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Undergraduate Dissertation
Pre-Primary Education

CLIL and Pre-Primary Education: A Critical Analysis of the Spanish/British Integrated Curriculum.

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ABSTRACT

The aim of this research is to analyse the presence of the CLIL (Content and Language Integrated Learning) approach in the Spanish/British Integrated Curriculum for Pre-Primary Education, the document followed by the schools regulated by the MECD British Council programme. In order to do so, the theory corresponding to this approach, especially focused on the Pre-school stage, and to the different existing programmes which carry out a bilingual education, among them the one we are going to discuss, is shown. Accordingly, four necessary tools for this analysis are designed and applied: a checklist that relates the main aspects of CLIL with the curricular programme; an interview with two project teachers regarding this bilingual programme; a more general questionnaire aimed at diverse teaching professionals in Zaragoza; and lastly, various observation tools to assess the reality in our pre-school bilingual classrooms. Finally, the results obtained after applying these tools would allow me to deduce whether or not and how the CLIL approach is being carried out in some of our bilingual schools, and therefore some possible improvements that could bring a major change, focusing on the stage of Pre-Primary Education, are proposed.

Key words: CLIL, Spanish/British Integrated Curriculum, MECD- British Council, Pre-Primary Education.

"For both English Language Learners and native English speakers, structured oral language practice can be a useful way to foster conceptual understanding while simultaneously building language skill and confidence." - Ben Spielberg.

"Teachers need to give encouragement and praise for what ELLs can do instead of dwelling on all that they can't yet do by providing frequent opportunities for their success." - Judie Haynes.

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1. Introduction

Society has evolved enormously in the last few years, new professional demands are appearing and new forms of teaching and learning are thus needed. In Murado's (2010, p.9) view, since the implementation of the LOGSE in our country, all the laws that follow it have taken into account the growing importance of foreign languages. Thus, English has become a reference in the educational context due to its strategic, economic and universal situation. Society is becoming progressively bilingual, even multilingual, and English is being recognized as a *lingua franca.*

Throughout the last few decades, we have observed how different bilingual programmes have been established in different countries. That is why Spain does not want to be left behind when it concerns the teaching and learning of this foreign language. In 1996, the implementation of an agreement between the British Council and the Spanish Ministry of Education broke new ground in the design and implementation of bilingualism (Spanish-English) in our country.

In Aragón, after establishing a specific curriculum for Pre-Primary Education, this stage began to be given more importance. In 1996, the British Council/MEC programme was also launched in our region. In fact, it is still present in some of our schools because it is the original experience in the field of English bilingual education. In 2013, the PIBLEA (Programa Integral de Bilingüismo en Lenguas Extranjeras en Aragón) was implemented, with two types of curricula taught in foreign languages, CILE 1 and CILE 2. In 2017 the PALE (Proyecto de Ampliación en Lenguas Extranjeras) was also born and, in 2018, the BRIT model, with more immersion time and more complementary activities taught in the second language, was introduced.

Within the British Council programme, the bilingual approach used is explicitly mentioned as CLIL, Content and Language Integrated Learning, which is becoming more popular and it is increasingly present in our classrooms. Analyzing the studies of Marsh (2002), Van de Craen (2006), Dafouz and Guerini (2009) and Coyle et al. (2012), we can state that CLIL is a dual-focused meaning-based educational approach in which an additional language is used (through this language, that is to say, the Target Language) for the learning and teaching of both content and language. Each is interwoven, even if the emphasis is

greater on one or the other depending on the context. It is an evolving and more integrating approach that focuses on internalization and the improvement of education itself. Moreover, a distinct European perspective underlines this programme. In other words, it is an approach that integrates content and language learning within a holistic view.

Accordingly, many Spanish schools are increasingly integrated into the English language and culture, taking into account its curriculum to optimize the education of the children. Because of this, from the pre-school stage, the aim is to meet this growing bilingual demand, taking into consideration the various factors that influence the learning of a second language: intelligence, personality, self-esteem and confidence, motivation, age and aptitudes. In Aragón, the schools that belong to the British Council programme are sometimes considered as better institutions to provide a good L2 development along with the holistic development of the students. This may happen because of the total immersion these schools offer: native teachers, authentic resources, a closer relationship with the English countries, the monitoring and celebration of their most popular traditions…making the child feel part of both the Spanish and the British cultures. But, actually, is that as accurate as it is understood?

Bearing these ideas in mind, this dissertation shows an in-depth analysis of the observable aspects that appear in the Spanish/British Integrated Curriculum, especially those related to the CLIL approach, mainly in the context of Pre-Primary Education, by criticising whether or not the British Council programme is as fruitful and accurate as it should be from a CLIL perspective. Therefore, this research seeks to address the following questions: What is so special about the Spanish/British Integrated Curriculum that schools have for reference? Does it really apply the principles of the CLIL approach? Should the curriculum be updated so as to depict the reality experienced in our Pre-Primary classrooms? Since there are not existing evaluations in relation to this topic, this study has been developed in order to design tools, such as checklists, interviews and questionnaires, to help us assess whether or not the CLIL approach and its principles are followed in a class run by the British Council programme. Thus, the main purpose of this dissertation is to analyze the different key elements that are mentioned in this programme, mainly the ones related to CLIL.

Nevertheless, some limitations of this proposal should be considered. First of all, when carrying out the critical analysis of the curriculum mentioned above, there is considerable subjectivity in highlighting its important elements. In relation to the interviews

and questionnaires, there may be a lack of professionals talking about their experience. If this was the case, it would not be possible to conduct a complete and reliable study. Finally, not being able to put the designed tools into practice[1] in a particular classroom leaves the study open to further analysis and discussion.

In spite of these limitations, the CLIL approach within the Spanish/British Integrated Curriculum will be discussed, the appropriate instruments will be selected and designed for the analysis, improvements will be proposed, information will be collected through interviews and questionnaires from bilingual professionals, possible evaluation tools regarding CLIL in the classroom practice will be designed and, finally, the work will be concluded with some meaningful results that can improve both our curricular models and our teaching practice in the Pre-Primary bilingual classroom.

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[1] Taking into account the situation in which we find ourselves due to Covid-19, this project was to be implemented in a specific classroom within a British Council school but it has had to be modified. For this reason, the study focuses more on a critical and theoretical study, although tools that can be used in some future research are also proposed.

2. Theoretical Review

2.1. CLIL

The term CLIL was officially coined in 1994 by David Marsh. Some of the reasons why it was established were the advent of globalization and the new technologies, the emersion of English as a *lingua franca*, and other pedagogical theories, such as socio cultural, multiple intelligences, autonomy, or language awareness and content, became increasingly relevant. In addition, the need to develop thinking and learning skills and the urge for considering motivation and authentic and relevant materials in our classrooms supported its momentum. But, without a doubt, what was most needed was successful foreign language learning.

According to what is written in the *TKT: CLIL Handbook for Teachers*, CLIL is "an evolving educational approach to teaching and learning where subjects are taught and studied through the medium of a non-native language" (p.2). As far as CLIL planning is concerned, we must bear in mind the need for a transversal work that encompasses the 4 Cs (Coyle, 2005): Content, Cognition, Communication and Culture, with a very detailed progress in each of the sections. Content is related to the acquisition of knowledge, skills and understanding. It is the subject or the project theme. With respect to cognition, it is about guiding the student in the process of learning construction. Based on Bloom's taxonomy (Figure 1[2]), effective learning will progress from Low Order Thinking Skills (LOTS) to High Order Thinking Skills (HOTS).
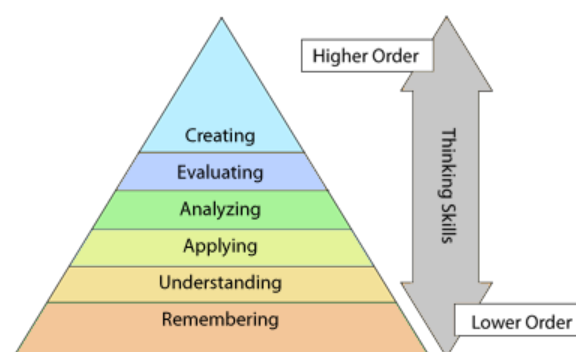
Figure 1: Revision of Bloom's taxonomy (from Anderson and Krathwohl, 2001).

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[2] Figure 1 (Anonymous) has been retrieved from: https://tlc.lincoln.ac.nz/blooms-taxonomy/

Communication is related with the formula *learning to use language and using language to learn*. This section includes the triptych language: *language of* (to access new language), *language for* (to operate well: related to scaffolding and team work) and *language through* (involvement of revised and emerged language). In addition, understanding the difference between social language and academic language acquisition (Figure 2[3]) is an important concept for CLIL teachers. Following Cummins' theories (1979), on the one hand, Basic Interpersonal Communication Skills (BICS) refer to the linguistic skills needed in everyday with social and face-to-face interactions. The language used is context-embedded because of the contextual supports, such as the body language. That is, it is meaningful, cognitively undemanding, and non-specialized. It takes the learner from six months to two years to develop BICS. Some examples are: group work, action games, role play and reading a map. On the other hand, Cognitive Academic Language Proficiency (CALP) focuses on proficiency in academic language or language used in the classroom in the various content areas. Academic language is characterized by being abstract, context reduced (without contextual support, just few cues), and specialized. It is more related to HOTS due to the great challenge it can pose for children. In addition to acquiring the language, learners need to develop skills such as comparing, classifying, synthesizing, evaluating, and inferring when developing academic competence. It takes learners from 5 to 7 years to develop CALP. Some examples are: doing a standard test, a matching exercise, dictionaries/translations, reading a textbook.
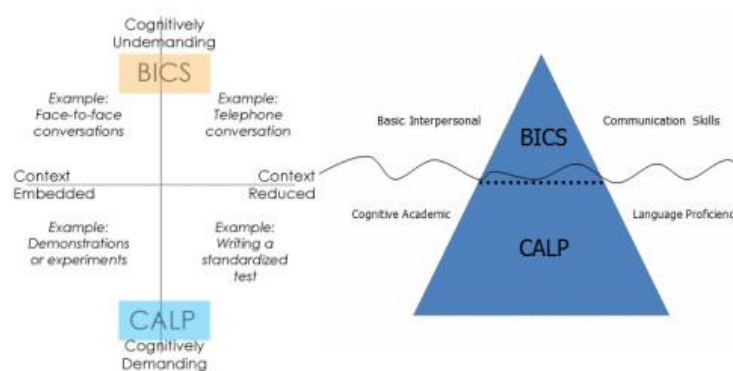
Figure 2: Cummins' Iceberg Theory (from Cummins, 1979).

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[3] Figure 2 (Wilhelms) has been retrieved from: https://tarynwilhelmsell.weebly.com/bicscalp.html

Finally, it is essential to integrate the culture, which is always forgotten and it is required for a good socio- cultural immersion. Therefore, CLIL opens a cultural door to new ways of thinking.

In addition to this, the task-based principle, based on a class organization through a pre-task, task and post-task, should also be considered when working in CLIL contexts. Much importance will also be given to the communication and participation of the students and to the scaffolding that the teacher provides, especially in the language. Besides, it is essential to consider the role of the teacher as a guide in this process and as a provider of opportunities.

Regarding what this approach can offer us, on the one hand, it has been observed that it has benefits in the students as it motivates them, their minds work hard and communication skills are better developed. In addition, students create personal meanings in another language, the input received begins to be used more precisely, interaction is meaningful, intercultural awareness is developed and culture plays a major role. And, last but not least, the language is acquired faster and better. As House (in Coyle, Holmes and King, 2009, p.19) illustrates when talking about the implementation of CLIL in our country, "children who can be unresponsive in other sessions, speak in the language sessions and an able Spanish speaker who has been reluctant to use skills has become more confident in sharing his language knowledge". Moreover, Casal (2007, p.57) has investigated about the impact that CLIL has on children, concluding that "the integrated curriculum and CLIL envisage the construction of knowledge in a comprehensive way, connecting the old information with the new and analyzing the same topic from different angles". With regard to teachers and schools, Dafouz and Guerrini (2009, p.11-13) mention that this approach helps them to innovate, to reflect language policy, to develop the curriculum or to encourage teamwork, that is to say, new roles and more collaboration between teachers is required. Besides, non-native teachers improve their language skills, new ideas about subjects appear, learning is more active, and they can even participate in international collaborative projects.

On the other hand, some challenges may appear when introducing CLIL in our classrooms. As for the students, there may be three kinds of challenges: affective, linguistic and cultural. These are new learning situations in which they may not feel entirely comfortable as they have to use a language other than their own, which they often do not even understand, and they are surrounded by a culture to which they are not accustomed.

However, the challenges for educators are many more. Since they may not be used to working with this approach and many pedagogical issues may be new to them, the effort tends to be greater. It is difficult to learn how to activate the previous knowledge, how to choose the type of input according to the students' needs, to help understand this input, how to involve the students, and how to evaluate the material to be used and.

