Stakeholder Perspectives on CLIL in a Monolingual Context

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Abstract

This article documents the findings of a study concerning the perspectives on Content and Language Integrated Learning (CLIL) in the monolingual context of Jaén. The research has involved the design, validation and administration of two sets of questionnaires to 745 informants (692 students and 53 teachers) within eight secondary schools with a view to identifying student and teacher attitudes towards Andalusian CLIL in the province of Jaén. Perceptions are outlined in terms of students' use, competence and development of English in class; methodology; materials and resources and ICT; evaluation; teachers' use, competence and development of English in class; teacher training; mobility; improvement and motivation towards English; and coordination and organisation. The article begins with an overview of prior research, subsequently reports on the research design of the study and concludes with the presentation of the main findings of the investigation. An extensive evaluation of stakeholder perspectives on CLIL in the province of Jaén reveals a predominantly positive outlook on behalf of the student and teacher cohorts with regard to the implementation of a bilingual programme within the Andalusian region of Spain.

Keywords: bilingual education, CLIL, perspectives, stakeholders

1. Introduction

Attributable to the demands of an ever-changing, complex and in chief globalised society, foreign language learning has emerged as a matter of concern within national government policies throughout Europe. Coyle, Hood and Marsh (2010) give substance to this allegation by documenting that 'globalization and the forces of economic and social convergence have had a significant impact on who learns which language, at what stage in their development, and in what way' (p. 2). Contingent on this aforementioned instability and changes in direction with relation to the urgent need to restructure language learning strategies, Content and Language Integrated Learning (CLIL) has made an appearance on the European scene.

Spain as a nation is currently taking advantage of this profusely accepted methodology, which is evident from registered widespread adoption within autonomous community frameworks. Assimilation of this innovative form of education was deemed particularly necessary in view of a pointedly unsatisfactory position measured by the Eurobarometer in terms of Spanish language competence.

The decision to incorporate CLIL as a teaching methodology in schools throughout Spain was bolstered by bilingual community findings as regards improved conditions in foreign language learning. Regions such as the Basque Autonomous Community and Catalonia have pushed forward Content and Language Integrated Learning approaches, substantiating their potential in light of encouraging research outcomes stemming from over 20 years of investigation on related issues.

Regarding monolingual communities within the Spanish context, 'the *Plan de Fomento del Plurilingüismo* in Andalusia and the Bilingual network in the *Comunidad de Madrid* encompass meaningful instances of the emergence of foreign languages as vehicles of instruction in state education' (Lorenzo, Casal, Quiñones, & Moore, 2007, p. 12). The Plan for the Promotion of Plurilingualism (APPP) came into effect in 2005 in the autonomous community of Andalusia, in a bid to void the hitherto immanent lack of foreign language tradition in the region. The effects of existing models of bilingual education in Canada, North America and the bilingual communities of Spain have collectively been validated, and, as Roa, Madrid, and Sanz (2011) highlight, 'these results need to be contrasted with monolingual contexts, which have much lower levels of social pressure, as in the case of Andalusia' (p. 111).

This is distinctly what the present study strives to achieve, in the form of an extensive evaluation of CLIL on stakeholder perspectives of the APPP in the province of Jaén in order to determine its viability. The analysis centres on fundamental aspects in need of assessment in order to monitor the plan's adequate functioning, such as students' use, competence and development of English in class; methodology; materials and resources and ICT; evaluation; teachers' use, competence and development of English in class; teacher training; mobility; improvement and motivation towards English; and coordination and organisation. Two questionnaires have been designed, validated and administered with a view to identifying student and teacher attitudes towards Andalusian CLIL in the province of Jaén.

A preliminary section is devoted to underpinning the CLIL situation and delivers a synopsis of the corresponding research conducted on the topic in Europe, Spain and Andalusia in relation to the study in question, followed by the justification of the investigation, profoundly related to the studies canvassed in the previous analysis. Objectives and the materials and methodology will then be outlined, prior to the prime focus which will be awarded to the results and discussion of the research. A final section reports on the principal conclusions inclusive of the limitations of the study, suggestions for improvement and lines for further research.

1.1 Prior Research

CLIL has extended throughout the continent of Europe in a swift manner, with Lorenzo, Casal and Moore (2009) claiming that 'multilingualism is seizing schools and the CLIL scheme has grown stronger as a solution' (p. 29). This is undeniably accurate if we consider the number of European member states that have, at present, adopted CLIL and implemented a variety of such models into their educational institutions.   As Lorenzo (2007) states, '[…] as an offshoot of bilingual teaching CLIL brought better language education to the European arena' (p. 29). Without solid substantiation by means of empirical investigation, this declaration should be construed with caution.

In terms of qualitative research, which is in line with the study at hand, a predominantly positive outlook is detected. Countries such as The Netherlands, Finland and Austria conclude that student and parent attitudes are optimistic (Romu & Sjöberg-Heino, 1999; Södergard, 2006). This is corroborated with investigations carried out by Seregély (2008), in which questionnaire conclusions reveal a high degree of satisfaction among teaching figures. Estonia, Poland and Italy all deserve to be foregrounded based on their assessment of stakeholder perspectives in CLIL programmes, which is exactly what this project sets out to examine. Harmonious results derived from questionnaires, interviews and classroom observation involving teachers and students denote CLIL success on almost all counts.

Pertaining to studies in the context of Spain and more specifically in the Basque Autonomous Community, Lasagabaster and Sierra's (2009) study is fundamental to the investigation being conducted here due to the fact CLIL was conceived to have a positive effect on language attitudes towards trilingualism, which encompasses a research question we are attempting to define from an Andalusian perspective. From a monolingual context outlook, the *CAM bilingual project* in Madrid has reported an increase in motivation, self-esteem and confidence amongst all stakeholders.

The monolingual community of Andalusia has been put forth as 'the clearest example of the introduction for Bilingual Sections […]' (Madrid & Hughes, 2011, p. 12). The network of 1,157 public bilingual schools (423 of total schools at Compulsory Secondary Education level and approximately 300,000 students receiving bilingual education) in the region to date enables us to appreciate its swift uptake. Madrid and Hughes (2011, p.13) characterize the situation of Andalusia by noting that 'in our case we are dealing with pedagogical bilingualism […] which is introduced in school curricular in contexts where opportunities for natural communication outside the classroom are significantly less common'. Regardless of this unfavourable environment, Andalusia has succeeded in transforming an ambitious language policy into a reality, addressing the lack of FL tradition, which was embedded in its society.

The APPP emerged as a response to the average Spaniard's low language competence in an ever-increasing globalised society and was devised in lock-step with European ideals such as the Lisbon Strategy's European educational goal to improve language quality between 2000 and 2010 and the Common European Framework's (CEF) 2001 aim to create a Europe brandishing plurilingual citizens. Other indicators which had an impact on the APPP's implementation in the academic year 2005/2006 comprise the successful pilot experience of 26 French and German bilingual schools in the region between 1998 and 2004. Support of Official Language schools (OLSs), enthusiasm of teachers, interest in a third foreign language (L3) and the priority of achieving a plurilingual communicative competence within the community also raised the stakes.

This led to the laying down of foundations, which rest upon linguistic and methodological renovation and the

promotion of teamwork to engage in the elaboration of an Integrated Language Curriculum (ILC). Five subprograms are incorporated into the APPP to cater for the diverse aspects the plan procures to attend to: *the Bilingual Schools Programme, the Official Language Schools Programme, the Teachers and the Plurilingualism Programme, the Plurilingualism and Society Programme* and *the Plurilingualism and Cross-culturalism Programme*. These five benchmarks concurrently stipulate a total of 63 actions to be accomplished. This number rises to 74 when methodological, organizational and evaluation elements are considered. At large, the five components harbour to benefit teachers, students and society on the whole, by virtue of two basic principles: improving the Mother Tongue (MT) language skills of the Andalusian population and increasing not only plurilingual, but also pluricultural communicative competence in order to get ahead in an unpredictable European system.

Referring to an endeavour to reveal an insight into Andalusian CLIL, Cabezas Cabello (2010) published results of research in a similar vein to this particular study. In the form of a SWOT analysis, this academic ventured to illustrate a top-down/bottom up contrast of the APPP. The study yields a less than optimistic outlook and the author states that 'in the present circumstances of Andalusian schools it is neither viable or doable' (p. 90).

