchange programs.
- In order to complete students' assimilation of content and language, CLIL teachers give importance to the assessment process which is not positively perceived by all parents according to the results in the questionnaires. However, teachers make use of initial, formative and summative assessment and their corresponding tools, without losing sight of content and language assessment, as well as, the use of global and integrative tools. Despite this, teachers consider their use of auto-evaluation, co-evaluation and the European Language Portfolio is not adequate enough.
- The scale of the CLIL program is based on extensive instruction through the second language, in fact, students regard teachers' use of the foreign language mainly adequate or outstanding. Nevertheless, when it is necessary, teachers resort to code-switching and translanguaging to assist students' comprehension.

In reference to the second research question in this study, the CLIL variant the school is putting into practice according to the environmental parameters established by Wolff (2005) contains the consequent features:

- Foreign language proficiency is not a weak point for CLIL teachers in this school because they show a high level of English conforming to the Common European Framework for Reference for Languages (CEF/CEFR) and the level required to teach in a Bilingual/CLIL school in Castile and Leon (B2). In fact, the majority shows a C1 level and there are two who certify a C2 level.
- Content teaching is correctly perceived by the stakeholders involved in terms of the ease to understand content, the strategies used by teachers to reinforce it and the correlation among content, language and culture.
- The school is located in a monolingual autonomous community where the exposure to the target language outside the academic context is almost ineffective.
- According to Smit's proposal (2007) to characterize CLIL, this program is focused on English as the language taught.

The third research question in this study allows us to determine how the Bilingual/CLIL model is being put into practice regarding the European Framework for CLIL Teacher Education (Marsh, Mehisto, Wolff & Frigols Martín, 2010) which "aims to provide a set of principles and ideas for designing CLIL professional development curricula. Additionally, the Framework seeks to serve as a tool for reflection. The design of the questionnaires employed is based on this framework to precisely reflect upon teachers' competences. The results obtained reveal that participants' views concerning the blocks studied are mostly adequate, except for specific items which have been analyzed in detail in previous sections of this document. The use of Information and Communication Technologies on the part of the teachers must be also improved.

To sum up, only referring to teachers, they are committed to their own cognitive, social and affective development to support students' growth. They also understand or desire to know the core features of CLIL so as to build a strong bond with stakeholders. Teachers pay attention to improve language learning which is intrinsically related to content learning using their pedagogical knowledge and skills. They put into practice a wide range of evaluation and assessment procedures and tools which improve teachers' learning. The way in which teachers manage the classroom, the learning resources available and the environment contribute to help students experiment with language and be motivated to learn it.

Other criteria which influence the implementation of CLIL according to Smit (2007) and Rimmer (2009) are:

- Age groups: the CLIL program in this school is addressed to students in Primary Education (from 6 to 12 years old) and students in Secondary Education (from 12 to 16 years old).
- Type of teachers involved: In Primary Education, teachers are English teachers who can teach content subjects. In Secondary Education, teachers are subject teachers with an official English certificate which allows them to teach Bilingual/CLIL subjects. There is also a foreign language assistant who teaches in Infant and Primary Education.

After this analysis, it is possible to answer research question 5 and to conclude that the school fully complies with the legislation in force. There is also coherence between what is established in their Multilingual and Bilingual Projects (Research Question 6). Notwithstanding, there are some areas of improvement which are described by means of a SWOT analysis (**See Appendix 7**). Weaknesses and threats here can help the management team take decisions for future interventions in order to enhance the program.

REFERENCES

Books

- Bentley, K. (2010). *The TKT Course: CLIL Module*. Cambridge: Cambridge University Press.
- Brown, J.D. (1988). *Understanding Research in Second Language Learning. A Teacher's Guide to Statistics and Research Design*. Cambridge: Cambridge University Press.
- Chaudron, C. (1988). *Second Language Classrooms. Research on Teaching and Learning*. Cambridge: Cambridge University Press.
- Coyle, D., Hood, P. & Marsh, D. (2010). *Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- Grotjahn, R. (1987). On the methodological basis of introspective methods. In C. Faerch and G. Kasper (Eds.) *Introspection in Second Language Research*. Clevedon Avon, England: Multilingual Matters.
- Larsen-Freeman, D. & Long, M. (1991). *An Introduction to Second Language Acquisition Research*. London: Longman.
- Lorenzo, F. Trujillo, F., & Vez, J.M. (2011). *Educación bilingüe: integración de contenidos y segundas lenguas*. Madrid: Síntesis.
- Marsh, D. (2002). *CLIL/EMILE. The European Dimension. Actions, Trends, and Foresight Potential*. Jyväskylä, Finland: University of Jyväskylä.
- Marsh, D., Mehisto, P., Wolff, D. & Frigols, M.J. (2010). *European Framework for CLIL Teacher Education*. Graz: European Centre for Modern Languages.
- Mehisto, P., Marsh, D. & Frigols, M. J. (2008). *Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education*. Oxford: MacMillan Publishers Limited.
- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Ruiz de Zarobe, Y. & Lasagabaster, D. (2010). *CLIL in Spain: Implementation, Results and Teacher Training*. Newcastle Upon Tyne: Cambridge Scholars Publishing.

Seliger, H.W. & Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press.

van Lier, L. (1988). *The Classroom and the Language Learner*. London: Longman.

Books chapters

Ball, P. (2009). Does CLIL work? In the best of both worlds? In D. Hill and P. Alan (Eds.). *International Perspectives on CLIL* (pp. 32-43). Norwich: Norwich Institute for Language Education.

Fernández Fontecha, A. (2009.) Spanish CLIL: Research and official actions. In Y. Ruiz de Zarobe & R. M. Jiménez Catalán (Eds.). *Content and Language Integrated Learning. Evidence from Research in Europe*. (pp. 3-21). Bristol: Multilingual Matters.

Fortanet-Gómez, I. & Ruiz-Garrido, M. F. (2009). Sharing CLIL in Europe. In M. L. Carrió-Pastor (Ed.). *Content and Language Integrated Learning: Cultural Diversity* (pp.47- 75). Frankfurt-am-Main: Peter Lang.

Lasagabaster, D. & Ruiz de Zarobe, Y. (2010). Ways forward in CLIL: Provision issues and future planning. In D. Lasagabaster & Y. Ruiz de Zarobe (Eds.). *CLIL in Spain: Implementation, Results and Teacher Training* (pp. 278-295). Newcastle upon Tyne: Cambridge Scholars Publishing.

Lorenzo, F. and Moore, P. (2010). On the natural emergence of language structures in CLIL: towards a theory of European educational bilingualism. In C. Dalton-Puffer, T. Nikula, & U. Smit (Eds.). *Language Use and Language Learning in CLIL Classrooms* (pp. 23-38). Amsterdam: John Benjamins.

Reichart, C. & T. Cook. (1979). Beyond qualitative versus quantitative methods. In T. Cook and C. Reichart (Eds.). *Qualitative and Quantitative Methods in Evaluation Research*. Beverly Hills, Calif.: Sage Publications.

Viebrock, B. (2012). The situation in the CLIL classroom is quite different -or is it? teachers' mindsets, methodological competences and teaching habits. In D. Marsh & O. Meyer

(Eds.). *Quality interfaces: examining evidence and exploring solutions in CLIL* (pp. 78-90). Eichstaett: Eichstaett Academic Press.

Journal articles

Casal, S. (2007). The integrated curriculum, CLIL and constructivism. *RESLA*, 20, 55-65.

Cenoz, J., Genesee, F. & Gorter, D. (2013). Critical Analysis of CLIL: Taking Stock and Looking Forward. *Applied Linguistics*, 1-21.

Ikeda, M. (2013). Does CLIL Work for Japanese secondary school students? Potential for the “weak” version of CLIL. *International CLIL Research Journal*, 2(1), 31-43.

Lasagabaster, D. (2008). Foreign Language Competence in Content and Language Integrated Courses. *The Open Applied Linguistics Journal*, 1, 31- 42.

Lasagabaster, D. & Sierra, J. M. (2009). Language attitudes in CLIL and traditional EFL classes. *International CLIL Research Journal*, 1(2), 4-17.

Lorenzo, F. (2007). The sociolinguistics of CLIL: Language planning and language change in 21st century Europe. *RESLA Vol. Extra 1*, 27-38.

Madrid, D. & Barrios, E. (2018). A Comparison of Students' Educational Achievement across Programmes and School Types with and without CLIL provision. *Porta Linguarum*, 29, 29-50.

