Enhancing Bilingualism Processes in Elementary School Self-Contained Teachers through Content and Language Integrated Learning Training

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Abstract

This explanatory case study aims at describing how content and language-integrated learning (CLIL) training is a way to support bilingualism in self-contained teachers at elementary school. So that the effectiveness of researching CLIL training to enhance bilingualism processes in self-contained elementary school teachers is described while getting data from a focus group interview, artifacts and field notes. The data collection techniques were applied to 6 self-contained female teachers at the elementary branch of a bilingual national school in Bogota. The group was selected as a sample from teachers who have the chance to be trained by the bilingualism coordinator. To analyze the data, it was necessary to code it to get patterns and similarities. The results have shown that teachers who work in a bilingual national institution need to know the regulations and requirements to comprehend what they are expected to do. Besides, when teaching content through a foreign language one needs to be aware of facts such as language acquisition, input and language awareness to achieve learning and teaching goals. For further discussion, this study exposes the importance of teachers training at the very beginning of hiring them to support bilingualism processes at any level keep in mind that teachers should be empowered and aware of the importance of training while playing their role as teachers.

Keywords: CLIL, bilingualism, self-contained teachers, professional development, language awareness, metacognition, training, school regulations.

Resumen

Este estudio de caso explicativo tiene como objetivo describir cómo la formación en aprendizaje integrado de contenidos y lenguas (CLIL) es una forma de apoyar el bilingüismo en los profesores integrales de primaria. De modo que se describe la eficacia de investigar la formación CLIL para mejorar los procesos de bilingüismo en docentes integrales de primaria mientras se obtienen datos de una entrevista de grupo focal, artefactos y notas de campo. Las técnicas de recolección de datos se aplicaron a 6 docentes integrales de primaria de un colegio nacional bilingüe en Bogotá. El grupo fue seleccionado como muestra de docentes que tienen la oportunidad de ser capacitados por el coordinador de bilingüismo. Para analizar los datos, fue necesario codificarlos para obtener patrones y similitudes. Los resultados han demostrado que los docentes que laboran en una institución nacional bilingüe necesitan conocer las normas y requisitos para comprender lo que se espera de ellos. Además, cuando se enseña contenido a través de un idioma extranjero, es necesario ser consciente de hechos como la adquisición del idioma, la información que se enseña y la conciencia del idioma para lograr los objetivos de aprendizaje y enseñanza. Para mayor discusión, este estudio expone la importancia de la formación de los docentes desde el inicio de su contratación para apoyar los procesos de bilingüismo en cualquier nivel, teniendo en cuenta que los docentes deben estar empoderados y conscientes de la importancia de la formación en el desempeño de su papel como docentes.

Palabras clave: CLIL, bilingüismo, docentes autónomos, desarrollo profesional, conciencia lingüística, metacognición, formación, normativa escolar.

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Introduction

Being involved in a bilingual school while teaching, demands that content teachers have enough knowledge about the approaches that are related to the process of becoming bilingual while communicating using a foreign language. That is the reason why this research study describes self-contained teachers' perceptions at elementary schools while they get some training regarding CLIL.

So, becoming a self-contained teacher implies being able to teach a variety of subjects such as math, science, social studies, Spanish, etc. while at the same time, the same self-contained teacher knows some tips and strategies to lead their whole learning process.

However, in regard to the context of this research study. The teachers not only need to know about the content they teach but also need to demonstrate English proficiency, especially in their speaking level to teach the same content but in English hopefully increasing communicative English competence in kids and teenagers.

The school, where all of this happens, is a bilingual national school that bases its Bilingual model, that can be found inside its Institutional Educational Project (PEI), on Content Based Approach (CBA), Content Language Integrated Learning (CLIL) and Lexical Approach (LA) . It works on bilingualism to guide students to obtain a diploma as Bilingual students with B2 English proficiency level according to the CERF at the end of their educational process in secondary school.

This is a process that challenges the entire institution, teachers, directives, parents, children, and employees, due to the fact that bilingualism is not only about speaking a language but also knowing about two cultures and easing learners into having contact with authentic learning environments that promote second and first language acquisition.

This research proposal aims at describing the target population's experience while they get to know more about CLIL, SLA, and bilingualism increasing their metacognition and describing their awareness about the process.

Throughout this paper, readers will find the statement of the research problem as well as its explanation. Besides, there is going to be a rationale to contextualize the reader, and finally, the theoretical framework and the methodology will give a path about how the research project was developed.

Context of the Research Problem

Working in a bilingual institution implies being aware of the dynamics inside it and having the necessary training and accompaniment to be able to design and carry out bilingual lessons. After being hired this implies to know what it comes with.

Training teachers and giving them information and knowledge allows them to empower their practices. Empowering teachers is a key aspect, Garcia argued (as cited in Truscott de Mejia, 2018) that “all teachers today need to have specialized knowledge about pedagogical and economic struggles that surround language, about pedagogical practices surrounding bilingualism and about bilingualism itself” (p.2).

What is more, mentioning the context of this study, teachers were having some issues when planning and giving out a bilingual lesson because they might perceive students did not understand them completely when they spoke in English and when they did not use their mother tongue to clarify.

It was found that the teachers in this school were confused about how CLIL methodology, which is part of the school bilingual model, might be implemented inside their lessons and how it could help them to have successful results, due to the lack of training they have and the lack of time to align their strategies to what is required.

This research proposal is carried out in some training sessions in a private national bilingual school in Bogota. Its target population is 6 self-contained teachers at elementary school whose English level is not officially certified but they are self-contained teachers who were hired to teach bilingual content through the implementation of CLIL as the basic

methodology. As Camargo (2018) explains self-contained teachers are those in charge of teaching more than one subject to one group of students.

Having explained so, the issue that was seen by the researcher were the needs those teachers have in order to work on bilingualism while not having an English proficiency certification and without having further knowledge about CLIL and bilingualism policies inside the school.

CLIL is the methodology that should be used inside the school to promote bilingualism. That is why this research proposal aims at training teachers regarding CLIL to give them strategies to increase their skills and performance when teaching content. So, it implies that teachers express their necessity to understand how CLIL should work in order to design their lessons inside this bilingual school.

On the other hand, it is also crucial to work on how they can reflect upon their performance and develop their awareness of the language and learners language acquisition process.

Then, it might be possible to collect their conclusions about how vital is for them to give the correct input to get a comprehensible output from their students.

So, it means that, throughout this study, what teachers conclude when they learn more about CLIL and how their metacognition process gradually might be strengthened taking them to grow their self-awareness as teachers is going to described.

Research question and objectives

Research Question

How enhancing bilingualism training in CLIL gives self-contained elementary school teachers strategies when teaching content in a national bilingual school in Bogota, Colombia?

General Objective

To equip self-contained elementary school teachers with effective CLIL (Content and Language Integrated Learning) strategies for teaching subject matters in a national bilingual school in Bogota, Colombia

Specific Objectives

To investigate the perceptions of self-contained teachers towards CLIL and their language teaching responsibilities within the school.

To create a series of bilingual CLIL training activities for teachers to demonstrate effective techniques for teaching subject matter.

To document the metacognition process of teachers as they acquire and implement CLIL strategies.

To analyze how teachers implement CLIL when teaching content after receiving CLIL training.

Rationale of the Study

Empowering teachers is a key aspect that is going to be shown throughout this investigation process since as Garcia argued (as cited in Truscott de Mejia, 2018) “all teachers today need to have specialized knowledge about pedagogical and economic struggles that surround language, about pedagogical practices surrounding bilingualism and about bilingualism itself” (p.2). It is not sufficient for trainee teachers in bilingual education programs only to aim at reaching a high level of proficiency in the target language hence empowerment appears here as a positive characteristic of teacher training.

To begin with, there should be elements and strategies to do so, one is to give out teachers information about how to perform a bilingual content lesson to get meaningful learning outcomes while increasing learners’ English proficiency.

Empowering teachers has significant benefits in terms of professional development. So, it means teachers will feel more motivated to teach while they are using a foreign language. Empowering teachers give in significant speed advantages when it is funny, meaningful and it eases duties.

As Porcedda and Gonzalez (2020) explained, teacher training should also consider as principle how students learn and be able to understand, furthermore how teachers could guide them step–by–step along their own path. So, it is so crucial to train teachers not only regarding their content but also regarding the way they might teach using both content and language.

Regarding the context of this study, self- contained elementary teachers at this national bilingual school are daily challenged to teach content to little kids applying Content Language Integrated Learning (CLIL) as the methodology and a Content-based approach (CBA). Thus, training them with some useful strategies regarding that methodology, as a first step to promoting the use of the foreign language, might empower them.

Coonan (as cited in Porcedda and Gonzalez, 2020) explained that becoming a CLIL teacher implies having the awareness that “CLIL teaching is not the sum of the characteristics of

subject teaching and a foreign language teaching put together"(p.51). It might be the goal to be achieved through teacher training, although it seems to be a long way out that could be walked giving teachers the necessary tools.

The European Commission Note (as cited in Porcedda and Gonzalez, 202) also adds that "teacher training has always been a difficult path, depending on its intrinsic nature both language and content teaching and evaluation" p.51. Traditionally, *teaching is typically organized using the one teacher* , *one language* or *one subject*, *one language* approach, whilst the linguistic awareness into transversal and inclusive curricula can provide more authentic learning, geared towards a real-life situation. Changing traditional paradigms might be a test ahead. However, it is not impossible especially if teachers accepted the challenge to take part in a bilingual institution using CLIL as a method to be bilingual. That is why this project attempts to work on teacher training to make them aware of one of those steps towards the second language acquisition process.

Additionally, through training for bilingual teachers at this national bilingual school the research pretends to make teachers more aware of their role inside the school as well as analyzing their metacognition of such process .

It could make the difference regarding decontextualization since as Brutt-Griffler and Varguese criticized (as cited in Truscott de Mejia, 2018,) "the static and prescriptive nature of the professional development programs offered to bilingual teachers where much of the knowledge presented is decontextualized and where according to them the knowledge base has failed to include many of the roles those bilingual teachers are involved in" p.17.

Therefore, if there is a significant experience for teachers where they really find a reason to get involved in the bilingualism process. They will also understand the many roles they play.

One of those roles, aims at encouraging students to become bilingual and to communicate using English as a foreign language, while learning content. As a result this became an institutional goal that everyone fights to achieve.

To be able to accomplish such a goal, it is necessary to train teachers concerning bilingualism and CLIL. However, bilingualism is a broad topic that needs to be narrowed down.

As a result, to be more specific, this investigation aims to train self-contained elementary school teachers regarding CLIL to increase their knowledge and to gather their metacognition process description at the end of the exercise. Therefore, one of the main conceptions of this mentioned training is making teachers aware of the importance of their role in the bilingualism process in the school using CLIL as the subject matter of training, including its further implications. Besides, it is desired to implement some training activities which point out the kind of competencies teachers are meant to have according to CLIL which is the main methodology used by the private national bilingual school, in its bilingualism model.

So, this study has significant benefits in terms of bilingual education, especially at this private national bilingual school in view of the fact that this institution is in the search of strengthening the bilingualism process from primary to secondary.

Thus, as Perez (2018) explains the sustainability of bilingual education is teacher training for Content and Language Integrated Learning. So, teachers might be taught about CLIL, the implications of learning a foreign language, Second Language Acquisition and ongoing professional development. Hence, in this study, teacher training might lead teachers to be aware of their role inside the bilingual school and at the same time they will learn the kind of profile they should have according to the methodology the school works on, which is CLIL to be bilingual.

Furthermore, sometimes teachers training in a bilingual atmosphere can be thought of as training regarding language proficiency. Nevertheless, as Perez (2018) states bilingualism

training cannot be seen as language proficiency training in teachers with no more than three years of experience. So, it implies making them see how important it is to use the language accurately and according to the cognitive process students are facing in order to get appropriate comprehension. As a result, teachers will also have an important bearing on language needs. Having said that, there are other options bearing in mind teacher training that can make teachers feel motivated and empowered to play an active role in the bilingual community.

The contributions of this research will have wide interest and applicability in teacher training initiatives at elementary schools. In view of the fact, that teachers will be more aware of the possibilities, they have to teach and to improve their professional profile.

Rationale for the Methodologies to Address the Problem

This study was carried out as a qualitative research. As Nimehchisalem (2018) highlights, qualitative research aims at generating valuable outcomes by exploring the perceptions, opinions, ideas and narrations of the target population looking for the description of a unique issue or phenomenon.

In this study, the perceptions of the target population are kept in mind to show how the implementation of the instruments makes them perceive themselves as members of a school community being trained. Analyzing what they have learnt in training sessions and how it may vary after some participation looking at describing the relationship of metacognition and awareness.

That is why, qualitative research takes an important meaning inside this research proposal due to the fact that people are important in qualitative research methods. In this study, the self-contained elementary school teachers as people and participants are considered the main characters in the process. They give the researcher a path to answer the research question and to get some conclusions regarding CLIL training and the bilingualism process. What is more, studying the stated problem leads to describing the phenomena inside a

bilingualism process in need of having bilingual teachers, going further and listening to the target population while analyzing all the information that might be gathered.

Besides as Yin (2011) mentions, qualitative research represents the interpretations and standpoints of those who take part in the research called participants or target population. So, it means that during this study the participants are a key aspect to be heard and analyzed.

