

FINAL PROJECT

SPEAKING IN THE CLIL CLASSROOM: TO WHAT EXTENT DO TEACHERS AND STUDENTS USE ENGLISH IN THE CLASSROOM?

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To Vicenç and my two daughters and son

Abstract

The main objective of this investigation was to determine the effects of CLIL on teachers and students in their oral productions.

The starting point of my research was the theory of Dalton-Puffer (2007) which states that the role of speaking in CLIL classes is minor. My research has been based on gathering information from different sources, to check if this situation is also happening in our schools. Eventually, I have planned some strategies and activities to increase the number of speaking opportunities for Primary School pupils who are taking CLIL.

Resum

L'objectiu principal d'aquesta investigació va ser determinar els efectes del CLIL en els professors i estudiants en les seves produccions orals.

El punt de partida de la meua investigació era de la teoria de Dalton-Puffer (2007), que estableix que la funció de parlar en les classes CLIL és mínima, la meua recerca s'ha basat en la recopilació i recollir informació des de diferents fonts, amb la finalitat de veure si aquest fet també passa a les nostres escoles. Eventualment, he planejat algunes estratègies i activitats per incrementar la quantitat d'oportunitats per parlar en llengua anglesa els alumnes.

Key words

CLIL, oral skills, communicative approach, content learning, language learning, CLIL lessons, scaffolding.

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1 Introduction

I have added a couple of words on speaking because the title is focussed on speaking.

Theory can be very clear on how to use the 4 language skills depending on the student's cognitive level, but in practice, it is not so easy to define the implementation of some of them. That is why this research really aims to analyse to what extent the traditional four language skills are used in CLIL class and speaking in particular so as to establish a comparison with a regular EFL class.

Nowadays, it is commonplace to talk about the importance of maximizing English exposure to our students, and CLIL can be an engaging way to use the English language as a vehicle for instruction. Indeed CLIL methodology endeavours to go further in terms of language acquisition and to use the language not only to communicate effectively in many spheres, but also to convey knowledge and experiences. It is obvious that CLIL has further implications: teachers need to adjust their methodology to ensure that the students understand the content, and they also should stop assuming that understanding is more or less automatic. Some techniques (group work, pair work) and some strategies (cooperative learning, learn by doing) are to be implemented to make sure that students receive a balanced instruction.

In terms of skills, according to the 4Cs curriculum (Coyle 1999), a CLIL lesson should contain: Listening as a normal input activity, vital for language learning Reading as a major source of input Speaking as fluent communication focuses on fluency (accuracy is seen as subordinate) and Writing as lexical activities through which grammar is

recycled. In the light of all this, this study aims to analyse to what extent teachers and students use English in their oral interactions (one of the four language skills) in a typical CLIL lesson (Content and Language Integrated Learning). The findings will be obtained both from questionnaires and interviews to teachers and from CLIL lessons observations.

I will initially introduce the theoretical framework of my study by defining the term CLIL and by briefly talking about CLIL in Europe and the different learning theories that CLIL is based on. I will also explore some theories related to oral skills in CLIL. Next, I will describe the methodology used for the study and, I will present, the results and collection short discussion on the implications of the findings.

2 Theoretic framework

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language.

Do Coyle, Hood and Marsh, 2010

The first question that may come up is... what does the acronym CLIL stand for? The content and language integrated learning (CLIL) is a term that refers to any educational situation in which an additional language is used for teaching contents, and therefore, it is the second or foreign language the vehicle for communication, and not the first language of the students (Marsh and Lange, 2000) (Coyle, 2010). Both Marsh (1995) and Coyle (1999) agree on the importance of using the target language as a vehicle for learning content, but learning language and content at the same time has some implications and a balance of language skills should still be maintained. This definition was to be complemented by Gardes and Pavón (2008), who stated that CLIL is also a methodological style that encourages teachers and students to use the language as a medium of communication, thereby promoting the development of language and content in the process. Coyle (2010) emphasizes that it is not just learning the language and content together it is the relationship between language learning and learning content.

After having defined the CLIL, we should need to know more about its foundations and its position in the area of learning theories. CLIL has two clearly differentiated pillars. One is the learning process of the students in itself and the other is learning of a language, which goes hand in hand in CLIL. First of all, the starting point would be the content learning. CLIL may be based on different areas and that fact makes this methodology very manageable and flexible and can be easily merged into the general methodology of teaching and learning in the school. CLIL is based on building knowledge taking as a reference the works

of theorists such as Vygostky, Bruner, Wood and Bloom. As for the second pillar, that is language learning. CLIL feeds from the works of researchers such as Cummins, Krashen, Brown and Youle, and also from Hymes and its Communicative Competence.

2.1 CLIL in Europe

I think it is important also to see why and how CLIL has been installed in Europe to enlarge our perspective. CLIL started to become popular in the 90s to refer to "all types of provision in which a second language is used to teach certain subjects in the curriculum other than language lesson themselves" (Eurodyce European Unit 2006:8). Since then, many schools around Europe have implemented CLIL for two main different reasons: as an innovation teaching methodology and as a way to achieve the aims of the European Commission regarding multilingualism in Europe.

CLIL programs have spread around Europe very quickly over the last fifteen years, and that explains how important teachers, politicians, students and parents think that being communicative in other language, especially in English is. Despite this fact, I have noticed that it has not been implemented in an equal proportion around the different countries, for example in Spain or Catalunya the proportion of CLIL projects or AICLE is few comparing to countries such as Finland, Austria or Italy. As Vallbona (2009) points out, it's voluntary to each teacher and each school to decide to carry out a CLIL/AICLE project and quite often there is very limited or not training or guidance whatsoever.

There have been lots of studies about the impact of CLIL on students in the last fifteen years. In general, all these studies report positive effects of CLIL on student's oral performance in the foreign language and also on content knowledge. Still more findings are needed bearing in mind the huge differences between CLIL lessons in different countries and even in different schools from the same country, as my research will try to prove.

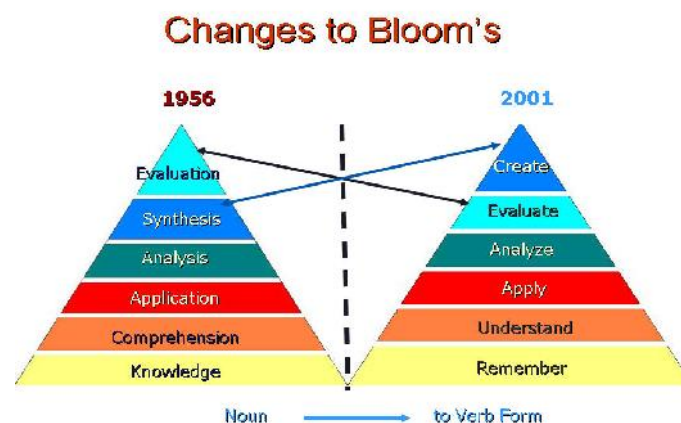
2.2 The learning of content

As stated before, CLIL is a methodology that stem from different learning theories but all of them delve into Vygotsky's social constructivism (1934). Constructivists say that we all have some prior knowledge that allows us to learn. They dismiss the idea that children are blank boards that can be filled with the ideas from the teacher. Learning is not unidirectional, students learn from each other, also the teacher from the students. Another contribution of Vygotsky's work may be the relationship between the development of language and thought. This area, discussed in his book Thought and Language (1934), explicitly recognizes the deep interconnection between the spoken language (speech) and the development of mental concepts. He says that thought and speech are completely linked, and it is not right to take them as two completely isolated elements, as do theorists and linguists who seek only exact equivalents between the two elements.

While thinking and language have different genetic roots, at a certain point of development (about two years), both lines intersect to form a new form of behaviour: verbal thinking and rational language. Knowledge is not something that has happened to the teacher and his students, it is not enough for pupils to learn. Children need to be active to learn either by experiencing, thinking, or by solving problems. Anyhow, the most relevant point from social constructivism is that we learn from interaction with others, without this interaction no concept is learned. The help of the teacher is therefore very important as a guide and the students themselves are building scaffolding. This guidance is needed for pupils' learning. Vygotsky developed the term of ZPD (Zone of Proximal Development), which is a gap or distance between actual development and a higher level which could be achieved with the teacher's guidance and appropriate scaffolding. Scaffolding provides structures of support which enable learners to operate within ZPD. This scaffolding can be very wide by modelling, exemplification, repetition, simplification, instructing, reinforcement, questioning, classification and more.

Constructivists believe that we build up our new knowledge on the prior knowledge and through new experiences by interaction with the environment. When students learn something without any kind of connexion with their prior knowledge, they memorize rather than learn but these concepts are quickly forgotten. We do not learn what the teacher says, rather we are ready to learn or not, and that's why motivation plays such an important role in the learning process. The more significant is the learning, the more functional it becomes ; the wider knowledge foundations are, the easier to learn new skills as students can relate it to more new knowledge.

Referring to the importance of finding the connexion between new concepts and the prior ones, it is important to mention the thinking process. Bloom's taxonomy (1956) categorises different types of thinking that connect the thinking process to the learning process of the social constructivism. It was created under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating, rather than just remembering facts (rote learning). The cognitive process dimension consists of lower- order thinking to a higher-order thinking, both of which are integral to effective learning. An adjusted model was produced by Anderson and Krathwohl in 2001 in which the levels five and six (synthesis and evaluation) were inverted:



Bloom vs. Anderson/Krathwohl by Leslie Owen Wilson 2006

Finally and as it has been said before, it is essential to provide pupils with structures of support so that they can operate within ZPD (zone of proximal development), and in CLIL lessons teaching materials have to provide a strong initial scaffolding and need to be adapted to each pupil's learning pace. That external scaffolding will be gradually withdrawn as the patterns are internalized by the pupils. In this sense, instructional tasks should pose problems than can be solved with help but which pupils could not successfully complete on their own. That's why I believe that the teacher's role is so important. She/he must always accompany the pupils and monitor the pace of learning, and thanks to appropriate scaffolding they will be ready for improvement. We may talk about five features of scaffolded teaching in CLIL:

Intentionality: The unit has a clear overall purpose driving any separate task or activity that contributes to the whole.

Appropriateness: Instructional tasks pose problems that can be solved with help but which students could not successfully complete on their own.

Structure: modelling and questioning activities are structured around a model of appropriate approaches to the task and lead to a natural sequence of thought and language.

Collaboration: the teacher's response to student work recasts and expands upon the students' effort without rejection to what they have accomplished on their own. The teacher's primary role is collaborative rather than assessor.

Internalization: External scaffolding for the activity is gradually withdrawn as the patterns are internalized by the students.

CLIL Training for Primary teachers:

Deepening the CLIL methodology and practice

2.3 The learning of the language

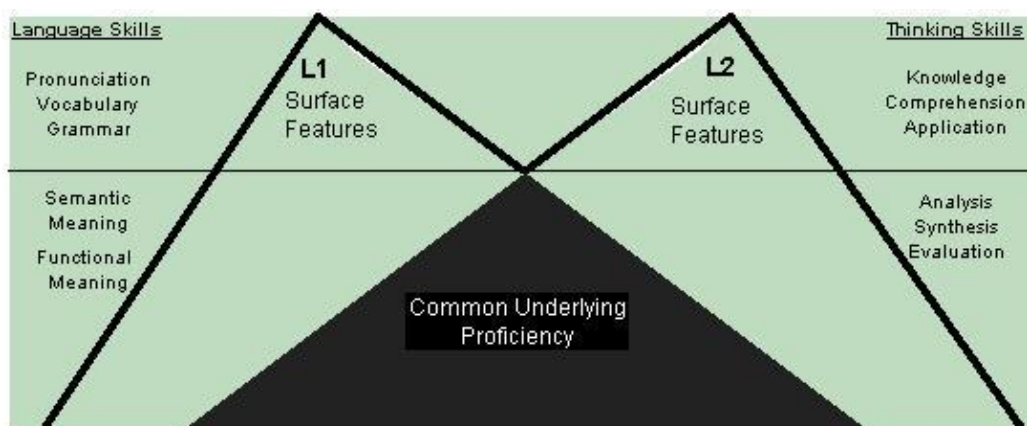
The second pillar of a CLIL lesson is obviously language learning, and more specifically the second/foreign language acquisition.

As I mentioned before, CLIL is a methodology which mixes different language learning theories. However, all of them have the same connection, the communicative approach. Consequently I think it is key to go through the main language theories to be able to understand where CLIL stands on.

Cummins has explored the relationship between language and cognition and also the role of the mother language (L1) in second language acquisition. Since 1979 he has conducted many studies in Europe and he has developed the Developmental Interdependence Theory. That theory suggested that growth in a second language is much dependent on a well-developed first language (J. Cummins 1995). When a student is acquiring a second language (L2) he is both benefited and hindered by his native language (L1). In his native language there are certain rules in pronunciation and syntax that may differ from those of the second language and interfere with his or her use of the new language. On the other hand, native language literacy and cognitive development in the native language will help a student to learn a new language by a transferring of concepts from one language to the new one.

In addition to being affected by L1 factors, second language acquisition (L2) is also affected by the amount of exposure, the availability of language models, and the affective filter (that is the emotional conditions which may affect learning - i.e. fear, anxiety, poor self image, lack of motivation). This last factor seems to be especially important for the learner, since it affects the child's tolerance for his/her own errors, and the degree to which the child develops self-confidence in L2.

Cummings mentions five stages of second language acquisition, ranging from BICS (basic interpersonal communicative skills) and CALPS (cognitive academic language proficiency skills).



Linguistic Interdependence Model. Jim Cummins

Linked to that, there is the now widely embraced idea of the importance of Communicative Competence (cf. Hymes 1974). Communicative language teaching (CLT) or communicative approach starts from a theory of language as communication. The first theorist to elaborate was Hymes at the beginning of 70's. He proposed the notion of communicative competence, that is, the knowledge necessary to use language in social context, both as an object of linguistic inquiry and as communication and culture tool. Hyme's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. For him, a person who acquires communicative competence acquires both knowledge and ability for language use in terms of:

1. Whether (and to what degree) something is formally possible
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available
3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and aveluated.
4. Whether (and to what degree) something is in fact done, actually performed and what its doin entails

Hymes, 1972: 281

Many different authors or theorists such as Canale and Swain or Bachman have added on Hymes' Communicative language approach, and they have developed the following characteristics of this communicative language theory:

1. Language is a system for the expression of meaning
2. The primary function of language is to allow interaction and communication
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Approaches and methods in language teaching.

J. C. Richards and T. Rodgers (1986, revision 2007)

Hence, both the communicative approach and the Developmental Interdependence Theory are the foundations of CLIL as well social constructivism theory. The relationship between content and language needs to be in constant interaction to be able to build learners' knowledge. Without language we cannot learn content within its entire context. That is why CLIL methodology ought to carefully encourage that this symbiosis is actually taking place.

