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**SECONDARY SCHOOL STUDENTS AND TEACHERS'
OPINIONS AND BELIEFS ABOUT CLIL**

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LIST OF ABBREVIATIONS

- ❖ FL: Foreign Language
- ❖ L2: Second Language
- ❖ CLIL: Content and Language Integrated Learning
- ❖ L1: First Language
- ❖ SLA: Second Language Acquisition
- ❖ UG: Universal Grammar
- ❖ NESTs: Native English Teachers
- ❖ NNESTs: Non-native English Teachers

ABSTRACT

The aim of this dissertation is to understand how English can be taught as a foreign language (FL) focusing on the CLIL (Content and Language Integrated Learning) teaching approach. The research starts explaining some language learning perspectives and some teaching methods applied before CLIL appeared, even though, a few of them are still used nowadays. However, CLIL is taught for specific goals, thus there is a need to know not only the positive but also the negative points as well as other factors that affect these approaches. Apart from the theoretical section where some factors about the programme will be mentioned and described, the second part of the dissertation is a study about the CLIL knowledge teachers and students have. In this study, a questionnaire about CLIL was given to each student of 1st and 3rd ESO in Álvaro Falomir high school (Almassora). The study is going to be analysed and compared to the CLIL theory we have collected. Furthermore, another CLIL questionnaire was given to the high school teachers. There were some similar questions to the students' questionnaire ones, accordingly, a comparison between teachers and students thoughts can be made.

KEY WORDS:

Teaching approaches, CLIL, Foreign language, English teaching, study and questionnaire.

1 INTRODUCTION

English is said to be an international language, this is due to the fact that it is spoken or at least understood in almost every state of the world. Consequently, many people from countries where English is not the native language, want to learn it. Learning a second language (L2) or foreign language (FL) is not easy, however, there are many different ways in which learners can study them. Over time, there have been a wide variety of methods as the grammar-translation method, the direct method, the audio-lingual and some others, which have tried to teach a foreign language to the learners. They have shifted and developed as time has passed to reach the methods we have nowadays which belong to the communicative approach. One example of this method is CLIL, the one is going to be dealt in this essay. To better understand CLIL, it is important to explain the previous methods, which have been mentioned before. There have also been a great variety of perspectives trying to guess how a L2 or FL is learnt, therefore, it is important to know and understand them before the main point of the dissertation is analysed.

2. THEORETICAL FRAMEWORK

2.1 Perspectives

There are some theories that have been exposed to explain L2 acquisition. It is important to mention at least a brief introduction of some of them. First of all, behaviourism is going to be held. After that, a little introduction about the innatist and the cognitivist perspective will be done. Finally, the sociocultural theory will be taken into consideration.

2.1.1 Behaviourism

According to Lightbown and Spada (2006) the behaviourist theory was highly influential from 1940 to 1970 more or less. This theory explains language acquisition as a habit of imitation, practice and reinforcement, so, it is related to the audiolingual method, explained later, in which students use memorization and drills to learn the second language. As language learning was seen as a formation of habits, behaviourism was associated with the contrastive analyses hypothesis (Lightbown and Spada, 2006: 34). It was thought that the second language learner would get that language with the habits formed by their L1. This means that if the target and the first language have things in common, those things would be easy to learn, however, if for example structure and syntax are different, the learner will have difficulty in getting it but not impossible, so, there had to be something else apart from copying from their L1 drills. This theory could be adapted to languages that are similar, such as the Indo-European ones. However, if the L1 is Spanish and the language to be learnt is Chinese, it is not as simple as that.

2.1.2 The innatist perspective

At the end of the 1970's, behaviourist theory was not adequate to the second language acquisition (SLA), so the influence of the innatist perspective grew. This theory reveals that all human languages are innate and the same universal principles dominate all of them, the Universal Grammar (UG), the environment makes a basic contribution. According to Vivian Cook (2001) the nature and availability of UG are the same in first and second language acquisition. However, Chomsky, who agreed with this perspective, said that it is only possible to happen within the critical period, in which the ability to learn a language is linked to the children's age. After the critical period, between 2 and

13 years old, language acquisition is very difficult or impossible to occur (Paradis, 1999: 59).

2.1.3 The cognitivist perspective

The cognitivist perspective is a psychological theory that appears in the 1990's (Lightbown and Spada, 2006: 36). It states that SLA is a conscious thinking process in which the use of learning strategies is important. Furthermore, thinking and speaking are related but they are independent processes (Lightbown and Spada, 2006: 36). It differs from the behaviourism due to the notion of consciousness. In behaviourism, learning is said to be an unconscious process, while in cognitivism it is a conscious one. It is also different from the innatist perspective because it does not agree with the Universal Grammar, it is claimed that there is not a specific device which takes into consideration language.

2.1.4 The sociocultural perspective

According to Vygotsky individuals learn a L2 or FL with social interaction. Society and culture also take part in the process. Vygotsky argues that language is learnt in two stages. The first one is the interaction between people and the second occurs when that information is integrated in each individual mind. And here a very small paragraph reconsidering the contents and purpose of this historical review.

