

Content and Language Integrated Learning in primary schools in Andalusia: A qualitative study on teachers' concerns

Anna SzczesniakUniversidad de Málaga (España)  <https://dx.doi.org/10.5209/clac.77440>

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Abstract: Despite the strong endorsement of Content and Language Integrated Learning in mainstream education, the bilingual programme is not free from challenges. Hence, the main objective of the study was to examine the primary school teachers' concerns about the dual-focused approach to detect the major limitations and determine if there were potential differences within each cohort of teachers. Data were obtained from a questionnaire sent to all bilingual primary schools in Andalusia (Spain). For the purpose of the present study qualitative data were analysed using the software NVivo. The results of the study revealed several shortcomings of the bilingual programme such as the scarcity of teacher training schemes, insufficient time for coordination, inappropriate design of the materials, little or no support provided to teachers or increased workload. Furthermore, with regards to the within-cohort comparisons, content teachers seem to be in need of more assistance and training initiatives. These outcomes should feature on the agenda of educational policymakers as not addressing these issues properly might threaten the viability of the bilingual project.

Keywords: CLIL; bilingualism; primary school; Andalusia.

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1. Introducción

In view of the paradigm shift in foreign language teaching and learning, significant headway has been made to pursue the “mother tongue + 2” objective according to which European citizens should attain proficiency in at least two foreign languages (European Commission, 1995). The initiative which reflects the multilingual character of the European Union has entailed a massive transformation and modification of pedagogical practices in mainstream education. As doubt was cast on the efficacy of traditional models of foreign language teaching, which did not appear to yield positive results, the relentless pursuit of more effective practices led to the emergence of Content and Language Integrated Learning (CLIL), whose main hallmark is teaching content and foreign language concurrently (Coyle et al., 2010). This novel approach strove to mitigate the deficit in foreign language acquisition and soon became an established method in the majority of European countries (Lancaster, 2016). Its considerable appeal seemed to lie in its innovative nature promoting collaboration, experiential and student-centred methodology as well as more authentic and meaningful foreign language teaching (Barrios & Milla Lara, 2020).

The adoption of the initiative also became an element of distinction for each centre, concomitantly boosting its prestige and status (Lova Mellado et al., 2013). Furthermore, numerous studies demonstrated favourable impact that CLIL implementation had on students' linguistic proficiency (Brady & García Pinar, 2019; Durán-Martínez & Beltrán-Llavador, 2020), cognition (Méndez García, 2014) or students' self-assurance and motivation (Brady & García Pinar, 2019). Nevertheless, although CLIL initially engendered immense enthusiasm among all the stakeholders, soon a gradual change of attitudes towards the novel approach was detected and its effectiveness was brought into question (Pérez Cañado, 2016a).

2. Literature review

2.1. Prior research on CLIL in Europe

Such enormous upheaval in the language teaching scenario entailed reconfiguration of the teachers' role, making them pivotal figures in the project. The inclusion of the dual-focused approach (i.e. teaching both content and language simultaneously) in mainstream education has brought about a change in the conception of foreign language teaching and required teachers to shift their mindsets and adapt to new circumstances. Yet, the project seemed to be no easy undertaking for many of them and its proper implementation has been fraught with difficulties (Pérez Cañado, 2016b). Owing to the growing popularity of CLIL in Europe, a significant body of research on the teachers' opinions on the implementation of the bilingual programme has been reported (Pérez Cañado, 2018a).

One of the first studies in the field was carried out in Estonia by Mehisto and Asser (2007). The outcomes revealed several strengths of the programme such as the extensive use of pair and group work as well as an active engagement of the students in the lesson. However, certain shortcomings were documented too such as scarce guidance on how to implement CLIL effectively, insufficient knowledge of CLIL methodology and the lack of attention to diversity. Insufficient guidance and scarce training were also issues reported in the study carried out in Poland by Czura et al. (2009) who embarked on the evaluation of the CLIL project throughout the whole country.

Similar results were obtained in another study by Infante et al. (2009) in Italy. The study revealed inconsistency between the teachers' knowledge of CLIL methodology and its actual implementation. What is more, the research study exposed other shortcomings in the development of dual-focused education such as the need to create CLIL materials and insufficient collaboration with colleagues. Striking the right balance between content and language and the increased workload were other hurdles identified in this study. Still, despite certain obstacles that the implementation of CLIL entailed, teachers had no doubts about the effectiveness of this method and acknowledged that their experience was highly satisfactory.

The issue of teacher training was also brought to the fore by the study conducted by Pérez Cañado (2016b). The main aim was to shed light on the current training needs that pre- and in-service teachers had. After the needs analysis was conducted across the whole of Europe, several conclusions were reached. The study showed that the teachers' level of proficiency in the second language turned out to be the most crucial aspect to ensure the successful development of the programme. It transpired that the scarce time dedicated to foreign language learning and thus the language deficiencies on the part of the teachers impeded successful communication. Furthermore, the lack of appropriate training programmes emerged as another source of concern for CLIL teachers.

Despite the fact that CLIL is being gradually implemented in virtually all European countries, Spain appears to stand out in the research on the dual-focused approach in the European scenario (Pérez Cañado, 2018a). A prominent study on CLIL methodology was conducted in a monolingual community of Madrid by Fernández Fernández et al. (2005). The teachers polled highlighted the scarcity of materials, insufficient coordination and the lack of clear-cut guidance. In spite of the fact that CLIL teachers already received the necessary training, they appeared to be aware of the need to participate in lifelong learning schemes and called for improvement on this matter. Nonetheless, the overall results obtained from this study were positive as the respondents appeared to be highly motivated and enthusiastic about the programme.

A few years later, Pena Díaz and Porto Requejo (2008) added further questionnaires to the same study and though the outcomes were a bit more promising, several hurdles such as the insufficient knowledge of CLIL methodology or the lack of well-designed materials were documented. Due to the fact that the CLIL project was still in its initial phase, the teachers reported difficulty to employ CLIL methodology in class often resorting to traditional teaching practices and voiced concern over their command of the target language. Moreover, although the cohort under scrutiny claimed to be fully committed to the project and highly motivated, they did not always consider the new initiative to be totally bilingual since students had little or no extramural exposure to the foreign language.

The study conducted by Fernández and Halbach (2011) in the community of Madrid showed more favourable outcomes. The authors documented considerable advances in coordination as well as more extensive use of communicative and creative methods of learning. Even so, several fault-lines of CLIL practice were pinpointed. The chief stakeholders called for more training in order to improve their linguistic competence and gain more methodological expertise. What is more, teachers reported serious obstacles vis-à-vis students with special needs, mixed ability groups as well as students who joined the programme later. The lack of proper materials once again became a matter of concern among the teachers polled.

A few years later, Durán-Martínez and Beltrán-Llavador (2016) provided an overview of the current situation of CLIL provision in the community of Castilla and Leon. Regarding the overall evaluation of the project, most teachers coincided that the bilingual project was beneficial for the students and the gap between local teaching performance and the EU policy to foster plurilingualism was being gradually bridged. Yet, the study revealed that despite general satisfaction with the project, there were some aspects which should be taken into consideration such as the provision of more teacher training programmes, reducing groups so as to be able to cater for each individual's needs or fostering coordination among all the teachers to improve their performance and thus enhance the quality of the project. The teachers polled also voiced concern about the availability and quality of materials and resources.