Martínez Adrián, María. (2011). An overview of Content and Language Integrated Learning: origins, features and research outcomes. *Huarte de San Juan. Filología y Didáctica de la Lengua*, 11, 93-101.

Navarro Pablo, M. & García Jiménez, E. (2018). Are CLIL Students More Motivated? An Analysis of Affective Factors and their Relation to Language Attainment. *Porta Linguarum*, 29, 71-90.

Nunan, D. (1991). Methods in second language classroom-oriented research. A critical review. *Studies in Second Language Acquisition*, 13, 249-274.

Pavón, V., Ávila, J., Gallego, A. & Espejo, R. (2014). Strategic and organizational considerations in planning CLIL: a study on the coordination between content and language teachers. *International Journal of Bilingual Education and Bilingualism*, 1-17.

Pérez Cañado, M. L. (2016b). Teacher training needs for bilingual education: In-service teacher perceptions. *International Journal of Bilingual Education and Bilingualism*, 266-295.

Pérez Cañado, M.L. (2018). Innovations and Challenges in CLIL teacher training. *Theory into Practice*, 53 (3), 1-10.

Rimmer, W. (2009). A closer look at CLIL. *English Teaching professional*, 64, 4-6.

Ruiz de Zarobe, Y. (2008). CLIL and foreign language learning: a longitudinal study in the Basque Country. *International CLIL Research Journal*, 1, 60-73.

Conferences

Wolff, D. (2005). Approaching CLIL. In D. Marsh (Coord.). *The CLIL quality matrix*. (pp.10). Graz: European Centre for Modern Languages.

Laws

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa. Boletín Oficial del Estado, 187, de 6 de agosto de 1970, 12525 a 12596. Recuperado de <https://www.boe.es/boe/dias/1970/08/06/pdfs/A12525-12546.pdf>

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo. Boletín Oficial del Estado, 238, de 4 de octubre de 1990, 28927 a 28942. Recuperado de <https://www.boe.es/boe/dias/1990/10/04/pdfs/A28927-28942.pdf>

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación. Boletín Oficial del Estado, 307, de 24 de diciembre de 2002, 45188 a 45220. Recuperado de <https://www.boe.es/boe/dias/2002/12/24/pdfs/A45188-45220.pdf>

Ley Orgánica 2/2006, de 3 de mayo, de Educación. *Boletín Oficial del Estado*, 106, de 4 de mayo de 2006, 17158 a 17207. Recuperado de <https://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf>

Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. *Boletín Oficial del Estado*, 295, de 10 de diciembre de 2013, 97858 a 97921. Recuperado de <http://www.boe.es/boe/dias/2013/12/10/pdfs/BOE-A-2013-12886.pdf>

Libro Blanco sobre la educación y la formación, de 29 de noviembre de 1995. *Oficina de publicaciones de la Unión Europea*, 590, de 29 de noviembre de 1995. Recuperado de <https://op.europa.eu/es/publication-detail/-/publication/d0a8aa7a-5311-4eee-904c-98fa541108d8>

ORDEN EDU/6/2006, de 4 de enero, por la que se regula la creación de secciones bilingües en centros sostenidos con fondos públicos de la Comunidad de Castilla y León. *Boletín Oficial de Castilla y León*, de 12 de enero de 2006, 781 a 783. Recuperado de <https://www.educa.jcyl.es/es/resumenbocyl/orden-edu-6-2006-4-enero-regula-creacion-secciones-bilingue>

ORDEN EDU/400/2012, de 31 de mayo, por la que se establece de oficio la puesta en funcionamiento de secciones bilingües en centros públicos y se autoriza la creación de secciones bilingües en centros privados concertados para el curso 2012/2013. *Boletín Oficial de Castilla y León*, 110, de 11 de junio de 2012, 38345 a 38348. Recuperado de <https://www.educa.jcyl.es/es/resumenbocyl/orden-edu-400-2012-31-mayo-establece-oficio-puesta-funciona>

Recomendación del Parlamento Europeo y del Consejo, de 18 de diciembre de 2006, sobre las competencias clave para el aprendizaje permanente. *Diario Oficial de la Unión Europea*, 394, de 30 de diciembre de 2006, 10 a 18. Recuperado de <https://eur-lex.europa.eu/legal-content/ES/TXT/PDF/?uri=CELEX:32006H0962&from=EN>

RESOLUCIÓN de 1 de marzo de 1996, de la Dirección General de Centros Escolares, por la que se crean secciones bilingües en determinados colegios de educación infantil y primaria. *Boletín Oficial del Ministerio de Educación*, 12, 365 a 368. Recuperado de <https://www.educa.jcyl.es/es/temas/idiomas-bilinguismo/programas-bilingues-secciones-linguisticas/convenio-mecd-the-british-council/normativa-convenio-mecd-british-council>

Appendix 1. BILINGUAL/CLIL TEACHERS' QUESTIONNAIRE (ENGLISH VERSION)

BILINGUAL/CLIL TEACHERS' QUESTIONNAIRE

I request your collaboration in the research “Analysis of the current CLIL program at *Colegio Diocesano Asunción de Nuestra Señora (Ávila)*” (Universidad de Jaén y Universidad de Córdoba) with the aim of studying the Bilingual/CLIL program in *Colegio Diocesano Asunción de Nuestra Señora*. Your participation is completely voluntary, and it consists in answering a series of questions which are part of the following survey. Data gathered will be only used to fulfill the objectives established for this research. Personal details, information or names will never be revealed. In the same way, the publication of the results obtained will never offer data which could lead to identify participants in this survey and their anonymity is absolutely guaranteed.

1. AGE: _____

2. SEX:

____ Man

____ Woman

3. TYPE OF TEACHER:

____ Foreign Language Teacher

____ CLIL Subject Teacher

____ Foreign Language Assistant

Other: _____

4. LEVEL WHERE YOU TEACH:

_____ Infant

_____ Primary

_____ Secondary

_____ Baccalaureate

5. OVERALL TEACHING EXPERIENCE:

_____ Less than 1 year

_____ 1- 5 years

_____ 5- 10 years

_____ 10-15 years

_____ More than 15 years

6. TEACHING EXPERIENCE IN *COLEGIO DIOCESANO ASUNCIÓN DE NUESTRA*:

_____ Less than 1 year

_____ 1- 5 years

_____ 5- 10 years

_____ 10 - 15 years

_____ More than 15 years

7. LEVEL IN THE FOREIGN LANGUAGE (ENGLISH):

_____ B2

_____ C1

_____ C2

8. SUBJECTS TAUGHT IN THE BILINGUAL/CLIL PROGRAM:

_____ Social Sciences (Primary Education)

_____ Natural Sciences (Primary Education)

_____ Arts and Crafts (Primary Education)

_____ Geography and History (Secondary Education)

_____ Biology and Geology (Secondary Education)

_____ Physics and Chemistry (Secondary Education)

_____ Physical Education (Secondary Education)

Please, choose the score that best fits your level in each of the following aspects (1=None; 2= Insufficient; 3= Adequate; 4= Outstanding)

1. TEACHERS' PERSONAL REFLECTION REGARDING THE BILINGUAL/CLIL APPROACH

Aspects

1.1. Capacity for the identification and definition of your own pedagogical competence related to the CLIL approach.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.2. Level of satisfaction with your domain of the foreign language conforming to the Common European Framework of Reference for Languages (CEF/CEFR).

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.3. Level of satisfaction with your domain of the foreign language conforming to the level required to teach in a Bilingual/CLIL school in Castile and Leon.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.4. Degree of cooperation with other Foreign Language teachers at school.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.5. Degree of cooperation with other CLIL teachers at school.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.6. Will to be updated in terms of student-centered methodologies for CLIL.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.7. Capacity for identifying your own training needs related to the CLIL approach.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.8. Degree of knowledge of the latest CLIL teacher training programs.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.9. Degree of knowledge of the latest scientific research related to CLIL in foreign countries and Spain.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2. CLIL FUNDAMENTALS

Aspects

2.1. Degree of knowledge in reference to CLIL origins, definition, core features, assets and pitfalls.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2.2. Ability to identify and describe different CLIL models (example: hard/soft CLIL, immersion programs, submersion programs, sheltered subject-matter teaching, etc.)