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978: 57)

This historical review is important in order to know how second or foreign languages are said to be acquired or learnt depending on the time and the perspective. Each perspective has a hypothesis such as the imitation process in behaviourism, Chomsky's Critical Period in the innatist perspective, the conscious process of learning in the cognitivist one and social interaction in the sociocultural perspective. However, when learning a language in a classroom some things may change and we do not talk

about perspectives but teaching methods. In the following section there is a collection of a few teaching methods that as the perspectives, also change over the time.

2.2 Teaching English Methods

The different methods are divided into two groups: traditional approaches and communicative approaches. The traditional approaches were the first ones to appear. Later, students' necessities changed, the teaching methods evolved and the communicative approaches emerged to cover those needs. In this section the teaching methods are going to be mentioned and explained in a chronological order.

2.2.1 *Traditional Approaches*

The first method to appear was the **Grammar – translation method**. This method dates back to 1500 when people taught Latin just by teaching grammar and translating texts. According to Richards and Rodgers (1986: 25), at the beginning of the 20th century, it was used for teaching students how to read and also to learn a FL and literature. Students knew that they were not going to be able to use the FL, however, that learning would be beneficial in some way for both, the target and the native language. Reading and writing were the only skills to be developed in this method, this is the reason why students are not able to use the spoken language in a communicative way. Furthermore, grammar is an important feature in this method, it is taught deductively, this means that students learn the grammar and then they can apply it to translate the texts. The focus when translating texts to the target language is on the form of the sentences, not on the content.

To conclude, as the goals of the grammar-translation method are to develop the reading ability of the students, they can read literature in the target language and enhance their mental knowledge. If what is being searched is how to teach a foreign language with a method that allows students to use that language involving all the skills and to communicate with people that speak that language, this is definitely not the appropriate method.

Moving on, the **Direct method** appears as a response to the Grammar-translation method in 1900s. Since it was not good in developing the communicative approach, according to Larsen-Freeman (1986: 5), the Direct method became very popular due to its willingness to teach students the target language communicatively. As the goal of this method is to communicate effectively with people using the target language, there is little

grammar analysis and rules, no translation and its focus is on pronunciation. Students are having conversations in the target language most of the time. Neither teachers nor students are allowed to use their native language in the classroom, when students do not understand something, teachers must demonstrate the meaning because they cannot provide students with a translation. Another important feature of this method is the material, students should be exposed to common everyday situations in order to communicate in the same way that native people do. This means that teachers should hand out realia with everyday vocabulary, expressions, situations and culture. If students have to speak like native people, culture is really important because they must know their feelings and how people behave in different situations or events. Visual aids can be helpful when teaching all these concepts.

Although it seems an interesting and reliable method, it is sometimes difficult to carry out due to the high number of students inside the classroom, their motivation and the unreal environment of the classroom. As mentioned before, students must learn the language with real material, however, that is not as easy as it seems. Furthermore, since the majority of the classrooms are overloaded of students, this method cannot be implemented due to the fact that a condition to carry it out is to have a small number of students in the classroom. Motivation is also important, nevertheless, it is important not only in this method but in all methods that are going to be explained. When all these factors are applied, the Direct method can be implemented.

The **Audio-lingual method** emerged with the World War II due to the armies' necessity to communicate with their allies and enemies. This method is similar to the direct one when talking about its goal, which is being able to communicate and understand other people speaking other languages. However, the steps followed to fulfil that objective are quite different. According to Larsen-Freeman (1986: 40) the native language of the students should be kept apart from the target language they are learning, as languages have different linguistic systems. This means that students have to try not to use their native language while they are in the classroom. Although this is a feature shared by both methods the direct and the audio-lingual, the way in which it is implemented is not the same. In this method, the teacher gives drills because the process of learning a language is by repeating, the more they repeat a structure, the better. Teachers provide students with the correct answers and correct mispronunciation. This method could be linked to the proposal for classroom teaching 'get it right from the beginning' because

everything has to be corrected from the beginning. What is more, students are prevented from making errors because they lead to the formation of bad habits. The major objective for the students is to acquire the structural patterns, vocabulary is not as important as the structures of a sentence, so, it could be learnt later.

Despite of trying to teach how to communicate, this method fails in doing it. Memorising and repeating do not allow the context and knowledge to take part in communication, which are two crucial pillars. In addition, errors are not always a problem when learning a language, sometimes by making mistakes is the way in which students learn more and better.

In the **Silent way** methodology, while the teacher should be as silent as possible, the students should speak as much as they can. In this way students learn from each other because the group cooperation is encouraged by the silence of the teacher. Not to mention that doing this, learners' actions are the ones that tell the teacher what they have and have not learnt. Another important point is that they believe that languages are connected to each other and share some aspects, therefore, the teacher does not need to explain everything. She/he has to offer only the help they need. Thus, students just have to transfer what they know from their native or other languages to new contexts. In this method, in contrast to other methods explained before, errors are essential for language learning. By making errors, teachers and students know what they know and what they do not know. Errors are not corrected at the same moment they are made, teachers give students time to correct their errors and if they fail in doing that, they are helped by the teacher (Larsen-Freeman, 1986: 60).

