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EL BILINGÜISMO A DEBATE

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El bilingüismo a debate

Actas del IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos

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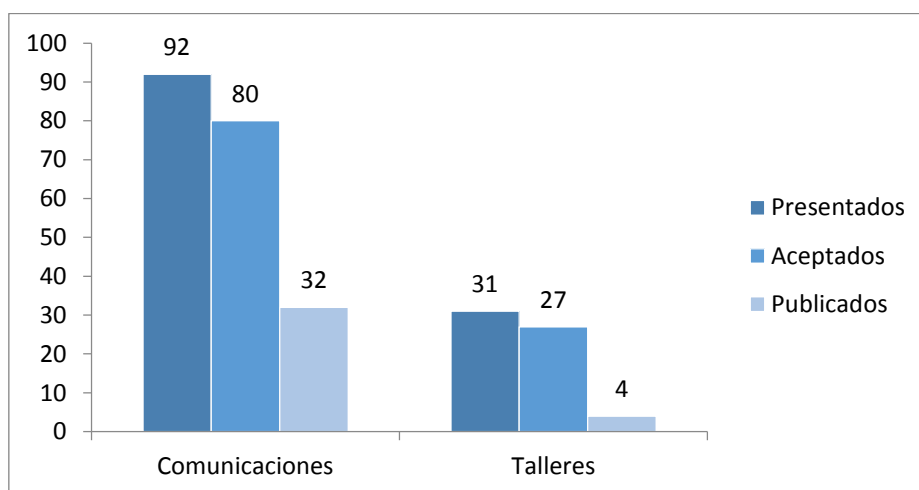
CIEB 2017

En el IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos (CIEB 2017) se presentaron para su valoración un total de 92 comunicaciones y 31 talleres.

Tras la revisión de todas las propuestas por parte del Comité Científico, se aceptaron un total de 80 comunicaciones, siendo rechazadas 12 propuestas, y un total de 27 talleres, siendo rechazados cuatro propuestas. No obstante, no todos los participantes enviaron su artículo para su publicación dentro del plazo previsto.

Por tanto, en estas Actas no se recogen las ochenta comunicaciones y los veintisiete talleres que fueron presentadas oralmente durante el Congreso, sino solamente las treinta y dos comunicaciones y los cuatro talleres cuyo texto completo fue recibido, revisado, evaluado y aceptado por los editores para su publicación. El Programa completo del Congreso puede consultarse en la página web del congreso: <http://www.cieb.es/>.

Para la publicación de la Actas del Congreso, se propone un formato digital con ISBN. En el siguiente gráfico, se muestra un resumen de los datos finales.



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PRESENTACIÓN IV CONGRESO INTERNACIONAL DE ENSEÑANZA BILINGÜE EN CENTROS EDUCATIVOS “LA ENSEÑANZA BILINGÜE A DEBATE”

La Universidad Rey Juan Carlos y la Asociación Enseñanza Bilingüe, fueron los organizadores del IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos –CIEB 2017– que se celebró en Madrid, en el Campus de Vicálvaro de la Universidad Rey Juan Carlos los días 20, 21 y 22 de octubre de 2017.

CIEB 2017, bajo el lema “La enseñanza bilingüe a debate”, planteo no solamente seguir analizando su funcionamiento sino también debatir sobre la enseñanza bilingüe, los programas, sus ventajas e inconvenientes, su desarrollo y su gestión, sus resultados, con el fin de contribuir a la búsqueda de soluciones para los problemas que se plantearon y por lo tanto, a la mejora de la calidad de todos los programas.

Un objetivo prioritario fue generar un foro de discusión, de debate, de intercambio de ideas y de experiencias entre profesionales de la enseñanza bilingüe y la enseñanza de idiomas y, a la vez, apoyar a los miles de maestros y profesores que han entendido perfectamente el potencial que supone ofrecer enseñanzas bilingües a sus alumnos, y que trabajan incansablemente, esforzándose por adquirir el mayor dominio de la lengua de instrucción y las máximas competencias posibles, tratando de incorporar a su labor docente los últimos avances tecnológicos y de utilizar en la enseñanza de idiomas, las variadas metodologías activas en boga hoy en día.

El Congreso CIEB 2017 como siempre tuvo un carácter innovador y promovió la presencia de expertos nacionales, tanto en aspectos prácticos como teóricos del bilingüismo.