Gálvez Gómez (2013) also submitted an investigation in the form of a SWOT analysis of CLIL implementation. Questionnaires based on those from this study were administered to 89 students, 64 parents and three teachers from a bilingual primary school in the town of Mengíbar, Jaén. The students at the forefront of the study were enrolled in second and third grade and most had formed part of the bilingual programme for two or three years. One of the main aims was 'to analyse the onset of CLIL; how it is working from the very beginning with students of early ages' (Gálvez Gómez, 2013, p. 116). To underpin the conclusions of the SWOT analysis, strengths are represented by communicative methodology and teacher collaboration, weaknesses involve increased workload and scarcity of materials, opportunities are clearly testified by improved levels of the FL and threats draw upon lack of knowledge of the programme and government support to develop initiatives. On the whole, a high level of optimism could be detected as regards the Andalusian plan.

We can report on two further qualitative studies by Tobin and Abello-Contesse (2013) and Sánchez Torres (2014), which scrutinize the particular aspect of the role of teaching assistants (TA) as an essential jigsaw piece of the APPP by means of longitudinal studies. They complement each other in the fact that they provide enlightenment on the same topic, but at different points in the implementation stage of the APPP carried out in 2008 and 2014, respectively.

The overall conclusion of the former boils down to teaching assistants producing considerable cultural and linguistic gains when fully implemented. A blend of positive and negative aspects were outlined by the informants, but the salient message perceived was the inexperience of the teachers to successfully execute the programme's goals through team teaching, accentuating the recurring issue of dearth of teacher training (Cabezas Cabello, 2010; Navés, 2009; Pérez Cañado, 2012; Rubio Mostacero, 2009). The latter investigation corroborates the sometimes half-hearted integration of the teaching assistant and the team-teaching deficit and highlights other complications such as excessive workload.

In light of qualitative results, which represent outcomes within a broader study by Lorenzo et al. (2009), the FL teachers' classroom practice was described as semi-immersion, the non-linguistic area teachers (NLAs) revealed code-switching and the TAs demonstrated full immersion. Lorenzo et al. (2009) underpin CLIL as 'an extremely rich environment' (p. 433), referring to the combination of teachers involved. They testify that CLIL consolidates cohesion in schools and coordination between teachers, echoing Cabezas Cabellos's (2010) conclusions on this point. The only negative aspect to arise dealt with L1 teachers' views, as they seemed to feel threatened by the whole plan. Lorenzo et al. (2009) project their study to coincide with the other research carried out and although they embrace an overly positive attitude, to some extent, they do admit to the fact that CLIL is still unknown terrain and it is too early in the CLIL agenda to be in a position to generalise outcomes.

1.2 Justification of the Investigation

The literature review has provided us with an insight into how CLIL has developed, originally stemming from the Canadian and North American models, and how it has now achieved recognition as an established approach throughout Europe. Our overview of research results has allowed us to appreciate the predominantly positive influence of CLIL on learners. On the other hand, we have been able to identify deficits in the evaluation of this teaching method, from which this present study ensues.

A prevailing revelation of the research reviewed on CLIL in the totality of the European countries where it is employed is the urgent need for empirical evidence to assure its effectiveness and make projections regarding the extent of its potential, which endorses the chief justification of this current investigation as to *why* it is being

conducted.

Coyle et al. (2010) call for analyses of a more profound nature for a better understanding of the functionality of CLIL. They attest affective evidence research to be of paramount importance, declaring that such factors have an impact on success, specifying that 'monitoring participants' attitudes towards CLIL and their motivational level should be a key element in an evaluation process' (pp. 141-142). This statement validates the present research project from the point of view of *what* is required to be evaluated.

These authors delve deeper to map out *who* it is necessary to evaluate and *how*, in propounding that 'CLIL teachers should not be forgotten as we seek evidence of the affective dimension' (p. 143), and voice the practicality of the 'use of a questionnaire approach to a large number of participants to secure a full overview of the important factors' (p. 143).

The questions of *where* assessment processes need to take place and *when* they should be carried out is addressed by Madrid and Hughes (2011), referring to Spain and to the Autonomous Community of Andalusia in particular and thereby further substantiating this current project proposal. 'With the diverse experiences that have taken place throughout the country and after five years of the introduction of the Plurilingual Plan in Andalusia, we believe that now would be an appropriate time to pause and examine the effectiveness of these programmes' (p. 12). Lorenzo (2007) supports this claim by expressing, 'it is clear then that the need is now for consideration, study and observation of how CLIL is working' (p. 11).

Another factor which warrants this current endeavour involves the various deficits that can be found in the previously conducted research. In line with the foregoing, our study will attempt to rectify shortcomings in relation to numerically and geographically reduced samples, investigations not taking into account research findings on which to base their instrument design, and lack of validity and reliability of the actual instruments administered.

A venturous study to define the perspectives of the leading stakeholders of CLIL in an Andalusian setting, which uses a qualitative methodology, takes up-to-date CLIL research into consideration when it comes to instrument design and validation, and employs a wide range of identification variables to compare two cohorts substantial in number is consequently entirely justified.

The fundamental objective of the research project is to paint a comprehensive picture of the inner workings of the APPP, comparing perspectives between stakeholders in order to determine positive and negative aspects, in order to capitalize on the former and to amend the latter via the proposal and application of suggested solutions to accomplish smoother CLIL implementation.

1.3 Objectives

The principal aim of this study is to carry out a thorough CLIL assessment project on stakeholder perspectives of the APPP in the province of Jaén in order to detect the strengths and weaknesses of the plan.

1.3.1 Sub-objectives

1) Questionnaire design, validation and administration

To design, validate and administer parallel questionnaires (students' use, competence and development of English in class; methodology; materials, resources and ICT; evaluation; teachers' use, competence and development of English in class; teacher training; mobility; improvement and motivation towards learning English and coordination and organisation) in order to identify student and teacher perspectives of the plan.

2) Identification of student and teacher perspectives

a) To identify student and teacher perspectives regarding students' use, competence and development of English in class.

b) To identify student and teacher perspectives relating to methodology.

c) To identify student and teacher perspectives concerning materials, resources and ICT.

d) To identify student and teacher perspectives pertaining to evaluation.

e) To identify student and teacher perspectives vis-à-vis teachers' use, competence and development of English in class and teacher training (teacher questionnaire only).

f) To identify student and teacher perspectives as regards mobility.

g) To identify student and teacher perspectives in relation to improvement and motivation towards learning English (student questionnaire only) and coordination and motivation (teacher questionnaire only).

3) Cohort comparison

To determine if there are any statistically significant differences between the perspectives of the two cohorts: students and teachers.

2. Method

2.1 Research Design

We can characterize the current study, first and foremost, as primary research. It is an instance of survey research contingent on the use of questionnaires, instigating both qualitative and statistical research (Brown, 2001).

2.2 Sample

This project deals with two different cohorts under investigation: students and teachers, from throughout the province of Jaén. In contemplating the number of participants who have completed the questionnaires (745 in total: 692 students and 53 teachers), it is discernible that there has been a significant return rate. However, it is necessary to point out that a much larger percentage of students have taken part in comparison to teachers (93% and 7% respectively) (cf. Figure 1).

Both students and teachers are principally of Spanish nationality. However, within the teacher cohort, more participants of a nationality other than Spanish is apparent (15.1%, compared to 3.2% for students) (cf. Figure 2).

Taking into consideration the gender of the participants, both cohorts display a higher percentage of female (60.4% for teachers and 50.3% for students) than male (39.6% for teachers and 49.7% for students) participants, exposing a more equal amount of males and females concerning the student cohort (cf. Figure 3).
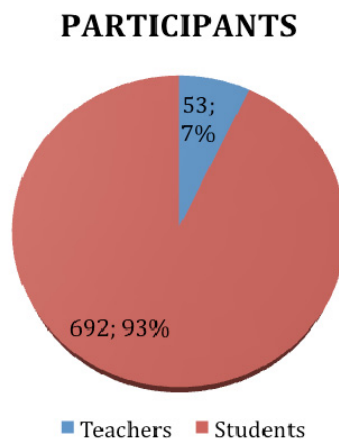