This method allows students to learn by their means. Being able to talk as much as possible is a great idea in order to improve communication skills. However, the teacher should participate and speak so that students learn how to pronounce correctly. Students can learn and improve talking to each other but the teacher is a model to be followed, so it is important that in some way she or he shows what they know and let students learn from them, too.

To continue, another traditional approach is the **Community language learning**. It takes into account not only the students' necessities to learn a language but also their feelings. Larsen-Freeman (1986: 96) argues that the most important point in this method is that students have to be as relaxed as possible, without fear and feeling secure in the

classroom. Teachers build a relationship with the students so that they are not threatened by new experiences. Everything is explained before the starting of the lesson for the same reason. Teachers and students are allowed to use their native language if they need to understand something better, because the more they understand, the less blocked they are. The name of this method refers to the work in groups, they can learn from each other as well as from the teacher. And this leads to another important element for this approach that is cooperation, given that students do not compete but cooperate. As the aim of the community language learning is to be able to speak and understand the target language, what they do is to have conversations while the teacher records them. Then, they can listen to the conversations and talk about and correct the structures they have used, the weaknesses and the mistakes.

This method is very interesting because it introduces new material such as recorders and other devices. Another aspect that makes it captivating is the feelings' factor, knowing each student and their feelings can be really productive when learning a language since each individual is different from another. Despite of its advantages, this method also has some backgrounds. On the one hand, microphones and recorders are used in the lessons to help students, nevertheless, some students can find doing this difficult as they might be shy. Beside, teachers cannot adopt this methodology in a classroom with a great number of students due to the amount of time they need when doing the activities and knowing each other. On the other hand, much freedom is given to the students and maybe there is a lack of guidance.

The **Total physical response** method is the last one to be considered and explained from the traditional approaches. It focuses on listening comprehension in order to learn the foreign language in the same way people learn their first language. According to Larsen-Freeman (1986), the first months they just listen without doing anything else. The students' understanding of the target language should be developed before speaking. This method is about teachers giving commands while students have to respond with physical actions. Grammar is not explicitly taught, however, it can be learnt through the input students receive. Another important factor is that language must be learnt with no anxiety because feelings of success and low stress lead them to a better knowledge of the language.

It is a good attempt to learn a foreign language, nevertheless, it is not the same learning a L1 than a FL. Babies have no choice when learning their L1. In addition, the

context is not the same, babies are surrounded by their L1 and everyone speaks that language. Besides, when learning a FL, students cannot be in contact with that language at all times, only when they are in the classroom. So the opportunities of learning a FL are not the same as when people learn their native language.

2.2.2 Communicative approach

The goal of this method is not only being able to communicate in the target language, but also to learn the functions of the language in order to apply them in a social context. While the other methods only paid attention to grammar and vocabulary, the communicative approach also focuses on interaction between speaker and listener so that they can negotiate. One important thing to achieve the communicative competence is the use of real material in the classroom, for example newspapers or real discussions when talking about the listening skill (Larsen-Freeman, 1986: 123). Another one would be the way in which the language is used. English is not only the object of study but also what students use to communicate. Furthermore, games are also necessary in this method because students are able to converse and receive immediate feedback when practicing them. Students are allowed to explain their ideas, opinions and making mistakes. The role of the teachers is to provide tasks as real as possible for students to encourage their communication (Larsen-Freeman, 1986: 125). One programme that is inside this approach is CLIL which will be explained in the following section.

With this method students can improve their English in a communicative way, what lacks in other methods such as the grammar-translation one. However, students who learn English using the communicative approach should have a previous knowledge about the language, at least a basic one. People cannot start speaking a language correctly if they do not know the general grammar rules and the meaning of some words.

The methods previously explained have some shortcomings. The reason for CLIL and others inside the communicative approach to appear was to solve them or at least try to do it. It is important to show the traditional teaching methods (look at section 1.1.1) in order to know those drawbacks that led CLIL to appear. Nowadays, people not only want to learn a language but also to be able to communicate with other individuals using that language and that is what this programme tries to teach.

2.3 CLIL

CLIL stands for Content and Language Integrated Learning and refers to teaching subjects such as science, history and geography to students through a foreign language. To begin with, CLIL is an umbrella term for programmes that use a FL as a medium of instruction. It refers to a dual-focused method where curricular content is taught through the medium of a FL, therefore, students are learning both, content and language at the same time (Darn 2006: 82). As CLIL deals with using a foreign language or a lingua franca, this language is not encountered in the surrounding society where the students live, the language is only practiced in the classroom. Accordingly, teachers are usually non-native speakers of the target language. 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 but the method adopted has to be adapted to CLIL lessons. CLIL does not only mean teaching one subject in a FL but adapting the lessons, material among others, to the approach and students necessities. Language and content are interwoven, even if the emphasis is greater on one or the other at a given time. (Coyle, Hood and Marsh, 2010: 1). According to Eurydice (2006: 8) 'achieving this two-fold aim calls for the development of a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language'. Some CLIL definitions have been shown, here there is another one that is a bit different and it is also interesting because when we think about CLIL there is a temptation to think about a whole subject but CLIL is not only that.