FROM BILINGUAL TEACHING TO CLIL: TEACHING STRATEGIES AND TEACHING PORTFOLIOS FOR BILINGUAL TEACHING AT THE TERTIARY LEVEL

Dr. Javier Barbero Andrés
Universidad de Cantabria

Resumen: Debido al “crecimiento de la movilidad de alumnos, así como a la progresión de los contenidos en los planes de estudios universitarios en esta suerte de aula globalizada” (Costa y Coleman 2010), más y más universidades europeas imparten cursos e incluso grados completos en lenguas extranjeras, casi siempre en inglés. Wilkinson (2004), Wilkinson y Zegers (2007, 2008), Fernández (2009) y Costa and Coleman (2010) han intentado explorar las posibilidades y desafíos de implementar el enfoque CLIL en el nivel terciario. Sin embargo, los profesores universitarios no parecen aprovechar las posibilidades que ofrece CLIL en otros niveles educativos. Mientras que los profesores de la denominada Enseñanza Mediada por el Inglés (EMI) no tenían que observar ningún cambio metodológico, ahora CLIL propone a los profesores crear contenidos cognitivamente exigentes para aquellos alumnos que tienen un conocimiento limitado del inglés.

Los autores de este artículo han consultado una significativa cantidad de referencias CLIL publicadas hasta el momento y han entrevistado a docentes CLIL de Educación Primaria, Secundaria y Terciaria para tratar de identificar las mejores propuestas metodológicas y las mejores estrategias docentes en las clases bilingües. Todo ello ya ha sido publicado en versión resumida en nuestro “Decálogo de Metodología CLIL”. Nuestra hipótesis central es que toda esta batería de propuestas metodológicas puede aplicarse en el nivel terciario de forma generalizada. Junto a una muestra preliminar de un portfolio de autoevaluación docente, presentaremos algunos de nuestros resultados que indican en qué medida es conveniente y necesario que la universidad se plantee la adopción de la metodología CLIL en sus aulas.

Palabras clave: CLIL, Universidad, metodología, orientaciones, investigación cualitativa.

Abstract: Due to “the growth of student mobility and the evolving epistemology of university disciplines in a globalizing academy” (Costa and Coleman 2010), more and more universities across Europe are teaching courses and even whole degrees in a second language, almost always English. Wilkinson (2004), Wilkinson and Zegers (2007, 2008), Fernández (2009) and Costa and Coleman (2010) have tried to look at the possibility and challenges of implementing a CLIL approach at the Tertiary Level. However, university lecturers do not seem to take advantage of CLIL research and experiences from other levels of education. Where previously EMI (English Medium Instruction) practitioners did not have to consider a different methodology, now CLIL has become necessary to make cognitively demanding content available to students with a limited knowledge of English.

The authors of this paper have looked into CLIL literature and have interviewed Primary, Secondary and Tertiary CLIL teachers in order to identify the best methodological guidelines and teaching strategies to be followed in CLIL classes. These guidelines have been published and summarized in a “CLIL- methodology Decalogue”. Our general hypothesis is that the methodological guidelines and teaching strategies identified by the authors can be generally applied at the Tertiary Level. The results of this analysis will be presented in this paper, as well as a preliminary format of a CLIL teaching portfolio.

Keywords: CLIL, university, methodology, guidelines, qualitative research.

Introduction

The unstoppable spread of CLIL in the Spanish Education system has been supported by research giving insights into the potential benefits of this approach in different levels of Education. As the implementation of this methodology has been observed and experienced for a fair number of years, we can assure that much has

been written about the benefits of CLIL in Primary and Secondary Education (for example, Muñoz 2007, Dalton-Puffer 2007, Lasagabaster and Sierra 2009, Liubinienė 2009 or Vártuki 2010). When we turn our eyes to the Tertiary level, however, we observe that research has not been so productive. It seems that the later and heterogeneous adoption of CLIL by Spanish University has not provided the ideal scenario to carry out as many research projects as in the case of pre-Primary, Primary and Secondary Education. Nevertheless the interest is more than evident and research in this area is giving us really productive examples of how CLIL is being implemented in the Tertiary level and the results we are obtaining in terms of methodological change, development of basic skills and general improvement of language proficiency (Dafouz 2006, Aguilar & Rodríguez 2011, Vilkaciene 2011, Tarnopolsky 2013 or Braga & Maíz 2013)