2.3.1 Oral skills in CLIL.

The term 'oral skills' covers many skills that are involved in the act of speaking. The aspects of speech that have generally been evaluated in oral exams are communication skills, intelligibility, accuracy and the adequacy of the language, but also the proficiency in pronunciation, intonation, stress and fluency are part of this oral skills. Since late 90's, despite the different ways to implement the CLIL classroom, research indicates that CLIL objectives remain constant, and the ones I am going to focus on are:

- Student should be given opportunities to use language/s in a variety of settings and contexts in order to enable them to operate successfully in a plurilingual and pluricultural Europe.
- Young people need support in developing specific and appropriate inter-cultural as well as linguistic knowledge skills and strategies, in order to function as autonomous mobile European citizens.

David Marsh, University of Jyväskylä, Finland.2001

In the same direction, Do Coyle (1999) talks about the 4Cs framework for CLIL. A CLIL lesson is not a language lesson neither a subject lesson transmitted in a foreign language. According to the 4Cs framework, a successful CLIL lesson should combine the elements of content (such as subject matter, themes, cross-curricular approaches) and focus on the interrelationship between content (subject matter), communication (language), cognition (thinking) and culture (awareness of self and 'otherness') to build on the synergies of integrating learning (content and cognition) and language learning (communication and cultures). It suggests that effective CLIL takes place as a result of this symbiosis, through:

- Progression in knowledge, skills and understanding the content.
- Engagement in associated cognitive processing
- Interaction in the communicative context
- Development of appropriate language knowledge and skills
- The acquisition of a deepening intercultural awareness, which is in turn brought about by the positioning of self and 'otherness'

CLIL. D. Coyle; P. Hood; D. Marsh 2010

CLIL seems to stress face-to-face oral interaction and fluency in a meaningful and significant context. One can also say that CLIL has a great potential to improve, oral communication skills, accuracy, fluency or even pronunciation and intonation. Therefore, the more time of English exposure the better for learner, as Cummings pointed out. Also, Dalton-Puffer (2008) state the same idea that more hours of CLIL input will produce better communicators in terms of quantity, creativity as well as risk-taking. Anyhow, students's language competenceneeds to be complemented somehow, because the same research points out that under CLIL conditions certain aspects of language competence tend to be somehow underdeveloped.

Language competencies favourably affected or unaffected by CLIL

Favourably affected	Unaffected or Indefinite
Receptive skills	Syntax
Vocabulary	Writing
Morphology	Pronunciation
Creativiti, risk-taking, fluency, quantity	Informal/non-technical language
Emotive / effective outcomes	Pragmatics

Dalton-Puffer. 2008

The table above shows that learners might have some communicative competence but yet not well balanced achieved. Therefore in order to achieve the goals of communicative skills, teachers need to facilitate assistance or guideness to learners. This language scaffolding has been clearly defended by Do Coyle (2010), she designed the Language Triptych to be able to reconceptualise Language learning and it has three different 'kinds' of languages:

Language OF learning. This language is based on an ANALYSIS of the language needed for learners to access basic concepts and skills related to the subject them or topic. The teacher must analyse the content, cognition and culture to find the language of learning.

Language FOR learning. This language is the kind of language which all learners need in order to operate in a foreign language environment. Teacher must give support for this language in CLIL classroom ADDING language for discussion, for effective group work skills, for research skills.

Language THROUGH learning. This language appears in the CLIL classroom because learning does not take place without active involvement of language and thinking skills. This is the new language that will happen during the lesson. Teachers must APPLY it by collecting it and going into it again in following lessons. BICS/CALP.

CLIL Training for Primary teachers:
 Deepening the CLIL methodology and practice



It is well known how challenging it is to try to get students to speak in a foreign language in any formal education context (Brown and Yule, 1983). This is due to several factors such as the organization of the students in the classroom (in rows rather than in groups or pairs), the frequent refusal of the teacher to allow interaction unless not the kind of "question - answer" (Menegale, 2009) or the absence of the type of activities that can effectively stimulate and oral communication and interaction. This is particularly relevant in CLIL classrooms where, as Dalton-Puffer (2007) suggests, speaking tends to be the least used skill, despite its importance in the communicative dimension. As he states in a latter article: "It is neither the subject nor the content designed for interaction, but the means through which transports content" and in this case the medium is English.

It is precisely when we talk about communication that CLIL lessons differ from EFL lessons, because in CLIL lessons pupils need to develop the Communicative Competence even more. It is crucial for pupils to communicate the content and also the process they have been applying to get a certain result. Dalton-Puffer (2008) emphasizes that more research needs to be done in this direction so that one day the interface of traditional EFL and CLIL can be articulated more clearly. This would also be in the interest of doing justice to the strengths and weaknesses of different approaches to foreign language education.

The main goal of this project would be to replicate the study of Dalton-Puffer (2007), about the use or not of oral skills of students in CLIL subjects in our

classrooms although in a smaller scale. I would also like to observe what the main general reasons are and why this oral skill is not developed fully. Finally I would tentatively try to offer ways to increase the use of oral skills in the CLIL classroom.

3 Study

In order to conduct my study I have followed a qualitative constructivist orientation. I am going to describe the research tools used to conduct my research.

3.1 Contextualization of my research

My main research question explores: How teachers can combine such a huge important learning process in CLIL and both teachers and students feel about it. In order to develop my research I have done several questionnaires and interviews to teachers, while CLIL lessons were being implemented.

Data collection took place in three different schools in Tarragona's province, Secallets School in Comarruga, Escola Vilaseca and also Joan Miró School in Miami Platja. I have also included data coming from a Teacher Training course I have been allowed to attend during my Placement period.

The three schools are very different; Comarruga's school is a small school with students coming from middle-class families with very few immigrants. Vilaseca's school is much bigger and students come from middle-class and well-being families. Finally, Miami Platja's school has students from lower-class families and also a very open enrolment, with students coming and going throughout the year.

3.2 Methodology

The research methodology is qualitative constructivist for different reasons. According Latorre Corner and Arnal (1996) qualitative constructivist methodology is based on a study of reality (holistic) where the interpretations are built from the obtained data (inductive) and it is oriented to understand the social phenomena (ideological).

Latorre, Rincon and Arnal (1996) claim that the first feature is that research is exploratory and descriptive in nature. The second characteristic implies that research is performed based on intentional information obtained and therefore cannot be generalized (the sample is too small to be generalized). The third characteristic is that the investigation should be carried out in a natural environment, which is not controlled. In this case, students were not removed from their class and they followed the same routine.

3.2.1 Interview

The interview, among many definitions (Grawitz, 1984: 188; Aktouf, 1992:91; Mayer and Ouellet 1991: 308) is defined as the conversation of two or more people in a particular place to deal with an issue. Technically, it is a scientific research method used to collect verbal information regarding a particular purpose.

Lopez and Deslauriers (2011:3) add:

"It includes other features of the interview, including the fact that the researcher is the research instrument and is not a protocol or interview form. The role involves not only get answers, but also learns what questions to ask and how to make them (Bogdan and Taylor, 1996:101). In this communication process, the researcher encourages the speaker to talk about what he knows, seeks to extend the conversation to learn more about ways to understand and get as defined reality and the links are established between elements of the phenomenon being studied.

Thus, the interview is an artificial process in which the relationship between the researcher and the informant is secondary, in other words, it is not an end in itself, but looking outside the two participants with a utilitarian purpose and not depends on mutual interest. "

As the above definition argues, in my case I wanted to know more about what teachers think when they are using English in the classroom. There were 6 interviews to teachers who teach other subjects in English (Arts and crafts) using a CLIL approach. I included close and open questions but as the interview was

progressing, in some cases I let the teacher talk more about interesting items and I left aside the script set a bit.

Each interview consisted of 18 questions and I structured them in 3 parts, the opening questions to gather information about the teacher and their formation and also about the school. Secondly a middle section with questions to explore the topic and how teachers use the oral skill and CLIL activities in a CLIL lesson, and finally there were the open-ending questions so as to give the opportunity to teachers to add any additional comment and to express their own opinion. The interviews to teachers took a long time and with open questions so that they could express more openly their feelings and perceptions, as they say Lopez and Deslauriers (2011:3) that "the researcher stimulates the speaker to talk about what he knows, seeks to extend the conversation to learn more about ways to understand and learn how to define reality and the links that exist between the elements of the phenomenon under study".

3.2.2 Questionnaire

The questionnaire is a tool, according to Cases (2006), that is useful to gather information in a relatively short time. The types of questionnaires that I used were closed questionnaires. Regarding this type of questionnaire, Casas (2006) says that the results we are seeking are brief and specific, but you can also give various alternative answers. In my study I used what is called checklists since they were brought into practice after some adjustments.

According to Pastor (1999), the checklists can be used to assessing whether objectives have been achieved. This instrument can be used by the teacher or by the students, to have a follow up.

Two the main aims of these questionnaires were to analyse what the students think about CLIL and to evaluate the results of my project.

I started with a resource published on the Internet, the "CLIL Matrix" [<http://archive.ecml.at/mtp2/CLILmatrix/>]. It is "an awareness-raising and training tool for teachers" which is concerned with CLIL. Most of the questions

about CLIL methodologies and quality are derived from this website, and have been adapted to my goals.

I have grouped the questions into four topics:

- CLIL Content focus, to analyse the lessons mainly focused on the content
- CLIL Methodologies, some questions on the methodologies
- CLIL Language focus, to analyse the lessons mainly focused on the language
- CLIL Feedback, to evaluate the students' opinions of CLIL lessons and general.

The questionnaires were done to 10 teachers from different schools and students are from 3 different schools (Comarruga, Vilaseca and Miami Platja) and 13 students per each one and the criterion of this sample was a mixture of levels and parity between boys and girls.

3.3 Data collection

Once collected the data from the interviews and questionnaires, from both students and teachers, I started my observations in which I analysed, compared and saw the development of spoken English in CLIL.

3.3.1 Teachers' interviews

As I have mention before have structured the interviews into 3 different parts, and on this part of the data collection. I am going to focus on the middle and final part. The sources were:

Teacher 1 is from Comarruga's school

Teacher 2 is from Vilaseca's school

Teacher 3 and 4 are from Miami Platja's school

Teacher 5 is from Rocabruna School

Teacher 6 is from L'Ametlla de Mar's school

MIDDLE PART

This part contents 7 questions:

1. Do you speak English all the time?
2. If not, when do you use Catalan, and Why?
3. Do the pupils use English to communicate with the teacher?
 With other pupils?
 With the rest of the class?
4. When do they use English? To explain content?
 To ask for material?
5. Are the 4 skills present in CLIL lessons? Speaking? Average:
 Listening? Average:
 Reading? Average:
 Writing? Average:
6. Have you planned your sessions to be able to include the 4 skills?
7. Which activities do you use most to work each skill?
 Speaking?
 Listening?
 Reading?
 Writing?

And here are two brief extracts for illustration:

Extract 1. Answers from Comarruga's school teacher

NO		
code switch, clarify content		
YES		
YES		not spontaneous or natural
YES		only in framed activity
YES		only in framed activity
YES		
30%		
50%		
20%		
10%		arts and craft not much of it
YES		more importance to content
Speaking? group 3, pair work, plenary		
Listening? modelling, videos of realia		
Reading? work sheet with short and real text		
Writing? project, gathering information		

Extract 2. Answers from Miami Platja's school teacher

NO		
clarify content		
YES		only to ask for material need
	NO	
	NO	
	NO	
YES		only in framed activity
10		
60		But is easy to change to L1
20		
10		arts and craft not much of it
	NO	Difficult pupils even in L1
Speaking? asking for material that they need to do project		
Listening? to the teacher		
Reading? instructions from worksheets		
Writing? title, instructions, labels,		

Extract 3. Are the 4 skills present in CLIL lessons?

	Comarruga	Vilaseca	Miami Platja	Miami Platja (2)	Rocabruna	L'Ametlla	TOTAL
Speaking	30%	10%	10%	10%	20%	40%	20%
Listening	50%	50%	60%	60%	60%	40%	53%
Reading	20%	30%	20%	20%	10%	10%	18%
Writing	10%	20%	10%	10%	10%	10%	12%

FINAL PART

This part contains 5 questions:

1. How do you feel during CLIL lessons, about the 4 skills?
2. What do you think that pupils feel during CLIL lessons?
3. Do you think teacher's formation is necessary to develop CLIL lessons?
4. Which kind of formation do you think you need?
5. What do you think about the minor use of oral English?

And here are two brief extracts for illustration:

Extract 1. Teacher from Comarruga's school

very comfortable and happy how it is going on

They like a lot very motivated.

Trip to Comic Exhibition in Barcelona

Absolutely

CLIL theories, Good English command and
 different projects experience to share

Few activities to promote it

Short of time

Extract 2. Teacher from Rocabruna' School

Sometimes they do not understand me

But enjoying it

They enjoy the projects

Absolutely

Related to methodology

Good English command

They do not feel comfortable with the language

3.3.2 Teachers and students' questionnaires

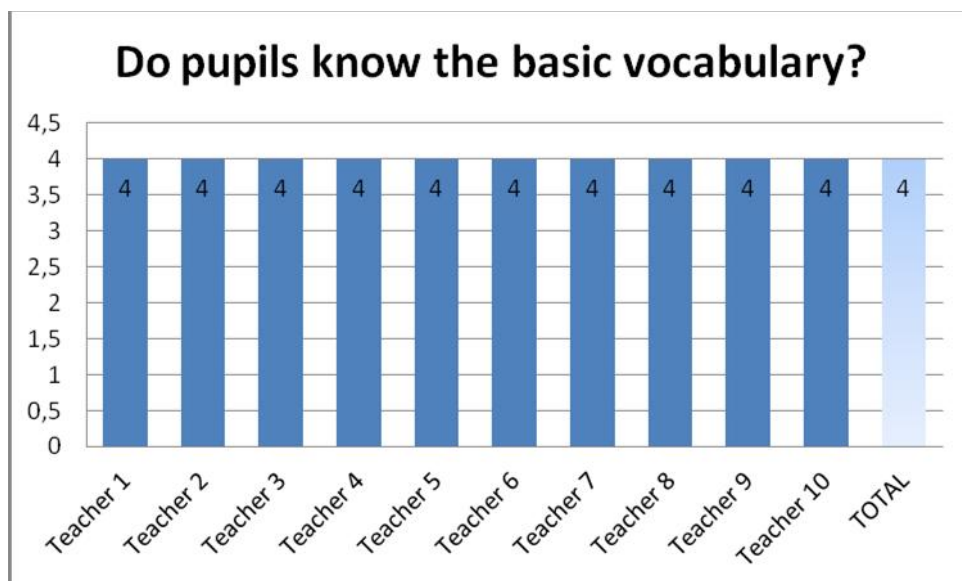
Once the questionnaires were done I had to process the information with the following graphics.