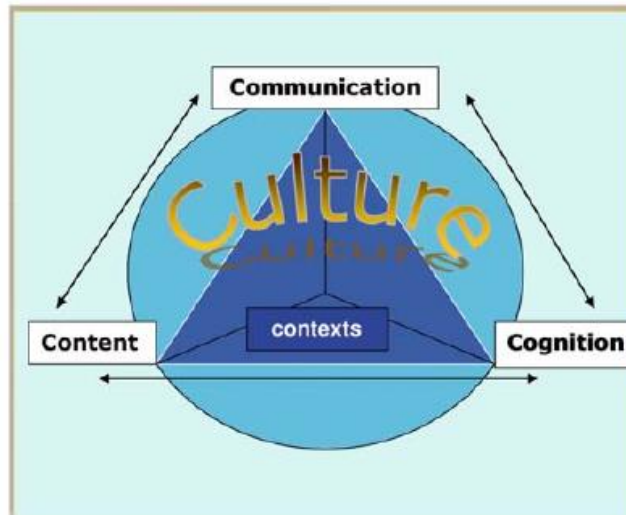
'CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language'. (Marsh, 1994: 78)

'This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive 'can do' attitude towards themselves as language learners'. (Marsh, 2000: 50)

CLIL can be used not only in a whole subject but in a part of it as a project, for example. So, it is not necessary to have a unique subject dealing with CLIL but two

teachers from different subjects can reach an agreement, cooperate and help each other to fulfil that project. For instance, there is an essay (“El Medio Ambiente en las Clases de Inglés y Tecnología: Una Experiencia Piloto de la Metodología AICLE/CLIL” (Saorín y Cepriá, 2017) in which it is explained how two teachers implemented this kind of CLIL and it is very interesting. Student did a project about the environment and renewable energy in the English and technology classes. Students looked for the information they needed to do the project in the IT classroom with the technology teacher’s help and when attending the English lessons, students asked the teacher about the vocabulary they did not know. At the end, they did a project and a presentation in English and it could be carried out thanks to the cooperation between teachers.

As cooperation is very important, some interesting facts about it are going to be mentioned below. Nevertheless, according to Coyle (2008) there are four aspects without which CLIL could not be successful, the 4 C’s. These four components are content, communication, cognition and culture. Firstly, in accordance with Coyle (2008) content introduced to students must be successful as well as progress in knowledge; this means that students have to acquire new knowledge. When talking about content we are talking about the subject or the project theme. Secondly, Coyle (2008) agrees that communication goes farther than grammar because students use the language not only to learn it, as in the language lessons, but also to communicate, so the language learning process is different. Thirdly, Coyle (2008) also states that cognition is an important tool for CLIL to be effective, as students have to think for themselves, understand and construct what they understand so that they can have their own criteria. Last but not least, when learning a language, students are also learning the culture from that place and it demands tolerance and understanding (Coyle, 2008). That is the reason why culture is another essential building block when dealing with CLIL. All these aspects act in a specific context.



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

Figure 1. The 4Cs framework for CLIL (Coyle, 2005)

CLIL is not static but it evolves and the European Framework has done one essential change which has been including another aspect to these 4 C's. Currently in CLIL lessons, teachers take into consideration 5 C's: content, communication, cognition, competence and community. The one that has been included is the community aspect, which refers to the ability to communicate for real purposes and spot the differences or similarities with students' own language and culture. (Lear, 2008: 82).



Figure 2. CLIL guide book. Cli4U. www.languages.dk

Adding this new factor means changing some aspects while teaching CLIL, one important adjustment is the material. To teach CLIL properly, teachers must find and

hand out real material so that students can learn how to act in the real world. Although finding real material is not easy, it is possible and that is the reason why there is a brief explanation about it in this essay (see section 2.3.1.3)

2.3.1 Second Language Learning

Learning a language in a classroom through CLIL programmes is not possible without students and teachers, they are two essential parts when considering the learning process. Another important part is the material, which explanation is included at the end of the teachers' section. In this section there will be an explanation about the different kinds of teachers and students that can be found in CLIL.

2.3.1.1 Teachers

The role of the teacher varies depending on the method the class adopts. However, the teaching method is not the only factor that affects the students. To begin with, teachers can be either native speakers of the language they are teaching or non-native if they have learnt a foreign language. There are beliefs that non-native English teachers (NNESTs) are worse than native English teachers (NESTs). However, this thought has to change because teaching effectively is not about native or non-native issues but other factors. Students value traits such as respect, help and communication. Furthermore, 'only NESTs can provide a good language model' (Kiczkowiak, 2014: 68) is a myth that needs to be destroyed. There are other aspects about teachers apart from proficiency that affect students' learning process, such as experience, qualifications, personality, the ability to know how to teach and some others. Another point that may be highlighted is the one about culture, being a native speaker does not mean being an expert in the knowledge of your culture. What is more, English is not only spoken in Britain, so, when learning English, what culture is going to be chosen?

This factor has an impact when dealing with CLIL because it is a method that uses a FL, teachers are usually NNESTs. As mentioned before, this may not be a problem if they are qualified and master the language they are teaching, in this case, English. To conclude, neither NESTs are worth more than NNESTs nor the other way round. Taking into consideration all the elements mentioned above, both can be good or bad teachers.