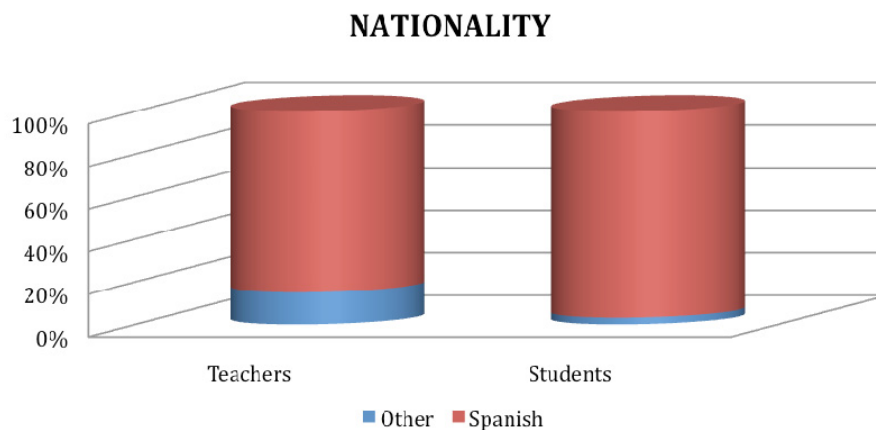Figure 1. Breakdown of the overall sample in relation to cohort

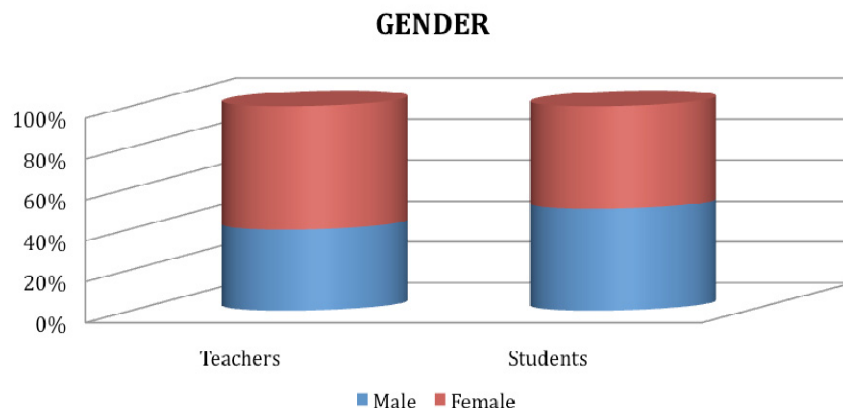Figure 2. Breakdown of the overall sample in relation to nationality

GENDER

Figure 3. Breakdown of the overall sample in relation to gender

2.2.1 Students

Examining each cohort separately, beginning with the student cohort, we find that exactly half of the participants are younger secondary school students of ages 12 and 13 (the former, 27% and the latter, 23%). Just under a quarter are 14 (22%) and the rest are 15, 16 and 17 (18%, 19% and only 1%, respectively); therefore, the greatest percentage of participation is represented by 1ºESO students (36%). A considerable number of parents are in possession of a Certificate of Secondary Education (31%) and a University Degree/Diploma (25%). The majority of students who have participated in the study are from an urban setting (62%) and, on the whole, the students consider themselves to have an intermediate level of English (40%). It emerges that most students have studied in a bilingual programme for either less than three years (46%) or from three to five years (45%). The majority and nearly half of all students study three subjects in English (42%), practically a quarter study four subjects (24%) and exactly a quarter study two subjects in English (25%). Virtually equal percentages are presented concerning the students' exposure to English within school. Most declare that 30% of their learning is taught in English (29%), a quarter state that it is 40% (25%) and the third of the groups indicate that they learn half of all curricular content in English (26%). Finally, in connection to exposure to English outside of school, the largest category is music (32%), followed by the Internet (23%). One fifth are exposed to English while playing videogames (20%), while only small percentages take advantage of TV/cinema (12%), books/magazines (10%) and an academy (3%) to increase their English exposure.

2.2.2 Teachers

The wider range of 13 identification variables for teachers caters for a more precise depiction of the cohort. There is a predominance of teachers in the age group 35-40 (28%). A wide range of nationalities is portrayed, with the largest proportion constituting Spanish teachers (85%). Other nationalities include American (7%), British (4%), and Australian and Scottish (both 2%). Teachers are mainly non-linguistic area teachers (57%), just over a quarter of all teacher participants are foreign language teachers (28%) and the remaining group is formed by teaching assistants (15%). They are predominantly civil servants with permanent posts (62%). The most representative setting for teachers is the urban one (58%), highly correlating to the percentages witnessed in the student survey. The majority of teachers have an adequate level of English (32% have a B1). The three main subjects taught in English comprise Natural Science (27%), Social Science (27%) and Mathematics (21%), in which practically half of the instructors teach 30% of their subject in English (51%). The minority of teachers are bilingual coordinators within the bilingual section (13%); the rest form part of the normal bilingual staff (83%). Regarding overall teaching experience, there is a variegated response. The largest percentage of teachers has been teaching between 11 and 20 years (34%) and a very similar percentage has been teaching between 1 and 10 years (32%). To conclude, when exploring bilingual teaching experience, within overall teaching experience, it must be highlighted that the former is significantly more limited with majority of teachers have between one and five years bilingual teaching experience (66%).

2.3 Variables

The study integrates parallel sets of *identification (subject) variables*, albeit with minor adaptations to adhere to the specific requirements of the two distinct participants collaborating in the questionnaire. The variables for each stakeholder -students and teachers- are enumerated below:

2.3.1 Students

-    Age

-    Gender

-    Nationality

-    Grade

-    Level of studies of parents

-    Setting (urban-rural)

-    English level

-    Years studied in a bilingual programme

-    Subjects studied in English

-    Exposure to English within school

-    Exposure to English outside of school

2.3.2 Teachers

-    Age

-    Gender

-    Nationality

-    Type of teacher (FL, NLA, TA)

-    Administrative situation (civil servant with a permanent post, civil servant with a temporary post, supply teacher)

-    Setting (urban-rural)

-    English level

-    Subjects taught in English

-    Percentage of subject taught in English

-    Level taught (Secondary-Baccalaureate)

-    Bilingual coordinator

-    Overall teaching experience

-    Bilingual teaching experience

2.4 Instruments

Group-administered questionnaires constitute the *survey tool* (Brown, 2001) used in this study to gather stakeholder opinions. Two distinct questionnaires, one corresponding to each cohort, have undergone a rigorous design and validation process and have been elaborated both in English and Spanish.

Questionnaire contents are, in chief, contingent on the underlying principles of the APPP (Junta de Andalucía, 2005), defined by the following seven blocks: *students' use, competence and development of English in class* (15 items for both cohorts); *methodology* (6 items for the student questionnaire and 8 for the teachers); *materials and resources and ICT* (11 items for both cohorts); *evaluation* (4 items for both cohorts); *teachers' use, competence and development of English in class (students) / teacher training (teachers)* (12 items for student questionnaires and 16 for teachers); *mobility* (3 items for students and 4 for teachers); and, finally, *improvement and motivation towards English (students) / coordination and organisation (teachers)* (4 items for the student questionnaire and 5 for the teachers). In conjunction with these APPP principles, research conclusions have also been drawn upon to derive detail, primarily those concerned with the Andalusian bilingual programmes (Cabezas Cabello, 2010; Lorenzo et al., 2009; Madrid & Hughes, 2011).

2.5 Statistical Methodology

A statistical analysis of the data has been performed with the aid of the SPSS programme in its 19.0 version. An account of the specific operations in relation to the objectives of the study will now be indicated.

- Objective 1: To determine the reliability or internal consistency of the questionnaires, *Cronbach alpha* has been calculated for both questionnaires, which is considered as an effective instrument when dealing with Likert scale answers analogous to the responses contained in the questionnaires of this investigation.

- Objective 2 a) to g): The interpretation of the results entails the use of raw data, percentages and graphs. The descriptive statistics which can be observed in the analysis are as follows:

- Central tendency measures:

➢ Mean

➢ Median

➢ Mode

- Dispersion measures:

➢ Range

➢ Low-high

➢ Standard deviation

- Objective 3: In order to detect the existence of statistically significant differences between the two cohorts, the t test has been employed.

3. Results and Discussion

With the assistance of the designed and validated instruments appertaining to *objective 1*, *objective 2 (a-g)* and *objective 3,* it has been possible to provide an exhaustive, authentic portrayal of CLIL methodology subsumed within the Andalusian Plan for the Promotion of Plurilingualism framework with a preliminary focus on the substantiation of stakeholder perspectives.

We will now expound on our findings by means of a close inspection of each individual cohort in which we will allude to the principal tendencies discovered and point out any salient exceptions.

The student participants, as previously referred to, have an undeniably self-complacent view of their own English competence; the aspect that stands out the most is that most students strongly believe they have improved their English as a result of their participation in bilingual education. This result is congruent with outcomes of previous studies regarding improved L2 skills as an advantage of studying in a bilingual programme (Lorenzo et al., 2009; Madrid & Hughes, 2011). The only mixed responses identified in this respect are connected to their improvement in the Spanish language (cf. Figure 4).