Due to “the growth of student mobility and the evolving epistemology of university disciplines in a globalising academy” (Costa and Coleman 2010), more and more universities across Europe are teaching courses and even whole degrees in a second language, almost always English. However, university lecturers do not seem to take advantage of CLIL research and experiences from other levels of education, probably because, as Costa and Coleman state, ICLHE (Integrating Content and Language in Higher Education, as CLIL at university is often referred to) “typically represents a top- down approach, an institutional initiative dictated by the strategic need for internationalization” (2010. p. 20), and one that does not take into account CLIL at other levels. This article describes an action-research project intended to create a bridge between different levels of education, in order to try to incorporate the best methodological practices from other educational contexts into University, and use CLIL as a “catalyst for change” (Marsh and Frigols 2007) towards a student-centred teaching methodology. The perceptions of Primary and Secondary school teachers will confirm how much CLIL methodology is being taken into action in real contexts and how much of this experience could be adopted by the Tertiary level. At the same time, the perceptions of University teachers will give us the opportunity to describe a fair accurate landscape of our University and the state of CLIL according to real experiences lived by teachers from really different fields of knowledge who have got the English language as a common factor in their professional development.

Background

Like many other areas in Europe, Cantabria, a small region on the Northern Spanish coast, has adopted CLIL in a fairly enthusiastic way in compulsory levels of education. The first bilingual programme was put into practice thanks to an official agreement between the Regional Education Authority, the National Education Authority and the British Council back in 1996. In the following years, dozens of bilingual programmes were implemented by the Regional Education Authority with the participation of a remarkable number of teachers. Currently, we have over 60 bilingual schools teaching part of their syllabuses in English,

French and German.

The University of Cantabria is a public institution with an increasing European and international dimension. In order to enhance its level of internationalization, in 2008 it decided to demand of its new graduates an advanced command of English (B2 level according to the Common European Framework for Languages) by the end of their studies. Following the European Union's recommendations about plurilingualism, the University also decided that students could fulfil this language requirement by demonstrating a B1 level in English and a B1 command in another European language. Students can also fulfil the University's language requirement with a B1 in English if they complete 30 credits in an exchange programme carried out in a foreign language or if they obtain one of the Diplomas in English offered by the University.

It is obvious that this required level of English is an important challenge not only for students, but also for university lecturers willing to teach their subjects in English. From the point of view of their linguistic proficiency, the University of Cantabria decided that the lecturers willing to teach their subjects in English needed to have a C1 level in that language. The system designed to demonstrate this level was either to provide an official certificate issued by an external institution or to take part in an internal process made up of two stages: the completion of a Linguistic Self-Report and participation in an interview with two English professors from the Department of Philology. The Linguistic Self-Report is based on the Europass Language Passport and includes a self-assessment of language skills, as well as a section for English language diplomas or certificates, and a list of linguistic experiences, including previous teaching experience in English and research stays. The results of this process have actually been very encouraging: at the time of writing, as many as 70 teachers have been able to provide a C1 certificate and 86% of the nearly 100 teachers who have taken part in the second system have demonstrated C1-level proficiency in English. However, in these interviews a problem arose: most of the teachers interviewed were planning to translate into English the materials (photocopies, handouts, PowerPoint presentations) they had been using in Spanish before, without taking into account the fact that their students' level of English had, in most cases, nothing to do with their expectations. Most of them had not given too much thought to a change in methodology, let alone a CLIL-oriented one. These interviews therefore confirmed our ideas about the need to establish a theoretical common ground where different levels of education could debate about their previous experience, their needs and the possibility of adopting a new methodological perspective, based on CLIL research and practice, when teaching their subjects in English.

Research project

Phase I

In order to collaborate with our University in the implementation of our Language Policy Plan, myself and Dr. Jesús Ángel González set up a Group of

Educational Innovation and Research, whose main aim was to help content teachers in their use of English as their vehicle for their teaching practice. Inspired by action-research principles, and having identified a problem in the University lecturers' perspective on the implications of teaching content through English, we decided to develop a research project to ask our colleagues at Primary and Secondary schools about the best way to proceed in order to implement CLIL at university. Following DiCicco-Bloom and Crabtree "Whatever the focus of the study, the basic research question needs to be sufficiently focused so that a relatively homogenous group will have shared experiences about the topic" (DiCicco-Bloom and Crabtree, 2006, p. 316), we defined our basic research question in the following terms: "What are the most important elements of a CLIL-based methodology, as applied in Primary and Secondary school, and can they be extended to the Tertiary level?"