The need for more training opportunities was also underscored in the study conducted by Campillo et al. (2019) in the region of Murcia. Furthermore, the outcomes of the study revealed significant differences in the

perception of different aspects of CLIL implementation among teachers. For instance, teachers with longer experience seemed to appreciate to a greater extent the use of language assistants. They acknowledged that native speakers bolstered motivation, fostered the development of intercultural competence and promoted written skills. The same cohort of teachers appeared to employ a more diverse range of instruments to assess the students' knowledge. As regards the methodology, despite the frequent employment of a whole array of methodological strategies in class, private school teachers appeared to be acting in accordance with the guidelines to a lesser extent than those who work in public schools. Despite several disparities, all teachers polled coincided that the educational administrations should enhance coordination and teacher training opportunities as well as provide the bilingual centres with more resources.

A very thorough evaluation of the bilingual programme was carried out by Custodio Espinar and García Ramos (2020) who polled a sample of 383 teachers in the community of Madrid. The results of the study pointed to the heterogeneity of profiles among CLIL teachers. The study evinced that a total of 50% of teachers did not do any methodological training before the accreditation procedure and there were statistically significant differences between those who received both the methodological and linguistic training before the commencement of their work and those who only received the linguistic preparation, in favour of the former one. Thus, the study underscored the necessity to offer CLIL teachers more training on methodology, evaluation and fundamentals of CLIL implementation.

Likewise, the importance of teacher training has been foregrounded in the study carried out by Durán-Martínez et al. (2020), in which a sample of 124 primary school teachers was administered a questionnaire in the region of Castile and Leon. It transpired from the study that the main stakeholders were becoming more cognizant of their training priorities in order to ensure the effectiveness of bilingual education and thus the need to upgrade the teachers' methodological and linguistic skills was underscored. The teachers polled also concurred that enhanced coordination, teamwork and the whole school involvement were the key factors for the successful CLIL project development.

Mounting concern over insufficient linguistic and methodological training was also documented in Oxbrow's (2020) study conducted in the Canary Islands. The teachers polled laid emphasis on the need to be offered more in-service training courses in order to upgrade their linguistic skills and acquire more knowledge of CLIL-specific methodology. However, the outcomes of the study showed general satisfaction and acceptance of the CLIL project. The teachers surveyed acknowledged that CLIL implementation proved beneficial for the students since their foreign language skills seemed to have improved as a result of their participation in the project.

The overall general assessment of the bilingual programme was also positive in the study conducted by Porto Currás et al., (2020) in the region of Murcia. However, despite the fact that the overall evaluation was satisfactory, the teachers polled complained about the lack of collaboration, the increased workload and scarce involvement and support from the administration. Therefore, in order to maximise their performance in class, the teachers polled stressed the importance of more recognition for their hard work.

Campillo-Ferrer et al. (2020) also conducted research on CLIL in the region of Murcia. The outcomes of the study revealed that despite the fact that CLIL implementation aimed to develop students' cognitive skills, teaching practices presented several shortcomings on this matter. First of all, it transpired from the study that students were not provided with sufficient opportunities to engage in their learning process and the activities promoted in class were said to be undemanding. Therefore, lower-order thinking skills were fostered more frequently. Furthermore, significant differences among the teachers were reported. The type of teacher affected the students' cognitive development since those with a permanent position appeared to be encouraging production skills to a greater extent as opposed to temporary teachers. Similarly, the experience seemed to play a significant role in the promotion of higher-order thinking skills. More experienced teachers were reported to use activities that fostered the development of cognitive skills more often than those with less experience.

2.2. Research on CLIL implementation in Andalusia

The sweeping changes in the education system brought about by the Andalusian Plan for the Promotion of Plurilingualism (Plan de Fomento del Plurilingüismo en Andalucía, hereafter, the APPP) and the Strategic Plan for the Development of Languages in Andalusia (Plan Estratégico de Desarrollo de las Lenguas en Andalucía, henceforth the PEDLA) have also generated considerable interest among researchers, which led to a wide array of publications on CLIL in Andalusia (Pérez Cañado, 2018b).

The study which is considered to have had the greatest dissemination in Andalusia as it was the first research of this type in the region was conducted in the academic year 2006-2007 by Lorenzo et al. (2009). As regards the outcomes, it was observed that teachers more often resorted to less traditional teaching since they were gradually implementing a more active, student-led methodology which stimulated the students' creativity. The teachers polled also documented improvements in coordination, greater use of ICT resources and the use of more authentic and innovative materials. Nonetheless, the fault lines identified in the study were related to insufficient training, which resulted in teachers' insecurities when implementing CLIL in class, and poor access to the materials available.

A few years later Cabezas Cabello (2010) carried out a SWOT analysis of the implementation of the APPP and explored the inconsistencies between the top-down and bottom-up approaches to the plan. The outcomes of the study were quite devastating as the author concluded that "the APPP document is full of wishful thinking and false expectations" as some teachers believe that "in the present circumstances of most

Andalusian schools, it is neither viable nor doable” (Cabezas Cabello, 2010, p. 90). The lack of coordination and a rift between CLIL underpinnings and their actual implementation were reported, and though the teachers appeared to be quite familiar with the methodological aspects of the CLIL provision, they only paid lip service to the idea.

Another notable study whose main aim was to gauge and compare the opinions of different stakeholders was conducted by Lancaster (2016) in the province of Jaen. The outcomes of the study highlighted the teachers' endorsement of the project and a positive stance towards CLIL implementation. They expressed satisfaction with CLIL methodology, enhanced collaboration and materials and resources used in class. The cohort under scrutiny also argued that participation in exchange programmes had increased significantly as a result of partaking in the bilingual scheme. Yet, as regards methodology, the respondents adopted less positive attitudes towards project-based learning and coincided that too much priority had been given to the lexicon. Furthermore, despite prevailing enthusiasm towards the teachers' command of a foreign language, the need for continuing professional development to gain a sound knowledge of pedagogical principles and improve their linguistic skills has been stressed. Besides, it transpired from the study that another issue which needed to be stepped up was related to scarce support from the educational authorities and increased workload.

Pavón Vázquez and Méndez García (2017) conducted another study which gave us valuable insights into how CLIL was perceived by the main stakeholders in the region of Andalusia. The respondents coincided that more time should be allotted to coordination and educational authorities should incentivize the teachers, whose participation in the programme significantly increased their workload. Hence, although the majority of respondents acknowledged that the project was a rewarding experience, they all underlined the complexity of its implementation and demanded more support and knowledge in order to maximise their teaching practices.

The necessity for acquiring more expertise in methodology and enhancing the teachers' language skills was also stressed in the study conducted by Quero Herмосilla and Gijón González (2017). It also transpired from the study that the overall evaluation of the project and bilingual Andalusian policies was not positive. The teachers used terms such as *average*, *low* or *very low* to assess their work. It has been argued that the lack of human and material resources, as well as insufficient or inadequate teacher training might account for the teachers' dissatisfaction with the project.

One of the most recent studies on the implementation of the CLIL programme was conducted by Milla Lara and Casas Pedrosa (2018). The study revealed general satisfaction in terms of different methodologies, materials and resources used in class. However, it was observed that the necessity to prepare CLIL materials substantially increased the teachers' workload and the main stakeholders appeared to be less enthusiastic when it came to materials adaptation to cater for all students' needs. Another shortcoming detected by the study was related to the insufficient teacher training opportunities. The respondents concluded that all the courses, seminars or workshops offered to them did not address their needs and therefore they called for improvement on this front. The main stakeholders also pointed to the need for improving mobility and although they claimed that CLIL increased workload significantly, they seemed convinced that their effort was worthwhile.

Another noteworthy study that focused on the principal stakeholders partaking in the bilingual programme was conducted by Pérez Cañado (2018b) via two research projects funded by the government. The chief objective of the research was to provide a general overview of the CLIL programme after the 10-year trajectory of plurilingualism in Andalusia and find out if there were any statistically significant differences within the cohort of teachers in terms of variables such as age, gender, type of school, type of teacher, level of the second language and the teaching experience.