Figure 4. Students' use, competence and development of English in class (students)

They seem to have competently adjusted to learner-centred methodology and are content with the materials incorporated in class; Students essentially agree that the latter are authentic, interesting and innovative,

collaboratively prepared by teachers (supporting the findings of prior studies documenting coordination to have a beneficial presence in bilingual sections (Cabezas Cabello, 2010; Lorenzo et al., 2009). On the other hand, they document mediocre use of ICT, and emphasize a lack of computer-mediated communication (CMC) techniques (cf. Figures 5 and 6).

METHODOLOGY (Students)
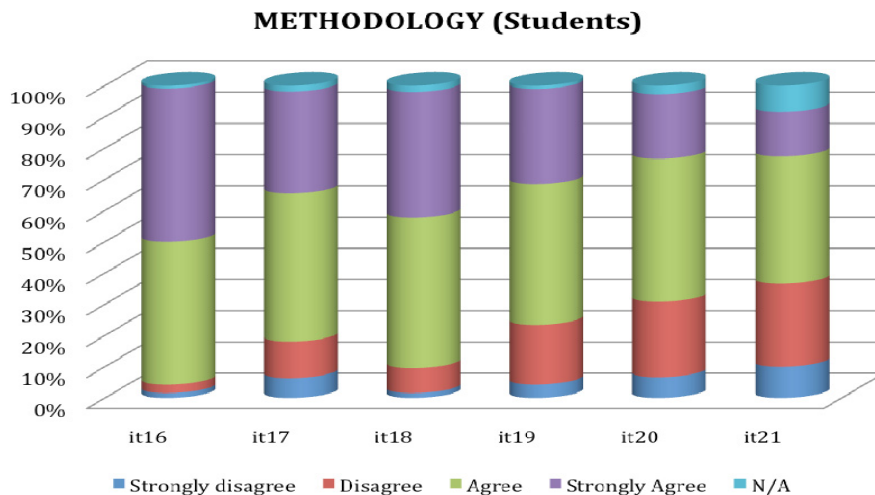
Figure 5. Methodology (students)

MATERIALS, RESOURCES AND ICT (Students)
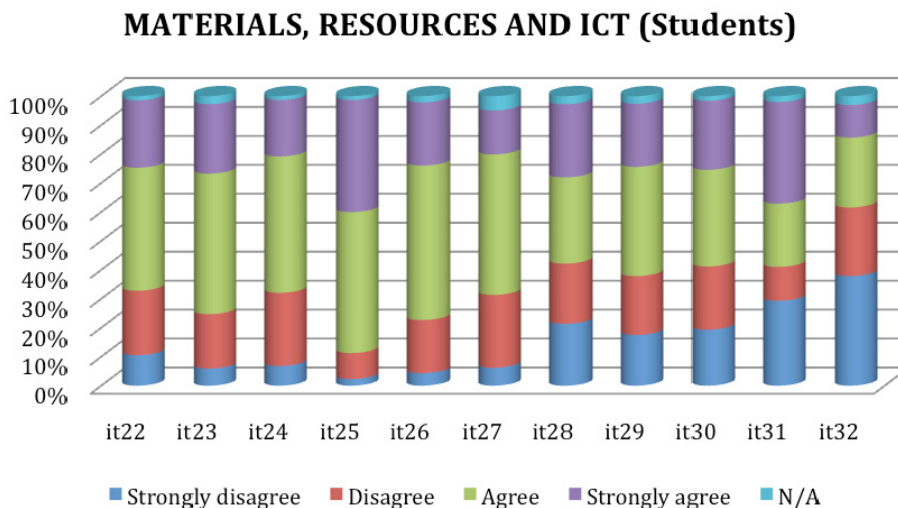
Figure 6. Materials, resources and ICT (students)

According to responses, evaluation is carried out in the correct manner, although not all students agree an oral component is included in exams (cf. Figure 7).
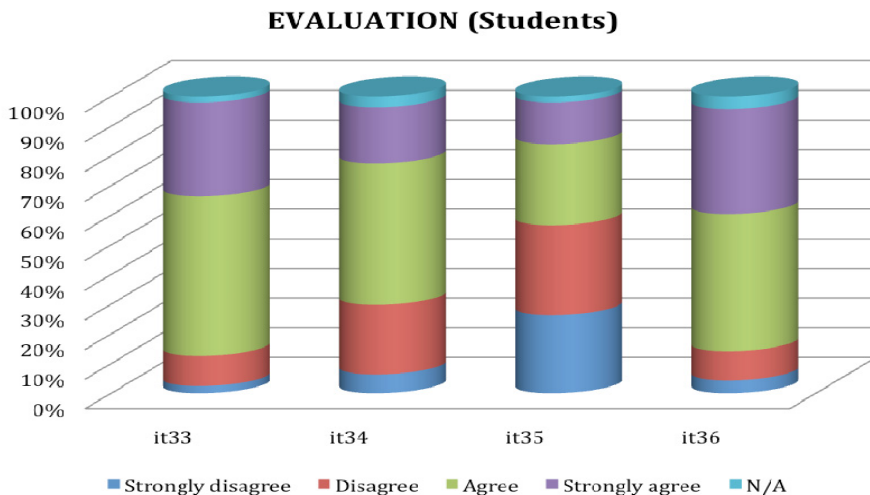
Figure 7. Evaluation (students)

Students acknowledge that they are more than satisfied with all the teaching figures who form part of the bilingual programme, although it transpires that they consider these practitioners to motivate them to a lesser extent (cf. Figure 8).

Figure 8. Teachers' use, competence and development of English in class (students)

A slightly worrying conclusion that has emerged is the fact that students scarcely take part in exchange programmes, even though they are adequately encouraged by teachers and family (cf. Figure 9).
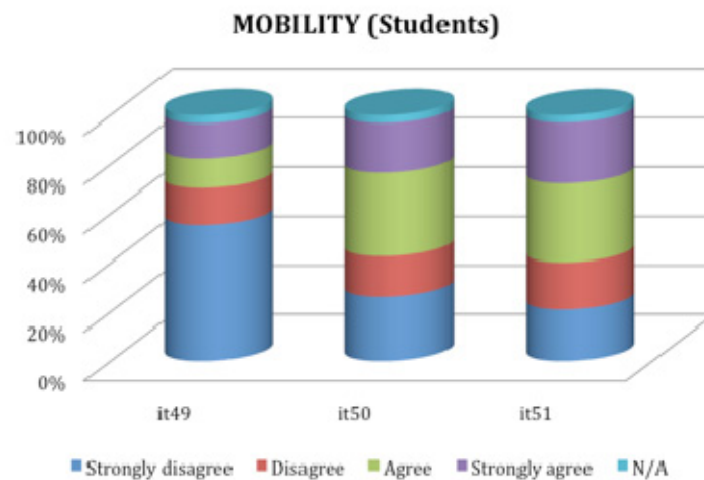
MOBILITY (Students)

Figure 9. Mobility (students)

In contrast with this last point, in light of interpretations regarding their overall improvement and motivation towards learning English, an optimistic outlook can be detected. Students identify the bilingual programme as a major determinant in increasing motivation. This revelation tallies with Cabezas Cabello's (2010) investigation, but deviates from what Rubio Mostacero (2009) determined as a possible concern related to the implementation of the APPP (cf. Figure 10).

IMPROVEMENT AND MOTIVATION TOWARDS LEARNING ENGLISH (Students)
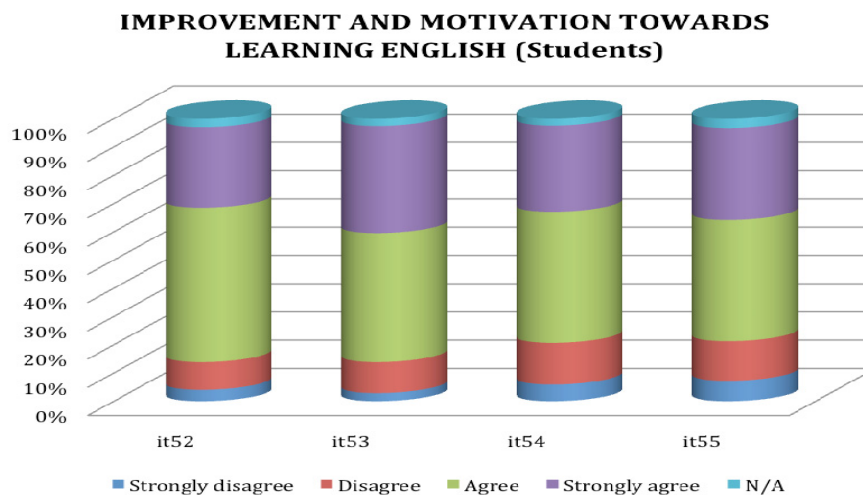
Figure 10. Improvement and motivation towards learning English (students)

Teachers more or less agree with the students vis-à-vis their English use, competence and development, underscoring the overly adequate participation of students in class. However they project somewhat more negative perspectives on the whole, especially concerning students' linguistic awareness (cf. Figure 11).