All in all, it can be seen that CLIL provides many more benefits than limitations, and that, nowadays, it fits very well in with the teaching of a second language in Pre-Primary Education because of the specific aspects that promote more active and interesting learning. It is for this reason that it has been decided to work with this approach during the ensuing analysis.

2.2. CLIL into practice, with a focus on Pre-Primary education

Meyer (2010) describes some of the strategies that should be taken into account when endorsing the CLIL approach, such as providing rich input, scaffolding, fostering rich interaction and pushed output, adding the (inter)cultural dimension, progressing towards the development of HOTS, and promoting sustainable learning. Even if these strategies are in effect a synthesis of good practice, other authors have arranged them under different headings which can support those teachers considering the development of CLIL in their schools. These different aspects will be analysed in the following sub-sections, paying special attention to the stage of Pre-Primary ducation.

2.2.1. Syllabus

Taking into account the Tool Kit elaborated by Coyle, Hood & Marsh (2010, p.49), the steps that should be followed for the design of units of work and even yearly programmes are 6. The first one is to create a shared vision of CLIL with some major goals. Then, analyzing and personalizing the CLIL context is essential to describe the setting (school type, size, environment, needs, teacher supply, policies…) and the people involved.

The third one is related to the planning, considering the 4 Cs through a task-based method. Using CLIL in Pre-Primary Education opens up a wonderful range of topics and themes to develop children's knowledge and curiosity. For example, science is particularly engaging. Some sessions may focus on topics that a few times affect just one subject but they usually involve more than one if not all of them. That is why we say that in Pre-Primary

Education our choice of contents works from a global and interdisciplinary perspective. Cognition involves engaging learners through creativity, higher order thinking and knowledge processing. Thus, children in Pre-Primary Education can develop their cognitive processes whereas they acquire new knowledge. This new knowledge will be presented in the form of challenges that can help them develop new skills to be used in many daily-life situations. Communication is worked by using language to learn and mediate ideas, thoughts and values. In Pre-Primary Education, children are usually involved in meaningful situations that allow them to interact, so communicative activities will let them practice. Finally, culture works by interpreting and understanding the significance of content and language and their contribution to identity and citizenship. This is a really important aspect to make the young learners participate in activities that help them understand similarities and differences between cultures by using authentic materials. As Coyle et al. (2010, p.64) explain, intercultural experiences can be developed from different perspectives to make CLIL a 'lived-through' experience: through the environment of the classroom by establishing cross-curricular links, or connecting the content of the unit to the outside world.

As Herrera (2019) mentions in relation to Pre-Primary Education:

> We teach numbers, we practice simple science experiments for discovery and amazement, we engage children in small art projects, we cover civics through the presentation and practice of values, and we try to give them a sense of being part of a greater social group with rights and responsibilities. The latter also allows for a more harmonious coexistence based on awareness and respect for other cultures. In other words, we teach Academic and Cultural CLIL.

Thus, each of the topics we are working on can include not only an academic but also a cultural focus. It can be concluded that CLIL contributes directly and indirectly to the holistic formation of young learners because the insights derived from the resulting learning situations may affect different parts of the overall curriculum.

The fourth step involves preparing the unit, that is to say, the required materials and resources, the task progression (BICS and CALP), the development of the activities within sessions. This stage is usually the most time-consuming due to the lack of ready-made materials which respond to the needs of context-specific units. Using materials designed for learning in non-CLIL contexts is potentially both linguistically and culturally problematic. In Pre-Primary Education, a good organization is essential. The young learners are really curious, so emphasizing a good pre-task will help the activity run smoothly.

Then, the fifth one is about monitoring and evaluating CLIL in action, mainly through the CLIL Matrix shown in the Figure 3[4], a tool adapted from Cummins' model (1984) to link linguistic and cognitive levels in the bilingual classroom. As Coyle (2005, p.9) explained: "The matrix is a useful tool to audit teaching materials…The greatest challenge for CLIL teachers is to develop materials and tasks which are linguistically accessible whilst being cognitively demanding". It needs to be clarified that this is not an assessment of students' learning, but an assessment of the unit. It focuses on understanding classroom processes as they evolve to gain insights which inform future planning. It is probable that the linguistic part is difficult to evaluate in Pre-Primary Education due to the low production of the L2 by the children.
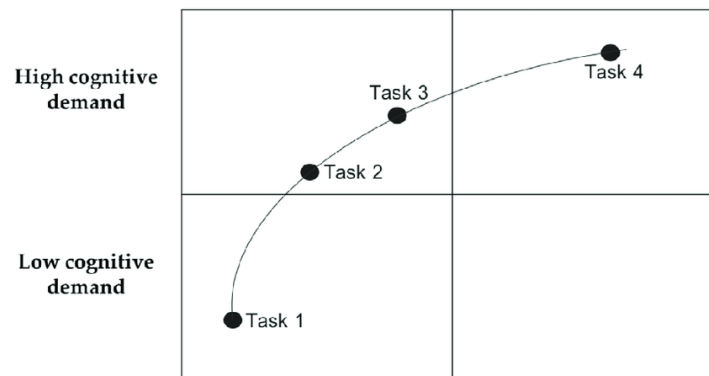
Figure 3: CLIL Matrix (from Cummins, 1984).

The sixth and last step refers to creating learning communities. According to Coyle et al. (2010, p.69), this involves teachers sharing their own understanding of what is to be taught and learnt. Developing professional learning communities within and between institutions for sharing [5]resources and ideas is a practical way forward. Because there are not many CLIL studies focused on Pre-Primary Education, it must be the teachers who are implementing it who are able to help others by offering materials and giving advice.

2.2.2. Materials

Generally speaking, Mehisto (2012, p.17-25) suggests that quality CLIL materials should make the learning intentions (language, content, learning skills) and processes visible to the students as well as seek ways of incorporating authentic language and authentic language use.

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[4] Figure 3 (Kilpelä and Paraná, 2018) has been retrieved from: https://www.researchgate.net
[5]There are pages like *CLIL Cascade Network, Peter Sansom's Blog, Playing CLIL, CLIL Magazine, CLIL Tools* or *The Teacher Toolkit,* where you can find various useful resources for teachers.

When it comes to the CLIL approach, there are both already-created materials and the ones teachers can elaborate themselves. In Pre-Primary Education, we are more likely to use our own materials, since we try to avoid working with worksheets, and the motivation of the students is better promoted thanks to creative and original materials. However, this is much more obvious in the area of English, as there is very little existing material for early learners. It may even be the children who contribute to making their own materials.

With regard to the materials used in the Pre-Primary classroom, Murado (2010, p.90-91) explains that the idea is to create, update and maintain a bank of resources that have been selected and organised on the basis of a series of criteria, such as the area of learning, the type of students and the objectives, also taking into account time and space. They must be authentic and meaningful. It is not about creating materials and then choosing a topic, but about considering what materials could be interesting for the topic, skills and language we have to work on.

In this sense, in a Pre-Primary Education class where a second language is progressively introduced (Murado 2010, p,91-93), we should find: a corner with games such as dominoes, balls and puzzles; an audio, song and music corner with CDs and instruments for listening comprehension and practicing songs in English; an audiovisual corner with photographs, flashcards, wall-charts (such as bar chart, binary key, carrol diagram, cycle, quadrants, Venn diagram), slides, videos, DVDs...; a corner with authentic material with coins, stamps or postcards to bring English culture closer to the classroom; a computer/IT corner with interesting ICTs/applications such as *Symbaloo*, *Voki*, *VoiceThread*, *Storybird*, *Dipity*; and a storytelling and drama corner with costumes, puppets and adapted stories.

However, we need to be aware that any material used has to go through an analysis and selection phase. There are many existing materials that do not promote CLIL, but they are authentic or EFL materials, so these need to be clearly adapted based on CLIL principles. For example, many of the publications related to second language learning are more guided by an EFL approach. Due to the lack of resources related to learning an L2 for Pre-Primary Education, we will often choose to adapt EFL materials to ones that integrate CLIL principles.

2.2.3. Assessment

When it comes to a complete evaluation of CLIL, both the didactic sequences and the performance of both the students and the teacher must be assessed since "assessment is not an island itself. It is an integral part of every lesson" (Mehisto, Marsh & Frigols, 2008, p.121). It is an everyday process through which teachers and students can improve lesson planning and adjust content, language and teaching strategies to achieve successful outcomes.

There are several elements to be taken into account in the CLIL context. Firstly, the focus of our teaching, the subject content or the language, should be considered since not both can be evaluated in depth. With respect to the subject, which is what makes a successful CLIL teaching, the same objectives as those we would design for native students should be maintained. With regard to the language, it has to be a continuous evaluation with special support from the teacher. As Schwarzt (2018, p.306) indicates, CLIL is mostly focused on meaning rather than on form and teachers are more inclined to check comprehension than to correct language production. Thus, positive feedback (questions, elicitation, metalinguistic feedback, expansion, cognates) in place of explicit corrections should be present. In addition, we have to take into account that not only are communicative skills worked on, but also cognitive, practical, and a clear learning to learn, so we should assess all these elements too. For this purpose, the presence of the 4Cs will be analyzed, as well as the progression from BICS to CALP using the CLIL Matrix.

All in all, the focus of this evaluation is the students, emphasizing their strengths and weaknesses, their motivation, the support we have given them, etc. Therefore, we must introduce the assessment we are going to carry out with concrete statements, such as WALT (We Are Learning To) or WILF (What I am Looking For). This way, children will know clearly the learning outcomes and the items they are being assessed on, serving as a prior familiarization.

There are two types of assessment: summative (assessment of learning, more formal as it seeks a final certificate) and formative (assessment for learning, more informal as it focuses on giving feedback and support during classes to help them improve). As Doyle et.al (2009, p.20) mention, "in the early stages of CLIL, it is better to focus on formative processes – assessment for learning – where a more integrated approach to assessment tasks can be developed that connects content (including higher order thinking) and linguistic progression from a more holistic and creative perspective". However, in Pre-Primary Education it would

be good to start introducing both types, in a mixed way, in order to get them used to future evaluations. Thus, direct observation (informal) and a portfolio made by children (formal) could be used. Note-taking, check-lists, both holistic and analytical (more complete) rubrics are useful during this process.

2.2.4. Teacher's role

The CLIL teacher is a central 'element' in determining success in learning subjects through another language. Not every teacher is competent in the implementation of the CLIL approach as can be seen when, for instance, García (in Schwartz 2018, p.92) "called for teacher preparation that encourages and empowers teachers to develop multilingual awareness. It needs to encompass the following four understandings: knowledge about language, subject-matter knowledge, pedagogical practice and understandings of the social, political and economic struggles surrounding the use of two or more languages".

The role of a teacher in a CLIL classroom is extremely important because he/she is the person who guides the students through the learning process by sharing the learning objectives to be achieved, the present expectations for them and the way they are evaluated. During this process, there are 3 basic elements to take into account: input, interaction and output. The first thing the teacher should do is activating the previous knowledge. The input is the new knowledge to be learnt. It can be taught in many ways, taking into account the multiple intelligences of the students. It must be understandable, but with a step beyond that includes a challenge for the learners, as Krashen mentioned in the 1970s within his Input Hypothesis about a Second Language Acquisition. The level of motivation must be high in order to present this new challenge. There will be situations where children are also exposed to other types of input, such as the simplified input, the elaborated input, the negotiated input and the negative input. Thus, by offering rich input to students, they assimilate new language (Fernández, 2014, p.13).

The teacher should also provide opportunities to interact with the students (increasing the STT and reducing the TTT), and for them to interact together. That is why the cooperative and collaborative work works so well. In this way, they can share ideas, opinions and knowledge. However, "although teachers may choose to provide monolingual instruction, their students' learning can never be monolingual itself, because L1 is 'silently' present in learners' minds, even if they are not allowed to use it outwardly" (Butzkamm in Schwartz 2018). As Schwartz mentioned (2018, p.75), in her study with early learners "both

teachers explained how they were more flexible and used more of the children's first language at the beginning of the school year. Then, they gradually decreased its use to introduce the target language". Especially during this phase, the teacher will give continuous feedback, supported by scaffolding formulated mainly by questions. There are several strategies that the teacher can use during scaffolding: reformulating, rephrasing, prompting/eliciting, echo correcting, recasting, defining, giving an example, demonstrating, ignoring error, asking open questions, repetitions, explicit correction, clarification request or metalinguistic feedback. There is, moreover, also non-verbal support, such as pointing to direct the child's attention to a deictic object, using iconic gestures or demonstrating instructions and procedures before activities.

Finally, the teacher needs to push children to produce, to create something with all the new learning (output). Although, as it has been mentioned, the oral and written production will be based on the use of the L1, this will not be as important as in other stages. The children in Pre-Primary Education will acquire the main linguistic foundations to put them into practice during later stages.

