

**CLIL - TRANSLATING THEORY INTO PRACTICE: ACQUIRING LANGUAGE IN
RELATION TO THE PROCESS OF LEARNING LANGUAGE**

Trabajo de fin de grado presentado por Verónica Concepción Ramos

Grado: Estudios Ingleses

Profesora-Tutora: Leslie Bobb-Wolff

Línea temática: Lingüística

Convocatoria: Fin de Carrera, curso académico 2015-2016 (marzo), La Laguna

Index

1. Introduction.....	2
2. Theoretical Framework.....	4
3. Method.....	9
4. Results.....	13
5. Conclusion.....	25
6. References.....	28
7. Annexes.....	30

Abstract

The focus of my final degree project is CLIL (Content and Language Integrated Learning), a significant competence-based teaching approach in the European context, which focuses not only on the content but also on the language, and which embraces both humanistic and scientific subjects taught in a foreign language. The project is divided into two main parts: the theoretical framework on which this study is based, which relies on the statements of David Marsh, a prominent figure in the field, and the practical section, devoted to how CLIL works in secondary schools in the view of teachers and students interviewed. Therefore, the project aims to translate theory into practice, on the basis of real situations in teachers' and students' daily experience.

Keywords: CLIL (Content and Language Integrated Learning), David Marsh, Scaffolding

1. Introduction

The aim of this project is to analyze and compare how *CLIL* (Content and Language Integrated Learning) should work according to David Marsh, a prominent figure in the field, and how it really works in the classroom. To do so, I am starting from the Frequent Questions and Answers presented by Marsh in his book *Using languages to learn and learning to use languages* to elaborate a questionnaire for teachers and a questionnaire for students; with the purpose of studying CLIL from a theoretical point of view as well as translating theory into practice.

CLIL has attracted my attention since my first approach to it during my Erasmus experience, during a seminar entitled "The Teaching of English in Adult Education" taught by Petra Kletzenbauer, a research assistant at the Centre for Teaching and Learning at the Faculty of Arts and Humanities at Karl-Franzens Universität in Graz; and that is precisely the reason why I chose it as the theme of my final degree project. Moreover, I have chosen it due to my interest on what CLIL involves. It is a relatively recent term which is growing in size and scope across the world, and developing as a teaching approach which provides the learners with a holistic educational experience, which aims at helping learners be the most they can be in all different levels: physical, emotional, mental and spiritual. Holistic education seeks to engage pupils in the teaching/learning process and to encourage personal and collective responsibility, and it helps in the acquisition of CLIL contents.

After having read numerous definitions of CLIL, the one that seems most comprehensive and complete is:

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content *and* language. [...] The operational success of CLIL has been in transferability, not only across countries and continents, but also across types of school. (Coyle, D. et al, 2010, p.1)

It is important to bear in mind that even though CLIL is a relatively recent term, dating from 1994, "it is not a new form of language education, it is not a new form of subject education; it is an innovative fusion of both". (Coyle, D., Hood, P. & Marsh, D., 2010, p.1). Nevertheless, "education in a language which is not the first language of the learner is as old as education itself". (Coyle, D. et al, 2010, p.2).

Throughout the project I am going to put into practice some of the competences acquired throughout the degree, such as:

- Capacity to present clearly my own opinions and conclusions about the learning areas, in the presence of a specialist and a non-specialist public of English Studies
- Ability to work independently and with outstanding quality
- Capacity to locate, value and take advantage of relevant information pertinent for English Studies and use them properly in the learning process
- Basic skills of computer applications and management related to Humanity Studies
- Advanced level of English in oral and written situations.

These competences are related to the following academic subjects: "*Técnicas de Expresión en un Idioma Moderno (Inglés)*", "*Usos del Inglés*", "*Gramática Inglesa I*" and "*Lengua Inglesa III*", which are listed, among others, in the description of the degree program. (Universidad de La Laguna, 2015-2016).

2.Theoretical Framework

Taking into account that CLIL is the background on which my project is based, it is crucial to provide an insight into the various aspects that it involves. First of all, it is necessary to mention that the acronym CLIL stands for Content and Language Integrated Learning. It is one of the most recent relevant teaching approaches in Europe, which focuses not only on the content but also on the language. In short, it is the teaching and learning of a non-linguistic subject through a second language. CLIL is carried out at primary and secondary levels. It embraces both humanistic and scientific subjects, such as: biology, chemistry, computer science, ecology, environment related subjects, geography, history, mathematics, music, natural sciences, philosophy, physical education, technology, visual arts, among others. These subjects are taught in a foreign language, being English, Italian, German, Russian and Spanish the most popular languages taught. Nevertheless, the subjects taught vary from one country and school to the next, as well as the language of instruction.

As I mentioned in the introduction, CLIL is a relatively recent term, dating from 1994, "it is not a new form of language education, it is not a new form of subject education; it is an innovative fusion of both". (Coyle, D., Hood, P. & Marsh, D., 2010, p.1). Nevertheless, "education in a language which is not the first language of the learner is as old as education itself". (Coyle, D. et al, 2010, p.2). In the past, bilingual education used to be a privilege of wealthy people, however nowadays CLIL is being taught at all kinds of schools. On the basis of this, it can be said that state education systems aim to provide students with the same opportunities through CLIL.

Regarding the theoretical framework it is essential to bear in mind that successful language learning can be achieved when people experience real-life situations in which they can acquire the language. Therefore, one of the keys of CLIL's success is the natural situation it offers to students for language development, in which scaffolding is used as a bridge to build upon what students already know in order to arrive at something they do not know. This is perfectly and wisely summarized in one of Friedrich Nietzsche's (2005) quotes: "whoever wants to learn to fly must first learn to stand and walk and run and climb and dance; one cannot fly into flying!". (Nietzsche, F. 2005, p. 169). Moreover, this term is also clearly explained by Mehisto (2008),

"Scaffolding is used in education to (...) access previously acquired learning, to analyse it, to process new information, to create new relational links and to take their understanding several steps further. [...] It lowers frustration and builds success. [...] Scaffolding can be built by teachers, other learners (...), by materials, by structured tasks, by parents and by other members of the community. There are a host of different scaffolding structures and strategies: explaining a point using the register of language used by students; providing language immediately, as it is needed; inserting synonyms or definitions in parentheses into the original text; reducing the number of tasks one gives to a student at one time; giving clues and asking follow-up questions...". (Mehisto et al., 2008, p. 139-140).

Teaching and learning CLIL involves numerous aspects, some of them are listed below:

- Activating previous knowledge. In other words, starting from prior knowledge in order to introduce new concepts.
- Adapting activities or tasks to the context and to different levels. It is important to take into account the level of the group, its characteristics and preferences, and the students' ways of learning.
- Adapting the language. Teachers should adapt the language depending on the group of students, using L2 as much as possible and L1 when necessary, as teachers are meant to respond to students' immediate linguistic needs.
- Assessing content more than language, as more language is learnt when the focus on direct language is reduced and the content teaching is increased.
- Exploring new ways of methodology. This is one of the most important keys of CLIL.
- Going from easy to difficult activities.
- Improving the communicative skill. Students will improve their communicative skill as much as they practice it, and thus become competent speakers.
- Increasing participation and motivation in the classroom.
- Introducing new vocabulary and structures in a Scaffolding way.
- It needs innovation and enthusiasm.
- Learning from mistakes is essential.
- Allowing students more time to speak and looking for new ways which activate children's language. The best way for the students to learn the language is by using it.