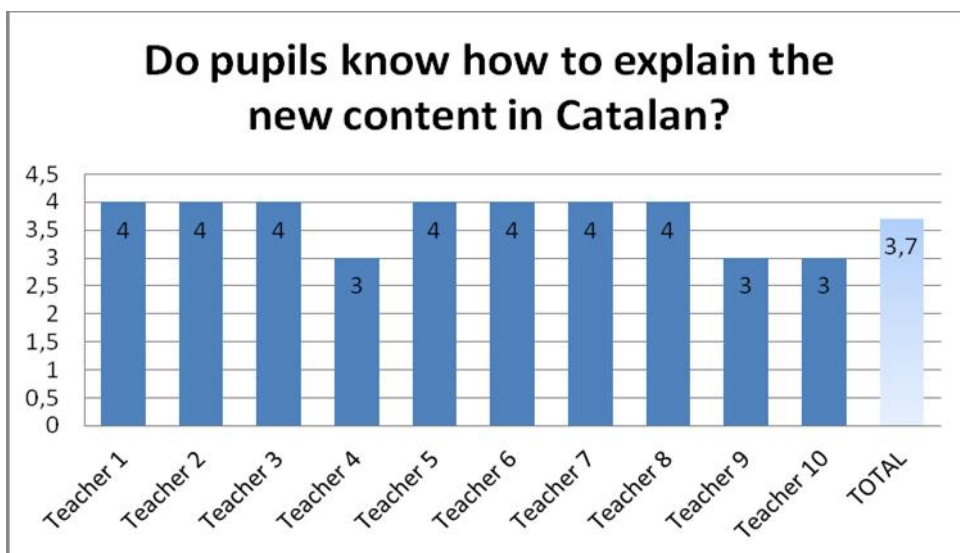
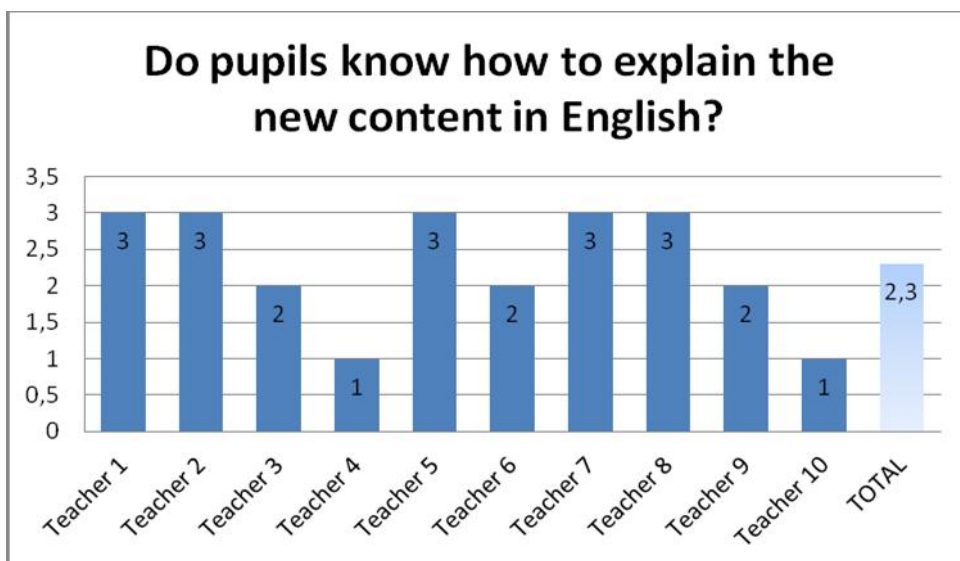
The legend:

Very much	Much	Not much	Hardly at all
4	3	2	1

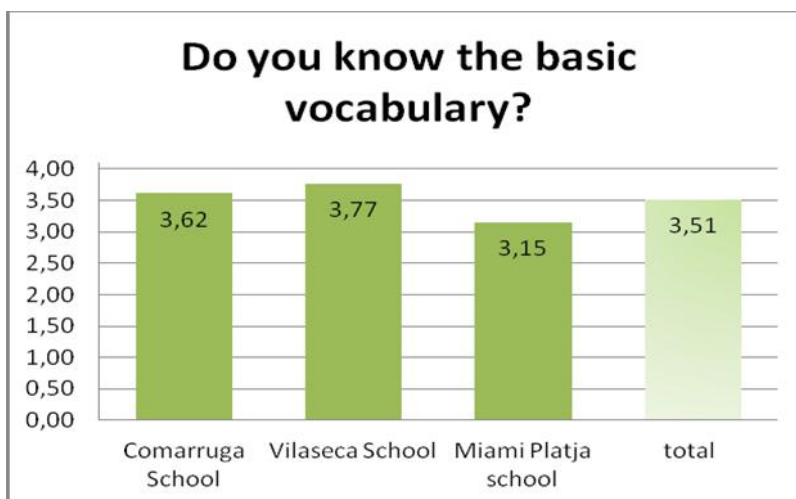
- Teacher 1 is from Comarruga's school
- Teacher 2 is from Vilaseca's school,
- Teacher 3 and 4 are from Miami Platja's school
- Teacher 5 is from Rocamora's school
- Teacher 6 is from Montbrió's school
- Teacher 7 is from l'Atmetlla's school
- Teacher 8 is from Reus' school
- Teacher 9 is from a private school in Reus
- Teacher 10 is from a private school in Reus

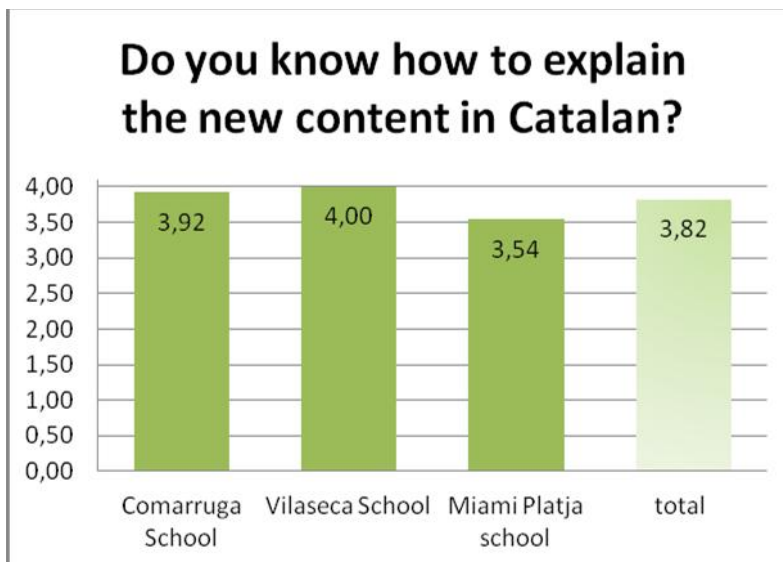
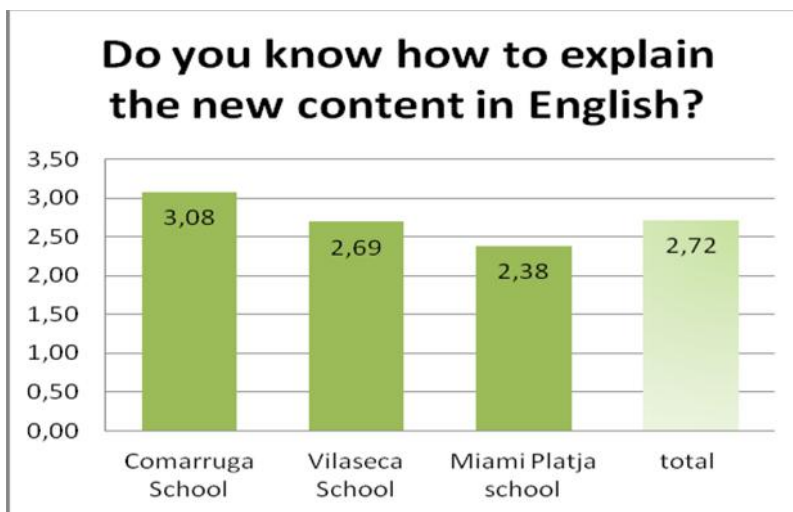
3.3.2.1 CLIL content focus





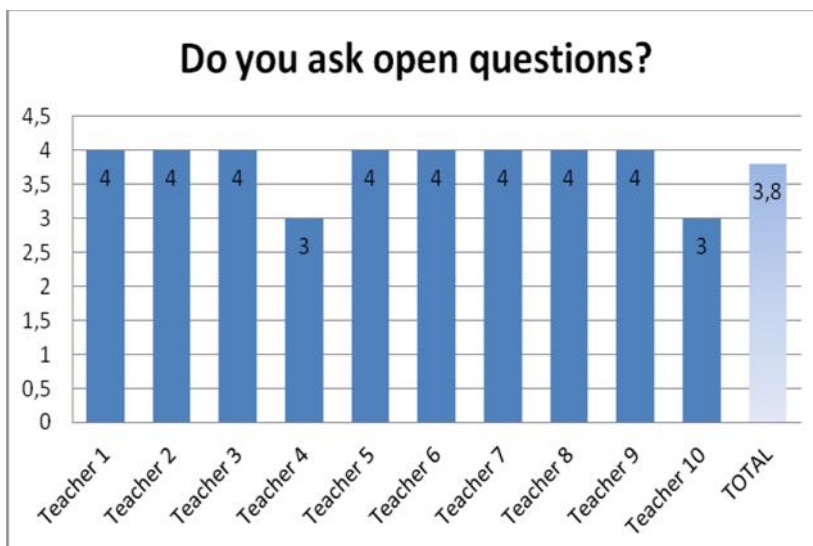
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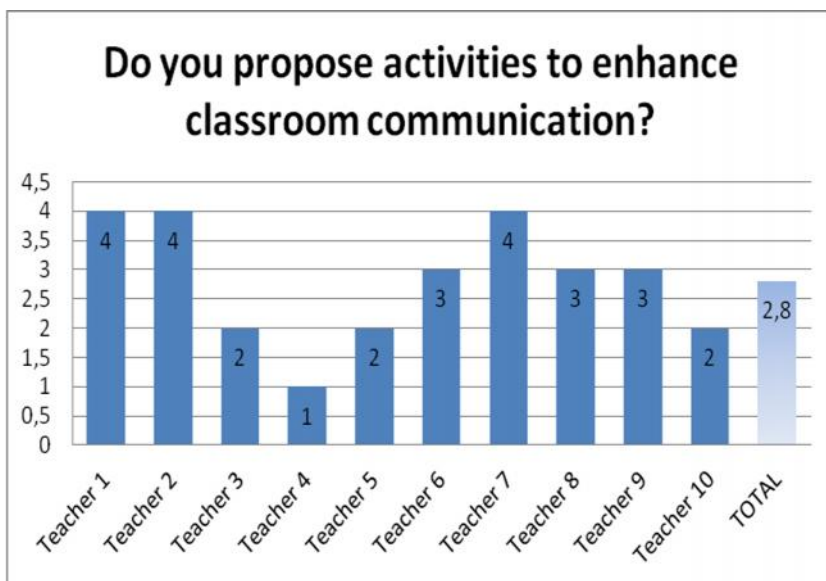
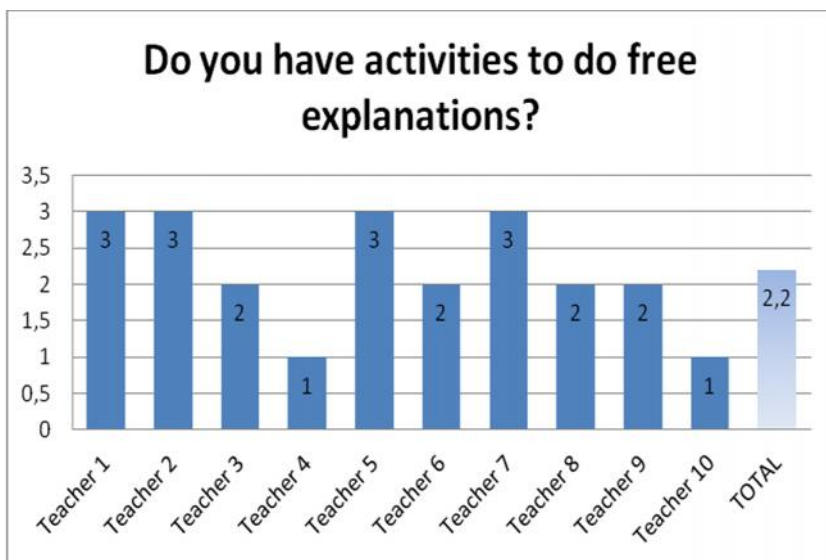
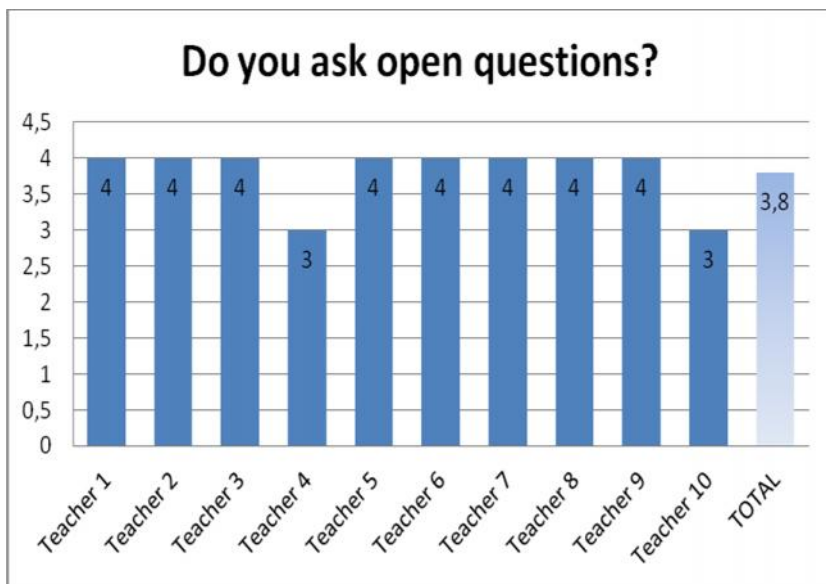