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2.3. Degree of knowledge of the theory of language and learning underlying CLIL.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2.4. Degree of knowledge in terms of how CLIL is being practically implemented in Spain and particularly, in Castile and Leon.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2.5. Degree of knowledge of formal requirements and your regional curriculum in reference to CLIL with respect to *Colegio Diocesano Asunción de Nuestra Señora*.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2.6. Degree of knowledge of the School Multilingual Project.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2.7. Degree of knowledge of the School Bilingual project.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3. CONTENT AND LANGUAGE AWARENESS

Aspects

3.1. Capacity for adapting the appropriate content to be taught in the course you teach.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.2. Degree of grammatical domain in the Foreign Language.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.3. Domain of specific vocabulary and formulaic language in the Foreign Language.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.4. Level of satisfaction with your Foreign Language listening skill.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.5. Level of satisfaction with your Foreign Language reading skill.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.6. Level of satisfaction with your Foreign Language writing skill.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.7. Level of satisfaction with your Foreign Language speaking skill.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.8. Capacity for correlating language, content and culture.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.9. Use of scaffolding and other pedagogical strategies and techniques during Bilingual/CLIL classes in order to promote content learning.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.10. Use of scaffolding and other pedagogical strategies and techniques during Bilingual/CLIL classes in order to promote Foreign Language learning.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.11. Use of scaffolding and other pedagogical strategies and techniques during Bilingual/CLIL classes in order to develop cognitive skills.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.12. Use of scaffolding and other pedagogical strategies and techniques during Bilingual/CLIL classes in order to work on learning skills.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.13. Use of scaffolding and other pedagogical strategies and techniques during Bilingual/CLIL classes in order to develop critical thinking.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4. METHODOLOGY AND CLASSROOM MANAGEMENT

Aspects

4.1. Ability to design Bilingual/CLIL syllabuses, modules and lessons within the context of the given curriculum.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.2. Knowledge of the requirements for an adequate Bilingual/CLIL class organization and its start-up.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.3. Degree of implementation of student-centered methodologies in order to teach in a Bilingual/CLIL context.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.4. Ability to identify different students' learning styles and needs in a Bilingual/CLIL setting.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.5. Ability to build on students' prior knowledge, attitudes and experiences when teaching in a Bilingual/CLIL frame.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.6. Capacity for supporting language growth by means of activities which promote communication.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.7. Use of Basic Interpersonal Communication Skills (BICS) in Bilingual/CLIL classes.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.8. Use of Cognitive Academic Language Proficiency (CALP) in Bilingual/CLIL classes.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.9. Use of activities to develop the four skills (Listening, Speaking, Reading and Writing) in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

5. EVALUATION AND ASSESSMENT

Aspects

5.1. Capacity for establishing the difference between Evaluation and Assessment in the Bilingual/CLIL context.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

5.2. Ability to articulate CLIL-specific assessment needs and goals and as a consequence, to develop and implement related assessment tools.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

5.3. Employment of diagnostic and initial assessment and related tools in Bilingual/CLIL subjects.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

5.4. Employment of formative assessment and related tools in Bilingual/CLIL subjects.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

5.5. Employment of summative assessment and related tools in Bilingual/CLIL subjects.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

5.6. Use of content assessment instruments in Bilingual/CLIL subjects.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

5.7. Use of language assessment instruments in Bilingual/CLIL subjects.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

5.8. Use of self-assessment and related tools in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

5.9. Use of peer-assessment and related tools in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

5.10. Use of portfolio-based approaches (European Language Portfolio) with Bilingual/CLIL students.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

5.11. Use of strategies and instruments to evaluate and improve the teacher's own practice.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

6. MATERIALS, RESOURCES AND ENVIRONMENTS

Aspects

6.1. Level of satisfaction with the school's Foreign Language and Bilingual/CLIL subject books and related materials.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

6.2. Access to authentic or adapted materials and resources so as to teach Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

6.3. Capacity for the development or adaptation of Bilingual/CLIL-specific materials and resources so as to teach those subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

6.4. Capacity for designing a CLIL integrated curriculum.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

6.5. Degree of implementation of cross-curricular links in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

6.6. Level of satisfaction regarding the CLIL training program for teachers offered by *Colegio Diocesano Asunción de Nuestra Señora*.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

6.7. Degree of inclusion of the Bilingual/CLIL program in the school's life and ethos.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

7. INFORMATION AND COMMUNICATION TECHNOLOGIES FOR THE BILINGUAL/CLIL CLASS

Aspects

7.1. Use of interactive whiteboards in Bilingual/CLIL classes.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

7.2. Use of tools and applications such as Tagxedo or Wordle to create your own teaching materials (flashcards, worksheets, or puzzles).

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

7.3. Use of tools or applications such as ThingLink or Glogster to create lectures, tutorials or visual materials for flipped Bilingual/CLIL classes.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

7.4. Use of tools or applications such as Vocaroo or Spreaker to record voiced messages, presentations or podcasts for Bilingual/CLIL classes.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

7.5. Use of tools or applications such as Kahoot or Quizizz to create quizzes and surveys for the Bilingual/CLIL classes.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

7.6. Use of tools or applications such as Symbaloo, Powerpoint or Prezi to create presentations to share or collaborate online in Bilingual/CLIL classes.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

7.7. Use of tools or applications such as Pixton or Voki to make comics or avatars for the Bilingual/CLIL classes.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

7.8. Use of tools or applications such as Freewebs or Blogger to store and share materials and resources (digital libraries) with students and other Bilingual/CLIL teachers.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

7.9. Use of tools or applications such as Toovari or Class Dojo to gamify your Bilingual/CLIL classes.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

7.10. Use of other type of software, such as text or video editors or excel worksheets to work on Bilingual/CLIL classes.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

Appendix 2. CUESTIONARIO PARA PROFESORES DE SECCIÓN BILINGÜE/AICLE (VERSIÓN EN ESPAÑOL)

CUESTIONARIO PARA PROFESORES DE SECCIÓN BILINGÜES/AICLE

Pido su colaboración en el proyecto de investigación interuniversitario: “Análisis del actual programa Bilingüe/AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera) del Colegio Diocesano Asunción de Nuestra Señora (Ávila)” (Universidad de Jaén y Universidad de Córdoba) con el objetivo de analizar el programa Bilingüe o AICLE del Colegio Diocesano Asunción de Nuestra Señora. Su participación es completamente voluntaria y consiste en responder una serie de preguntas que son parte de la siguiente encuesta. La información reunida será únicamente utilizada para cumplimentar los objetivos establecidos en esta investigación. Detalles personales, información personal o nombres nunca serán revelados. De la misma forma, la publicación de los resultados obtenidos nunca ofrecerá datos que puedan conducir a la identificación de los participantes en esta encuesta y su anonimato está absolutamente garantizado.

1. EDAD: _____

2. SEXO:

____ Hombre

____ Mujer

3. TIPO DE PROFESOR:

____ Profesor de Lengua Extranjera

____ Profesor de asignatura Bilingüe/AICLE

____ Asesor de Lengua Extranjera

Otro: _____

4. NIVEL QUE ENSEÑA:

_____ Educación Infantil

_____ Educación Primaria

_____ Educación Secundaria

_____ Bachillerato

5. AÑOS DE EXPERIENCIA DOCENTE:

_____ Menos de un año

_____ de 1 a 5 años

_____ de 5 a 10 años

_____ de 10 a 15 años

_____ Más de 15 años

6. AÑOS DE EXPERIENCIA DOCENTE EN EL COLEGIO DIOCESANO ASUNCIÓN DE NUESTRA SEÑORA:

_____ Menos de un 1 año

_____ de 1 a 5 años

_____ de 5 a 10 años

_____ de 10 a 15 años

_____ Más de 15 años

7. NIVEL DE LENGUA EXTRANJERA (INGLÉS):

_____ B2

_____ C1

_____ C2

8. ASIGNATURAS QUE ENSEÑA EN EL PROGRAMA BILINGÜE/AICLE:

_____ Social Sciences (Educación Primaria)

_____ Natural Sciences (Educación Primaria)

_____ Arts and Crafts (Education Primaria)

_____ Geografía e Historia (Educación Secundaria Obligatoria)

_____ Biología y Geología (Educación Secundaria Obligatoria)

_____ Física y Química (Educación Secundaria Obligatoria)

_____ Educación Física (Educación Secundaria Obligatoria)

Por favor, elija la puntuación que mejor se adecue a su opinión con respecto a los siguientes aspectos (1= Ninguno; 2= Insuficiente; 3= Adecuado; 4= Excelente)

1. REFLEXIÓN PERSONAL DE LOS PROFESORES RESPECTO AL ENFOQUE BILINGÜE/AICLE

Aspectos

1.1. Capacidad para la identificación y definición de la propia competencia pedagógica en relación al enfoque AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

1.2. Grado de satisfacción con el propio dominio de la Lengua Extranjera conforme al Marco Común Europeo de Referencia para las Lenguas (MCERL).