STUDENTS' USE, COMPETENCE AND DEVELOPMENT OF ENGLISH IN CLASS (Teachers)
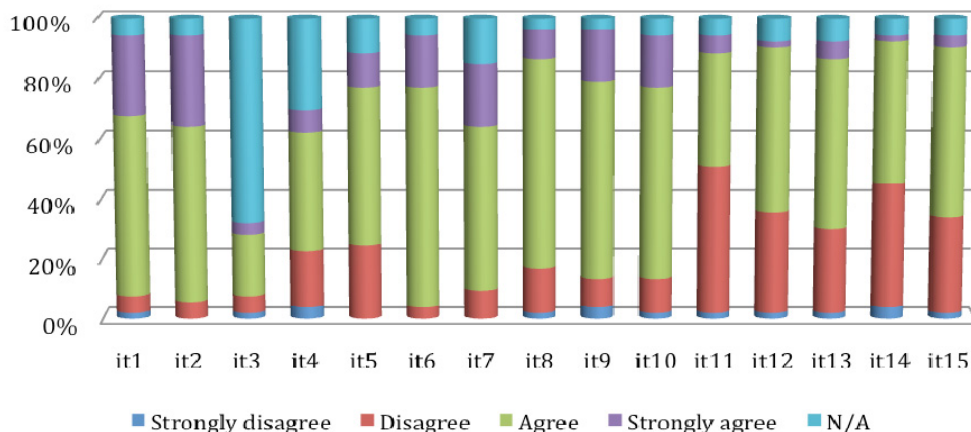
Figure 11. Students' use, competence and development of English in class (teachers)

Simulating these results, although teachers evince positive attitudes towards methodology, they report on various negative aspects in terms of project-based learning and the lexical dimension being given priority. They agree with the students that the mother tongue and the connection between languages are not emphasized to the extent they should be. In addition, whereas CEFR recommendations are essentially followed, the ELP is not always taken into account (cf. Figure 12).

METHODOLOGY (Teachers)
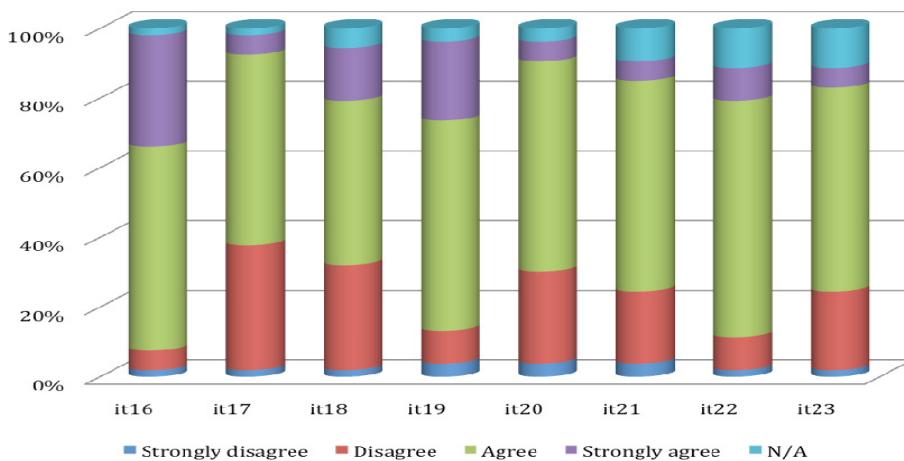
Figure 12. Methodology (teachers)

There are evidently more positive conclusions in connection to the rest of the blocks in the questionnaire. For example, teachers regard their use of ICTs as more competent, as opposed to student perspectives; on the other hand, they are in agreement on the topic of CMC (cf. Figure 13).

MATERIALS, RESOURCES AND ICT (Teachers)
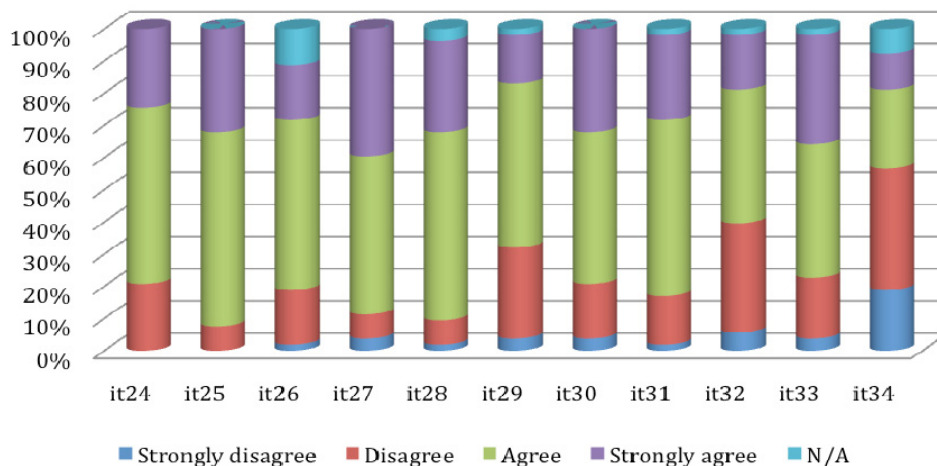
Figure 13. Materials, resources and ICT (teachers)

They are satisfied with the way evaluation is dealt with, although they also admit an oral component is not always incorporated into assessment (cf. Figure 14).

EVALUATION (Teachers)
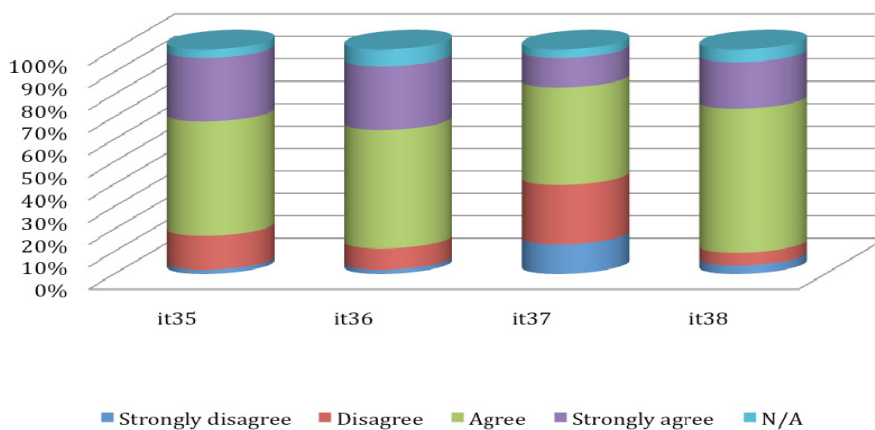
Figure 14. Evaluation (teachers)

Prevailing enthusiasm is established towards their own English skills and it is evident that they value their roles as effective and fundamentally motivating, especially in the case of the TAs. However, there is a clear demand for more training opportunities, relative to NLA teachers and TAs in particular, which is further substantiated by the mixed outcomes regarding CLIL training (cf. Figure 15).