As regards the findings, the study showed that CLIL had a positive impact on the students' foreign language attainment as well as on their motivation and confidence, though the teachers were concerned about the students' level of oral competence. A very positive outlook regarding the teachers' linguistic and intercultural levels was also registered. Yet, the respondents were less enthusiastic about the time allotted to coordination, which was believed to be scarce and resulted in a heavy workload. The need for ongoing professional development was also stressed in the study. The informants asserted that the general training they received did not suffice, which meant that methodologically speaking, they still had insufficient knowledge on how to teach effectively in the bilingual classroom.

With respect to the within-cohort comparison, the study revealed that content teachers harboured more positive views on their students' productive skills as opposed to language teachers who seemed to be more critical on that score. Furthermore, the study showed that content teachers had a lower English level and hence are in dire need of enhanced training. As a matter of fact, the study clearly showed that the higher the language level of the teacher, the more positive the evaluation of the CLIL initiative was. Similarly, the more experienced the teachers were, the more positive outlook on all facets of CLIL implementation they had.

One of the most recent research studies evaluating the main stakeholders' perspectives on CLIL was carried out by Barrios and Milla Lara (2020). With regard to the outcomes, the use of an innovative and student-centred approach alongside task- and project-based learning, in which group work is given significant importance was documented. Another strength of the bilingual programme reported by the study was the use of authentic and adapted materials. Nonetheless, despite making headway in certain aspects related to CLIL implementation, the study showed that the programme still had some limitations. Though teachers appeared to possess general knowledge of the theoretical underpinnings of CLIL, the majority of them still felt uncertain when it came to putting them into practice. They did not feel confident about their teaching practices mainly due to the lack

of uniform CLIL pedagogy, and they acknowledged that most content teachers interpreted the methodology in their own way. These findings provided further support to the argument that CLIL teachers were in dire need of specially designed training programmes (Durán-Martínez & Beltrán-Llavador, 2016).

Against this background, the present study aims to provide an up-to-date picture of CLIL implementation in a Spanish monolingual region with the main emphasis on issues that might prove a hindrance to the proper development of the project and thus jeopardize its sustainability. Despite a significant body of research documented on this score, continuous stocktaking is essential in order to understand the complexity of the dual-focused approach, identify the major limitations and put forward suggestions for overcoming barriers which might impede a success-driven implementation of the project.

3. Methodology

3.1. Objectives

The main purpose of the present study was to conduct an evaluation of CLIL implementation and development in the monolingual region of Andalusia (Spain). The study aimed to analyse primary school teachers' concerns about the bilingual programme in order to detect the major limitations and determine if there were statistically significant differences within each cohort of teachers. The within-cohort comparison is vital to find out if there are factors which might influence teachers' opinions and attitudes towards CLIL and thus if there is a profile of teachers in greater need of support. Therefore, the major objectives of the present study were as follows:

Objective 1:

1. To examine teachers' concerns about the training programmes.
2. To analyse teachers' concerns about their skills and motivation.
3. To examine teachers' concerns about coordination in their centres.
4. To analyse teachers' concerns about materials and resources employed in class.
5. To examine teachers' concerns about students' learning outcomes and attitudes.
6. To examine other issues related to the development of the programme.

Objective 2 (Within-cohort comparison):

1. To determine if there were potential differences within the cohort of teachers in terms of age, gender, teaching experience in the bilingual programme, type of school, type of teacher and teachers' level of English.

3.2. Instrument

Data were obtained from an *ad hoc* questionnaire (see Appendix I), which was validated in Spanish by both experts and teachers. It consisted of two parts: the first part comprised biographical and background information, whereas the second part included six categories with closed-response questions. Furthermore, at the end of each category, the informants were provided with an optional open-response question without imposing any word limitation. Thus, they were given an opportunity to make comments on issues they deemed necessary. For the purpose of the present study, only open-response questions were analysed. Prior to data collection, a pilot study was conducted in order to evaluate the clarity, applicability, and relevance of the questionnaire. The original questionnaire as well as an evaluation grid, which consisted of 10 questions designed in Google Form, were sent to a small sample of in-service teachers via email. Despite the fact that a unanimous agreement was reached as regards the validity and applicability of the study, some suggestions were put forward. After reformulating a few sentences to make them clearer and removing an item that was deemed redundant, a final version of the questionnaire was drawn up.

3.3. Sample

During the month of October (2020), all private, public and charter English bilingual schools of Primary Education (1011 in total) in the region of Andalusia were contacted via email. After being informed about the goals and procedures of the study, consent to conduct the study was obtained. Although the return rate was numerically substantial (203 respondents), given that for the purpose of this study only qualitative data were analysed, the present study worked with a total of 70 informants who left comments in the open-response questions. As regards the main characteristics of the representative sample, the overwhelming majority of teachers were of Spanish nationality (98.6%), except for one who was American. The average age of the teachers was 39.5 years old (SD = 7.1; range = 27-57) and most of the informants (72.9%) were women. With respect to the type of teachers, 52.9% were content teachers and 47.1% belonged to the linguistic area. The most representative cohort under scrutiny worked in public schools (68.6%), followed by charter (30%) and private schools (1.4%). On average, the substantial majority of the informants had a teaching experience in the bilingual scheme equal to 6.9 years (SD = 3.7; range = 1-15). As can be appreciated in Figure 1, most teachers reported a B2 level in accordance with Order of 28 June 2011, regulating bilingual education in schools in the Autonomous Community of Andalusia, which requires teaching staff to certify competencies of at least level B2 of the Common European Framework of Reference for Languages (CEFR) (Consejería de

Educación, 2011). Yet, the same order states that teachers who were already teaching before the academic year 2013/2014 and had a lower level may continue to teach but they are required to complete the training until they obtain a B2 level (Consejería de Educación, 2011).

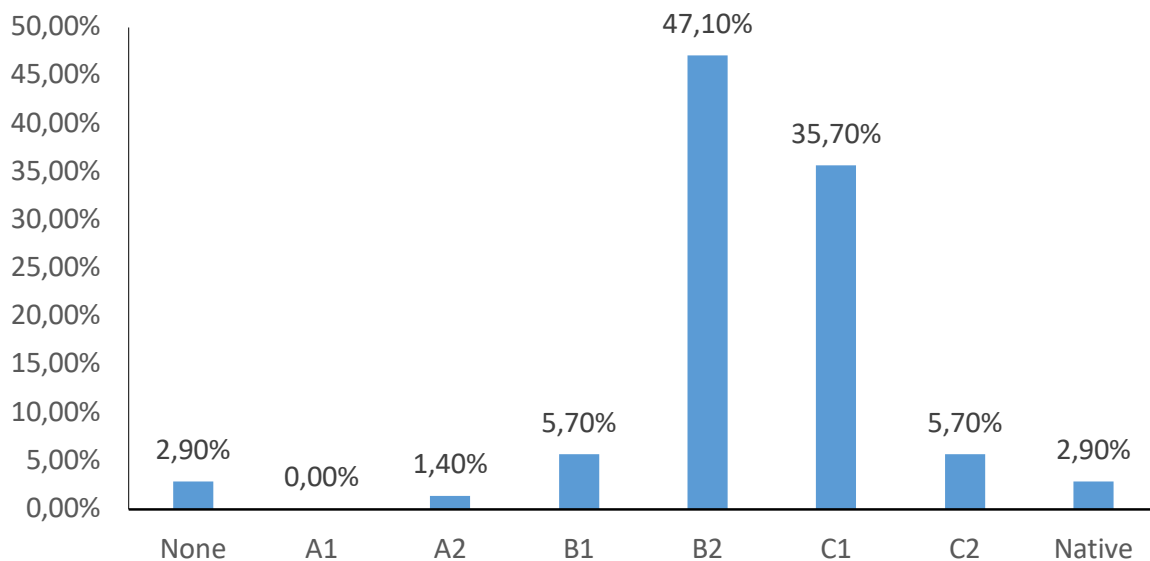


Figure 1. Percentage of teachers with official English certificates

3.4. Data analysis

Descriptive statistics (mean and standard deviation or percentage) for the teachers' characteristics were calculated. Afterwards, to examine the first objective of the present study, teachers' comments were imported into the latest version of a qualitative data analysis software programme NVivo for Windows (QSR International Pty Ltd) where the most frequently cited concerns were detected. All the responses were analysed using codes that were grouped into six different thematic categories: coordination, materials and resources, students' knowledge and attitudes, teachers' skills and motivation, training programmes, and other issues. Subsequently, each group was further subdivided and a total of 21 codes were created (Figure 2). Each code denoted a concern related to the implementation of the bilingual programme. Furthermore, categories were coded as having or not at least a code within each category (i.e., no or yes). Finally, an overall score was calculated as the sum of categories with at least a code (i.e., from 0 to 6).

