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IMMERSION RESOURCES AND ACTIVITIES IN ENGLISH FOR YOUNG LEARNERS ON A CLIL PROPOSALS

Final dissertation

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Abstract

Over the past few years, CLIL (Content and Language Integrated Learning) methodology has been implemented in Primary Education, this project intends to explore the teaching and learning of foreign languages within this context. CLIL promotes both language acquisition and subject content so that materials are meant to support students and teachers, and not to restrict them.

This study is based on the immersion resources and activities used on a CLIL proposal. It presents detailed information on the methodology and its characteristics. Moreover, the study analyses two questionnaires one addressed to teachers who teach English through the CLIL methodology and the other one is to students who learn through CLIL lessons. The research covers the following main aspects: strategies and materials used, advantages of CLIL, the role of the teacher, and children's perception.

Key words: CLIL, foreign language, immersion language learning, teacher's role, strategies, materials, Primary Education.

Resum

En els últims anys, la metodologia CLIL ha estat implementada a l'educació primària, aquest projecte vol explorar l'ensenyament i l'aprenentatge de llengües estrangeres dins aquest context. La metodologia CLIL promou tant l'adquisició d'una llengua com el contingut d'una assignatura, amb la qual cosa, els materials han d'estar dissenyats per donar suport als estudiants i als Mestres, però no limitar-los.

Aquest estudi està besat en els recursos i activitats immersives utilitzades a la proposta CLIL. Aquest presenta una informació detallada sobre la metodologia i les seves característiques. A més, l'estudi analitza dos qüestionaris, un adreçat als Mestres que ensenyen anglès a través de la metodologia CLIL i l'altre va adreçat als estudiants que aprenent a través de les lliçons CLIL. La investigació toca aquests aspectes més importants: estratègies i materials utilitzats, els avantatges del CLIL, el rol dels Mestres, i la percepció dels alumnes.

Paraules clau: CLIL, llengua estrangera, immersió lingüística, rol del mestre, estratègies, materials, Educació Primària.

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1. Introduction

In recent years, there has been growing interest in teaching foreign languages to young learners. Foreign languages help us keep track of time and pursue the increasing rhythm of technology, change, and development that life is giving us nowadays. In our country, English is the most popular foreign language taught in schools because it is the Language of International Communication. There are several teaching methods, techniques, and strategies for teaching English as a foreign language.

This study is based on the CLIL (Content and Language Integrated Learning) methodology which stands for a dual-focused educational approach used for teaching a content subject at the same time improving a foreign language (Coyle, Hood, & Marsh, 2010). CLIL appears to be very useful to enhance the students' exposure to the foreign language and it is popular in many immersion programs. The aims of CLIL are the promotion of linguistic diversity, promoting language learning, increasing the learner's proficiency and internationalization (Van de Craen, Mondt, Allain, & Gao, 2007).

CLIL initiatives have been implemented in the Catalan Primary Education schools over the past few years. CLIL learners face considerable challenges as they cope with subject area concepts and language through a foreign language (Guerrini, 2009), due to this reason the qualities of the teacher and their criteria for selecting materials take big importance to make CLIL successful. To apply this methodology is required considerable effort because the classes need to be well prepared and accurate. This project intends to explore the teaching and learning of a foreign language within this context.

The main aim of this study is to analyse the materials and resources used in a CLIL project and both teachers' and students' perceptions, learning, and feeling about it. I also intend to identify the possible barriers and concerns related to CLIL lessons that teachers and learners can face. Apart from that, I want to integrate and develop an understanding of this methodology so I can evaluate and interpret the findings of the study.

I decided to focus on this topic because I am interested in this revolutionary approach and how to learn a foreign language naturally. I believe that immersion programs improve children's opportunities and benefits to learn a foreign language. Moreover, CLIL enables children to feel that the language they use has a concrete goal

(Barboráková, 2012) and I want to investigate its implications and how to be implemented.

The development of this final dissertation has taken about a year. It began in May 2020 when I had to decide about my topic and wrote about my proposal, aims, and reasons for the study. Once it was accepted, I started to collect information about the topic taken from different authors and resources in order to write the theoretical framework. Then, I designed and develop my study creating two questionnaires, one addressed to teachers and the other one to students which I later analysed. At the end of the academic year, I had the time to collect the data evaluate and investigate it to reach relevant findings.

This project has been divided into two parts; a theoretical framework and the study. The first part presents an accurate idea of CLIL definition and its main principles. This is followed by the advantages of teaching with CLIL, how to be a CLIL teacher and how to make successful immersion through CLIL, including the strategies and materials. The second part of this research, the study, includes the research question and the hypothesis, followed by the methodology used during the development of the practical part, with the data collection, the participants, and the data analysis divided into the learners' analysis results and teachers' analysis results. Finally, I will discuss the results and extract the conclusions.

Lastly, I would like to express my gratitude for this research because it has enabled me to know more about the CLIL approach and it has helped me gain a deeper understanding of the reality of CLIL teachers and CLIL learners.

2. CLIL (Content Language Integrated Learning)

“Content and Language Integrated Learning (CLIL) refers to a method of subject teaching in which students learn in a foreign language” (Barboráková, 2012, p.7).

We can find a lot of definitions for this acronym and each of them describes significant aspects of CLIL. The definition stated by the European Commission says that CLIL pupils learn a subject through the medium of a foreign language and it “provides exposure to the language without requiring extra time in the curriculum” (Barboráková, 2012, p.7). Giving more detailed information “CLIL refers to situations where subjects, or part of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language (Marsh, 2001, as cited in Barboráková, 2012, p.7). To emphasize the importance “CLIL is a powerful and empowering way to learn languages” (Van de Craen, Mondt, Allain, & Gao, 2007, p.70).

The aims of CLIL, according to an overview of European CLIL practices, consider as the primary aims of CLIL teaching and learning:

- The promotion of linguistic diversity
- Promoting language learning
- Increasing the learner’s proficiency
- Internationalization

(Van de Craen, Mondt, Allain, & Gao, 2007, p.70)

CLIL is done in order to motivate and maintain the interest, not just for students but also for teachers, learning that focuses on content is far more effective in stimulating, involving, and motivating, while at the same time it encourages building strategies for interacting with real, authentic language.

A successful CLIL lesson should combine the following elements, according to the 4C’s curriculum (Coyle,2005, p.2):

1. Content- At the heart of the learning process lie successful content or thematic learning and the acquisition of knowledge, skills, and understanding. Content is the subject or the project theme.
2. Communication- Language is a conduit for communication and learning. The formula learning to use language and using language to learn is applicable here. Communication goes beyond the grammar system. It involves learners in language using in a way that is different from language learning lessons (of course CLIL does involve learners in learning the language too but in a different way).

3. Cognition- For CLIL to be effective, it must challenge learners to think and review and engage in higher-order thinking skills. CLIL is not about the transfer of knowledge from an expert to a novice. CLIL is about allowing individuals to construct their own understanding and be challenged – whatever their age or ability (...).
4. Culture- For our pluricultural and plurilingual world to be celebrated and its potential realized, this demands tolerance and understanding. Studying through a foreign language is fundamental to fostering international understanding. 'Otherness' is a vital concept and holds the key for discovering self. Culture can have a wide interpretation – e.g. through pluricultural citizenship.

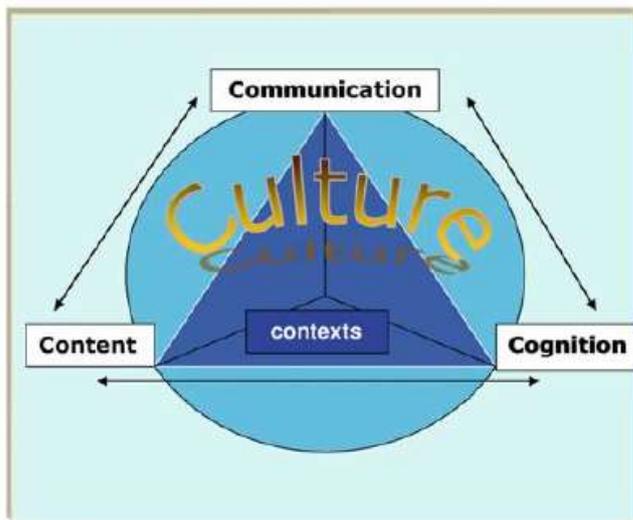


Figure: The 4Cs framework for CLIL (Coyle, 2005).

3. Advantages of CLIL

The main advantage is that the approach is topic-focused and that the students learn the language through the content (Barboráková, 2012, p.8). CLIL approach has got many advantages and they may be seen in terms of cultural awareness, internationalization, language competence, preparation for both study and working life, and increased motivation. In here there will be mention some of the advantages:

- Motivation: Students are highly motivated because there is a real purpose to use the foreign language in these classes. CLIL, with its integration of language and non-language content, can boost motivation by providing a legitimate and authentic context for language use (Harrop, 2012, p.62). "The challenge is high and it is the duty of the teacher to keep the language at a normal level, that is high enough to keep them motivated and not too high as to make them quit and lose confidence in their capacities" (Cekrezi, 2011, p.3822).
- Language learning is at the centre of curriculum: "There is no more need to talk any longer about the significance of language learning. Through CLIL language practice and study is multiplied with the number of subjects it is integrated with" (Cekrezi, 2011, p.3822).
- Meaningful contexts: In CLIL the context is meaningful and familiar and when pupils get used to this approach they don't even think about studying the foreign language. "They concentrate on the content and language is acquired unconsciously and naturally having thus a better chance to foster in the long term memory. Switching the attention to the context lowers the anxiety provoked by the foreign language barriers" (Cekrezi, 2011, p.3823). Moreover, when the content is interesting and relevant to their other studies, they may be more motivated. By using topics they are familiar with or they have recently studied in their mother tongue, students will be able to learn more and they will already know a lot of the content and the context (Barboráková, 2012, p.8).
- Time-saving: This approach gives more exposure to the language. CLIL is a way to get better results in less time, nowadays there is a quick rhythm of development and with CLIL we don't stay behind (Cekrezi, 2011, p.3823).
- Variety of teaching methods: In CLIL classes the didactic means to transmit knowledge are double. By integrating language class and subject class there will be a greater variety of teaching methods, activities, and resources (Cekrezi, 2011, p.3823).

At this point, it is important to mention that this approach is not only useful for language learning and subject but also in improving intercultural understanding. Its advantages in terms of both views are the following:

In the cultural context, CLIL is seen to build intercultural knowledge & understanding by developing intercultural communication skills whilst learning about other countries/regions and/or minority groups.

Institutions using a CLIL approach are likely to enhance their profile by accessing international certification and preparing students for internationalization, specifically EU integration.

Linguistically, CLIL not only improves overall target language competence but also raises awareness of both mother tongue and target language while encouraging learners to develop plurilingual interests and attitudes.

Content-wise, CLIL provides opportunities to study content through different perspectives, access subject-specific target language terminology, and hence prepare for future studies and/or working life.

Educationally, CLIL adds to complements individual learners' range of learning strategies while adding diversity and flexibility to existing methods and forms of classroom practice (Darn, 2006, p.3).

4. Being a CLIL teacher

Multilingualism enables communication and understanding, the knowledge of languages inspires cultures to work together towards common goals. Language teaching is therefore of central importance. Language teachers encourage students to learn other languages so they become more open to other cultures, more able to move and work freely across borders and more able to compete effectively in the global economy (Cekrezi, 2011, p. 3824).