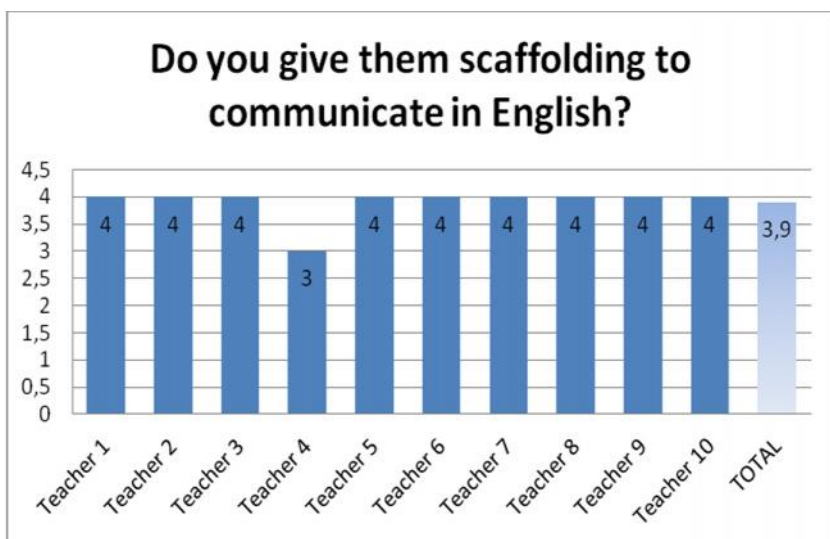
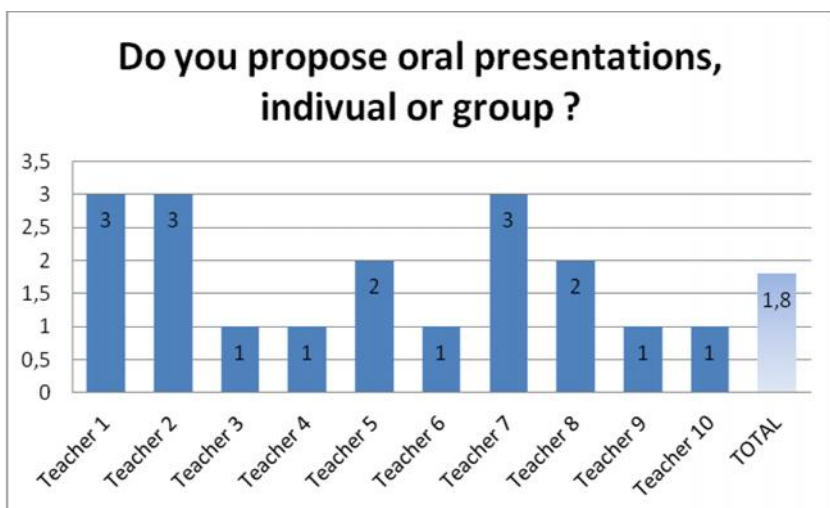
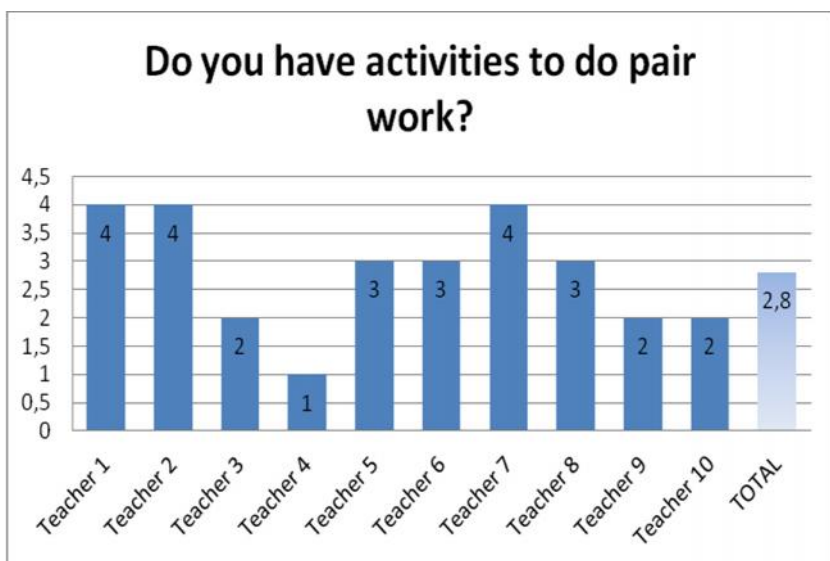


3.3.2.2 CLIL methodology focus

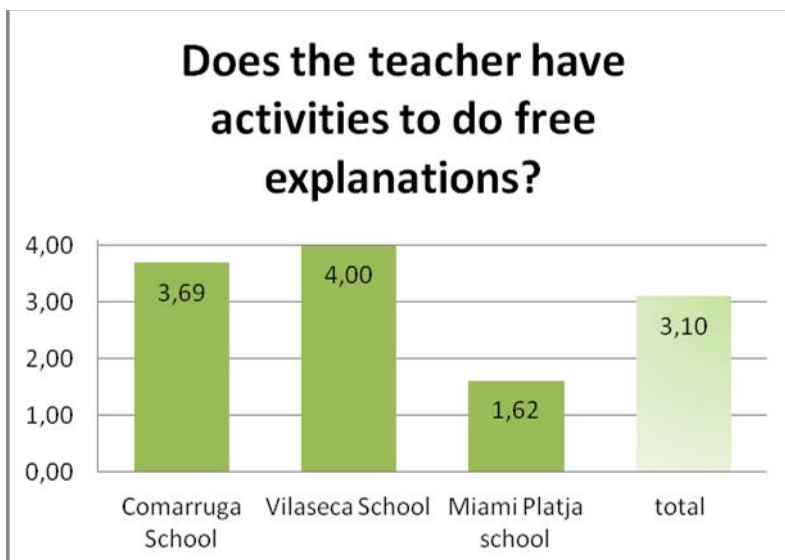
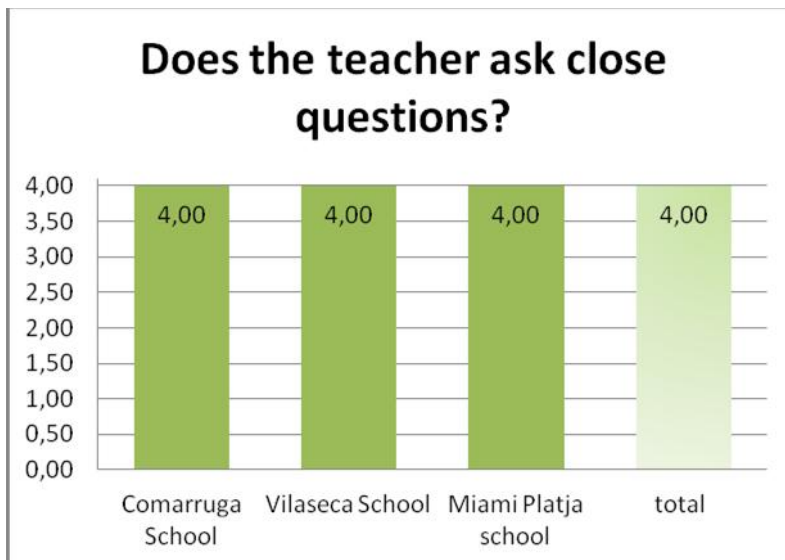
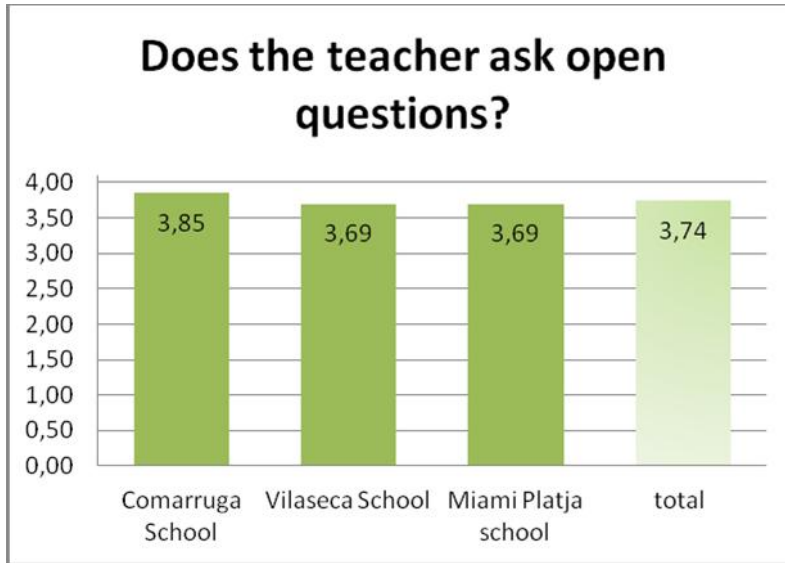
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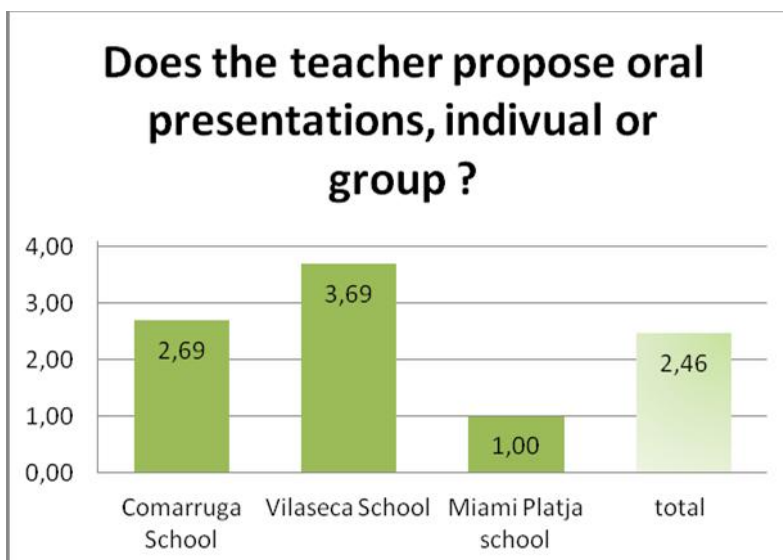
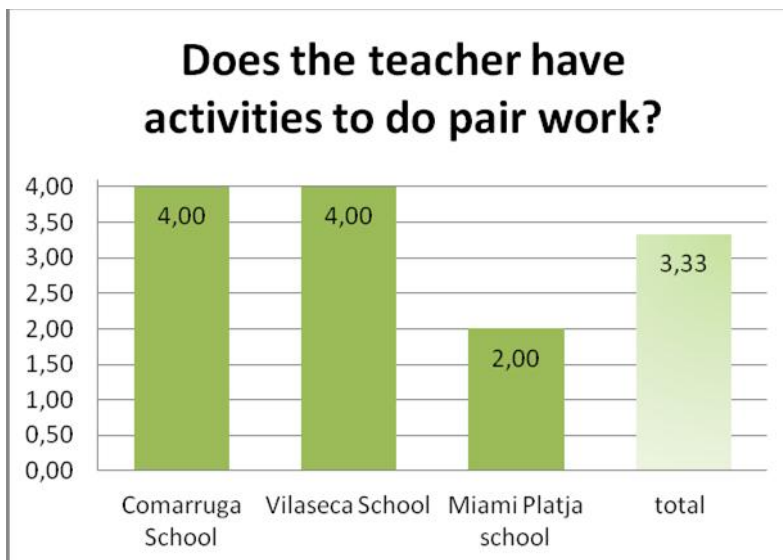
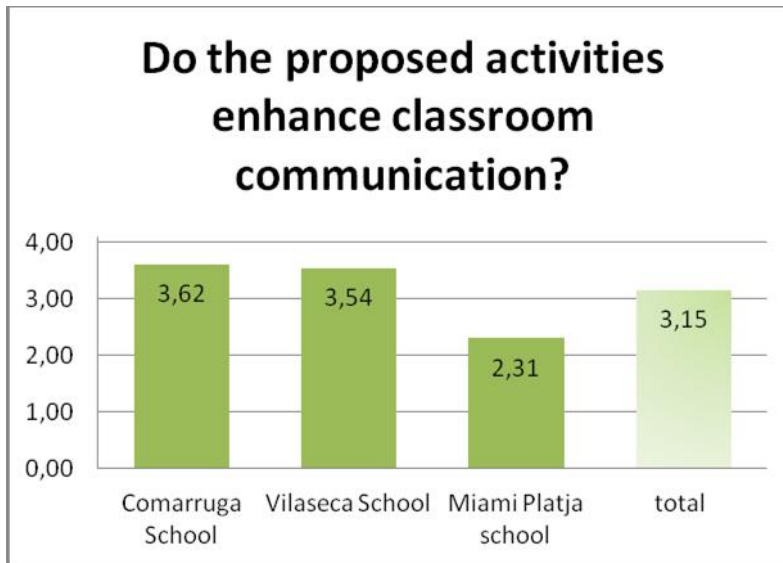


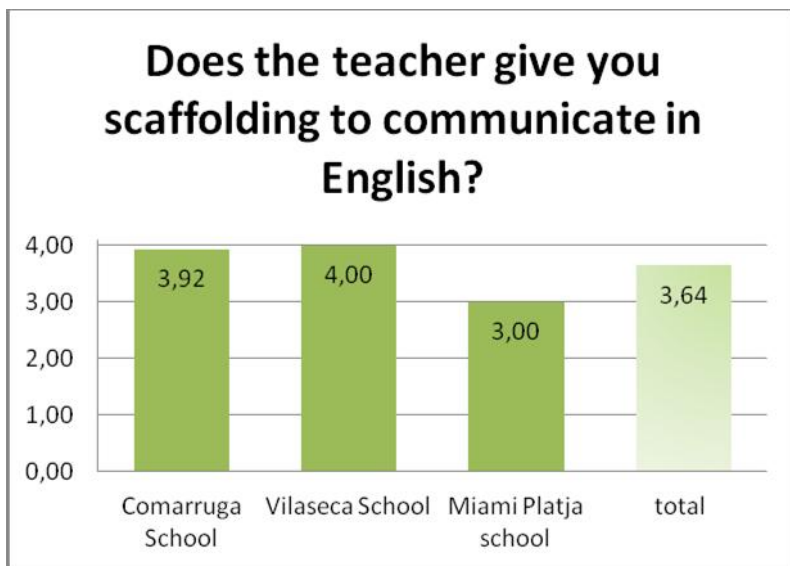




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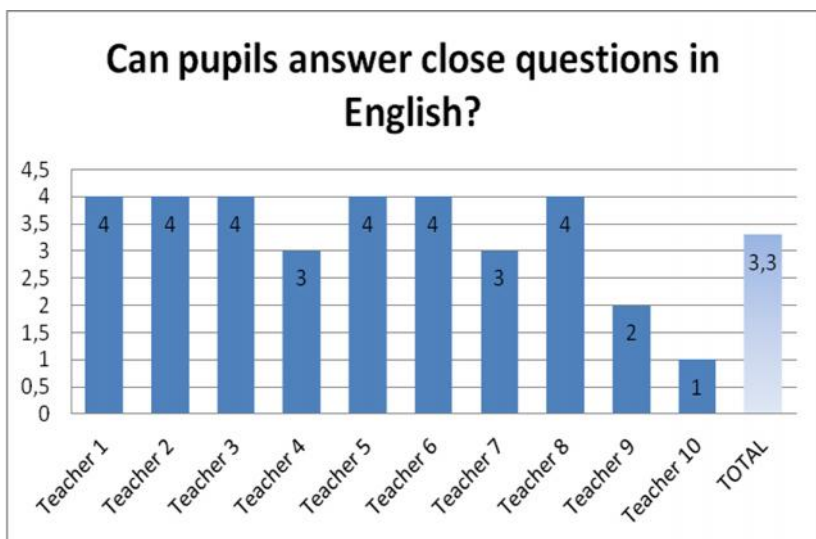
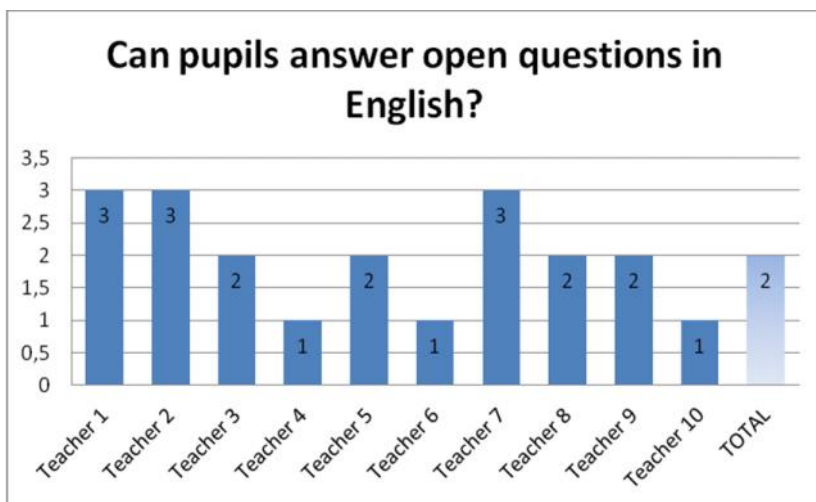