- Something which is opened. Given that CLIL is a recent teaching approach, CLIL teachers should be open-minded to new methodologies, strategies, using different resources, etc.
- Spending less time ranking students and more time discovering how they prefer to learn as well as their learning strengths.
- Taking ideas from others colleagues.
- Presenting information in a variety of ways and using multiple resources is important because there are different ways of learning depending on the multiple intelligences.
- Working on the four skills: listening, speaking, reading and writing.

As students are one of the most important elements in the equation, it is essential to mention some specific benefits CLIL has for them:

- It offers the students a natural way to learn a second language. As the focus is on a subject through English rather than on a language the students' motivation is increased because the language is being used to fulfill real purposes.
- It develops a positive "can do" attitude towards learning languages. CLIL helps learners build confidence in relation to language.
- It fosters critical thinking.
- It introduces learners to a wider cultural context. Therefore, it makes sense for the students to use English in order to communicate with speakers from other countries.
- It prepares students for further studies and work. CLIL offers students a realistic preparation for a wide range of professions in which English is commonly used.
- Its immediacy; students use immediately what they learn.

Since *David Marsh*¹ is a very prominent figure in CLIL I have decided to take him as a reference for this research. Therefore, the theoretical approach is based on three books of which Marsh is co-author, and which I have chosen among many I have read for this project: *Using languages to learn and learning to use languages*, as the main book, and *CLIL: Content and language integrated learning* and *Uncovering CLIL* as complementary books.

Using languages to learn and learning to use languages as described in the book itself,

is about learning languages. It invites you to look at an approach which could be developed in your school which is called Content and Language Integrated Learning (CLIL). 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, D. & Langé, G., 2000, p.2).

CLIL: Content and language integrated learning is a book

intended for readers who not only want to widen their understanding of Content and Language Integrated Learning (CLIL), but also wish to engage with pedagogic issues, including strategies and techniques for introducing and developing the approach in classrooms and other learning environments. [...] As authors, we have been involved in CLIL since its emergence as a concept in the early 1990s. From then on, each of us has been involved with different aspects of CLIL practice. [...] After some 20 years [...] we have come together to produce *CLIL: Content and language integrated learning*, the first publication which investigates the theories and practices of CLIL pedagogies in an in-depth way. (Coyle, D. et al, 2010, preface).

¹ Born in Australia, educated in the UK and now based in Finland, he has extensive experience of teacher development, capacity-building, research and consultancy in a range of different countries in Africa, Europe and Asia. He has worked on multilingualism & bilingual education since the 1980s. He was part of the team which conducted groundwork leading to the launch of the term CLIL in 1994. (European Centre for Modern Languages, 2011).

Uncovering CLIL is a book

for the reader who wants a practical insight into how the learning of both content and a second language can be considered into a single educational experience [...] It is for those who want to further their understanding of on-the-ground practice of Content and Language Integrated Learning (CLIL). They may be working with younger children at primary level or with older age groups in secondary or vocational schools. The reader may also be a parent, an administrator or a researcher interested in education. (Mehisto, P., Marsh, D. & Frigols, M.J., 2008, p.7).

In order to develop this project it has been necessary to document myself on the theme. As CLIL involves many aspects I have focused on those which are directly connected with the purpose of my project: translating theory into practice in teachers' and students' daily experience.

3. Method

The methodology used in this project is based on the elaboration and analysis of data gathered from two questionnaires, whose items are based on the Frequent Questions and Answers presented by Marsh in his book *Using languages to learn and learning to use languages*. The two questionnaires were used with teachers and students who are actively involved with CLIL.

On one hand, the teachers' questionnaire is entitled: "Survey conducted on CLIL teachers who have taken the master's degree "*Experto Universitario en Docencia de Currículos Bilingües (CLIL)*" at the University of La Laguna", (see annex I), and it includes eleven questions, which are listed below:

1. Will the student learn the main content as well as if s/he studies only in the first language?
2. Can all students benefit from CLIL or just those that we think of as being good at languages?
3. Are students required to use the language actively with each other during the lessons (so they can learn from each other)?
4. Choose the most accurate answer:
 - CLIL classes start with the assumption that the students do not have any prior knowledge of the language
 - CLIL classes start at a level which is suitable for the students involved
5. Is it likely that the student will have to do more work, and possibly face more stress, if s/he joins the CLIL class?
6. Is it possible that the CLIL class may be perceived as "more demanding" by the child?
7. Do parents need to take an active interest through the whole process?
8. Is it important that the parent can also speak in the CLIL language?
9. Should the student be able to do most of his/her homework without help being given by parents?
10. In your opinion, who are the best CLIL teachers?
 - Native speakers of the CLIL language

- Teachers who speak the majority language as their first language and the CLIL language as a second language

11. Do you use the student's first language if things become too difficult in the CLIL language for them to understand the content?

On the other hand, the students' questionnaire is entitled: "Survey conducted among students of CLIL subjects taught by teachers who have taken the master's degree "*Experto Universitario en Docencia de Currículos Bilingües (CLIL)*" at the University of la Laguna", (see annex I), and it includes thirteen questions:

1. Have you had CLIL subjects before this year?
2. How many CLIL subjects do you have this year?
3. Do you think that you learn the content of the subject as well as in Spanish?
4. Are you required to use the language actively with each other during the lessons?
5. Did you find the level of English too high or too low for you when you started the CLIL subject/s?
6. Do you spend more time studying the CLIL subjects than the other subjects?
7. Have the CLIL subjects caused you stress?
8. Have CLIL subjects caused you more stress than the non-CLIL subjects?
9. Do your parents take an active interest in your CLIL subjects?
10. Do your parents speak the CLIL language?
11. Are you able to do most of your homework without your parent's help?
12. Do you usually contact another classmate when facing difficulties with homework?
13. Do teachers use Spanish if the content is too difficult for you to understand?

The questionnaires have been filled out by two teachers and four of their students, who are currently attending secondary school (see annexes II and III). This students' profile has been chosen due to the characteristics of my degree, which only allows me to teach at that level. Both teachers have taken the course "*Experto Universitario en Docencia de Currículos Bilingües y/o Inmersión en Lengua Inglesa (AICLE(CLIL))*" in the academic year 2013 – 2014.

Once I had defined the purpose of the project, the next step was to meet the teachers in order to have a first contact with them. Taking advantage of my secondary schooling at Dominicas Vistabella, where I knew that the CLIL Project was being developed, I contacted the Head of Studies, who had also taken the "*Experto Universitario en Docencia de Currículos Bilingües y/o Inmersión en Lengua Inglesa (AICLE(CLIL))*" in the academic year 2013-2014, and who introduced me to teacher 1. Teacher 1 works at Dominicas Vistabella School and teaches Physical Education. I met teacher 1 at the school at the beginning of June during the academic year 2014-2015. There, I had the opportunity to observe a CLIL P.E. lesson. Teacher 1 introduced me to teacher 2, who works at Luther King South School and teaches History. We contacted via e-mail and Skype a few times. I found it crucial to interview the two teachers before giving them the questionnaires to tell them about my project and to appreciate their roles as CLIL teachers. It is important to remark that both of them seem to have the same feeling about their role as CLIL teachers. Their opinions and feelings as "*Experto Universitario en Docencia de Currículos Bilingües y/o Inmersión en Lengua Inglesa (AICLE(CLIL))*", can be summarized as follows:

- The teacher's role. There are times to observe students, times to encourage them, times to interact with them, and times to model learning. The role is always changing.
- As observers, they listen and watch. They try to be aware of students' interactions with one another and with materials. By respecting their processes, they foster a sense of independence in students that builds confidence and skills. When they do an activity the teachers obtain a lot of information by observing, listening and watching what their students are doing.
- As a supporter, these teachers encourage and accept. They try to inspire a classroom tone that welcomes students' original ideas, accepts all contributions equally. In this safe and secure atmosphere, students can feel free to express their ideas without fear of being wrong. They use praise to build on students' strengths and abilities so that all students see themselves as successful learners.