The role of the teacher in a CLIL classroom is very important and the teacher should have the following qualities that Whitty (1996) cited by Papaja (2013, p.147) enumerates, namely: “professional values, professional development, communication, subject knowledge, understanding of learners and their learning”.

This are the idealized competencies required of a CLIL teacher according to Marsh et al. (2001) :

LANGUAGE/COMMUNICATION – sufficient target language knowledge and pragmatic skills for CLIL, – sufficient knowledge of the language used.

THEORY – comprehension of the differences and similarities between the concepts of language learning and language acquisition.

METHODOLOGY – the ability to identify linguistic difficulties, – the ability to use communication/interaction methods that facilitate the understanding of meaning, – the ability to use strategies (e.g. repetition, echoing, etc. ...) for correction and for modeling good language usage, – the ability to use dual-focussed activities which simultaneously cater for language and subject aspects.

THE LEARNING ENVIRONMENT – the ability to work with learners of diverse linguistic/cultural backgrounds.

MATERIALS DEVELOPMENT – the ability to adapt and exploit materials, – ability to select complementary materials on a given topic.

ASSESSMENT – ability to develop and implement evaluation and assessment tools.

In her article, Papaja (2013) explains some considerations a CLIL teacher might have:

Teachers involved in CLIL recognize the need to change established habits that might be used in the L1 when teaching the same content in L2. What is evident is that a professional teacher will recognize that the CLIL context means that it is not only the teacher's linguistic competence which is of importance but also that of the learners. This leads directly to the notion of methodological shift. The main characteristic of this shift lies in the movement from teacher-centred to learner-centered methods (p.148).

We now turn to the question of teaching in CLIL demands the need to be both language and subject teacher? Barboráková (2012) highlights that English language teachers often consider to be a disadvantage the lack of background knowledge of the subject, but as we mention in the paragraph above there is enough room in the teaching/learning process for the teacher to learn as he/she teaches. Teachers do not have to be experts in a particular subject or topic to use a CLIL worksheet. Sometimes the best lessons are those when teachers are exploring things together with their students (p.8). On the other hand, Papaja (2013) says that "CLIL teachers need to be simultaneously both language and content teachers" (p.149). From another point of view, "all teachers can apply CLIL and it does not necessarily call for specialized studies, but extra work yes" (Cekrezi, 2011, p.3824).

According to, Cekrezi (2011) this are the advantages for CLIL teachers:

"This is a holistic approach to education and it has many advantages for students and teachers. It enriches the teachers portfolio, enlarges their knowledge respectively on content and language, and improves their teaching competencies, gives them better career opportunities, and prepares them for the coming challenges of the teaching profession"(p.3825).

Qualified CLIL teachers should not only compromise the methodological criteria of dealing with content but also the recommended competencies of dealing with learners (Novotná, Hadj-Mousová, & Hofmannová, 2001):

"The CLIL teacher should be able to face the myth of the bilingual handicap and constantly strive to overcome possible barriers to learning. S/he should show an understanding of and sensitivity to individual learners' needs. S/he should involve learners as much as possible, build their interdependence in both content and language and encourage cooperative learning as peer support is equally important in CLIL. Teacher's praise, immediate feedback, and reinforcement as well as further encouragement influence the CLIL process in a positive way and constitute means to overcome affective barriers" (p.126).

5. Successful immersion through CLIL

CLIL is not easy to apply and it requires considerable effort to be put into practice. It requires quite a strong collaboration among subject teachers and language teachers. CLIL classes need a great range of activities, more than in normal classes. The material that will be used in class has to be well prepared and accurate. This process takes time and in the case of CLIL, it also takes good time management as the material would better be compiled by both teachers (Cekrezi, 2011, p.3824).

An important role in the success of CLIL programs plays methodology and teaching. These include active approaches, proper strategies, and techniques, as well as appropriate material and varied activities. Teachers have to choose the right activity, the most involving strategy or material to catch the students' attention and to make CLIL work (Barboráková, 2012, p.8).

CLIL teachers should therefore have a good command of the target language and resort to the learners' mother tongue with care. For learners, however, code-switching is a natural communication strategy, and teachers should allow it, particularly in the first stages of CLIL. Secondly, teachers' task in this field is to flexibly adapt their instructional support bearing in mind that in order to enable incidental language learning, i.e. language acquisition in the learners, their main concern should be to scaffold them on their way towards achieving mathematical competencies. Learners, whose attention is focused on the non-linguistic content, need to have access to spontaneous speech, preferably in an interactive context. Thus one of the conclusions, further supported by the experiences from schools where CLIL is already in operation, is that CLIL calls for an interactive teaching style. Verbal input should be accompanied by the use of visual and multimedia aids. Moreover, young learners should be given opportunities to promote holistic ways of learning and to learn from practical, hands-on experiences (Novotná, Háj-Mousová, & Hofmannová, 2001, p.124).

6. Strategies

CLIL learners face considerable challenges as they cope with subject area concepts and language through a second or foreign language (Guerrini, 2009), due to this reason CLIL teachers become skilled at anticipating language barriers and they gradually accumulate the new strategies which they need for providing language support. What is needed for successful learning is an appropriate balance of teacher-directed and learner-directed activities; thus enabling teachers to provide the necessary, modeling scaffolding and motivation (Gudjons, 2007, cited by Meyer, 2010b). Especially in CLIL classrooms, teacher feedback, systematic and professional error treatment are crucial for successful learning (Meyer 2010b).

CLIL students are equally if not more successful at learning a subject than students learning content subjects in L1. This means that CLIL may be considered as an approach that is mutually beneficial for both content and language subjects (Meyer, 2010a).

Next, there will be mention some support strategies for each skill (Barboráková, 2012, p.9):

- Support strategies for listening:

To help students listen, teachers teach or highlight new vocabulary. To make it easier to understand they use visuals, or they explain, give examples, and summarize more if necessary.

- Support strategies for speaking:

To help learners speak in a class, teachers adjust their questions, prompt, provide vocabulary, or they may allow some L1 responses. To help them talk in groups, they provide learners with keywords to use, talking frames, sentence starters, or they ask students to use their L1 when discussing but their L2 when reporting.

- Support strategies for reading:

To help learners read, teachers may check if they understand key vocabulary before they read; they may provide them with pre-reading questions, or reading support tasks, such as filling in a chart, labeling a diagram, taking notes on specific information (dates, figures), etc.

- Support strategies for writing:

To help learners write, teachers can offer support by providing a vocabulary list, sentence starters, or writing frames. Students can be asked to write their reports, essays, projects.

The following section presents effective strategies based on CLIL research, second language acquisition, teaching methodology, and cognitive psychology.

The first important strategy is to promote Rich Input. According to Meyer (2010b), one of the main pillars of foreign language acquisition is meaningful and challenging input.

The content in the classroom should focus on global problems while connecting with the daily lives of our students and their areas of interest.

To make a simple view (Meyer, 2010a):

Subject learning through a foreign language works best when new topics are presented in such a way that the affective filters of the students remain wide open and when students can link new input to prior knowledge, experiences and attitudes.

The way to present the content of the subject matters and it is better to do it visually (through maps, diagrams, etc.), enables a deeper understanding of the specific subject content. The mode of presentation takes into account the individual needs of students' different learning styles and their multiple intelligences. From the perspective of language and content also other specific strategies such as repeating, reformulating, or summarizing might be adopted (Barboráková, 2012).

Another useful strategy is Scaffolding Learning. Scaffolding instruction to facilitate learning can involve the use of strategies like activating prior knowledge, providing examples of outcomes before assigning a task, creating a motivating context, and facilitating student participation (Guerrini, 2009).

Scaffolding serves several purposes according to (Meyer, 2010a):

1. It reduces the cognitive and linguistic load of the content/input (= input-scaffolding) which means that scaffolding helps students understand the content and language of any given material.
2. It enables students to accomplish a given task through appropriate, supportive structuring.
3. Scaffolding also supports language production (= pushed output) by providing phrases, subject-specific vocabulary, and collocations needed to complete assignments. It helps students to verbalize their thoughts appropriate to the subject manner.

The following strategy is rich interaction and pushed output, language acquisition is strongly facilitated by the use of target language interaction.

“Learners need to be pushed to make use of their resources; they need to have their linguistic abilities stretched to their fullest, they need to reflect on their output and consider ways of modifying it to enhance comprehensibility, appropriateness, and accuracy.” (Swain, 1993 cited by Meyer, 2010).

In a CLIL context, the emphasis should be on the fluency, clearness, and explicitness of the output rather than on the accuracy (Barboráková, 2012).

Another relevant strategy is Adding the (Inter-)cultural Dimension. Students need to learn about other countries, but it is not enough for successful intercultural communication to know about other countries and cultures. It is important to emphasize many aspects including the view of self, perceptions of time, and verbal and non-verbal communication styles (Meyer, 2010a).

Another strategy is sustainable learning. Teachers have to make sure that what they teach in class is taught in a way that new knowledge becomes deeply rooted in our students' long-term memory. Passive knowledge has to be turned into active knowledge (Meyer, 2010a).

Finally, motivation is a key strategy to make CLIL lessons successful. The following concepts might be taken into consideration (Nunan, 2010):

- Make learning goals explicit.
- Select content to which learners can relate.
- Scaffold the learning process.
- Personalize the learning process.
- Encourage group/collaborative learning.
- Provide opportunities for authentic communication.
- Provide evidence of progress.

CLIL- Pyramid

The CLIL-Pyramid was designed to represent the idea that quality CLIL based on the tenets of the 4Cs-Framework can only be achieved all of the four Cs are considered in lesson planning and materials construction.



Figure 2: The CLIL-Pyramid (Meyer, 2010a).

“In sum, embracing the CLIL approach does not automatically lead to successful teaching and learning. To truly realize the added value of CLIL, teachers need to embrace a new paradigm of teaching and learning and they need tools and templates that help them plan their lessons and create/adapt their materials” (Meyer, 2010a).

7. Materials

Meaningful, challenging, and authentic. Those should be the main criteria for selecting appropriate classroom materials (Meyer, 2010b).

The criteria for selecting appropriate classroom materials take into account the challenges that CLIL lessons have added. The quality CLIL materials seek to maintain a dual focus on content and language. The following quality CLIL materials seek to apply aspects of good pedagogy on a CLIL-specific manner (Mehisto, 2012) :

- Make the learning intentions (language, content, learning skills) and process visible to students.
- Systematically foster academic language proficiency.
- Foster learning skills development and learner autonomy.
- Include self, peer, and other types of formative assessment.
- Help create a safe learning environment.
- Foster cooperative learning.
- Seek ways of incorporating authentic language and authentic language use.
- Foster critical thinking.
- Foster cognitive fluency through scaffolding of content, language, learning skills development helping the student to reach well beyond what they could do on their own.
- Help to make learning meaningful.

Research results done by Barboráková (2012) based on personal observations and the opinion of experienced CLIL teachers. She reported that all the teachers mention that the main obstacle for the development of CLIL is the lack of available material. As a result, teachers design the materials themselves using web resources and authentic texts. Therefore, help from other colleagues is required a lot.