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

1.3. Grado de satisfacción con el propio dominio de la Lengua Extranjera conforme al nivel requerido para enseñar en un centro Bilingüe/AICLE en Castilla y León.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

1.4. Grado de cooperación con otros profesores de Lengua Extranjera del colegio.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

1.5. Grado de cooperación con otros profesores de asignaturas Bilingües/AICLE del colegio.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

1.6. Voluntad para actualizarse en relación a las metodologías centradas en el estudiante para la clase AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

1.7. Capacidad para identificar las propias necesidades de formación relacionadas con el enfoque Bilingüe/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

1.8. Grado de conocimiento de los últimos programas AICLE de formación del profesorado.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

1.9. Grado de conocimiento de las últimas investigaciones científicas, tanto extranjeras como españolas, sobre el Aprendizaje Integrado de Contenido y Lengua Extranjera.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

2. FUNDAMENTOS DEL APRENDIZAJE INTEGRADO DE CONTENIDO Y LENGUA EXTRANJERA

Aspectos

2.1. Grado de conocimiento en referencia a los orígenes de AICLE, su definición, sus características principales, sus ventajas e inconvenientes.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

2.2. Habilidad para identificar y describir diferentes modelos AICLE (por ejemplo: hard/soft CLIL, programas de inmersión y sumersión, sheltered subject-matter teaching, etc.)

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

2.3. Grado de conocimiento de la teoría del lenguaje y aprendizaje subyacente a AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

2.4. Grado de conocimiento de cómo AICLE está siendo implementado en España y particularmente, en Castilla y León.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

2.5. Grado de conocimiento de los requerimientos formales y del currículo regional en referencia a AICLE con respecto al Colegio Diocesano Asunción de Nuestra Señora.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

2.6. Grado de conocimiento del proyecto Plurilingüe del colegio.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

2.7. Grado de conocimiento del proyecto Bilingüe del colegio.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3. CONTENIDO Y CONCIENCIA LINGÜÍSTICA

Aspectos

3.1. Capacidad para adaptar el contenido apropiado para ser enseñado en el curso correspondiente.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.2. Grado de dominio de la gramática de la Lengua Extranjera.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.3. Dominio del vocabulario específico y lenguaje formulado de la Lengua Extranjera.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.4. Grado de satisfacción con su destreza de escucha en Lengua Extranjera.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.5. Grado de satisfacción con su destreza de lectura en Lengua Extranjera.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.6. Grado de satisfacción con su destreza de escritura en Lengua Extranjera.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.7. Grado de satisfacción con su destreza de “speaking” en Lengua Extranjera.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.8. Capacidad para correlacionar lengua, contenido y cultura.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.9. Uso del andamiaje y otras estrategias y técnicas pedagógicas durante las clases Bilingües/AICLE para fomentar el aprendizaje del contenido.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.10. Uso del andamiaje y otras estrategias y técnicas pedagógicas durante las clases Bilingües/AICLE para fomentar el aprendizaje de la Lengua Extranjera.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

3.11. Uso del andamiaje y otras estrategias y técnicas pedagógicas durante las clases Bilingües/AICLE para desarrollar las habilidades cognitivas.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

3.12. Uso del andamiaje y otras estrategias y técnicas pedagógicas durante las clases Bilingües/AICLE para trabajar las habilidades de aprendizaje.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

3.13. Uso del andamiaje y otras estrategias y técnicas pedagógicas durante las clases Bilingües/AICLE para desarrollar el pensamiento crítico.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4. METODOLOGÍA Y GESTIÓN DE AULA

Aspectos

4.1. Habilidad para diseñar programaciones Bilingües/AICLE, unidades y lecciones dentro del contexto del currículo dado.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4.2. Conocimiento de los requerimientos para una adecuada organización de una clase Bilingüe/AICLE y su puesta en marcha.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4.3. Grado de implementación de metodologías centradas en el estudiante para enseñar en un contexto Bilingüe/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

4.4. Habilidad para identificar los estilos de aprendizaje de los alumnos y sus necesidades en un contexto Bilingüe/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

4.5. Habilidad para construir sobre el conocimiento previo de los estudiantes, así como sobre sus actitudes y experiencias cuando se enseña en un marco Bilingüe/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

4.6. Capacidad para apoyar el crecimiento del lenguaje por medio de actividades que fomentan la comunicación.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

4.7. Uso de las Habilidades Básicas de Comunicación Interpersonal en clases Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

4.8. Uso del Lenguaje Académico en las clases Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

4.9. Uso de actividades para desarrollar las cuatro destrezas de la lengua (Escucha, Habla, Lectura y Escritura) en asignaturas Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

5. EVALUACIÓN Y VALORACIÓN

Aspectos

5.1. Capacidad para establecer la diferencia entre los conceptos “Evaluation and Assessment” en el contexto Bilingüe/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

5.2. Habilidad para articular necesidades específicas de la evaluación AICLE y sus objetivos y como consecuencia, desarrollar e implementar herramientas de evaluación relacionadas.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

5.3. Empleo de la evaluación diagnóstica e inicial y herramientas relacionadas en clases Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

5.4. Empleo de la evaluación formativa y herramientas relacionadas en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

5.5. Empleo de la evaluación sumativa y herramientas relacionadas en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

5.6. Uso de instrumentos y herramientas para la evaluación del contenido en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

5.7. Uso de instrumentos y herramientas para la evaluación del lenguaje en asignaturas Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

5.8. Uso de la autoevaluación y herramientas relacionadas en las asignaturas Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

5.9. Uso de la coevaluación y herramientas relacionadas en las asignaturas Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

5.10. Uso del portfolio (Portfolio Europeo de la Lengua) con los estudiantes Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

5.11. Uso de estrategias e instrumentos para evaluar y mejorar la propia práctica docente.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

6. MATERIALES, RECURSOS Y ENTORNOS

Aspectos

6.1. Grado de satisfacción con los libros de texto y materiales relacionados con el aprendizaje de la Lengua Extranjera y asignaturas Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

6.2. Acceso a materiales y recursos Bilingües/AICLE auténticos o adaptados para enseñar dichas asignaturas.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

6.3. Capacidad para el desarrollo o adaptación de materiales y recursos Bilingües/AICLE específicos para enseñar dichas asignaturas.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

6.4. Capacidad para diseñar un currículo AICLE integrado.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

6.5. Grado de implementación de enlaces inter curriculares en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

6.6. Grado de satisfacción con la oferta de formación para profesores de sección bilingüe ofrecida por el Colegio Diocesano Asunción de Nuestra Señora.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

6.7. Grado de inclusión del programa Bilingüe/AICLE en la vida, ética y valores del colegio.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

7. TECNOLOGÍAS DE LA INFORMACIÓN Y COMUNICACIÓN PARA LA CLASE BILINGÜE/AICLE.

Aspectos

7.1. Uso de pizarras digitales interactivas en las clases Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

7.2. Uso de herramientas y aplicaciones tales como Tagxedo or Wordle para crear materiales de enseñanza propios (tarjetas, fichas o puzles).

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

7.3. Uso de herramientas o aplicaciones tales como ThingLink o Glogster para crear clases, tutoriales o materiales visuales para una “Flipped Classroom” en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

7.4. Uso de herramientas o aplicaciones tales como Vocaroo o Spreaker para grabar mensajes de voz, presentaciones o podcasts para las clases Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

7.5. Uso de herramientas y aplicaciones tales como Kahoot or Quizizz para crear juegos o encuestas para las clases Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

7.6. Uso de herramientas o aplicaciones tales como Symbaloo, Powerpoint o Prezi para crear presentaciones o compartir o colaborar online en clases Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

7.7. Uso de herramientas o aplicaciones tales como Pixton or Voki para crear comics or avatares para las clases Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

7.8. Uso de herramientas o aplicaciones tales como Freewebs or Blogger para almacenar o compartir materiales y recursos (bibliotecas digitales) con estudiantes y otros profesores Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

7.9. Uso de herramientas o aplicaciones tales como Toovari o Class Dojo para gamificar las clases Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

7.10. Uso de otro tipo de software o aplicaciones, tales como editores de texto o vídeo u hojas de excel para trabajar en las clases Bilingües/AI-CLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

Appendix 3. BILINGUAL/CLIL STUDENTS' QUESTIONNAIRE (ENGLISH VERSION)

BILINGUAL/CLIL STUDENTS' QUESTIONNAIRE

I request your collaboration in the research “Analysis of the current CLIL program at *Colegio Diocesano Asunción de Nuestra Señora (Ávila)*” (Universidad de Jaén y Universidad de Córdoba) with the aim of analyzing the Bilingual/CLIL program in *Colegio Diocesano Asunción de Nuestra Señora*. Your participation is completely voluntary, and it consists in answering a series of questions which are part of the following survey. Data gathered will be only used to fulfill the objectives established for this research. Personal details, information or names will never be revealed. In the same way, the publication of the results obtained will never offer data which could lead to identify participants in this survey and their anonymity is absolutely guaranteed.