- As a facilitator, they inspire and assist. They know when to ask an open-ended question or add a new material to inspire students to move to higher levels of thinking and problem solving.
- As a model, they demonstrate and surprise. They show children that, as teachers, they can make mistakes, then can ask the class for help and can make children feel helpful and important.

All this information is important as it is connected with the items of the questionnaires and it gives some clues of the results obtained.

The method carried out in this project consisted on providing the teachers with printed copies of the questionnaires, both, for them and for the students, after having interviewed them, and we agreed on a date to send them back via e-mail. I asked the teachers to pass the questionnaires to the students, who had up to fifteen minutes to complete them in English. Once I had the questionnaires filled in I was able to analyze and compare the data gathered with the Frequent Questions and Answers presented by Marsh in his book *Using languages to learn and learning to use languages*, which are thoroughly reflected on the results.

4. Results

After having read and analyzed the data collected from the questionnaires as well as the opinion of Marsh and his field colleagues presented in *Using languages to learn and learning to use languages* and *Uncovering CLIL*, it is possible to present the results obtained. The questionnaires' items are answered from three different points of view: David Marsh, teachers 1 and 2 and their students.

1. Will the children learn the main content as well as if they study only in the first language?

The opinion of Marsh (2000) is that,

yes, although the learning process may slow down, particularly at the beginning. There is even the possibility that the learning could be more successful when an additional language is used. This may be due to the child having to work harder at decoding in the additional language, the teacher stressing the main learning points, or other reasons such as high learner motivation resulting from the sense of 'fun' which some children experience. (Marsh et al., 2000, p. 11)

According to Mehisto (2008) , "more language is learnt when the focus on direct language is reduced and the content teaching is increased". (Mehisto, P. et al, 2008, p.32).

Both teachers think children will learn the main content as well as if they study only in the first language. Teacher 1 always uses the same method: s/he explains the activities to the students in English and they perform them; if they don't understand the instructions s/he performs the exercise in order for everyone to understand. Teacher 2 considers that the methodology in CLIL subjects will help the students learn through reasoning and discovery.

All the students think that they learn the content of these subjects as well as in Spanish for various reasons: because these subjects are different and educational; because teachers give the same importance to CLIL and non-CLIL subjects; because the content it is as interesting as in Spanish; because the teachers explain well and they help the students when they need it. However, some students think that teachers have to teach the CLIL subjects as they teach the non-CLIL subjects. Moreover, other students consider that these subjects are more difficult to teach and to understand for them, but it is a good idea to learn English.

2. Can all students benefit from CLIL or just those that we think of as being good at languages?

Marsh (2000) found that,

all people are different in ability when it comes to language command, regardless of the language. CLIL classrooms always have children with mixed abilities in terms of not only the additional language, but also other forms of knowledge and skill. One key part of CLIL methodology requires that children use the language actively with each other during the lessons so that they learn from each other. All children can benefit from CLIL, not just those that we think of as being good at languages. (Marsh, D. et al., 2000, p.11)

Teacher 1 and 2 think that all students can benefit from CLIL, not just those we think of as being good at languages. The first one thinks so because they are speaking and listening in English, therefore, they are using the English language. The second one, considers that students with a high L2 level will benefit at a higher level.

3. Are students required to use the language actively with each other during the lessons (so they can learn from each other)?

As Marsh (2000) wrote, "one key part of CLIL methodology requires that children use the language actively with each other during the lessons so that they learn from each other". (Marsh, D. et al., 2000, p.11).

As Mehisto (2008) said,

students will learn the language by using it. Peer co-operative work (pair-and groupwork) that is focused on problem-solving activities can be particularly useful. This provides them with opportunities to develop collaborative skills and to gain confidence in presenting their own ideas and opinions to their peers. [...] It is more important for students to communicate than to worry about having perfect grammar. A student should receive positive reinforcement for speaking, and for speaking correctly. The teacher can model the right word or phrase, or correctly recast a faulty sentence. (Mehisto, P. et al, 2008, p.107).

Teacher 1 and 2 make clear that students are required to use the language actively with each other during the lessons, it is essential. However, sometimes they have to remind the students

to do so. "They work to create a climate that fosters continuous language growth". (Mehisto, P. et al, 2008, p.32).

All students are required to use the language actively with each other during the lessons, except Student 4.

4. Do CLIL classes start at a level which is suitable for the students involved?

As Marsh (2000) comments,

each CLIL class should start at a level which is suitable for the children involved. Many classes are started with the assumption that the children do not have any prior knowledge of the language. It can be a help that children have a background in the additional language, like having lived abroad or used it with family members or friends before starting CLIL, but it is not a requirement. (Marsh, D. et al., 2000, p.12)

In the view of Mehisto (2008), "CLIL teachers adjust their language. Initially, teachers often speak slowly and use plenty of repetition, demonstrations, visuals and realia. Later, teachers speak at a more natural pace and encourage peer co-operative and independent learning". (Mehisto, P. et al, 2008, p.32).

According to both teachers, CLIL classes start at a level which is suitable for the students involved, declining the assumption that students do not have any prior knowledge of the language, as new learning is always based in previous learning; this makes reference to the term *scaffolding*, an essential element in CLIL, which is thoroughly described by Mehisto (2008),

"Scaffolding is used in education to (...) access previously acquired learning, to analyse it, to process new information, to create new relational links and to take their understanding several steps further. [...] It lowers frustration and builds success. [...] Scaffolding can be built by teachers, other learners (...), by materials, by structured tasks, by parents and by other members of the community. There are a host of different scaffolding structures and strategies: explaining a point using the register of language used by students; providing language immediately, as it is needed; inserting synonyms or definitions in parentheses into the original text; reducing the number of tasks one gives to a student at one time; giving clues and asking follow-up questions...". (Mehisto, P. et al, 2008, p.139-140).

Students 1,4 and 5 found the level of English "low" or "too low" when they started the CLIL classes, whether students 2, 3, 6, 7 and 8 found the level "average".

Students 1 and 4 agree that the level of English could increase for the benefit of the students.

Students 5, 6, 7 and 8 already had a background of the additional language; therefore they found the level "low" or "average".