In the study mentioned above, teachers also stressed the importance of communication in teaching. Listening activities may include listening and filling in a table, labeling a picture, diagram, map, chart, graph, identifying location, speakers, places, labeling the stages of a process, instructions, sequences of a text, filling in the gaps in a text. With typical speaking activities that include question loops – questions and answers, terms and definitions, halves of sentences, information gap activities, class surveys using questionnaires, presenting information from a visual. However, it is vital to add other activities such as reading and matching, filling tables, finishing incomplete sentences to develop writing skills or activities that imply making

predictions, hypothesizing, collecting, and comparing data to develop thinking skills (Barboráková, 2012, pág. 9).

Over the last years, there is a growing interest in ICT applications, they motivate, present content, provide reinforcement, and stimulate active participation of the learners in the learning process. The following selected materials which provide scaffolding are (Guerrini, 2009):

- PowerPoint presentations
- Activities with interaction: often found on-line
- Web research
- Webquests

Finally, it is important to highlight that CLIL motivates students to learn content because they are learning in a more involving way. According to Barboráková (2012):

“This is because students feel that the language they use has a concrete goal.”

8. Study

In this part of the project, the methodology used during the research project is described. It includes research questions and hypotheses, data collection, participants, procedure, data analysis, and final results.

8.1 Research question and hypotheses

As it was already mentioned in the introduction, the main aim of this study is to analyse the materials and resources used in a CLIL project and both teachers' and students' perceptions, learning, and feeling about it. Therefore, the following questions were formulated:

- Do schools in Bages teach English through CLIL methodology?
- What materials and resources support teachers and students and promote both language acquisition and subject content?
- What are the main advantages of teaching CLIL in terms of language learning?
- What continuation could we give to CLIL lessons?

Based on my background knowledge and experience on the field of CLIL, I formulated hypothesis to answer my research questions:

1. Most of the schools in the Bages area do not teach through CLIL methodology.
2. Materials and resources are chosen to support learners and not restrict them. They have been found on the internet and they promote projects that intend to explore teaching and learning of foreign languages within this context.
3. The main advantages are the language immersion and the amount of exposure to the language.
4. Good continuation to the CLIL lessons could be extracurricular activities based on the CLIL methodology.

8.2 Participants

The participants of this study were pupils and teachers from different schools that imply the methodology CLIL in Bages. First of all, it was decided to research the schools that were implying CLIL, and then get their contact from their websites. My tutor also helped me collect some missing contacts by searching through their contacts and on the internet. Unfortunately, it wasn't easy to find schools in Bages that used this

methodology and to add difficulty because of Covid-19 the majority of the schools weren't applying CLIL this course.

However, when we got all the contacts from the schools, we sent the questionnaire to all the schools including a brief introduction of the topic of my project, its aim, my details, and the reason why we needed their collaboration. We send some of the questionnaires to the schools and we asked them to pass it on the English teachers. The others were sent directly to the English teachers we had contact with. We got a better response when we contacted directly the English teacher; they were very attentive and helpful. We gave them approximately three weeks to answer the questionnaire, and after three weeks we sent them another email reminding them to respond to the questionnaire in case they had not done it yet.

The study was based on 4 Primary schools of Bages, 3 state-assisted schools, and one state school. As it has been said, the study was made in some schools in Bages. Here a description of the schools that participated:

Escola Catalunya

It is a public school situated in Navarcles, a village in the Bages area. In the school there are Pre-school education and Primary education, both divided into two buildings.

English is getting more important in the school and from 1st grade and depending on the available resources, in every scholar course, they try to program Oral Activities in English, with small groups, if it is possible. They work on the representation of dialogues, role-plays, songs, games, and daily language structures. They give a clear pattern to produce foreign language and they pay attention to the pronunciation. They also believe that it is interesting to work the English Language out of the classroom and they want to make it present in their school and family life. Escola Catalunya is introducing the practice of the CLIL methodology, the English teacher also teaches Music and he implies this subject in the English language. (Escola Catalunya, 2021)

Escola Paidos

It is a state-assisted school situated in Sant Fruitós de Bages, a village in the Bages area. It harbours students from Nursery to the fourth year of Secondary education.

The learning of English as a foreign language in Paidos is crucial in its project. Students start the immersion program like CLIL in Primary education and continue in Secondary education. For them, students might be exposed to the language as much as possible. Paidos is immersed in a project that children learn science in English; they intend to make children learn the language at the same time to learn the content.

Students also have real contact with the English language because they have a native speaker in the school. This year because of Covid-19 they couldn't do the CLIL project and neither have a native speaker. (L'escola Paidos cooperativa, 2021)

Escola Joviat

It is a state-assisted school situated in Manresa, the capital of Bages. It harbours students from Nursery to Batxillerat.

They provide the English language from Pre-school to Secondary School. To facilitate and motivate children to learn English, in early childhood education children receive lessons of Music in English. In Primary education they do a Project called English in action; it is Physical Education in English. (Joviat, 2021)

La Salle Cassà

It is a state-assisted school situated in Cassà de la Selva. This school is the only one not in the Bages Area, it was difficult to find schools using CLIL and my tutor had an ex-colleague who was currently using this method, that is why I decided to contact this school out of the Bages Area. In this school, there are Pre-school, Primary education, and Secondary education.

They have got a certificate from a multilingual school because they provide exposure to foreign languages inclusively and extensively. In early childhood education, children receive psychomotor activity in English. In Primary education, children receive Art in English, and in Secondary education, they do science in English. (La Salle Cassà de la Selva, 2019)

8.3 Methodology and data collection

In order to carry out this study, it was decided to design two questionnaires one addressed to the primary school English CLIL teachers and the other one to the primary school learners.

A questionnaire is a tool composed of several questions for collecting information from individuals by mail, telephone face to face, interviews, and hangouts, among others. We ought to use questionnaires when we need to gather information from a lot of people but we don't have many resources because it is inexpensive. The information we need to collect can be beliefs, attitudes, and behaviours. Questionnaires are very useful when we have to maintain the privacy of the participants.

The questionnaires were designed with "Google Forms", they were created with the purpose to find answers to the research questions and analyse CLIL methodology from

the point of view of teachers and learners. The questionnaires offer three types of questions: open-ended questions, closed-ended questions, and multiple response questions. The main feature of the questionnaire is the fact that it enables to gather quantitative and qualitative information.

On the one hand, the teacher's questionnaire (see appendix) consisted of 21 questions; there are 4 close-ended questions, 13 multiple responses in which teachers could choose more than one answer, and 4 open-ended questions where teachers could write whatever they wanted. On the other hand, the learners' questionnaire (see appendix) is composed of 6 close-ended questions, 2 multiple choice responses, and 3 open-ended questions. All in all, there are 11 questions to point out perceptions, experiences, and thoughts about the CLIL lessons.

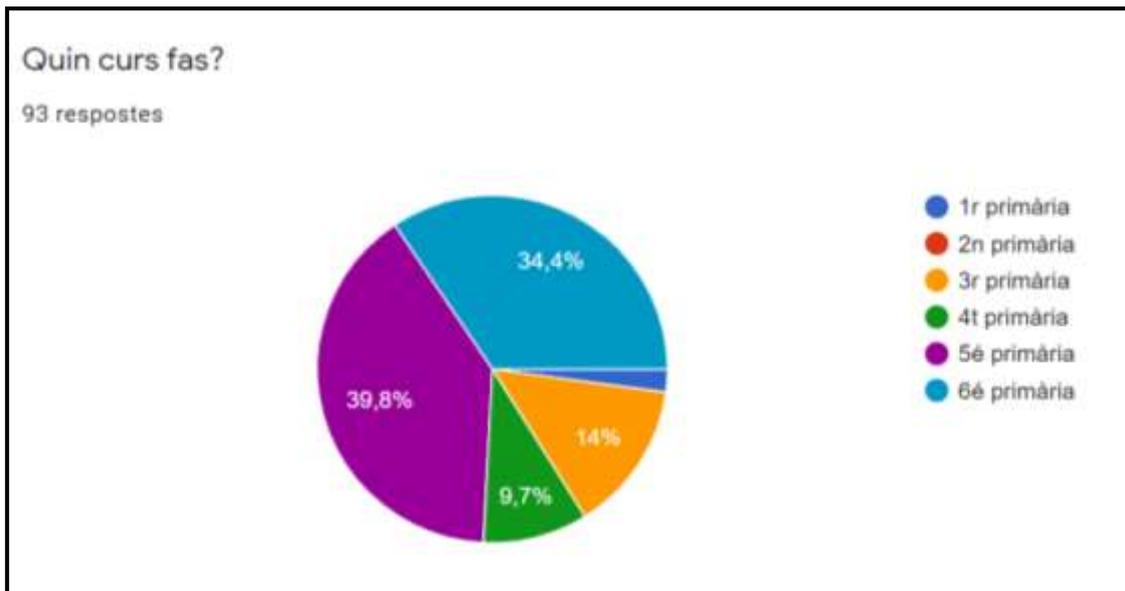
8.4 Data analysis

This part of the project analyses and presents the results that have been collected in the questionnaires during the study. The data is organized into two parts, in the first part there are the learners' analysis results and in the second part, there are the teachers' analysis results. As it is mentioned before, both questionnaires gather quantitative information and qualitative information, so in each part, it will be introduced a description of quantitative analysis and qualitative analysis.

Before analysing the results, we would like to say that not everybody who was supposed to answer did it and the data may be not completed because of this reason.

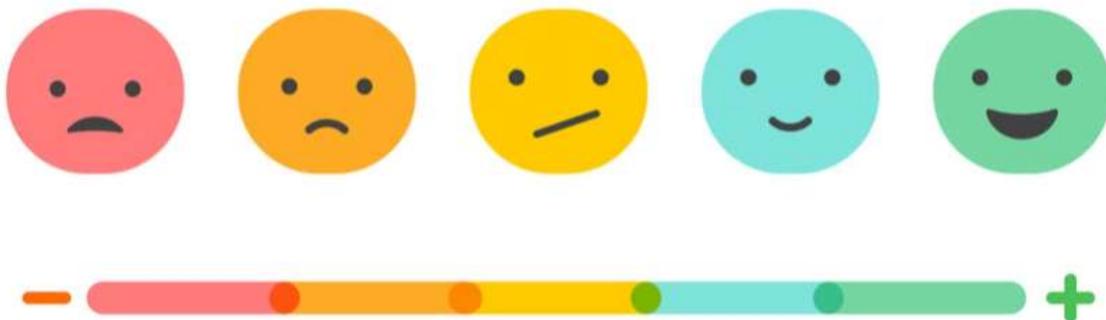
8.4.1 Learners analysis results

The questionnaire was consisted of 11 questions, firstly students had to answer what was the name of their school and the subject they were doing with the CLIL methodology. Focusing on the responses of the participants, we can say that from the 93 responses we have 66 students from Escola Paidos who are doing Science in English, 21 from Escola Catalunya who are doing Music in English, and 6 from La Salle Cassà who are doing Art in English. In the second question, they had to answer what was their course and got the following responses.