In addition, this study also aims to work on realism as defined by Nimehchisalem (2018), as the use of credible data based on observable phenomena. So, it implies the use of observation on teachers' performance while teaching in a private national bilingual school. Describing what might be observed regarding their approaches to teaching and what comes up with CLIL training strategies.

Literature Review

Going through this research proposal, at the primary school the self-contained teachers' need for getting training. What is more, regarding bilingualism grabs our attention towards what kind of training they might have to fit into the bilingualism process and to be active members in it, playing a significant role while teaching little kids.

Thus, for the researcher of this study, it is key to work on CLIL, CLIL bilingual teacher development and teachers' awareness, which work together in order to empower teachers and to give them the significance of their role inside the bilingualism path, explaining why by being empowered and developing their language awareness they understand much more of the English language acquisition process in a human being.

In addition, theories such as Second Language Acquisition (SLA), Content and language integrated learning (CLIL) and Metacognition give the basis for this research proposal to list what a teacher should know about CLIL, about teaching content through a language and how their efficacy while teaching can support the acquisition of a foreign language.

Throughout this chapter, the reader will find how those concepts are linked to the nature of teaching in a bilingual community, especially to children. Self-contained teachers play a main role in being the first source of communication and interaction for kids at elementary school as in the reality of this study. So, these sorts of teachers are called to understand how they might intervene in the second language acquisition process and how relevant giving correct input is while working and adapting what they teach as content.

Theory justifies why teachers ought to know, how bilingualism is approached according to their context and necessities as well as what kind of theories and concepts teachers should know in order to improve their teaching practices.

State of the Art

This literature review gives a path to follow this research proposal, which aims at explaining why the necessity to train self-contained teachers about bilingualism emerges, in a context where bilingualism is shown as the main pedagogical excuse to teach humans from little kids to adolescents, despite the fact that teachers are not aware of how important is their role to master the taught content through a foreign language.

As Brut -Griffler and Varghese cited in Truscott de Mejía (2016) point out, professional development programs that can be taken by teachers in the USA are not updated as it is expected, besides, they are not related to the real context, and what is worse, teachers are not conscious of the role they are involved in. It explains that in Latin America, and to be more specific in Colombia, there might be a lack of work on teacher training, as a tool to show teachers how important is to learn about bilingualism and second language acquisition when teaching content through a foreign language, to guide the language learning process in students.

What is more, Benson cited in Truscott de Mejía (2016) also argues that teachers who are involved in bilingual education should be shown the importance of fields such as pedagogy, linguistics, as well as interculturality. Furthermore, Morgan cited in Truscott de Mejía (2016) suggests there is a dichotomy between the way teachers are taught and the way they teach after all, since there is no relationship between them.

Varghese also cited in Truscott de Mejía (2016) adds that there is no clear information on the roles of bilingual teachers in bilingualism processes. In view of this fact, bilingualism is a process that comprises second language acquisition, culture, linguistics, communication, and content among others. Teachers are not prepared enough to face such a process. That is the reason why it is important to go beyond key aspects that might give teachers tools to comprehend what learners face daily, and what they can do to help them not feel afraid of making mistakes. It is well known every teacher plays an important role in the educational

community. So, as it was said before learners may be helped by teachers in order to overcome barriers and avoid frustration.

Nowadays, regarding the bilingualism process, schools assume the challenge to strengthen the acquisition of more than one language by working with content, and knowledge. However, teaching content through a language is not as simple as speaking that language. Sanchez (2019) explains that teachers should be taught about linguistics and what matters to it in order to attain educational improvement. In addition, to reach such improvement the main focus should be on teachers. That is another reason to explain to teachers how the language acquisition process works and how they can foster it giving them samples and guidelines to complement their work and enrich it.

Content and Language Integrated Learning CLIL

The term CLIL (Content and Language Integrated Learning) first appeared and it was mentioned by David Marsh and Anne Maljers (Finland) in 1994. This method seemed to be one of the effective approaches to teaching content to learners in a foreign language in Europe.

According to Marsh (2003), the concept of content and language Integrated Learning (CLIL) can be used in cases where it refers to a discipline or certain subject within these disciplines, the study of which is conducted in a foreign language. Besides, as Coyle, Hood & Marsh, (2011) explain, CLIL is content driven which means it is a methodology used in order to teach content using a foreign language. They also explain that an additional language is used for the learning and teaching process of both content and language. Having said so, Lo (2019) emphasizes the essence of CLIL is the integration of language and content in learning. Which means the language is used as a vehicle to increase knowledge in a subject matter.

On the other hand, regarding CLIL, Ayapova (2021) also mentions the importance of the 4 C's:

Content: Where the teacher integrates the information through interaction, language skills and having in mind the design of a stated curriculum.

Cognition: Where the learners get a comprehension of the environment while being fostered to be aware of complexity developing abilities for the future.

Culture: Learners are fully aware of other cultures and how important it is to be able to know and interact with other cultures without forgetting theirs.

Communication: This is promoted through the use of information building up new ways to communicate and increase knowledge.

Therefore, those key components of CLIL might lead teachers to get trained in teaching content through a language while giving them tools for bilingualism development. So, they will give lessons while working on the 4 C's. Nevertheless, Mehisto cited in Banegas (2012) found out that those CLIL classes which were only taught by content teachers featured second language support mostly through unnecessary translation. In view of the fact that translation might be not needed and that there is a way to show teachers how to teach their content while using a foreign language, their teacher development becomes stronger.

CLIL Bilingual Teacher Development.

Mehisto cited in Banegas (2012) also mentions that translation leads to the discovery that teachers saw themselves as either content teachers or language teachers, a view which affected teaching or full integration of components. This affection led to teachers' lack of commitment when teaching content through a foreign language, and also to fear of making a mistake using the language. That is why it is important to show elementary self-contained teachers the way they can give out instructions to their students showing them both language and content work together to get learning results regarding bilingualism. As a result, there might be a high grade of development and professional competence.

To work on that, CLIL teachers also need to be aware of the language itself. Wolff cited in Marsh (2013) observes that, to develop this target professional competence, the future content subject and CLIL teacher has to acquire a basic knowledge of how learners learn languages in a CLIL context. This means that teaching content through a language implies knowing how people learn to communicate using a foreign language.

Marsh (2013) argues CLIL contexts require linguistically aware teachers whether they are specifically working on language or content in their teaching. This necessity emerges in view of the fact that the Second Language Acquisition (SLA) process is unknown by content teachers so they cannot plan their lessons being fully aware of the learner's needs regarding the language and their proficiency level. In addition, there might be constraints either in teachers' knowledge of language or in the improvement of the learner's English proficiency.

Teachers' language awareness (TLA)

Teacher's awareness of the use of language becomes a useful path in order to show them how to embed language inside their content lessons, since as Mejía (2016) explains, the greatest challenge faced by schools is to help students to understand different concepts in mathematics, natural sciences or other areas of the curriculum taught through English.

As a result, Marsh (2013) explains that considering the role of language as a conduit for understanding it, it is vital that any teacher whether using the first language of the students or an additional language being good at using both languages, he or she is meant to understand as well as having the ability to use the language activities for teaching and learning. As a result, this implies teachers being trained on CLIL should also be conscious of the way people learn a language.

Being aware of the language as a teacher means to develop teacher language consciousness of the language itself and what surrounds it as the association for language awareness and Lindahl & Watkins (2015) explain, it means to have explicit knowledge about

language and conscious perception and sensitivity in three main subjects: language learning, language teaching and language use. Additionally, Lindahl & Watkins (2015) explain that being aware of the language implies knowing about the user domain which means the expressions and language itself as well as having the analyst domain which stands for a metalinguistic domain. Whereas teachers are teaching content, the students' requirements increase regarding specific language, academic language and language proficiency to understand the content of the subject.

Teachers in some communities of participation require professional development that provides deeper awareness and understanding of language in all three areas of TLA (Teacher Language Awareness) without having to learn a language as Lindahl & Watkins (2015) figure out.

Theoretical Framework

Content and Language Integrated Learning (CLIL)

Talking about methodologies and approaches in order to promote cognitive development and successful learning, there have been many methodologies and approaches implemented in order to engage learning. In view of the fact that this research proposal aims at training self-contained elementary teachers in CLIL, it is necessary to explain what it is about.

As Coyle, Hood, & Marsh (2011) explain**, Content and Language Integrated Learning (CLIL)** is a dual-focused educational approach in which additional language is used for the learning of both content and language. So, it implies learners are exposed to the language itself without learning it but they are getting content or information through the use of a foreign language, in this case, the foreign language teachers are required to use is English. Then, it is important to mention that teachers are needed to do so in view of the fact that the school stated that in its Institutional Educational Project (**PEI)**. PEI is a document which is written and designed in order to explain what the curriculum, pedagogical strategies and educational model, which is adopted by the institution, are and how they are used in order to teach.

Furthermore, according to the Institutional Educational Project (**PEI)** of the school, it gives education through the development of its own pedagogical model basing it on the Content-Based Approach, Content and Language Integrated Learning and Lexical Approach to give students skills to understand the world context. So, it implies teachers should be involved in the bilingualism process, understanding the PEI and the principles of the bilingualism own model of the school, teaching some lessons through the use of a foreign language in this case English.

In the private bilingual national school, in which this research is carried out, English is the foreign language to be used in a communicative way. Since this school is a private bilingual national school officially recognized by the government. The languages it promotes are Spanish

as a mother tongue and English as a foreign language inside a bilingual environment based on CLIL methodology.

Therefore, as Coyle, Hood, & Marsh (2011) also mention, CLIL promotes bilingual education and immersion in countries in which the necessity arose, due to the contact with the foreign language as well as the handling of the ongoing information in the educational community. As a result, this research proposal aims at explaining CLIL as one of its theoretical references to figure out how teachers can be willing to increase their comprehension of theories and use of the foreign language while enriching their professional development.

Besides, Coyle, Hood, & Marsh (2011) also imply that the educational success of CLIL is in the content - and – language learning outcomes realized in classrooms which means that the more teachers know about CLIL the better results they will have inside the classroom since they comprehend how students learn and how they use what they are learning inside lessons.

Going back, Coyle, Hood, & Marsh (2011) explain the term Content and Language Integrated Learning (CLIL) was adopted in 1994 in order to explain processes where Romans needed to use other languages. In the same way Marsh, Maljers and Hartiala cited in Coyle, Hood, & Marsh (2011) state CLIL as a methodology to use both the language and the content to teach.

CLIL was adopted by the European context to describe and further design good practices as achieved in different types of school environments where teaching and learning take place in an additional language. In fact, it is explained that the practices related to the use of foreign languages to teach content have taken place for many years but it was in 1994 when it was officially named.

Talking about CLIL history, empires such as Rome used to have the necessity to promote the teaching of culture, norms, and customs which were characteristic of it, using a foreign language due to the absorption of the Greek territory as Coyle, Hood, & Marsh (2011)

clarify. In addition, all around the world, there has been a situation in which due to the migration state or the increase of foreigners, governments see the necessity to work on the use of other languages to teach and inform people from outside.

Indeed, teaching using a foreign language is not to teach the language itself or to teach linguistic and grammar implications, as Eurydice cited in Coyle, Hood, & Marsh (2011) enlighten, CLIL is not taught in a foreign language but with and through a foreign language. It means CLIL eases teachers to give students the information, turning teachers into facilitators and not just language teachers.

On the other hand, the CLIL classroom environment includes the development of some strategic thinking and abilities for life that encourage learners to go beyond and to be much more aware of the information. Whereas learners feel the necessity to be more fluent using a foreign language, they work on their language acquisition. As Coyle, Hood, & Marsh (2011) express, CLIL classroom practice involves the learners being active participants in developing their potential for acquiring knowledge and skills (education), through a process of inquiry (research) by using complex cognitive processes and means for problem-solving (innovation). Without a doubt, talking about this research proposal, training teachers in CLIL will facilitate the self-contained teachers of elementary school to prepare their lessons in such a way they will implement CLIL strategies to put students ahead in the development of complex abilities for the future.

Self-contained teachers in second grade, which is the target population of this research proposal, have the aim of teaching children all subjects and giving them all the information to continue their educational process inside the school.

This suggests that teachers are going to share a lot of time with those little kids as well as teaching them using both language and content as CLIL commands.

As learners, human beings are getting information all the time and processing it so that they comprehend and might use it in a variety of contexts. However, in relation to language, to have successful learning it is not always necessary to learn rules and grammar information. What really matters is to have the chance to get concrete instructions and to face real-life scenarios to increase the use of language naturally.

Based on what CLIL offers, Coyle, Hood, & Marsh (2011) point out, CLIL teachers will have to consider how to actively involve learners to enable them to think and articulate their own learning. Thus, if teachers of this research proposal are fully aware of their role when giving instructions they will get students' comprehension, and meaningful production and foster curiosity to continue learning the foreign language.

Additionally, showing teachers how CLIL works might foster their professional development and their necessity to be updated to go beyond, being ingenious , being innovators inside the classroom and making their lessons comprehensible, achievable and successful.

That could be achieved not only by teachers' effort but also by their knowledge of the language and the evolution a learner of the language faces which leads to the second language acquisition process.

Second language acquisition (SLA)

As it was stated in the literature review of this research proposal, teachers might feel the necessity to develop a language awareness which will guide them to give instructions and carry out a lesson being conscious of the process a second language learner faces. Consequently, it is necessary to mention that process here: Second Language Acquisition (SLA).