5. Is it likely that the students will have to do more work and possibly face more stress if they join the CLIL classes?

According to Marsh (2000),

it is possible that the CLIL class may be perceived as 'more demanding' by the child, for the simple fact that listening, reading, speaking in an additional language is tiring until we get used to it. Therefore it is possible that the workload will feel heavier for the child, but it is up to the school to ensure that this is kept to an acceptable level. Remember that some work can be fun, and some boring. If the child enjoys the CLIL experience then the extra workload will not be seen as a problem. Each school has a responsibility to ensure that its pupils' exposure to negative stress is kept to an absolute minimum, and this is as true for CLIL classes as any other. (Marsh, D. et al., 2000, p.12)

Teacher 1 and 2 argue that it is not likely that students will have to do more work and face more stress if they join the CLIL classes. Teacher 1 notes that if students enjoy the classes, learning will be more effective. Therefore, if they play games, they will be learning without any effort while they are playing. In the view of teacher 2, teachers should provide students with useful scaffolding and learning strategies.

None of the students feel the workload of the CLIL subjects heavier than the one of the non-CLIL subjects, as they do not spend more time studying the CLIL subjects than the other subjects. Neither the CLIL subjects nor the non-CLIL subjects have caused stress to the students.

Students 1, 2, 3 and 4 only have P.E. as a CLIL subject. It is not a subject that requires much study or homework; therefore they do not have much workload or face stress.

Students 5, 6, 7 and 8 have Visual Arts, Geography and History. They are used to CLIL subjects, and they consider them easier than the non- CLIL subjects.

6. Is it possible that the CLIL class may be perceived as “more demanding” by the child?

As Marsh (2000) observes, "it is possible that the CLIL class may be perceived as ‘more demanding’ by the child, for the simple fact that listening, reading, speaking in an additional language is tiring until we get used to it". (Marsh, D. et al., 2000, p.12)

Teacher 1 and 2 coincide in the fact that CLIL classes can be perceived as “more demanding” by children. Students of teacher 1 practice their listening and speaking skills during the P.E. class, learning new concepts in a real linguistic atmosphere. Students of teacher 2 will perceive CLIL classes as "more demanding" at the beginning, but then they will discover that learning is more attractive and challenging.

7. Do parents need to take an active interest through the whole process?

Marsh (2000) claims that,

as is the case with education in general, parents need to be involved with the CLIL process, offering whatever support is possible and relevant. The key responsibility can be summed up as ‘take an active interest’, not just at the beginning of CLIL, or at the end, but through the whole process. Taking an active interest means that parents should talk to their sons and daughters so that they can share successes and concerns during the CLIL teaching process. In the case of young children in particular, parents should remember that although CLIL may happen at school it is the home which remains the most important place for development of children’s communication skills, particularly in the first language. (Marsh, D. et al., 2000, p.12)

Teachers 1 and 2 have expressed a similar view. For them "an active interest" means: parents are in touch with the CLIL teachers trying to help them; parents get really involved in their children’s learning.

Parents 'of students 1, 2, 4, 6 and 8 do not take an active interest in their child's CLIL subjects. Some of them do not even know their children have CLIL subjects, and others think the other subjects are more difficult.

Parents 'of students 3, 5 and 7 do take an active interest, asking them if they enjoy the classes, helping their children when needed, making sure they understand the content, etc.

8. Is it important that the parents can also speak in the CLIL language?

The opinion of Marsh (2000) is that, "no, in some cases youngsters can have great fun from acting as the language teacher of the parents! It is important that the parent shows interest, and looks for opportunities to activate use of the language". (Marsh, D. et al., 2000, p.13)

On the contrary, both teachers consider that it is important that parents can also speak in the CLIL language, because children may feel they are being helped at home. Nevertheless, it is not essential, and it is a fact that some parents are not familiar with the CLIL language.

Only the parents of students 5, 7 and 8 speak the CLIL language.

9. Should the students be able to do most of the homework without help being given by parents? Do students contact another classmate when facing difficulties?

The opinion of Marsh (2000) is that,

the child should be able to do most of his/her homework without help being given by parents. If this is not the case then the teacher should be consulted so that adjustments can be made to the type of homework tasks being given. One of the characteristics of CLIL methodology emphasises the importance of group work when doing problem-solving tasks in class. It may be that sometimes contact with another child from the class could be a help when facing task-based difficulties with homework. In CLIL, teachers often have to guide pupils rather carefully in terms of homework and this means that problems, if they surface, are likely to be quickly identified and handled. (Marsh, D. et al., 2000, p.13)

It is the view of both teachers that students should be able to do most of their homework without help being given by parents. Teacher 1 states that it is better if students do it by themselves although if pupils need help, their parents can help them. Teacher 2 reports that students must be provided at school by teachers with lots of learning strategies which will surely help them to succeed.

All the students are able to do most of their homework without their parents' help. Students 5, 6, 7 and 8 usually contact another classmate when facing difficulties with homework, while students 1, 2, 3 and 4 do not.

10. Who are the best CLIL teachers: native speakers of the CLIL language or teachers that speak the majority language as their first language and the CLIL language as a second language?

Marsh (2000) points out,

it has been found that some of the most suitable CLIL teachers are those who speak the majority language as their first language, and the CLIL language as a second language. This is particularly important when dealing with young children because these teachers are often sensitive to the ways children learn in the first language, and are familiar with the points of transference which come about from using the CLIL language. (Marsh, D. et al., 2000, p.13)

Teacher 1 and 2 agree that the best CLIL teachers are the ones who speak the majority language as their first language and the CLIL language as a second language. They consider that it does not matter if you are not a native speaker; you only need to be fluent and use a proper methodology for the subject you are teaching. Moreover, they think their experience can be transmitted to their students in a more effective and understanding way.

11. Will the teacher use the youngster's first language if things become too difficult in the CLIL language for him/her to understand the content?

According to Marsh (2000),

most CLIL classes involve use of two languages, the majority language and the CLIL language. This is one reason why this CLIL approach is called integrated because it includes switching from one language to another when it is in the best interests of learning. Often the main issues are given in the first language and then learning activities carried out in the additional language. (Marsh, D. et al., 2000, p.14)

As Mehisto (2008) states, "teachers respond to a student's immediate linguistic needs as they rise [...] within a few months of starting the programme, students are usually able to use the CLIL language for almost all classroom communication". (Mehisto, P. et al, 2008, p.32).

Teacher 1 does not use the student's first language if things become too difficult in the CLIL language for them to understand the content. If they do not understand what she is saying, she explains it again in other words and if they still do not understand she uses body language performing what she wants them to do. Teacher 2 does use it, nevertheless s/he states that, "we, teachers, must avoid this practice. The students will finally realise they can cope with L2 problems or difficulties. They are learning to learn!".

According to students 1, 2, 3 and 4 their teachers do not use Spanish if the content is too difficult for them to understand. Teachers repeat and explain the lesson in a different way.

However, according to students 5, 6, 7 and 8, their teachers use Spanish if the content is too difficult for the students to understand.