Furthermore, in order to examine the second objective of the study, the percentage of categories with at least one code, as well as the median and interquartile range (IQR) of the overall value were calculated. The chi-square test for independence was calculated in order to examine if there was an association between teachers' characteristics (i.e., Age: < 40 years and \geq 40 years; Gender: Men and women; Teacher: English and Content teacher; School: Public and Charter/Private; Teaching experience in the bilingual programme: \leq 5 years and > 5 years; English level: No certificate/A1-B2 and C1-2/Native) and the concerns cited in each category. Previous studies were taken into account while dividing the variables of age (Pérez Cañado, 2018), experience in the bilingual programme (Pérez Cañado, 2018) and the level of English (Pérez Cañado, 2018, Milla Lara y Casas Pedrosa, Pavón Vázquez) into two dichotomous pairs. Given that private schools represent 1.4 % of the total, they were conflated with charter schools in order to make the groups more comparable. Afterwards, the Mann-Whitney U test was performed to compare the overall score within each cohort. Effect sizes were estimated using the Cramer's V and Rosenthal's r for the 6 categories and overall score, respectively. All statistical analyses were performed using the SPSS version 25.0 for Windows (IBM® SPSS® Statistics). The statistical significance level was set at $p < 0.05$.

4. Results and discussion

4.1. Objective 1

The results of the study revealed that despite CLIL's widespread acceptance and dissemination in the Spanish educational scenario, there are still areas in which teachers encounter considerable difficulties. As can be seen in Figure 2, the major concern of the bilingual programme appeared to be the lack of time, especially for coordination.

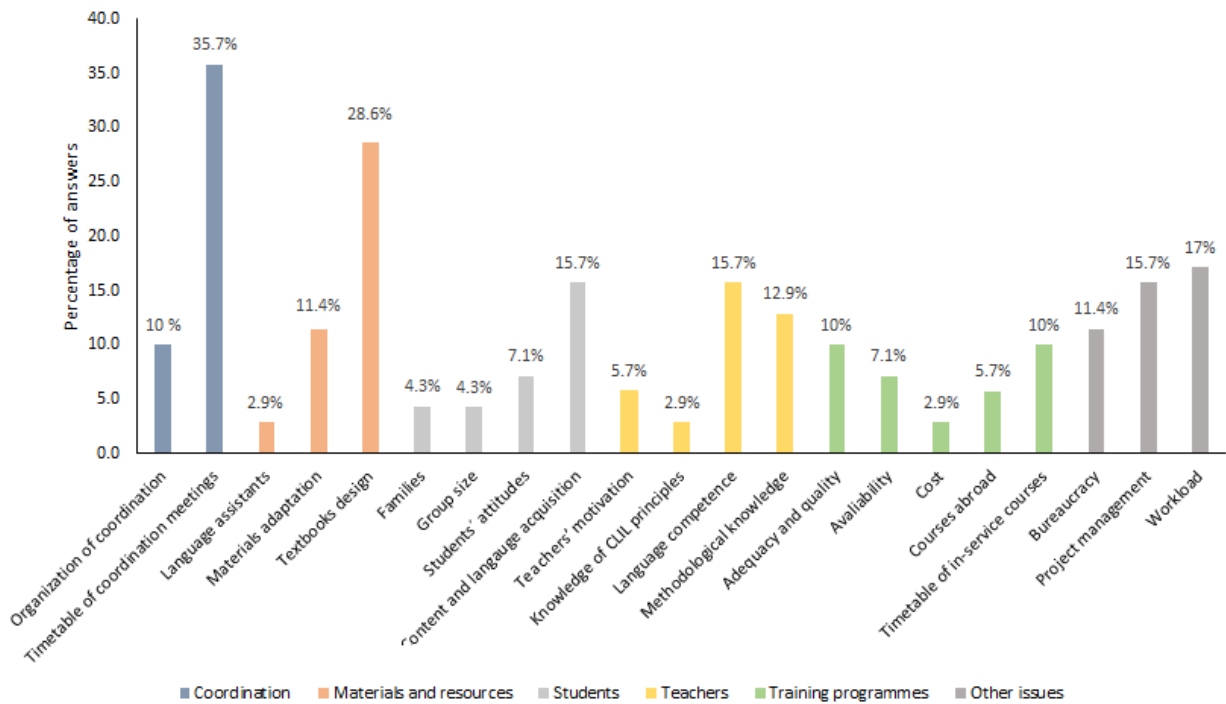


Figure 2. The frequency of codes (n = 70)

Numerous respondents coincided that the time assigned for liaising with their colleagues did not suffice. As a matter of fact, the word *time* along with the words *bilingual* and *teaching* has been most widely used in the practitioners' comments as can be appreciated in Figure 3. These findings are consistent with the results of the previous research studies where inexistence or scarce collaboration among the teachers has also been stressed (Bolarín Martínez et al., 2019; Lozano-Martinez, 2017; Moreno de Diezmas, 2019). Hence, it transpires from the present study that CLIL teachers are in need of more time to team up, but as the respondents suggested, these meetings should not be convened after work, as is often the case, but ought to be held during their working hours. For this reason, the teachers surveyed advocated reducing the number of hours taught in order to allocate more time for coordination and make it a reality.

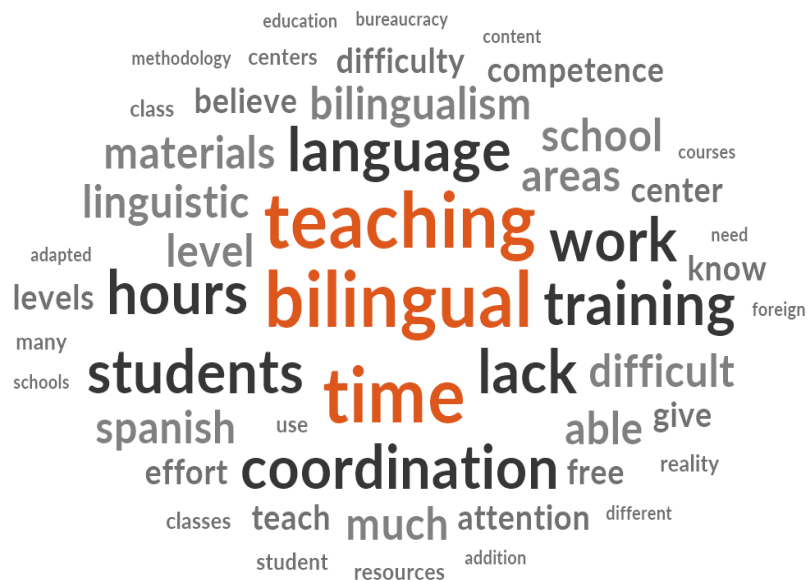


Figure 3. Fifty most frequent words in the respondents' answers

A great number of respondents also expressed deep dissatisfaction with the organization of the already existing coordination. The lack of leadership, poor management or a shortage of competent coordinators, whose notion of bilingualism is vague, were some of the issues cited by the informants. The teachers polled stated that in view of the coordinators' limited acquaintance with legislation and bureaucratic burden, the way collaboration was organized did not address their needs. It was argued that too much emphasis was placed on issues that were not relevant, and for this reason, there was no time left to tackle real problems or create

context-bound materials. Furthermore, according to the respondents, instability of staff and continuous substitutions exacerbated the situation and made coordination even less viable. This finding accords with the results of the study conducted by Romo Escudero and Durán Martínez (2019) who also found the correlation between job permanence and the effectiveness of the coordination among teachers, claiming that a high turnover rate might have a detrimental effect on school organizational aspects.