1. AGE: _____

2. SEX:

_____ Man

_____ Woman

3. COURSE YOU ARE MATRICULATED AT:

_____ Sixth Course of Primary Education

_____ First Course of Secondary Education

_____ Fourth Course of Secondary Education

4. ARE YOU ENROLLED IN THE SCHOOL BILINGUAL/CLIL PROGRAM?

_____ Yes

_____ No

** If your answer is no. Could you give us the reason why you decided not to continue in the Bilingual/CLIL program?*

** You can continue filling the form although you are not already part of the bilingual/CLIL program since it is compulsory in Primary Education and you can provide us with valuable information regarding your experience.*

5. WHICH ARE THE BILINGUAL/CLIL SUBJECTS YOU ARE STUDYING AT THE MOMENT?

**If you are not enrolled in the program nowadays, indicate the ones you studied in Primary Education.*

_____ Social Sciences (Primary Education)

_____ Natural Sciences (Primary Education)

_____ Arts and Crafts (Primary Education)

_____ Geography and History (Secondary Education)

_____ Biology and Geology (Secondary Education)

_____ Physics and Chemistry (Secondary Education)

_____ Physical Education (Secondary Education)

Please, choose the score that best fits according to your opinion on the following aspects: (1=None; 2= Insufficient; 3= Adequate; 4= Outstanding)

1. CLIL FUNDAMENTALS

Aspects

1.1. Level of inclusion of the Bilingual/CLIL program in our school's life and ethos.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.2. Degree of knowledge of the School Multilingual Project.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.3. Degree of knowledge of the School Bilingual project.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.4. Degree of understanding of how the Bilingual/CLIL program is organized: Bilingual/CLIL subjects for each course.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.5. Level of coordination among Bilingual/CLIL teachers with Foreign Language teachers in order to provide the same model, methodology and principles when teaching Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2. CONTENT AND LANGUAGE AWARENESS

Aspects

2.1. Degree of difficulty to identify, comprehend and study the content in Bilingual/CLIL subjects.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

2.2. Degree of difficulty to identify, comprehend and study the language in Bilingual/CLIL subjects.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

2.3. Degree of inclusion of cultural aspects of foreign language speaking countries in Bilingual/CLIL units of work.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

2.4. Degree of use of the target language on the part of the teachers in Bilingual/CLIL classes.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

2.5. Degree of work on listening skills during Bilingual/CLIL classes.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

2.6. Degree of work on speaking skills during Bilingual/CLIL classes.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

2.7. Degree of work on reading skills during Bilingual/CLIL classes.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

2.8. Degree of work on writing skills during Bilingual/CLIL classes.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2.9. Degree of work on learning skills, such as creativity, problem solving, critical thinking, leadership, collaboration, information management, curiosity or adaptability in Bilingual/CLIL classes.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2.10. Degree of work on communication skills during Bilingual/CLIL classes.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2.11. Degree of work on reflection upon what it is learned during Bilingual/CLIL classes.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3. METHODOLOGY AND CLASSROOM MANAGEMENT

Aspects

3.1. Deployment of different didactic strategies on the part of the teachers so as to support content learning in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.2. Deployment of different didactic strategies on the part of the teachers so as to support Foreign Language learning in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.3. Implementation of student-centered methodologies, such as cooperative learning, in Bilingual/CLIL classes.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.4. Use of different Bilingual/CLIL classroom displays (rows or columns, clusters, runway or combination).

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.5. Level of consideration of students' diverse foreign language level on the part of Bilingual/CLIL teachers.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.6. Level of consideration of students' content domain on the part of Bilingual/CLIL teachers.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.7. Level of consideration of students' learning styles on the part of Bilingual/CLIL teachers.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.8. Level of consideration of students' prior knowledge, experiences and needs on the part of Bilingual/CLIL teachers.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4. EVALUATION AND ASSESSMENT

Aspects

4.1. Clarity of the evaluation criteria used in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.2. Clarity of the evaluation tools (exams, rubrics, portfolios, etc.) used by Bilingual/CLIL teachers.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.3. Degree of participation in the evaluation of Bilingual/CLIL teachers' own practice.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.4. Level of satisfaction with your own academic results in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

5. MATERIALS, RESOURCES AND ENVIRONMENTS

Aspects

5.1. Level of satisfaction with the school's Foreign Language and CLIL subject books and related materials.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

5.2. Degree of integration of cross-curricular links (content from other subjects) in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

5.3. Use of Information and Communication Technologies in Bilingual/CLIL classes (for example: specific multimedia software, interactive whiteboards, specific tools and applications, WebQuests, etc.) on the part of the Bilingual/CLIL teachers.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

5.4. Degree of participation in activities offered by the school, which have to be with the learning of foreign languages, such as the Language Institute, official examinations, foreign exchanges, language immersion initiatives, etc.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

6. STUDENTS' PERSONAL REFLECTION REGARDING THE BILINGUAL/CLIL APPROACH

Aspects

6.1. Level of satisfaction with Bilingual/CLIL teachers' pedagogical competence.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

6.2. Level of satisfaction with the Bilingual/CLIL teachers' Foreign Language domain.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

6.3. Degree of motivation to learn Bilingual/CLIL subjects.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

6.4. Importance given to the learning of foreign languages so as to be prepared for nowadays society.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

Appendix 4. CUESTIONARIO PARA ALUMNOS Y ALUMNAS DE SECCIÓN BILINGÜE/AICLE (VERSIÓN EN ESPAÑOL)

CUESTIONARIO PARA ALUMNOS Y ALUMNAS DE SECCIÓN BILINGÜE/AICLE

Pido su colaboración en el proyecto de investigación interuniversitario: “Análisis del actual programa Bilingüe/AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera) del Colegio Diocesano Asunción de Nuestra Señora (Ávila)” (Universidad de Jaén y Universidad de Córdoba) con el objetivo de analizar el programa Bilingüe o AICLE del Colegio Diocesano Asunción de Nuestra Señora. Su participación es completamente voluntaria y consiste en responder una serie de preguntas que son parte de la siguiente encuesta. La información reunida será únicamente utilizada para cumplimentar los objetivos establecidos en esta investigación. Detalles personales, información personal o nombres nunca serán revelados. De la misma forma, la publicación de los resultados obtenidos nunca ofrecerá datos que puedan conducir a la identificación de los participantes en esta encuesta y su anonimato está absolutamente garantizado.

1. EDAD: _____

2. SEXO:

_____ Hombre

_____ Mujer

3. CURSO EN EL QUE ESTÁ MATRICULADO/A:

_____ Sexto curso de Educación Primaria

_____ Primer curso de Educación Secundaria Obligatoria

_____ Cuarto curso de Educación Secundaria Obligatoria

4. ¿FORMA PARTE DEL PROGRAMA BILINGÜE/AICLE DE SU CENTRO?

_____ Sí

_____ No

** Si su respuesta es no. ¿Puede darnos la razón por al cual decidió no continuar en el programa Bilingüe o AICLE de su centro?*

**Continúe cumplimentado el cuestionario, aunque ya no curse materias bilingües, ya que durante toda la Educación Primaria sí formó parte del programa y la información que aporte es muy valiosa para esta investigación.*

5. ¿CUÁLES SON LAS ASIGNATURAS BILINGÜES/AICLE QUE ESTÁ CURSANDO EN ESTE MOMENTO?