Another crucial aspect about teachers is cooperation. Although CLIL can be taught in the English language lesson, there are other subjects or options to introduce it. The first mentioned happens when the English teacher devotes some lessons to introduce

CLIL material, explanations or projects to their students. As mentioned before, the teacher is usually a NNEST, however, she/he has the essential English language knowledge to teach the content in English. Nevertheless, if the teacher implementing CLIL is the content teacher as for example technology teacher, the way he/she will teach the approach will be a bit different. There is more than one option, on the one hand, it is possible that the content teacher has the necessary language level according to the European Framework of the languages, that is at least B1 level but it is better if the teacher has achieved a B2 level of English. Therefore, if this happens, the content teacher can teach the students on his/her own, but some help is always fundamental as well as cooperation. Hall (2001) states that “it is very important to remember that being able to use a L2 does not mean being able to teach in that L2 in a given situation”. On the other hand, there is the chance where the content teacher has not got the compulsory English level, accordingly, cooperation is crucial. Language and subject teachers have to cooperate and sometimes be in the same class to help each other with vocabulary, grammar or content they do not know. Another possibility could be sharing a project but not in the same class, so teachers would have to collaborate to carry out a project together as the one explained previously which gathered two subjects, technology and English. According to Clegg (2006), subject teachers have to collaborate with other subject teachers teaching in a L2 to use the correct methodology. As it is known when teaching CLIL, the methodology has to be adapted. However, teachers are not always willing to collaborate due to the large amount of work that would be added to their duties, the lack of knowledge (content or language), among others.

2.3.1.2 Material

The material given when teaching is also an essential issue in CLIL. Researchers argue that the best option is hanging authentic material, in this way, students have the opportunity to learn not only real language but also culture from the country where the language is spoken. According to Harlen and Qualter (2009) authentic materials connect students to real world because it shows authentic cultural values and characteristics of the FL, as a result, the lesson is based in the world reality. However, it has to be said that text books are also necessary, teachers must know how to integrate both materials (text books and the authentic one) to derive full benefit from them; so, realia could be the extra material added to the textbook in specific situations or when needed.

Although the internet has made a lot of progress, it is not easy for CLIL teachers to get authentic material due to the distance. As it has been said before, the language used in the CLIL programme does not surround the place where it is taught. CLIL approach needs material from a FL, so the distance that exists between the place where the language is being taught and the country where the language is spoken is large. However, nowadays there is a lot of material in the internet, teachers can find and use real materials which must be highly visual, contextualized and culturally authentic. Some examples could be: real newspapers, audios or even visuals such as videos from real situations or news that from the language culture that is being explained in the classroom.

As explained before, real material has to do with the 5th C (community) added to the indispensable aspects when dealing with the CLIL approach in the classroom. The reason why it is that important is because one crucial CLIL feature is to be able to communicate in the FL as well as understand its culture. To do so, students need authentic material. However, teachers are not always prepared or do not know where to look for it. One option to solve this problem could be attending talks or courses in which specialists explain how or where teachers can find the material. As there is the possibility that teachers do not attend these courses on their own, the institution where they work could arrange some talks for them to improve their CLIL teaching.

2.4 Aims of the study

Having mentioned and explained the theoretical part, now it is time for the practical one, in which students and teachers' answers about CLIL are going to be listed and analysed.

The aim of this survey is to see, know and realize the students and teachers' opinions, thoughts and beliefs about CLIL approach. It is usually thought that students are not well prepared or interested in a CLIL subject. But, has anybody asked them about this fact? What about teachers' feelings and beliefs when dealing with CLIL? There is a need to ask them and know what they think about the approach as well as their opinion about the implementation of it in the classroom taking into consideration all the factors which have been mentioned in this essay.

There are two questionnaires about the same topic (CLIL) because they are addressed to two different groups of people, students and teachers. However, there are some questions which are very similar so that a comparison between them can be made. It is possible that both groups have totally different opinions or on the contrary, they share more beliefs than it is thought. There is only one way to discover it and it is moving on to the following section.

3. METHOD

3.1 Subjects

When doing my internship in Álvaro Falomir high school, Almassora, I prepared two questionnaires about CLIL for the students and teachers to complete. The questions and the answers were in Spanish because I wanted them to do their best when expressing their ideas and I think their mother tongue was the best option to do so. The aim of the questionnaire was to know if they knew the CLIL programme, what they knew about it, advantages and drawbacks they could find and some other ideas they had dealing with CLIL. They were pupils studying 1st and 3rd ESO so they were about 12 and 15 years old. There were 44 students from 1st ESO and 19 from 3rd ESO. I also gave all the high school teachers a questionnaire, however, only 15 people answered it and some of them were language teachers.

