



## IMPLEMENTING CLIL IN SPAIN: The Case of the Autonomous Community of Madrid

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Mª Dolores Pérez Murillo

## Overview of presentation

1. THE MACRO CONTEXT: SPAIN
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2. IMPLEMENTING CLIL IN SPAIN: MADRID
  - 2.1 Multilingual schools in bilingual autonomous communities
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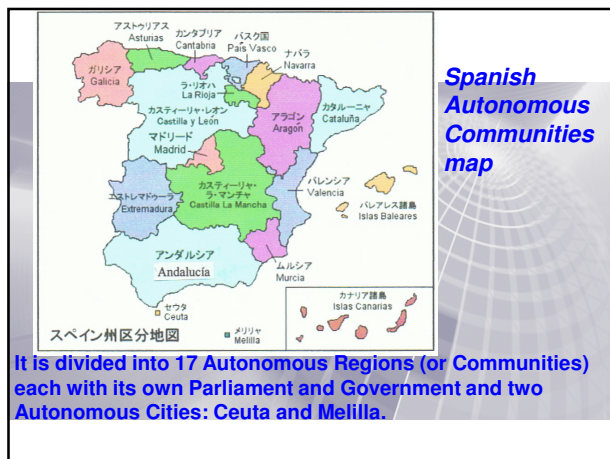
## スペイン

### 1.1 Main features

- A southwestern European country which is located in the Iberian Peninsula.
- It the second largest country in the European Union after France.
- No. of inhabitants: 46.468,102
- Spanish territory also includes the Balearic & Canary Islands off the African coast, and two cities (Ceuta & Melilla) in Northern Africa.
- Spain is a constitutional monarchy with a parliamentary democracy since 1975.

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## Plurilingual country

*"One of the most distinctive features of post-Franco Spain is its emergence as a decentralized and plurilingual country"*  
(Stewart, 1999, p.7)

- Approximately 40% of the Spanish population live in bilingual areas (Lagasabaster and Huguet, 2007)

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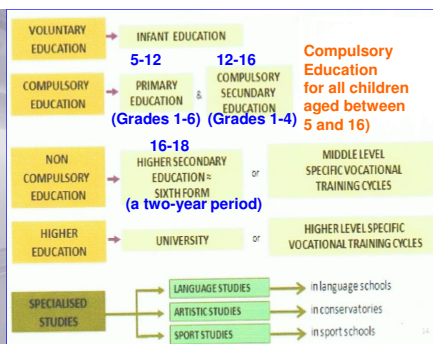
## Official/Co-official languages

The Basque language is spoken throughout the Basque country (5,10 %) and northern Navarre (1,36%)



<http://www.aboutspanishimmersion.com/other-languages.html>

## 1.2 Spanish Education system: Decentralized education



## 1.3 Foreign language teaching- learning: the need for change

*"dissatisfaction among teachers and parents in Spain with the outcomes of what might be termed the mainstream model of teaching a Modern (foreign) Language at Primary School (MLPS), based on relatively small amounts of time per week being made available".*

(Dobson et al, 2010, p. 12)

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## Review of research within the European Union

*"Although pupils' attitudes to MLPS were generally positive, there was only limited evidence of pupils having developed a fluent, flexible and accurate command of their foreign language by the end of their primary school education".*

(Blondin et al (1999), cited in Dobson et al 2010)

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## CLIL: a Europe-wide educational initiative launched in 1994

*"CLIL started in foreign language contexts, specifically in Finland in the early 1990s, and has been closely linked to EU language education and citizenship objectives and funding"*

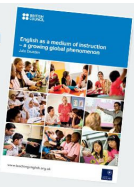
(Gardner, 2012, p. 253)

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English as a medium of instruction - a growing global phenomenon  
Jan 2015

BRITISH COUNCIL 80 YEARS OF CULTURAL RELATIONS



**SPAIN: "English is considered a fundamental skill for mobility and employability and not simply a foreign language. Provision of bilingual/CLIL education is considered a vote winner by public administrations"**  
(Dearden, 2014, p. 21).