Several respondents also pointed to the lack of coordination between different cycles and stated that it impinges negatively on students' subject matter acquisition. The teachers polled believed that, in order to facilitate the content and language integration, the same contents should be first taught in the students' mother tongue. Otherwise, pupils with a lower linguistic aptitude will fail to comprehend the lesson, which will consequently impede their content acquisition. Since a consensus on the effect of CLIL implementation on students' subject matter acquisition among scholars has not been reached as some research studies point to the improvement of the students' knowledge of subject matter (Milla Lara & Casas Pedrosa, 2018; Oxbrow, 2020) while others claim the opposite (Guillamón-Suesta and Renau Renau, 2015), there is a dire need to carry out more research to shed light on the topic. As most of the studies conducted on CLIL focus on the attainment of linguistic proficiency, it is of the utmost importance to ensure that the dual-focused approach does not have a detrimental effect on content acquisition and hence jeopardizes the sustainability of the programme. It has been even argued that if teachers were to prioritise content over language competence, those students whose mastery of the target language is lower would be at a clear disadvantage as they would not be capable of acquiring the knowledge in the same way as those whose levels were higher, even if they were hard-working and bright students (Barrios & Milla Lara, 2020).

Another issue that caused widespread unease among the informants was related to the design of the textbooks. In fact, it has become the second most recurrently cited concern among the teachers surveyed, as can be appreciated in Figure 2. A great number of respondents attested to the lack of materials created in accordance with the methodological principles of the bilingual programme. Among the major deficiencies cited by the informants were the scarcity of activities to foster the development of communicative competence, lack of videos or extra materials to cater for diversity, a paucity of activities to practise listening skills, high level of grammatical structures as well as the impracticality of the vocabulary taught, especially in natural and social science subjects. Since CLIL is a dual-focused approach, this duality should be reflected in the teaching materials, which should emphasize not only the content of the subject but also the language. Therefore, the textbooks employed in class should maintain a balance between content and language learning, which according to the teachers polled is not the case and the textbooks are a sheer translation of their Spanish counterparts.

Furthermore, it was argued that the material design clashed with the reality in class as they did not take into consideration students with special needs or those whose linguistic aptitude was lower. Hence, the need for material adaptation has arisen and the issue has become another source of concern for CLIL teachers, who have to cope with the ever-expanding workload. Though the teachers consider materials adaptation as the most viable solution and, therefore, expend considerable effort and time to create their own resources, they underscored that it enhanced their workload to such an extent that they lacked time to deal with other issues related to CLIL implementation. In fact, several respondents asserted that the burden imposed on them might have a detrimental effect on their motivation and performance as they were incapable of keeping up with all demands. That is why the idea of fostering collaboration in order to create the materials together once again has been accentuated by the respondents. These results tally with the outcomes of the previous research studies where teachers expressed mounting concern over the design of the textbooks and acknowledged that the materials created for the bilingual programme were not based on the major premises which underlie CLIL implementation (Durán-Martínez & Beltrán-Llavador, 2016; Pérez Gracia et al., 2020) and, therefore, they had to devote a great deal of time to adapt them to address their students' needs (Durán-Martínez & Beltrán-Llavador, 2016; Moreno de Diezmas, 2019).

The overriding conclusion is that publishing houses should exploit this data as textbooks are the necessary tools for making the teaching-learning process effective. Hence, the materials ought to be redesigned so that they adhere to the major CLIL principles. Otherwise, the shortage of well-designed and adapted resources may have a negative impact on the teachers' practices and performance, which in the long run might jeopardize the feasibility of the dual-focused approach and impair the quality of education.

As regards human resources, the teachers surveyed pointed to the scarce provision of language assistants as well as their wrong use in class. The growing concern over the insufficient number of native speakers has also been voiced in previous studies (Lozano-Martínez, 2017; Romo Escudero & Durán Martínez, 2019). Yet, as far as their wrong use in class is concerned, inconsistency between the teachers' perceptions of language assistants has been detected in the literature. While some teachers considered the use of native speakers in class more of a hindrance (Brady & García Pinar, 2019), others perceived them as an indispensable tool in this type of learning in order to boost students' motivation and stimulate interest in the target language acquisition (Hernando Garijo et al., 2018). Limited knowledge of how to make good use of native speakers in class could possibly account for the divergence in opinions. For this reason, CLIL teachers should be provided with more training on this matter so as to help them exploit the potential of this invaluable resource to the full.

Students' skills and knowledge acquired as a result of partaking in the bilingual programme have also become a matter of concern in the present study. It transpires that according to a great number of teachers polled, students' outcomes were not always satisfactory. As mentioned above, it has been argued that students with a lower linguistic aptitude often showed a lack of comprehension of the content and, thus, were

likely to lag behind. Furthermore, according to the respondents, in view of the fact that classes are based on a premise of content and language integration, the foreign language is often taught at the expense of the subject matter, which has to be significantly reduced. There is even a tendency to focus more on the domain of foreign language teaching, which might have a detrimental effect on content acquisition. These findings tally with the results of the study conducted by Alcaraz Mármol (2018) who concluded that the foreign language might pose several difficulties for some children. For instance, due to the fact that students have to process simultaneously the second language and subject matter, which is a cognitively demanding task, they are bound to learn much less content than their non-CLIL counterparts. Nonetheless, more positive results surface on this score in other research studies where students' subject matter attainment was believed to have improved as a result of CLIL implementation (Milla Lara & Casas Pedrosa, 2018; Oxbrow, 2020).

Students' linguistic competence has also come under criticism in the present study. It has been argued that there was a great incongruence between an enormous amount of effort made by the teaching staff and the actual results in the students' level of communication, which was deemed poor. The teachers polled acknowledged that students did not attain language proficiency which would allow them to communicate freely in diverse settings, and according to several informants, factors such as insufficient time to practice oral skills and group size could account for these deficiencies. In this sense, one of the informants stated (Note that the respondents answered the questions in Spanish but their comments have been translated into English):

If we really want the student to work on language skills in the large groups we have, it is very difficult to do it with so little time. In my opinion, teaching the subject in English means doing more activities, working on pronunciation, oral and written skills and learning the corresponding content. All this involves much more time than if it were done only in L1. We encounter more and more difficulties and it is at the cost of our effort, interest and extra work that we are able to carry out this project (Informant 1)

Furthermore, it has been suggested that in view of the innovative and communicative nature of the bilingual project, subjects such as natural and social science should not be taught and CLIL teachers ought to take advantage of more playful subjects such as art, music or physical education. Then, the respondents stated that second language acquisition could be promoted without the need to interfere in other areas by, for instance, organizing workshops, increasing the number of hours of English, promoting outings where students could practise the second language, increasing meaningful exposure to the target language and introducing bilingualism in pre-schools.