TEACHER TRAINING (Teachers)
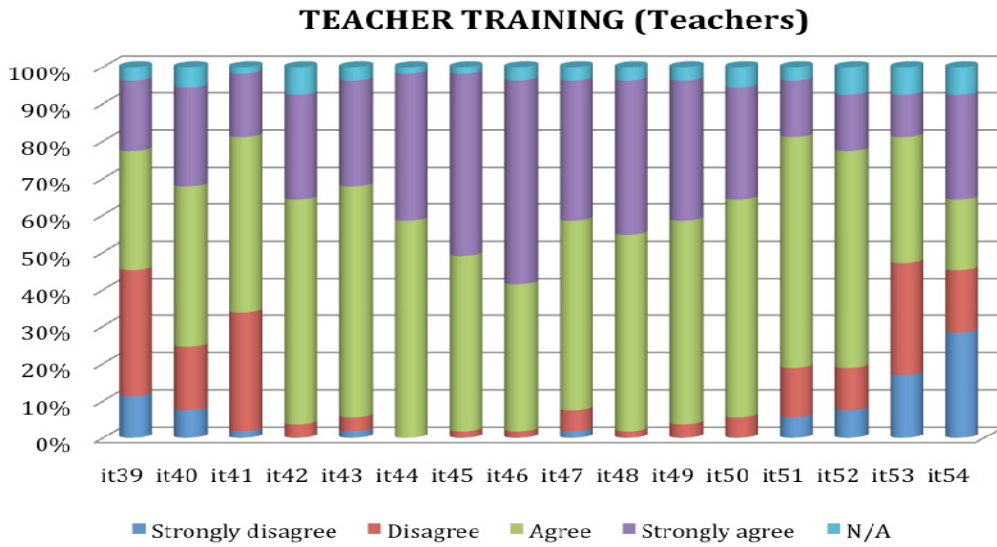
Figure 15. Teacher training (teachers)

Pertinent to mobility, teachers evince significantly increased participation in exchange programmes in comparison to students, and testify to taking part in linguistic study abroad programmes. On the other hand, serious problems are encountered on the subject of methodological upgrade courses and study licenses with teachers visibly not taking advantage of these initiatives. The diagnosed dire circumstances on the issue of methodological training fully concur with a number of studies which have underscored the paucity and consequent calling for of increased development in this specific area (Cabezas Cabello, 2010; Pérez Cañado, 2012; Rubio Mostacero, 2009) (cf. Figure 16).
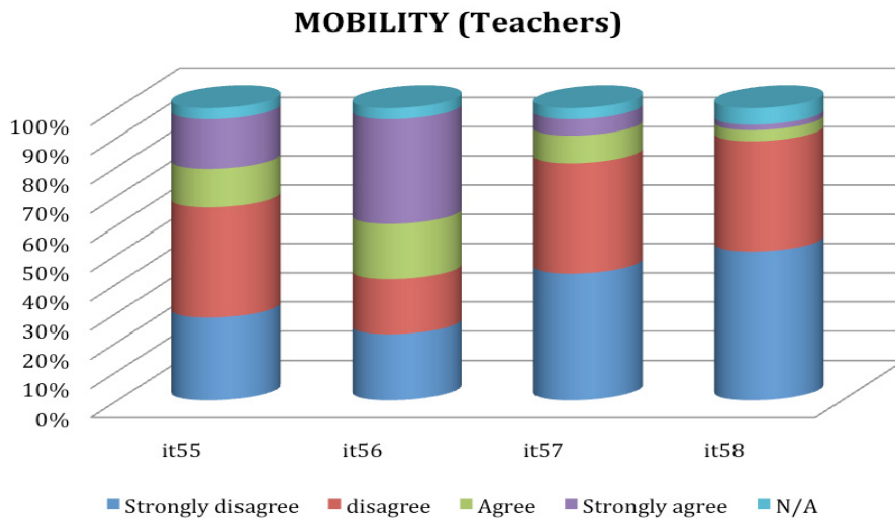
MOBILITY (Teachers)

Figure 16. Mobility (teachers)

Assessing the bilingual programme across the board, with a single exception owing to mixed results in how the plan is supported by educational authorities, teachers' attitudes coincide with those of the students, giving us the impression that the APPP has been extensively welcomed into our education system. In conformity with the students' opinions, teachers also believe that the increased workload implied by participation in a bilingual programme is, all in all, worthwhile, an outcome which deviates from both Rubio Mostacero's (2009) and Cabezas Cabello's (2010) conclusions contingent on the fact that the workload is regarded as a negative aspect

within the APPP.

Summarising the global analysis, harmony between the student and the teacher cohorts is prevalent alluding to an eminently positive outlook, an overall outcome which can be sustained as a direct correlation to the study conducted by Lorenzo et al. (2009) (cf. Figure 17).
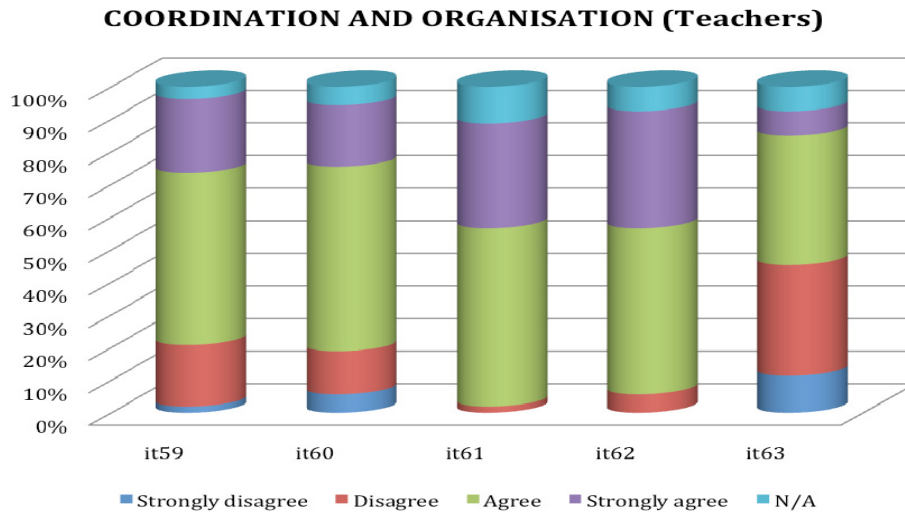
Figure 17. Coordination and organisation (teachers)

The few differences between cohorts previously specified have been empirically corroborated by means of the application of the t test, which corresponds to *objective 3*. Only 19 statistically significant differences have been located in the comparison, substantiating the congruence in responses (cf. Table 1).

Table 1. Statistically significant differences between cohorts

COMPARISON BETWEEN COHORTS	p
it12	0,0000
it13	0,0000
it14	0,0000
it16	0,0243
it17	0,0003
it18	0,0000
it24	0,0180
it25	0,0068
it28	0,0374
it30	0,0002
it31	0,0002
it33	0,0009
it36	0,0046
it37	0,0467
it42	0,0000
it43	0,0000
it44	0,0000
it46	0,0000
it55	0,0327

To provide a more concrete overview of these differences, we can highlight that students have reacted in the most positive manner when their English use, competence and development and methodology are concerned. Against this grain, teachers have articulated a significantly more optimistic outlook towards materials, resources and ICT, evaluation, teacher training and mobility. On account of both cohorts, unequivocal satisfaction with the bilingual programme broadly speaking demonstrates that the overall improvement of the plan is not a crucial consideration; however, it would be advisable to look carefully at each cohort in order to overcome the minor imperfections observed.

4. Conclusion

In order to underpin the key assumptions of the study, we will now present a summary of the principal findings in relation to the objectives and sub-objectives outlined.

With respect to *objective 1*, the first stage of the investigation process has involved the design and validation of two separate questionnaires, each in line with the specific characteristics of both student and teacher cohorts, to identify their corresponding perspectives on CLIL methodology adapted to an Andalusian context. The content of the surveys has encompassed seven main aspects: students' use, competence and development of English in class; methodology; materials and resources and ICT; evaluation; teachers' use, competence and development of English in class (students) / teacher training (teachers); mobility; and, finally, improvement and motivation towards English (students) / coordination and organisation (teachers), all of which has been contrived taking APPP principles, official literature and relevant research outcomes into account.

Congruent with *objective 2 (sub-objectives a-g)* and *objective 3*, a comprehensive evaluation of the two stakeholders at the forefront of our investigation pertaining to students' use, competence and development of English in class; methodology; materials and resources and ICT; evaluation, teachers' use, competence and development of English in class (students) / teacher training (teachers); mobility; and, finally, improvement and motivation towards English (students) / coordination and organisation (teachers) has been successfully effectuated to allow us to examine each cohort side-by-side to able to pinpoint problem areas to be resolved.

Overall outcomes unveil predominantly positive attitudes on behalf of both the stakeholders who are implicated in the study in line with the study carried out by Gálvez Gómez (2013). The teacher cohort can be considered to hold somewhat of a more optimistic outlook on the whole; however, degrees of difference are inconsequential given the students' virtually equal enthusiasm concerning Andalusia's bilingual programme. The students appear to have responded more positively to aspects with reference to their own use, competence and development of English and the methodology employed in the bilingual class. Motivation levels in the CLIL classroom are high mirroring outcomes yielded in the investigation undertaken by Lorenzo et al. (2009) and student perspectives identified within the CAM bilingual program in Madrid. On the other hand, teachers reveal their satisfaction with the APPP is derivable from contrasting components relating to materials, resources and ICT, evaluation, teacher training, and mobility. The CLIL methodology seems to enhance teacher collaboration in tally with results from previous literature (Cabezas Cabello, 2010; Gálvez Gómez; Lorenzo et al., 2009), however departing from findings of Sánchez Torres (2014) and Tobin Abello-Contesse (2013). When asked to give their views on the plan in general, harmony ensues between both cohorts in the form of ubiquitous acceptance of the specific CLIL methodology in question. Mixed responses ensued by students on the use of ICT in class revealing the development of innovative methodology as an area that could be improved upon. Although teachers are generally content with their current level of competence, it is clear they would benefit from continuous linguistic upgrading courses and well developed methodological training as regards the inner-workings of CLIL and its application in the classroom. This stakeholder is not entirely satisfied with the support provided by the educational authorities suggesting this is an area which needs stepping up, an obstacle already brought to the fore by Gálvez Gómez (2013). The broader takeaways of the results have provided us with an insight into how we can achieve a smoother CLIL implementation in our region.