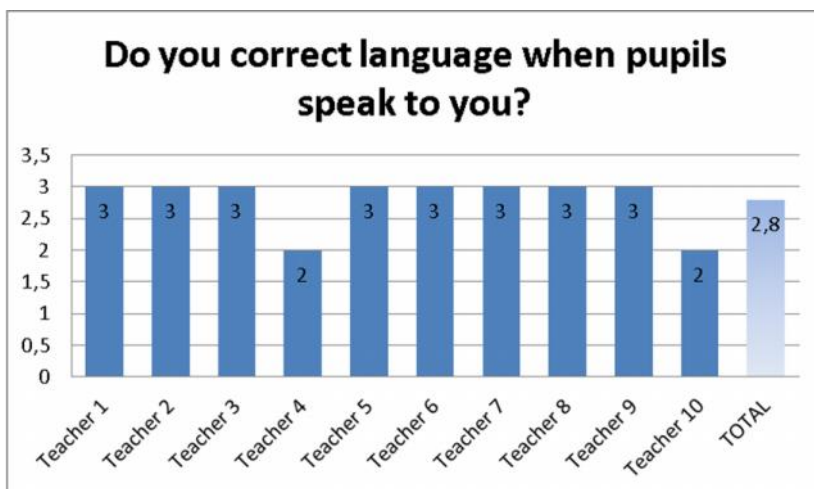
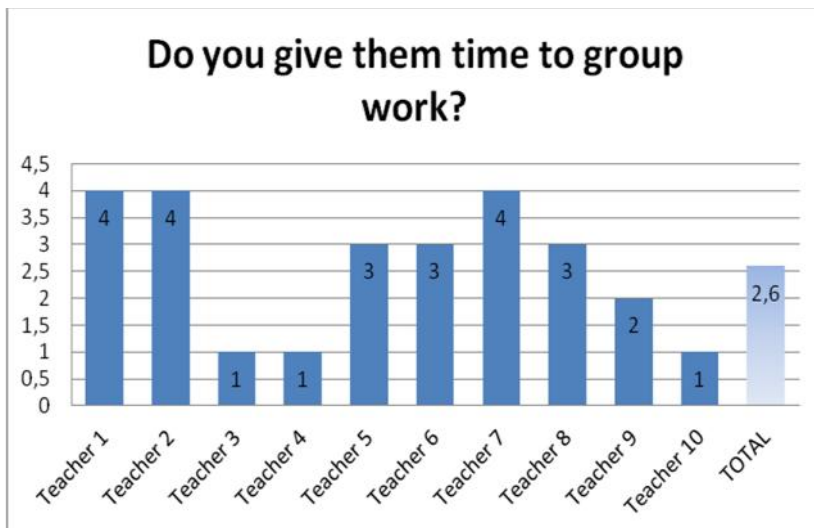
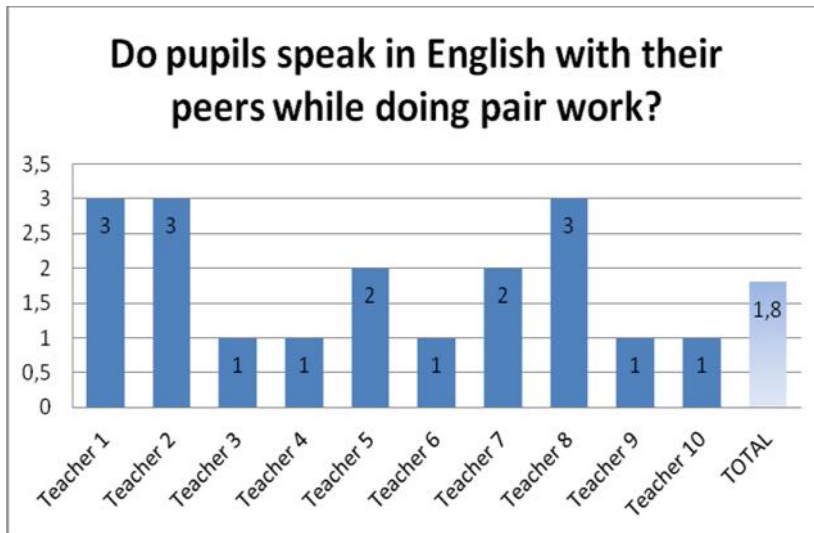


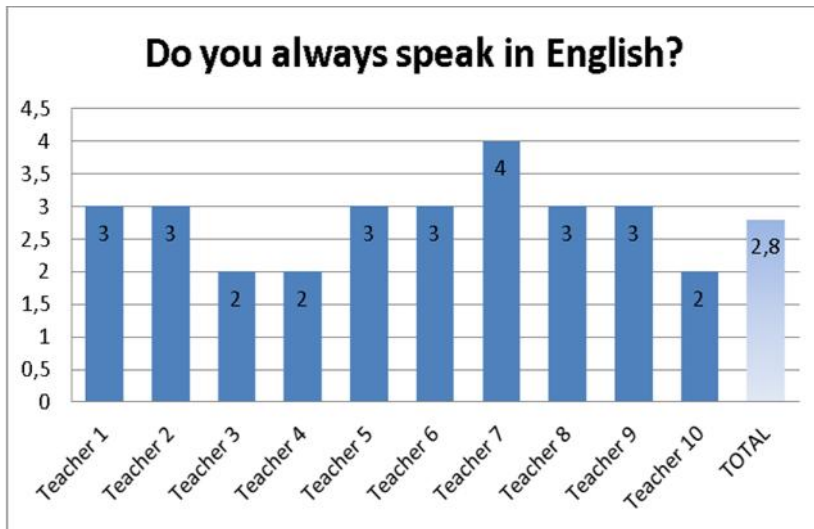


3.3.2.3 CLIL language focus

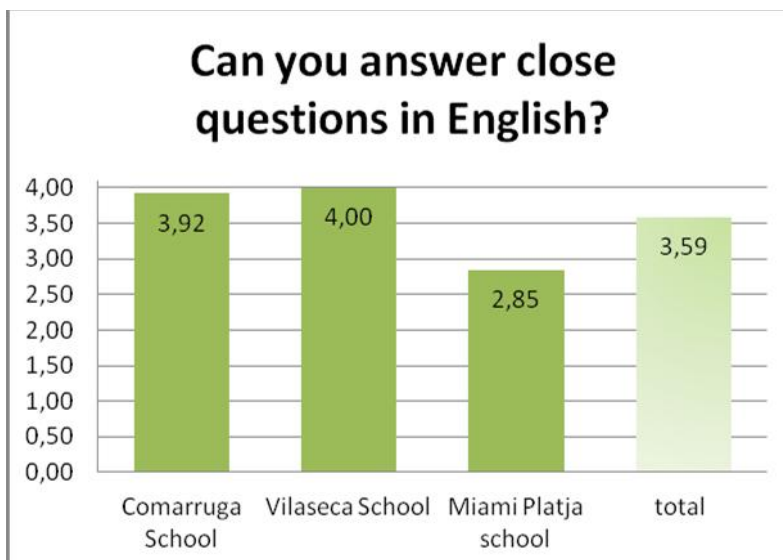
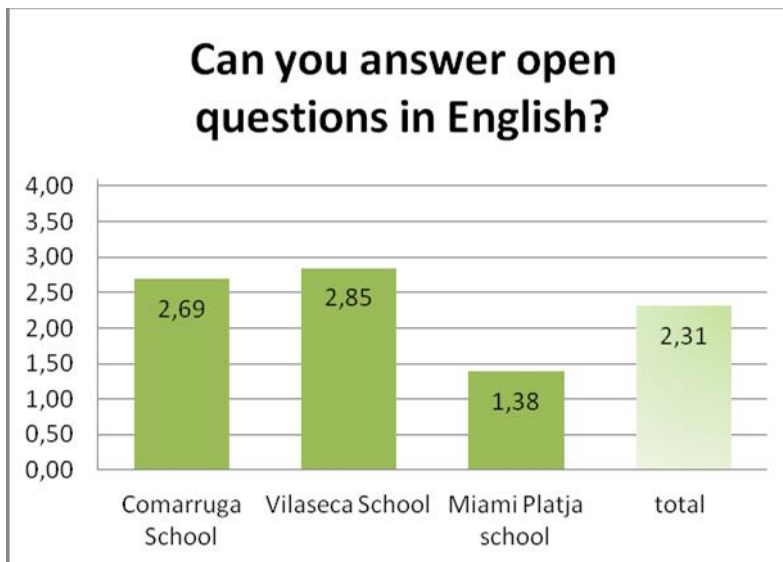
Teachers:

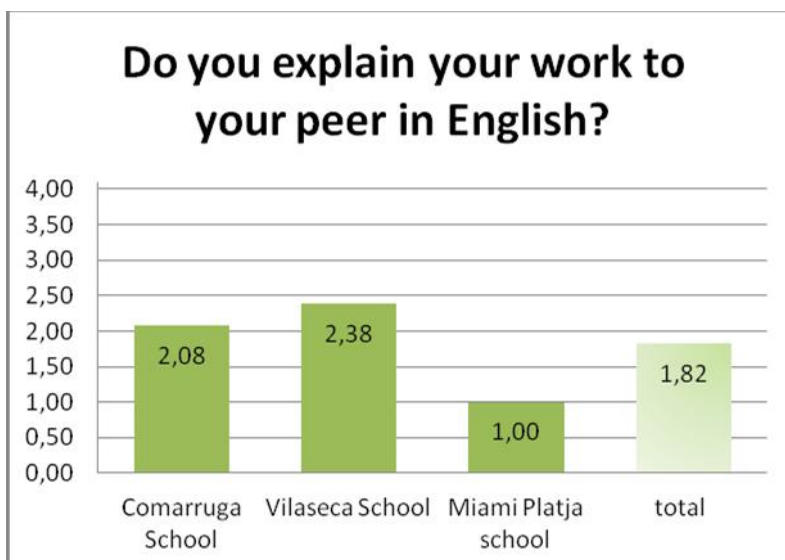
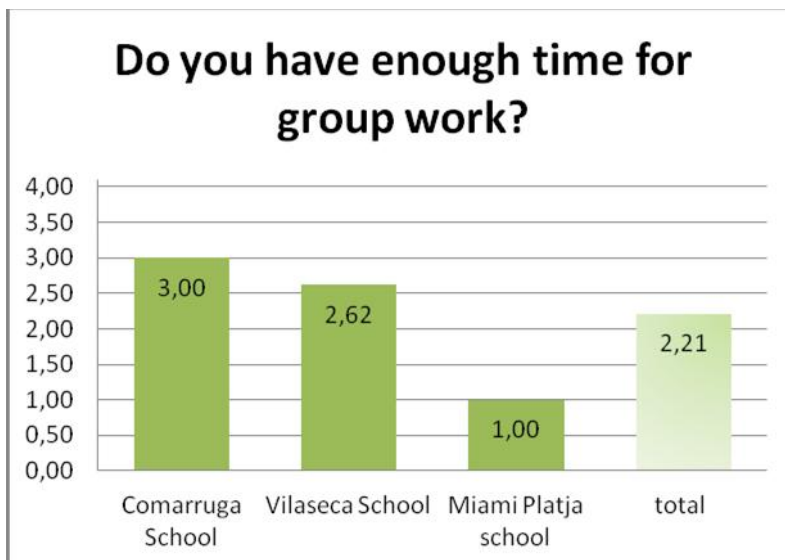
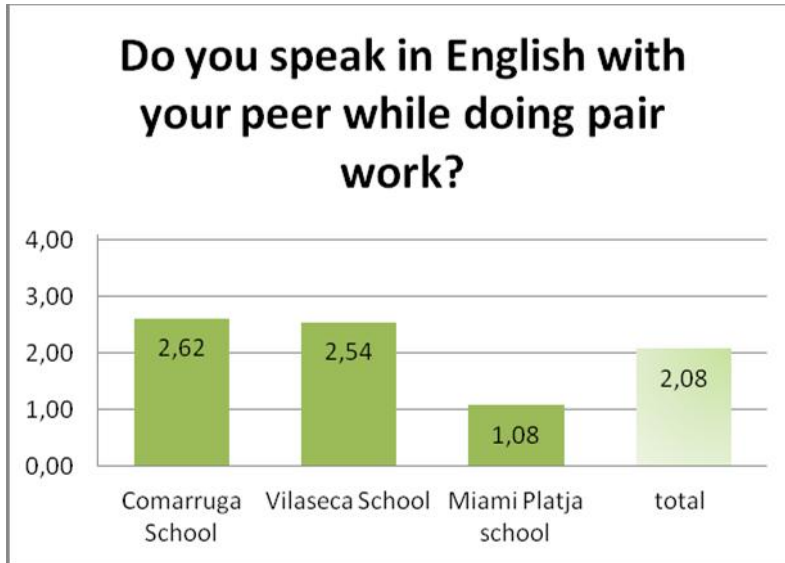