**Si ya no está en el programa bilingüe indique las que cursó en Educación Primaria.*

_____ Social Sciences (Educación Primaria)

_____ Natural Sciences (Educación Primaria)

_____ Arts and Crafts (Educación Primaria)

_____ Geografía e Historia (Educación Secundaria Obligatoria)

_____ Biología y Geología (Educación Secundaria Obligatoria)

_____ Física y Química (Educación Secundaria Obligatoria)

_____ Educación Física (Educación Secundaria Obligatoria)

Por favor, elija la puntuación que mejor se adecue a su opinión con respecto a los siguientes aspectos: (1= Ninguno; 2= Insuficiente; 3= Adecuado; 4= Excelente).

1. FUNDAMENTOS DEL APRENDIZAJE DE CONTENIDO Y LENGUA EXTRANJERA

Aspectos

1.1. Grado de inclusión del programa Bilingüe/AICLE en la vida, ética y valores del colegio.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

1.2. Grado de conocimiento del Proyecto Plurilingüe del colegio.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

1.3. Grado de conocimiento del proyecto Bilingüe del colegio.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

1.4. Grado de entendimiento de cómo el programa Bilingüe/AICLE está organizado: Asignaturas Bilingües/AICLE para cada curso.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

1.5. Grado de coordinación entre los profesores de asignaturas Bilingües/AICLE con los profesores de Lengua Extranjera para proporcionar el mismo modelo, metodología y principios cuando enseñan dichas asignaturas.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2. CONTENIDO Y CONCIENCIA LINGÜÍSTICA

Aspectos

2.1. Grado de dificultad para identificar, comprender y estudiar el contenido de las asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2.2. Grado de dificultad para identificar, comprender y estudiar el lenguaje de las asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2.3. Grado de inclusión en las unidades didácticas Bilingües/AICLE de aspectos culturales de los países de habla inglesa.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2.4. Grado de uso de la Lengua Extranjera por parte de los profesores en las clases Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2.5. Grado de trabajo en la destreza de escucha durante las clases Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2.6. Grado de trabajo en la destreza de “speaking” durante las clases Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2.7. Grado de trabajo en la destreza de lectura durante las clases Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

2.8. Grado de trabajo en la destreza de escritura durante las clases Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

2.9. Grado de trabajo en las habilidades de aprendizaje, tales como creatividad, resolución de problemas, pensamiento crítico, liderazgo, colaboración, gestión de la información, curiosidad o adaptabilidad en clases Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

2.10. Grado de trabajo en las habilidades comunicativas durante las clases Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

2.11. Grado de trabajo en la reflexión y repaso de lo aprendido en las clases Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3. METODOLOGÍA Y GESTIÓN DE AULA

Aspectos

3.1. Grado de utilización de diferentes estrategias por parte de los profesores para apoyar el aprendizaje del contenido en asignaturas Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.2. Grado de utilización de diferentes estrategias por parte de los profesores para apoyar el aprendizaje de la Lengua Extranjera en asignaturas Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.3. Grado de implementación de metodologías centradas en el estudiante, tales como el aprendizaje cooperativo, en las clases Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.4. Uso de diferentes formas de organización del aula Bilingüe/AICLE (filas o columnas, grupos, filas de mesas frente a frente o combinada)

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.5. Grado de consideración por parte de los profesores de asignaturas Bilingües/AICLE en relación a las diferencias de los alumnos en el nivel de Lengua Extranjera.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.6. Grado de consideración de los profesores de asignaturas Bilingües/AICLE en relación al dominio del contenido por parte de los alumnos.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.7. Grado de consideración por parte de los profesores de asignaturas Bilingües/AICLE en relación a los diferentes estilos de aprendizaje de los alumnos.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

3.8. Grado de consideración por parte de los profesores de asignaturas Bilingües/AICLE en relación al conocimiento previo de los alumnos, sus experiencias y necesidades.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

4. EVALUACIÓN Y VALORACIÓN

Aspectos

4.1. Claridad de los criterios de evaluación utilizados en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4.2. Claridad de las herramientas de evaluación (exámenes, rubricas, portfolios, etc.) utilizadas por los profesores de materias Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4.3. Grado de participación en la evaluación de la práctica docente de los profesores de asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4.4. Grado de satisfacción con los propios resultados académicos en las asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

5. MATERIALES, RECURSOS Y ENTORNOS

Aspectos

5.1. Grado de satisfacción con los libros de texto y materiales relacionados con el aprendizaje de la Lengua Extranjera y asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

5.2. Grado de integración de contenidos curriculares transversales (contenidos de otras materias) en las asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

5.3. Uso de Tecnologías de la Información y Comunicación en las clases Bilingües/AICLE (por ejemplo: software multimedia específico, pizarra digital interactiva, herramientas y aplicaciones específicas, webquests, etc.) por parte de los profesores de asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

5.4. Grado de participación en actividades ofrecidas por el colegio, que tiene relación con el aprendizaje de Lenguas Extranjeras, tales *como el Instituto de Idiomas, exámenes oficiales, intercambios lingüísticos, programas de inmersión lingüística, etc.*

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

6. REFLEXIÓN PERSONAL DE LOS ALUMNOS EN RELACIÓN AL ENFOQUE BILINGÜE/AICLE.

Aspectos

6.1. Grado de satisfacción con la competencia pedagógica de los profesores de asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

6.2. Grado de satisfacción con el dominio de la Lengua Extranjera por parte de los profesores de las asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

6.3. Grado de motivación para aprender asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

6.4. Importancia otorgada al aprendizaje de Lenguas Extranjeras de cara a estar preparado/a para la sociedad de hoy.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

Appendix 5. BILINGUAL/CLIL PARENTS AND LEGAL GUARDIANS' QUESTIONNAIRE (ENGLISH VERSION)

PARENTS AND LEGAL GUARDIANS' QUESTIONNAIRE

I request your collaboration in the research “Analysis of the current CLIL program at *Colegio Diocesano Asunción de Nuestra Señora (Ávila)*” (Universidad de Jaén y Universidad de Córdoba) with the aim of analyzing the Bilingual/CLIL program in *Colegio Diocesano Asunción de Nuestra Señora*. Your participation is completely voluntary, and it consists in answering a series of questions which are part of the following survey. Data gathered will be only used to fulfill the objectives established for this research. Personal details, information or names will never be revealed. In the same way, the publication of the results obtained will never offer data which could lead to identify participants in this survey and their anonymity is absolutely guaranteed.

2. AGE: _____

2. SEX:

_____ Man

_____ Woman

3. SEX OF YOUR CHILD:

_____ Man

_____ Woman

4. COURSE YOUR CHILD IS MATRICULATED AT:

_____ Sixth Course of Primary Education

_____ First Course of Secondary Education

_____ Fourth Course of Secondary Education

5. IS YOUR SON/DAUGHTER ENROLLED IN THE SCHOOL BILINGUAL/CLIL PROGRAM?

_____ Yes

_____ No

** If your answer is no, you have finished. Could you give us the reason why you decided not to continue in the Bilingual/CLIL program?*

** You can continue filling the form although your child is not already part of the Bilingual/CLIL program since it is compulsory in Primary Education and you can provide us with valuable information for this study.*

6. BILINGUAL/CLIL SUBJECTS YOUR SON/DAUGHTER IS CURRENTLY STUDYING:

_____ Social Sciences (Primary Education)

_____ Natural Sciences (Primary Education)

_____ Arts and Crafts (Primary Education)

_____ Geography and History (Secondary Education)

_____ Biology and Geology (Secondary Education)

_____ Physics and Chemistry (Secondary Education)

_____Physical Education (Secondary Education)

Please, choose the score that best fits according to your opinion on the following aspects (1=None; 2= Insufficient; 3= Adequate; 4= Outstanding)

3. CLIL FUNDAMENTALS

Aspects

1.1. Degree of knowledge of the main features of the Bilingual/CLIL approach (definition, principles, models, outcomes, methodology).

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.2. Degree of knowledge of the formal requirements and the regional curriculum in reference to CLIL with respect to *Colegio Diocesano Asunción de Nuestra Señora*.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.3. Degree of knowledge in terms of how CLIL is being practically implemented in Spain and, particularly, in Castile and Leon.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.4. Degree of knowledge of the School Bilingual Project.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.5. Degree of knowledge of the School Multilingual Project.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

1.6. Degree of knowledge of how the Bilingual/CLIL approach is being implemented in *Colegio Diocesano Asunción de Nuestra Señora* (subjects, curricular requirements, teachers and instructions, etc.).