[https://www.britishcouncil.org/sites/default/files/e484\\_emi\\_-\\_cover\\_option\\_3\\_final\\_web.pdf](https://www.britishcouncil.org/sites/default/files/e484_emi_-_cover_option_3_final_web.pdf)

## 2. CLIL IN SPAIN

- CLIL programmes have become increasingly popular in Spain, Pérez Vidal (2002), following European multilingual policy (Scott & Beadle, 2014).
- The Education Authorities promote the creation of **bilingual schools** (Spanish-English, French or German) or **multilingual schools** (co-official language, Spanish, English, French or German) through the Plans for Promoting Multilingualism.

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*"Spain is a mixture of heterogeneous language situations that lead to different ways of understanding and managing L2 education ... some of the communities own another official language. This peculiarity gives way to language contact situations that enable a **culture of bilingualism** non-existent in the rest of the communities where Spanish is the only official language"*

(Fernández-Fontecha, 2009, p. 4)

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## 2.1 Multilingual schools in bilingual autonomus communities

- Bilingual autonomous communities:
  - a) bilingual programs for revitalising minority languages (Basque/Catalan/Galician)
  - b) CLIL (English)

## Theoretical framework for bilingual education types (García, 2009, p.123)

	<i>Subtractive Bilingual Ed.</i>	<i>Additive Bilingual Ed.</i>	<i>Recursive Bilingual Ed.</i>	<i>Dynamic Bilingual Ed.</i>
Language Ideology	Monoglossic	Monoglossic	Heteroglossic	Heteroglossic
Linguistic Goal	Monolingualism	Bilingualism	Bilingualism	Bilingualism
Types	<ul style="list-style-type: none"> <li>• transitional</li> </ul>	<ul style="list-style-type: none"> <li>• maintenance</li> <li>• prestigious</li> <li>• immersion</li> </ul>	<ul style="list-style-type: none"> <li>• immersion revitalization (heritage language immersion)</li> <li>• developmental</li> </ul>	<ul style="list-style-type: none"> <li>• poly-directional or two-way (dual lang., bilingual immersion; two-way immersion)</li> <li>• CLIL and CLIL-type</li> <li>• Multiple multilingual</li> </ul>

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## 2.2 Bilingual schools in monolingual autonomous communities: Madrid

### Bilingual Programmes in the Autonomous Community of Madrid

1. The Joint British Council- MECD BEP (Pre-CLIL)
2. The Local Educational Authorities Bilingual Schools Programme



## マドリード

- The Autonomous Community of Madrid (CAM) is located in the centre of Spain.
- It has a population of 6,5 million people (almost half of them live in Madrid city: 3.165.883 inhabitants).
- Its foreign population accounts for 17 %



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## 1) The Joint British Council-MECD (BEP)

- Agreement signed in to implement an integrated curriculum in Spanish schools in 1996.
- The BEP has been implemented in Ten autonomous regions and the two autonomous cities. There are **ten** of those **bilingual state Infant/Primary schools in the Madrid region**.
- The content instruction in English accounts for about 40% of the curriculum (Dobson et al, 2010).





## Joint British Council-MECD BEP

### Aims:

- To promote the acquisition and learning of both languages through an integrated content-based curriculum.
- To encourage awareness of the diversity of both cultures.
- To facilitate the exchange of teachers and learners.
- To promote equal opportunities in English teaching/learning in state schools in Spain.
- To encourage the use of ICT in foreign language learning.
- To offer the chance to pupils to continue their secondary education in any of the two educational systems.