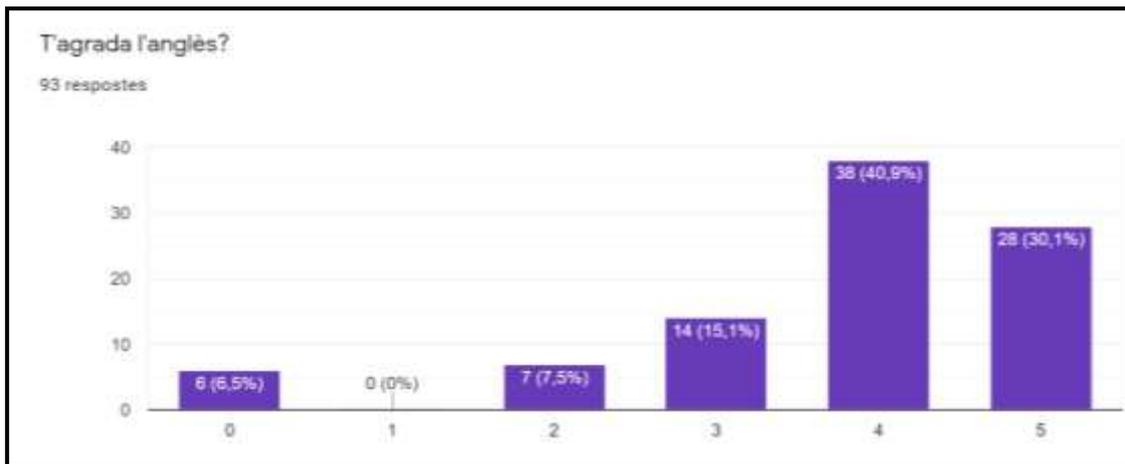


Graphic 1. The course of the students' participants.

The following questions are based on a scale that was created to help participants decide their answers; it was always accompanied by this picture that clarified the position and meaning of every number. Going from left side to right side they meant the numbers 1-5, it was easier for children to decide what punctuation to give in every question because it was clearer with the faces.

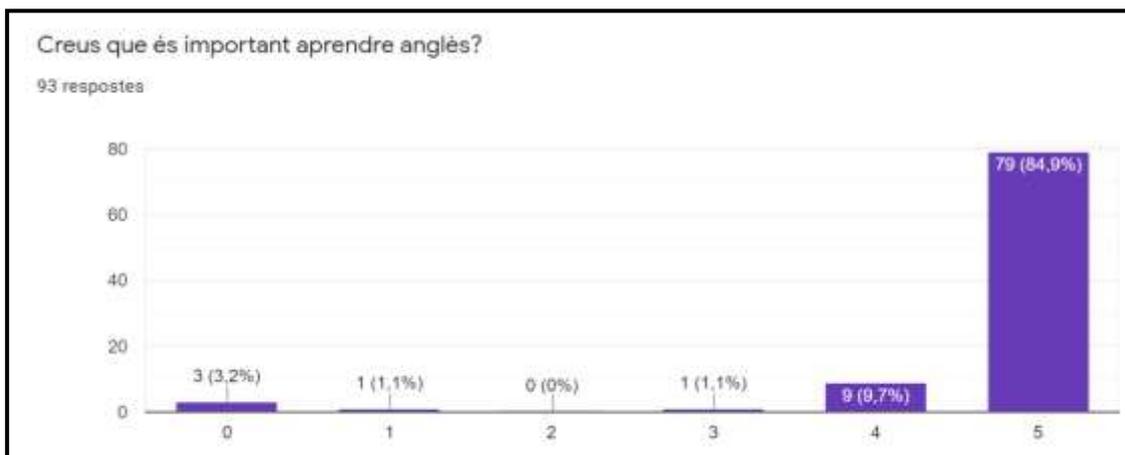


Below there are some questions to know about the students' perception and feeling of the CLIL lessons. The questions' purpose was to find out if students like English or not if they think it is important, how they feel in the CLIL lessons, and if they enjoy the classes.



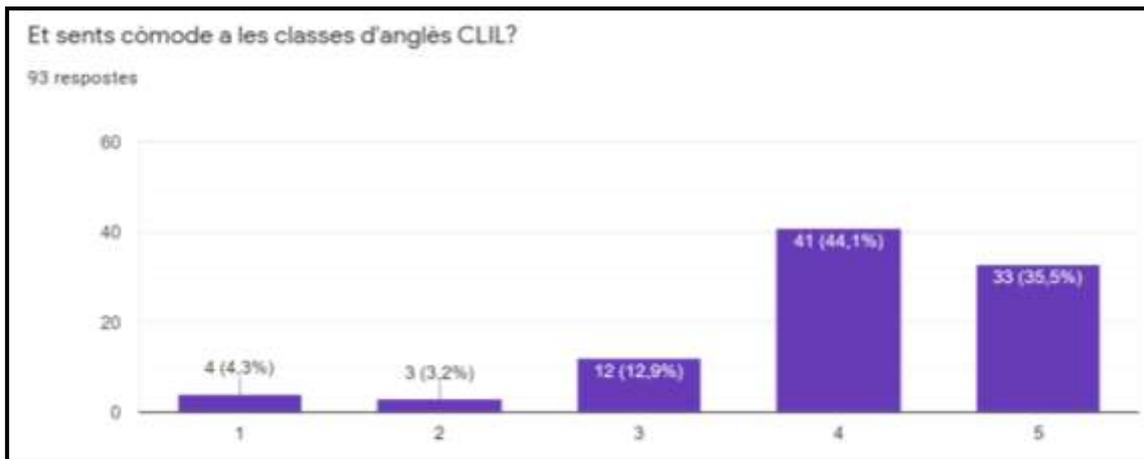
Graphic 2. The learners like or dislike the English language.

The results showed that 40,9% of the students like English 4 points out of 5, 30,1% of them gave the highest grade which means they like this language a lot. On the other hand, just 6,5% of the participants give 0 points to English which indicates that they don't like the English language.



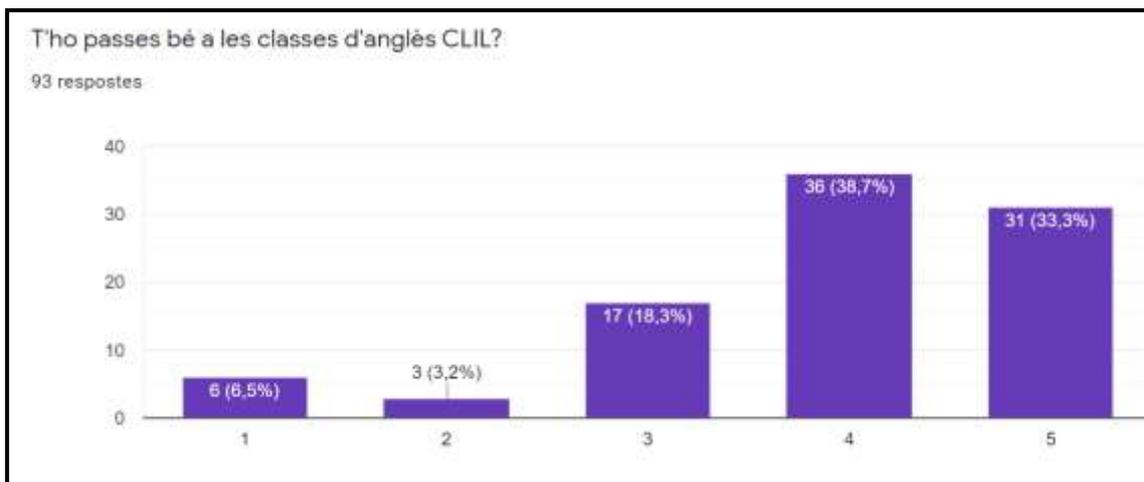
Graphic 3. The importance students give to the English language.

By observing the table, we can say that most of the children think English is very important with 84'9 percentage of participants, and only 3,2% of them don't believe it is important to learn English.



Graphic 4. Students' comfort in the CLIL lessons.

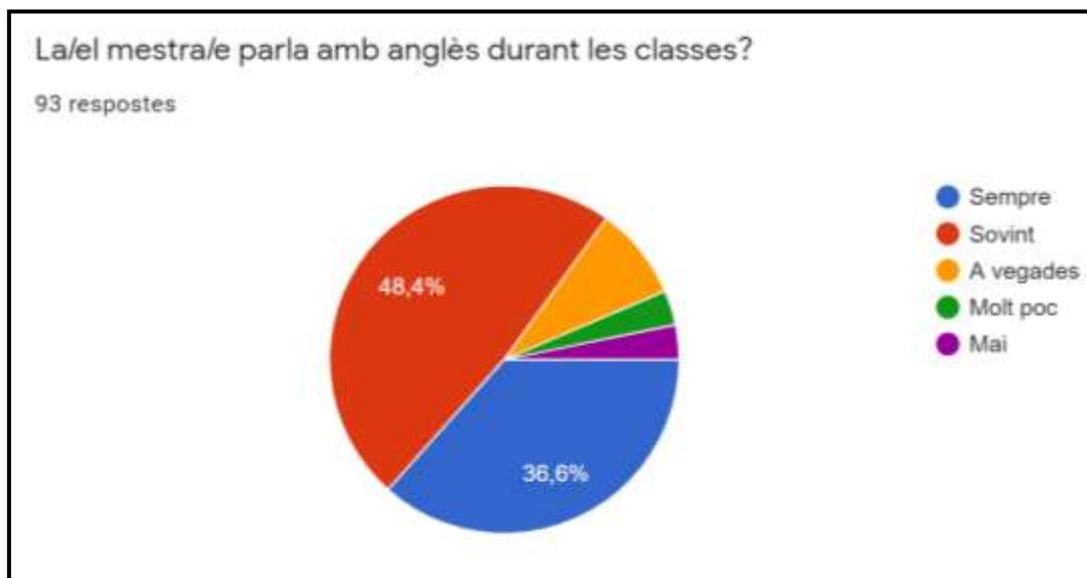
According to this table, the vast majority of the students feel comfortable during the CLIL lessons since 44,1% of the students gave 4 points out of 5 and 33,5% gave the total punctuation. In the middle, there is 12,9% of students who don't feel comfortable or uncomfortable. Finally, 4,3% and 3,2% of them who gave 1 or 2 points out of 5, which means that they don't feel very comfortable during the CLIL lessons.



Graphic 5. Students learning enjoyment.

As we can observe in the table, 67 students enjoy the CLIL lessons, which means that 38,7% and 33,3% of students who answered the questionnaire gave 4 or 5 points out of 5. Only, 9 students qualified their learning enjoyment under 3 points and 17 students gave 3 points out of 5 to their learning enjoyment.

Another issue is the teacher's amount of English speaking used in the CLIL lessons from the perception of the children. There was a scale to help them decide how often the teacher used English: Always, Usually, Sometimes, Rarely, and Never.



Graphic 6. Teacher's amount of English speaking.

The results showed that 36,6% of students say that their teachers always speak in English during the CLIL lessons, 48,4% of them recognized that their teachers usually speak in English, 8,6 of the participants manifested that their teachers sometimes speak in English, and finally, 3,2% said that their teachers rarely or never speak in English during the CLIL lessons.

Moreover, students had to answer what kind of English contact or learning they had out of the school. The vast majority of the students have contact with English out of the school with a 62,5% of participants. 30,1% of the students went to an English language school, 18,3% of them did extracurricular activities in English or summer camps, 9,7% of the learners did particular lessons and 4,4% of them had an au pair, English familiar or did Online activities. Only, 37,5% of the children didn't have any English contact out of the school.

In this study, there is also a qualitative analysis that includes the subjective opinion of the learners. In the questionnaire, there were 2 open-ended questions in which students had to answer their believes or perceptions.