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

1.7. Degree of inclusion of the Bilingual/CLIL program in the school's life and ethos.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

2. CONTENT AND LANGUAGE AWARENESS

Aspects

2.1. Ease to identify the content which learners study in Bilingual/CLIL subjects.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

2.2. Ease to identify the language which learners study in Bilingual/CLIL subjects.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

2.3. Level of satisfaction with the supportive strategies applied by teachers in order to reinforce the four skills (Listening, Reading, Speaking and Writing).

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

2.4. Level of satisfaction with the supportive strategies applied by teachers in order to reinforce language learning in Bilingual/CLIL subjects.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

2.5. Level of satisfaction with the supportive strategies applied by teachers in order to reinforce content learning in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2.6. Level of correlation observed between content, language and culture of the foreign language speaking countries in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

2.7. Level of satisfaction with foreign language competence the learner acquires and shows in the corresponding course.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3. METHODOLOGY AND CLASSROOM MANAGEMENT

Aspects

3.1. Degree of motivation the student shows in relation to the Bilingual/CLIL program.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.2. Degree of cooperation observed among the Bilingual/CLIL teachers with Foreign Language teachers and families.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.3. Level of satisfaction with the didactic, pedagogical and methodological strategies used by the Bilingual/CLIL teachers in order to teach the Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.4. Implementation of student-centered methodologies for Bilingual/CLIL contexts on the part of the Bilingual/CLIL teachers.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.5. Implementation of innovation for Bilingual/CLIL contexts on the part of the Bilingual/CLIL teachers.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

3.6. Level of satisfaction with the teachers' competence to identify students' learning styles and needs in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4. EVALUATION AND ASSESSMENT

Aspects

4.1. Level of satisfaction with the evaluation procedures in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.2. Degree of knowledge of the types of evaluation implemented in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.3. Degree of knowledge of the evaluation criteria implemented in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.4. Degree of knowledge of the evaluation instruments and tools implemented in Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.5. Level of satisfaction with the feedback provided by the Bilingual/CLIL teachers in reference to the student's evolution in the learning of the Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.6. Level of satisfaction with the academic results obtained by the student in the Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.7. Level of satisfaction with the learning results obtained by the student in the Bilingual/CLIL subjects.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

4.8. Degree of participation in the evaluation of Bilingual/CLIL teacher's own practice.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

5. MATERIALS, RESOURCES AND ENVIRONMENTS

Aspects

5.1. Level of satisfaction with the school's foreign language and CLIL subject books and related materials.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

5.2. Ease, to access to authentic or adapted Bilingual/CLIL materials to support students' self-study.

| | | | |
|-------------|---------------------|-----------------|--------------------|
| None | Insufficient | Adequate | Outstanding |
| 1 | 2 | 3 | 4 |

5.3. Use of Information and Communication Technologies in Bilingual/CLIL classes (for example: specific multimedia software, interactive whiteboards, specific tools and applications, WebQuests, etc.) on the part of the Bilingual/CLIL teachers.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

5.4. Degree of integration of cross-curricular links (content from other subjects) in Bilingual/CLIL subjects.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

5.5. Level of satisfaction with the repertoire of services and activities offered by *Colegio Diocesano Asunción de Nuestra Señora* in relation to the teaching and learning of foreign languages, taking into consideration the School Multilingual Project (Language Institute, official examinations, foreign exchanges, language immersion initiatives, etc.)

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

6. PARENTS' PERSONAL REFLECTION REGARDING THE BILINGUAL/CLIL APPROACH

Aspects

6.1. Level of satisfaction with the Bilingual/CLIL teachers' pedagogical competence.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

6.2. Level of satisfaction with the Bilingual/CLIL teachers' foreign language domain.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

6.3. Importance given to the learning of foreign languages so as to be prepared for nowadays society.

| None | Insufficient | Adequate | Outstanding |
|------|--------------|----------|-------------|
| 1 | 2 | 3 | 4 |

6.4. Degree of knowledge of the assets of Bilingual/CLIL approach for the learners' cognitive, social, linguistic and affective development.

| None | Insufficient | Adequate | Outstanding |
|-------------|---------------------|-----------------|--------------------|
| 1 | 2 | 3 | 4 |

6.5. Write any other personal concern or opinion related to our school Bilingual/CLIL program:

Appendix 6. CUESTIONARIO PARA PADRES Y TUTORES LEGALES DE SECCIÓN BILINGÜE/AICLE (VERSIÓN EN ESPAÑOL)

CUESTIONARIO PARA PADRES Y TUTORES LEGALES DE SECCIÓN BILINGÜE/AICLE

Pido su colaboración en el proyecto de investigación interuniversitario: “Análisis del actual programa Bilingüe/AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera) del Colegio Diocesano Asunción de Nuestra Señora (Ávila)” (Universidad de Jaén y Universidad de Córdoba) con el objetivo de analizar el programa Bilingüe o AICLE del Colegio Diocesano Asunción de Nuestra Señora. Su participación es completamente voluntaria y consiste en responder una serie de preguntas que son parte de la siguiente encuesta. La información reunida será únicamente utilizada para cumplimentar los objetivos establecidos en esta investigación. Detalles personales, información personal o nombres nunca serán revelados. De la misma forma, la publicación de los resultados obtenidos nunca ofrecerá datos que puedan conducir a la identificación de los participantes en esta encuesta y su anonimato está absolutamente garantizado.

1. EDAD: _____

2. SEXO:

_____ Hombre

_____ Mujer

3. SEXO DE SU HIJO/A:

_____ Hombre

_____ Mujer

4. CURSO EN EL QUE SU HIJO/A ESTÁ MATRICULADO/A:

- _____ Sexto curso de Educación Primaria
_____ Primer curso de Educación Secundaria Obligatoria
_____ Cuarto curso de Educación Secundaria Obligatoria

5. ¿FORMA PARTE SU HIJO/A DEL PROGRAMA BILINGÜE/AICLE DE SU CENTRO?

- _____ Sí
_____ No

**Si su respuesta es no, ¿Puede darnos la razón por la cual decidió no continuar en el programa Bilingüe o AICLE de su centro?*

**Continúe cumplimentando el cuestionario, aunque su hijo/a ya no esté dentro del Programa Bilingüe/AICLE ya que durante toda la Educación Primaria su hijo/a formó parte de este programa y la información que aporte es muy valiosa para esta investigación.*

6. ASIGNATURAS BILINGÜES QUE SU HIJO/A ESTÁ CURSANDO ACTUALMENTE:

- _____ Social Sciences (Educación Primaria)
_____ Natural Sciences (Educación Primaria)
_____ Arts and Crafts (Educación Primaria)
_____ Geografía e Historia (Educación Secundaria Obligatoria)
_____ Biología y Geología (Educación Secundaria Obligatoria)
_____ Física y Química (Educación Secundaria Obligatoria)

Por favor, elija la puntuación que mejor se adecue a su opinión con respecto a los siguientes aspectos (1= Ninguno; 2= Insuficiente; 3= Adecuado; 4= Excepcional)

4. FUNDAMENTOS DEL APRENDIZAJE INTEGRADO DE CONTENIDO Y LENGUA EXTRANJERA

Aspectos

1.1. Grado de conocimiento de las características principales del enfoque Bilingüe/AICLE (definición, principios, modelos, resultados, metodología).

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

1.2. Grado de conocimiento de los requerimientos formales y del currículo regional en referencia a AICLE con respecto al colegio Asunción de Nuestra Señora.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

1.3. Grado de conocimiento en términos de cómo AICLE está siendo implementado en España, y particularmente, en Castilla y León.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

1.4. Grado de conocimiento del Proyecto Bilingüe del colegio.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

1.5. Grado de conocimiento del Proyecto Plurilingüe del colegio.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

1.6. Grado de conocimiento de cómo el enfoque Bilingüe/AICLE está siendo implementado en el Colegio Diocesano Asunción de Nuestra Señora (asignaturas, requerimientos curriculares, tipo de profesorado y especificaciones, etc.)