The prevalent limitations of the study concern methodological shortcomings. The research can be referred to as cross-sectional in nature; therefore, it has allowed us to gain an insight into student and teacher attitudes at the present time, but we are unable to comment on the perspectives of stakeholders over a period of time due to lack of a longitudinal focus. Although the sample relevant to the investigation is numerically substantial, only eight schools have participated in the administration process and these are all located within a restricted geographical area. The aforementioned implicated centres fall under the public bilingual school category, highlighting that a sole type of school has been involved in the research procedure. Finally, there is a methodological and data triangulation deficit: only questionnaires have been applied and the study focused on a double cohort comparison.

In line with the foregoing, taking all of these flaws into consideration, the research could be improved and followed up in numerous feasible ways. It would be interesting to delve into other areas of Andalusia and perhaps incorporate all provinces into a study to probe if results are in line with what we have ascertained and detect if the plan is working as competently throughout the autonomous community. This would benefit from methodological and data triangulation by factoring in other data collection strategies such as interviews and contrasting stakeholders to increase the cohort comparison outcomes in the form of parents or educational authorities. It would be equally worthwhile to analyse perspectives from semi-private and private bilingual schools together with their public counterparts, especially since the order of June 28th 2011, in which private centres are authorized access to bilingual education. Diversifying the study focus to discover the effects of the APPP on students' FL competence, Spanish language competence or content knowledge of those subjects studied through the FL by means of the application of pre/post-tests within a quantitative longitudinal study of secondary education in Andalusia would also prove to be extremely useful.

These suggested lines for future research will all be the remit of a broader PhD study with a mixed quantitative-qualitative research design. Muñoz (2007) states that 'it is hoped that the solid foundations of CLIL will contribute to the improvement of the processes of teaching-learning languages that our multilingual aspirations aspire' (p. 25), although San Isidro (2010) points out that 'CLIL will only develop satisfactorily by means of further research' (p. 75). Regardless of the exact scope of the investigation which we will be embarking upon in the forthcoming future, we hope the present study, albeit with its limitations, can contribute to pushing forward CLIL implementation in Andalusia to, in turn, incite positive development in the autonomous community as regards foreign language learning.

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Appendix A

ANALYSIS OF BILINGUAL EDUCATION IN PUBLIC SECONDARY SCHOOLS OF JAÉN (STUDENTS)

1. AGE: _____

2. SEX: Male   Female

3. NATIONALITY: _____

4. GRADE:

☐ 1ºESO

☐ 2ºESO

☐ 3ºESO

☐ 4ºESO

☐ 1 Baccalaureate

☐ 2 Baccalaureate

5. LEVEL OF STUDIES OF PARENTS:

☐ No studies

☐ Certificate of Secondary Education

☐ Certificate of Baccalaureate

☐ Certificate of Vocational Studies

☐ University Degree/Diploma

☐ Ph.D

6. SETTING WHERE YOU STUDY: ☐   Rural   ☐ Urban

7. YOUR FOREIGN LANGUAGE LEVEL IS:

☐ Beginners

☐ Lower-intermediate

☐ Intermediate

☐ Upper-intermediate

☐ Advanced

8.   HOW MANY YEARS HAVE YOU STUDIED IN A BILINGUAL PROGRAM? _____

9.   SUBJECTS YOU STUDY IN ENGLISH:

☐ Natural Sciences

☐ Social Sciences

☐ Maths

☐ Art

☐ Music

☐ Physical Education

☐ Other   _____

10.   EXPOSURE TO ENGLISH WITHIN SCHOOL:

How much of each subject is taught in English?   ☐ 30%   ☐ 40%   ☐ 50%   ☐ Don't know

11.   EXPOSURE TO ENGLISH OUTSIDE SCHOOL:

☐ Books/magazines

☐ T.V

☐ Music

☐ Internet

☐ Videogames

☐ Other _____

PLEASE RATE HOW STRONGLY YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS RELATED TO BILINGUAL TEACHING (1=Strongly disagree; 2=Disagree; 3=Agree; 4= Strongly agree).

1. STUDENTS' USE, COMPETENCE AND DEVELOPMENT OF ENGLISH IN CLASS

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Basic competences are developed in the classroom	1	2	3	4
2. My English has improved due to my participation in bilingual education	1	2	3	4
3. My French has improved due to my participation in bilingual education	1	2	3	4
4. My Spanish has improved due to my participation in bilingual education	1	2	3	4
5. My content knowledge of subjects taught in English has improved due to my participation in bilingual education	1	2	3	4
6. My understanding of how language works has improved due to my participation in bilingual education	1	2	3	4
7. My understanding of the connection	1	2	3	4

between English, French and Spanish has improved due to my participation in bilingual education				
8. I am confident within the bilingual class	1	2	3	4
9. I am participative within the bilingual class	1	2	3	4
10. I am enthusiastic within the bilingual class	1	2	3	4
11. I would welcome more use of English within the bilingual class	1	2	3	4
12. I have adequate listening and speaking skills in English	1	2	3	4
13. I have adequate reading and writing skills in English	1	2	3	4
14. I have adequate linguistic awareness and reflect upon English	1	2	3	4
15. I have adequate knowledge of socio-cultural aspects and intercultural awareness in English	1	2	3	4
Other (please specify):	1	2	3	4

2. METHODOLOGY

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
16. Tasks are developed in class	1	2	3	4
17. Projects are developed in class	1	2	3	4
18. Vocabulary is a priority in the bilingual class	1	2	3	4
19. Teamwork is used in the bilingual class	1	2	3	4
20. I often reflect on my mother tongue	1	2	3	4
21. I often reflect on the connection between the Spanish, English and French language	1	2	3	4
Other (please specify):	1	2	3	4

3. MATERIALS, RESOURCES AND ICT

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
22. Authentic materials for bilingual teaching are used	1	2	3	4
23. Authentic materials for bilingual teaching are adapted	1	2	3	4
24. Bilingual teaching materials are interesting and innovative	1	2	3	4
25. Bilingual teachers work in collaboration to deliver the bilingual teaching materials in class	1	2	3	4
26. Bilingual teaching materials encourage us to communicate in English in class	1	2	3	4
27. Bilingual teaching materials are adapted to cater for students' varying levels within the class	1	2	3	4
28. Multimedia software is used in class	1	2	3	4
29. Online reference materials are used in class	1	2	3	4
30. Blogs, wikis and webquests are used in class	1	2	3	4
31. Interactive whiteboards are used in class	1	2	3	4
32. Computer-mediated communication is used in class (e.g., *e-Twinning*)	1	2	3	4
Other (please specify):	1	2	3	4

4. EVALUATION

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
33. All bilingual content knowledge learnt is evaluated	1	2	3	4
34. Bilingual content knowledge in English is prioritized over English competence in evaluation	1	2	3	4
35. English oral skills are evaluated in bilingual subjects	1	2	3	4
36. Both ongoing and final evaluation is practised	1	2	3	4
Other (please specify):	1	2	3	4

....			