2.3. The British Council Model

The British Council is the UK's international organisation for cultural relations and education. It offers an agreement with other international countries to carry out the Spanish/British Integrated Curriculum (officially recognized in BOE May 2, 2000), considering it for the development and optimization of bilingual education. This bilingual project has been pioneer in Spain and Europe, inspiring other governments and educational authorities to develop CLIL initiatives in their respective countries. The first state bilingual schools in Aragón started more than 20 years ago thanks to an agreement between the Ministry of Education and the British Council (1996). In particular, the pioneers were Hilarión Gimeno and Fernando el Católico.

In the case of Pre-Primary Education, the Spanish/British Integrated Curriculum for the second cycle is closely related with the Spanish curriculum for this level. The focus is on the integral development of the child by taking into account their physical, intellectual, emotional, social and moral development, both as individuals and in the context of their immediate environment. Language acquisition, numeracy skills, reading, writing etc., either in the mother tongue or in English are, above all, introduced through a topic-based approach,

with a holistic perspective across the three years. The coordination between the school and the family is essential in order to strengthen the target language as much as possible.

As the British Council experts mention on their website, the British Council holds a CLIL policy because its approach tries to improve the communication and language abilities which are in demand by today's society while introducing new and varied topics. The bilingual teachers have a very high level of the language. Initially, they were native speakers and now the majority is Spanish, both with a C1 level and the appropriate methodological background.

According to this curriculum, the Spanish class teacher and the project teacher[6] should plan the classes together to ensure that the concepts are taught and understood in both languages. Furthermore, their "close coordination should ensure a fresh perspective from which to develop knowledge and skills through a given topic in each language" (The Spanish/British Integrated Curriculum, p.26). Thus, both teachers should foster the same skills in both languages. In this regard, some studies have shown that by "strictly separating the two languages... [and] by associating each language with a specific person the chances of mixing languages are significantly reduced" (Barron-Hauwaert in Schwartz 2018, p.29). However, since the Spanish class teacher will be in the classroom, at least for the first year of Pre-Primary Education, s/he can help children who have difficulties, who are new or who have been absent and need special help on a temporary basis.

Finally, as discussed in the CLIL approach section, using the assessment for learning helps to keep a daily record of each student's progress, which facilitates effective planning and proper implementation. The schemas (Athey, 2007) are patterns of behaviour and thinking in children that exist under the surface features of various contents, contexts and specific experiences. They can be identified in children's drawings and are represented in children's play, their thinking and their language. We observe children's learning, strive to understand it, and then put our understanding to good use (Drummond, 1993, p.13). While recording anecdotes, it is necessary to record exactly what happened, addressing all developmental domains and remaining the objective. The most accurate way to record notes is to write down details as events happen, or at least keep a notebook handy to jot down notes

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[6] In the integrated curriculum, "project teacher" is the name given to the English/bilingual teacher attached to a school through the British Council programme. This teacher teaches both EFL and CLIL lessons. The class tutor is called the "Spanish class teacher". This educator is present in these lessons and serves as a support.

that can be expanded after class or during planning or nap time (Dichtelmiller, 2004). The method used to record depends on the situation. For example, writing index cards based on key words, filing folders with stickers or pictures with captions are good examples of the formats that can be chosen by the teacher. Achievements can also be recorded through samples of their work and short video recordings.

2.4. Other curricular programmes

As mentioned in the introduction, in addition to the British Council, in Aragón we find other models such as the BRIT, implemented in 2018. According to Figols (2018), the DGA is strongly committed to its model of bilingualism, which started in 8 schools and was extended to 31 the following year. In addition, the 54 schools that had signed the agreement with the British Council adapted to the requirements of the BRIT, while maintaining their own characteristics. In this sense, it is important to say that the curriculum followed is the Aragonese one, taking into account a foreign language section. This is not the case for the British Council as it follows its own curriculum (Spanish/British Integrated Curriculum), as mentioned above. The content taught in English is 35% of the school time, compared to the previous ones, such as PIBLEA programme (2013), with 20% (CILE 1) and 30% (CILE 2) in English, or the British Council (1996), with 30% as well. This model seeks greater immersion and a broader range of complementary activities through communication that allow students to achieve a B2 level. Besides, there is a clear focus on the use of native materials.

Regarding the teachers, as mentioned in the *Resolution Brit Model* (2017, p.4), the Spanish class teacher who, for the British Council does not need foreign language skills, must have a B2 level of the L2 and needs to be properly trained to carry out the lessons in English, both CLIL and EFL. Besides, there is an oral-competence specialist, with at least a C1 proficiency level, who will be in charge of promoting the improvement of this competence in the students. However, there is no indication that this teacher has to be accompanied by the Spanish class teacher during the lessons, as it is indicated in the British Council programme. As an extra support, there is a person at the school level trained to coordinate the Bilingual Itinerary based on the BRIT programme, allowing a good follow-up of it. The school also produces a school report at the end of the year to evaluate the project through observations, suggestions and improvements.

3. Methodology

During this critical analysis, one of the main goals is to create varied tools that can help us assess the impact of bilingual programmes in our community: i) a tool to verify that the Spanish/British Integrated Curriculum follows the CLIL principles mentioned above, mainly in the stage of Pre-Primary Education; ii) a tool to analyze the perceptions of the project teachers and, finally, iii[7]) some tools to evaluate the relationship between the theory that appears in the curriculum and the reality within a bilingual preschool classroom. To do this, the same CLIL aspects of the theoretical framework will be taken into account at the different analysis levels in order to make the analysis more homogeneous.

3.1. Analysis of the Spanish/British Integrated Curriculum according to the CLIL approach

As seen above, on the *The British Council* website experts state that this curriculum is based on the CLIL approach. However, are all the main aspects of this approach mentioned in the official curriculum document? In the following checklist[8] (Table 1), the aim is to analyse the main elements comprised in this approach, giving examples if present in the curriculum or indicating that it can be improved, just as proposals for inclusion will be provided.

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[7] In fact, due to the global Covid-19 pandemic, this last section has been modified as it will not be possible to analyse a concrete school that follows the British Council programme, but it will be prepared for teachers who are willing to use it in the future.

[8] This checklist has been created according to the objectives and principles of this methodology, with special emphasis on the 4Cs Model (Coyle, 1999), the progression from BICS to CALP (Cummins, 1979), the assessment through the CLIL Matrix (Cummins, 1984), the planning through the Tool Kit (Coyle, 2005) and the materials listed by Murado (2010).

Table 1: Analysis of the main aspects of CLIL within the Spanish/British Integrated Curriculum.

		CLIL		Are these main aspects of CLIL mentioned within the Spanish/British Integrated Curriculum (1996)?			
				Yes	No	If yes, examples	If no, suggestions
Aspects to analyse	Main aims	Learning and teaching of the target language through a topic.					
		Learning how to communicate: language as a tool for communication.					
	Approaches	Language-led.					
		Subject-led.					
	Knowledge development	Construction of knowledge in a comprehensive way, connecting old-new information and analyzing the same topic from different angles. As we acquire new areas of knowledge, we acquire new areas of language and meaning.					
	Principles / 4Cs Model	Content through interesting topics, such as Science, Arts and Crafts, Music or Mathematics.					
		Cognition: Bloom's taxonomy (progression from LOTS to HOTS).					
		Communication	Language triptych: language of, language for and language through.				
			Language using and language learning.				
			Multiple varieties of language recognized.				
			Matter of meaning and form.				
			Progression using BICS to CALP model.				
		Culture					
	Task-based principle	Pre-task: activation of schemas.					
		Task: practice the new knowledge.					
		Post-task: evaluation and revision.					
	Planning	Tool Kit	Shared vision				
			Context analysis and personalization				
			Planning a unit: mind map model				
			Preparing the unit				
			Monitoring and evaluating				
			Next steps				
	Diversity	Different kinds of input, interaction and output considering the multiple intelligences.					
	Materials	Meaningful.					
		Adapted from an EFL or native material/Elaborated.					
		Emphasis on	Games.				
			Audios, songs, music.				
			Audiovisuals.				
			Realia/Authentic material.				
			ICTs/Multimedia.				
	Scaffolding	If learners are not supported in using language for content learning, then CLIL cannot succeed.					
		Techniques that can be used: elicitation, repetition, recast, explicit correction, clarification requests and meta-linguistic feedback.					
	Assessment	Tool: CLIL Matrix: linking linguistic and cognitive aspects.					
		Clarify: focus on language or content.					
		Assessment for learning.					
		Types	Summative (observation, notes, rubrics, checklists).				
			Formative (portfolio).				
	Teacher's role	Provides comprehensible input					
		Promotes interaction					
		Pushes output					

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3.2. Analysis of perceptions

3.2.1. Interview

In this case, the interview is held on a cognitive approach, allowing for in-depth analysis of individual items. It tests the validity of the verbal reports of the respondents' thought process (Conrad and Blair in Desimone & Le Floch, 2004, p.6). The respondent must comprehend an item, retrieve relevant information, make a judgment based upon the recall of knowledge and map the answer onto the reporting system.

Besides, the "thinking-aloud interview" is the crucial component, which means talking through the respondents' thinking process as they answer questions on a survey. This process involves integration of their own practices and beliefs with the policy environment. To do so, Stringer (in Agee, 2009, p.443) highlights the importance of the dialogue by expressing that both the interviewer and the interviewee "rigorously explore and reflect on their situation together, they can repudiate social myths, misconceptions and misrepresentations, and formulate more constructive analyses of their situation". Moreover, when considering an interview, the key component of the process is the questions that will be asked. As discussed on Agee (2009, p.443): "When writing questions, it is important to frame the words so that the phrasing implicitly or explicitly makes a link with the theory". Besides, it is also necessary to make sure the questions are clear, answerable and without too many sub-questions.

Therefore, the following (Appendix 1) is an extended interview aimed at two Pre-Primary project teachers[9] from the British Council programme who could give their opinion from a more realistic perspective. It was conducted with the project teacher of the specific classroom I had been able to observe during my brief teaching placement in CEIP Montecanal, and with an experienced project teacher of the CEIP Agustina de Aragón so as to gather more complex data about their experience when applying the CLIL approach through the Spanish/British Integrated Curriculum, and assess my findings when using the previous tool (section 3.1.). The interview was sent in *Word* format via *Whatsapp* and *e-mail* to the project tutors. They could respond both in writing and by sound or video recording[10].

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[9] The two interviewed teachers work in state schools in the city of Zaragoza.
[10] Due to the current situation, it was impossible to conduct face-to-face interviews.

This interview consists of both open and closed questions to promote both reliability and some deep reflection in the teachers' answers.

3.2.2. Questionnaire

In addition to the interviews, which are more personal and detailed, an online questionnaire was launched to reach more project teachers belonging to the programme and obtain general information about what is being analysed. Desimone & Le Floch's ideas about the relevance of questionnaire's in the field of education have been followed, as they argue that: "In our current accountability environment, designs that provide analyses on a large scale are in demand. These require survey questionnaires that measure the implementation of reform efforts and the effects on teaching and learning" (2004, p.5).

Nevertheless, one of the most worrying aspects when conducting questionnaires is the possible biases we may encounter. In order to minimize them (Bourque & Fielder, p.83), some important pieces of advice to take into account are exposed as follows: be aware of your own biases, develop neutral questions, ask enough questions to cover the topic adequately, pay attention to the order of questions, provide an exhaustive range of response categories, write clear and unbiased instructions, and take sufficient time to develop the questionnaire. Likewise, all the questionnaires should be pre-tested or pilot-tested. Among the items that could be considered when evaluating a questionnaire are: the format facilitated data entry, there is chance to comment, a message thanking appears, proofread or there is an option to print and duplicate (Bourque & Fielder, 2003, p.112-113).

The focus of this questionnaire (Appendix 2) was only on whether or not the CLIL approach is used when following this curriculum. It was proposed on a *Google Form* format (Appendix 3) in order to reach more people and the main aim was to gather more general impressions that could support my findings after implementing the tool described in Section 1. Although a piloting stage could not be applied due to the current limitations, all the questions were carefully considered and revised and the project teachers who were interviewed provided some feedback and ideas to improve these general questionnaires.

3.3. Evaluation tools: In the classroom

In this section, there are three observation checklists to evaluate the implementation[11] of the CLIL approach within a British Council school that follows the Spanish/British Integrated Curriculum (Pre-Primary Education).

3.3.1. Classroom Organization

The checklist created to evaluate the classroom organization in a class is shown in Table 2.

Table 2: Tool to evaluate the classroom organization.

CLASSROOM ORGANIZATION					
Items What did you observe?	0 Not at all	1 Rarely	2 Some of the time	3 Most of the time	Comments
Domain 1: Grouping					
Students work alone.					
Students work in pairs.					
Students work in cooperative teams.					
Domain 2: Lesson structure					
There is a pre-task that promotes the activation of previous knowledge.					
There is a main task that fosters the practice of new knowledge.					
There is a post-task that enhances evaluation and ensures content review.					
Cultural aspects are integrated.					
There is a progression in both linguistic and content aspects.					
Domain 3: Assessment					
Self-assessment takes place.					
Peer- assessment takes place.					
Domain 4: Materials used					
There is an English corner.					
Materials are varied: hands-on, visual, aural, games, ICTs…					
They are usually elaborated by the teacher.					
Authentic materials (realia) are present.					