In order to find out Primary and Secondary School teachers' perceptions about the implementation of the CLIL methodology in their schools, we have used qualitative research based on individual in-depth interviews, designed to co-create meaning with interviewees by reconstructing perceptions of events and experiences and to discover shared understandings of a particular group, or, as Grant McCracken defines it, "the long interview":

The long interview is one of the most powerful methods in the qualitative armory. For certain descriptive and analytic purposes, no instrument of inquiry is more revealing. The method can take us into the mental world of the individual, to glimpse the categories and logic by which he or she sees the world. It can also take us into the lifeworld of the individual, to see the content and pattern of daily experience. The long interview gives us the opportunity to step into the mind of another person, to see and experience the world as they do themselves. (McCracken, 1988, p. 9)

We selected a number of participants within our region who work as CLIL teachers in schools with official Bilingual Programmes approved by the Regional Education Authority. The teachers interviewed belong to both the Primary and Secondary sphere, so that we could observe a whole picture of the compulsory education system in Cantabria. Furthermore, we chose both public schools (two of these working under the umbrella of the triple agreement between the regional Education Authority, the National one and the British Council) and state-subsidized schools ("centros concertados"). As to the teachers themselves, we wanted to have both native and non-native English speakers, men and women, and CLIL teachers (covering as much as seven different subjects of the Spanish curriculum taught in English) as well as English language teachers (who also collaborate in the CLIL programmes). Participants' CLIL teaching experience ranged from two years to more than a decade.

We chose a total of ten participants, a number that meets McCracken's criteria for a minimum number of interviewees (eight). While it could be argued that ten represents a rather small sample, we maintain that, as a *qualitative* study, this

number was sufficient in order to paint a substantial portrait of the situation of CLIL teaching in the region of Cantabria. We make no pretensions of extending our conclusion from a quantitative point of view in this first phase, but we do believe the ideas and suggestions put forward by all these teachers are representative, and may show a reliable path for university lecturers when it comes to applying the CLIL methodology in a different context.

In order to acquire the maximum amount of useful information for the purposes of this study, we followed the model suggested by Fink (2000), inspired by Kvale (1996): thematizing (determining what is going to be studied), designing (type of interviews and participants), interviewing (according to an interview guide or questionnaire), transcribing (which goes beyond a simple act of copying information, since it provides an opportunity for analysis and reflection), analysing (looking for interconnected codes establishing webs of meanings), verifying, and reporting.

Following these guidelines, we designed a questionnaire with what we believe are the most important issues concerning the teaching and learning processes within the CLIL methodology. This questionnaire also observed McCracken's suggestions in terms of confidentiality and anonymity.

After a revision of some key references in terms of CLIL methodology, we established some general methodological principles which thought may help our teachers to give a sense to all the initiatives which they were taking in their classes. We found that, even unconsciously, some of them were doing CLIL to a great extent, and that precisely showed us how convenient it was to offer them a summarized theoretical background to support their valuable strategies and techniques:

Clearly establish the learning objectives for your teaching activities, place them at the beginning of your classes and follow that path to drive your actions in the classroom. That is precisely one of the basic aims of Bloom's taxonomy (Bloom, 1956) and one of the basic strategies to adapt the content of your classes to the heterogeneous needs of your students: "the revised Bloom taxonomy can be put to use in order to level tasks according to cognitive demand and how it can be turned into a powerful tool for planning truly differentiated units by combining it with Gardner's concept of multiple intelligences" (Meyer, 2010, p. 21)

Engage students in all skills. Provided that CLIL does have "a linguistic aim which states that pupils should be enabled to develop language skills which emphasise effective communication" (Bentley, 2007, p. 129) our classes should be balanced enough to use and practice all basic skills, at the end of the day a foreign language is not "one more school subject" any more and has become a truly necessary means of communication.