5. TEACHERS USE, COMPETENCE AND DEVELOPMENT OF ENGLISH IN CLASS

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
37. My language teachers are successful in developing their classes	1	2	3	4
38. My non-linguistic area teachers are successful in developing their bilingual classes	1	2	3	4
39. My teaching assistants are successful in developing their bilingual classes	1	2	3	4
40. My language teachers motivate me	1	2	3	4
41. My non-linguistic area teachers motivate me	1	2	3	4
42. My teaching assistants motivate me	1	2	3	4
43. My teaching assistants work successfully with the students of the bilingual class	1	2	3	4
44. My teaching assistants work successfully with the non-linguistic area teachers of the bilingual classes	1	2	3	4
45. My teachers have adequate listening and speaking skills in English	1	2	3	4
46. My teachers have adequate reading and writing skills in English	1	2	3	4
47. My teachers have adequate linguistic awareness and reflect upon English	1	2	3	4
48. My teachers have adequate knowledge of socio-cultural aspects and intercultural awareness in English	1	2	3	4
Other (please specify):	1	2	3	4

6. MOBILITY

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
49. I have participated in exchange programs within Bilingual Education	1	2	3	4

50. I am encouraged to participate in exchange programs by my bilingual education teachers	1	2	3	4
51. I am encouraged to participate in exchange programs by my family	1	2	3	4
Other (please specify):	1	2	3	4

7. IMPROVEMENT AND MOTIVATION TOWARDS L EARNING ENGLISH

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
52. Forming part of bilingual education compensates for the increased workload	1	2	3	4
53. There has been an overall improvement in my language learning due to my participation in bilingual education	1	2	3	4
54. My motivation towards language learning has increased due to my participation in bilingual education	1	2	3	4
55. I have sufficient access to English materials outside school	1	2	3	4
Other (please specify):	1	2	3	4

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

Appendix B

ANALYSIS OF BILINGUAL EDUCATION IN PUBLIC SECONDARY SCHOOLS OF JAÉN (TEACHERS)

1. AGE: _____
2. SEX: Male   Female
3. NATIONALITY: _____
4. TYPE OF TEACHER:

☐ Language

☐ Non-linguistic area

☐ Teaching assistant

☐ Other: _____

5. ADMINISTRATIVE SITUATION:

☐ Civil servant with a permanent post

☐ Civil servant with a temporary post

☐ Supply teacher

☐ Other: _____

6. SETTING WHERE YOU TEACH: Rural   Urban

7. YOUR FOREIGN LANGUAGE LEVEL IS:

☐ A1

☐ A2

☐ B1

☐ B2

☐ C1

☐ C2

8. SUBJECTS YOU TEACH IN ENGLISH:

☐ Natural Sciences

☐ Social Sciences

☐ Maths

☐ Art

☐ Music

☐ Physical Education

☐ Other   _____

9. STUDENTS' EXPOSURE TO ENGLISH WITHIN SCHOOL:

How   many   subjects   are   taught   in   English?   _____

How much of each subject is taught in English?   ☐ 30%   ☐ 40%   ☐ 50%   ☐ Other_____

10. LEVEL YOU TEACH IN THE BILINGUAL PROGRAM:

☐ Secondary

☐ Baccalaureate

☐ Vocational training

11. ARE YOU A BILINGUAL COORDINATOR IN YOUR SCHOOL? ☐ Yes   ☐ No

12. OVERALL TEACHING EXPERIENCE:

☐ Less than 1 year

☐ 1-10 years

☐ 11-20 years

☐ 21-30 years

☐ Over 30 years

13. TEACHING EXPERIENCE IN A BILINGUAL SCHOOL:

☐ Less than 1 year

☐ 1-5 years

☐ 6-10 years

☐ 11-15 years

☐ Over 15 year

PLEASE RATE HOW STRONGLY YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS RELATED TO BILINGUAL TEACHING (1=Strongly disagree; 2=Disagree; 3=Agree; 4= Strongly agree).

1. STUDENTS' USE, COMPETENCE AND DEVELOPMENT OF ENGLISH IN CLASS

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Basic competences are developed in the classroom	1	2	3	4
2. My students' English has improved due to their participation in bilingual education	1	2	3	4
3. My students' French has improved due to their participation in bilingual education	1	2	3	4
4. My students' Spanish has improved due to their participation in bilingual education	1	2	3	4
5. My students' content knowledge of subjects taught in English has improved due to their participation in bilingual education	1	2	3	4
6. My students' understanding of how language works has improved due to their participation in bilingual education	1	2	3	4
7. My students' understanding of the connection between English, French and Spanish has improved due to their participation in bilingual education	1	2	3	4
8. My students are confident within the bilingual class	1	2	3	4

9. My students are participative within the bilingual class	1	2	3	4
10. My students are enthusiastic within the bilingual class	1	2	3	4
11. My students would welcome more use of English within the bilingual class	1	2	3	4
12. My students have adequate listening and speaking skills in the FL	1	2	3	4
13. My students have adequate reading and writing skills in the FL	1	2	3	4
14. My students have adequate linguistic awareness and reflect upon the FL	1	2	3	4
15. My students have adequate knowledge of socio-cultural aspects and intercultural awareness in the FL	1	2	3	4
Other (please specify):	1	2	3	4

2. METHODOLOGY

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
16. Task-based language teaching is used in class	1	2	3	4
17. Project-based learning is used in class	1	2	3	4
18. Priority is given to the lexical dimension in the bilingual class	1	2	3	4
19. Cooperative learning is used in the bilingual class	1	2	3	4
20. Reflection on the mother tongue is encouraged	1	2	3	4
21. Connection between the L1, L2 and the L3 is emphasized	1	2	3	4
22. Recommendations of the Common European Framework of Reference are followed	1	2	3	4
23. Recommendations of the English Language Portfolio are followed	1	2	3	4
Other (please specify):	1	2	3	4

3. MATERIALS, RESOURCES AND ICT

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
24. Authentic materials for bilingual teaching are used	1	2	3	4
25. Authentic materials for bilingual teaching are adapted	1	2	3	4
26. Bilingual teaching materials are interesting and innovative	1	2	3	4
27. Bilingual teachers work in collaboration to prepare and deliver the bilingual teaching materials in class	1	2	3	4
28. The bilingual teaching materials used follow communicative principles	1	2	3	4
29. Attention to diversity is always taken into account when bilingual teaching materials are being designed	1	2	3	4
30. Multimedia software is used in class	1	2	3	4
31. Online reference materials are used in class	1	2	3	4
32. Blogs, wikis and webquests are used in class	1	2	3	4
33. Interactive whiteboards are used in class	1	2	3	4
34. Computer-mediated communication is used in class (e.g., *e-Twinning*)	1	2	3	4
Other (please specify):	1	2	3	4

4. EVALUATION

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
35. All bilingual content knowledge taught is evaluated	1	2	3	4
36. Bilingual content knowledge in English is prioritized over English competence in evaluation	1	2	3	4
37. An oral component is included in evaluation	1	2	3	4
38. Diverse, formative, summative and holistic evaluation is practised	1	2	3	4
Other (please specify):	1	2	3	4

....			

5. TEACHER TRAINING

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
39. Language teachers need further training	1	2	3	4
40. Non-linguistic area teachers need further training	1	2	3	4
41. Teaching assistants need further training	1	2	3	4
42. Language teachers motivate students' learning of English	1	2	3	4
43. Non-linguistic area teachers motivate students' learning of English	1	2	3	4
44. Teaching assistants motivate students' learning of English	1	2	3	4
45. Teaching assistants work successfully with the students of the bilingual class	1	2	3	4
46. Teaching assistants work successfully with the other teachers of the bilingual section	1	2	3	4
47. I have adequate listening and speaking skills in the FL	1	2	3	4
48. I have adequate reading and writing skills in the FL	1	2	3	4
49. I have adequate linguistic awareness and reflect upon the FL	1	2	3	4
50. I have adequate knowledge of socio-cultural aspects and intercultural awareness in the FL	1	2	3	4
51. I am familiar with the Andalusian Plan for the Promotion of Plurilingulism: objectives, actions, pillars, and legislative policy frameworks	1	2	3	4
52. I am familiar with the basic principles of CLIL in bilingual education	1	2	3	4
53. I have received training on CLIL	1	2	3	4
54. I have completed linguistic upgrade courses in official language schools	1	2	3	4
Other (please specify):	1	2	3	4

....			

6. MOBILITY

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
55. I have participated in exchange programs within Bilingual Education	1	2	3	4
56. I have participated in linguistic study abroad programmes	1	2	3	4
57. I have participated in methodological upgrade courses abroad	1	2	3	4
58. I have obtained study licenses for further studies or research	1	2	3	4
Other (please specify):	1	2	3	4

7. COORDINATION AND ORGANIZATION

STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
59. Forming part of bilingual education compensates for the increased workload	1	2	3	4
60. I collaborate in the elaboration, adaptation and implementation of the Integrated Language Curriculum	1	2	3	4
61. I fulfil or the bilingual coordinator fulfils all the functions within the APPP	1	2	3	4
62. I communicate or the bilingual coordinator communicates with other bilingual centres and provincial coordinators	1	2	3	4
63. Bilingual education is adequately supported by Education Authorities	1	2	3	4
Other (please specify):	1	2	3	4

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

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