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[11] The initial idea was to fill in the checklists with the data collected in a specific classroom. This is the 2nd year C class of Pre-Primary Education at Montecanal School. However, they will be considered for future use.

3.3.2. Students' performance

The checklist created to evaluate the students' performance in a class is shown in Table 3.

Table 3: Tool to evaluate the students' performance.

STUDENTS' PERFORMANCE					
Items What did you observe?	0 Not at all	1 Rarely	2 Some of the time	3 Most of the time	Comments
Domain 1: Comprehension					
Students understand instructions in the target language.					
Students understand the new content in the L2.					
Students comprehend the specific details of the information presented to them. For example, details of a story.					
Students understand the general meaning of an aural or written/visual text.					
Domain 2: Interaction					
STT increases while TTT decreases.					
Cooperative work is present.					
Negotiation of meaning appears.					
Domain 3: Production					
Students produce some words in the L2.					
Students communicate simple ideas in the L2.					
Students communicate in their mother tongue.					
Domain 4: Attitude					
Students follow the instructions.					
Students start showing interest in the L2.					
Students are motivated while doing the activity.					
Students are not forced to produce.					
Most of the students are confident and they usually participate in the L2.					

3.3.3. Teacher Talk

The checklist created to evaluate the teacher talk in a class is shown in Table 4.

Table 4: Tool to evaluate the teacher talk.

TEACHER TALK					
Items What did you observe?	0 Not at all	1 Rarely	2 Some of the time	3 Most of the time	Comments
Domain 1: Type of input					
The teacher offers information in different ways (aural, visual, hands-on, multi-sensorial…) in order to address the students' Multiple Intelligences.					
The teacher usually talks in the target language.					
The language used is simple and clear.					
The teacher has a good pronunciation.					
Students are used to listening to different English accents.					
Domain 2: Scaffolding					
The teacher does not ignore the errors.					
The teacher uses different linguistic scaffolding techniques.					
The teacher recasts if necessary.					
Domain 3: Feedback					
The teacher uses positive feedback to encourage students.					
The feedback is continuous and formative.					

4. Results and discussion

4.1. Analysis of the curriculum[12]

Below (Figure 4), an Excel document is attached in order to facilitate the reading of the analysis. Besides, screenshots from this chart can be consulted in Appendix 4.

Figure 4: QR code created to access the analysis table attached in Excel format.

First of all, it is necessary to mention that most of the results obtained during the analysis are optimistic, since many of the items of the CLIL approach are mentioned in the curriculum. For example, **the general objective** of the BC/MEC programme has to do with teaching topics through a target language, which leads to communication, allowing both the language-led and the subject-led approach to be fulfilled. In this way, the development of the child and the construction of knowledge are reflected in a comprehensive way. This aspect can be noticed on page 32 of the Spanish/British Integrated Curriculum where it is explained that, "as teachers use English in a natural way, children are not just learning lists of vocabulary, but learning to understand and use language in a meaningful context".

The only issues that do not fit in the **CLIL 4Cs Model** are the following ones. For example, we may see a lack of cognitive progression from **LOTS to HOTS** within the curriculum (p.40) because, even though this progression is mentioned and thinking plays an important role, there is a lack of explanation about how to develop it. Besides, it can be clearly identified that the curriculum pays more attention to the linguistic part, as happens with the literacy skills (Section 3 of the curriculum), this way focusing on **EFL** and excluding the **CLIL language triptych**. This can be observed on page 45, where it says: "along with the recognition and knowledge of the sounds, children also require to be taught the skills of blending and segmenting". Here, it can be noticed that thinking skills, such as recognition, are considered, but the main aim is to acquire the sounds in the L2. There is also no evidence of the necessary progression from **BICS to CALP** to positively enhance that communication and language fluency, which is so important in the CLIL context. Likewise,

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[12] The development of the analysis can be observed both in the following document and in appendix 4.

there is some confusion in the **cultural field** because the curriculum refers both to working cultural aspects in a global way as proposed by the CLIL approach, but it also focuses on working exclusively the Spanish and British culture, as can be seen on page 23 of the curriculum: "encourage awareness of the diversity of both cultures". This way, the intercultural focus that the programme initially seeks is dissolved and contradictory insights may be generated.

With regard to **school planning**, although the Toolkit is not explicitly mentioned, importance is given to the clarification of objectives, context and personalization, as mentioned on page 26 of the curriculum, where we can read: "undue pressure to produce language should not be put on this child and the maturity and pace of development of each individual respected", unit planning, evaluation and next steps. However, there is a gap in the preparation of units since it does not give importance to the task-based principles and its different stages. However, in the CLIL approach, this principle is used and the pre-task is especially emphasized, with the activation of students' prior knowledge.

As far as **materials** are concerned, it is clear that their main characteristic is that they are meaningful and that the use of a wide variety should be encouraged, such as games, audio, audiovisual, realia and ICTs. That can be observed through page 24 of the curriculum, where it is said that "this document should also include a comprehensive list of resources (books, materials, equipment) which are recommended for the success of the project at each stage". However, there is no mention of their origin; if it is better that they are native, adapted or self-made. Personally, after having read the ideas of authors such as Murado (2010), I believe that the best option for preschool teachers is to invest effort and money in the creation of high quality material, which will serve as a resource bank to turn to whenever necessary. Besides, creating one's own materials is positive in terms of considering the needs of the classroom. To do this, adaptation of other ready-made materials, or native materials, thus including the authenticity referred to in CLIL, may become necessary.

As has been explained in the theoretical framework, it is generally acknowledged that, in bilingual education, the **scaffolding** of the linguistic part should be extraordinary, since the language is worked in an indirect way and it sometimes deserves more attention. Scaffolding is a fundamental pillar of the CLIL approach, as mentioned on page 20 of the present study, and should be present in the curriculum so that teachers may be aware of its necessity. However, the document does not discuss this extra help and the techniques that could be used

in the process. In any case, we could relate this absence of scaffolding to the large amount of literacy and work on the EFL side that is promoted.

As observed on page 57 of the curriculum, "the overall aim in the three years of infants is to develop the children's knowledge and understanding of mathematics and to help children see their relevance to everyday life in English as well as Spanish", that is to say, there is a slight inclination towards content, which should be the main objective and developed through communication. **The CLIL Matrix** would help to assess whether or not both areas are being worked on equally. This assessment tool is not mentioned in the curriculum and I, therefore, consider that this balance is not taken into account. However, the **assessment** is very effective as it focuses on the assessment for learning and not assessment of learning. As mentioned on page 27: "AfL ensures that assessment is an integral part of the teaching and learning process on a day-today basis". Therefore, "AfL will bring greater clarity to teaching and learning and will begin to equip children with skills to be reflective learners". Besides, "using AFL methodology facilitates keeping records of each child's progress on a day-to day basis which will serve for effective planning and implementation for progress", that is to say, it promotes a formative (continuous records) but also summative (final test) assessment.

Finally, I would like to stress the importance of the **teacher** and their role in the bilingual education of children. As shown in CLIL (p.19 of the present study), the teacher is a guide in the learning process as s/he provides input, promotes communication and encourages production. This is considered in the curriculum, when talking about the role of the teacher (p.25), enhancing the use of different materials, promoting cooperative work and fostering the students' involvement.

4.2. Analysis of perceptions

4.2.1. Interviews

Regarding the interviews, it can be noticed how both teachers are familiar with the CLIL approach and they apply it in their teaching practice. In addition, they also know the curriculum they have to follow at work. Both agree that CLIL is a good option in terms of teaching bilingual education due to its benefits, and that the British Council runs effectively, since they support the programme and they describe it very positively. When it comes to comparing the British Council with other bilingual models such as the BRIT Aragón, one of

the teachers stands out from the former the large amount of lessons taught in English, the experience of the professionals in bilingual education and, finally, the coordination between them.

Talking about **the 4Cs**, in one of the interviews they are detailed in depth, while in the other one they are not mentioned as such. None of the interviewees mention the progression from **LOTS to HOTS** (cognition) and from **BICS to CALP** (communication), as they are not in the curriculum. They neither mention the **language triptych** and multiple varieties of language are not recognized. In addition, they do not comment clearly on the **cultural aspect**, but rather they create confusion on this issue. For example, the anonymous answer from Montecanal school (2020), taken from the interview in Appendix 5, sees the culture as an issue of the Spanish and English culture, but without going beyond what this one actually implies for CLIL: "they also acquire culture during circle time, since they are learning different aspects of English speaking countries such as that the week starts on Sundays, nursery rhymes, celebrations…". Therefore, there is a clear lack of awareness that CLIL is committed to an intercultural approach that broadens the vision of the world, not only of the English culture. Thus, it is necessary to encourage the use and understanding of the 4Cs Model of CLIL, which may be forgotten as they are not included in the curriculum.

The task-based principle, which is useful for **lesson plan organisation**, promotes the activation of previous knowledge as well as the introduction and practice of new knowledge. While one talks about it and gives examples of how to carry it out in class (giving great importance to pre-task, i.e. knowledge activation), the other does not mention it. Besides, although both teachers usually plan the lessons, none mentions the CLIL Toolkit, just as it goes unnoticed in the curriculum.

However, a fact that has been noticeable is that the teachers interviewed do give a lot of importance to **scaffolding**, which is not mentioned in the curriculum. This may be due to the specific question of the interview regarding this aspect, which has probably made them consider it. Thus, both emphasize the need for extra scaffolding focused on language, giving some examples of techniques, such as modeling and questioning. Nevertheless, there can be no inclination, however slight, towards language, but it must be supported more strongly.

When evaluating, **the CLIL Matrix** seen on page 14 of this paper is a good tool to assess the balance of both areas (language and content), but this is not present in the

interviews, just as we have observed in the curriculum. Besides, even if there is a promotion of continuous and formative assessment, the summative part is left out and there should actually be a mix of both summative and formative procedures.

Both teachers stress the responsibility of attending to the needs of students and using a variety of resources to do so. In this way, diversity gains its place. However, the most effective way seems to be the elaboration of the **materials** themselves and, in some cases, the adaptation of the native ones. When it comes to classroom management, the most effective working method would be the cooperative work, including some techniques such as *Round Table, Rally Robin...* This goes in line with the CLIL approach, which states that the interaction and production in the L2 is essential in order to achieve an optimal bilingual education, and not only the input received from the teacher. Thus, thanks to cooperative learning, children have more opportunities to communicate and discuss.

To conclude, most of the aspects that have been observed in the analysis of the curriculum can be corroborated in these interviews, as can be observed in Table 5.

Table 5: Connections between the curriculum and the teachers' perceptions.

Aspects to analyse			CLIL	Are these main aspects of CLIL mentioned within the Spanish/British Integrated Curriculum (1996)?	Do the teachers working through this curriculum mention these aspects?
Main aims			Learning and teaching of the target language through a topic.	√	√
			Learning how to communicate: language as a tool for communication.	√	√
Approaches			Language-led.	√	√
			Subject-led.	√	√
Knowledge development			Construction of knowledge in a comprehensive way, connecting old-new information and analyzing the same topic from different angles. As we acquire new areas of knowledge, we acquire new areas of language and meaning.	√	
Principles	4Cs Model		Content through interesting topics, such as Science, Arts and Crafts, Music or Mathematics.	√	√
			Cognition: Bloom's taxonomy (progression from LOTS to HOTS).	✕	✕
		Communication	Language triptych: language of, language for and language through.	✕	✕
			Language using and language learning.	√	√
			Multiple varieties of language recognized.	√	✕
			Matter of meaning and form.	√	√
			Progression using BICS to CALP model.	✕	✕
		Culture	Intercultural approach.	√	✕
	Task-based principle		Pre-task: activation of schemas.	✕	√
			Task: practice the new knowledge.	✕	√
			Post-task: evaluation and revision.	✕	√
Planning	Tool Kit		Shared vision	√	√
			Context analysis and personalization	√	√
			Planning a unit: mind map model	√	√
			Preparing the unit	✕	✕
			Monitoring and evaluating	√	√
			Next steps	√	√
Diversity			Different kinds of input, interaction and output considering the multiple intelligences.	√	√
Materials			Meaningful.	√	√
			Adapted from an EFL or native material/Elaborated.	✕	√
		Emphasis on	Games.	√	√
			Audios, songs, music.	√	√
			Audiovisuals.	√	✕
			Realia/Authentic material.	√	√
			ICTs/Multimedia.	√	✕
Scaffolding			If learners are not supported in using language for content learning, then CLIL cannot succeed.	✕	√
			Techniques that can be used: elicitation, repetition, recast, explicit correction, clarification requests and meta-linguistic feedback.	✕	√
Assessment			Tool: CLIL Matrix: linking linguistic and cognitive aspects.	✕	✕
			Clarify: focus on language or content.	✕	✕
			Assessment for learning.	√	√
		Types	Summative (observation, notes, rubrics, checklists).	√	√
			Formative (portfolio).	√	√
Teacher's role			Provides comprehensible input	√	√
			Promotes interaction	√	√
			Pushes output	√	√

4.2.2. Questionnaires

Below (Figure 5), there is a QR code which can be used to access the different answers to the questionnaire. It leads to a Google Drive containing 3 folders with the answers in different formats: Google forms, Pdf or Excel.