SLA as Ortega (2009) explains is the process of learning additional languages. Regarding this concept, one can learn additional languages when the first language or mother tongue has been consolidated; it means the basic features have been acquired and there is comprehensible production. Ortega (2009) also describes how SLA investigates the human

capacity to learn languages other than their first, during late childhood, adolescence or adulthood, and once the first language or languages have been acquired. Concerning our research proposal, these concepts are relevant in order to make teachers conscious of their role when giving information in a foreign language and how they are part of the process of SLA in these little kids that are going through an SLA stage. This way, a teacher might get aware of how important it is to be accurate when giving any kind of input in a foreign language. Besides, that input should be accurate and understandable to support students' SLA process.

On the other hand, Ellis (1999) states that language plays an institutional and social role in the community. So, as it was mentioned before, the kind of vocabulary and language teachers use should be accurate and appropriate in view of the fact that they might be the first source of new information students receive. Teachers have a status and an important role inside the classroom. That is the reason why teachers might be taught about how important it is to share the correct vocabulary and instructions to avoid misunderstandings and disruptions inside students' SLA.

Furthermore, in this study, SLA is an important concept since students are learning English as a foreign language in a private national bilingual institution. As a consequence, their SLA process should be explained to those who teach them, since they might be supported for the process and monitoring of it.

Learning a foreign language is not the same as learning a second language. In that order, Ellis (1999) also points out the distinction between second and foreign language learning settings.It is mentioned how the culture, the family and the customs background can determine whether the language is a foreign language or a second one differentiate from the process and the kind of input one faces. .

All the components and tools for SLA may be significant and there will be radical differences in both what is learnt and how it is learnt.

Learning a language implies developing a self-awareness of the process one is involved with, whereas increasing knowledge of the procedure and acquisition lead to work on metacognition as a fundamental door to go further.

Metacognition

Going through this research study, there has been a process that is paramount to describe,which is awareness development through metacognition since while facing a training process people most of the time learn to know the way they learn better, developing metacognition as well as taking possession of their own progression.

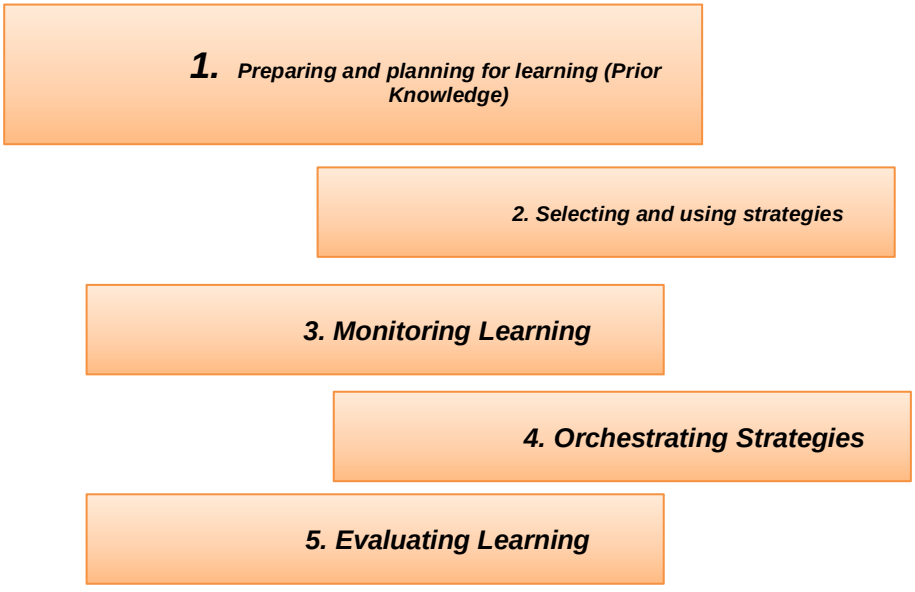
Anderson (2008) describes metacognition as the way one thinks about thinking. Metacognition refers to the way people reflect upon what they have learnt, and at the same time, work on some strategies to be successful while achieving learning goals.

Concerning this study, the population included here has become aware of the necessities that arise when they are being trained and how to get the most out of the training on their own. Using strategies and reminding them what is meaningful for them from the training sessions.

Furthermore, Anderson (2008) also explains 5 steps to work on metacognition as a process to be aware of one's own learning process

Figure 1

Metacognition



Source: Author

Having shown those steps, clarification about each one is needed. When the learner, in this case the teachers, prepare and plan for learning it is part of the beginning of the process since they get ready and recall what they know about the topic. In this case, what they know about CLIL.

Then, selecting and using strategies to learn, imply to identify the best way one learns, in order to apply that strategy by either taking notes, summarizing or even designing a mind map.

While monitoring learning human beings reflect upon that is the step where inquiries may appear. And, where the guide can solve doubts.If one is learning there are sometimes confusions that imply to be solved to monitor how much has been learnt. So that metacognition appears.

After getting all the information and rehearsing it, there should be a conscious process to choose strategies to apply such as learning ways. To avoid forgetting information and not to store it into short-term memory. There are some artifacts and notes teachers took in order to recall the information.

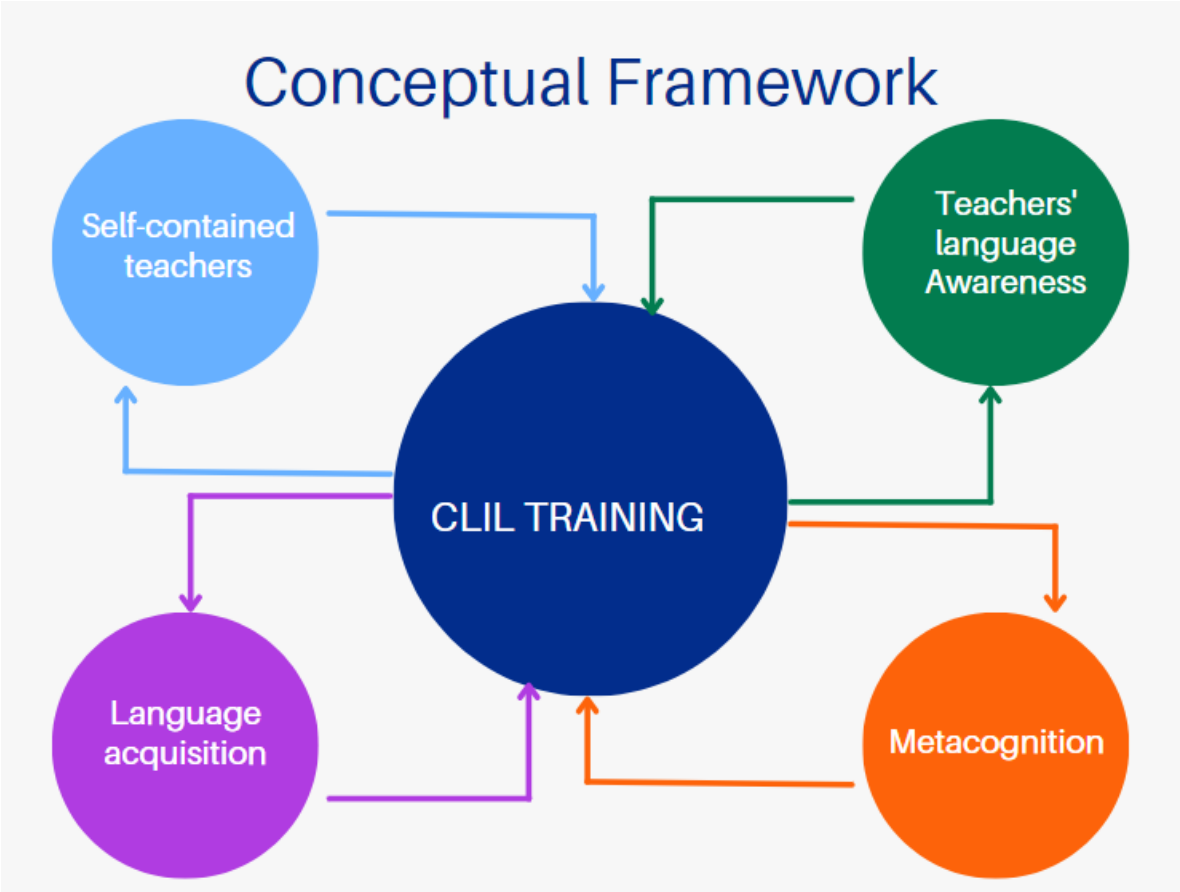
Finally, metacognition involves assessing what has been done during the learning process. In this training process, teachers were able to evaluate how much they have applied to their lessons and what they consider needs a reinforcement. As a result, they could also evaluate their commitment to the training process they were involved in.

On the other hand, Mahmudul (2018) adds metacognition as a way to regulate our own cognitive tasks; it means to follow a step by step process to get meaningful results when being involved in learning processes. Hence, the teachers in this study were called to use their regulation as a way to work on their metacognition to analyze the way they were acquiring the information in these training sessions about CLIL and SLA.

Conceptual Framework

Figure 2.

Conceptual Framework



Source: Author

Content and Language Integrated Learning (CLIL)

In order to describe this chart, it is necessary to go back to the concept of Content Language Integrated Learning (CLIL). Marsh (2012) defines this approach with a double concentrating goal promoting the use of language and content. CLIL is an innovative method that conveys communication, acquisition of the language and content learning in those schools that work in favor of bilingualism.

Moreover, CLIL is important in this research study in view of the fact it is going to be the tool to train the target population that are self -contained elementary teachers.

The private bilingual national school is part of the setting of this study and inside its Institutional Educational Project (PEI) there is a bilingual model which is based on CLIL as its core. So, teachers in all the institutions should learn about it and its implications.

Likewise, the target population of this research is so important since they are the part of the beginning of the bilingual process in the school since they teach using CLIL at the elementary branch.

Now, the concept of self-contained teachers is important.

Self-contained elementary teachers

The concept of self-contained teachers emerged from the dynamic of self-contained classrooms. According to Self-contained mention in Michigan (2023) A self-contained teacher is someone who gives out instruction to the same students most of the day. Working with them more than 50% of the day and teaching multiple subjects such as Math, Science, Social Studies, Religion among others.

That is why, that is the beginning of this research proposal. The population, people who are involved in a bilingual process and who are in the need of being updated about the institution regulations and plans to work on the bilingualism process.

Training for teachers could be a way to work in favor of both, the professional development of the teachers showing them that to be updated give them a status and increasing their awareness about factors such as language, their role itself and their metacognition process.

Now, teachers' language awareness is going to be defined.

Second Language Acquisition

Ellis (1999) describes the process of second Language Acquisition (SLA) as the way we acquire a language in order to communicate and express. There could be a variation between Second Language Acquisition and Foreign Language Acquisition that relies on the context. However, the processes might be similar and one faces the language learning similarly.

Talking about this, in this study this SLA theory is mentioned and taught to the teachers since based on CLIL it is necessary for teachers who apply this approach to notice how people acquire a language to identify weaknesses and strengths while teaching content through a language.

Seeing that teachers learn about the language learning process, they develop an awareness of what is necessary to keep in mind when planning a lesson and when assessing learners' language proficiency.

Then, when teachers are being trained they are able to tell what they have learnt and the ways they get knowledge easier explaining to the researcher their metacognition process.

Metacognition

Anderson (2008) details metacognition as the process one faces to recognize the way he /she has been learning and the strategies that could apply in order to learn better. In this

case self-contained teachers are part of a training process where they might refresh their knowledge and get new ones.

Therefore, the teachers can describe their metacognition process when learning about CLIL and how SLA is involved in the process. So, they will feel autonomous to use strategies to sum up the information and store it to use later and for their lessons.

Besides, as Haque (2018) portrays when one becomes a learner and the metacognition takes place, autonomy arises to make the learner feel comfortable, motivated and engaged.

As a result, if the teachers who are involved in this research process feel motivated they might show evidence of their progress and their comprehension of what they are expected to do using CLIL in their lessons.

Research Design

Introduction to the Research Design

As Hernandez (2014) explains, every qualitative research is different due to the characteristics of its context. That is why, in this chapter, there is a description of this study as a qualitative, explanatory case study, where the different characteristics of the context are mentioned and explained.

To choose the methodology of this research, it was necessary to think about the target population and how the researcher wants to involve them in the process. Given the fact that the participants are a group of elementary self-contained teachers, it was important to highlight the nature of the qualitative methodology to gather data that points out what they perceive about the process they participate in.

This study aims at analyzing how CLIL training could be a way to support bilingualism processes, working on describing people's perceptions regarding a particular situation they face, that is why, this might be addressed as an explanatory case study, which is part of the qualitative methodology that aims at working on human feelings, situations, perceptions and opinions, registering them and trying to reach a conclusion based on what was gathered.

In this research process, there are 6 elementary self-contained teachers which were approached to train them regarding theories such as bilingualism, CLIL and SLA, to explain their metacognitive process drawing near awareness of the language and their role when teaching.

After the training process, they were asked about their thoughts using some data collection instruments such as field notes, artifacts, and a focus group interview to gather the description of the process about how they became aware of the language, their comprehension and if they might have got broadened.

Methodological design

Research Method

This research proposal comes along with meeting and observing 6 self-contained teachers at the elementary branch of a bilingual national school. These teachers' role gets an important meaning inside this private bilingual national school since it could have a crucial part inside the bilingualism process in view of the fact that they are self-contained teachers at the elementary branch with the necessity to learn more about the bilingualism model of the school, to have better results in their bilingual sessions while teaching all subjects to kids.