Nevertheless, there is not a unanimous agreement in the literature as regards students' learning outcomes. While several studies attested to the beneficial effect that CLIL implementation had on pupils' linguistic proficiency (Brady & García Pinar, 2019; Oxbrow, 2020), others, similarly to the present study, voiced considerable concern over the poor practice and development of students' productive skills (Codó, 2020; Milla Lara & Casas Pedrosa, 2018). Bruton (2013) also cast doubts on the actual results of students' content acquisition and foreign language attainment, stating that there were numerous factors such as the uniqueness of the learning situation in a specific educational context, extra-mural exposure, motivation, the resources employed in class, the use of language assistants or increased exposure to the target language in class, just to name a few, which could account for these benefits. Furthermore, Bruton's (2011) review of several empirical studies pointed to inconsistencies in the research as well as in the data analysis and conclusions drawn by the authors. He indicated that the interpretation of the results of some research studies may vary and might be influenced by the researcher's interests.

Though numerous studies demonstrated that learning outcomes were better for those who belong to the bilingual section (Pérez Cañado, 2018b; Pérez Cañado & Lancaster, 2017), Bruton (2011) stated that the comparison between CLIL and non-CLIL groups might not provide reliable data since non-CLIL groups are generally less motivated, less competent and have lower initial scores. Thus, the CLIL and non-CLIL groups should be similar, for instance, in terms of the methodology employed in the classroom, the number of hours, students and teachers' motivation levels and their linguistic competence, in order to ensure data reliability (Bruton, 2011). Yet, regardless of the factors which might have an impact on students' learning outcomes and the educational and social setting in which the programme has been implemented, there is no doubt that students with a low linguistic aptitude and special needs might not be able to keep up with what is happening in class. If the content is complex and students are not familiar with it, it will not benefit the development of students' language skills. Additionally, the more technical the subject matter is, the fewer opportunities for interactions students have, which means that again the content could become a hindrance to language acquisition.

Students' attitudes and motivation have also been cited as another concern of the bilingual programme in the present study. As the student-centred methodology is the cornerstone of the dual-focused approach, pupils are required to put in considerable effort and take responsibility for their learning, which according to the respondents was not often the case. On the contrary, according to the teachers polled, pupils appeared to be unwilling to learn the second language to such an extent that they sometimes forced native speakers to speak in Spanish. Besides the feeble effort to perform well in class and little time devoted to study at home, there seemed to be a lack of motivation among pupils. Although increased motivation among students has been reported in numerous studies (Heras and Lasagabaster, 2015; Lancaster, 2016; Pérez Cañado, 2018b), Bruton (2011) claims that CLIL could demotivate students. Common sense seems to say that those students who struggle to keep up with schoolwork are likely to grow disheartened and reluctant to persevere in the programme. Thus, it is incumbent upon the teachers and the whole institution to address students' different

needs in the cognitive dimension and spark their interest. Otherwise, CLIL might become discriminatory and some students may be prejudiced by the implementation of the dual-focused approach (Bruton, 2011). Paran (2013) has also been highly critical on this point, underlining that CLIL often appealed to more motivated students with higher levels of linguistic aptitude and in the long run this may perpetuate inequalities among pupils.

Moreover, the respondents acknowledged that numerous students as well as their families were not fully aware of the great importance of second language acquisition, which constitutes another impediment to successful CLIL implementation. They also admitted that a widening gulf between different educational levels could prove a serious handicap to those families who could not assist their children with homework due to the lack of guidelines in Spanish, a finding substantiated in the previous research study (Barrios & Milla Lara, 2020).

Nonetheless, the issue of low levels of motivation among the teachers has also been brought up by several respondents. The study revealed that students' ignorance towards the second language acquisition, too much work, lack of support and initiatives, as well as no recognition for a great deal of effort they put in to make the project work effectively, are some of the reasons which could account for teachers' demotivation and reluctance to carry out their professional activity in the bilingual programme. As a matter of fact, one of the teachers polled put it bluntly:

We need hours of coordination to meet, prepare or adapt the existing materials to our reality and everything must be done outside our working time. Not everyone is able or willing to do it. They should make it easier for bilingual teachers since we have a heavy workload. I find demotivation in bilingual teachers, and the constant overwork over the years and the difficulties we encounter make many, including myself, consider changing their speciality. And it is a shame because I specifically love what I do, but it is a constant exertion both outside and inside the classroom. (Informant 2)

Contrary to the outcomes of our study, a plethora of investigations has reported on increased motivation among teachers owing to the innovative and student-led nature of the project (Brady & García Pinar, 2019; Lova Mellado et al., 2013; Porto Currás et al., 2020). Yet, similarly to the findings of the present study, it has also been argued that despite teachers' willingness to take on the novel project, constant demands and lack of time might have a negative bearing on their motivation and commitment (Porto Currás et al., 2019).

Another issue that CLIL teachers have accentuated in the present investigation is related to the unsatisfactory provision of well-qualified teachers, a fundamental issue identified in other research studies (Soler et al., 2016; Travé González, 2013). First of all, on account of teachers' scarce acquaintance with CLIL's general underpinnings and little guidance on how to implement it effectively, the teachers surveyed expressed marked reluctance towards the bilingual programme. Furthermore, teachers' accreditation of linguistic competence has not been free from discussion either. According to a great number of respondents, a B2 level is insufficient, and thus a minimum of C1 should be required to impart classes in the project. Besides, it has been argued that there were accreditations that did not correspond to the level of English they certified. Thus, in spite of the fact that a great number of teachers received certification of a B2 level, they still have a poor command of the foreign language, and as the qualification seems to be given more primacy than the actual level, CLIL teachers often resort to their mother tongue in class. In addition, several respondents stated that the levels acquired by the main stakeholders are different depending on the examining body as, for instance, a C1 level accredited by Aptis or Trinity is not equivalent to Cambridge exams, which according to the respondents, show a higher level of difficulty. These findings are consistent with other research studies where CLIL teachers expressed a desire to improve their linguistic skills (Cabezuelo Gutierrez & Fernández Fernández, 2014; Durán Martínez, 2018). Even though conspicuous progress has been documented on this score and teachers were said to have become quite self-complacent with their English proficiency (Pérez Cañado, 2018b), they are still aware of the need to participate in ongoing professional development schemes and upgrade their linguistic competence in order to enhance their performance (Cabezuelo Gutierrez & Fernández Fernández, 2014).

CLIL teachers also expressed growing unease over their knowledge of pedagogical principles. According to several respondents, one thing is to have a good command of English, another is to be able to use it as a vehicular language. A great number of teachers polled acknowledged that they had very scarce expertise in methodological aspects often leading to different realizations of the project. Hence, a dire need to participate in training programmes has been underscored by numerous informants. The outcomes of the present study lend credence to the results of the previous studies where the need for life-long provision learning has been stressed (Barrios & Milla Lara, 2020; Lova Mellado et al., 2013; Porto Currás et al., 2019). Yet, CLIL teachers have also been highly critical of the scarcity of courses on offer or their inadequate design. The courses appear to be fraught with numerous pitfalls and they have been deemed impractical, too theoretical, and unsuitable for teachers. On top of that, those in charge of the training programmes were said to have scant knowledge of bilingualism and to be quite incompetent. Another major drawback in the design of these in-service courses was little or literally no attention given to students with special learning needs. In concurrence with the previous research study by Lozano-Martínez (2017), the data revealed that the issue of catering for diversity is still a source of concern among CLIL teachers. For this reason, given that social equity is a basic tenet of mainstream education, addressing students' individual learning needs should become a top issue on the agenda of educational policy makers in order to ensure that all the students can take advantage of the innovative project and assist those who find their participation in the bilingual scheme too demanding.