Figure 5: QR code created to access the different answers of the Google Forms questionnaire.

Regarding the questionnaires, I was surprised by the big amount of people who carried out the surveys without being teachers of Pre-Primary Education (6/20). Therefore, for this section I omitted their answers, although they will be taken into consideration at specific times.

Thus, I was left with 14 responses from teachers from various schools such as Arcosur (2), Agustina de Aragón (3), Julián Nieto Tapia (2), Montecanal (2), Rosales del Canal (2), Tenerías (2) and Valdespartera III (1), all of them regulated by the British Council programme and located in the province of Zaragoza. In accordance with **the level of English**, most of the teachers[13] have a certificate that corroborates that it is a C1 or even C2 level (see Figure 6), obtained by different organizations such as Cambridge, Trinity or the Official Language School. However, the reply of one of the teachers is surprising, as it says that the teacher has a B2 and in the schools that are regulated by the British Council programme at least a C1 is required.
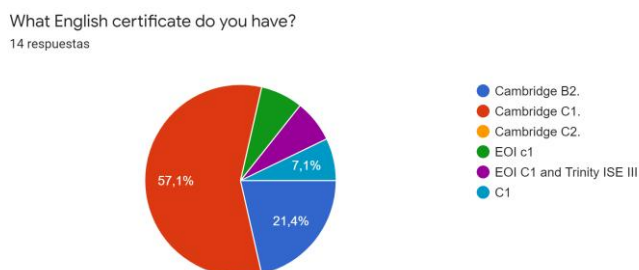

Figure 6: English languages certificates.

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[13] If the answers of the Primary school teachers who responded are taken into account, it is noticeable that there is only one native teacher, and that there is another teacher with an accredited B2. The others have C1 and C2.

When it comes to the programme, most of the teachers (78,6%) feel supported by the British Council professionals (see Figure 7) and a few more than a half (54,5%) have been successfully trained to work there, as can ben seen in the following graphics.
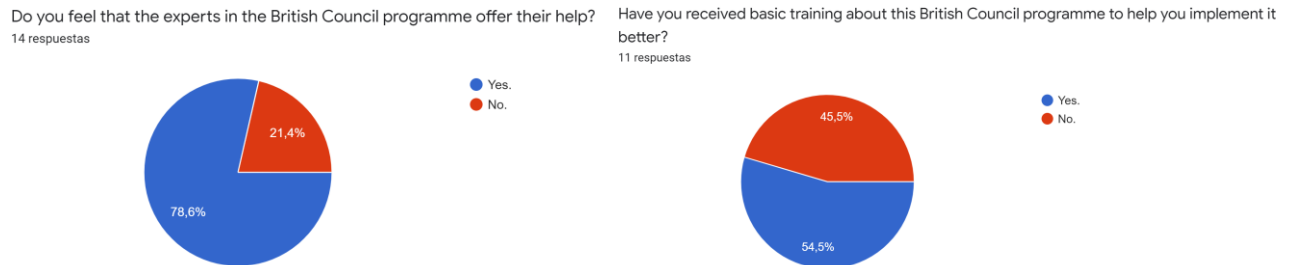
Figure 7: Help offered by the British Council programme.

However, most professionals feel that they do not receive support from the school (see Figure 8), in particular for **school planning**, but they have to do so on their own, as can be seen in the following graphic. Thus, we see that the support and involvement of the British Council is very important for schools to take this education seriously and to participate actively in its development, mainly through coordination.
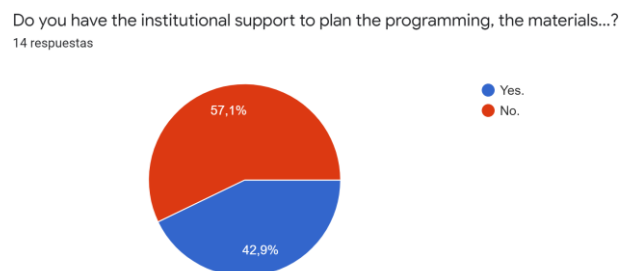
Figure 8: Institutional support offered.

Besides, the **coordination** between professionals (Figure 9) seems to be an important factor in the planning and success of this bilingual education, since 92,9% of the teachers interviewed are convinced of the coordination achieved at their school, both among the project teachers and between the project teachers and the Spanish class tutors.

Figure 9: Coordination among project teachers and between project teachers and the Spanish class teachers.

Knowledge of the curriculum is essential in order to know what principles to follow in our lessons, how to work and what to evaluate, as demonstrates the fact that all the teachers assert that they take the Spanish/British Integrated Curriculum into account when planning. Moreover, as mentioned on page 21, in the course of this study, "the British Council holds a CLIL policy because its methodology tries to improve the communication and language abilities which are in demand by today's society while introducing new and varied topics". That is why the answer in Figure 10 tended to be affirmative, with 85,5%.

Figure 10: Considering CLIL approach when teaching.

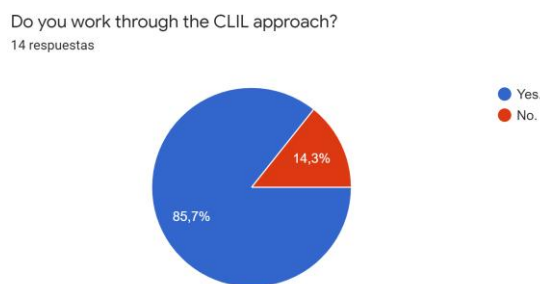On the one hand, among the **positive aspects** of the curriculum, the teachers [14]mention the following ones: vertical planning; global, challenging and purposeful; the model emphasizes the importance of oral language; it is organized in a global way; the sequencing of the items to teach; easy aspects to adapt and work on with the little ones; the heighten of the oral standards in English compared to Spanish core curriculum. Besides, it is the most approximate natural way to learn a second language; it fosters learning autonomy and maximizes the development of logical thinking; language and cultural benefits; it is more specific and concrete than regular Spanish curriculum for the English area, therefore CLIL planning is easier. Other opinions are: the general approach it gives; mainly, the effectiveness of the model when children reach the end of the compulsory education; it is a useful handbook to start from scratch; and acquisition of a L2 and its cultural aspects from early ages.

On the other hand, when talking about **improvements**[15] of the curriculum, there are also varied answers: nothing, curriculum is good; flexibility; better adaptation to the current legislation (BRIT-Aragón); adaptation to Spain and its Spanish curriculum (on page 16 of the

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[14] The positive aspects that Primary teachers mentioned about this programme were: ideas and resources, methodology and structure, tips for the inexperienced, and a cross-curricular, active and globalized learning.

[15] In this case, what could be improved according to Primary teachers were: closeness to the Spanish model, the high level required, the great work by teachers, the training of teachers or the issue of CLIL and ICTs.

curriculum, "in the case of Pre-Primary Education, the Spanish/British Integrated Curriculum for the second cycle is closely related with the Spanish curriculum for this level"); the excess of content; unrealistic focus on too many tricky words and sounds for non-native students at this age range; higher standards in Primary regarding technical terms for sciences and social studied; it is a bit obsolete and it should be modified; and there should be a specific plan for students with special needs.

When teachers are asked to define CLIL, they use the following words: useful, convenient, fusion, immersive, global, integration, sheltering, creative methodology, useful, integrated, development and interwovenness. In terms of the **materials** used (Figure 11), those that are elaborated [16]are the most common, as they allow teachers to adjust to the needs of the classroom perfectly. However, one is aware that sometimes simple adaptations of already created materials become easier and require less effort and time, as the data in the graphic demonstrate.
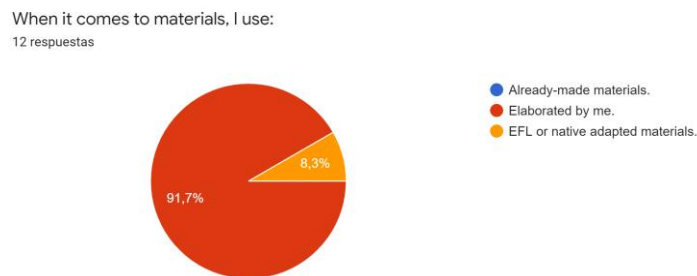
Figure 11: Materials used when teaching a L2.

It is necessary to have a series of selection criteria when choosing the materials for the implementation of the classes, as the majority of the replies (91,7%) show in Figure 12. Thus, it is not about choosing the materials and then thinking about the session, but rather basing this choice on our objectives. However, there is no agreement on whether or not these criteria appear in the curriculum due to the fact that 25% of the replies claim that they do not appear.

Figure 12: Criteria followed when choosing or creating materials.

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In matters of **assessment**, although both formative and summative are necessary, in the case of infants the formative one stands out, as all the interviewees bet on this kind of evaluation. When questioned about what tools they use to evaluate, the answers have been: direct observation; every day questions to check if they have achieved the goal; checklists, weekly diary; rubrics according to activity; and anecdotal records.

In addition, not only is it necessary to evaluate the children, but also the teacher and the work done. Thus, the success of this bilingual education at the end of the course must be analyzed. Unfortunately, this is much less evaluated than it should be, as the data make evident (see Figure 13) that not all the schools take into account this final evaluation, so solutions should be proposed.
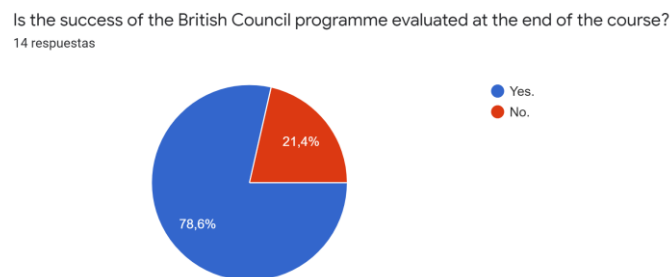
Figure 13: Evaluation of the bilingual programme.

In the final comments, the teachers have had two totally contradictory opinions: the British Council Programme is good to work English in our schools and it is a great way to teach a Second Language; and there is a great lack of means, training, coordination and resources (personnel and materials) for these programmes to be carried out properly.

By interpreting the information collected in this questionnaire, different connections can be deduced. The first thing that draws attention is the inconsistency in the **English levels** of the teachers surveyed, as teachers working in a school regulated by the British Council should be at C1 level or above, as mentioned on page 17. While it is true that before it was required to be native or have a C2 level, now a C1 is enough, as it is shown in the curriculum. In the situation where only teachers with a B2 level are found, this will have to be updated or revised in the curriculum. Coordination between schools and the curriculum is also key to this programme. Furthermore, this prior training regarding the methodology that is supposed to be necessary, is not always complied and should be strengthened if new teachers do not satisfy this requirement.

Besides, it is important that those who already have **experience** in the programme help new educators to develop it successfully, making use of the last step in the CLIL Toolkit (learning communities) on page 16 of this study. Although the British Council has been active since 1996, new teachers continue to arrive who, although familiar with the curriculum, need training in its own methodology and methods. Any help is appreciated and could be seen in the results obtained in the implementation of the programme. To do so, coordination among the project teachers and the Spanish teachers is essential, as mentioned in the curriculum: "close coordination should ensure a fresh perspective from which to develop knowledge and skills through a given topic in each language" (p.26). Besides, "coordination between year stage teachers is of the utmost importance to ensure continuity and progression throughout the infant years. It is essential to communicate, consult and plan together" (p.29). Fortunately, **coordination** at different levels can be seen in their answers. This demonstrates that planning is agreed and teachers work together in order to enhance confidence and motivation addressing the needs of every student necessary aspects for a successful bilingual education.

It is not surprising that everyone is acquainted with the curriculum since it is the basis on which the bilingual programme discussed works. Most of the comments about the curriculum are positive, except for some teachers who consider it obsolete. That is why a **revised curriculum** is intended to be released next academic year. However, it is incoherent to observe that two out of the 14 teachers do not follow the CLIL approach to optimize this teaching and learning process, since the programme itself is based on it. It would be useful to know if they know about this approach and, if so, why they do not work through it, or if they are working through CLIL without knowing they are doing so.

Although the curriculum does not state that self-made **materials** are the most appropriate, it is true that most teachers create them in order to better address the needs of the classroom. This preference for elaborated materials is related to the fact that CLIL is committed to authentic materials or materials adapted from native context. In order to do so, as the responses show, it is required to follow selection and/or creation criteria that, a large part of the respondents say are found in the curriculum.