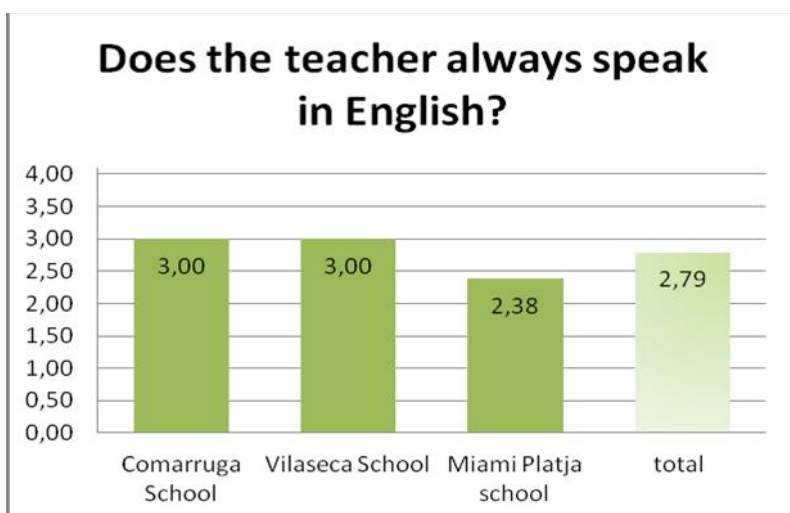
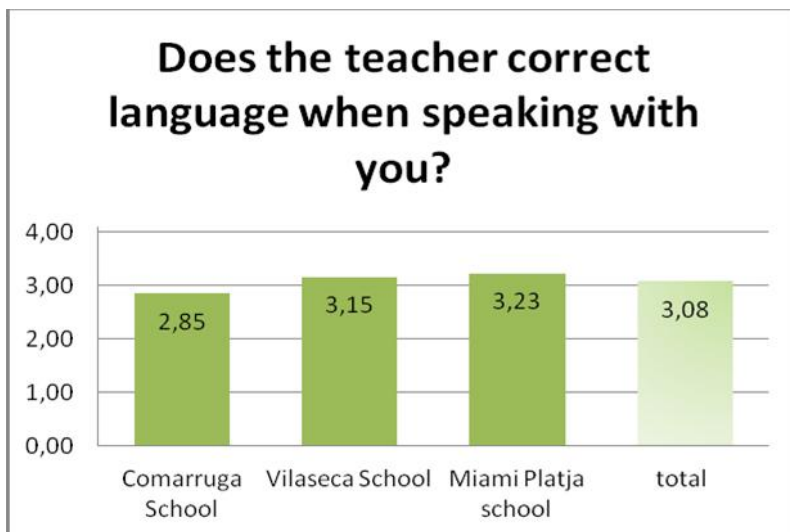




Students:

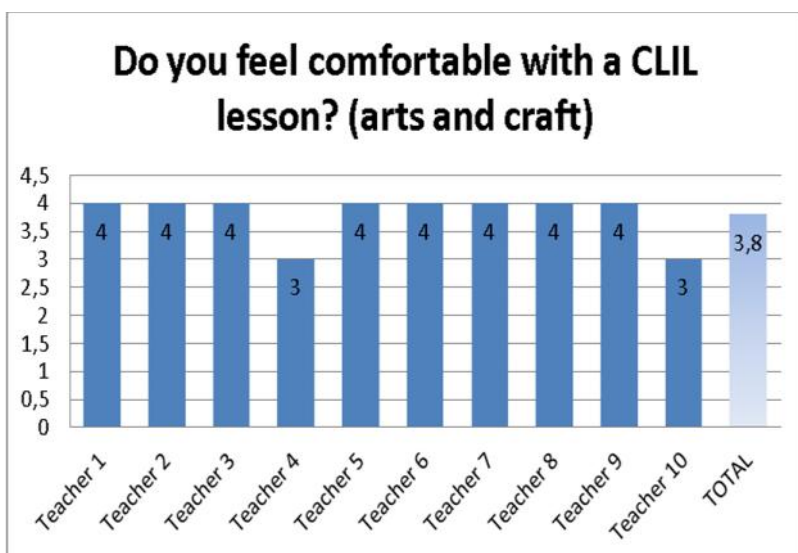


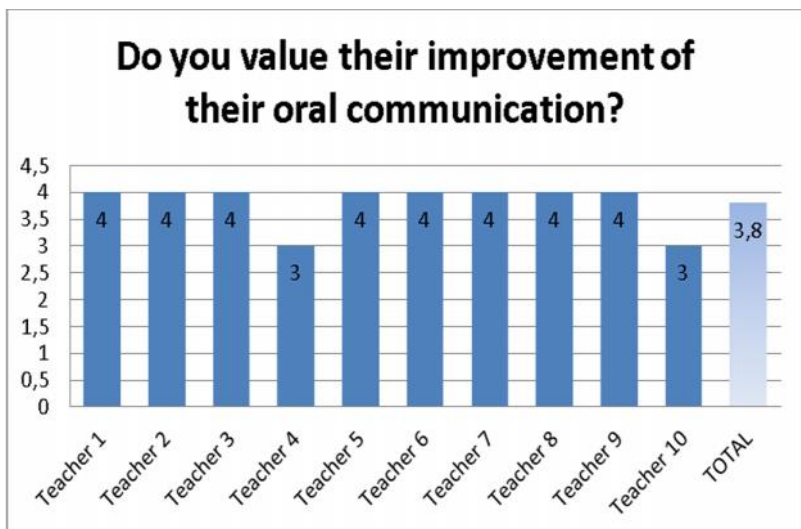
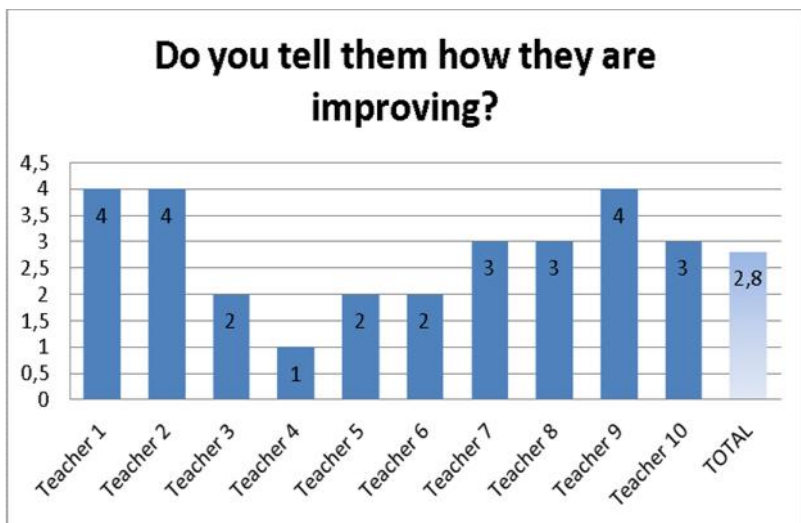




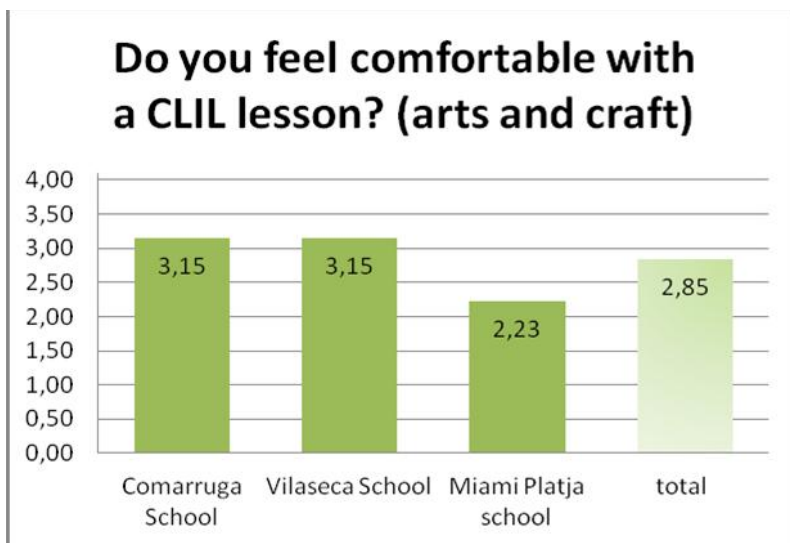
3.3.2.4 CLIL feedback focus

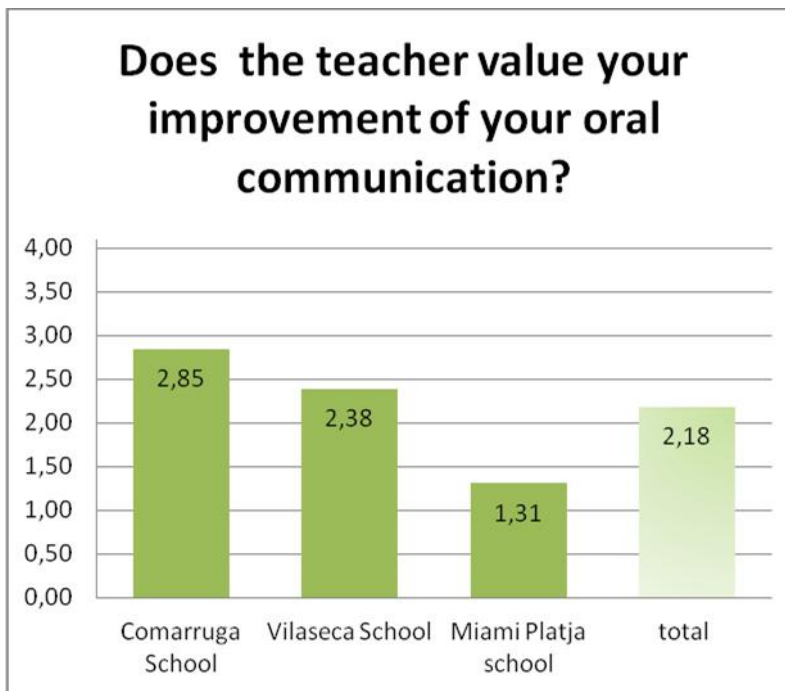
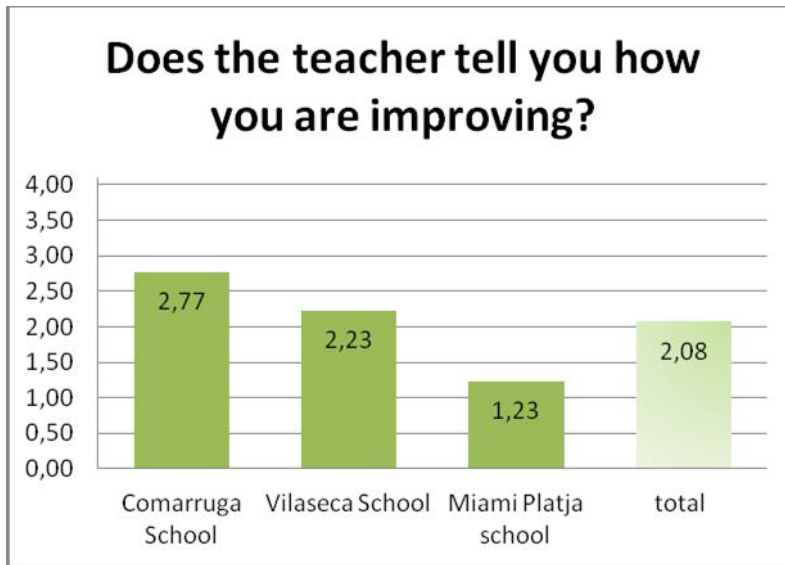
Teachers:



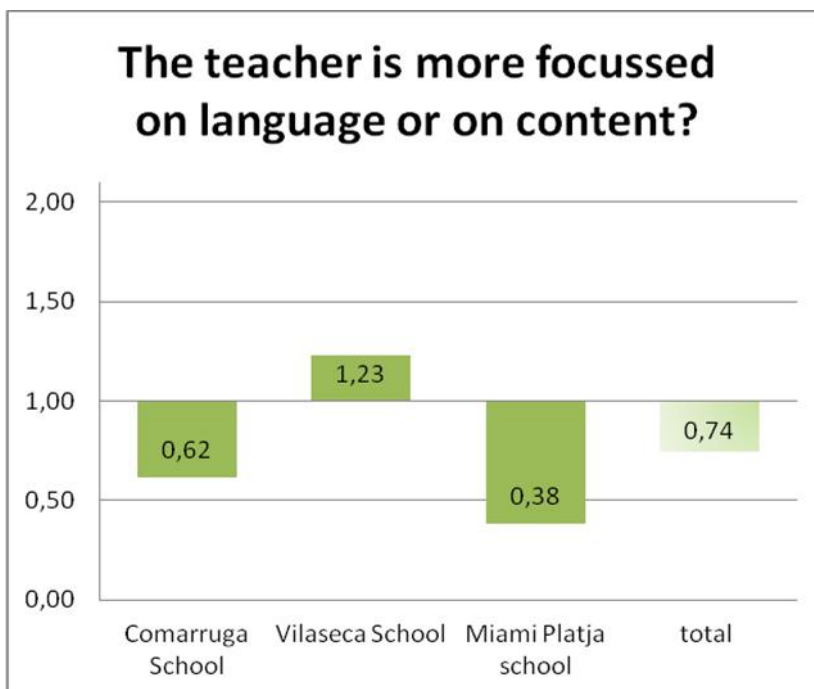
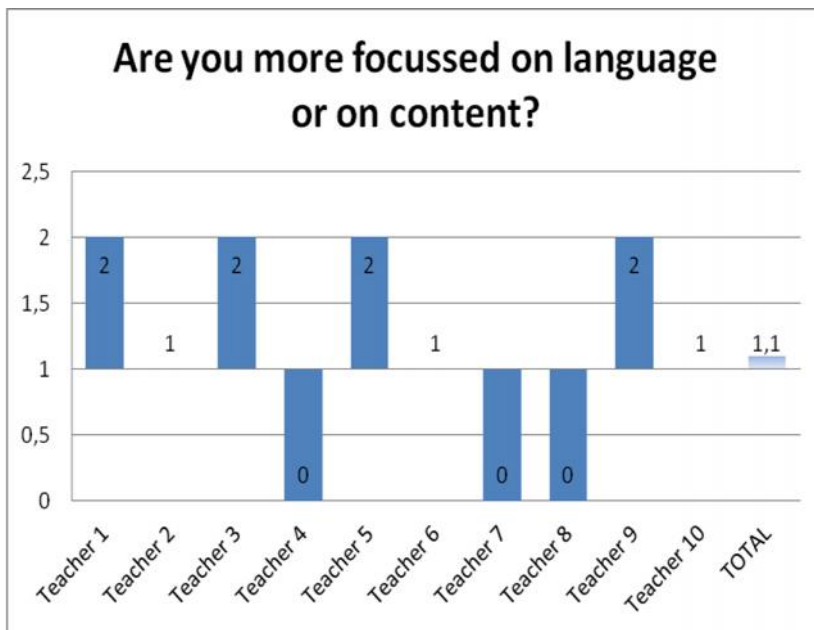


Students:





Content	Both	Language
2	1	0



3.4 Data Analysis

3.4.1 Global results from teachers' interviews

To analyse the information from the 6 interviews, I have followed the same criteria that when I had structured them, in 3 parts (opening, middle and final).

- Opening questions

All teachers had the same academic background as Primary EFL teachers even there was one teacher who had a major in English, most of them have B2 level in English. Regarding CLIL lesson implementation it was mainly the teacher decision and the subject of arts and craft was chosen because it was believed to be easier for pupils. In terms of pupils' age, most CLIL lessons are taught in upper cycle, although there is one school which does it from year 1.

- Middle questions

The questions from this part are related to how teachers do and plan their CLIL lessons. The results show that, in general, pupils speak English in class but only when the activity is framed to do so. They do not speak much in English to explain content though. Another relevant information is the results of the 4 skills: most of the activities are planned mainly to listen to the teacher and not much speaking although arts and crafts could be a very good subject to favour interaction. On the other hand, teachers say that they plan their CLIL lessons trying to incorporate the 4 skills although that statement could be influenced by the CLIL training they are doing.