The first question was: “What do you like the most from the CLIL lessons? In this question, students gave a short answer and after reading all the brief explanations, we are going to give a summary of them:

The largest amounts of students, with 24 responses, answer that learning more English was the best thing about the CLIL lessons. They describe it as an advantage because they learn the content of the subject, new vocabulary in English and they also get to communicate better in the foreign language. Here some example of the answers:

- “I can learn more English language through the Science subject that it is my favourite.”
- “We learn in English so we can learn more.”
- “We learn how to communicate in another language that it’s not Catalan.”
- “We learn vocabulary in English different from the English class.”
- “I learn a lot of things and the teacher is funny.”
- “Be able to learn a subject in English because English is very important English for our lives.”
- “I like it when I learn things I didn’t know and they are interesting.”

Some of them also pointed out that they like the resources and activities used during the CLIL lessons, like the games, videos, movies, songs, applications, and web pages. Moreover, the experiments and models they created during the science subject. Some examples of these responses are:

- “When we sing songs and we do fun activities.”
- “When we do models.”
- “Use the laptop during the lessons.”
- “The teacher and application science bits.”

For the rest of the participants’ responses, we can divide them into four small groups. The first group mentions that the teacher is what they like the most from the CLIL lessons, another group says that they enjoy doing cooperative activities in groups or all the class together, the third group says that they like everything and the last group mentions that they don’t like anything from the CLIL lessons. The following responses are some examples:

- “The way our teacher teaches”
- “Our teacher explains very clearly and well.”
- “When we do works in a group.”
- “I like everything.”

- "I don't like it, but I sometimes have fun."

The last question was: "What would you change from the CLIL lessons? In this question, students gave a brief response and after reading all of them, we are going to give a summary of the answers:

Some of the participants, with 17 participants, wouldn't like to change anything about the CLIL lessons. They mention that they enjoy the lessons the way they are designed and they also like the activities and resources used during the CLIL lessons. On the other hand, there were some students, exactly 10, that were recognizing the difficulty of studying a subject in the English language. They find it difficult to understand and they wanted to change the language to Catalan in the difficult explanations. Some examples of these responses are:

- "Make science in Catalan because if someone doesn't know English very well it is difficult to follow the lesson."
- "Don't speak in English."
- "The teacher makes the explanations in Catalan."
- "They speak that much in English that for me it is impossible to understand it".
- "Make the class in two languages, vocabulary in Catalan and English."

Opposite to these answers, there are a few students that ask more English in the CLIL lessons. Here an example:

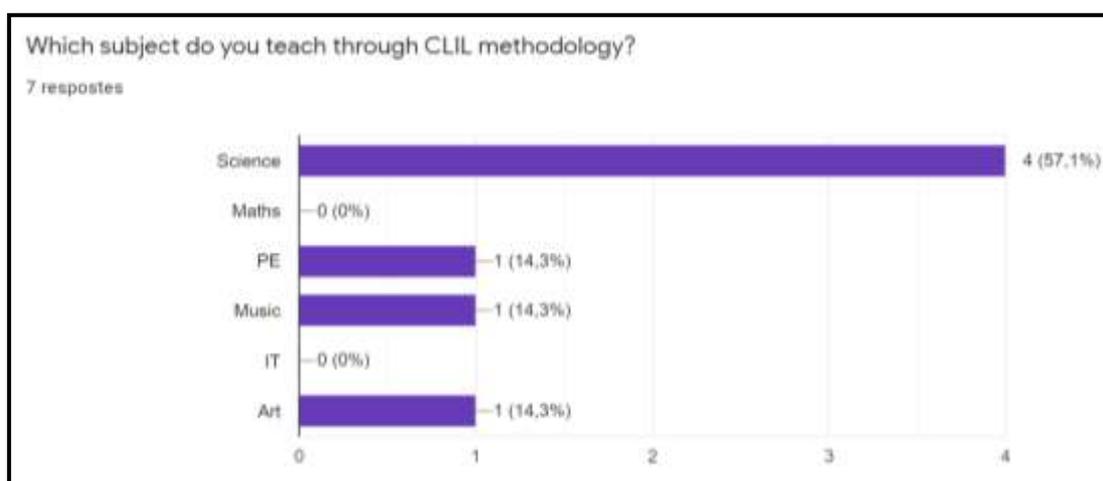
- "I would like to change that the teacher talks always in English."
- "I want the teacher to talk always in English and not in Catalan sometimes."

The largest amount of students, with 22 participants, would like to change some aspect in the methodology, resources, or activities. For example, a few of them want the lessons to be a little bit more fun, with more games, songs, projects, or experiments. There are also students asking to change the content or the way they organize the classroom, a few ask for more group working and the others ask the opposite more individual group. Lastly, 3 students don't like doing exams in the CLIL lessons. The following responses are some examples:

- "I want them not to be that boring."
- "The application science bits."
- "I would like to make more experiments."
- "Make pair work."
- "The exams are too difficult."

8.4.2 Teachers analysis results

The questionnaire consisted of 21 questions; firstly teachers had to answer what was the name of their school and the subject they were teaching with the CLIL methodology. Focusing on the responses of the participants, we can say that from the responses we have, 7 teachers in total, 4 of them are from Escola Paidos where they teach Science in English, 1 from Escola Catalunya where he teaches Music in English, 1 from La Salle Cassà where he teaches Art in English, and 1 from Escola Joviat where he teaches PE in English.



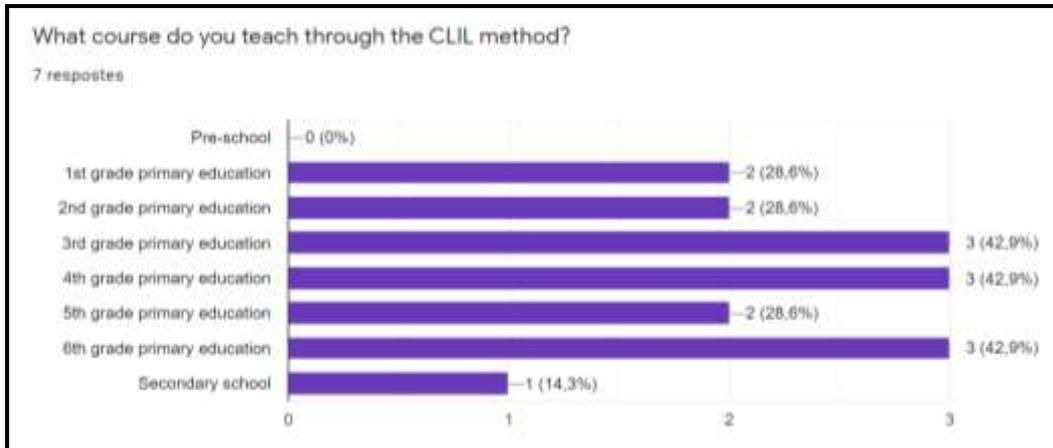
Graphic 7. The subject they teach through the CLIL methodology.

Then, they had to answer the following question: Referring to the subject from the question before, do you think is the best subject to teach through CLIL? After reading all their answers we could see that most of them agree that their subject is good. However, they also mentioned that the other subjects would be also good to teach in English, except for the key subjects. Here some examples of the responses:

- I think science is a good subject to teach through CLIL but it is not the only one. Art, PE or music are subjects that would also be good.
- All the subjects can be good to teach through CLIL.
- I'm not sure of that. But probably is. We can't teach one of the key subjects through CLIL, otherwise, children won't get all the contents due to the complexity to teach in a foreign language.

The PE teacher says that he thinks PE is not the best subject because children don't enjoy it the same way they do it in the Catalan language and also, the connection between teacher and students is colder if it is done in English.

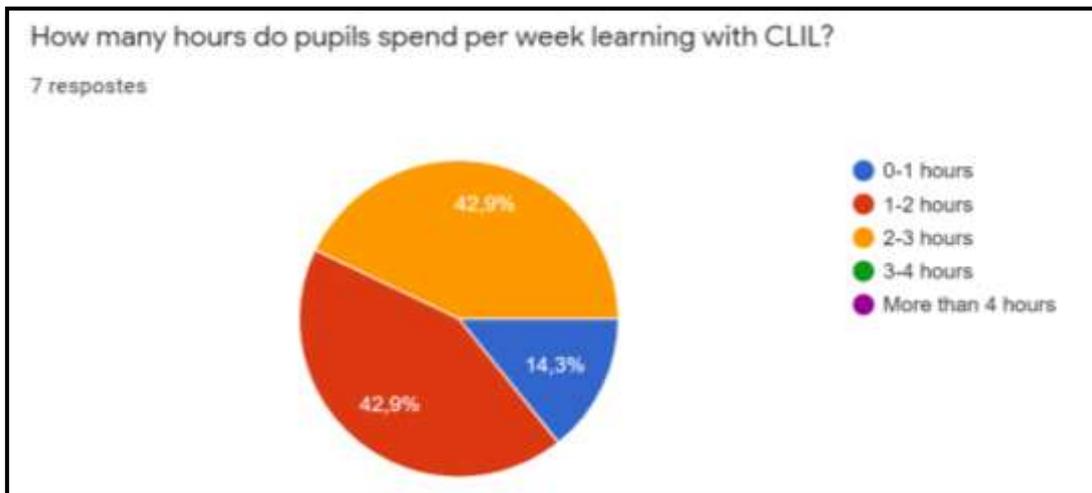
In the next question, they had to answer what course were they teaching and got the following responses:



Graphic 8. The courses they teach through the CLIL method.

As we can see in the results above, teachers teach through all the primary grades from the 1st grade to 6th grade. One of the teachers also teaches in Secondary school, none of them teaches in Pre-school. However, it doesn't mean in their school they don't apply CLIL lessons to Pre-school.

Connected with the question above, they answer the following question:



Graphic 9. The number of time pupils spend learning with CLIL.

By observing the graphic, we can say that there are two big colours, red and orange with 42,9% each, which means most of the Children spend from 1 to 2 and 2 to 3 hours per week learning with CLIL. Only 14, 3% of the children spend 0 to 1 hour.

The sixth question was: What background studies and English formation do you have to teach CLIL lessons? Do you think it is necessary to have a specific formation? In this question, teachers gave a short answer and this is the summary of some of them:

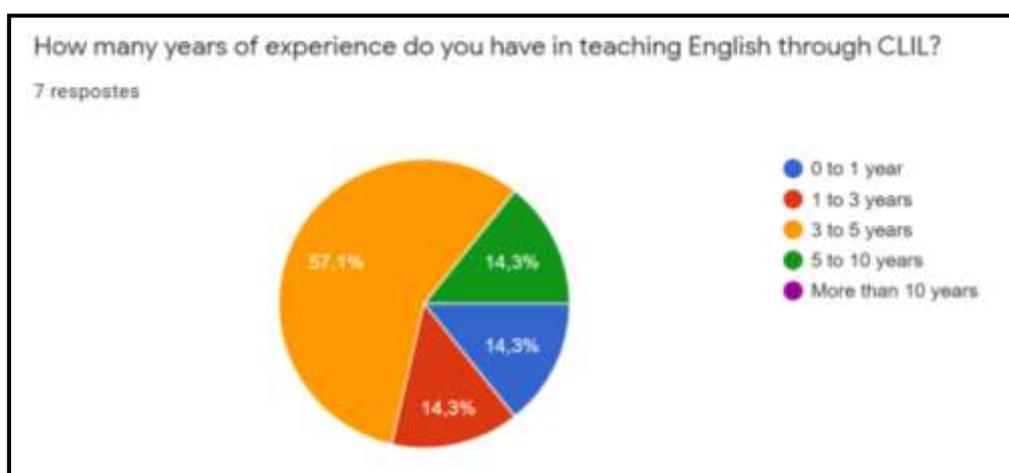
They all have the degree and English level; two of them mention the English level from the Cambridge Certificate Exams. We can divide the responses into two groups because some of them say it is necessary to have a specific formation, with responses like this ones:

- I don't have any formation and I think formation can help to get ideas and resources
- I'm an English teacher. It's necessary to have a formation on CLIL.
- I have a degree in primary education (in English) and I have also studied some courses about CLIL methodology but I think that it is very important to have some subjects about this methodology in our degree.
- I have the Cambridge Certificate in Advanced English and I have attended an English CLIL course at the school I am working.