The cost and time of in-service teacher training courses have also come to question by the respondents. The respondents stated that English courses should be subsidized by the educational authorities as not everyone is willing to pay their own money in order to upgrade their linguistic skills. Given that adequate language proficiency is a sine qua non for the success of bilingual education (Pérez Cañado, 2018b), the enhancement of language skills should still be an issue requiring further attention. Therefore, free language courses should be included in the professional development scheme and designed to meet the specific needs of CLIL teachers.

As regards the timetable, the teachers polled concurred that the training programmes ought to take place within their working hours, not after work as is often the case. Although CLIL teachers appeared to be aware of the significance of these courses for their professional development, they admitted that owing to the difficulty to combine work with family life, they often showed considerable reluctance to partake in them. What is more, the respondents also highlighted the importance of participating in language immersion programmes in overseas institutions. These types of courses are believed to be conducive to more favourable language outcomes as the learning is more authentic and meaningful. Yet, several teachers expressed deep apprehension about the scarcity of these types of programmes in their respective centres as well as their high cost.

The outcomes of the study showed that the teachers' need for more training opportunities has not been fully addressed. It has to be borne in mind that continuing professional development is inherent in the teaching profession, and given the novelty of the dual-focused approach, this need has been further accentuated. Hence, CLIL teachers show eagerness to update their skills with the aim of enhancing the productivity of their classes. They are bound and determined to acquire greater proficiency in English, gain more expertise in the methodological dimension as well as familiarize themselves with CLIL underpinnings to a greater extent. Yet, despite their willingness to partake in the training schemes, attitudes of resistance have been identified mainly due to the scarcity of courses on offer, their impracticality, cost or timetable. For this reason, based on these findings, the educational authorities should improve the teacher training programmes in order to provide teachers with the necessary skills to carry out their profession in such a complex scenario.

Other concerns cited by the cohort under scrutiny are related to workload, project management and bureaucracy. As regards workload, a great number of respondents concurred that affiliation to the bilingual project entailed increased workload. As a matter of fact, one of the informants stated:

Twenty five teaching hours, plus training, plus class preparation, plus revision of students' work, plus meetings, plus materials adaptations and attention to diversity, plus bureaucracy, plus (now) online attention... It is impossible to do more or have the capacity to do it better. (Informant 3)

Thus, not only does an excessive workload impinge negatively on teachers' motivation, but also on the effectiveness of their classes due to the fact that all the requirements imposed on them exceed their capacity to do things well. The most viable solution suggested would be a reduction of hours of teaching and providing teachers with extra time to design materials or liaise with colleagues. These findings are consistent with the previous studies where an ever-expanding workload has been cited as one of the major drawbacks of the bilingual programme (Fernández & Halbach, 2011; Lancaster, 2016; Porto Currás et al., 2020).

As regards the project organization and development, numerous respondents were highly critical of the way the bilingual programme has been organized in their respective centres. The teachers polled stated that the lack of support and initiatives as well as meagre involvement of the centre itself might also have a negative bearing on their motivation. Then, the bureaucratic burden aggravates the situation as with so much red tape there is no time left to focus on issues that should be given more importance. These findings accord with the results of the previous research studies where scarce involvement on the part of educational authorities and administration has also been reported as a possible limitation of the bilingual initiative (Lova Mellado et al., 2013; Porto Currás et al., 2020).

All these limitations mentioned above should be taken seriously and addressed in order to ensure the feasibility of bilingual education. Otherwise, the bilingual programme might lack effectiveness and consequently fail to achieve its goal.

4.2. Objective 2: Within-cohort comparisons

Table 1 shows the within-cohort comparisons of the percentage of teachers that voiced concerns about the development of the bilingual programme. The results of the chi-square test showed that there was a statistically significantly higher percentage of content teachers that expressed concern related to training and coordination than language teachers ($p < 0.05$). In concurrence with the previous research studies (Pavón Vázquez et al., 2019; Pérez Cañado, 2018b), the data showed that content teachers seemed to be the cohort that was most deeply affected by the implementation of the programme and thus, they are in urgent need of more training initiatives in order to improve their linguistic proficiency and acquire sound knowledge of methodological principles. In fact, in the present study, the majority of respondents who expressed dissatisfaction with the inadequacy of in-service training programmes, claiming that they were too general and did not address their needs were content teachers. They suggested that the courses should be more specific and related to the subject taught, which from their point of view, is not the case. Furthermore, the results showed that content teachers harbour a more negative stance towards coordination, and hence, need to establish a better liaison with their colleagues.

Table 1. Within-cohort comparisons of the percentage of teachers that voiced concern about the development of the bilingual programme

		Percentage		Chi-square test		Cramer's V
		No	Yes	χ^2	p	V
Others						
Age	< 40 years old	79.2	20.6	6.588	0.010	0.307
	≥ 41 years old	50.0	50.0			
Training						
Gender	Females	78.4	21.6	4.515	0.034	0.254
	Males	52.6	47.4			
Coordination						
Teacher	Content	45.9	54.1	4.018	0.045	0.240
	Language	69.7	30.3			
Training						
	Content	59.5	40.5	5.509	0.019	0.281
	Language	84.8	15.2			
Coordination						
School	Private	81.8	18.2	7.977	0.005	0.338
	Public	45.8	54.2			
Teachers						
Experience	1-5 years	53.3	46.7	5.657	0.017	0.284
	≥ 6 years	80.0	20.0			

Note. Due to the extension of the analysis, in the present table only the statistically significant results were reported (i.e., 6 out of 36 comparisons).

The results of the chi-square test also revealed that there was a higher ratio of teachers working in public schools who voiced mounting concerns related to coordination ($p < 0.05$). They appeared to harbour a more negative outlook on this matter, as opposed to their counterparts working in the private sector. The results of the study conducted by Lova Mellado and Bolarín Martínez (2015), in which fourteen teachers from public primary schools were interviewed, also showed that despite the necessity of teamwork, the reality was different. The teachers polled acknowledged that the legislation did not specify any timetable allotted to coordination and hence, they had to expend substantial effort and time to foster teamwork in their centres (Lova Mellado & Bolarín Martínez, 2015). This leads us to the conclusion that coordination in public schools seems to be somehow a more complex task owing to the lack of guidelines and incentives from the educational authorities.

As regards the variable of experience, the less experienced cohort showed a higher number of concerns vis-à-vis the category of teachers' skills and motivation ($p < 0.05$). This could be possibly attributed to the fact that teachers with a long affiliation to the bilingual programme might have benefited more from all the training initiatives and thus seem more qualified to partake in the project, a finding corroborated in a research study conducted by Pérez Cañado (2018b). Durán Martínez et al. (2016) also underscored the importance of teacher training programmes, especially for novice teachers who could be mentored by their more experienced colleagues.

Furthermore, the results showed a statistically significantly higher percentage of concerns related to the category of other issues among older teachers ($p < 0.05$). This could be attributed to the fact that age is often associated with experience and thus, the older the teachers are, the more experience they might have. For this reason, they are probably more aware of the possible limitations of the programme, a finding substantiated in a previous research study conducted by Durán-Martínez et al. (2016), where considerable differences between novice and expert teachers in terms of how they perceive the integration of content and language learning were detected, and the latter group appeared to be more conscious of the challenges of CLIL implementation.

The results of the chi-square test also revealed a higher percentage of concerns related to training programmes among males ($p < 0.05$). However, no statistically significant associations were found for the other 30 comparisons. Furthermore, no statistically significant association was found within any cohort as regards the resources and students' skills and attitudes.