In terms of **evaluation**, the total number of respondents state that they follow a continuous evaluation but both the CLIL approach and the curriculum show that evaluation has to be mixed, as observed on page 18 of this study. It would be appropriate to inform

teachers of the importance of both assessments even at such an early stage of schooling so that both children and adults see their advantages and become familiar with them. This will also encourage the evaluation of the bilingual programme at the end of the school year.

Regarding the final question about the **success** of the programme, we see how part of the schools do not evaluate the programme itself. Nevertheless, the curriculum states that "identifying the attainment level of each child at the end of the infant cycle will be made easier when this methodology is adopted and clear learning objectives from the curriculum are shared, worked on and assessed by teacher and pupils" (p.28). In addition, "all children at the end of the cycle should be assessed by the teacher, following the bands of attainment as described in these guidelines" (p.29). This leads to an assessment for learning, which mixes both kinds of assessment mentioned above, and which is also promoted in the CLIL approach.

In conclusion, there is a lack of connection between what is observed in the curriculum and in teachers' responses to the theory behind the CLIL approach. There are aspects which are sometimes forgotten, either because they do not appear in the curriculum or because teachers do not stick to the approach in its entirety. Moreover, there is a need for materials elaborated by the teacher, the assessment of the programme or the creation of a community of teachers and CLIL researchers.

4.3. Evaluation tools: In the classroom

As the tool was designed after my short teaching placement, although I could not use it in the classroom, I am satisfied to think that one day this tool will be used either by myself or by other teachers of the British Council programme who want to evaluate their teaching practice.

These checklists have been created following the aspects that characterize the CLIL approach, such as the communicative principles, working in groups, understanding the content and instructions in a L2, interacting successfully and producing functional messages in this language. Besides, the task-based principle in terms of activating knowledge, introducing new one and revising it has been taken into consideration. Other aspects concerning the 4Cs, the materials, the assessment and the role of the teacher focusing on the scaffolding have been relevant in the design of these instruments of observation.

4.4. Proposal of improvement

After having discussed the main aspects related to the CLIL approach through the integrated curriculum, the teachers' perceptions and the possible reality in a classroom, it is time to propose some improvements that could be carried out to make the British Council programme more consistent with the principles of the approach on which it is based.

Firstly, the **training** required for teachers to work within the British Council programme is an aspect to be highlighted. It is not only a question of knowing the school documents, but also of understanding the general curriculum and all the aspects related to it. Therefore, the curriculum should focus on all the important topics, such as the materials used, the scaffolding given or the cultural aspects, thus offering a more real and holistic perspective, and leaving aside more specific subjects such as literacy and mathematics areas that each school will cover in a different way and can be consulted in the CEP. Some of the discrepancies found in this study show that either the curriculum lacks aspects to name, or teachers find it difficult to read and therefore they do not put it into practice. A clearer organization of the curriculum would help to highlight the general aspects and to ensure that none are overlooked.

Although it is true that bilingual education is based on the CLIL approach, in the curriculum we observe a slight inclination towards **EFL**. This can be observed in literacy skills, culture and the use of Kagan's cooperative structures. This may be because the children are not native speakers and therefore a linguistic basis is necessary and must be strongly reinforced. This aspect demonstrates that, although great importance must be given to learning content through the L2, it is equally necessary to strengthen the foundations of this language, and even more so at the earliest ages, which coincide with the children's linguistic development.

However, with this strengthening of EFL, the **C of culture** in CLIL is hindered. It is handled as if culture was a subject for learning the culture of English, but in reality CLIL opens the mind to the different perspectives from which the world can be analysed. For this reason, instead of working on topics that are only related to learning the English-speaking countries, an idea would be working with animals of different countries, the climate in which they live or what they eat. At this age, children's perceptions and ideas are essential to interact and get them closer to what they are learning.

But not only are there problems in that area, communication is also affected. For example, if we talk about the **language triptych**, a previous planning could be useful to anticipate the topics that can come out in the classroom and to create materials that can be used for its introduction. Not only do we have to focus on the *language of,* but also on the language appeared during the activities (*language for*) and possible doubts or vocabulary revisions that may arise (*language through*). For the specific vocabulary and structures of a given theme, some flashcards game would be necessary, or even some story or contest through applications such as *Kahoot!* could be used. If we think about the *language through*, some routines could be performed at the beginning of the lesson to revise structures and words. Finally, everything new that appears will be asked out loud and the child who can explain it will receive a positive point. Besides, in terms of **BICS and CALP** a kind of routine could be included to promote the acquisition of both. For BICS, the repetition of daily life questions would be a good idea, whereas for CALP, doing some worksheets and introducing academic vocabulary through flashcards could also be useful. What is certain is that a mix of both skills, basic and academic, must be present during the learning process.

The task-based principle should be practiced in many lessons, making use of the three levels and putting it into practice. For example, if we talk about the seasons of the year, it would be interesting to see the elements of nature of that season with flashcards, to see some video related to the topic, etc. If we think about the task, snow can artificially be done and an Arts & Crafts activity with leaves from the autumn trees can be created. Finally, regarding the post-task, a review game like the *Kahoot!,* an assembly or even a drawing gathering information obtained will be welcome. Although it is sometimes difficult to see all the steps of the tasks in Pre-Primary Education, we can at least try to create meaningful tasks, related to real life and in which there is not only a linguistic output, but a more concrete and real product.

Finally, self-made **materials** should be encouraged for the benefit of the teacher and to serve as an example for future school teachers. Thus, the characteristics of the materials should be analyzed according to the needs of the classroom and the objectives to be achieved. Besides, self-made materials increase children's curiosity and motivation. They are more original, draw more attention and often arise from the interests of the children.

In conclusion, it can be asserted now that if professionals had more specialization they would be able to create a good curriculum to which all colleagues and students could adapt. For this, training would be necessary. In this way, there would be a coordination not only among teachers, but also between teachers and the curriculum, making the experience of growing through bilingual education an enriching one.

5. Conclusion

The focus of this research has been mainly on the CLIL approach and the current Spanish/British Integrated Curriculum for Pre-Primary Education. In-depth research has been carried out on both and, thanks to this, a series of tools have been developed to conduct the analysis. Thus, it has been observed how different aspects of CLIL are or not included in the curriculum; some teachers' ideas and perceptions about the curriculum, CLIL and its implementation; as well as some tools have been offered to analyse the reality of Pre-Primary bilingual classrooms.

Thanks to the results obtained from the several tools created and, significantly, the opinions of the professionals in the field, some key points could be highlighted. On the one hand, it has been proved that the main aspects of the CLIL approach that are pursued both in the curriculum and by the teachers in this programme are: the importance of language as a communication tool; the usefulness of this approach in order to obtain the students' comprehensive development; the presence of the 4Cs even if it may be confusing; the planning taking into account the diversity in the classroom; the variety of materials, which is necessary for a good implementation of CLIL; the importance of an assessment for learning and not of learning; and finally, the role of the teacher as a provider of input, promoter of interaction and pusher of output.

On the other hand, there are some aspects that seem to be absent both in the curriculum and in the teachers' perceptions, namely: the C of cognition through the progression of LOTS to HOTS; the language triptych of the C of communication as well as the progression between BICS and CALP; the development of a planning through a Tool Kit, taking into account the task-based principle; the necessary criteria in the selection or creation of materials; and the CLIL Matrix tool when evaluating both areas, language and content, in a balanced way.

It is true that there are more points present than not; however, such important aspects as scaffolding or the cultural issue do not match since they are either considered in the curriculum or in the teaching practice, but not in both. As mentioned above, not only is coordination among teachers important, but also coordination between teachers and the curriculum. Thus, the curriculum should be flexible, adaptable and reflective of different opinions. In this way, we call for more listening to bilingual teachers and for their opinion to

count. At this time, it is essential to think about the role that the curriculum has in our teaching life, and the possible improvements that can be made so that it is taken into account as the basis for bilingual education.

While I consider the study to be complete and I have gone into it in sufficient depth, it has fallen short because I considered it necessary to put the evaluation tool into practice in order to be able to draw real conclusions and comparisons between theory and practice. A study of several schools could have been conducted in which the impressions of the corresponding teachers and the reality of the classroom could have been analyzed, thus corroborating or questioning what has been concluded in this work. In this way, I would have tried to make more visible the relationship between the responses of the professionals and the responses obtained by analyzing the curriculum. Therefore, if I carried it out at a broader level now and could analyse the implementation in the classroom, I might change some items or try to structure it better, as can be observed in Table 6[17]. This table serves as a reflection tool after having piloted the study, and could help me in case of its implementation.

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[17] The perceptions are focused on the interviews due to the lack of information we can take from the questionnaires. The questionnaires are more aimed at knowing whether or not the CLIL approach is considered when teaching, and the interviews are aimed at understanding the CLIL implementation, that is to say, how this approach is carried out.

Table 6: Checking whether the CLIL aspects analysed are the same at the different levels.

				Have I included them when analysing?		
				Curriculum	**Perceptions**	**Implementation**
CLIL aspects that appear in the theory	Syllabus	Tool Kit.		√	✗ (It is not mentioned, but the learning communities are considered).	✗
		Goals.		√	√	√
		Diversity.		√	√ (Included in the materials section).	√
		4Cs	Content.	√	√	√
			Cognition: Bloom's taxonomy (LOTS to HOTS).	√	√	√
			Communication: BICS to CALP.	√	√	√
			Culture.	√	√	√
		Task-based principle.		√	√	√
	Materials	Origin and authenticity.		√	√ (Criteria is also added).	√
		Variety.		√	√	√
	Assessment	AfI.		√	✗	√ (Both self and peer-assessment are considered).
		Summative or formative.		√	√	√
		CLIL Matrix.		√	✗ (It is not mentioned, but the focus of the teaching is considered).	√
	Teacher's role	Training.		✗	√ (Coordination among teachers is required).	✗
		Input, interaction and output.		√ (Cooperative work is not considered).	√	√
		Scaffolding.		√	√	√

In short, and in response to the research question, it can be argued that the curriculum does follow largely a CLIL approach and, although some teachers believe that the curriculum needs to be updated, others think that it is adequate. However, possible improvements include the modernizing of the curriculum, continuous teacher training and major coordination among the teachers when planning. In fact, during this research, a possible updating of the curriculum has become known, which will come to light during the next school year. It will therefore be necessary to see whether the improvements proposed here, such as the progression from LOTS to HOTS and BICS to CALP, the language triptych, the task-based principle, the use of the Tool Kit, the criteria followed to choose or create materials, the scaffolding given and the CLIL Matrix have been taken into account or will be useful for the future implementation of bilingualism in our community.

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7. Appendixes

7.1. Appendix 1: Extended interview

INTERVIEW

Talking about CLIL within the Spanish/British Integrated Curriculum…

Welcome, everyone! I am Nerea Oto, a student of the Pre-Primary Education degree with a specialization in English. During my final project (TFG), I critically analyze the Spanish/British Integrated Curriculum in terms of the CLIL approach and, therefore, I would like to have the opinion of professionals in this field, so that they can give me a general impression and I can contrast the theory with the practice.

You are free to decide how to respond to this interview. It can be in written form by responding directly in this same Word document, by voice messages, by online video call...as you prefer. You could just let me know if you agree to answer and the format you prefer. Your opinion is very important. Thank you very much for your participation.

1. *How long have you been teaching in a British Council school? What English level did they ask you for?*
2. *What may you find different from other bilingual programmes, if you know any?*
3. *Have you ever read the Spanish/British Integrated Curriculum? If so, do you take it into account when planning?*
4. *What does CLIL mean for you?*
5. *Do you work through the CLIL approach?*
6. *If so, describe a daily session briefly.*
7. *What aspects do you consider when planning it? Do you focus on the task-based principle? If so, how? Do you think about the 4Cs (content, cognition, communication and culture) framework? How do you integrate the cultural aspect? What do you focus most on: input (information you give), interaction (teacher-students or student-student) or output (their productions)?*
8. *Do you promote cooperative work in order to develop communicative skills? How?*
9. *What materials do you use? Are they already-made or are they elaborated by you? What kind of criteria do you use when choosing or creating them? Do you try to*

adapt them if they are EFL or native materials? Do you try to include all kind of materials (realia, visuals, ICTs, songs, etc.) to address the needs of all children?