Balance receptive and productive experience with L2. An adequate distribution of the teaching time between these two big spheres of language should be provided. Particularly in a long teaching tradition where oral skills have been put aside and, therefore, have been identified like the weakest part of the linguistic competence of our students: "the contribution of CLIL to the

evaluation of the acquisition of a spoken competence would benefit from being evaluated on higher order organizational structures (...) which, in turn, reflect more general cognitive, problem-solving strategies, on which the presence of a salient L2 bears heavily” (Gassner & Maillat, 2006, p. 21)

Enable students to develop lower and higher order talk for CLIL contexts. Teachers need to consider adopting a task based learning (TBL) approach. Tasks, in a language teaching context, are both language and skill-focused because they enable students to revisit content and practice talking (Bentley, 2007)

Approach language lexically (rather than grammatically) CLIL classes do not sequence students’ exposure to language elements based on grammatical structure, and that does break a long grammar-centred linguistic approach which will not be easy to change. Experiences like the one carried out by Maria Xanthou (Xanthou, 2011) do show the more than evident benefit that CLIL brings to our students in terms of lexicon acquisition.

Teach content as part of the curriculum (not just topics of general interest) And that gives teaching a new dimension as topics are not used as just another excuse or didactic resource but as an another implicit objective. CLIL opens the doors to new meaningful content directly extracted from students’ syllabuses: “CLIL has definitely a lot to offer at university level. Traditional LSP programmes can be enriched by case studies or other content-based or problem-based assignments that focus on both content and language and follow the majority of CLIL methodology principles” (Vilkaciene, 2011, p. 115)

Pay attention to the four Cs (Content, Communication, Cognition, Culture) (Brown and Bradford, 2016, based on Coyle, Hood, & Marsh, 2010) together with the basic active and cooperative learning and the co-construction of knowledge which can lead to provide our teachers with “a learning environment that emphasized cooperation and exchange of ideas where learners learned how to learn, became more autonomous, self- directed and intrinsically motivated while the teacher was provided with greater opportunity for innovation and professional development” (Pistorio, 2010, p. 9)

Provide context to context-reduced language tasks, as a starting point to provide guidelines in the class to adapt difficult content tasks (Halbach, 2012, p. 35) In this sense “scaffolding” is undoubtedly a key concept. The idea of activating students’ prior knowledge (Dale, Van der Es and Tanner, 2010) and establishing a whole lot of strategies to help them to progress effectively on their own is simply ideal in a CLIL context. According to de Graaff “teachers should facilitate the following learning aspects: exposure to input at a (just) challenging level, meaning-focused processing, form-focused processing, output production, and the use of compensation strategies” (de Graff, 2007, p. 605)

Use visual support which has a double benefit for teaching: in the first place it does help teachers to organize, implement and structure curricula and plans. Besides, it is a big help for those students who need to restructure their ideas and process the information received in class. As a result “students empowered with this skill can learn more effectively and independently” (Kang, 2004, p. 66)

The formulation of all these ideas led us to create a CLIL teaching Decalogue which would be used in Phase II of our project.

Phase II

In the second phase of our research project, we tested the decalogue we created from Phase I in a University context in two different ways: first, in 8-hour training courses for University teachers on six different editions (a course called “CLIL: Methodological Orientations for a Better Practice supported by a blog “From Bilingual Teaching to CLIL”) from 2012 to 2017, and then, through a new questionnaire in a second round of interviews (carried out in 2015) with 10 University lecturers from very different backgrounds and schools (Philology, Electrical Engineering, Molecular Biology, Economy, Mathematics, Statistics and Computing, Physiology, Pharmacology, Pharmacology, and Biomolecular Engineering) with experience teaching courses in English (EMI). Some of the courses are regular courses part of the degree and therefore mainly with Spanish students with a variable level of English (Children’s Literature and Literary Education; English Phonetics, English Acquisition as a Foreign Language; Foreign Language Teaching and Learning; Research Methodology in Language Acquisition; Linguism Current Approaches and Second Language Acquisition; Electrical Drives; Energy Systems; Cell Molecular Biology; Macroeconomics; Statistical Inference; Fundamental Pharmacology; Drug Dependence and Addiction; International Business: a European Perspective; International Business Economics y Modeling and Simulation). Other courses (European Economic Policy or Open Economy Macroeconomics) have been created by the University for Exchange Students, who normally have a better level of English (B2-C1, and even some native English speakers). The questionnaire provided to lecturers was designed with the same parametres used in Phase I:

QUALITATIVE RESEARCH PERSONAL INTERVIEW (University professors)

Previous question: bilingual programmes in Cantabria. Do you know the approximate number of bilingual programmes in Pre-Primary, Primary and Secondary School in Cantabria?,do you know if you receive some of these students among those ones you have in your classes? In that case: do you observe any differences between them and the rest of your students?