Regarding the analyses with the overall score, the results of the Mann-Whitney U test showed that content teachers (Median = 2; IQR = 2) had a statistically significant higher number of concerns than language teachers (median = 1; IQR = 1) ($Z = 2.059, p < 0.039, r = 0.246$). However, statistically significant differences for the other five teachers' characteristics were not found ($p > 0.05$). The overriding conclusion is that, once more, the cohort of content teachers seems to find their participation in the bilingual programme more challenging than language teachers. They appear to harbour a more negative stance on numerous aspects of CLIL implementation, thereby confirming the need for increased attention and more assistance in order to equip them with the skills that would enable them to thrive in the novel and challenging educational scenario.

5. Conclusion

The present study contributed to increasing the empirical evidence regarding CLIL implementation and development in the monolingual region of Andalusia and added to the existing body of knowledge. The research confirmed results of existing studies and also emphasized the importance of putting forward solutions to all the problems that CLIL teachers may encounter. The findings of the present study showed deficiencies of the bilingual programme mainly vis-à-vis training programmes, teachers' competencies, coordination, increased workload and students' learning outcomes. This knowledge could contribute to improving the efficacy of bilingual education and enhancing teachers' performance in class. Therefore, the outcomes of the present study should feature on the agenda of school leaders and educational policy makers who should consider teachers' opinions, make evidence-based decisions and address the issues and uncertainties arising in the implementation of the bilingual programme. Not only will it enhance the quality of education and increase teachers' motivation and satisfaction but it will also have a positive impact on students' academic achievement.

The present study also identified the cohort of teachers who struggle most in the new educational scenario, i.e. content teachers and those with less experience. Given the complexity of the new paradigm, they seem to be in greater need of support as they expend great effort and time to ensure the viability of the project, but without sufficient assistance and initiatives, it might become unfeasible to carry out the bilingual programme efficiently. Working in such a "demanding educational scenario" (Durán-Martínez & Beltrán-Llavador, 2020, p. 178) often exceeds teachers' capacity, a fundamental issue that needs to be remedied soon in order to avoid the burn-out effect and ensure the sustainable growth of the programme.

With regard to future research, continuous stocktaking is necessary in order to determine if the findings are in concurrence with what has been ascertained in the present study. Furthermore, owing to the fact that all the educational practices should be continually assessed, it becomes incumbent upon scholars to conduct research similar to the present one with the aim of canvassing all the stakeholders' perspectives of CLIL practice and detecting any issues which need further consideration, in order to maximise the project's efficacy and minimize its weaknesses. For this reason, gauging students and parents' opinions on CLIL implementation could also prove useful and would enable us to see how the project is seen from a different angle.

Some limitations to the study must be acknowledged. Given the pandemic situation, numerous schools declined to participate in the present study, which might have lowered the sample size. Then, given that only qualitative data were taken into account for the purpose of this study, the sample had to be reduced to 70 respondents. Additionally, as the study was conducted only in the primary school setting in a monolingual region of Andalusia, it is context-bound and the present sample is not representative of CLIL teachers as a whole.

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Appendix I

Cuestionario sobre la enseñanza bilingüe en Educación Primaria en Andalucía

Estimado/a profesor/a, el presente cuestionario trata de recabar su opinión como docente en el programa bilingüe en su centro. Sus respuestas nos ayudarán a averiguar problemas y dificultades que encuentra el profesorado a la hora de impartir las asignaturas en inglés y encontrar posibles soluciones para mejorar la experiencia de los docentes que pertenecen al programa bilingüe.

Por favor, le rogamos que rellene el siguiente cuestionario. No le llevará más de 5-7 minutos. Le garantizamos que sus respuestas serán confidenciales para que pueda responder con total libertad y sinceridad. Muchas gracias por su colaboración y tiempo.

*** Required**

1. 1. Edad (años): *

2. 2. Nacionalidad: *

3. 3. Sexo: *

Mark only one oval.

Mujer

Hombre

4. 4. Tipo de profesorado: *

Mark only one oval.

Docente de inglés

Profesor de área no lingüística

Auxiliar lingüístico

5. 5. Tipo de centro: *

Mark only one oval.

- Público
- Concertado
- Privado

6. 6. Provincia del centro: *

Mark only one oval.

- Almería
- Cádiz
- Córdoba
- Granada
- Huelva
- Ján
- Málaga
- Sevilla

7. 7. Experiencia docente en el programa bilingüe (en años) *

8. ¿Cuál es su nivel certificado de inglés (Escuela Oficial de Idiomas, Cambridge, Trinity etc.) ? *

Mark only one oval.

- A1 Principiante
- A2 Elemental
- B1 Intermedio
- B2 Intermedio alto
- C1 Avanzado
- C2 Bilingüe
- No tengo nivel acreditado
- Soy nativo

9. ¿Cuál es el porcentaje de la clase que enseña en inglés? (en caso de que imparta clases en diferentes cursos y/o asignaturas, elija el del mayor porcentaje) *

Mark only one oval.

- 0-20%
- 20-40%
- 40-60%
- 60-80%
- 80-100%

Por favor, indique hasta qué punto está de acuerdo con los siguientes aspectos relacionados con la enseñanza bilingüe en su centro:

(1-Totalmente en desacuerdo; 2-En desacuerdo; 3-Un poco desacuerdo; 4- Un poco de acuerdo; 5- De acuerdo; 6- Totalmente de acuerdo)

FORMACIÓN DEL PROFESORADO

CONSIDERO QUE...

14. Si considera que existe algún otro problema/dificultad en cuanto a la formación de profesorado, indíquelo a continuación (opcional):

COMPETENCIA LINGÜÍSTICA DEL PROFESORADO:
 CONSIDERO QUE...

15. 5. Tengo un adecuado nivel de inglés para impartir clases en un programa bilingüe *

Mark only one oval.

	1	2	3	4	5	6	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

16. 6. Si tuviera un mayor nivel de inglés, mis alumnos podrían aprender más *

Mark only one oval.

	1	2	3	4	5	6	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

17. 7. Si tuviera un mayor nivel de inglés, mi trabajo implicaría menos carga *

Mark only one oval.

	1	2	3	4	5	6	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

26. 14. Necesito adaptar y elaborar mis propios materiales para una enseñanza adecuada *

Mark only one oval.

1 2 3 4 5 6

Totalmente en desacuerdo Totalmente de acuerdo

27. 15. La adaptación y elaboración de mis propios materiales implica demasiado tiempo *

Mark only one oval.

1 2 3 4 5 6

Totalmente en desacuerdo Totalmente de acuerdo

28. 16. Los materiales de enseñanza bilingüe están adaptados para atender las necesidades de todo el alumnado *

Mark only one oval.

1 2 3 4 5 6

Totalmente en desacuerdo Totalmente de acuerdo

29. Si considera que existe algún otro problema/dificultad en cuanto a los materiales, indíquelo a continuación (opcional):

ALUMNADO
CONSIDERO QUE...

34. 21. La introducción de la enseñanza bilingüe en la etapa de educación infantil, mejoraría la competencia lingüística del alumnado lo cual facilitaría la labor del profesor *

Mark only one oval.

1 2 3 4 5 6

Totalmente en desacuerdo Totalmente de acuerdo

35. Si considera que existe algún otro problema/dificultad en cuanto al alumnado, por favor, indíquelo a continuación (opcional):

36. En general, cómo valoraría el funcionamiento y desarrollo del bilingüismo en su centro *

Mark only one oval.

1. Deficiente
 2. Malo
 3. Inadecuado
 4. Adecuado
 5. Bueno
 6. Excelente

37. Si considera que existen otros aspectos no mencionados arriba relacionados con las dificultades en la enseñanza bilingüe, por favor indíquelo abajo (opcional):

En caso de cualquier duda, por favor, le rogamos que contacte con nosotros a

Muchas gracias por su colaboración y tiempo.

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