3.2 Questionnaire

On the one hand, in the students' questionnaire (annex 7.1) there were 14 questions which could be divided into four sections. The first section included questions 1-4 and it was about the knowledge of CLIL students had or did not have. Students had to say if they knew the CLIL approach before it was explained in the classroom and they had to explain what they knew or what they understood about CLIL. The second section dealt with the advantages and disadvantages when using CLIL in the classroom. In the questions 5-8 they had to express the difficulties, benefits, advantages and drawbacks they could encounter when working with CLIL. The third section consisted of questions about the teachers and students' readiness to apply CLIL in the classroom. Their answers from questions 9-12 had to include if they thought students and teachers were ready and the reasons. The fourth and last section was about subjects, specifically, the ones they thought were the most appropriate when working with CLIL. In question number 13, students had the opportunity to decide which subjects were the best option if they had to apply CLIL in their classroom and in question 14 they had two options to choose from.

On the other hand, teachers' questionnaire (annex 7.2) consisted of 14 questions, too. It was divided into six sections. The first one, as in the previous questionnaire, referred to the knowledge teachers had about the CLIL approach. After that, apart from mentioning the subject they taught in the classroom, teachers were asked about their subject compatibility with CLIL. Next section consisted of the CLIL courses or talks they

had attended, if any. Furthermore, if teachers never attended any, they had the chance to express their willingness to do so. One of the most important section, as it has been said before, was cooperation. Accordingly, teachers had to explain whether they thought it would be possible to cooperate with their work partners or not. Last sections were about CLIL advantages and drawbacks and the choice of the material to hand out in the CLIL lesson.

4. RESULTS

4.1 First group

This group comprised 44 students from the 1st grade. They were from three different classes but the same age.

4.1.1 CLIL's knowledge

In this group, 81.8% of students did not know what CLIL was and only 18.1% answered affirmatively the question 'did you know CLIL before it was explained in the classroom?' However, the second question was addressed to those students who had answered affirmatively the previous one, and they only could write a brief summary of what I had explained earlier. So, they had little knowledge about what CLIL really was. I also wanted to know if they had any subject dealing with CLIL in the high school. To my surprise, some of the answers were affirmative, that is why some of them knew what CLIL consisted in but what they did not know was the name of the method. Although 47.7% of the students said there was a subject dealing with CLIL in that high school, not everybody was studying it because it was an optional subject. On the one hand, 33.3% of the students from the ones that did not know there was a CLIL subject in the high school, said they would not choose that subject because they were afraid of the language as they said they did not know enough English to have a subject that involved explaining some specific content in that language. This aspect is very interesting due to the fact that almost all the students had been studying English from a very young age, since they were at school, nevertheless, they felt they were not ready to get involved in that programme. On the other hand, not everything is lost because 25% of the students also from that group said they would like to have one CLIL subject. Even though there were some students who said that they would not choose a subject dealing with CLIL, when they were asked if they thought their English level would improve if they had a CLIL subject, the vast majority (84%) answered affirmatively. Only 4.5% answered negatively and the remaining 11.3% said they did not know because it would depend on the subject, furthermore, they were not good at English.

4.1.2 Advantages and disadvantages

In the questionnaire there were two questions about advantages and disadvantages when applying CLIL. Firstly, talking about the difficulties or drawbacks, many students

agreed that the most difficult part would be to understand the teacher. Others thought that speaking and writing would be the hardest part and some added that understanding the vocabulary and content would be almost impossible so they would have to put more effort to pass the subject. They were also worried about not learning those specific words in their native language and not learning all the subject content as in their opinion the lessons would be slower because they would have to translate everything (this is just one student's opinion but the answer stroke me). Secondly, they pointed out some advantages. The most important was learning, practicing and improving the English language. Another important factor for them was learning new content and a language at the same time so that they could enlarge their vocabulary and better understand English.

4.1.3 Teachers and students' preparation

The three following questions were about teachers, students and their readiness to work with CLIL. 31% of students thought teachers were ready to include CLIL in their subject, 22.7% said teachers were not ready and one reason was the little knowledge of English some of them have. 36.3% wrote that only some of them could use CLIL in their classroom, for example the English teachers. 4.5% did not answer. However, when asking about the students' preparation the answers were a bit different. Only 13.6% of people thought students were ready to work with CLIL, 45.4% said they were not ready and the 38.6% of students wrote that only some could have a CLIL subject.

4.1.4 Subjects

Finally, the last two questions were about the subjects they think were the most compatible with the CLIL programme. In one of the questions, students were asked to mention the subjects they thought would work well with CLIL. They mentioned technology, art, geography, history and ethics among others. However, the most mentioned subjects were IT, maths and PE because they argued that there was not much theory to study on those subjects. When they had to choose among history and PE, I thought the answer was going to be clear and I was not wrong but there were many students who chose history and that was surprising. PE was the best option for 61.3% of students and history was chosen by 29.5%. On the one hand, these were some of the reasons the students gave when choosing PE: 'it is not a theoretical subject, they would not speak that much in PE and it is easy to understand.' On the other hand, these was the

reason to be in favour of history: ‘there is much content and vocabulary, so students would be able to learn more English.’

4.2 Second group

In this course (3rd ESO) there was only one group made up of 19 students, 31.5% knew what CLIL is or at least something about it and 68.4% did not know anything about the programme.