- 1.- In general terms: would you define your current linguistic competence in English?
- 2.- Which is the most difficult basic skill for you? Why?
- 3.- Do you still teacher train in activities related with English? How?
- 4.- Do you know the following acronyms and the methodological approach which they imply?
- 5.- Do you think that teaching your subject in English does imply, together with

a linguistic code change, a methodological change?

6.- What kind of basic reference material do you use in your classes? Textbooks? from the Internet?, own production?

7.- What kind of didactics do you mainly use in your classes?

8.- How do you assess your subject?, do you take into account the initial English level of your students?, if that's the case, how do you do it?

9.- How would you describe your students' linguistic competence according to their basic skills? 10.- Name the three biggest difficulties you find teaching your subject in English.

11.- What kind of positive aspects do you find in teaching your subject in English?

12.- What is the role of ICT in your classes? Which are the best ICT resources in your opinion?

13.- What kind of professional or economic benefits do you obtain from teaching your subject in English?

14.- How would you qualify the current situation of your university in terms of teaching subjects in English?

15.- How would you improve this current situation?

16.- What's your opinion about the following methodological decalogue? Do you think it would be applicable in your teaching context?

Once again, we decided to include some basic methodological notions in the questionnaire so that lecturers could assume the general principles of our proposal: "drifting from EMI to CLIL does imply much more than a simply change in the linguistic code used in class, and it certainly can be implemented at the Tertiary level"

Results

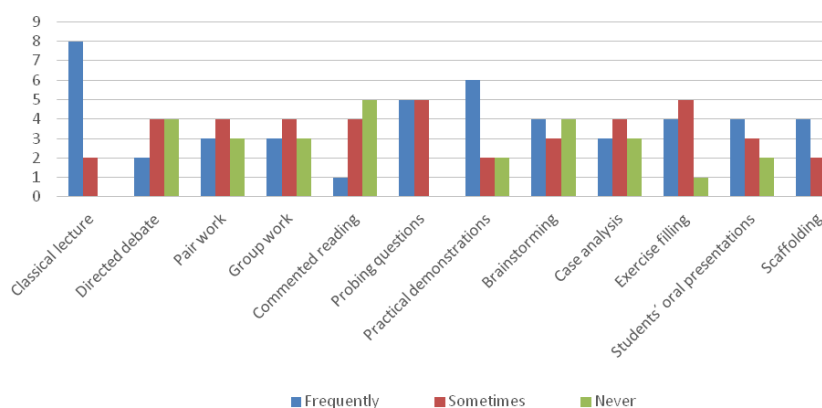
The most important results obtained in the first phase of our research allowed us to create a "CLIL methodology decalogue" which was also suggested to lecturers in Phase II.

1. Communication is a must. English should be used as much as possible, but the mother tongue can also be used in case of communication blockage. Code- switching seems to be quite common in many CLIL contexts, as Doiz & Lasagabaster (2017) have pointed out.
2. Scaffolding is essential. Identify language demands and provide support strategies. Use visual aids and written language whenever necessary. All students, but particularly all those whose listening skills are not the best, will appreciate the use of slides summarizing the main ideas stated in class. Model and break up the tasks if appropriate.
3. A reference lexical corpus is required for every task. Advance work (with warm- up activities like video comprehension, webquests or the like) on specific vocabulary should be done prior to the explanation of cognitively challenging content.