- Final questions

This final part, the results are very similar from teacher to teacher, they feel very comfortable with the CLIL Lessons, because they have

chosen the subject, and also because it is in English. Although they seem to enjoy it, students are not as motivated because (as teachers say) they are not too comfortable with the language to be able to express themselves. Finally, all teachers agree on the importance of having previous CLIL methodology training and especially CLIL lesson's experiences from other teachers to be able to share difficulties and solutions.

3.4.2 Global results from questionnaires

Before analyzing the data, the information from the students I must say that the Miami Platja's school students have great difficulties in L1 due to a great amount of family problems, therefore we may see great differences with the two other schools.

- CLIL Content focus

All teachers ensure that students acquire the new basic vocabulary. Although they have many difficulties in explaining the new content in English, they fully understand the content because they are capable of explaining it in Catalan, so they may lack communication skills in English.

Most students have the perception that they know the new basic vocabulary, but when it comes to explaining the new content in English they do not feel confident enough to do so. The pupils from Miami Platja's school don't feel able to speak in English at all. Even, if they understand the whole content because they can explain it in Catalan.

- CLIL Methodologies

In general, the methodologies that are carried out do not facilitate interaction among students because there are not enough oral presentations. However, there are four schools that promote working

in groups and do activities that facilitate communication among students. Nearly all teachers give scaffolding to pupils.

Students say that teachers ask lots of questions and have activities to enhance classroom communication. They also say that they work a lot in groups or in pairs, but they do not feel they do enough activities to be able to explain their projects to their peers. They frequently interact although the project work methodology is not used very often in all the schools neither the oral explanations of their work in English.

- CLIL Language focus

These questions are linked to the questions from the CLIL methodology focus, where teachers plan some activities to be able to enhance oral skills in English. The result of their speaking is quite different in each school. When pupils have to answer questions they are able to do it really well when they are close questions, but when they are open questions they average 2 or so. As we can appreciate on the graphics there are 3 teachers whose pupils are quite confident in their oral skills in English (Teacher1, teacher 2 and teacher 7) when they have to answer open questions or even they have to speak with their peers they do much of it in English. When it comes to giving time to pupils to do pairs or groups, the same schools give a large amount of time whereas there is only one teacher who devotes little time to pair work or group work. Contrary to the pupil's, teachers speak in English quite a lot and also correct pupil's English language a lot, but they point out that they speak Catalan when they want to make sure that all pupils understand the content or translate a word or a sentence that is key to understand the main concept.

From student's point of view, they show a positive attitude when they evaluate their skills in English. However the results show that the average on the graphics is just over 2, and this is due to Miami Platja's school where pupils have lots of difficulties on any kind of production in English. On the other hand, when we focus on the results of their own

production in English we can appreciate that students are not confident enough to speak in English with their peers or to explain their work in English. However, even if 70% of teachers' input in English is quite good, students' productions are generally not a very good indicator (remember that these data are provided by the students). CLIL students are listeners most of the time and do not have the opportunity or the time to work in pairs or in groups to be able to speak in English. Another observation made by the students is that they do not have many opportunities to explain or present their own final projects to the rest of the classroom, and this factor will motivate them a lot.

- CLIL Feedback

Teachers are happy with their CLIL lessons and they enjoy doing them. They value the improvement of the students' oral communication but they do not tell them how they are improving. In other words, teachers focus more on the final result than on the process.

Generally, the students like the CLIL lessons: in the most balanced experiences, as in Comarruga's school and Vilaseca's school, the feeling is very good or good, while in absence of specific motivation and foreign oral language skills, the results are quite negative. Furthermore, pupils do not get a proper feedback from teachers and they do not know whether they are improving or not and also they do not know if the teachers value their final progress. On the other hand an excessive amount of language correction from the teacher tends to prevent pupils from speaking more in English.

Finally, the balance between content and language is probably critical: the more the aim is focused on the language, the less positive is the feeling about CLIL. The results show that 70% of teachers are more focussed on content or more focussed on language; only 30% of the teachers try to keep this balance.

4 Discussion

Even though one cannot draw general conclusions on oral skills in CLIL lessons based on my rather narrow study, I believe that new insight is provided by my research. My final conclusion corroborates that of Dalton-Puffer (2007) which pointed out on the deficit in oral production in CLIL English lessons. This lack of oral production is due to three main reasons:

- Lack of teacher training on CLIL methodology
- Few activities that promote oral communication among pupils
- Not enough self esteemed and lack of motivation to use English in the classroom.

Research may be a key element to overcome these obstacles since it may offer alternatives to enhance oral skills in CLIL. I also believe that CLIL implementation needs to be standardized in order to avoid the too large differences I have observed during my research. It cannot be just an individual teacher decision to start the program.

My research shows that there is a correlation between students' positive feelings and better trained CLIL teachers. I think it is crucial for teachers to have some training on CLIL methodology before starting any project CLIL at school. CLIL lessons imply an extremely difficult balance between language and content and in order to make learning happen the process is also very important.

Indeed, teachers feel more confident on their CLIL lessons than students. Especially in terms of oral skills. Educators seem to provide appropriate scaffolding to their students but they do not appear to give them enough activities or opportunities to develop their oral communication skills. Students feel they do not have enough time to work and interact in groups and this fact does not contribute to enhancing speaking in the CLIL lesson. According to pupils, teachers should provide activities, such as oral presentations; pair group activities in which they had more time to talk, or even group discussions to share opinions and experiences related to the CLIL activities. Pupils have to feel that speaking in English is very important no matter how many mistakes they might

make. The teacher should avoid over correction because it may increase the students' unwillingness to talk in the target language. Eventually, the teacher should also try to boost their self-esteem by praising them according to their efforts. That would definitely increase their self-confidence.

Finally, I would like to end by saying that I believe that CLIL is an excellent methodology to use in classroom because it gives more English input to pupils and also it creates the need to use the language in a different content than EFL, in a more natural context. Of course, CLIL lessons have to be adapted to the school reality, but if more training is provided results will soar as it has happened in other European countries.

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APPENDIX

A1. Teachers' interview

TEACHER'S INTERVIEW

OPENING

NAME:

- 1 ENGLISH BACKGROUND:
- 2 SCHOOL:
- 3 CLIL PROJECT:
- 4 CLIL SUBJECT, LEVEL AND HOURS AND WHY THIS SUBJECT AND NOT ANOTHER ONE
- 5 HOW LONG IT IS IN PLACE?
- 6 WHO AND WHY HAS YOUR SCHOOL DECIDE TO IMPLEMENT CLIL?

MIDDLE

- 7 Do you speak English all the time?
- 8 If not, when do you use Catalan? And Why?
- 9 Do pupils use English to communicate?
- 10 When do they use English?
With the teacher?
With another pupil?
With the rest of the class?
To explain content?
To ask for things or material?
- 11 Are the 4 skills present in each CLIL lesson?
Speaking? (average)
Listening? (average)
Reading? (average)
Writing? (average)
- 12 Have you planned your sessions to be able to include the 4 skills?
- 13 Which activities do you use most to work each skill?
Speaking?
Listening?
Reading?
Writing?

Yes NO

FINAL

- 14 How do you feel during CLIL lessons, about the 4 skills?
- 15 What do you think that pupils feel during CLIL lessons? (like, enjoy, avoid,...)
- 16 Do you think teachers' formation is necessary to develop CLIL lessons?
- 17 Which kind of formation do you think you need?
- 18 What do you think about the minor use of oral English?

Extra information added:

A2. Transcriptions of teachers' interviews:

Teachers' interview Comarruga's school

Teachers' interview Vilaseca's school

Teachers' interview Miami Platja's school (1)

Teachers' interview Miami Platja's school (2)

Teachers' interview Rocabrana School

Teachers' interview Ametlla de Mar's school

OPENING

NAME:

M Antonia Yañez

1 ENGLISH BACKGROUND:

Primary teacher

2 SCHOOL:

Sant Bernat Calvó in Vila-seca

3 HOURS CLIL PROJECT:

1h per week

4 CLIL SUBJECT, LEVEL AND HOURS AND WHY THIS SUBJECT AND NOT ANOTHER ONE

Arts and craft because she likes and not difficult subject for pupils

5 HOW LONG IT IS IN PLACE?

6 years in upper cycle

6 WHO AND WHY HAVE YOUR SCHOOL DECIDE TO IMPLEMENT CLIL?

Teacher

MIDDLE

7 Do you speak English all the time?

Yes **NO**

8 If not, when do you use Catalan? And Why?

clarify content, some difficulties of the subject, special need pupils

9 Do pupils use English to communicate?

YES	
	NO
YES	
YES	
YES	
10	
50	
30	
20	
YES	

With the teacher?

but not always

With another pupil?

only when we talk about art / p
only when it is framed

With the rest of the class?

only when it is framed

To explain content?

To ask for things or material?

to talk about the works an ppt

Speaking? (average)

Listening? (average)

Reading? (average)

Writing? (average)

12 Have you planned your sessions to be able to include the 4 skills?

13 Which activities do you use most to work each skill?

Speaking?

Power points about contemporary artists

Listening?

instructions to do their works,

Reading?

instructions, material, biography

Writing?

selfassessment, descriptions, projects

14 How do you feel during CLIL lessons, about the 4 skills?

very comfortable and happy how it is going on

15 What do you think that pupils feel during CLIL lessons? (like, enjoy, avoid,...)

like a lot

very motivated to do projects

16 Do you think teachers' training is necessary to develop CLIL lessons?

Absolutely YES

17 Which kind of formation do you think you need?

CLIL theories Good English command

Share experiences with other CLIL teachers

18 What do you think about the minor use of oral English?

It is easier to use their own language,

English is not so good to talk about everything

Extra information added:

OPENING

NAME:

M Antonia Yañez

1 ENGLISH BACKGROUND:

Primary teacher

2 SCHOOL:

Sant Bernat Calvó in Vila-seca

3 HOURS CLIL PROJECT:

1h per week

4 CLIL SUBJECT, LEVEL AND HOURS AND WHY THIS SUBJECT AND NOT ANOTHER ONE

Arts and craft because she likes and not difficult subject for pupils

5 HOW LONG IT IS IN PLACE?

6 years in upper cycle

6 WHO AND WHY HAVE YOUR SCHOOL DECIDE TO IMPLEMENT CLIL?

Teacher

MIDDLE

7 Do you speak English all the time?

8 If not, when do you use Catalan? And Why?

9 Do pupils use English to communicate?

clarify content, some difficulties of the subject, special need pupils

With the teacher?

With another pupil?

With the rest of the class?

To explain content?

To ask for things or material?

11 Are the 4 skills present in each CLIL lesson?

Speaking? (average)

Listening? (average)

Reading? (average)

Writing? (average)

10 When do they use English?

YES

YES

YES

YES

NO

NO

NO

NO

12 Have you planned your sessions to be able to include the 4 skills?

13 Which activities do you use most to work each skill?

Speaking?

Listening?

Reading?

Writing?

Power points about contemporary artists

instructions to do their works,

instructions, material, biography

selfassessment, descriptions, projects

very comfortable and happy how it is going on

FINAL

14 How do you feel during CLIL lessons, about the 4 skills?

like a lot

very motivated to do projects

15 What do you think that pupils feel during CLIL lessons? (like, enjoy, avoid,...)

Absolutely YES

16 Do you think teachers' training is necessary to develop CLIL lessons?

CLIL theories

Share experiences with other CLIL teachers

17 Which kind of formation do you think you need?

It is easier to use their own language,

English is not so good to talk about everything

Extra information added:

Yes

NO

10

50

30

20

YES

but not always

only when we talk about art / p

only when it is framed

to talk about the works an ppt

to the teacher

worksheets

selfassessment

OPENING

NAME: Anna Crist

- 1 **ENGLISH BACKGROUND:** Primary teacher, B2 in English
- 2 **SCHOOL:** Joan Miro in Miami Platja
- 3 **HOURS CLIL PROJECT:** 1h per week

4 **CLIL SUBJECT, LEVEL AND HOURS AND WHY THIS SUBJECT AND NOT ANOTHER ONE**
Arts and craft because she likes and I thought would be not difficult subject for pupils:

5 **HOW LONG IT IS IN PLACE?** 7-8 years from 1st to 6th level / she does 1st up to 3rd

6 **WHO AND WHY HAVE YOUR SCHOOL DECIDE TO IMPLEMENT CLIL?** Management

MIDDLE

7 Do you speak English all the time?

8 If not, when do you use Catalan? And Why?

9 Do pupils use English to communicate?

10 When do they use English?

11 Are the 4 skills present in each CLIL lesson?

To say something

12 Have you planned your sessions to be able to include the 4 skills?

13 Which activities do you use most to work each skill?

clarify content

With the teacher?

With another pupil?

With the rest of the class?

To explain content?

To ask for things or material?

Speaking? (average)

Listening? (average)

Reading? (average)

Writing? (average)

Yes **NO**

YES	
	NO
	NO
	NO
YES	
10	
60	
20	
10	
	NO

only to ask for material need

only in framed activity

But is easy to change to L1

arts and craft not much of it

Difficult pupils even in L1

FINAL

Speaking? asking for material that they need to do project

Listening? to the teacher

Reading? instructions from worksheets

Writing? titel, instructions, labels,

Happy with arts and craft

Frustrated with Language

Bored, not motivated at all

16 Do you think teachers' training is necessary to develop CLIL lessons? Absolutely

17 Which kind of formation do you think you need? Different projects experience to share

Good English command

18 What do you think about the minor use of oral English? They do not need English at all

No well planned from my part

Extra information added: I did not have any kind of formation about CLIL

OPENING

NAME:

Matilde Soto

1 ENGLISH BACKGROUND:

Primary teacher, B2 in English

2 SCHOOL:

Joan Miro in Miami Platja

3 HOURS CLIL PROJECT:

1h per week

4 CLIL SUBJECT, LEVEL AND HOURS AND WHY THIS SUBJECT AND NOT ANOTHER ONE

Arts and craft because it was already implemented when she arrived, eventhough she likes:

5 HOW LONG IT IS IN PLACE?

7-8 years form 1st to 6th level / She does from 4h to 6th leve

6 WHO AND WHY HAVE YOUR SCHOOL DECIDE TO IMPLEMENT CLIL?

Management

MIDDLE

7 Do you speak English all the time?

Yes **NO**

8 If not, when do you use Catalan? And Why?

clarify content

9 Do pupils use English to communicate?

With the teacher?

With another pupil?

With the rest of the class?

To explain content?

To ask for things or material?