After meeting, observing and taking some notes as field notes from some lessons and meetings and before setting the strategies to train those teachers regarding CLIL and bilingualism, teachers were asked to participate in this research study by filling out a consent form. (**See appendice 1**). Then, after getting that information from the field notes the researcher designed and prepared some sessions to train teachers regarding bilingualism, CLIL strategies and SLA to give them tips and approaches to increase their expertise while teaching content using a foreign language.

During the training sessions, field notes were taken and the teachers elaborated on some artifacts and products to show their comprehension of the sessions. Then, after that, teachers worked on an artifact called SWOT analysis to come up with ideas regarding the information they had got. After analyzing the SWOT results, the researcher worked on a focus group interview to gather their conclusions and excerpts after they had learnt more about CLIL as the main methodology of the bilingual school they work for. The instruments were analyzed and coding was the strategy to categorize the information giving codes to the main patterns that lead to get insightful excerpts.

Finally, the conclusions were written after analyzing the information gathered from the field notes, artifacts (SWOT analysis) and the focus group interview.

Research Approach

This study was carried out as a qualitative research. As Nimehchisalem (2018) highlights, qualitative research aims at generating valuable outcomes by exploring the perceptions, opinions, ideas and narrations of the target population looking for the description of a unique issue or phenomenon. In this study, the perceptions of the target population are kept in mind to show how the implementation of the instruments makes the self-contained teachers think of themselves as members of this setting. Analyzing what is going on and how it may vary after some training looking at describing the relationship of words and interactions.

That is why qualitative research could give meaningful findings inside this research proposal since people are important in this kind of research methods. In this study, the self-contained second-grade teachers as subjects and participants are considered the main characters in the inquiry process. They will give the researcher a vision to answer the research question and to get some conclusions regarding CLIL training and bilingualism.

What is more, studying the stated problem leads to describing the phenomena embracing a contemporary circumstance, which is bilingualism in our country. Yin (215) explains.

To go further and to listen to the target population while analyzing all the information that might be gathered.

Besides, as Yin (2011) mentions, qualitative research represents the interpretations and standpoints of those who take part in the research called participants or target population. So, it means that during this study the participants are a key aspect to be heard and analyzed, thus qualitative research is the answer to carry out the investigation according to its aims.

In addition, this study also aims to work on realism as Nimehchisalem (2018) defines it, as the use of credible data based on observable phenomena. So, it implies the use of observation on teachers' performance while teaching in a private bilingual national school.

Describing what might be observed regarding their approaches to teaching and what comes up with CLIL training strategies.

This study is a case study, Yin (2011) defines the case study approach as an experiential scheme to explain a real–world case. On the other hand, a case study is defined by Cohen, Manion, & Morrison, (2007) as a distinctive sample from authentic and real people in real contexts where the researcher can contrast theory and principles based on what is observed in reality.

This case study seeks to go in depth to describe a social phenomenon in a particular context such as Yin (2011) expresses the case study aims at. Therefore, this study was carried out inside a private national bilingual school which is real, authentic and which has followed all the processes to be recognized.

Furthermore, Yin (2011) states case study approach also looks at working on small groups' behavior regarding structural and executive processes. That is why, in this research study, these self-contained teachers play an important role. As Cohen, Manion, & Morrison, (2007) point out, in a case study the context is an influential factor of both causes and effects, which are part of a real context, where bilingualism can be the excuse to gather all those causes and effects of the process.

On the other hand, this case study should be described as an explanatory case study given the fact that there is a testing of CLIL theory to train self-contained teachers at elementary schools, because just as Yin cited in Cohen, Manion, & Morrison, (2007) states, an explanatory case study aims at testing theories while researching.

This kind of study fits the aim of this research proposal since the target population is involved in the entire process of sharing their thoughts, perceptions and opinions while getting some knowledge regarding CLIL strategies. What is more, Yin (2011) also suggests that working on a case study implies to trust on a variety of sources of evidence. So, this research

relies on multiple data collection techniques such as field notes, artifacts, SWOT analysis and a focus group- interview to make the process valid and reliable.

Besides, the validity of this study lies in how the data was gathered and analyzed. As Cohen (2007) expresses, validity brings off not to data or methods, instead it implies the connotation the researcher gives to data and interpretations themselves, asking the researcher to be as honest as possible. It means that when applying the instruments of this study and gathering the data from those, the researcher should keep in mind that the data should be reported authentically and without any subjective opinion that can lead to misinterpretations.

It is also important to mention that the validity of this study is content validity, as explained by Cohen (2007) who conceptualizes content validity as the purpose of the study to show that the matter of the research is covered and the instruments do aim at asking coherent questions related to the purpose of the research itself.

Finally, the reliability of this study is based on the description of the setting, as real as it is. Giving the opportunity to further research to be carried out. What is more, at the moment of reporting findings, those findings are reported as clearly as possible to lead to new research bearing in mind the limitations of the present study as well.

Context of the Research

Population and Sampling Procedures

Regarding the target population of this study, it is important to mention that this group of teachers are part of a non-probability sample since, as Cohen (2007) explains, a non-probability sample is when some of the people from the big sample should be included while others should not. So, regarding the context of this private bilingual national school, some teachers of second grade are going to participate due to their characteristic of being self-contained teachers.

In this private national bilingual school, 50 % of the teachers from primary to high school have to work on a bilingual session called "**Say it in English**". While the other 50% have to work on bilingual guides following the school's model that includes "**Preview, Review and Post-review".**

This model was adapted from the conventional model of Preview -View and Review that according to Ferlazzo and Hull (2018) uses learners' mother tongue to facilitate communication in the lessons going through stages where learner get the information in their mother tongue, then in the foreign language and then again sum up it in their mother tongue **.** The preview includes teaching the content in Spanish, and the review and post-review are taught in English since the model in the school was adapted from the real example.

The sample for this study is 6 self-contained second-grade teachers, all of them women, they are in their 40s and their English level before being hired and by their own words is B1.

They were chosen since as a commitment to be hired there was a requirement to become bilingual teachers through an international English proficiency certification and a bilingual project. So, the self-contained teachers' schedule includes a space to be trained by the bilingual coordinator about the school model that includes CLIL.

These self-contained teachers who work in a private bilingual national school in Bogota do so in this institution with kids from 7 to 8 years old and they are meant to promote bilingualism inside the classroom teaching children the basic areas such as science, math, social studies and Spanish. So, the population was chosen given the fact that they are willing to get to know better what the model of the school is and how they can apply it more functionally with the kids.

The sample of this study was considered regarding teachers' necessity to communicate effectively with kids when giving them commands and instructions to carry out some activities using a foreign language.

Since the school is a bilingual private national school, self-contained teachers are not only requested to teach in Spanish but also to use English to make students get used to speaking in both languages at the same time. That is why, these teachers are taught how to adapt some of their lessons into a foreign language teaching content, showing them how CLIL is meant to be used to get results when learners do some activities using the foreign language.

The sampling techniques for this study are class observation field notes, artifacts, and a focus group interview. Then the researcher gets the common categories of those instruments to group significant categories and subcategories that lead to getting results.

Furthermore, the participants of this study are asked about their opinions of bilingualism and the use of a foreign language inside the school and inside their lessons to get more realistic pieces of evidence about the sample and the kind of teachers that were hired to play a role inside the school.

Impact of the research

With this research process, it is expected to get insightful conclusions to be given to the bilingual school, where the study was carried out. Thus, future teachers will have the opportunity to have training related to the context and keep into consideration what is important at the

moment of working there. It is not only about the training itself but its suitability and what a self-contained teacher might need to be involved in a bilingual national school with its bilingual model.

Furthermore, the teachers that are involved in this proposal will be able to share their experience with new teachers or the ones that have already been hired in the school in order to nurture the bilingualism knowledge in the setting.

What this study will pay in the educational community will be reflect on being a part of the narrative of how teachers could contribute to the realization of the bilingual model from a daily basis. Also, supporting the acquisition of the foreign language from kids or teenagers as part of the plus of this school as a bilingual national school.

Data Collection Techniques

To work on gathering the data to explain the phenomena of this proposal, it was decided to apply three instruments to collect the necessary information that would lead to explaining the problematic situation and answering the question of this study. The first one was field notes, the second one is artifacts and finally a focus group interview.

Field notes

Cohen(2007) explains that there are multiple ways to collect data according to the suitability of the instrument for the study. In this study, one of the data collection techniques that were chosen were field notes, which are described as the observation of participants narrating what has been seen, so as not to miss details that can complement this investigation.

Those filed notes were taken by the leader of the meetings who is the researcher. Besides, those field notes are part of the class observations that were carried out during the intervention.

Field notes can add *in situ* information to the analysis of the results and the narration of the conclusions, since those notes are going to give as many details as possible about the session, the process, the training, the teacher's lessons and their opinions towards the experience.

Wolcott cited by Cohen (2007) agrees with note-taking as a help to avoid getting bored and repetitive towards observation. Taking notes might be accurate enough to ensure the validity of the research study since the details, narrations and specifications will nurture the findings.

While storing the field notes in this study, the researcher keeps in mind the teacher's life lessons that were observed, the training sessions and the encounters that might have happened during feedback.

Even though field notes are a good way to register information, Yin (2011) also clarifies that there is a challenge when using this data collection instrument since the researcher is part of the live session, listening and observing every single detail trying not to leave aside important facts to nurture the study. So, fields become a sequence of information to be analyzed strictly.

Artifacts

Artifacts are a data collection instruments described by Leavy (2014) as a product of the experience that allows the researcher to narrate history through the pieces of evidence that were collected. They could highlight day-to-day moments even from meaningful experiences.

The artifacts that are going to be analyzed in this research study are some mind maps and a SWOT analysis that came up from the training sessions that took place during the research.

Leavy (2014) also adds that artifacts are instruments that can be pieces of evidence to demonstrate cultural change, adaptation, oppression, and understanding among others. In

qualitative research data analysis, this instrument is used as a way to give a voice to the population to express freely what they conclude, evoke and learnt from the sessions they took part in.

What is more, artifacts can not only show information to be analyzed but also a way to gather data to guide the reader to what was done during the research process.

SWOT analysis

Gurel (2017) conceptualizes SWOT analysis as a mode that is commonly used to assess strengths, Weaknesses, Opportunities and Threats which can be involved in a plan, project or process.

In this research proposal this kind of artifact was applied in order to collect data from the target population based on the training process and what they conclude about the process and their professional development inside the private bilingual national school.

This could be a strategic analysis of what is going on in this proposal as Gurel (2017) exemplifies SWOT analysis as a tool to study the interaction between factors that can affect performance, environment and organizations.

A focus group interview

An interview is not a casual conversation, it is an instrument that can lead towards getting knowledge and interacting among human beings. Cohen (2007) notes that doing an interview can lead to generating an increase in knowledge while talking. Besides, Kvale cited in Cohen (2007) highlights interviews as instruments to exchange opinions between 2 or more people who have a common topic to argue about.

That is why interviews in this research turns out to be a good instrument to get the self-contained elementary teachers' thoughts because interviews might lead to increased knowledge while talking about topics in common, in this case CLIL training and bilingualism.

Kitwood cited in Cohen (2007) adds that, if an interview is well applied, it will lead to reliable information. Therefore, in this research study, it was crucial to state clear questions regarding topics such as Content Language Integrated Learning (CLIL), Second Language Acquisition (SLA), bilingualism and Metacognition as a description of the way they learnt through the training sessions this study involves.

To apply a focus group interview in this study aims at gathering reliable data by listening to the target population in an informal conversational setting. As Cohen (2007) explains, an informal conversational interview might intensify the rise of relevant information while the interview matches the context and the population. Thus, the self-contained teachers can get a way to talk freely about their experience facing CLIL training regarding bilingualism as well as their learning process and what they expect when being part of this study.

Interviews are instruments to gather data inside a research study. In this research study, a focus group interview has the purpose to listen to the self-contained teachers' perceptions while they freely express their expectations and opinions. It is a voice-recorded interview where the entire group of teachers are present.

After applying these data collection techniques, the researcher gathered primary data since in this research study the researcher applies the instruments by herself without asking for help or using another kind of resource.

It is important to mention that the information was analyzed and categorized without mentioning names or specific personal information from the target population since it is expected to reach validity and reliability this way.

Data Analysis Methods

After the training process, field notes, artifacts (SWOT analysis and mind maps), a focus group interview were collected then the data was analyzed. The interview is transcribed

and the gathered information is analyzed using coding to be categorized according to the patterns that emerged as it will be described further.

Validation procedures

After having applied the data collection instruments and gathering a lot of information to be analyzed. Researchers feel overwhelmed about how to organize the results and the information they have gathered. To do so, in this research study coding is a method to validate and find patterns that might lead to answering the research question and promote further research.

Auerbach and Silverstein (2003) explain that coding can help the researcher to analyze the data that was gathered following the steps they advise to follow those are:

- Making the text manageable
- Hearing what was said
- Developing theory

Auerbach and Silverstein, (2003) state that there is a trail to be followed in each one of those steps to finally organize the data and have a path to follow when writing the data analysis.

In the first step: Making the text manageable, in this study, the questionnaires and the transcripts of the interviews are scrutinized to find the speech and patterns that can strengthen the analysis. As Auerbach and Silverstein (2003) figure out what supports your theory of the study is to construct a narration that let participants talk about their lives and experiences.