In order to present the data gathering more clearly and make it more visual, I have elaborated a table of results which can be consulted below:

	David Marsh	Teacher 1	Student 1	Student 2	Student 3	Student 4	Teacher 2	Student 5	Student 6	Student 7	Student 8
Will the children learn the main content as well as if they study only in the first language?	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Can all students benefit from CLIL or just those that we think of as being good at languages?	Yes	Yes					Yes				
Are students required to use the language actively with each other during the lessons (so they can learn from each other)?	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Do CLIL classes start at a level which is suitable for the students involved?	Yes	Yes	Too low	Average	Average	Low	Yes	Low	Average	Average	Average

Is it likely that the students will have to do more work and possibly face more stress if they join the CLIL classes?	Yes	No	No	No	No	No	No	No	No	No	No
			No	No	No	No		No	No	No	No
Is it possible that the CLIL class may be perceived as “more demanding” by the child?	Yes	Yes					Yes				
Do parents need to take an active interest through the whole process?	Yes	Yes	No	No	Yes	No	Yes	Yes	No	Yes	No
Is it important that the parents can also speak in the CLIL language?	No	Yes	No	No	No	No	Yes	Yes	No	Yes	Yes
Should the students be able to do most of the homework without help	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

being given by parents?											
Contact another child	Yes		No	No	No	No		Yes	Yes	Yes	Yes
Teachers that speak the majority language as their first language and the CLIL language as a second language are the best CLIL teachers?	Yes	Yes					Yes				
Will the teacher use the youngster's first language if things become too difficult in the CLIL language for him/her to understand the content?	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes

After having read and analyzed the data collected from the questionnaires as well as the opinion of Marsh and his field colleagues presented in *Using languages to learn and learning to use languages* and *Uncovering CLIL*, it is possible to present the results obtained. The questionnaires' items are answered from three different points of view: David Marsh, teachers 1 and 2 and their students.

The findings clearly suggest that what Marsh and his colleagues state about how CLIL works in the classroom closely resembles reality. According to the results obtained, the teachers and the students interviewed agree with them to an extent of 76, 5 per cent. Although the data gathering is not decisive due to the study's small sample size, containing only 10 people, it is significant because it demonstrates that the theory and the practice of CLIL coincide. Moreover, it can be inferred that David Marsh and his peers are undoubtedly experts in the field, because their statements adjust to the reality. Therefore, the purpose of the project has been successfully achieved, translating theory into practice.

5. Conclusion

Content and Language Integrated Learning is a very wide topic that involves many issues, it is therefore difficult to address all of them in the same academic paper. The purpose of the present study was therefore to approach CLIL from a theoretical point of view, analyzing and comparing how it should work, according to David Marsh, and how it really works in the classroom.

The findings clearly suggest that what Marsh and his colleagues state about how CLIL works in the classroom closely resembles reality. According to the results obtained, the teachers and the students interviewed agree with them to an extent of 76, 5 per cent. Although the data gathering is not decisive due to the study's small sample size, containing only 10 people, it is significant because it demonstrates that the theory and the practice of CLIL coincide. Moreover, it can be inferred that David Marsh and his peers are undoubtedly experts in the field, because their statements adjust to the reality.

After having analyzed the results I have made some findings and come to some conclusions. It can be deduced that even though CLIL has not long been implemented in our country, it works well and the teachers control its functioning. However, I have noticed that most students find the English level of the CLIL subjects low, so from my point of view, this aspect should be improved in the next years, increasing the English level of the CLIL subjects according to the level of the group; thus the CLIL subjects will be more challenging for the students as well as more useful. I have also noticed that the majority of the students' parents do not take an active interest through the whole CLIL process, and besides, they do not speak the CLIL language, which in this case is English. I firmly believe that although parents are not familiar with the CLIL language they should take an active interest in these subjects as well as in the non-CLIL subjects. From the questionnaires' answers it can be concluded that the students' families are not well informed about what CLIL involves. In my opinion, this is another aspect which needs to be improved. The solution can be summed up as 'take an active interest' after having received information about the CLIL Project in the academic centres.

In addition, I have learnt that scaffolding is a key concept in CLIL, which refers to the idea that new learning is always based on previous learning. Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know.

Moreover, I have come to know that CLIL is a broad topic, which is undergoing a constant growth due to its newness. It is for this reason why I consider that teachers should retrain and renew themselves continually in order to be updated, as for instance: exploring new ways of methodologies, taking ideas from other colleagues, learning from mistakes, looking for new ways which activate children's language, etc. Furthermore, I have discovered that CLIL is far more interesting and inspiring than I had thought; consequently I am grateful for having chosen this topic and for having enjoyed the elaboration of the project.

As previously mentioned in the introduction, throughout the project I have put into practice some of the competences acquired throughout the degree, such as:

- Capacity to present clearly my own opinions and conclusions about the learning areas, in the presence of a specialist and a non-specialist public of English Studies.
- Ability to work independently and with outstanding quality.
- Capacity to locate, value and take advantage of relevant information pertinent for English Studies and use them properly in the learning process.
- Basic skills of computer applications and management related to Humanity Studies.
- Advanced level of English in oral and written situations.

These competences are related to the following academic subjects: "*Técnicas de Expresión en un Idioma Moderno (Inglés)*", "*Usos del Inglés*", "*Gramática Inglesa I*" and "*Lengua Inglesa III*", which are listed, among others, in the description of the degree program. (Universidad de La Laguna, 2015-2016).

Thanks to the English Studies degree I have broadened my mind; I have not only learnt about academic life but about life in general, and I have had the opportunity to get to know myself better. Thanks to the degree, I am deeply conscious about the importance of knowing a second language; it opens doors and minds. As the Austrian philosopher Ludwig Wittgenstein said "the limits of my language mean the limits of my world". (Wikipedia, 2016)

In conclusion, it can be said that the study has been successful as the purpose of the project has been achieved, and it can also be said that David Marsh and his field colleagues are

undoubtedly experts in CLIL, as their statements adjust to the reality. Moreover, it can be said that the CLIL Programme has recently been established in our country, therefore, it still has a long way to go. However, after having talked with the CLIL teachers, I have the conviction that we are going on the right direction and that the CLIL community is growing in quantity and quality.

6. References

- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. United Kingdom: Cambridge University Press
- European Centre of Modern Languages. (2011). *David Marsh (Finland)*. Retrieved January, 20, 2016, from <http://clil-cd.ecml.at/ProjectDescription/Team/Teammember4/tabid/941/language/fi-FI/Default.aspx>
- Gramática Inglesa I. (2015, July 13). Retrieved January 7, 2016, from Universidad de La Laguna website: <http://eguia.ull.es/filologia/query.php?codigo=259092102>
- Lengua Inglesa III. (2015, July 13). Retrieved 7, 2016, from Universidad de La Laguna website: <http://eguia.ull.es/filologia/query.php?codigo=259093101>
- Ludwig Wittgenstein. (2016, January 9). In *Wikipedia*. Retrieved January, 18, 2016, from https://en.wikiquote.org/wiki/Ludwig_Wittgenstein
- Marsh, D., & Langé, G. (2000). Using languages to learn and learning to use languages. Eds. D. Marsh-G. Langé. Finland: University of Jyväskylä.
- Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering Clil*. China: Macmillan Publishers Limited
- Nietzsche, F. W. (2005). *Thus spoke Zarathustra: A book for everyone and nobody*. Retrieved from <http://books.google.com>
- Técnicas de Expresión en un Idioma Moderno (Inglés). (2016, January 19). Retrieved January, 7, 2016, from Universidad de La Laguna website: <http://eguia.ull.es/filologia/query.php?codigo=259091102>

- Usos del Inglés. (2016, January 19). Retrieved January 7, 2016, from Universidad de La Laguna website: <http://eguia.ull.es/filologia/query.php?codigo=259091204>

ANNEX I. Blank questionnaires for teachers and students

SURVEY CONDUCTED ON CLIL TEACHERS WHO HAVE TAKEN THE MASTER´S DEGREE “*EXPERTO UNIVERSITARIO EN DOCENCIA DE CURRÍCULOS BILINGÜES (CLIL)*” AT THE UNIVERSITY OF LA LAGUNA

1. Will the student learn the main content as well as if s/he studies only in the first language?

- Yes
- No

Why? Why not?