However, a few of them mentioned that it is not necessary to have a specific formation. Here are some examples of the answers:

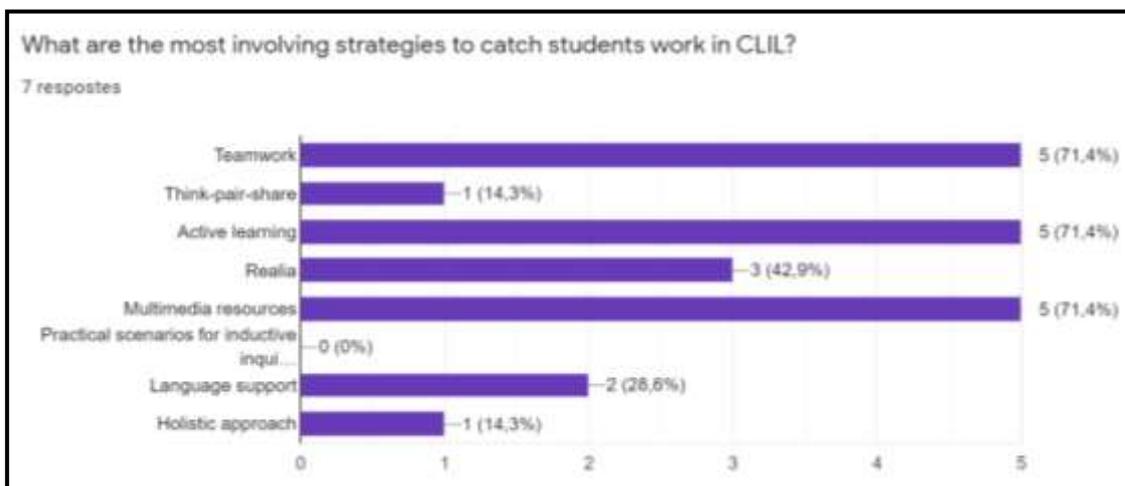
- I have no specific formation to teach CLIL.
- I don't believe it is necessary to have a specific formation.

The following question was about their experience in the CLIL field, as we can see in the results 4 teachers, representing 57,1%, had 3 to 5 years of experience and the others 3 had 0 to 1 year, 1 to 3 years, and 5 to 10 years of experience.



Graphic 10. Teachers' years of experience in the CLIL field.

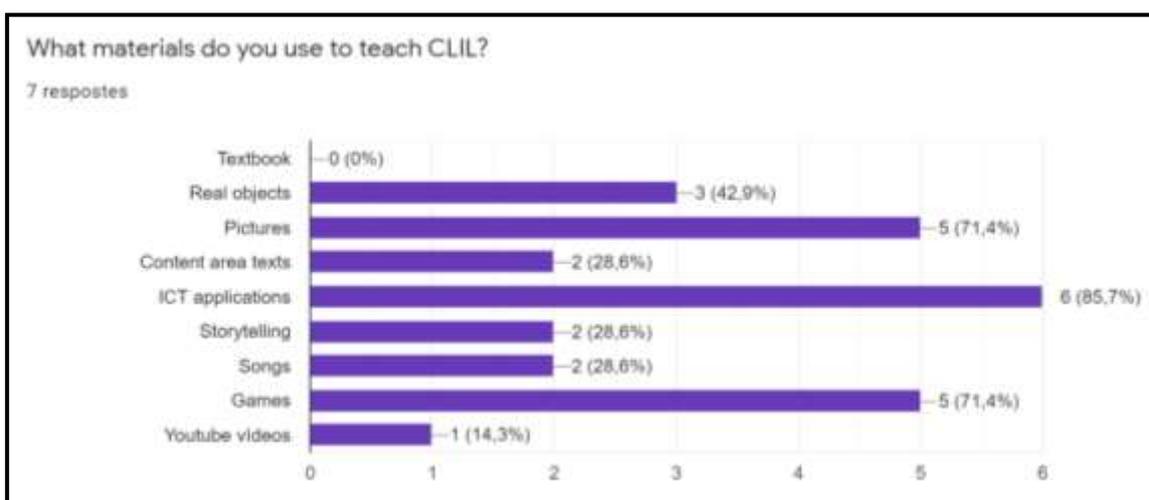
Another issue is the strategies used in the CLIL lessons from the point of view of every teacher. It was a multiple-response question in which teachers could choose more than one answer.



Graphic 11. The most involving strategies to catch students' work in CLIL.

The results showed that teamwork, active learning, and multimedia resources with 71,4% are the most involving strategies according to catch students work in CLIL. Below these responses, we also can observe realia with 42,9%, language support with 28,6%, and lastly, think-pair-share and holistic approach with 14,3%.

In this study, there was also a big focus on the materials used during the CLIL lessons. As a continuation, there will be some questions related to this topic. First of all, they answered about the materials teachers use to teach through CLIL.

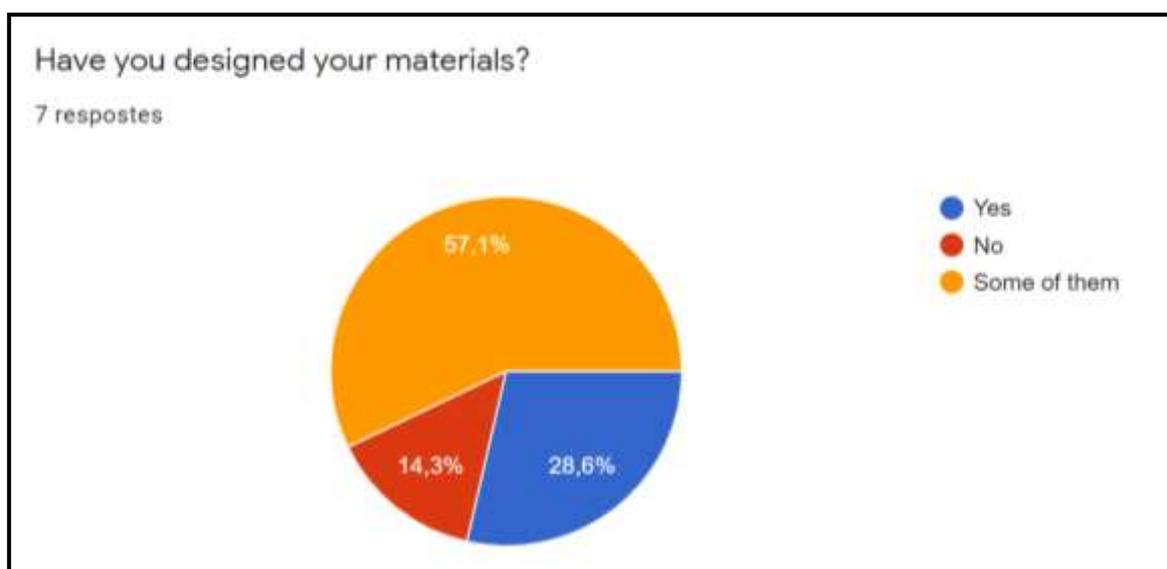


Graphic 12. The materials used to teach CLIL.

As we can observe in the table, the most used materials are ICT application, pictures, and games, each of these responses has 5 to 6 answers which means 71,4% to 85,7%. With 3 responses, there are real objects and with 2 or 1 response are content area texts, storytelling, songs, and YouTube videos. It is important to highlight that none of them use a textbook to teach CLIL.

Then, teachers had the following question: What criteria do you use to choose your CLIL materials? After reading all the teacher responses, we are going to give a summary of the answers:

The vast majority of the participants, with 57,1%, have designed some of their materials in the CLIL lessons. 2 of the teachers have designed their materials and 1 of them hasn't designed any of the materials.



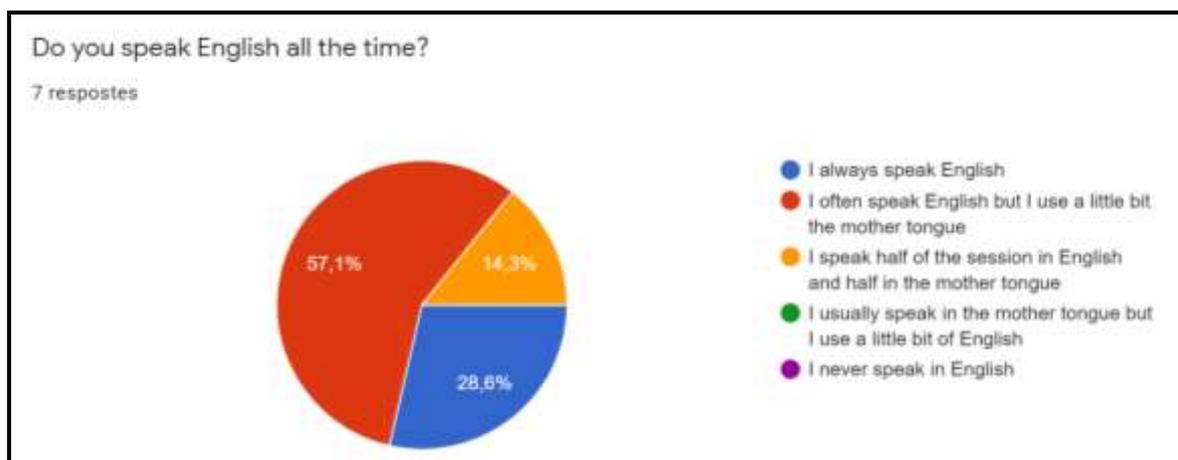
Graphic 13. The designer of their materials.

After the question above, there were two possible consecutive questions: If you answered yes, through which resources? And if you answered no, where did you find them? And most of the answers bring us to the same results because they find everything on the internet. Here are some examples of the responses:

- Internet: YouTube and Google, the most.
- Internet, Google apps, AR, books.
- I am using Science Bits learning license.

One of the responses is different because it says that sometimes they create the activities from nowhere without any resource.

Another topic is the language used during the lessons. There was a scale to help teachers decide how often they use the English language. As we can see on the graphic below there are 4 teachers who often speak in English but they use a little bit of the mother tongue, 2 of them always speak in English, and one of them speaks half of the session in English and half in the mother tongue.



Graphic 14. The input teachers give to their students.

Then, they had to answer when do they use their mother tongue, and why? Their responses showed that they were all using the mother tongue for the same reason, to help pupils with difficulties understand the explanation or for disciplinary issues. These are some sample of the questions:

- If students don't understand what I am saying, I try to explain it again using other words, body language, drawing,... Sometimes students who do understand what I am saying translate it into Catalan. Sometimes, if nobody understands it, I say it in Catalan. I also think it is important for students to know some of the vocabulary in their mother tongue. E.g. we are now learning about the digestive system and I thought they should know what the "liver" is in Catalan since the word in both languages is really different.
- When I have to solve major problems or disciplinary issues.
- When pupils have some difficulties understanding the way to do the activities.