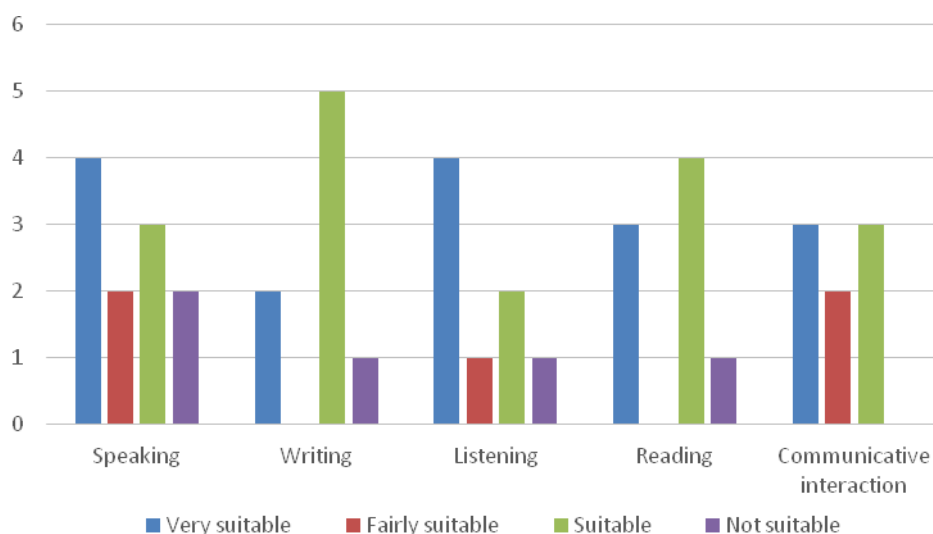
4. Use ICT, in particular software and on-line material in English.
5. Use a student-centred approach. Put yourself in the students' position. Provide the opportunity for as much hands-on learning as possible. Use pair work and group work.
6. In assessment, content should be a priority over language: linguistic competence in the foreign language is an added value which should be rewarded, but the lack of fluency in the foreign language should not be a major obstacle for a positive evaluation.
7. Use diverse assessment instruments: self-assessment, peer assessment, rubrics, and language and content portfolios.
8. Repeat and consolidate. Do not hesitate to repeat, paraphrase, and/or present information in different formats.
9. Plan carefully in order to be flexible.
10. Turn problems into opportunities. Be bold as far as methodology is concerned and take advantage of this new educational context to work on a different paradigm where teachers are facilitators and mediators between language and content.

Together with all these general ideas, extracted from a qualitative perspective, we took advantage of the possibility of interviewing a fair amount of lecturers to withdraw some data. It seems to all of us that the implementation of different strategies and approaches in Primary and Secondary level is part of the jobs of our teachers. At the end of the day, the presence of CLIL in those levels has been fairly spread in the last years. The situation at the Tertiary level is not so clear, though. When dealing with the possibility of implementing CLIL, the kind and the frequency of use of methodological techniques carried out by professors, and the level of English of students according to their basic skills seem to be essential to picture an accurate landscape of the situation to be faced in our context. We did ask our lecturers about these two aspects, and these are the data we collected:

Methodological techniques. Frequency of use.



Students' level according to their basic skills.



But if we come back to our Methodology Decalogue, we were really interested in finding out the detailed opinion of lecturers about methodological suggestions extracted from the first phase of our project, where Primary and Secondary school teachers shared their views about the implementation of CLIL in depth.

Generally speaking they reacted favorably to the suggestions. As far as ICT is concerned all our lecturers use the Internet (mentioned as an endless source of material in all sorts of formats), Moodle resources together with Powerpoint slides and other forms of visual support like images or diagrams, although, suprisingly enough, some of them were not familiar with the theoretical concept of Scaffolding.

All of them seem to place particular emphasis on lexis, and many of them provide the students with a glossary or another form of lexical support in their classes. We should not forget that most of our lecturers deal with highly specialized content. In this sense, all of them consider that teaching content should be their main aim in terms of teaching strategy. They do not seem to worry excessively about language accuracy. In some cases, they openly admit that they do not care about language accuracy at all. This idea is clarified and clearly stated in terms of assessment, where content is definitely the only priority.

They all tend to repeat things in different formats in order to consolidate. Some of them mention combining theory and practice to consolidate, for example, but what is for sure is that they do consider the possibility of establishing different teaching strategies to make sure that content is transmitted and acquired adequately by their students.

They admit that they all plan, but are ready to be flexible. It is necessary to remember that in most of these courses there is much more freedom than in subjects within Primary and Secondary curricula. Some of them mention the idea

that skipping some parts of the subject is necessary when they teach in English as using the foreign language does slow down the whole teaching-learning dynamics.

All lecturers agree that communication is essential in their classes, and most of them said that they only use English. We should remember that there are many types of courses taught by these teachers, and in some of them, the students are Exchange Students who are more proficient in English than in Spanish. But there seems to be one clear idea: L1 should not be used unless there is a significant communication blockage.

Most teachers use a variety of assessment procedures (only 60% of the final mark can be based on a final exam, so they need to use other forms of continuous assessment), although many of them feel reluctant to use self-assessment¹ or peer-assessment techniques.

Most of them do like the sentence “turn problems into opportunities”, but are not so convinced about the implications within their teaching activities. They observe it sounds really good from a theoretical point of view but do not exactly know how to implement it in their classes.