10. *Are you used to sharing your materials with other professionals of this bilingual field? If yes, where?*

11. *Do you try to include scaffolding techniques in terms of language support? If so, what are the techniques (recasting, rephrasing, echo correcting, direct correction…) you use more?*

12. *When talking about assessment, do you focus it more on language, on content, or you try to include both?*

13. *Are you more used to writing down notes during the lessons, using direct observation or collecting a final portfolio at the end?*

If the interviewed teacher knows the principles of the approach, the following questions will also be asked:

14. *How do you assess your pupils? Through a continuous/summative assessment or a formative one? What tools do you use: rubrics, checklists, direct observation, a portfolio…?*

15. *Do you think that the CLIL approach leads to better language proficiency in the target language compared to traditional approaches? Do the students interact more?*

16. *Does CLIL lead to better subject matter knowledge than other bilingual methods?*

17. *In what way does CLIL influence attitudes and motivation vis-à-vis languages and language learning?*

18. *Do you think that CLIL really makes sense and can be fully applied in the stage of Pre-Primary Education? Why?*

7.2. Appendix 2: Questionnaires

1. *What school are you teaching at?*

2. *What are you teaching? (If you have been teaching Pre-Primary for any period of time, mark it and focus on that experience instead of Primary)*

3. *What English certificate do you have?*
   a) Cambridge B2
   b) Cambridge C1
   c) Cambridge C2

d) Other (specify)

4. *Do you feel that the experts in the British Council programme offer their help? Yes/No.*

5. *Have you received basic training about this British Council program to help you implement it better? Yes/No.*

6. *If so, has it been useful for you? Yes/No.*

7. *Do you have the institutional support to plan the programming, the materials...? Yes/No.*

8. *Is there coordination between the Pre-Primary project teachers (bilingual ones) when programming and establishing common objectives? Yes/No.*

9. *And with the Spanish class tutors? Yes/No.*

10. *Do you know the Spanish/British Integrated Curriculum for Pre-Primary Education? Yes/No.*

11. *If yes, do you take it into account when planning? Yes/No.*

12. *Which aspects do you consider positive in this curricular model?*

13. *Which aspects would you change in this curriculum?*

14. *Do you work through the CLIL approach? Yes/No.*

15. *Define CLIL with one word.*

16. *When it comes to materials, I use:*
    a) Already-made materials.
    b) Elaborated by me.
    c) EFL or native adapted materials.

17. *Do you consider any kind of criteria to choose or create them? Yes/No. Explain.*

18. *Are these criteria offered by the Spanish/British Integrated curriculum? Yes/No.*

19. *What kind of assessment do you use?*
    a) Formative (continuous), such as questions or a portfolio.
    b) Summative, such as a test.

20. *What tools do you use to assess children? (rubrics, checklists)*

21. *Is the success of the program evaluated at the end of the course? Yes/No.*

22. *Would you like to add any comments or experiences?*

7.3. Appendix 3: Google Forms link

Hereunder, the link to the questionnaire that was completed by 14 teachers is attached so that it can be looked at and evaluated: https://forms.gle/yVZLpFRevc383C7ZA

7.4. Appendix 4: Analysis

Due to the possible problems encountered with access to the attached document, in which the complete analysis is more easily observed, the same table has been attached here as well in order to facilitate its observation if it would otherwise be complicated.

			CLIL	Are these main aspects of CLIL mentioned within the Spanish/British Integrated Curriculum (1996)?			
				Yes	No	If yes, examples	If no, suggestions
Main aims			Learning and teaching of the target language through a topic.	X		"Promote the acquisition and learning of both languages through an integrated content based curriculum" (p.23). "Learning content of the infant/primary curriculum through English". "They are themes familiar to children in their mother tongue. This contributes to making the concepts easier for them to grasp and allowing them to assimilate new language within the context of the topics presented" (p.33).	
			Learning how to communicate: language as a tool for communication.	X		"Pupils should be encouraged by the teacher to respond orally and "create" language as early as possible" (p.26). "As teachers use English in a natural way, children are not just learning lists of vocabulary, but learning to understand and use language in a meaningful context" (p.32).	
Approaches			Language-led.	X		"There are good reasons for introducing pre-reading, reading and writing skills in English while the children are still in the infant class" (p.26). "As children become confident readers their knowledge of and control over the language becomes increasingly more individual and personalised" (p.40). "When integrated into all aspects of every-day school life, listening and speaking skills form a firm foundation from which learning, knowledge and communication skills develop" (p.40).	
			Subject-led.	X		"By using a cross curricular approach, all subjects can be studied within a given topic" (p.31).	
Knowledge development			Construction of knowledge in a comprehensive way, connecting old-new information and analyzing the same topic from different angles. As we acquire new areas of knowledge, we acquire new areas of language and meaning.	X		"The acquisition of language, number skills, literacy skills and science skills, whether in Spanish or English is largely through a topic-based approach taking the development of the whole child into account within each topic and throughout the three years of the infant cycle" (p.25). "Just as they acquired their mother tongue, as their understanding develops, children begin to use English; first with single words, then a few words together until over time they begin to create complete phrases" (p.32). "They are themes familiar to children in their mother tongue. This contributes to making the concepts easier for them to grasp and allowing them to assimilate new language within the context of the topics presented" (p.33).	
Principles	4Cs Model		Content through interesting topics, such as Science, Arts and Crafts, Music or Mathematics.	X		"Identical concepts are not necessarily covered at the same time in both languages" (.25). "The topics in this curricular document have been selected as being meaningful and motivating to young children" (p.33).	
			Cognition: Bloom's taxonomy (progression from LOTS to HOTS).		X		A clear distinction between the Low Order Thinking Skills and the High Order Thinking Skills should be emphasized. It talks about developing thinking, but not about how to do it.
		Communication	Language triptych: language of, language for and language through.		X		The different kinds of language that may appear in the classroom should be known and differentiated in order to promote them in different ways.
			Language using and language learning.	X		"Topics provide a meaningful context in which the English language can gradually be understood through diverse learning activities; assimilated and then produced by the children little by little and each at their own pace" (p.32).	
			Multiple varieties of language recognized.	X		This "exposes children to a broader range of language" (p.33). "As children become confident readers their knowledge of and control over the language becomes increasingly more individual and personalised" (p.40).	
			Matter of meaning and form.	X		It focuses on the foundations of reading and writing, but mostly on the communication.	
			Progression: using BICS to CALP model.		X		"A clear delineation in the subjects and contents to be taught in English and the levels at which these should be taught" (p.24). "Attainment levels at the end of the infant cycle" (p.26). "We must ensure when planning integrated topic webs that there is sufficient variety and progression from year to year" (p.33).It does not talk about the progression within the year.
		Culture	Intercultural approach.	X		"Encourage awareness of the diversity of both cultures" (p.23). "Knowledge and understanding of the world" (p.26).	
	Task-based principle		Pre-task: activation of schemas.		X		Although a sample lesson is shown, there is no explanation about how to arrange a lesson.
			Task: practice the new knowledge.		X		
			Post-task: evaluation and revision.		X		

Aspects to analyse						
	Planning	Using the Tool Kit	Shared vision.	☒	"Clear learning objectives from the curriculum are shared, worked on and assessed by teacher and pupils" (p.28).	Even though the Tool Kit is not mentioned or explained, there are some lesson plans and mind maps that may be useful when planning. However, a clear explanation is still neccesary to check the details of each moment of the lesson. There is just one section (p.46) in which elements that need to be taken into account when teaching reading and writing are mentioned.
			Context analysis and personalization.	☒	"Undue pressure to produce language should not be put on this child and the maturity and pace of development of each individual respected" (p.26). "As children become confident readers their knowledge of and control over the language becomes increasingly more individual and personalised" (p.40). "Allowing each child to make progress at a pace that suits his/her individual development and experience"(p.47).	
			Planning a unit: mind map model.		It mentions the topic webs.	
			Preparing the unit.	☒		
			Monitoring and evaluating.	☒	It explains some simple pracice activities that promote Afl: sharing learning objectives, presenting expectations, giving feedback, giving advice for improvement and fully involving children in assessment and next steps.	
			Next steps.		"It would be advisable to have both Spanish and UK teachers who have been involved in the project for some time on the team in addition to experts in primary education from the Ministerio de Educación and the British Council". "The team consisted of six Spanish and British teachers, each with more than three years experience working in the infant years in the project and was led by those responsible for the overall management of the bilingual project" (p.24). "It is an integrated project in every sense of the word: this means that planning and co-ordination between the Spanish class teachers and English teachers within each class is essential" (p.28).	
	Diversity	Different kinds of input, interaction and output considering the multiple intelligences.		☒	"The Spanish teacher can quietly support children who are having difficulties, who may be new to the class, or have been absent and who may require some extra temporary help" (p.26). "Undue pressure to produce language should not be put on this child and the maturity and pace of development of each individual respected".	
	Materials	Meaningful.		☒	"This document should also include a comprehensive list of resources (books, materials, equipment) which are recommended for the success of the project at each stage" (p.24).	
		Adapted from an EFL or native material/Elaborated.		☒	It does not talk about materials itself. It just mentions materials related to Jolly Phonics. Some general advises could be given to get all teachers focus on the same objectives. Some criteria could have been proposed.	
		Emphasis on	Games.	☒	"Games allow children to actively develop listening skills and give all the children the opportunity to speak out aloud in a non-threatening atmosphere" (p.43).	
			Audios, songs, music.	☒	"T.P.R./action games and music and movement activities allow children to exercise their listening skills and still be in motion at the same time" (p.43).	
			Audiovisuals.	☒	Storytelling.	
			Realia/Authentic material.		"Real" books, paper, postcards, greetings cards, envelopes and a range of reading and writing materials will be provided. In terms of speaking and listening, songs, rhymes and (non) fiction texts. Referred to Maths, TPR activities, songs, rhymes, stories, matching and sequencing games and other language and literacy work.	
			ICTs/Multimedia.	☒	"Encourage the use of modern technologies in learning other languages" (p.23).	
	Scaffolding	If learners are not supported in using language for content learning, then CLIL cannot succeed.		☒		Extra linguistic scaffolding should be mentioned due to the importance of the language within this balance.
		Techniques that can be used: elicitation, repetition, recast, explicit correction, clarification requests and meta-linguistic feedback.		☒		Exlaining several techniques and their uses within examples would have been useful for the scaffolding teachers are required to give.

	Tool: CLIL Matrix: linking linguistic and cognitive aspects.		✗		"With a view to specifying content and assessment criteria for the different levels in infant and primary" (p.24). Thus, it can be observed that linguistic skills are left behind. It just focuses on content. What about describing a mix of useful criteria to assess both skills?
	Clarify: focus on language or content.		✗		
Assessment	Assessment for learning.		✗	"AfL ensures that assessment is an integral part of the teaching and learning process on a day-today basis" (p.27). "AfL will bring greater clarity to teaching and learning and will begin to equip children with skills to be reflective learners". "Using AFL methodology facilitates keeping records of each child's progress on a day-to day basis which will serve for effective planning and implementation for progress". It mentions WILF and WALT. Giving feedback is really meaningful. Children need to be involved.	
	Types	Summative (observation, notes, rubrics, checklists).	✗	"Evidence can be kept of achievements e.g. through photos, samples of work and video clips" (p.28).	
		Formative (portfolio).		"Identifying the attainment level of each child at the end of the infant cycle will be made easier when this methodology is adopted and clear learning objectives from the curriculum are shared, worked on and assessed by teacher and pupils" (p.28). "All children at the end of the cycle should be assessed by the teacher, following the bands of attainment as described in these guidelines" (p.29).	
Teachers' role	Provider of comprehensible input.		✗	"The project teacher will speak in English to the children and that there is no need for the Spanish teacher to provide a translation or to "explain" in Spanish what has been said" (p.26). "Provide opportunities for the children to listen to and speak to different people in English i.e. older children, other teachers and visitors" (p.44).	
	Promotes interaction.		✗	"Facilitate the exchange of teachers and children" (p.23). Class routines "will ensure continuity, help the children feel more secure and will create opportunities for positive communication" (p.25). "Promote and support communication between the children" (p.42).	
	Pushes output.		✗	"Children's understanding of English is largely demonstrated through nonverbal response to the language input through physical response to songs, games, stories, creative response through art and craft activities, expressions of pleasure arising from stories, songs and rhymes" (p.26). "Through verbal response in Spanish and through repetition in English of "chunks" of familiar language". "Language involving classroom routines and repetitive language in stories". "Pupils should be encouraged by the teacher to respond orally and "create" language as early as possible".	

7.5. Appendix 5: Interview 1[18]

1. *How long have you been teaching in a British Council school? What English level did they ask you for?*

   I have been teaching in different British Council Schools for more than 5 years. When I took the interview for taking part in the Bilingual Collaborators lists of Aragón, one of the requirements was to have at least a C1 certificate in English.

2. *What may you find different from other bilingual programmes, if you know any?*

   The main difference from BRIT Aragón or other bilingual programmes are the amount of time taught in English, the bilingual teaching staff and their organization.

   - In British Council schools 40% of its schedule is taught in English whereas in BRIT Aragón just 35%.