2. Can all students benefit from CLIL or just those that we think of as being good at languages?

- All the students
- Students who are good at languages

Comments:

3. Are students required to use the language actively with each other during the lessons (so they can learn from each other)?

- Yes
- No

Comments:

4. Choose the most accurate answer:

- CLIL classes start with the assumption that the students do not have any prior knowledge of the language
- CLIL classes start at a level which is suitable for the students involved

Comments:

5. Is it likely that the student will have to do more work, and possibly face more stress, if s/he joins the CLIL class?

- Yes
- No

Why? Why not?

6. Is it possible that the CLIL class may be perceived as “more demanding” by the child?

- Yes
- No

Why? Why not?

7. Do parents need to take an active interest through the whole process?

- Yes
- No

In your opinion, what does “an active interest” mean?

8. Is it important that the parent can also speak in the CLIL language?

- Yes
- No

Why? Why not?

9. Should the student be able to do most of his/her homework without help being given by parents?

- Yes
- No

Comments:

10. In your opinion, who are the best CLIL teachers?

- Native speakers of the CLIL language
- Teachers who speak the majority language as their first language and the CLIL language as a second language

Comments:

11. Do you use the student’s first language if things become too difficult in the CLIL language for them to understand the content?

- Yes
- No

Comments:

**SURVEY CONDUCTED AMONG STUDENTS OF CLIL SUBJECTS TAUGHT BY TEACHERS WHO
HAVE TAKEN THE MASTER'S DEGREE "EXPERTO UNIVERSITARIO EN DOCENCIA DE
CURRÍCULOS BILINGÜES (CLIL)" AT THE UNIVERSITY OF LA LAGUNA**

1. Have you had CLIL subjects before this year?

- Yes
- No

Which subject/s

2. How many CLIL subjects do you have this year?

- 1
- 2
- 3
- 4
- 5

3. Do you think that you learn the content of the subject as well as in Spanish?

- Yes
- No

Comments

4. Are you required to use the language actively with each other during the lessons?

- Yes
- No

5. Did you find the level of English too high or too low for you when you started the CLIL subject/s?

- Too low
- Low
- Average
- High
- Too high

Comments:

6. Do you spend more time studying the CLIL subjects than the other subjects?

- Yes
- No

7. Have the CLIL subjects caused you stress?

- Yes
- No

Why? Why not?

8. Have CLIL subjects caused you more stress than the non-CLIL subjects?

- Yes
- No

Why? Why not?

9. Do your parents take an active interest in your CLIL subjects?

- Yes
- No

How?

10. Do your parents speak the CLIL language?

- Yes
- No

11. Are you able to do most of your homework without your parent's help?

- Yes
- No

12. Do you usually contact another classmate when facing difficulties with homework?

- Yes
- No

13. Do teachers use Spanish if the content is too difficult for you to understand?

- Yes
- No

ANNEX II. Teacher 1 and students' answers

TUFE 15 junio

SURVEY CONDUCTED ON CLIL TEACHERS WHO HAVE TAKEN THE MASTER'S DEGREE "EXPERTO UNIVERSITARIO EN DOCENCIA DE CURRÍCULOS BILINGÜES (CLIL)" AT THE UNIVERSITY OF LA LAGUNA

1. Will the student learn the main content as well as if s/he studies only in the first language?

Yes
 No

Why? Why not? Because I always explain the activities to the students in English and they perform them. And when they explain the activities they do it properly too, unless if they read instructions and the students don't understand, they perform the exercise and everybody understands.

2. Can all students benefit from CLIL or just those that we think of as being good at languages?

All the students
 Students who are good at languages

Comments: All the students benefit from CLIL because they are listening and speaking in English. Therefore, they are using the English language.

3. Are students required to use the language actively with each other during the lessons (so they can learn from each other)?

Yes
 No

Comments: I always tell them that they have to speak English with each other because sometimes they forget it! (But they know they have to do it).

4. Choose the most accurate answer:

CLIL classes start with the assumption that the students do not have any prior knowledge of the language
 CLIL classes start at a level which is suitable for the students involved

Comments: Because teachers should take into account the previous knowledge.

5. Is it likely that the student will have to do more work, and possibly face more stress, if s/he joins the CLIL class?

Yes

No

Why? Why not? If they enjoy the classes they will learn more so if we make games, they'll be learning while they are playing without any effort.

6. Is it possible that the CLIL class may be perceived as "more demanding" by the child?

Yes

No

Why? Why not? The CLIL classes are more demanding by the class because they are listening and speaking in English. While they are doing Physical Education, they practise their listening and speaking skills as well they learn the new P.E. concepts in a good linguistic atmosphere.

7. Do parents need to take an active interest through the whole process?

Yes

No

In your opinion, what does "an active interest" mean? An active interest means parents are in touch with the CLIL teachers trying to help them.

8. Is it important that the parent can also speak in the CLIL language?

Yes

No

Why? Why not? It would be perfect but some parents don't know how to speak in English.

9. Should the student be able to do most of his/her homework without help being given by parents?

Yes

No

Comments: It is better if students do it by themselves although if pupils need help their parents can help them.

10. In your opinion, who are the best CLIL teachers?

- Native speakers of the CLIL language
 Teachers who speak the majority language as their first language and the CLIL language as a second language

Comments: CLIL classes have to be taught in English but it does not matter if you are not a native speaker. You only need to be fluent and use a proper methodology for the subject you are teaching.

11. Do you use the student's first language if things become too difficult in the CLIL language for them to understand the content?

- Yes
 No

Comments: If they do not understand what I am saying, I explain it again in other words and if they still do not understand I use body language performing what I want them to do.

SURVEY CONDUCTED AMONG STUDENTS OF CLIL SUBJECTS TAUGHT BY
TEACHERS WHO HAVE TAKEN THE MASTER'S DEGREE "EXPERTO
UNIVERSITARIO EN DOCENCIA DE CURRÍCULOS BILINGÜES (CLIL)" AT THE
UNIVERSITY OF LA LAGUNA

1. Have you had CLIL subjects before this year?

Yes

No

Which subject/s?

Physical Education.

2. How many CLIL subjects do you have this year?

1 2 3 4 5

3. Do you think that you learn the content of the subject as well as in Spanish?

Yes

No

Comments:

But I think that the teachers have to teach as they'll do it
in Spanish.

4. Are you required to use the language actively with each other during the lessons?

Yes

No

5. Did you find the level of English too high or too low for you when you started the
CLIL subject/s?

Too low

Low

Average

High

Too high

Comments: I think that they should increase the level so ~~we~~ we'll learn more vocabulary and English in general.

6. Do you spend more time studying the CLIL subjects than the other subjects?

Yes

No

7. Have the CLIL subjects caused you stress?

Yes

No

Why? Why not?

Because we only have ~~just~~ Physical Education as a CLIL subject.

8. Have CLIL subjects caused you more stress than the non-CLIL subjects?

Yes

No

Why? Why not?

Because the exercise are usually easy and sport doesn't stress.

9. Do your parents take an active interest in your CLIL subjects?

Yes

No

How?

—

10. Do your parents speak the CLIL language?

Yes

No

11. Are you able to do most of your homework without your parent's help?

Yes

No

12. Do you usually contact another classmate when facing difficulties with homework?

Yes

No

I don't usually have problems with the homework.