Finally, the idea they have liked the least is the one that implies the deepest changes in methodology, related to the constructivist-collaborative approach. Many of them think that they would like their students to work in pairs or groups, but they say they cannot do it in their classes; in some cases because their classes are overcrowded, in others because of the characteristics of the content that they need to teach. They are also very reluctant about the implementation of a student-centered approach and the teacher’s role as facilitator. In fact, three of the participants blame this reluctance on their students themselves, as they do not want to change their traditional, more passive role as students in a teacher-centred dynamics. It is remarkable that this reluctance also crops up in other parts of the questionnaire in relation to other potential methodological changes emerged from the CLIL perspective.

We consider that offering some of our lecturers’ opinions in these pages may help to understand their views on CLIL and its implementation at the Tertiary level:

Some lecturers are really aware of the necessary change of paradigm which CLIL implies, although they are really used to a process of linguistic code change as they normally apply in EMI; they do consider the opportunity of adopting new methodological strategies which may have experienced before or not:

Participant#2: Methodology changes from EMI to CLIL are related to linguistic simplification, generalization of visual aids, higher number of repetitions and paraphrasing, more interactive strategies together with confirmation checks and verification requests.

¹ We have created and offered our participants a Self-Assessment Portfolio Grid (based on the Profiling Grid Prototype developed by EAQUALS www.eaquals.org and adapted to our own teaching context) which was positively received by them all.

There is also a relevant debate about the importance given to language correctness, in comparison with the importance given to the acquisition of content. There seems to be an agreement in observing language as a mediator which enhances students the access to content. Therefore, the consideration given to extreme accuracy is just relative (although these opinions have not been consistent)

Participant#4: we normally deliver multiple choice tests and short answer tests. We don't take into account the possible linguistic mistakes they may have. They don't tend to have difficulties in these tests. Oral presentations are different, the higher their level is, the better for their presentations, we must admit that definitely influences their final marks...

As far as teacher training issues are concerned, professors tend to take advantage of any kind of training possibility they can have access to, whereas they are formally institutional or informal:

Participant #6: Everyday, I drive to work and back home listening to the BBC...

But some opinions also give relevance to a widespread theory thanks to which English may have become a common place where all educational problems may find a solution or not...

Participant #7: Maybe we've gone too far with this obsession with English. Why should everything be taught in English? I think we should rethink it all and filter a little bit what kind of content or subjects we want to teach through English. Sometimes students have the perception of passing subjects in English is easier as teachers tend to be more condescending, and I'm talking about Medicine studies...!!

Generally speaking, implementing CLIL at University is seen as a big, complicated challenge which, however, seems to renew some professors energies in order to give their teaching strategies a new rewarding perspective:

Participant#5: I'm absolutely satisfied with this programme. Personally, it gives me so much and I do really think we should keep on working on it all in the long term.

Conclusions

Our research has been carried out with a group of CLIL teachers from the Primary, Secondary and Tertiary levels. We can state that the results collected are consistent with the CLIL literature about experimentation and methodology that we have looked into. Both show that:

- CLIL shows teachers a new educational path applicable to all levels where methodology has a specific role to improve our teaching performance.
- CLIL practitioners at Primary and Secondary schools have a very clear understanding of the methodology implied by CLIL; their theoretical ideas

are agreed with by University lecturers who, however, find lots of difficulties in trying to adopt this new methodological path in their own contexts. Our Methodology Decalogue has been found really useful to start this new methodological approach at the Tertiary level.

- EMI teachers are willing to teach in English and ready to change many things in their methodology, but are probably not ready to make the deeper changes necessary to implement a CLIL methodology in Tertiary Education. We have to partially agree with Dearden and Macaro who “detected a distinct lack of awareness of a need to change pedagogy in order to help students ... to cope with content delivered through a second language”, although they seem to be “relatively open to the need for a revised pedagogy” (Dearden & Macaro, 2016, p. 479)
- According to our own experience, qualitative research has proven to be a powerful tool to obtain valuable information. We are satisfied to observe that there is real experience in terms of CLIL that is successful in some of our Primary and Secondary schools. Consequently, there is no real distance between the theoretical basis of CLIL and real practice in all levels. A more profound generalized focus on this kind of pedagogy at the Tertiary level is possible and recommendable according to previous experience in the rest of Education levels.

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