Then, they also argue that when the researcher chooses relevant patterns and similarities there is an organization of the information to be analyzed.

Furthermore, in the second step: Hearing what was said, as Ellis and Rochner's cited in Auerbach and Silverstein (2003) discovered, when a researcher examines the gathered data it can lead to reflexivity. Reflexivity means that the researcher can analyze and find insightful

evidence of what is pretended to be explained as it is likely in this study where the persistent ideas are set together to get relevant findings.

Finally in the third step: Developing theory, in this research study the topics are categorized and sub-categorized to gather the most crucial concepts related to the theoretical framework of this study. So, in that way, the information that was gathered by the artifacts (SWOT), the field notes and the focus group interview can show how much the self-contained elementary teachers learn through training and while they teach describe their chore while including CLIL elements.

Pedagogical Intervention and Application

Instructional Design

This research proposal begins with the observation of 6 self-contained elementary teachers while teaching. The importance of their role inside a private national bilingual school grabs the attention of the researcher in view of the fact that they are self-contained elementary teachers with the necessity to learn more about the bilingualism model of the school to have better results in their bilingual sessions while teaching content to 7 and 8-year-old kids.

After that observation, there were some doubts regarding teachers' knowledge of the bilingual model of the school and if they knew what they were expected to get in this context. So, a survey was applied to teachers to understand what they have known about the bilingual model inside the institution. Then, after getting that information from the survey the researcher designed and prepared some sessions to train teachers regarding CLIL and SLA, and in which a description by themselves of their metacognition process could be collected while giving them tips and approaches to increase their expertise of teaching content using a foreign language.

After the training sessions, the teachers design some artifacts to show the researcher what they learnt and what they perceived after the information was given to them.

Finally, the teachers completed an online artifact as an analysis to see how the process is going on and to get to know the kind of questions that could be included in the final step of this research process which is a focus group interview.

The focus group interview was applied to gather the self-contained elementary teacher's perceptions after they learnt more about CLIL as the main methodology of the bilingual school they work for.

Finally, the conclusions are written after analyzing the teacher's answers.

Data Analysis and Findings

Introduction to Data Analysis and Findings

The analysis of the data gives a way that allows us to identify three main categories (See chart 1).

Tabla 1

Categories and Sub-Categories

CATEGORY	SUBCATEGORY	SUBCATEGORY
Teachers' awareness This category is related to how teachers perceive their position, their role in the school.	*Human resources* *This subcategory is related to the implicit requirements that are in the hiring process in the school.*	*Bilingualism Process* *This subcategory deals with the bilingualism policies and dynamics in the school.*
Knowledge of the CLIL This category is related to describe teacher's pre -conception and after-conception of CLIL	*Teacher's metacognition* *This subcategory is related to the process teachers describe in order to reflect upon their own learning process.*	*Teaching strategies* *This subcategory reflects upon the strategies teachers improve or apply after getting the training.*
English Knowledge This category is related to the knowledge teachers get about their proficiency and the learning of language from learners.	*Developing communicative skills in learners* *This subcategory is related to the increase of the communicative competence in the kids when teaching them using a language.*	*English Speaking mistakes when teaching* *This subcategory deals with the kind of grammar mistakes one can make while teaching.*

Categories

The first category refers to teachers' awareness which means how the self-contained teachers describe their role in a private bilingual national school and their conceptions of the role of a teacher in a bilingual process. Also, how they perceive the part and the commitments they assumed while working in a bilingual national school. After analyzing the instruments that were applied to collect the information they expressed their opinion regarding such a process. When organizing this category, two subcategories emerged: *Human Resources* which deals with policies and requirements to be hired in and The Bilingualism Process that is related to the bilingualism demands proper to the school.

The second category, which is knowledge of the CLIL, collects the self-contained teachers' thoughts about how they used to conceive it and how they learnt it works after being trained about the approach, its concepts and strategies. From that category, two subcategories emerged, first of all teaching metacognitions which relates the teachers' own process whereas learning. And, Teaching strategies which come up from what teachers used to do when teaching and what strategies they include as new.

Finally, the third category has to do with English knowledge which is related to teachers' language awareness which implies how they notice the importance of having a good English language proficiency at the moment of sharing information with little kids at elementary school. As a result two subcategories came up with. Firstly, Developing Communicative Skills which deal with the progress of communication while using language to teach content. Secondly, English Speaking Mistakes when teaching are related to the account of how one perceives the mistakes that are made when giving input in a lesson.

Samples are included in the language they were collected to portray the data, and the participants will be identified with codes as: Sailor 1 (S1), Sailor 2 (S2). Sailor 3(S3), Sailor 4 (S 4), Sailor 5(S5) and Sailor 6 (S6). Group 1 (G1), Group 2 (G2), Group 3(G3).

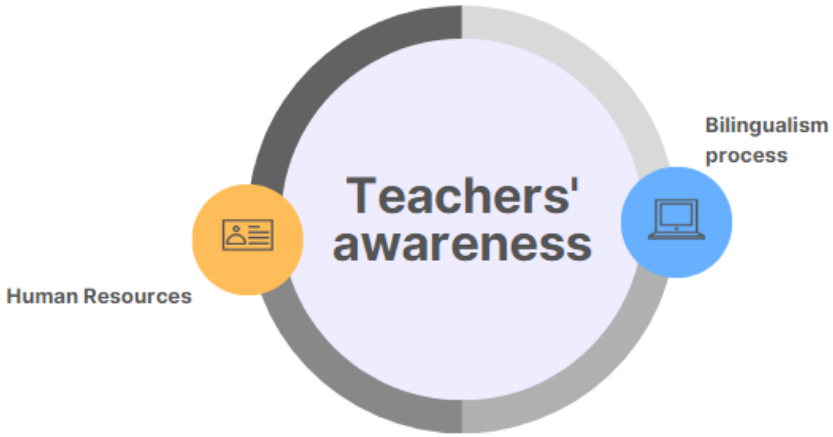
Additionally, the data instruments are coded as this: Focus Group Interview (FG), SWOT analysis (SA), Artifact (A1) Field Notes (FN) (See appendicees)

Discussion of the Categories

Teachers' Awareness

Figure 3.

Category 1



Source: Author

This category refers to the way the self-contained teachers perceive their role in the bilingualism process inside this national bilingual school narrating their experience and what they have been through while working there. To start with, 100% of the population of this study conceive this process as a government requirement that the institution needs to fulfill in order to be an official bilingual school. Additionally, Ordoñez (2011) also implies that the successful schools which achieve the use a foreign language while teaching and learning are called bilingual.

Ordoñez cited in Ordoñez (2011) clarifies how those bilingual institutions have applied bilingual models inside their curricula involving Content and Language Integrated Learning (CLIL) as one of the trendy approaches around the world. Indeed, Rodriguez (2011) explains CLIL as such a method that has been adopted by many countries as a way to reach bilingualism.

Human Resources

To begin with, teachers' excerpts argue what they perceive about how the process has been in this national bilingual school as it says here: "El colegio es bilingüe pero hay muchos profes nuevos que contratan y no conocen el proceso. O hay muchos que se van y tantos reemplazos no dejan un proceso claro" (SA, Gr 1)

Which implies that they discuss the difficulties that come along with the hiring process and the human resources policies that should be fulfilled while hiring teachers.

Additionally, human resources policies in the school explain how the self-contained teachers should accomplish the requirements they were hired to fulfill as teachers in a bilingual school, where learners increase their English proficiency level while they get content through the use and design of learning guides and lessons that apply CLIL as a methodology, as the next comment shows:

"Poco tiempo para diseñar las diferentes secciones de bilingüismo en las guías. Las diferentes actividades institucionales programadas fuera del plan de estudio interfieren en el tiempo de ejecución de las actividades de bilingüismo."

(SA, Gr1)

On the other hand, the teachers reverberate on the policies they have to fulfill and the difficulties they have faced to do so as shown here:

"Cruce de información para el diseño del modelo, falta unificación de directrices para todas las áreas, a pesar del documento existente, se ejecutan guías que distan de los lineamientos." (SA, Gr 2)

These comments evidence how the teachers analyze the process and the institution regulations reflecting upon the activities and the guidance to design the bilingualism component and the teaching guides to be used inside the classroom, which is something that was explained to them but not in depth when they signed the contract.

Further, they also argue about the lack of time and how they feel they need time to carry out preconditions of working in a bilingual school.

The duty of the school is to have 50% of the teachers being bilingual. It is part of the national education ministry regulations for bilingual schools. Teachers are sometimes hired with an official certification and sometimes hired with the commitment to be certified, which means having B2 English Proficiency level according to the CEFR, during their work in this school. Besides, they have to carry out a pedagogical project.

However, there have been many barriers to achieve so, since teachers come and go and there is not a commitment with the institution as the next excerpt says:

> "Uno entiende que debe convertirse en docente bilingüe pero es difícil si los tiempos no dan y además si hay que llevar a cabo un proyecto. No hay tiempo para eso y el aumento de sueldo no es representativo. Esa es mi opinión. Pero uno sabe que debe hacerlo" (FN)

After mentioning this, Rodriguez (2011) also highlights the Bilingualism Program inside our country and how the Colombian Constitution issued in 1991, officialized this country as a multilingual and pluricultural nation as a result a ten-year plan to become bilingual was set and therefore institutions turned their Educational Projects (PEI) including bilingualism models as a requirement.

Talking about historical facts, the government has determined that bilingualism is an official policy so that institutions are required to prepare more fluent students incorporating teaching training.

However, teachers mention the difficulties there have been if they are hired as bilingual teachers or future bilingual teachers but people are not committed and new staff come and go without being and stability.

Bilingualism Process

On the other hand, regarding the second subcategory, the teachers of this study explain how the bilingualism process takes place to promote the learning environments to encourage the use of the foreign language as well as to show the regulations and what teachers are expected to do inside the institution as follows:

“El tiempo para el desarrollo del Say it in English con los estudiantes, una semana es muy corto para la comprensión de los temas en la segunda lengua”. (SA Gr3)

This means the bilingual sessions are carried out in a short time and there is no time to see if there was a comprehensible input and output. Although the time is an argument there is also a solution regarding training and more time as it says here:

“Entonces si desde el inicio de la persona sabe que se quiere Cómo se quiere y además que atienda a la edad de los niños entonces ese es un es un factor importante” (FG S1)

To explain that, time and school expectations could be factors to be included from the beginning to train teachers. Ordoñez (2011) argues how the objective of bilingualism cannot command a central point of language acquisition: After a certain time of interaction with the foreign language, the main inducement for the acquisition of language is the school experience. Learning environments that promote meaningful events that lead to communicating in a foreign language.

To promote those environments there should be some guidance, theories, documents and curricula that trace the line to be followed. However, as Ordoñez (2011) shows the curriculum is just there to show the beginning but not the end.

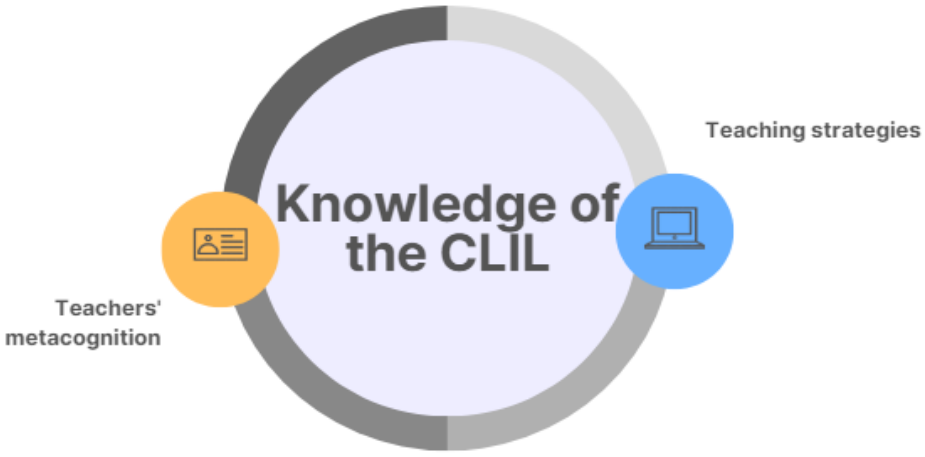
In that regard, the teachers' opinion adds that:

> "también hay que ver que el modelo de la guía cambió Entonces el modelo ya no hay que seguirlo al pie de la letra sino la guía es una guía un apoyo y por lo tanto los contenidos de inglés ya no cuadran ni ni se entrelazan con los que tenemos las docentes integrales" (FG, S1)

Knowledge of the CLIL

Figure 4.

Category 2.



Source: Author

This category is related to the training and development of English language skills in the target population. These teachers are not officially certified and they have been trained in this research.

Ordoñez (2011) states that schools which are in the quest of being bilingual in a monolingual context need to find strategies to respond to the needs not only of foreign language learning, but of sophisticated development in the first language. It implies that there should be a metacognitive development of both languages in the teachers who are being trained.