   - Concerning teaching staff and from my point of view, teachers have a higher level of English in British Council schools and they are more experienced in bilingual education. This might be to the fact that their bilingual collaborators have at least a C1 certificate, whereas in BRIT Aragón Schools just the oral competence teacher is required to have that level. On top of that, there are many native speakers in British Council schools, since it is not necessary to take the Primary Education State Exam to get a position in these schools. During my working experience in British Council schools, I have come across many experienced and skilled teachers, who were glad to mentor me and share their knowledge. BRIT Aragón schools, on the other hand, do not count with such experienced bilingual teachers, but the Unidad de Lenguas Extranjeras, in coordination with CARLEE (Centro Aragonés de Lenguas Extranjeras para la Educación), have provided a great variety of useful induction courses, for BRIT Aragón schools. Moreover, their teachers are given priority when it comes to access to most teacher training courses of CARLEE.

   - The last significant difference of both types of schools in Infant Education is the organization of the bilingual staff. In MEC British Council Schools, there is usually one English teacher for the English teaching hours, whereas in BRIT Aragón schools there are usually two English teachers teaching the same group: the oral competence teacher and an infant education teacher with a B2 certificate.

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[18] This interview has been answered by a Pre-Primary Education project teacher (2nd year) from Montecanal School.

This makes the coordination process very difficult since the oral competence teacher teaches in different levels.

3. *Have you ever read the Spanish/British Integrated Curriculum? If so, do you take it into account when planning?*

I have read it many times and learned a lot from it. It has always been my planning guide. I have always followed it, although I was working in a different bilingual program, because it is very well organized, it provides clear targets, learning outcomes and is developed for each course on Infant Education. Additionally, it gives us examples and orientations on how to work in an integrated way in our classes, following a CLIL approach: mathematics, knowledge and understanding of the world, literacy, social skills…

4. *What does CLIL mean for you?*

For me, CLIL is a holistic and global approach, in which students acquire linguistic and non linguistic skills, culture and content using a foreign language.

5. *Do you work through the CLIL approach?*

Yes, CLIL is the methodology that has to be followed in bilingual schools and so do I.

6. *If so, describe a daily session briefly.*

A typical session of Infants in which we follow a CLIL approach is circle time. Here, we work on different aspects:

- Communication: We greet each other in different ways when entering the room and once we are sitting we do the *How are you?* round where they take turns to ask each other and answer about their feelings.

- Content: During circle time, we work on mathematical concepts since we count how many students there are in the class, at home, in total… We also work and reflect on contents about Knowledge and understanding of the world such as days of the week, months, weather, seasons and their characteristics. We also practice these contents doing some musical activities in which they have to follow a rhythmical pattern through movement.

- Cognition: During circle time, I ask them the question of the day or sometimes we do experiments or hands on activities to make the learning process more meaningful and to develop other skills such as predicting, classifying, comparing, analyzing, creating… (lower and higher order thinking skills).

- Culture: they also acquire culture during circle time, since they are learning different aspects of English speaking countries such as that the week starts on Sundays, nursery rhymes, celebrations…

7. *What aspects do you consider when planning it? Do you focus on the task-based principle? If so, how? Do you think about the 4Cs (content, cognition, communication and culture) framework? How do you integrate the cultural aspect? What do you focus most on: input (information you give), interaction (teacher-students or student-student) or output (their productions)?*

As I have described in the previous question, I take the 4C into account and I also try to follow the task-based principle. For example, in every unit of work I include the 4C's Model and I start from simple exercises or activities for them to learn content and language, and providing them with plenty of scaffolding I always plan a final task in which they have to create an outcome integrating the previous learned aspects. For example, we are dealing with bears right now. We have worked with positional and descriptive language through a story, and now, we are going to research about bears. To start with, I have made a KWL chart to know their previous knowledge and interests. Taking them and the curriculum into account, I have created a fact book, which students have to complete. I made sure to include their curiosities but also to follow a CLIL approach taking into account the curriculum. Doing this audio-book they, will acquire:

- Content: Literacy (phonics, descriptive language, high frequency and tricky words, reading, writing), mathematical concept (numeracy, size...) or science content (hibernation, mammals' cubs… geography).
- Communication: The children are going to record themselves reading the book and their partners and parents will ask them questions about their audio-books.
- Cognition: All the activities imply lower order thinking skills such as understanding, applying or matching, but some of them also imply a higher level of cognition such as contrasting and comparing their teddy bears with a brown bear and draw their differences and commonalities using a Venn Diagram.
- And last but not least, culture. One part of the book is about geography where children have to locate in a map the different continents where we can find bears. Children will also learn during this book a different unit of measurement used in English speaking countries to see how many feet long is a bear, by putting feet cards together until they reach the bear size.

8. *Do you promote cooperative work in order to develop communicative skills? How?*

I am using some Kagan's cooperative learning structures in my lessons, such as *Round Table* or simultaneous round table to write sounds, words or to draw something cooperatively. I usually use *Round Robin* when I introduce phonics sounds and vocabulary to practice in an oral way. And, recently, I have started to use *Quiz Code Trade* in which they pair up and quiz each other to read decodable words.

9. *What materials do you use? Are they already-made or are they elaborated by you? What kind of criteria do you use when choosing or creating them? Do you try to adapt them if they are EFL or native materials? Do you try to include all kind of materials (realia, visuals, ICTs, songs, etc.) to address the needs of all children?*

I use different types of materials: stories, videos, online games, worksheets, flashcards, realia, games… to create different types of activities and address my students' needs and motivate them. Most of them have been elaborated by me, since we are not following a textbook, and I think it is the best way to adapt them to the characteristics of our students. But, I can also borrow stories, worksheets, games and other type of materials from the English department, and I am sometimes allowed to spend some money on teaching material such as a pocket chart or a wireless keyboard.

10. *Are you used to sharing your materials with other professionals of this bilingual field? If yes, where?*

Up to now, I have just shared the materials with students' parents and some teachers. I also make sure that, every time when I change school, I leave the materials I have created for other teachers to use them. Nowadays, I am thinking of creating a blog or another platform, on which I can share everything I have created with other professionals, because I do believe in the power of sharing and I have been learning a lot from other teachers and using their ideas. Now that I am more experienced, I think it is time to facilitate others' work and contribute so to improve the quality of bilingual education.

11. *Do you try to include scaffolding techniques in terms of language support? If so, what are the techniques (recasting, rephrasing, echo correcting, direct correction…) you use more?*

Scaffolding is crucial when learning a foreign language and especially in infant education, when children's linguistic competence is still very low. Some scaffolding techniques I use are: following oral with written texts, rephrasing, writing prompts in

form of display or sentence stripes with pictures, teaching familiar chunks of language, graphic organizers…I also tend to use some Spanish words in between and I allow code switching, permitting them to express themselves in Spanish. Afterwards, I model it and make them say it in English. Maybe, the techniques I use the most are modeling and questioning.

12. *When talking about assessment, do you focus it more on language, on content, or you try to include both?*

I try to include both since it is the way I teach.

13. *Are you more used to writing down notes during the lessons, using direct observation or collecting a final portfolio at the end?*

I am more used to collecting them at the end, since during the lesson I am normally too busy.

14. *How do you assess your pupils? Through a continuous/summative assessment or a formative one? What tools do you use: rubrics, checklists, direct observation, a portfolio…?*

My assessment process is continuous, formative and summative. I use rubrics to evaluate them as a result of the teaching learning process and a student journal to register data in a continuous way. Besides, I use different assessment for learning techniques, such as self-evaluation, peer-evaluation or other techniques such as WALT, WILF or WAGOLL.

15. *Do you think that the CLIL approach leads to better language proficiency in the target language compared to traditional approaches? Do the students interact more?*

Students learn more following a CLIL approach, not just language, and it is more motivating for them, and usually, they achieve a higher level of linguistic competence. But, as far as I am concerned, we should not forget that the main aim of learning a foreign language is to communicate and not to learn and memorize content from other subjects. Therefore, we, as English teachers, must assure to arrange these interactive and communicative situations and provide them with useful communicative chunks of language and not laying too much importance on the memorization of technical concepts, which can always be acquired later in higher education or university.

16. *Does CLIL lead to better subject matter knowledge than other bilingual methods?*

I do not dare to answer this question, since I do not know other bilingual methods different from CLIL.

17. *In what way does CLIL influence attitudes and motivation vis-à-vis languages and language learning?*

Children's curiosity and motivation are awake when we are dealing with themselves and their environment. They also like to be involved in exploration, research, communication or reflection, which can be easily done when teaching science or arts content.

18. *Do you think that CLIL really makes sense and can be fully applied in the stage of Pre-Primary Education? Why?*

I think it is the natural way to acquire a language in early stages, especially in Pre-Primary, where things are taught in a global way. But I think, as I said before, that we should not focus that much in the memorization of contents and lay more importance in the acquisition of the linguistic competence from a communicative point of view.

7.6. Appendix 6: Interview 2[19]

1. *How long have you been teaching in a British Council school? What English level did they ask you for?*

This is my 8th year working as a collaborator and I got the C1.

2. *What may you find different from other bilingual programmes, if you know any?*

I do not know other bilingual programmes.

3. *Have you ever read the Spanish/British Integrated Curriculum? If so, do you take it into account when planning?*

Reading the Integrated Curriculum must be the first step to focus your students' main aims when planning.

4. *What does CLIL mean for you?*

Personally, I think that CLIL is an interdisciplinary methodology that comprises different subjects or areas. It can be developed in a L2 or not.

5. *Do you work through the CLIL approach?*

Yes. I do. Personally, I think that CLIL methodology is the only way to work in Infants stage.

6. *If so, describe a daily session briefly.*

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[19] This interview has been answered by the Pre-Primary Education project teacher from Agustina de Aragón school.

Teaching Pre-school children usually involves playful activities (games, songs…) where English is used as the vehicular language and adapted to my students. Hereunder, an example of my planning lessons can be observed.

- Title: *Winter Clothes.*
- Context: I prepare the most frequent words and print them on visual aids (flashcards, banners …).
- Content and Language: Here, I include the objectives too: vocabulary (about 8-10 words), grammar structures ("What are you wearing today? I am wearing…"), phonics (W-I-N-T-E-R).
- Cultural aspects: winter sports (outside-inside) or experiments with ice.
- I also consider students' interests.
- I develop all these aspects along the session.

7. *What aspects do you consider when planning it? Do you focus on the task-based principle? If so, how? Do you think about the 4Cs (content, cognition, communication and culture) framework? How do you integrate the cultural aspect? What do you focus most on: input (information you give), interaction (teacher-students or student-student) or output (their productions)?*
No answer.

8. *Do you promote cooperative work in order to develop communicative skills? How?*
Of course. We, as teachers, must shape a relaxed and fearless environment in which students are comfortable to use a L2 without feeling under pressure. Consequently, if they work cooperatively, they will feel part of the group and ready to achieve the same goals together.

9. *What materials do you use? Are they already-made or are they elaborated by you? What kind of criteria do you use when choosing or creating them? Do you try to adapt them if they are EFL or native materials? Do you try to include all kind of materials (realia, visuals, ICTs, songs, etc.) to address the needs of all children?*
I usually prepare my own materials or adapt native ones. The criteria applied to my election are based on my students' interests, together with the British/Spanish Integrated Curriculum. As every student is different and they have their own way of learning, all types of materials are included on the list.

10. *Are you used to sharing your materials with other professionals of this bilingual field? If yes, where?*

Yes, I usually do it at the coordination meetings where we share information about our projects.

11. *Do you try to include scaffolding techniques in terms of language support? If so, what are the techniques (recasting, rephrasing, echo correcting, direct correction…) you use more?*

Yes, I do. Actually, I use all of them, depending on the moment or the activity I carry out.

12. *When talking about assessment, do you focus it more on language, on content, or you try to include both?*

All these elements are important in that process, although personally, the use of language is more relevant on early stages.

13. *Are you more used to writing down notes during the lessons, using direct observation or collecting a final portfolio at the end?*

I often use direct observation and take notes of special events in the classroom from time to time.

14. *How do you assess your pupils? Through a continuous/summative assessment or a formative one? What tools do you use: rubrics, checklists, direct observation, a portfolio…?*

All of them are necessary. In Infants stage, direct observation is the most useful one.

15. *Do you think that the CLIL approach leads to better language proficiency in the target language compared to traditional approaches? Do the students interact more?*

No answer.

16. *Does CLIL lead to better subject matter knowledge than other bilingual methods?*

In my opinion, teaching and learning lessons through an integrated method is the best way to assimilate it. Not only for our students but also for teachers because contents and objectives are contextualized and in relation to each other, at the same time.

17. *In what way does CLIL influence attitudes and motivation vis-à-vis languages and language learning?*

CLIL methodology is the best way to establish a real context in the classroom to integrate new vocabulary and structures and, consequently, it influences positive attitudes and students' motivation to use a L2.

18. *Do you think that CLIL really makes sense and can be fully applied in the stage of Pre-Primary Education? Why?*

I personally think that CLIL methodology has been applied for ages in Pre-Primary Education in the sense that it is an integrated teaching-learning process where all the areas are frequently included in one.

The use of a L2 in the classroom could be sometimes stressful for recent teachers, especially if they are not native speakers. However, by preparing and organising activities in advance, we can predict the vocabulary and structures facing new topics.