13. Do teachers use Spanish if the content is too difficult for you to understand?

Yes

No

They repeat and try to explain the lesson in a different way.

SURVEY CONDUCTED AMONG STUDENTS OF CLIL SUBJECTS TAUGHT BY
TEACHERS WHO HAVE TAKEN THE MASTER'S DEGREE "EXPERTO
UNIVERSITARIO EN DOCENCIA DE CURRÍCULOS BILINGÜES (CLIL)" AT THE
UNIVERSITY OF LA LAGUNA

1. Have you had CLIL subjects before this year?

Yes

No

Which subject/s?

Physical education

2. How many CLIL subjects do you have this year?

1 2 3 4 5

3. Do you think that you learn the content of the subject as well as in Spanish?

Yes

No

Comments:

I love the classes because they are
different and educational.

4. Are you required to use the language actively with each other during the lessons?

Yes

No

5. Did you find the level of English too high or too low for you when you started the
CLIL subject/s?

Too low

Low

Average

High

Too high

Comments:

6. Do you spend more time studying the CLIL subjects than the other subjects?

Yes

No

7. Have the CLIL subjects caused you stress?

Yes

No

Why? Why not?

Because the class is more interesting
for me and I am quiet.

8. Have CLIL subjects caused you more stress than the non-CLIL subjects?

Yes

No

Why? Why not?

Because is a new method to learn
and I like it.

9. Do your parents take an active interest in your CLIL subjects?

Yes

No

How?

10. Do your parents speak the CLIL language?

Yes

No

11. Are you able to do most of your homework without your parent's help?

Yes

No

12. Do you usually contact another classmate when facing difficulties with homework?

Yes

No

13. Do teachers use Spanish if the content is too difficult for you to understand?

Yes

No

SURVEY CONDUCTED AMONG STUDENTS OF CLIL SUBJECTS TAUGHT BY
TEACHERS WHO HAVE TAKEN THE MASTER'S DEGREE "EXPERTO
UNIVERSITARIO EN DOCENCIA DE CURRÍCULOS BILINGÜES (CLIL)" AT THE
UNIVERSITY OF LA LAGUNA

1. Have you had CLIL subjects before this year?

- Yes
 No

Which subject/s?

This is my thirth year of physical education

2. How many CLIL subjects do you have this year?

- 1 2 3 4 5

3. Do you think that you learn the content of the subject as well as in Spanish?

- Yes
 No

Comments:

I think so, because sometimes my thoughts are in english instead of spanish and I understand the language.

4. Are you required to use the language actively with each other during the lessons?

- Yes
 No

5. Did you find the level of English too high or too low for you when you started the
CLIL subject/s?

- Too low
 Low
 Average
 High

Too high

Comments:

At first it was quite difficult to understand everything but the level wasn't that high

6. Do you spend more time studying the CLIL subjects than the other subjects?

Yes

No

7. Have the CLIL subjects caused you stress?

Yes

No

Why? Why not?

Because I really like English so I enjoyed the classes

8. Have CLIL subjects caused you more stress than the non-CLIL subjects?

Yes

No

Why? Why not?

Because as I said before, I like English and it's easy.

9. Do your parents take an active interest in your CLIL subjects?

Yes

No

How?

They frequently ask me if I'm enjoying the classes and also if they're difficult.

10. Do your parents speak the CLIL language?

Yes

No

11. Are you able to do most of your homework without your parent's help?

Yes

No

12. Do you usually contact another classmate when facing difficulties with homework?

Yes

No

13. Do teachers use Spanish if the content is too difficult for you to understand?

Yes

No

SURVEY CONDUCTED AMONG STUDENTS OF CLIL SUBJECTS TAUGHT BY
TEACHERS WHO HAVE TAKEN THE MASTER'S DEGREE "EXPERTO
UNIVERSITARIO EN DOCENCIA DE CURRÍCULOS BILINGÜES (CLIL)" AT THE
UNIVERSITY OF LA LAGUNA

1. Have you had CLIL subjects before this year?

Yes

No

Which subject/s?

In 2013-2014 we had CLIL subject in P.E, like in this year

2. How many CLIL subjects do you have this year?

1 2 3 4 5

3. Do you think that you learn the content of the subject as well as in Spanish?

Yes

No

Comments:

I think this is more difficult to teach and to understand for the students, but I think that it is a good idea to learn English.

4. Are you required to use the language actively with each other during the lessons?

Yes

No

5. Did you find the level of English too high or too low for you when you started the CLIL subject/s?

Too low

Low

Average

High

Too high

Comments: The level for ~~our~~ level of English is okay, but I think that the level could be a bit more complicated

6. Do you spend more time studying the CLIL subjects than the other subjects?

Yes

No

7. Have the CLIL subjects caused you stress?

Yes

No

Why? Why not?

Because we know English and for this subject we don't have to study only for examinations or assignments.

8. Have CLIL subjects caused you more stress than the non-CLIL subjects?

Yes

No

Why? Why not?

We don't need to study much.

9. Do your parents take an active interest in your CLIL subjects?

Yes

No

How?

They don't know much ^{level} of English, and I think that they don't know that my classes of PE are in English.

10. Do your parents speak the CLIL language?

Yes

No

11. Are you able to do most of your homework without your parent's help?

Yes

No

12. Do you usually contact another classmate when facing difficulties with homework?

Yes

No

13. Do teachers use Spanish if the content is too difficult for you to understand?

Yes

No

ANNEX III. Teacher 2 and students' answers

SURVEY CONDUCTED ON CLIL TEACHERS WHO HAVE TAKEN THE MASTER'S DEGREE "EXPERTO UNIVERSITARIO EN DOCENCIA DE CURRÍCULOS BILINGÜES (CLIL)" AT THE UNIVERSITY OF LA LAGUNA

1. Will the student learn the main content as well as if s/he studies only in the first language?

- Yes
 No

Why? Why not?

Because the methodology in CLIL subjects will make them to learn through reasoning and discovery.

2. Can all students benefit from CLIL or just those that we think of as being good at languages?

- All the students
 Students who are good at languages

Comments: Students with a ^{high} L2 level will benefit at a higher level

3. Are students required to use the language actively with each other during the lessons (so they can learn from each other)?

- Yes
 No

Comments: It is essential!

4. Choose the most accurate answer:

- CLIL classes start with the assumption that the students do not have any prior knowledge of the language
 CLIL classes start at a level which is suitable for the students involved

Comments: New learning is based always on previous learning.

5. Is it likely that the student will have to do more work, and possibly face more stress, if s/he joins the CLIL class?

Yes

No

Why? Why not? The teacher must provide the students with useful scaffolding and learning strategies.

6. Is it possible that the CLIL class may be perceived as "more demanding" by the child?

Yes

No

Why? Why not? Just at the beginning, but he/she will discover that learning is more attractive and

7. Do parents need to take an active interest through the whole process?

Yes

No

In your opinion, what does "an active interest" mean?

They get really involved in their children's learning.

8. Is it important that the parent can also speak in the CLIL language?

Yes

No

Why? Why not? The children may feel they are being helped at home, although it's not essential.

9. Should the student be able to do most of his/her homework without help being given by parents?

Yes

No

Comments: He/she must be provided at school with lots of learning strategies which will surely help him/her to succeed.