The next excerpt portrays that they identify what they have learnt in terms of language learning and its process, furthermore, they inquiry about the awareness of the other teachers with a different position inside the school:

> "nosotras listo aprendimos sobre esas etapas de desarrollo en inglés, pero me venía a mí a la cabeza si de pronto los profes que son bilingües del colegio también conocen ese proceso porque pues puede que de pronto conozcan las diferentes habilidades en su certificado, pero no sé si ellos al desarrollar y el implementar sus guías también tengan en cuenta esas etapas de desarrollo" (FG, S5)

Whereas the self-contained teachers wonder about the comparison of their process with other teachers, they also claim to have learnt about the language learning process in order to implement different activities as this participant reflects:

"Considero que sí claro que sí porque nos has dado herramientas para implementar en las guías de aprendizaje y también en mi caso personal siento que más seguridad desarrollo las actividades" (FG, S5)

Besides, it is paramount to mention what language awareness means. Cenoz and Hornberger (2007) clarify what Language Awareness (LA) is related to. LA goes beyond learning a language as a subject, instead of that learning a language becomes an important process; that involves different contexts, competences and use. So, people understand how they can achieve effective communication in order to make their speech comprehensible. The population of this study explains the development of their LA like this:

> "me pareció interesante también el ejercicio de hacer las clases para nosotros mismos donde nos dábamos como las sugerencias que hay que mejorar O que hay que

> cambiar de nuestro speaking y de nuestro inglés que teníamos en nuestras guías" (FG, S4)

To sum up, Porceda and Gonzalez (2020) also explain how learning about CLIL leads to widen the opportunities for content teachers to become more aware about foreign language acquisition. Given that teachers use their knowledge about language and language acquisition to analyze their discourse and daily labor.

Teachers' metacognition

To continue sharing the findings of this study, the next category portrays how important it is for the population to analyze the process and how they are achieving the goals of this when being trained focusing on CLIL as a methodology inside the bilingualism model of the school.

> "Fortalezas: Se retoman conceptos aprendidos previamente en la adquisición de la primera lengua. Resignificar los indicadores de logro, en Aras de la función comunicativa. Aclarar conceptos y etapas de la segunda lengua." (SA, G3)

This statement relates how teachers have analyzed what has been mentioned in the training sessions and how they can take that information to improve their daily performance. That is a step towards metacognition. This is what Anderson (2008) calls monitoring learning. Teachers here are narrating their learning outcomes in terms of language acquisition stages from learners.

Additionally, teachers also mention the strategies they are given and the ones they can apply to continue learning with the help of training sessions as it is mentioned here:

"Una fortaleza es la reunión semanal de bilingüismo donde nos brindan orientación y apoyo de estrategia de trabajo en el aula y de igual forma uno aprende un poco más paso a paso."(SA, Gr 2)

Those kinds of comments go beyond the training as a session to attend instead is a narration of how it becomes a necessity to be fulfilled. Anderson (2008) calls it evaluating learning that is the way one evaluates what has been fulfilled and what is needed.

That process to realize what has been learnt is described as this after being part of training sessions comparing with new teachers and what the target population can share with them:

> "Yo creo que ellos deberían venir a va a haber una clase diferente a la asignatura que ellos dan Entonces por ejemplo si el profesor es de matemáticas venga a ver el el modelo bilingüe que estamos implementando en religión en ética en sociales diferente a su zona de Confort yo lo que haría es de acuerdo a la experiencia que ya uno tiene aquí en el colegio es contarles como el tipo de actividades que uno realiza en cada una de las secciones de la guía" (FG, S4)

After this comment, they are adding how they perceive what they have learnt in their training session and how they might change the way they teach content, in contrast to others who have not had any training.

Teaching strategies

This subcategory emerged from the opinions and comments that were gathered in the data collection instruments and after their analysis there were some common points that lead to include this topic inside this chapter.

The target population agrees about how important it is to know how to handle strategies to teach content and to include them in their lesson plans conceiving the age of the kids and their cognition process as it is described in the next excerpt:

> "es un es un factor importante siempre atender esas cosas y saber qué es lo que se espera de cada uno de esos pasos que tenemos en importante también como decía conocer en qué edad está el niño para sí mismo saber qué estrategias son las que yo le voy a colocar en las guías para que pueda desarrollar sus habilidades las diferentes

habilidades y no le quede pesado porque si yo coloco algo muy avanzado pues no lo va a lograr" (FG, S5)

On the other hand, they also highlight in their analysis that if teachers implement teaching strategies, kids will achieve learning goals and will have meaningful experiences as it is said here: "Las estrategias para enseñar nos permiten dar calidad a los niños, teniendo en cuenta que ellos tienen un desarrollo cognoscitivo diferente y sus estilos de aprendizaje no son homogéneos" (FN)

Furthermore, to continue adding information to this subcategory, teachers also identify teaching strategies as useful tools to make children feel comfortable at the moment of learning in order to show them that there could be more beyond, as it is said here: "Cuando hay más herramientas de enseñanza, el aprendizaje va a ser más enriquecido teniendo en cuenta que el mundo está cambiando y que los niños crecen y varían son mundos aparte" (FN)

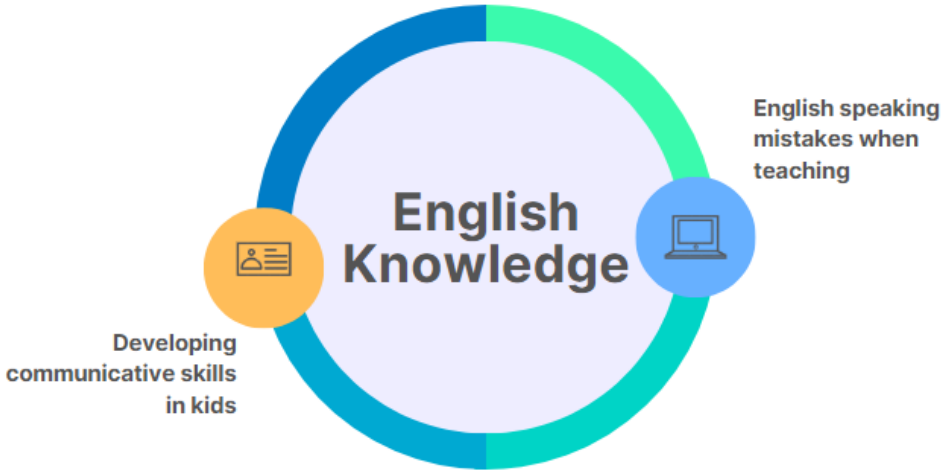
To conclude, the training to show the relationship between content and language while teaching and what kind of strategies could have a better result without leaving aside the mother tongue is paramount, since teachers have analyzed that being in a bilingual school both languages should be very important and can work together in a balanced as it is shown here:

> "Los espacios de capacitación para docentes para enseñar contenido en una lengua extranjera permiten que haya dominio de este idioma y a través de él conocer la realidad de la globalización. Pero aún así es importante reforzar la importancia de la lengua materna. Es importante y también se debe tener en cuenta su desarrollo y para ello debemos saber cómo trabajar con amba, que juegos, actividades de grupo o vivenciales podríamos implementar para evitar caer en la traducción constante" (FN)

English Knowledge

Figure 5.

Category 3



Source: Author

Regarding this category, the self-contained teachers were able to learn about the process of the acquisition of the foreign language and compare it with the acquisition of the mother tongue so it leads to have a language awareness of the foreign language in this case English when teaching and to keep in mind the quality of the language one uses when teaching.

At the beginning teachers added: " Bueno lo que ustedes recuerdan que el aprendizaje de la segunda lengua debe darse de la misma forma que se da la lengua materna" (FG,S2)

However, while going through the training and getting more information they noticed that there might be some differences between acquiring the mother tongue and the foreign language. In that regard the teachers added these kind of comments:

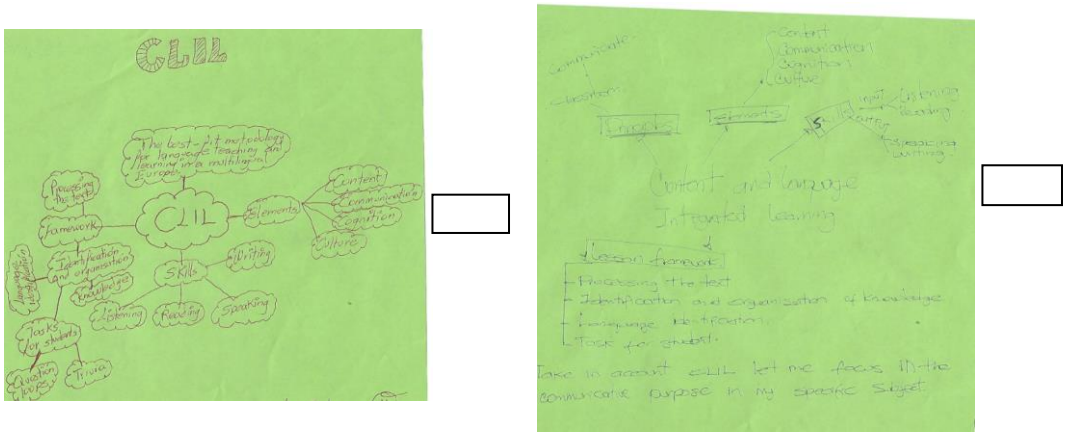
> "Pues también lo relacionamos pero siempre empíricamente no teniendo en cuenta una teoría basada en la en la adquisición bilingüismo como tal sin revisar la teoría nos dimos cuenta que muchas de las cosas que nos decían ahí las hacemos por eso mismo digo que es empíricamente lo estamos haciendo pero no sabemos determinar a ver las etapas del niño y la lo parecidas que son porque realmente son parecidas pero no iguales porque depende del contexto del niño" (FG, S3)

Developing communicative skills in kids

To introduce this subcategory, it is significant to see Artifact (A1) designed by teachers. Analyzing these artifacts from one of the training sessions, they show what they got from CLIL training and how to teach content through this methodology.

Figure 6.

Appendices -Artifacts



Source: Author

Based on that, they conceived the CLIL methodology as key to work on communicative skills as a whole, reading, writing, listening and speaking because the teachers included those skills on their mind maps. What is more, in one of the registers of the field notes, when being with the teachers in the meetings and taking note of their comments they also added:

"Uno sabe que cuando está enseñando otro idioma debe fortalecer todas las habilidades y esas habilidades se trabajan a través de ejercicios que se ajusten a la edad de los niños" (FN)

Also, they describe the process of teaching content through language as a tool to strengthen children's communicative skills here: "más que identificar algo específico concepto

sino más de ese objetivo que se pretenda que el niño tenga ese esa interacción con el otro a nivel comunicativo se pueda expresar" (FG, S1)

English speaking mistakes when teaching

This subcategory arises from the analysis of the comments and feedback when observing lessons and listening to the teachers. The self-contained teachers wanted to express their feelings when being with the coordinator or even when participating in the meetings.

First of all, they added how they feel when being observed in class as this: "Cuando la coordinadora nos acompaña uno se atemoriza y sabe que la está embarrando, pero igual tiene que hacer su trabajo entonces no hay nada de malo es pedir su ayuda" (FN)

Then, using a language implies to learn from mistakes and to be able to recognize them in order to increase knowledge and to identify weaknesses and strengths, the next comment concludes that: "Además uno nunca termina de aprender un idioma" (FN)

When preparing lessons, teachers need to be aware of their English level as well as the content they are going to include. Sometimes, when preparing those lessons, one is not aware of those things that need to be reviewed, then mistakes appear and the result could be something like this: "Los niños a veces lo corrigen a uno y le ayudan, pero ya sabemos que eso no es problema porque eso les da más confianza y no se atemorizan frente a los errores, pero aún así uno si se da cuenta de sus errores" (FN)

Besides, when there is not when teachers are unprepared for a lesson and their command of the language is not strong, they may not correct students errors properly and on time leading to fossilization, things like this could be noticed: "Al observar la clase de S4 no hay corrección de las palabras mal pronunciadas y además los niños las repiten otra vez cosas que puede llevar a la fosilización" (F

Discussion and Conclusions

Introduction to the results and Discussion

This study aims at narrating the process of training to 6 self-contained elementary school teachers in CLIL strategies when teaching content in a national bilingual school in Bogota, Colombia. That means, that during the research process, which is an explanatory case study as mentioned before, the path to follow and analyze the route went through highlighting some aspects from the gathered data and to explain the results that came up with related to metacognitive processes and learnings.

To analyze data and come up with the categories, coding was suitable to organize the information that was gathered through the data collection instruments, the researcher used a software to code and color patterns and to categorize them into the previous categories and subcategories mentioned in the last chapter.

First of all, it is necessary to mention how the self-contained teachers conceive the CLIL and their role inside the school. Showing that they had a vague idea of the concepts and that they were trying to perform the bilingual lessons incompletely and without the support of training to do so.

It was found that after taking part on this study, the 6 self-contained teachers became aware of their role inside the school and how CLIL is the base of its bilingual model. Helping them to conceptualize that and understand why the bilingualism model of the institution is designed based on the school regulations, requirements as it was the aim of this study.

At the beginning, they felt afraid of being judged or criticized. However, as Coyle et al. (2011) figure out, CLIL makes teachers move from their comfortability. So, it implies that they face the reality, they need to be updated and know what the institutions expect from them. This

might have implications in the teachers' confidence and they might feel doubtful. There, training can give them tools to increase their self-assurance to equip them with a blockbuster methodology that they can explain inside and out easily.

Coyle et al. (2011) also call out how more institutions apply CLIL in its different forms. Though, to share how it is going on and what difficulties may arise depends on teachers, learners, researchers and external factors that can vary. As a result, in this study, teachers realized that, while working together and sharing their experiences in the training sessions made them realize how important they are and how they can enrich the bilingualism process as well as their learning process.