4.2.1 CLIL’s knowledge

Their CLIL definitions:

- A subject that is not English and it is taught in English. For example: IT.
- CLIL is teaching subjects in English or another language.
- Some subjects are taught in another language.
- It is a method in which students can learn history, for example, in English.
- It means teaching a subject not related to languages as geography, in English.

When asking if they had any subject dealing with CLIL, 89.4% of students answered negatively even though in that high school, IT was taught in English. Although there were two people who answered affirmatively, they also explained that studying IT in English was optative and they did not choose it. Almost everybody in the classroom (78.9%) mentioned that they would not like to have a CLIL subject because they felt they were not ready or prepared for that. Furthermore, they were afraid of the subject difficulty, specifically the vocabulary. One student added to his/her answer that there would have been no problem if CLIL had been introduced also from an early age, at school, for instance, at school. Their answers were sometimes a bit contradictory as the vast majority said they would not like to have a CLIL subject even though they also thought that their English level would improve working with CLIL; maybe they thought they would have to make a great effort to pass the subject.

4.2.2 Advantages and disadvantages

Moving on, the difficulties, advantages and disadvantages they could encounter are going to be mentioned. The most difficult for them would be understanding the teacher when explaining the content, speaking and writing English and not being able to express themselves as in their native language, so this could affect when completing exams. They felt that they would not be able to improvise the answers. This fact leads us to the same

aspect mentioned before, they thought they would have to make a bigger effort when studying the subject because they would have to study everything by heart. They also highlighted some advantages as improving their fluency when speaking and their English level, learning English faster and learning new things while learning a language.

4.2.3 Teachers and students' preparation

Students wrote that most of the teachers were not ready to teach CLIL, just the English ones and not all of them. What is more, they have the same idea about students. They felt that their English level was not good enough to take a CLIL subject.

4.2.4 Subjects

In this classroom the difference between PE and history when choosing the most compatible subject to deal with CLIL, was bigger than in the first group. 89.4% of students chose PE as more compatible than history, however, they did not write the reasons they had to make that election. I guess they chose PE because there is not as much theory, content and vocabulary as in history.

4.3 Teachers

The ones who answered the questions were teaching different subjects: two English teachers, one Spanish teacher, three were teaching history, three maths, one music, one economics, one biology, one Valencian, one French and another one technology. As it is understandable, language teachers could work with CLIL in English as they were teaching another language that was not English, for instance Spanish, Valencian or French teachers.

4.3.1 CLIL's knowledge

When answering the first question, 60% of teachers said they knew what CLIL is, 26.6% did not know it and 13.3% knew the method but did not know its name. There were 13 teachers (86.6%) whose answer to the question if they worked with CLIL in the classroom was negative and only 2 (13.3%) answered affirmatively. Although they did not use CLIL in their sessions, some of them would like to try it, however, 13.3% of teachers said that they would give CLIL an opportunity but they did not know how it works or they did not had enough English level. There were 10 teachers (66.6%) who had never been explained about CLIL and 33.3% of them who had done at least one training

course. Some of them (7.3%) would be interested in attending a CLIL talk in the high school and 26.6% would not attend it even if it was prepared.

4.3.2 Cooperation

A very important factor when talking about CLIL is cooperation. That is the reason why there was a question about it in the questionnaire. 73.3% of people said that it was possible to cooperate with other teachers but 20% assured it was impossible, because of the subject or other reasons they did not write.

4.3.3 Advantages and disadvantages

On the one hand, although not all the teachers could see advantages in this method, the vast majority mentioned some, so they are going to be highlighted. They mentioned that opening the students' minds and broaden their knowledge would be a crucial benefit. Another one would be improving the linguistic competence in the FL, specifically the vocabulary and speaking. The possibility of teaching a subject that has nothing to do with languages in another language that is not their mother tongue would be also beneficial for students. Students would notice that English could be used in the real world, not just in the classroom. On the other hand, they also found some disadvantages. The students' lack of interest, teachers' coordination and cooperation, little training of teachers and the most mentioned disadvantage: the students and teachers' English level.

4.3.4 Subjects and material

The last questions were about subjects and materials, two important factors dealing with CLIL. The most common answer when having to choose a subject to work with CLIL was a practical one. Some examples they mentioned were technology, IT, music, PE and art. However, there were other teachers whose choices were history, science or biology. Moving on to the material and last question, 40% of teachers would choose both options the question gave: material from the book and real one. 20% chose only real material and 6.6% would choose the material from the textbook. There were also 5 teachers (33.3%) that would not know where to look for it.

5. CONCLUSIONS

As it has been explained above, English is an international language that has been spread worldwide becoming a *lingua franca*. So, people from non-English speaking countries want to learn it in order to be able to communicate and understand people from all over the world.

This aspect leads people from countries where English is not the first language to teach and learn English at schools. Over the years many methods to teach English to the students such as the grammar-translation, the direct and others explained above have appeared. When one of those methods failed, another one emerged. However, sometimes the following one appeared because it had a different purpose from the previous one.