Another question teachers had to answer was: How do you feel during CLIL lessons? And what do you think pupils feel during CLIL lessons? Teachers gave a short response and after reading all the explanations, we can say that they all go in the same direction. They say that they feel comfortable and they also believe pupils feel comfortable in CLIL lessons, some students feel more motivated and some of them

less, but the important thing is that over the years children get used to this methodology and they enjoy it. Some examples of the answers are:

- I'm ok, and they're also ok, I think. They've been studying through CLIL since they were very little, so for them it's natural
- I love them. Pupils often feel out of place but year after year they get more used to it and enjoy it more and more
- Good feedback and happiness when pupils and I can communicate in English.
- I like this subject and I feel happy teaching it. I try to do my best but sometimes I feel like if I had to learn and study more in order to teach it in a better way because methodologies can change and technology can help us to improve in our classes. During my CLIL lessons, some pupils are interested in the subject and they are motivated while some others aren't because of the mother language.

The next question was: Are the 4 skills (Speaking, Listening, Writing, and Reading) present in CLIL lessons? Which skill do you use the most? After reading all the answers we can say that these teachers all use all the skills, but the most used skills according to them are speaking and listening. One of the teachers mentions reading skills too. Here some example of the responses:

- Yes, writing the least. Listening is the one I use the most
- All of them are present but the ones we use the most are speaking and listening.
- Speaking and listening, by far.
- Yes. The most used in my CLIL lessons are speaking and listening.

The following question was: What are the main advantages of teaching CLIL? In this question, every teacher gave different opinions, but all of them touch the same issue, that the main advantages of teaching in CLIL are the natural way of learning a foreign language, also, children learn English without noticing and they see the real use of the language. These are some of the answers:

- Learning other subjects through English
- active learning, real learning, English in a real context
- Seeing how students improve their English skills while learning content from other subjects. They concentrate on the science contents and they improve their level of English without noticing it.

- To make students realize that English is more than just a grammar and a vocabulary subject.
- The teacher has to make an extra effort to speak English all the time, create an interesting environment and dynamic lessons.
- It is a natural way of learning a language. The content can stimulate interest in the language. They learn a language but at the same time, they are learning content.

Then, they had to answer this question: How is the content affected by the use of a foreign language? After reading all the responses, we could divide the teacher into two groups. On the one hand, 4 teachers that think the content is not affected by the use of a foreign language with responses like these:

- I think it is not affected because they understand it.
- If the pupils understand the orders, the content is the same as in Catalan.
- The content we work on in class is the same students would learn in their mother tongue. Unfortunately, some students have to make a big effort and they would learn more science if they did it in Catalan.

On the other hand, the rest of the teachers believe that the content is affected by the use of a foreign language with answers like these:

- The content we work on in class is the same students would learn in their mother tongue. Unfortunately, some students have to make a big effort and they would learn more science if they did it in Catalan.
- Sometimes we can't teach in the same way as if we were doing a lesson in our L1. We can't teach the same contents because in Catalan we could explain more things and all of them can be understood. In Catalan, the content can be wider than in English. In English, we have to repeat the structures, vocabulary, make a lot of revisions in order to clarify and contrast the new concepts. It is important to have defined objectives.

The next question was: What are the motivating factors as far as teaching in a bilingual classroom is concerned? And the de-motivating factors? In this question, there were some different opinions about the motivation factors and de-motivation factors, but they all agree that for children with difficulties in English CLIL lessons are very challenging and difficult, here are some example of the answers:

- Motivating factors --> as I said, seeing how most of the students improve their English.

Demotivating factors --> seeing students who have trouble understanding English trying to learn science contents. It would be much easier for them to learn these contents in Catalan.

- Pupils are motivated to learn English lyric songs. They love to understand what their favourite songs in English mean. They feel uncomfortable and disappointed when they do not understand what and how to do the activities.
- Not understanding the language is a de-motivating factor.
- As a teacher, my motivating factors are that I'm teaching a language in a natural way. I can use lots of different and motivating materials for children, even real material. It is a subject in which pupils can investigate and at the same time they can see real situations. My high motivation is to see that all my students are motivated and at the same time they are learning through English all the content that I am teaching day by day. I don't have lots of de-motivating factors because I like teaching Science and I feel motivated but one example could be when you spend a lot of time preparing and planning an activity and it doesn't work in the class. In CLIL lessons you need a lot of time to prepare your classes!

Finally, the last question was: What continuation would you give to the CLIL lessons (e.g. projects, workshops, extracurricular activities...)? The vast majority of the respondents were talking about projects, or increase the number of CLIL lessons. Here some example of the responses:

- International collaborative projects with students from English-speaking countries schools.
- Projects (based on pupils' interests)
- In high school, there must be another subject taught through CLIL, for example, Science. You can also increase the number of CLIL lessons involving other subjects, for instance, PE.

9. Results

This study has analysed the children's perceptions of CLIL methodology and teachers' strategies, resources, and their discernment about the advantages, motivation factors, and de-motivation factors in CLIL. Before addressing the results we would like to say that the first idea was to get some observations as well as the questionnaire, but due to the COVID-19 situation, it was not possible to observe the school's lessons. We wanted to do it because then we would expose, analyse and contrast what they said in the questionnaires and the observation of the lessons. Moreover, another idea that was done, but without success was to send questionnaires also to extracurricular activities that were applying the CLIL methodology for a forward comparison and to give a continuation to the CLIL lessons out the regulated education but with a strong connection between both teaching practice concepts.

Focusing on the responses of the learners' questionnaire, we can say that most of them have a positive view of the CLIL methodology and the English language. As we could observe in graphic 2, 71% of the children said enjoy learning English. They also believe English is important with 84,9% of the participants giving the highest punctuation (graphic 3). This is not a surprise since in the schools we interviewed they give a lot of importance to the English language, and nowadays English is getting part of our lives. There is also a high percentage of pupils who feel comfortable in the CLIL lessons with a 76,6%, this is crucial because a real, comfortable, and safe environment allows students to feel free to express themselves without anxiety. Another issue is if learners enjoy the CLIL lessons and as we could observe in graphic 5, 67 out of 93 students said they have a good time during the sessions which means they are motivated and are involved in the learning.

Looking at graphic 6 and graphic 14, we can say that the input learners receive is mostly in English, probably when the teacher talks in the mother tongue she/he is explaining something students can't understand in the foreign language or because there are disciplinary issues during the session.

As it was mentioned above, we would like to give or find a continuation to CLIL lessons and we asked the children what contact they have with English after school. There is a 62,5% of students who have contact with the English language out of the school, but there is 37,5% of the participants without English contact out the school. English as extracurricular activity has a positive impact on participants improving their

English language, so the percentage of students without English contact out the school is too big.

The last two questions of the learners' questionnaire were open-ended questions and children gave their opinion or perceptions about the CLIL lessons. The first open-ended question was about what was the thing students like the most from CLIL lessons. The largest amounts of students, with 24 responses, answer that learning more English was the best thing about the CLIL lessons. They describe it as an advantage because they can learn a subject at the same time they learn a language, they learn new vocabulary and they get to communicate better in English. As it is mentioned in the theoretical background one of the main advantages that appear is that through CLIL lessons language practice and study is multiplied. During the lessons they are concentrated on the content and they forget about the language and it is acquired unconsciously and naturally, we could see in the questionnaire that some children are aware of this advantage. Some of the students also pointed out that what they like the most are the resources and activities used during the CLIL lessons, like the games, videos, movies, songs, applications, web pages, the experiments and models they created during the science subject. Moreover, some of them mention that the teacher is what they like the most. Children have these beliefs because their teachers have the necessary qualities and competencies to be a good CLIL and they also follow good criteria for selecting appropriate classroom materials, they prefer to teach with active knowledge, cooperative work, make learning meaningful and make a positive and motivating environment.

Another important point to take into account was what pupils would like to change from the CLIL lessons. Some of them would not like to change anything, they like the way lessons are prepared, the activities, and the resources used. However, a group of children recognized that it is a big challenge to study a subject in a foreign language, especially for children who have already difficulties with English. Teachers have to deal with the methodological criteria of content and language, but even more important they have to deal with their learners' needs, their barriers, and difficulties during the learning process. This requires applying successful strategies and approaches to make CLIL work for everybody, and do not leave any child behind.

Focusing on the responses of teachers' questionnaire, we can say that most of them are experienced teachers up to more than 3 years of experience and as we could see on the answers of the questionnaire they know about the topic and the issues touched during the questionnaire. They teach through the CLIL method from 1st to 6th grade of

Primary Education and they teach CLIL through different subjects like PE, art, music, and science. They agree that most of the subjects are good to teach through CLIL, the important point is not the content you teach is how you do it.

The big question of teaching in CLIL is the teacher has to be both language and subject teacher. As we could see in the responses to the questionnaire, there is a big variety of teacher formation like there was in the articles found about this issue. A few of them believe it is not necessary to have a specific formation. They don't think it is necessary specialized studies, but extra work yes. On the other hand, some other teachers mention that they are English teachers and they did some courses about CLIL methodology, but they are not experts in the particular subject. They explore the subject together with their students. There is one teacher that answers he is a subject teacher and he has a good English level, so he is not a language teacher. As we could observe in the responses, there isn't a clear pattern of the background studies of the CLIL teachers, but we can say that none of them is simultaneously both language and content teacher.

Another factor that has been analysed during the study is the strategies used in the CLIL lessons. According to the results teamwork, active learning, and multimedia resources are the most involving strategies. These strategies encompass the motivation a key strategy to make CLIL successful, they also allow teachers to work with flexibility and diversity of children attending the learners' individual needs. We could also observe that realia and language support were the following most involving strategies. These issues are crucial because the context has to be meaningful and familiar, so students can learn the language naturally.

In this study, there was also a big focus on the materials used during the CLIL lessons. The most used materials to teach CLIL, according to the results were ICT applications which provide participation, reinforcement, and active learning, pictures that give language support and deeper understanding, and games that are motivating. Then, the following most used materials were real objects which are meaningful, area texts that incorporate authentic language, storytelling, and songs that both create a safe learning environment. The research results showed that some teachers design their materials and some of them don't, during the study we have seen that the main obstacle for the development of CLIL is the lack of available material, it is a challenge for teachers to find good materials and resources. Most of them mentioned that they find it on the internet or they created it through resources like Applications, google, youtube, etc.

When teachers answered about their feelings and learners' feelings upon CLIL lessons, they were all very positive and satisfied. It is very important that both learners and teachers feel comfortable in order to create a good atmosphere and to enjoy the lessons.

The next question of the teachers' questionnaire reflected that the majority of the teachers use all the skills (speaking, listening, writing, and reading) during CLIL lessons, although the most used skills are speaking and listening. The language acquisition in the learners is naturally, so they learn like they learn their mother tongue which is difficult not to use more speaking and listening skills.

The main advantage of teaching CLIL, according to the teachers interviewed in this research is that CLIL methodology promotes a natural way of learning a foreign language, students learn English without noticing and they can see the real use of the language. The results go in the same line as the theory because the approach is focused on learning language through the content. Another issue was to know if the content was affected by the use of a foreign language. The opinions here were divided since some teachers thought the content learned was the same, even though students have to make a bigger effort. However, the others believed that the content was affected because learning in the mother tongue would be easier.