11 Are the 4 skills present in each CLIL lesson?

Speaking? (average)

Listening? (average)

Reading? (average)

Writing? (average)

12 Have you planned your sessions to be able to include the 4 skills?

13 Which activities do you use most to work each skill?

Speaking? asking for material that they need to do project

Listening? to the teacher

Reading? instructions from worksheets

Writing? titel, instructions, labels,

Happy with arts and craft

Frustrated with Language

15 What do you think that pupils feel during CLIL lessons? (like, enjoy, avoid,...)

Bored, not motivated at all

16 Do you think teachers' training is necessary to develop CLIL lessons?

Absolutely

17 Which kind of formation do you think you need?

Different projects experience to share

Good English command

18 What do you think about the minor use of oral English?

They do not need English at all

No well planned from my part

Extra information added:

I think arts and crafts is not the best subject to do CLIL, but maybe it is because I did not have

any kind of formation about CLIL and after 7 years we have to think about how we are doing1

YES		but not always
	NO	
	NO	
	NO	
YES		only in framed activity
	10	
	60	
	20	
	10	arts and craft not much of it
	NO	Difficult pupils even in L1

FINAL

OPENING

NAME:

Sara Valero

1 ENGLISH BACKGROUND:

Primary teacher, studing now to get B2 in English

2 SCHOOL:

Rocabruna

3 HOURS CLIL PROJECT:

1h per week

4 CLIL SUBJECT, LEVEL AND HOURS AND WHY THIS SUBJECT AND NOT ANOTHER ONE

Arts and craft because she likes it

5 HOW LONG IT IS IN PLACE? 1 year to 6th level

6 WHO AND WHY HAVE YOUR SCHOOL DECIDE TO IMPLEMENT CLIL?

Management and Language Teacher

MIDDLE

7 Do you speak English all the time?

8 If not, when do you use Catalan? And Why?

9 Do pupils use English to communicate?

10 When do they use English?

11 Are the 4 skills present in each CLIL lesson?

12 Have you planned your sessions to be able to include the 4 skills?

13 Which activities do you use most to work each skill?

	Yes	NO
With the teacher?		
With another pupil?		usually
With the rest of the class?		sometimes, and I am around in a framed activity
To explain content?		
To ask for things or material?	YES	
Speaking? (average)	20	
Listening? (average)	60	
Reading? (average)	10	
Writing? (average)	10	arts and craft not much of it
	YES	Difficult pupils even in L1

Yes NO

FINAL

Speaking?

pair work to talk about their work

Listening?

pair work to talk about their work, teacher

Reading?

searching information about the artists

Writing?

answering questions about artists, paintings...

14 How do you feel during CLIL lessons, about the 4 skills?

Sometimes they do not understand me

But enyoing it

15 What do you think that pupils feel during CLIL lessons? (like, enjoy, avoid,...)

They enjoy the projects

16 Do you think teachers' training is necessary to develop CLIL lessons?

Absolutely

17 Which kind of formation do you think you need?

Related to methodology

Good English command

18 What do you think about the minor use of oral English?

They do not feel comfortable with the language

Extra information added:

OPENING

NAME: Sara

- 1 ENGLISH BACKGROUND: Primary teacher, B2 in English
- 2 SCHOOL: Sant Jordi in Ametlla de Mar
- 3 HOURS CLIL PROJECT: 1h per week

4 CLIL SUBJECT, LEVEL AND HOURS AND WHY THIS SUBJECT AND NOT ANOTHER ONE
Arts and craft because she likes it

5 HOW LONG IT IS IN PLACE? 1 year

6 WHO AND WHY HAVE YOUR SCHOOL DECIDE TO IMPLEMENT CLIL?

Management and Language Teacher
To improve oral skills

MIDDLE

7 Do you speak English all the time?

8 If not, when do you use Catalan? And Why?

9 Do pupils use English to communicate?

clarify content, some difficulties of the subject, special need pupils usually

With the teacher?

With another pupil?

With the rest of the class?

To explain content?

To ask for things or material?

Speaking? (average)

Listening? (average)

Reading? (average)

Writing? (average)

12 Have you planned your sessions to be able to include the 4 skills:

13 Which activities do you use most to work each skill?

Speaking? Description fo pictures, photos

Listening? videos

Reading? painter's biographies

Writing? self assesment sheets

14 How do you feel during CLIL lessons, about the 4 skills?
Sometimes they do not understand me

But enyoing it

15 What do you think that pupils feel during CLIL lessons? (like, enjoy, ...)

They enjoy the projects

Motivated because is in Engl.

Absolutely

16 Do you think teachers' training is necessary to develop CLIL lessons?

17 Which kind of formation do you think you need?

CLIL contents Share other CLIL experiences

English language

18 What do you think about the minor use of oral English?
They do not feel comfortable with the language

They are not use to speak in a foreing language

Extra information added:

YES	
YES	
YES	
YES	
YES	
40	
40	
10	
10	
YES	

sometimes, and I am around in a framed activity
give opinion
arts and craft not much of it
more listening and speaking
less reading and writing

A3. Teachers' questionnaires

A4. Students' questionnaires

A5. Teachers' questionnaires with results

Teachers' questionnaire results

		sec	vil	mir	mir								
		Tea	Tea	Teac	Tea	Tea	Tea	Tea	Tea	Tea	Tea	Tea	TOTAL
		che	che	her	cher	che	che	che	che	che	che	che	
		r 1	r 2	3	4	r 5	r 6	r 7	r 8	r 9	r 10		
1	Do pupils know the basic vocabulary?	4	4	4	4	4	4	4	4	4	4	4	4
2	Do pupils know how to explain the new content in English?	3	3	2	1	3	2	3	3	2	1	2,3	2,3
3	Do pupils know how to explain the new content in Catalan?	4	4	4	3	4	4	4	4	3	3	3,7	3,7
4	Do you ask open questions?	4	4	4	3	4	4	4	4	4	3	3,8	3,8
5	Do you ask close questions?	4	4	4	4	4	4	4	4	4	4	4	4
6	Do you have activities to do free explanations?	3	3	2	1	3	2	3	2	2	1	2,2	2,2
7	Do you propose activities to enhance classroom communication?	4	4	2	1	2	3	4	3	3	2	2,8	2,8
8	Do you have activities to do pair work?	4	4	2	1	3	3	4	3	2	2	2,8	2,8
9	Do you propose oral presentations, individual or group ?	3	3	1	1	2	1	3	2	1	1	1,8	1,8
10	Do you give them scaffolding to communicate in English?	4	4	4	3	4	4	4	4	4	4	3,9	3,9
11	Can pupils answer open questions in English?	3	3	2	1	2	1	3	2	2	1	2	2
12	Can pupils answer close questions in English?	4	4	4	3	4	4	3	4	2	1	3,3	3,3
13	Do pupils speak in English with their peers while doing pair work?	3	3	1	1	2	1	2	3	1	1	1,8	1,8
14	Do you give them time to group work?	4	4	1	1	3	3	4	3	2	1	2,6	2,6
15	Do you correct language when pupils speak to you?	3	3	3	2	3	3	3	3	3	2	2,8	2,8
16	Do you always speak in English?	3	3	2	2	3	3	4	3	3	2	2,8	2,8
17	Do you tell them how they are improving?	4	4	2	1	2	2	3	3	4	3	2,8	2,8
18	Do you feel comfortable with a CLIL lesson? (arts and craft)	4	4	4	3	4	4	4	4	4	3	3,8	3,8
19	Do you value their improvement of their oral communication?	4	4	4	3	4	4	4	4	4	3	3,8	3,8
20	Are you more focussed on language or on content?	2	1	2	0	2	1	0	0	2	1	1,1	1,1

A6. Students' questionnaires with results

Students' questionnaires, Comarruga's school

Students' questionnaires, Vilaseca's school

Students' questionnaires, Miami Platja's school

Students' questionnaire results recopilation

Comarruga's School

		1	2	3	4	5	6	7	8	9	10	11	12	13	TOTAL
1	Do you know the basic vocabulary?	4	3	4	4	4	4	4	4	4	4	3	2	3	3,62
2	Do you know how to explain the new content in English?	4	2	3	2	4	3	4	3	4	4	2	2	3	3,08
3	Do you know how to explain the new content in Catalan?	4	4	4	4	4	4	4	3	4	4	4	4	4	3,92
4	Does the teacher ask open questions?	3	4	4	4	4	4	4	4	4	4	3	4	4	3,85
5	Does the teacher ask close questions?	4	4	4	4	4	4	4	4	4	4	4	4	4	4,00
6	Does the teacher have activities to do free explanations?	3	4	4	4	4	4	3	4	4	4	3	3	4	3,69
7	Do the proposed activities enhance classroom communication?	3	4	4	3	4	3	4	4	4	4	3	3	4	3,62
8	Does the teacher have activities to do pair work?	4	4	4	4	4	4	4	4	4	4	4	4	4	4,00
9	Does the teacher propose oral presentations, individual or group ?	3	3	2	3	3	3	2	3	3	3	3	3	1	2,69
10	Does the teacher give you scaffolding to communicate in English?	4	4	4	4	4	4	4	4	3	4	4	4	4	3,92
11	Can you answer open questions in English?	4	3	2	4	3	3	2	2	3	3	2	2	2	2,69
12	Can you answer close questions in English?	4	4	4	4	4	4	4	4	4	4	4	4	3	3,92
13	Do you speak in English with your peer while doing pair work?	3	3	2	3	2	3	2	3	2	3	3	2	3	2,62
14	Do you have enough time for group work?	3	3	2	3	3	3	3	3	3	3	3	3	4	3,00
16	Do you explain your work to your peer in English?	2	2	2	2	2	2	2	2	2	2	3	2	2	2,08
17	Does the teacher correct language when speaking with you?	3	3	2	3	3	3	3	3	3	2	3	3	3	2,85
18	Does the teacher always speak in English?	3	3	3	3	3	3	3	3	3	3	3	3	3	3,00
19	Does the teacher tell you how you are improving?	3	3	3	3	2	3	3	2	3	3	2	3	3	2,77
20	Do you feel comfortable with a CLIL lesson? (arts and craft)	4	4	3	3	3	3	4	3	2	3	3	3	3	3,15
21	Does the teacher value your improvement of your oral communication?	3	3	3	3	2	3	3	2	3	3	3	3	3	2,85
22	The teacher is more focussed on language or on content?	1	1	1	0	1	0	1	0	1	0	1	1	0	0,62

Students' questionnaire results recopilation

Vilaseca's school

		1	2	3	4	5	6	7	8	9	10	11	12	13	total
1	Do you know the basic vocabulary?	3	4	4	4	4	3	4	4	4	4	4	4	3	3,77
2	Do you know how to explain the new content in English?	3	3	3	4	3	2	2	3	3	2	3	2	2	2,69
3	Do you know how to explain the new content in Catalan?	4	4	4	4	4	4	4	4	4	4	4	4	4	4,00
4	Does the teacher ask open questions?	4	4	4	4	4	4	4	3	3	3	3	4	4	3,69
5	Does the teacher ask close questions?	4	4	4	4	4	4	4	4	4	4	4	4	4	4,00
6	Does the teacher have activities to do free explanations?	4	4	4	4	4	4	4	4	4	4	4	4	4	4,00
7	Do the proposed activities enhance classroom communication?	4	4	4	4	3	3	4	4	3	3	4	3	3	3,54
8	Does the teacher have activities to do pair work?	4	4	4	4	4	4	4	4	4	4	4	4	4	4,00
9	Does the teacher propose oral presentations, individual or group ?	4	4	4	4	3	4	3	4	3	4	4	3	4	3,69
10	Does the teacher give you scaffolding to communicate in English?	4	4	4	4	4	4	4	4	4	4	4	4	4	4,00
11	Can you answer open questions in English?	3	2	4	2	3	3	3	3	2	3	3	3	3	2,85
12	Can you answer close questions in English?	4	4	4	4	4	4	4	4	4	4	4	4	4	4,00
13	Do you speak in English with your peer while doing pair work?	3	2	3	3	3	2	2	3	3	2	3	2	2	2,54
14	Do you have enough time for group work?	3	2	3	3	3	3	2	3	3	2	2	3	2	2,62
16	Do you explain your work to your peer in English?	2	2	3	3	3	3	2	2	2	3	2	2	2	2,38
17	Does the teacher correct language when speaking with you?	4	4	3	3	2	2	3	3	3	3	4	4	3	3,15
18	Does the teacher always speak in English?	3	3	3	3	3	3	3	3	3	3	3	3	3	3,00
19	Does the teacher tell you how you are improving?	3	2	2	2	2	3	2	2	2	2	3	2	2	2,23
20	Do you feel comfortable with a CLIL lesson? (arts and craft)	3	3	3	2	4	4	3	3	3	3	3	4	3	3,15
21	Does the teacher value your improvement of your oral communication?	3	3	2	3	2	3	2	2	2	2	3	2	2	2,38
22	The teacher is more focussed on language or on content?	2	2	2	1	1	1	1	2	0	2	0	1	1	1,23

Students' questionnaire results recopilation

Miami Platja's school

	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTAL
1 Do you know the basic vocabulary?	3	2	4	3	3	4	3	3	2	4	4	3	3	3,15
2 Do you know how to explain the new content in English?	2	1	3	2	2	3	3	3	2	2	3	2	3	2,38
3 Do you know how to explain the new content in Catalan?	4	3	4	3	4	3	4	4	2	4	4	4	3	3,54
4 Does the teacher ask open questions?	4	2	4	4	4	4	4	4	4	4	4	3	3	3,69
5 Does the teacher ask close questions?	4	4	4	4	4	4	4	4	4	4	4	4	4	4,00
6 Does the teacher have activities to do free explanations?	2	2	2	2	1	2	2	2	2	1	1	1	1	1,62
7 Do the proposed activities enhance classroom communication?	2	2	2	2	3	3	3	2	2	2	2	2	3	2,31
8 Does the teacher have activities to do pair work?	2	2	2	2	2	2	2	2	2	2	2	2	2	2,00
9 Does the teacher propose oral presentations, individual or group ?	1	1	1	1	1	1	1	1	1	1	1	1	1	1,00
10 Does the teacher give you scaffolding to communicate in English?	3	3	3	3	3	3	3	3	3	3	3	3	3	3,00
11 Can you answer open questions in English?	1	2	1	1	1	2	2	1	2	1	1	1	2	1,38
12 Can you answer close questions in English?	3	3	3	3	3	3	3	2	3	3	3	2	3	2,85
13 Do you speak in English with your peer while doing pair work?	1	1	1	1	1	1	1	1	1	1	1	1	2	1,08
14 Do you have enough time for group work?	1	1	1	1	1	1	1	1	1	1	1	1	1	1,00
16 Do you explain your work to your peer in English?	1	1	1	1	1	1	1	1	1	1	1	1	1	1,00
17 Does the teacher correct language when speaking with you?	3	3	3	4	3	2	3	4	4	3	4	3	3	3,23
18 Does the teacher always speak in English?	3	3	2	3	2	2	2	3	2	3	2	2	2	2,38
19 Does the teacher tell you how you are improving?	1	1	1	2	1	2	1	1	1	2	1	1	1	1,23
20 Do you feel comfortable with a CLIL lesson? (arts and craft)	2	2	2	2	2	2	2	2	2	3	3	2	3	2,23
21 Does the teacher value your improvement of your oral communication?	1	2	1	2	1	2	1	1	1	2	1	1	1	1,31
22 The teacher is more focussed on language or on content?	0	0	0	1	1	1	0	1	0	1	0	0	0	0,38