The latest method to emerge is the communicative approach where CLIL can be found. Its aim is to teach language and content at the same time but adapting the material and way of explaining content when teaching, it is not only translating content into English. CLIL is addressed to countries where English is not spoken in day to day such as Spain, so the language is only used in the classroom. Apart from this, many other points affect teaching this programme, such as teachers, who are usually NNET's; students, material, which is sometimes difficult to find if teachers want to bring real material to the classroom and some others.

Taking into consideration the survey results, it could be said that students and teachers thoughts about CLIL are not that different. Answers are different if the structure or the words teachers and students use are compared, but the vast majority of the times, their opinion is similar. Not all the questions can be compared because the questionnaires were not identical, however, both questionnaires shared some of them and others were not the same but similar. For instance, when talking about the teachers and students' preparation to work with CLIL in the classroom, there were many answers about the lack of it. This leads to two options: the low level of English on both sides and the shortage of CLIL knowledge when talking about teachers. Furthermore, students and teachers also agreed on the most compatible subjects to work with CLIL. On the one hand, students had to choose between history and PE and the most voted was PE. On the other hand, teachers had to write the one they thought was the most appropriate to teach CLIL. Even though not all of them mentioned PE, they wrote that the most compatible subjects with CLIL were the practical ones and as everybody knows, PE is more practical than history.

Moving on, some similarities can be spotted out when mentioning CLIL advantages and disadvantages. One advantage was clear for both groups, students and teacher their knowledge as well as the vocabulary in the FL would improve. The huge difficulty both groups found again was the low English level students had, they thought teaching a CLIL subject would be challenging if students did not improve their English level. However, that cannot start at high school but at school. Teachers cannot expect students having a high English level at high school if the level of English at school was not good enough.

To conclude, it is true that CLIL approach is a good idea to teach English in a different way and not learning only language but also content and culture. Nevertheless, there are still many things to change and improve. Starting by the knowledge of CLIL people possess, moving to teachers' readiness and ending with teachers' cooperation. Sometimes teachers and students are afraid of CLIL but not because it is difficult to teach or study but because the ignorance they have about it. As said before, it is not necessary to devote a whole subject to CLIL, teachers can choose one section, topic or project from the subject and work or teach only that part in English. From my point of view, this is a great idea to introduce CLIL and not being afraid of it.

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7. ANNEX

7.1 Students questions

1. ¿Conocías el método de aprendizaje CLIL antes de que fuera explicado en clase?
2. Si la respuesta anterior es afirmativa, ¿puedes explicar qué es y qué sabes sobre CLIL?
3. Si la respuesta es negativa, ¿qué has entendido sobre CLIL?
4. ¿Tenéis alguna asignatura en la que el método de aprendizaje sea CLIL? Si la respuesta es no, ¿te gustaría tener alguna?
5. ¿Crees que tu nivel de inglés mejoraría si alguna asignatura trabajase CLIL?
6. ¿Qué piensas que sería lo más difícil a la hora de realizar la asignatura?
7. ¿Qué ventajas o beneficios crees que puede tener CLIL?
8. ¿Qué desventajas o dificultades podemos encontrar al trabajar con CLIL?
9. ¿Crees que los profesores están preparados para trabajar con CLIL?
10. ¿Crees que los alumnos están preparados para trabajar con CLIL?
11. Si la respuesta a las dos preguntas anteriores es afirmativa, ¿por qué crees que no tenéis ninguna asignatura que trate CLIL en el instituto?
12. Si la respuesta es negativa, ¿cuál crees que es el motivo por el cual no están preparados?
13. ¿Qué asignatura o asignaturas crees que sería la mejor opción para tratar CLIL?
14. Si tuvieses que elegir entre historia o educación física para trabajar con CLIL, ¿Cuál preferirías?

7.2 Teachers' questions

1. ¿Qué es CLIL?
2. ¿Qué asignatura impartes?
3. ¿Trabajas con CLIL en tu asignatura? Si la respuesta es afirmativa, ¿cómo lo trabajas?
4. Si la respuesta es negativa, ¿crees que podrías trabajar con CLIL en tu asignatura? ¿Te gustaría dedicar CLIL a alguna sesión de tu asignatura?
5. ¿Has hecho algún curso donde te hayan explicado qué es CLIL, cómo puedes utilizarlo o qué material usar? Si la respuesta es afirmativa, ¿podrías explicar en qué consistía el curso y qué aprendiste?
6. Si la respuesta es negativa, ¿te gustaría que en el instituto donde trabajas se impartiera algún curso sobre CLIL para así poder usarlo en tu asignatura?
7. ¿Crees que sería posible cooperar con profesores de otras asignaturas para trabajar con la metodología CLIL?
8. ¿Qué partes de tu asignatura crees que podrían funcionar con CLIL?
9. ¿Crees que sería beneficioso para los alumnos?
10. ¿Qué ventajas o beneficios crees que podría aportar la metodología CLIL a tus alumnos?
11. ¿Qué desventajas ves a la hora de implementar CLIL?
12. ¿Con qué asignaturas crees que es más compatible CLIL?
13. ¿Crees que sería fácil conseguir el material para impartir una buena sesión CLIL? ¿De dónde cogerías el material?
14. ¿Qué tipo de material escogerías: del libro de la asignatura que impartes o material real? ¿Sabrías dónde buscarlo?