Secondly, regarding the CLIL training activities to show teachers how to teach content, it was found that training sessions were useful and helped them to design their material and lessons. These sessions, where teachers were trained and shown what they needed to know about CLIL and how SLA process is involved inside the foreign language teacher's duty, helped them to work on their metacognition and how they assess and perceive the way strategies and theory was taught to them.

Wollf cited in Coyle et al. (2011) adds how paramount it is to know SLA stages and factors that influenced learners' process in view of the fact that this background knowledge will encourage language learning in a content class.

Having said so, the results show that after the self-contained teachers realized SLA relationship with CLIL, it was observed that they described the lesson planning to be more accurate when choosing activities for their kids and they felt more confident when they needed to support children who face difficulties at the moment of learning.

It was also found that teachers became much more aware of the step by step to design their material and what possible weaknesses could be strengthened during the process. It means that it was possible to narrate the teacher's metacognition process after getting CLIL training strategies. They analyze their own performance as much as possible, comparing it in the training sessions with their experiences, memories and anecdotes.

Buratti and Allwood (2015) explain that metacognition is a guideline to identify and analyze cognitive processes by the subject. So, in this case, self-contained teachers identified how much they learnt and how they applied that knowledge to their daily practice in order to describe what they have changed and what they might have improved.

Buratti and Allwood (2015) also exemplify the way learners work on their cognitive processes through metacognition: one applies strategies to do an activity in order to be successful. Here the target population thought about strategies to apply what was taught to them in order to not miss important details and then they analyzed their own performance.

Finally, to explain how teachers proceed and teach using CLIL when teaching content after learning more about it, was the last objective of the present study. It was found that their expertise increased and that they were encouraged to bring more material, information and activities to their children so that they can enrich their lessons and give students quality input. Thus, making them aware of the language and how important it is to increase proficiency and vocabulary .

Just as Wollf cited in Marsh (2010) explains, when a teacher wants to achieve content language learning goals by students, the content of the subject and the mastery of the language work together in order to show the teacher how learners learn a language

Limitations of the Research

There were some limitations that emerged from the research process that was conducted in a private bilingual national school with six self-contained elementary teachers.

First of all, the sample size, since the target population of the study is 6 self-contained elementary teachers, which could be a reduce sample.

Besides, those teachers, who were chosen by the implications their contract and process imply to the bilingualism process but cannot be a significant achievement to the entire bilingualism process inside the school.

Next, it is the time teachers work inside the institution due to the fact that they work in the school for a period of time but they might quit or they might get another job opportunity. So, the population might vary and the knowledge of the teachers who participate in this study might not be transmitted and used by others.

Finally, this limitation relies on how these teachers used what they learnt. So, it means they might have difficulties when trying to be successful inside their lessons because if they feel frustrated or not being understood they may go back to translation and they use their mother tongue to make students understand.

Implications of the Research Study

The association for Language Awareness cited in Lindahl and Watkins (2015) defines what teacher language awareness is, they describe it as the accurate expertise one can have about the language, the awareness of the process of language learning. This research study aims at showing how that awareness could lead the target population into a process of metacognition guiding them to be more aware of the role they have in a bilingual process.

That could be the first step to work on teachers' awareness towards the language, their role and their importance being good users of the language. All this process portrays insights to give other researchers ways to begin with new studies about how to narrate that teachers' awareness and how it could lead into successful teaching and learning processes.

Besides, this is part of teachers' professional development, which means that through research studies they can learn and increase knowledge. Where teachers are encouraged to be trained and analyze the process itself, their professional development could be nurtured and result in innovative ways to teach. Tsui (2007) explains that to reach out professional development teachers face stages to recognize they need to be updated and to get strategies regarding their specialty.

That is why, for further research, CLIL training could be an excuse to continue analyzing the way teachers work on their professional development, getting awareness of the importance of teaching content using correct language and their role as language teachers teaching content.

Recommendations for Further Research

After this research process takes place there could be further research recommendations that might be taken into consideration regarding the field of teaching training to make them aware about the process.

First of all, it is necessary to avoid traditional training since when teachers are trained in an innovative way they can feel joy and try to copy and vary different strategies to also avoid boredom in their lessons. Tsui (2007) also mentions that one stage teachers face when working on their professional development is the stage of creativity. It means whe teachers are workin in their lessons and time passes by they feel the necessity to innovate and use different strategies and activities to be innovators.

Correspondingly, if there is going to be a research study that intends to train teachers, a variety of activities and experiences, for instance where they can interact with others who have more knowledge, or activities where they could understand the content in a dynamic way. Such opportunities should be kept in mind in order to have reliable results.

On the other hand, all this process of training either about teaching strategies or methods as CLIL, could be the starting point to conceive the importance of teachers' professional development and either the positive or negative consequences training is likely to have.

Finally, the process of metacognition and its narration might encourage teachers to be updated since they might feel the necessity to analyze the way they are used to learn, evaluating what works for them and what strategies they can apply to be either formally or informally updated regarding educational policies, trends and theories.

Conclusions

Giving teachers some space to be trained and to empower them with knowledge can lead to a successful learning process inside them and with an impact inside the educational community.

After enhancing bilingualism training in the target population, it could be concluded that this kind of process can be the path to pass on knowledge inside the educational community that will allow new teachers to identify and learn the institution regulations. Based on what the data analysis implies, enhancing bilingualism allows teachers to describe their learning process including the strategies they used to handle knowledge inside the classes.

As a result, training became a powerful tool that led others potentialize their knowledge and abilities. In that regard, the population of this study got strategies to apply CLIL. Furthermore, when the teachers know what they are meant to do and handle, they are able to show their expertise and share with new ones in order to harmonize the school dynamics.

Additionally, they could learn about how the process of people acquiring a foreign language works and how communicative competence takes place there as well.

All this built up a process of metacognition where there was an analysis of what had been learnt and what had been used in reality. These teachers became more aware of everything, their roles, the language itself and their language usage. As a result, they can have a feeling of power and a good attitude.

As Otwinowska-Kasztelanic (2017) concludes, teachers' willingness towards getting knowledge about the learning process can procure a good result inside learners' attitudes which is something all schools look forward to hearing. It means that teachers who become experts

and who trust on their knowledge and experience can create a positive educational environment where process are going to be successful.

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Appendices

Appendice 1 -Consent Form

Consent to participate in Research

Enhancing Bilingualism Processes in Elementary School Self-Contained Teachers through Content and Language Integrated Learning Training

Investigator: Jasleydi Rincón Peña **Telephone:** 3138387773 **E-mail:** jasecilla2mail.com

The Universidad Nacional Abierta y a Distancia UNAD has given approval to this research proposal for further information contact:_____

You are cordially invited to consider participating in this research study. We will be gathering your opinions and experiences regarding the bilingualism training and bilingualism process inside the school you work in. There will be questionnaires, artifacts, a SWOT analysis and a focus group interview as data collection methods. This form will describe the purpose and nature of this study and your rights as a participant in the study. The decision to participate or not is yours. If you decide to participate, please sign and date the last line of this form.

This research proposal aims at gathering information from you about your perceptions and experiences while learning more about CLIL inside the school you work with. You will take 2 questionnaires, 1 questionnaire at the beginning of the study and one at the end of it. Besides, there will be a focus group interview for you to answer some questions about bilingualism, your role as a teacher in a bilingual school and your perceptions during this research process.

All the information collected will be confidential and will only be used for research purposes. Your name, job position or personal data will not be mentioned along the investigation. This means that your identity will be anonymous; in other words, no one besides the researcher will know your name. Whenever data from this study are published, your name

will not be used. The data will be stored on a computer, and only the researcher will have access to it.

Participating in this study is strictly voluntary. Your decision to participate in no way will affect your work or work environment. If at any point you change your mind and no longer want to participate, you can tell the researcher. You will not be paid for participating in this study. If you have any questions about the researcher, you can contact_____by the telephone at_____by e-mail _____, or in person at in _____.

Investigator's statement

I have fully explained this study to the teachers. I have discussed the activities and have answered all of the questions that the student asked.

Signature of investigator_____Date_____

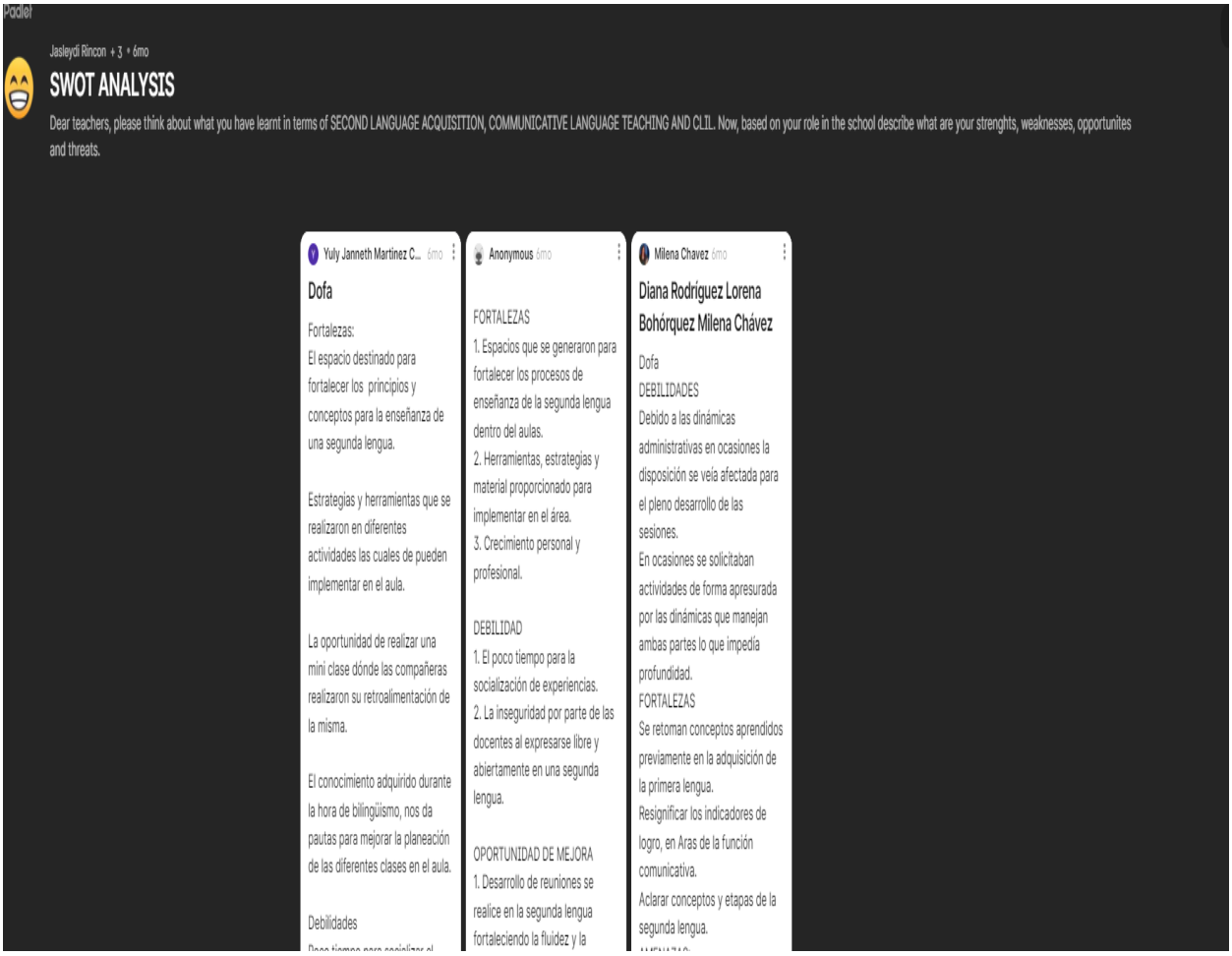
Teacher's consent

I have read the information provided in this Informed Consent Form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Your signature _____ Date_____