<https://www.britishcouncil.es/sites/default/files/bilingual-education-project-spain-evaluation-report-en.pdf>

## 2) The Local Educational Authorities Bilingual Schools Programme

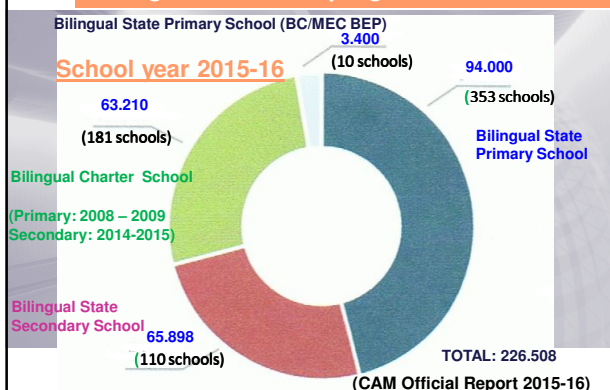
- First implemented in the Autonomous Community of Madrid in the 2004-2005 school year in 26 state primary schools.
- Twelve years later more than 350 primary schools partake in the program, involving over 94.000 primary students.
- Two major features of this CLIL programme:
  - large dimension
  - rapid implementation

(Llinares & Dafouz, 2010)

<http://www.madrid.org/bvirtual/BVCM016309.pdf>



## Number of students & schools enrolled in bilingual education programmes in Madrid



## The Local Educational Authorities Bilingual Schools Programme

- Students aged 5-16 (compulsory education) enrolled in the bilingual programs receive **at least 30% instruction in English** through language and content subjects.
- At least two content subjects are taught in English**, one of them preferably being Natural Science, with the aim that primary students acquire/learn ample knowledge of the target language (Comunidad de Madrid, 2016).
- Maths & Spanish language can only be taught in Spanish.**

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## Bilingual Primary Schools: subject time allocation

### ORGANIZACIÓN DE LAS ENSEÑANZAS DE EDUCACIÓN PRIMARIA

SUBJECTS	Áreas	Hours per week					
		Y.1 <sup>er</sup> curso	Y.2 <sup>o</sup> curso	Y.3 <sup>er</sup> curso	Y.4 <sup>o</sup> curso	Y.5 <sup>o</sup> curso	Y.6 <sup>o</sup> curso
Lengua Castellana y Literatura	Spanish	6	6	6	5	5	5
Matemáticas	Maths	5	5	5	5	5	5
Primera Lengua Extranjera:	inglés English	4	4	4	4	4	4
Ciencias de la Naturaleza	Natural Science	1,5	1,5	1,5	2	2	2
Ciencias Sociales	Social Science	1,5	1,5	1,5	2	2	2
Educación Física	P. E.	1,5	1,5	1,5	1,5	1,5	1,5
Educación Artística	Arts & Crafts	1,5	1,5	1,5	1,5	1,5	1,5
Religión/ Valores Sociales y Cívicos	Religion/Social & Civic Education	1,5	1,5	1,5	1,5	1,5	1,5
Recreo	Break	2,5	2,5	2,5	2,5	2,5	2,5
<b>Total</b>	<b>Total Weekly hours</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## 2.3 CLIL and students' motivation

Table 2.2 Key evidence of increased learner motivation

Context	Study details	Results	Source
Evaluation of Interacting for teaching and learning in CLIL (ITALIC), UK	A study of the extent to which learners were motivated by CLIL. It involved 11 schools in England and Scotland, 23 teachers, and 650 pupils aged 11 to 14. There were a range of CLIL models used with French, German and Spanish.	Nearly two-thirds of students were positive about CLIL and felt motivated to continue learning the foreign language. A higher proportion (84 %) voted to carry on with CLIL lessons.	Coyle (2011)
Bilingual Education Programme (BEP), Spain	An evaluation of the BEP focused on identification of evidence on pupils' English language proficiency and their achievements in Spanish. The study involved 21 schools. There was no control group for this study.	Three-quarters of the respondents, regardless of their gender, felt confident in learning through English. Students felt the BEP had helped them broaden their understanding of other subjects, and a motivating factor was the sense of success in learning other subjects through the medium of their additional language.	Doyle, D. (2011). ITALIC Research Report: Investigating Student Gains: Content and Language Integrated Learning. University of Aberdeen.