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

1.7. Grado de inclusión del programa Bilingüe/AICLE en la vida, ética y valores del colegio.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2. CONTENIDO Y CONCIENCIA LINGÜÍSTICA

Aspectos

2.1. Facilidad para identificar el contenido que los aprendices estudian en las asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2.2. Facilidad para identificar el lenguaje que los aprendices estudian en las asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2.3. Grado de satisfacción con las estrategias de apoyo empleadas por los profesores de cara a reforzar las cuatro destrezas de la lengua extranjera (Escucha, Lectura, Habla y Escritura) en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2.4. Grado de satisfacción con las estrategias de apoyo empleadas por los profesores de cara a reforzar el aprendizaje de la lengua en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2.5. Grado de satisfacción con las estrategias de apoyo empleadas por los profesores para reforzar el aprendizaje del contenido en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2.6. Grado de correlación observado entre el contenido, la lengua y la cultura de los países de habla inglesa en las asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

2.7. Grado de satisfacción con la competencia en lengua extranjera que el aprendiz adquiere y demuestra en el curso correspondiente.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

3. METODOLOGÍA Y GESTIÓN DEL AULA

Aspectos

3.1. Grado de motivación mostrado por el alumno/a en relación al programa Bilingüe/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

3.2. Grado de cooperación observado entre los profesores de asignaturas Bilingües/AICLE con los profesores de Lengua Extranjera (inglés) y las familias.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

3.3. Grado de satisfacción con las estrategias didácticas, pedagógicas y metodológicas empleadas por los profesores de asignaturas Bilingües/AICLE para enseñar dichas asignaturas.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

3.4. Implementación de metodologías centradas en el estudiante en contextos Bilingües/AICLE por parte de los profesores de asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

3.5. Implementación de innovación para contextos Bilingües/AICLE por parte de los profesores de asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

3.6. Grado de satisfacción con la competencia de los profesores para identificar los diferentes estilos de aprendizaje de los alumnos y sus necesidades en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4. EVALUACIÓN Y VALORACIÓN

Aspectos

4.1. Grado de satisfacción con los procedimientos de evaluación en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4.2. Grado de conocimiento de los tipos de evaluación llevados a cabo en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4.3. Grado de conocimiento de los criterios de evaluación empleados en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4.4. Grado de conocimiento de los instrumentos y herramientas de evaluación implementados en las asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4.5. Grado de satisfacción con la retroalimentación proporcionada por profesores de asignaturas Bilingües/AICLE en referencia a la evolución del estudiante en el aprendizaje de dichas asignaturas.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4.6. Grado de satisfacción con los resultados académicos obtenidos por el estudiante en las asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4.7. Grado de satisfacción con los resultados de aprendizaje obtenidos por el estudiante en asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

4.8. Grado de participación en la evaluación de la práctica docente de los profesores de asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

5. MATERIALES, RECURSOS Y ENTORNOS

Aspectos

5.1. Grado de satisfacción con los libros de texto y materiales relacionados con el aprendizaje de la Lengua Extranjera y asignaturas Bilingües/AICLE.

| Ninguno | Insuficiente | Adecuado | Excelente |
|----------------|---------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 |

5.2. Facilidad de acceso a materiales Bilingües/AICLE auténticos o adaptados para apoyar el estudio de los estudiantes.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

5.3. Uso de Tecnologías de la Información y Comunicación en las clases Bilingües/AICLE (por ejemplo: software multimedia específico, pizarra digital interactiva, herramientas y aplicaciones específicas, webquests, etc.) por parte de los profesores de asignaturas Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

5.4. Grado de integración de enlaces inter curriculares (contenidos de otras materias) en las asignaturas Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

5.5. Grado de satisfacción con el repertorio de servicios y actividades ofrecidas por el Colegio Diocesano Asunción de Nuestra Señora en relación a la enseñanza y aprendizaje de Lenguas Extranjeras, teniendo en consideración el proyecto Plurilingüe del centro (Instituto de Idiomas, exámenes oficiales, intercambios lingüísticos, programas de inmersión lingüística, etc.)

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

6. REFLEXIÓN PERSONAL DE LOS PADRES O TUTORES LEGALES DE LOS ALUMNOS EN RELACIÓN AL ENFOQUE BILINGÜE/AICLE.

Aspectos

6.1. Grado de satisfacción con la competencia pedagógica de los profesores de asignaturas Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

6.2. Grado de satisfacción con el dominio de la lengua extranjera por parte de los profesores de asignaturas Bilingües/AICLE.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

6.3. Importancia otorgada al aprendizaje de Lenguas Extranjeras de cara a que sus hijos/as estén preparados para la sociedad de hoy.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

6.4. Grado de conocimiento de los beneficios del enfoque Bilingüe/AICLE para el desarrollo cognitivo, social, lingüístico y afectivo de los alumnos.

| | | | |
|----------------|---------------------|-----------------|------------------|
| Ninguno | Insuficiente | Adecuado | Excelente |
| 1 | 2 | 3 | 4 |

6.5. Escriba cualquier otro asunto u opinión personal relacionados con el programa Bilingüe/AICLE de nuestro colegio:

Appendix 7. SWOT ANALYSIS REGARDING *COLEGIO DIOCESANO ASUNCIÓN DE NUESTRA SEÑORA* BILINGUAL/CLIL PROGRAM

| STRENGTHS | WEAKNESSES |
|---|--|
| <p>Teachers' level of the foreign language.</p> <p>Teachers' degree of cooperation with other Bilingual/CLIL teachers and foreign language teachers.</p> <p>Adequate degree of knowledge of the School Multilingual Project on the part of teachers, students and parents.</p> <p>Adequate degree of knowledge of the School Bilingual project on the part of the teachers, students and parents.</p> <p>Teachers' capacity for adapting the appropriate content to be taught in the course they teach.</p> <p>Teachers' grammatical domain in the foreign language.</p> <p>Teachers' domain of specific vocabulary and formulaic language in the Foreign Language.</p> | <p>Teachers' limited degree of knowledge of the latest CLIL teacher training programs.</p> <p>Teachers' limited degree of knowledge of the latest scientific research related to CLIL in foreign countries and Spain.</p> <p>Teachers' ability to identify and describe different CLIL models.</p> <p>Teachers' limited degree of knowledge of the theory of language and learning underlying CLIL.</p> <p>Degree of use of self-assessment and related tools in Bilingual/CLIL subjects.</p> <p>Degree of use of peer-assessment and related tools in Bilingual/CLIL subjects.</p> <p>Degree of use of portfolio-based approaches (European Language Portfolio) with Bilingual/CLIL students.</p> |

| | |
|---|--|
| <p>Teachers' level in listening, reading and writing skills of the foreign language.</p> <p>Teachers' use of scaffolding and other pedagogical strategies and techniques during Bilingual/CLIL classes in order to promote content and foreign language learning.</p> <p>Teachers' use of scaffolding and other pedagogical strategies and techniques during Bilingual/CLIL classes in order to develop cognitive skills and critical thinking, as well as, to work on learning skills.</p> <p>Teachers' use of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in Bilingual/CLIL classes.</p> <p>Teachers' use of the target language in Bilingual/CLIL classes.</p> <p>Repertoire of activities offered by the school, which have to be with the learning of foreign languages, such as the Language Institute, official examinations, foreign exchanges, language immersion initiatives, etc.</p> | <p>Parents' ease to access to authentic or adapted Bilingual/CLIL materials to support students' self-study.</p> |
|---|--|

| | |
|---|---|
| <p>Level of satisfaction with Bilingual/CLIL teachers' pedagogical competence.</p> | |
| <p>OPPORTUNITIES</p> | <p>THREATS</p> |
| <p>Teachers' will to be updated in terms of student-centered methodologies for CLIL.</p> <p>Teachers' capacity for correlating language, content and culture.</p> <p>Teachers' capacity for supporting language growth by means of activities which promote communication.</p> <p>Degree of implementation of cross-curricular links in Bilingual/CLIL subjects.</p> <p>Students' participation in activities offered by the school, which have to be with the learning of foreign languages, such as the Language Institute, official examinations, foreign exchanges, language immersion initiatives, etc.</p> <p>Students' degree of motivation to learn Bilingual/CLIL subjects.</p> <p>Teachers' need to improve their skills in reference to the Information and Communication Technologies for the CLIL class.</p> | <p>Decrease in the number of students who continue in the Bilingual/CLIL program in Secondary Education.</p> <p>Miscommunication with families in terms of explanation of the CLIL program in Secondary Education.</p> <p>Miscommunication with students and families in terms of CLIL evaluation procedures, criteria and tools.</p> <p>Scarce use of strategies and instruments to evaluate and improve the teacher's own practice.</p> <p>Teachers' capacity for designing a CLIL integrated curriculum.</p> <p>Teachers' domain of the latest tools and applications for the CLIL class.</p> <p>Misunderstanding of some concepts related to the CLIL approach in official documents.</p> |

| | |
|--|---|
| | Scarce use of CLIL nomenclature in school official documents. |
|--|---|