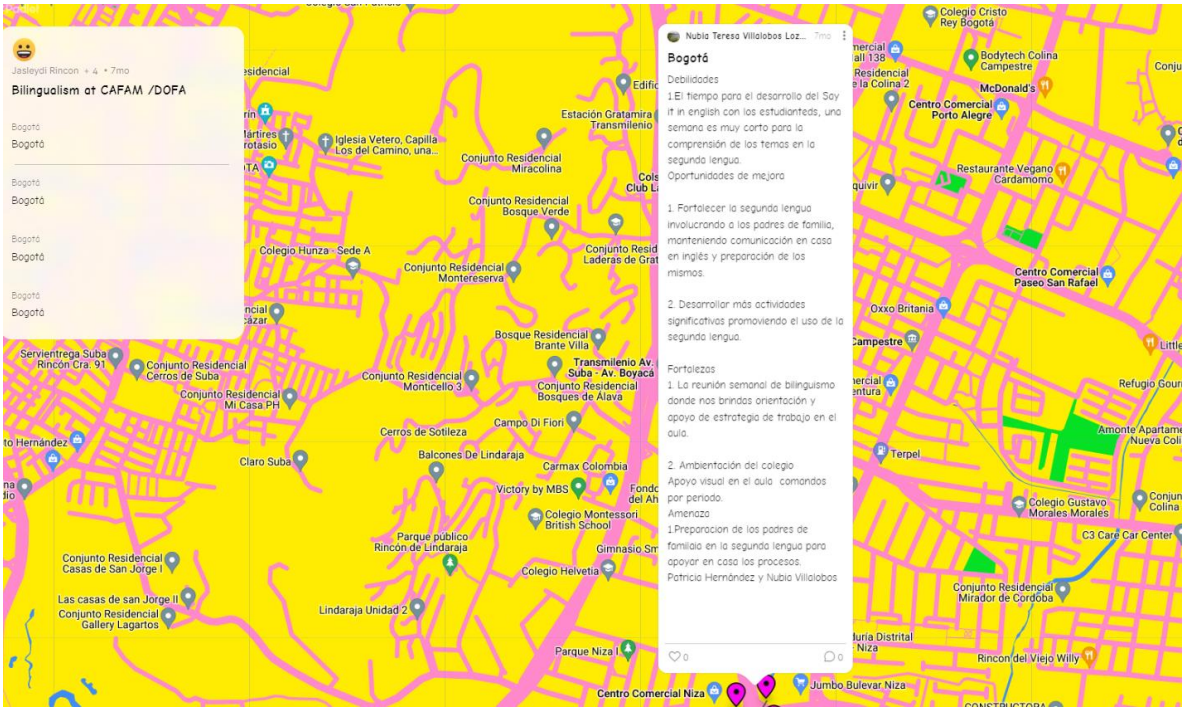
Appendice 2

Artifacts -SWOT Analysis



Appendice 3

Artifacts -SWOT Analysis



Appendice 4

Field Notes sample 2 (FN)

FIELD NOTES

FECHA, HORA Y LUGAR:	Agosto 8 de 2022 – Hora: 10:10 a.m.	
DEPENDENCIA:	Colegio	
LÍDER:	Jasleidy Rincón Peña	
RELATOR:	Jenny Patricia Hernández Serpa	
ASISTENTES:	Diana Marcela Rodríguez	Sandra Milena Chávez
	Nubia Teresa Villalobos	Yuly Janneth Martínez
	Diana Marcela Monroy Bueno	

OBJETIVO DE LA REUNIÓN

Diseño decálogo "Bilingualism Teacher by Cafam School" y comandos para implementar dentro del aula.

CONCLUSIONES SOBRE TEMAS TRATADOS

La Coordinadora Jasleidy inició la reunión mencionando el objetivo del encuentro. Posteriormente, el grupo de docentes de grado segundo diseño el siguiente decálogo y comandos para implementar dentro del aula de clase.

- DECALOGUE "Bilingual Teacher by Cafam School"
  1. The bilingual Teacher have known both language (Spanish – English)
  2. Know the student´s skills in English.
  3. Create a specific learning goal according to the topic.
  4. Motivated and encourage the students to use the second language.
  5. Use the different teaching approaches (ESP – TPR – CLIL – CBI)
  6. Make a correct input.
  7. Write a model response to effectively communicate the ideas.
  8. Teach content specific language.
  9. Use different materials according to ways to learn.
  10. Create learning environment to promote the bilingualism.

- COMMANDS
  1. Read the instruction again.
  2. Make a line and go to ____
  3. Do your work with effort.
  4. Keep clean your personal space.
  5. Be quiet! And listen to your partner.

COMPROMISOS	FECHA			RESPONSABLE
	Asignación	Limite	OK	
Implementar los comandos dentro de las unidades de clase.	8/08/2022	30/11/2022		Docentes integrales G6
Imprimir y compartir los comandos para plasmar en el aula.	8/08/2022	21/02/2022		Directora de área
FECHA, HORA Y LUGAR DE LA PRÓXIMA REUNIÓN:	16 de agosto de 2022			

Jasleidy Rincón Peña	*Jenny Patricia Hernández Serpa*
Firma Líder	Firma Relator

Appendice 5

Field Notes sample 2 (FN)

FIELD NOTES (12)	
FECHA, HORA Y LUGAR:	Junio 8 de 2022 – Hora: 10:10 a.m.
DEPENDENCIA:	Colegio
LÍDER:	Jasleidy Rincón Peña
RELATOR:	Jasleydi Rincón Peña
ASISTENTES:	Sailor 1 Sailor 2 Sailor 3 Sailor 4 Sailor 5 Sailor 6

RELATO

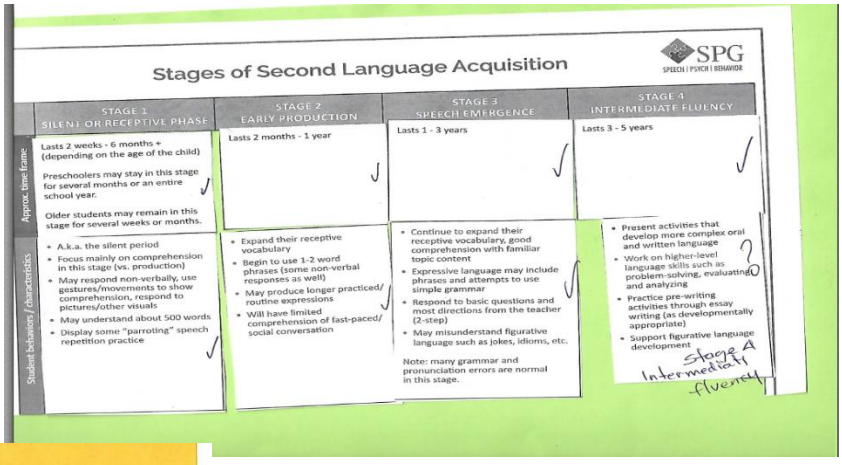
Se inicia la reunión mencionando aspectos que deben ser compartidos con la docentes referentes a bilingüismo y con la lectura del acta anterior para su aprobación.

Durante la reunión con las profesoras de segundo grado, hoy se discutieron aspectos relevantes sobre el proceso de bilingüismo y de cómo ellas debían presentar su certificación y avanzar en la consolidación de un proyecto pedagógico bilingüe.
Las docentes manifestaron sus opiniones así:
S1: Los proyecto pedagógicos nutren la labor en el aula, pero es complicado cuando no se tiene el conocimiento.
S2: Uno entiende que debe convertirse en docente bilingüe, pero es difícil si los tiempos no dan y además si hay que llevar a cabo un proyecto. No hay tiempo para eso y el aumento de sueldo no es representativo. Esa es mi opinión. Pero uno sabe que debe hacerlo.
S3: Yo no considero que tenga el nivel de Inglés para poder hacer eso, pero igual creo que este espacio de bilingüismo debe ayudar a consolidar eso. Además, el colegio nos cambia las reglas de juego a cada rato.
S4: Al inicio nos contrataron como docentes integrales y ya que primero y transición son bilingües a segundo también le toca, eso se veía venir.
S5: Yo por lo pronto quiero estudiar Inglés para poder mejorar mis clases y ahora que tenemos bilingüismo me siento más comprometida.

Luego de una corta discusión y escuchar sus opiniones las docentes deben trabajar en los comandos y selección de ellos para el periodo académico.

Appendice 6

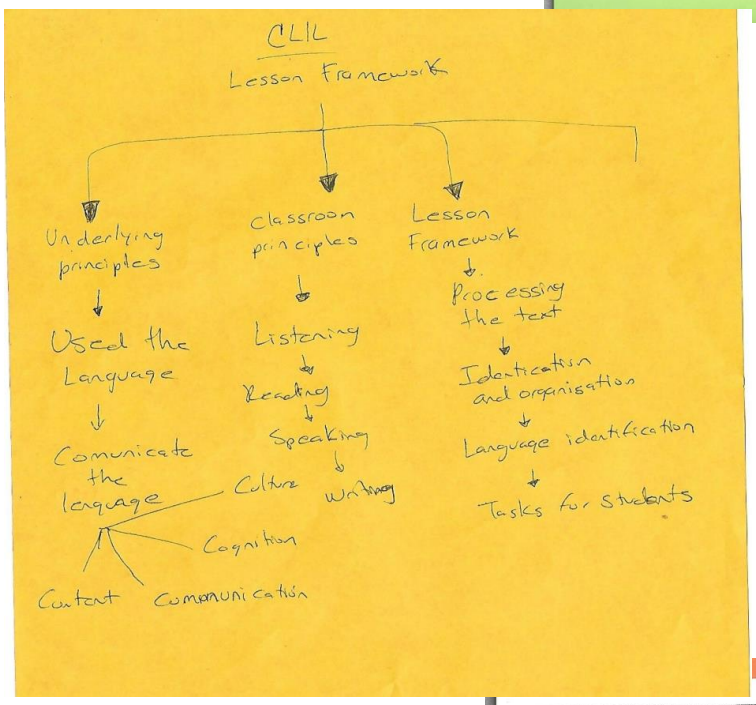
Artifacts

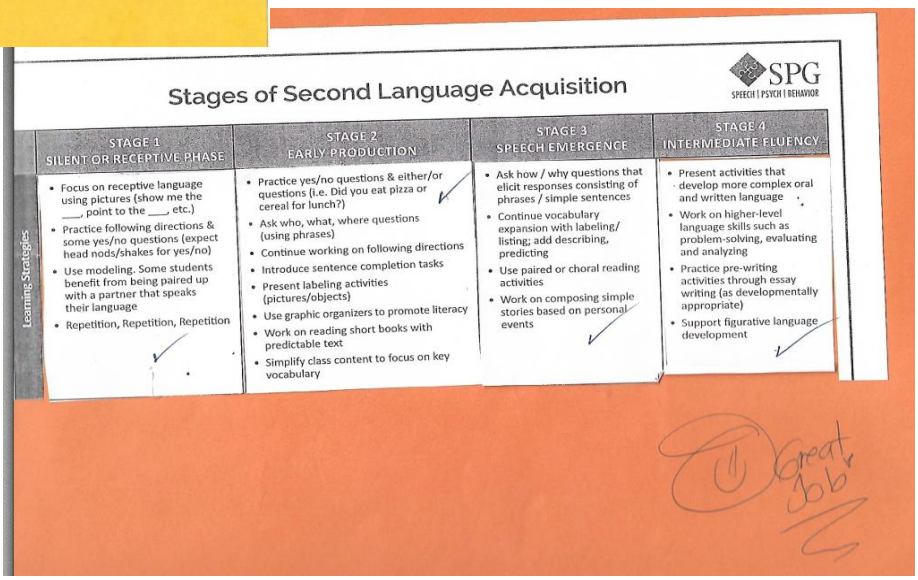


Stages of Second Language Acquisition

SPG SPEECH | PSYCH | BEHAVIOR

	STAGE 1 SILENT OR RECEPTIVE PHASE	STAGE 2 EARLY PRODUCTION	STAGE 3 SPEECH EMERGENCE	STAGE 4 INTERMEDIATE FLUENCY
Approx. time frame	Lasts 2 weeks - 6 months + (depending on the age of the child) Preschoolers may stay in this stage for several months or an entire school year. Older students may remain in this stage for several weeks or months.	Lasts 2 months - 1 year	Lasts 1 - 3 years	Lasts 3 - 5 years
Student behaviors / characteristics	• A.k.a. the silent period • Focus mainly on comprehension in this stage (vs. production) • May respond non-verbally, use gestures/movements to show comprehension, respond to pictures/other visuals • May understand about 500 words • Display some "parroting" speech repetition practice	• Expand their receptive vocabulary • Begin to use 1-2 word phrases (some non-verbal responses as well) • May produce longer practiced/ routine expressions • Will have limited comprehension of fast-paced/ social conversation	• Continue to expand their receptive vocabulary, good comprehension with familiar topic content • Expressive language may include phrases and attempts to use simple grammar • Respond to basic questions and most directions from the teacher (2-step) • May misunderstand figurative language such as jokes, idioms, etc. Note: many grammar and pronunciation errors are normal in this stage.	• Present activities that develop more complex oral and written language • Work on higher-level language skills such as problem-solving, evaluating and analyzing • Practice pre-writing activities through essay writing (as developmentally appropriate) • Support figurative language development Stage 4 Intermediate fluency





Stages of Second Language Acquisition

SPG SPEECH | PSYCH | BEHAVIOR

	STAGE 1 SILENT OR RECEPTIVE PHASE	STAGE 2 EARLY PRODUCTION	STAGE 3 SPEECH EMERGENCE	STAGE 4 INTERMEDIATE FLUENCY
Learning Strategies	• Focus on receptive language using pictures (show me the ___, point to the ___, etc.) • Practice following directions & some yes/no questions (expect head nods/shakes for yes/no) • Use modeling. Some students benefit from being paired up with a partner that speaks their language • Repetition, Repetition, Repetition	• Practice yes/no questions & either/or questions (i.e. Did you eat pizza or cereal for lunch?) • Ask who, what, where questions (using phrases) • Continue working on following directions • Introduce sentence completion tasks • Present labeling activities (pictures/objects) • Use graphic organizers to promote literacy • Work on reading short books with predictable text • Simplify class content to focus on key vocabulary	• Ask how / why questions that elicit responses consisting of phrases / simple sentences • Continue vocabulary expansion with labeling/ listing; add describing, predicting • Use paired or choral reading activities • Work on composing simple stories based on personal events	• Present activities that develop more complex oral and written language • Work on higher-level language skills such as problem-solving, evaluating and analyzing • Practice pre-writing activities through essay writing (as developmentally appropriate) • Support figurative language development Great Job