(Scott & Beadle, 2014, p. 10)

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### **STUDY 1 (2007-2010)**

- **A three-year independent evaluation project:**

- **Aim 1:**

To provide research-based evidence on students' English language proficiency as developed and demonstrated through the study of subject matter in a bilingual context; and on their achievements in Spanish

- **Aim 2**

To identify and disseminate good practice as occurring in the project schools

- **Aim 3:**

To provide research-based evidence on awareness, attitudes and motivation. **(Dobson et al, 2010)**

### **Students' perceptions in eight bilingual schools**

The purpose of this survey was to investigate the learners' views and attitudes towards their bilingual (English/Spanish) education programme.

(Pérez Murillo, 2013)

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### **The participants**

- **217** (99 females and 118 males) sixth year primary school (aged 12)

- **165** (83 females and 82 males) second year secondary (aged 14).

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### **Questionnaire on a range of topics associated with their bilingual education**

#### **1. CLOSED QUESTIONS**

- *Students' impressions on their bilingual education*
- *Importance of bilingual education in shaping students' personality*
- *Students' language skills in English and Spanish*

#### **2. OPEN ENDED QUESTION**

*Students' own views about their bilingual experience*

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### **Students' impressions on their bilingual education**

- Overall, the students seem to be developing a positive attitude towards their bilingual education. Nine out of ten students believed that the bilingual project was important for their future career.

*"I think it is good to be able to speak two languages (English-Spanish), because thanks to that, I will have a better future"*

### **Students' language skills in English and Spanish**

- All students felt more confident receiving and understanding both spoken and written English than producing the language.
- Their Spanish language skills were not questioned by the pupils. About 90 per cent of the primary and secondary pupils responded that they were quite confident with their Spanish ability.

## STUDY 2 (2015-2017)

- A two year research project on the impact of CLIL programmes in different Spanish Autonomous Communities (including Madrid).
- Main aim of the students' survey:
  1. to gain insights into the students' views on bilingual content and language teaching.
  2. to investigate attitude towards their bilingual education in English and Spanish.

## The participants: students in five bilingual schools in the Madrid area

- 194 (89 females and 105 males) aged 16 (fourth year Compulsory Secondary Education).

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## Questionnaire on a range of topics associated with their bilingual education

### 1. CLOSED QUESTIONS

- Students' impressions on their language and content subjects
- Students' language skills in English and Spanish in those subjects

### 2. OPEN ENDED QUESTION

Students' own views about their bilingual experience (strengths and weaknesses)

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## Students' impressions on their bilingual education

- The students seem to show a very positive attitude towards their bilingual education and the way their bilingual lessons unfolded:

*"We learn a foreign language that is useful for our future. Also, our English teacher assistants describe life in their countries"*

Although they felt they needed to communicate more with English speakers.

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## English in language and content subjects: Students' views on their language skills

- Most students state that both content and language teachers deal with the four basic language skills extensively in their lessons (over 4, in a 5-point response Linkert scale\*).

\* 1 being the lowest and 5 the highest

## Concluding remarks

- I have focused on bilingual education provision in Spain, a EU decentralized multilingual country where the Education Authorities promote bi/multilingualism.
- I have described the impact of the new bilingual education trend (CLIL) on Foreign Language Teaching in both Spanish monolingual and bilingual regions and explain in detail the case of Madrid.
- I would argue that it seems a "culture of bilingualism" is beginning to emerge in monolingual regions.
- Similarly, students' motivation to learning English appears to increase in CLIL programmes. However, further research needs to be done.

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M<sup>a</sup> Dolores Pérez Murillo



## Contact address

[perezmur@edu.ucm.es](mailto:perezmur@edu.ucm.es)

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Gràcies

Graciñas

¡Gracias!

Thank you!

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