To conclude, teachers agreed that CLIL lessons can be difficult and challenging, for both sides teachers and learners. It has motivating factors like students improve their English, teaching a language in a natural way, and the real use of the language. However, it also has demotivating factors like seeing students with trouble understanding English, or the lack of materials and resources which mean spending a lot of time preparing and planning CLIL lessons. Although these problems, their overall perception of CLIL is positive. Finally, the continuation teachers would give to the CLIL lessons is to do more Projects.

10. Conclusions

Teaching and learning through immersion, by implementing CLIL, let students learn a language in real communication situations, this methodology enables children to see the real use of the foreign language and learn it focusing on a real goal.

The main purpose of this study was to investigate the materials and resources used in CLIL proposals and both teachers' and students' perceptions, learning, and feeling about it. Through the questionnaire that had been done to the primary school English CLIL teachers and the primary school learners, we have analysed the results found in these 4 schools and contrast them coherently with the theoretical background, and it led to relevant findings that make the impression of CLIL positive. It is important to mention that these results are not necessarily transferable to any other school.

Regarding the first research question that was about the schools in Bages that teach through the CLIL methodology. The results found during the study have been similar to the hypothesis formulated in the beginning: Most of the schools in the Bages area do not teach through CLIL methodology. Using the CLIL approach demands more time, preparation, and extra planning. This methodology is not easy to apply and it requires considerable effort to be put into practice, it also needs collaboration and extra work.

When it comes to the materials and resources teachers use to promote both language acquisition and subject content to learners, every teacher carries out different criteria and focuses to choose the activities. Although they all pay attention to students' needs, their capacities and difficulties to decide the materials and resources that will be used. Motivation is taken into consideration to make CLIL successful, so the most involving strategies teachers use are active learning, teamwork, and multimedia resources. This is similar to the hypothesis formulated in the beginning since teachers look for materials that do not restrict their learners. Moreover, teachers interviewed mentioned the importance of choosing a meaningful and familiar context, to create a positive and safe environment in the class where children can learn the language naturally. Barboráková (2012) affirmed that teachers have to choose the right activity, the most involving strategy or material to catch the students' attention and to make CLIL work.

It is certainly true that the lack of available materials is an obstacle for the development of CLIL and it is a challenge to find resources. The vast majority of the teachers mentioned in the questionnaire that they find the activities and materials on the internet or they create them through resources like ICT applications, google, YouTube... It wasn't a surprise because the internet is getting more important and it is part of our

lives, so it is the easiest way to search for resources. Internet and education are getting a strong connection by the pass of time.

The third hypothesis raised was that the main advantages of CLIL are the language immersion and the amount of exposure to the language. According to the results, teachers interviewed had a similar thought because they mentioned that CLIL methodology promotes a natural way of learning a foreign language, they see the real use of the language and they learn the language without noticing. The hypothesis, the theoretical background, and teachers' beliefs go in the same line. Although, these are not the only advantages since this approach has got many advantages like cultural awareness, language competence, increased motivation, and preparation for study and working life, among others (Cekrezi, 2011).

Regarding the fourth question that focused on the continuation, we could give CLIL lessons. The results showed that most of the teachers thought of projects as a good extension of the CLIL lessons which help students develop skills like teamwork, time management, critical thinking, and responsibility. However, the continuation of extracurricular activities based on the CLIL methodology we still think could be a good option to increase the exposure of the English language in children out of school.

We can draw a conclusion about CLIL methodology: CLIL methodology has a positive effect on CLIL learners and teachers, despite the challenges. Motivating factors have a bigger impact on the process than demotivating factors. Moreover, the quality CLIL approach has got a wide range of advantages difficult to get through any other methodology to teach English to young learners and it is mutually beneficial for both content and language subjects (Meyer, 2010a).

Concerning my personal experience, this research has allowed me to go deeper into the CLIL methodology and I could expand my previous knowledge that I had about this topic when I started my final dissertation. Having the chance to interview 4 experienced teachers and some of their learners was relevant for my study since it has involved professional and personal growth as I could learn from other teachers and their different points of view.

Finally, some limitations have affected this study. On the one hand, nowadays we are living the COVID-19 pandemic. In response to this, we have to slow down the transmission minimizing human contact which means it is better prevention and follow the health recommendations, so I could not visit any school. This has had a negative impact on my study because the beginning idea was to get some observations as well

the questionnaire, so we could analyse and compare it afterward. On the other hand, this research has been carried out through the questionnaires of English CLIL teachers and CLIL learners, but the first idea was also to send questionnaires to extracurricular CLIL teachers and learners who were applying the CLIL methodology in the extracurricular activities. We thought it could be interesting to find a continuation to the CLIL methodology out of the school but connected with the one implied in the schools.

To conclude, I believe that this research could be an interesting first step to other studies to go further on this topic. I would firmly affirm that CLIL still has further investigation to be done, always with the purpose to improve children's learning and enhance the teaching methods.

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APPENDIX

1. The message used to contact schools

Benvolguts/des,

Sóc la Paula Orive Ferré, estudiant d'Educació Primària a la Universitat de Vic. Actualment estic realitzant el meu Treball Final de Grau en el meu últim any de carrera. El propòsit del meu treball és analitzar i comparar la metodologia CLIL a l'escola i a les activitats extraescolars.

Per tal de poder realitzar la part pràctica del meu treball, us faig arribar aquest correu a les escoles i activitats extraescolars que apliqueu aquesta metodologia per demanar-vos si podríeu participar en el qüestionari que us adjunto a continuació. Les vostres respostes m'ajudarien en la investigació sobre l'ensenyament de la llengua anglesa a través de la metodologia CLIL.

Per aquesta raó, us agrairia que féssiu arribar el qüestionari al/la mestra d'anglès del vostre centre i als/les alumnes que treballen sota aquesta metodologia. El qüestionari és totalment anònim i consta de preguntes senzilles i ràpides de respondre. Us agrairia que el responguéssiu abans del dia 28 de febrer de 2021.

Link questionari mestre/a:

<https://forms.gle/NwL4WygzcUn7nnyC9>

Link questionari alumnes:

<https://forms.gle/6hgXzyGzhmo4Uw9F7>

Moltes gràcies per la vostra ajuda i col·laboració.

Cordialment,

Paula Orive Ferré

2. Questionnaire: CLIL SCHOOL TEACHER

My name is Paula Orive Ferré and I am doing my final dissertation of the degree Primary School Teaching at Universitat de Vic. The purpose of my research is to analyse and compare CLIL in school and extracurricular activities. Below you will find a questionnaire, I would appreciate if you can answer it, it will take you about 15 minutes to complete it. Answer the following questions with the language you feel more comfortable. Thank you very much.

Em dic Paula Orive Ferré, actualment estic fent el meu treball final del Grau Mestre d'Educació Primària a la Universitat de Vic. El propòsit del meu treball és analitzar i comparar la metodologia CLIL a l'escola i a les activitats extraescolars. A continuació trobareu un seguit de preguntes, les quals estaria molt agraïda si les poguéssiu contestar, tardareu uns 15 minuts a completar. Contesta les preguntes amb la llengua que et sentis més còmode. Moltes gràcies

1. Name of your school:

1. What course do you teach through the CLIL method?

- a) Pre-school
- b) 1st grade primary education
- c) 2nd grade primary education
- d) 3rd grade primary education
- e) 4th grade primary education
- f) 5th grade primary education
- g) 6th grade primary education
- h) Secondary school

2. Which subject do you teach through CLIL methodology?

- a) Science
- b) Maths
- c) PE
- d) Music
- e) IT
- f) Art
- g) Others:

3. Referring to the subject from the question before, do you think is the best subject to teach through CLIL?

4. How many hours do pupils spend per week learning with CLIL?

- a) 0-2 hour
- b) 2-4 hours

- c) 4-6 hours
 - d) 6 hours or more
- 5. What background studies and English formation do you have to teach CLIL lessons? Do you think it is necessary to have a specific formation?**
- 6. How many years of experience do you have in teaching English through CLIL?**
- a) 0 to 1 years
 - b) 1 to 3 years
 - c) 3 to 5 years
 - d) 5 to 10 years
 - e) More than 10 years
- 7. What are the most involving strategy to catch students work in CLIL?**
- a) Teamwork
 - b) Think-pair-share
 - c) Active learning
 - d) Realia
 - e) Multimedia resources
 - f) Practical scenarios for inductive inquiry
 - g) Tabulation
 - h) Language support
 - i) Holistic approach
 - j) Others:
- 8. What materials do you use to teach CLIL?**
- a) Textbook
 - b) Real objects
 - c) Pictures
 - d) Content area texts
 - e) ICT applications
 - f) Storytelling
 - g) Songs
 - h) Games
 - i) Others:
- 9. What criteria do you use to choose your CLIL materials?**
- 10. Have you designed your materials?**
- a) Yes
 - b) No
 - c) Some of them

- 11. If you answered yes, through which resources?**
- 12. If you answered no, where did you find them?**
- 13. Do you speak English all the time?**
 - a) I always speak English
 - b) I often speak English but I use a little bit the mother tongue
 - c) I speak half of the session in English and half in the mother tongue
 - d) I usually speak in the mother tongue but I use a little bit of English
 - e) I never speak in English
- 14. If not, when do you use your mother tongue, and why?**
- 15. How do you feel during CLIL lessons? And what do you think that pupils feel during CLIL lessons?**
- 16. Are the 4 skills (Speaking, Listening, Writing, and Reading) present in CLIL lessons? Which skill do you use the most?**
- 17. What are the main advantages of teaching CLIL?**
- 18. How is the content affected by the use of the foreign language?**
- 19. What are the motivating factors as far as teaching in a bilingual classroom is concerned?**
- 20. What are the de-motivating factors as far as teaching in a bilingual classroom is concerned?**
- 21. What continuation would you give to the CLIL lessons (e.g. projects, workshops, extracurricular activities...)?**

3. Questionnaire: CLIL PUPILS

Em dic Paula Orive Ferré i estic fent el meu treball final del Grau Mestre d'Educació Primària a la Universitat de Vic. El meu treball tracta sobre la metodologia CLIL a l'escola i a les activitats extraescolars.

A continuació trobareu un seguit de preguntes, les quals estaria molt contenta si les poguéssiu contestar, tardareu uns 5-10 minuts.

Moltes gràcies per la vostra col·laboració.

1. Nom de la teva escola:

2. Quin curs fas?

- a) 1r primària
- b) 2n primària
- c) 3r primària
- d) 4t primària
- e) 5è primària
- f) 6è primària

3. T'agrada l'anglès (Puntuar de l'1 al 5)?

4. Creus que és important aprendre anglès(Puntuar de l'1 al 5)?

5. Quina assignatura fas amb anglès?

- a) Ciències
- b) Matemàtiques
- c) Educació física
- d) Música
- e) Informàtica
- f) Projectes
- g) Altres:

6. La/el mestra/e parla amb anglès durant les classes?

- a) Sempre
- b) Sovint
- c) A vegades
- d) Rarament
- e) Mai

7. Et sents còmode a les classes CLIL (Puntuar de l'1 al 5)?

8. T'ho passes bé a les classes d'anglès CLIL (Puntuar de l'1 al 5)?

9. Fas alguna activitat extraescolar relacionada amb l'anglès? Quina?

- a) Acadèmia d'anglès

- b) Activitats extraescolars amb anglès
- c) Repàs
- d) Em cuida una au pair
- e) Casals amb anglès
- f) Altres:

10. Què és el que més t'agrada de les classes d'anglès CLIL?

11. Què canviaries de les classes d'anglès CLIL?