10. In your opinion, who are the best CLIL teachers?

- Native speakers of the CLIL language
- Teachers who speak the majority language as their first language and the CLIL language as a second language

Comments: Their experience can be transferred to ~~help~~ their students in a more effective and understanding way.

11. Do you use the student's first language if things become too difficult in the CLIL language for them to understand the content?

- Yes
- No

Comments: We (teachers) must avoid this practice. The students will finally realise they can cope with 22 problems or difficulties.
They are learning to learn!

TEACHERS WHO HAVE TAKEN THE MASTER'S DEGREE "EXPERTO
UNIVERSITARIO EN DOCENCIA DE CURRÍCULOS BILINGÜES (CLIL)" AT THE
UNIVERSITY OF LA LAGUNA

1. Have you had CLIL subjects before this year?

Yes

No

Which subject/s?

Visual Arts, English, Geography, History.

2. How many CLIL subjects do you have this year?

1 2 3 4 5

3. Do you think that you learn the content of the subject as well as in Spanish?

Yes

No

Comments:

Yes, because they give the same importance to CLIL subjects and to Spanish subjects.

4. Are you required to use the language actively with each other during the lessons?

Yes

No

5. Did you find the level of English too high or too low for you when you started the CLIL subject/s?

Too low

Low

Average

High

Comments:
Low Because I have been to a British school before, so in comparison that school had a really high level.

6. Do you spend more time studying the CLIL subjects than the other subjects?

- Yes
 No

7. Have the CLIL subjects caused you stress?

- Yes
 No

Why? Why not?

Because since I was small I have been studying CLIL subjects.

8. Have CLIL subjects caused you more stress than the non-CLIL subjects?

- Yes
 No

Why? Why not?

Because we are used to studying CLIL subjects.

9. Do your parents take an active interest in your CLIL subjects?

- Yes
 No

How?

When I have to do a difficult essays or project they usually help me.

10. Do your parents speak the CLIL language?

- Yes
 No

11. Are you able to do most of your homework without your parent's help?

Yes

No

12. Do you usually contact another classmate when facing difficulties with homework?

Yes

No

13. Do teachers use Spanish if the content is too difficult for you to understand?

Yes

No

SURVEY CONDUCTED AMONG STUDENTS OF CLIL SUBJECTS TAUGHT BY
TEACHERS WHO HAVE TAKEN THE MASTER'S DEGREE "EXPERTO
UNIVERSITARIO EN DOCENCIA DE CURRÍCULOS BILINGÜES (CLIL)" AT THE
UNIVERSITY OF LA LAGUNA

1. Have you had CLIL subjects before this year?

- Yes
 No

Which subject/s?

Visual arts, English, Geography and History

2. How many CLIL subjects do you have this year?

- 1 2 3 4 5

3. Do you think that you learn the content of the subject as well as in Spanish?

- Yes
 No

Comments:

Yes because the teacher explains well.

4. Are you required to use the language actively with each other during the lessons?

- Yes
 No

5. Did you find the level of English too high or too low for you when you started the
CLIL subject/s?

- Too low
 Low
 Average
 High

Too high

Comments:

Because I have been ~~staying~~ ^{studying} English for many years.

6. Do you spend more time studying the CLIL subjects than the other subjects?

Yes

No

7. Have the CLIL subjects caused you stress?

Yes

No

Why? Why not?

Because since I am small I have been studied CLIL subjects.

8. Have CLIL subjects caused you more stress than the non-CLIL subjects?

Yes

No

Why? Why not?

No, because the non-CLIL subjects are more difficult.

9. Do your parents take an active interest in your CLIL subjects?

Yes

No

How?

10. Do your parents speak the CLIL language?

Yes

No

11. Are you able to do most of your homework without your parent's help?

Yes

No

12. Do you usually contact another classmate when facing difficulties with homework?

Yes

No

13. Do teachers use Spanish if the content is too difficult for you to understand?

Yes (*only sometimes*)

No

**SURVEY CONDUCTED AMONG STUDENTS OF CLIL SUBJECTS TAUGHT BY
TEACHERS WHO HAVE TAKEN THE MASTER'S DEGREE "EXPERTO
UNIVERSITARIO EN DOCENCIA DE CURRÍCULOS BILINGÜES (CLIL)" AT THE
UNIVERSITY OF LA LAGUNA**

1. Have you had CLIL subjects before this year?

- Yes
 No

Which subject/s?

Visual Arts, English, Geography, History.

2. How many CLIL subjects do you have this year?

- 1 2 3 4 5

3. Do you think that you learn the content of the subject as well as in Spanish?

- Yes
 No

Comments:

Yes, because its as interesting as in Spanish.

4. Are you required to use the language actively with each other during the lessons?

- Yes
 No

**5. Did you find the level of English too high or too low for you when you started the
CLIL subject/s?**

- Too low
 Low
 Average
 High

Too high

Comments: Because I'm used to speak in English with my parents since I was small.

6. Do you spend more time studying the CLIL subjects than the other subjects?

Yes

No

7. Have the CLIL subjects caused you stress?

Yes

No

Why? Why not?

Because we've been studying CLIL subjects since we were small.

8. Have CLIL subjects caused you more stress than the non-CLIL subjects?

Yes

No

Why? Why not?

Because we're used to it.

9. Do your parents take an active interest in your CLIL subjects?

Yes

No

How?

When I have to make difficult projects my parents help me and ask me about it.

10. Do your parents speak the CLIL language?

Yes

No

11. Are you able to do most of your homework without your parent's help?

Yes

No

12. Do you usually contact another classmate when facing difficulties with homework?

Yes

No

13. Do teachers use Spanish if the content is too difficult for you to understand?

Yes

No

**SURVEY CONDUCTED AMONG STUDENTS OF CLIL SUBJECTS TAUGHT BY
TEACHERS WHO HAVE TAKEN THE MASTER'S DEGREE "EXPERTO
UNIVERSITARIO EN DOCENCIA DE CURRÍCULOS BILINGÜES (CLIL)" AT THE
UNIVERSITY OF LA LAGUNA**

1. Have you had CLIL subjects before this year?

Yes

No

Which subject/s?

Visual Arts, english, Geography, History.

2. How many CLIL subjects do you have this year?

1 2 3 4 5

3. Do you think that you learn the content of the subject as well as in Spanish?

Yes

No

Comments:

Because the teachers explain very good and they helped me a lot when I needed.

4. Are you required to use the language actively with each other during the lessons?

Yes

No

5. Did you find the level of English too high or too low for you when you started the CLIL subject/s?

Too low

Low

Average

High

Too high

Comments:

Because I have studied English since I was small and I understand English since I started to learn it.

6. Do you spend more time studying the CLIL subjects than the other subjects?

Yes

No

7. Have the CLIL subjects caused you stress?

Yes

No

Why? Why not?

Because I have studied CLIL since I was small

8. Have CLIL subjects caused you more stress than the non-CLIL subjects?

Yes

No

Why? Why not?

Because the non-CLIL subjects are sometimes more difficult.

9. Do your parents take an active interest in your CLIL subjects?

Yes

No

How?

Because they think the other subjects are more difficult.

10. Do your parents speak the CLIL language?

Yes

No

11. Are you able to do most of your homework without your parent's help?

Yes

No

12. Do you usually contact another classmate when facing difficulties with homework?

Yes

No

13. Do teachers use Spanish if the content is too difficult for you to understand?

Yes

No