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PRE-SERVICE AND IN-SERVICE CLIL TEACHERS'
PERCEIVED COMPETENCIES AND SATISFACTION WITH THE
TRAINING PROGRAMMES: AN INVESTIGATION IN SPANISH CONTEXT

YÜKSEK LİSANS TEZİ

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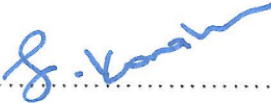
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ÖZET

CLIL ÖĞRETMENLERİNİN VE ÖĞRETMEN ADAYLARININ YETERLİLİK ALGILARI VE ALDIKLARI EĞİTİME YÖNELİK MEMNUNİYETLERİ: İSPANYA BAĞLAMINDA BİR İNCELEME

Merve YILDIZ, YÜKSEK LİSANS TEZİ

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"Eğitim sistemlerinde öğretim dilini değiştirmek veya çocuklara ek bir dil aracılığı ile eğitim vermek, genellikle sosyal, politik ve ekonomik stratejik eylemlerin doğrudan bir sonucu olan tarihsel bir küresel olgudur" (Marsh, 2013: Önsöz). 1990'larda, Avrupa'da, küreselleşmenin sosyopolitik ve eğitimsel izdüşümünün bir sonucu olarak, dil ve içeriğin bütünleşik öğrenimi (CLIL) yaklaşımı ortaya çıkmıştır. Öte yandan, ideal bir şekilde uygulanmasına ilişkin endişeler konu ile ilgili giderek artan bir araştırma alanı yaratmaktadır. CLIL öğretmenlerinin yetkinlik alanları ve hizmet öncesi veya hizmet içi seviyelerde eğitimleri ilgili de, bu anlamda, İspanya dahil birçok bağlamda geçerli kaygılar olmuştur. Bu çalışma öğretmen adaylarının 2000'li yılların başından bu yana CLIL izlencelerinin devlet okullarında giderek yaygınlaştığı İspanya bağlamında CLIL sınıflarında en iyi performansı gösterme yetkinliklerini kazanma konusunda edindikleri eğitim ve öz-yeterlilikleriyle ilgili algılarını incelemektedir. Araştırma hedefleri ışığında sonuçlar elde etmek üzere karma-yöntem izlenmiş; veri toplamak için işe koşulan anket ve görüşmelerin analizleri detaylı şekilde paylaşılmıştır. Nicel verilerin analizi sonucunda öğretmen adaylarının ve hizmet-içi CLIL öğretmenlerinin yetkinlik ve aldıkları eğitimden memnuniyet algılarının değişkenlik gösterdiği görülmektedir. Nitel verilere kıyasla hizmet-içi CLIL öğretmenlerinin yetkinlik algıları ile ilgili daha olumlu sonuçlar elde edilmiştir. Öte yandan, nitel veriler CLIL uygulamalarının çok yönlü meselelerine yönelik daha kapsamlı bilgi vermektedir. Tüm sonuçlar bütünlük oluşturacak şekilde ve ilgili alanyazın ile ilişkilendirilerek tartışılmış ve araştırmaya dayalı öneriler paylaşılmıştır.

Anahtar kelimeler: CLIL, İkidilli Eğitim, Hizmet Öncesi CLIL öğretmeni yetiştirme programları, Hizmet-içi CLIL öğretmeni yetiştirme programları, İspanya'da CLIL

ABSTRACT

PRE-SERVICE AND IN-SERVICE CLIL TEACHERS' PERCEIVED COMPETENCIES AND SATISFACTION WITH THE TRAINING PROGRAMMES: AN INVESTIGATION IN SPANISH CONTEXT

Merve YILDIZ, Master's Thesis

Supervisor, Prof. Dr. Firdevs KARAHAN

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"Changing the language of instruction in educational systems, or teaching children through an additional language is a historical global phenomenon that is often a direct result of social, political and economic strategic actions" (Marsh, 2013: Foreword) In 1990s, Content and language integrated learning (CLIL) approach emerged in Europe as an outcome of sociopolitical and educational projection of globalisation. On the other hand, concerns for its fair implementation have been holding growing space within research domains. CLIL teachers' competency areas and training at initial or in-service levels, to this end, have been valid concerns in many contexts including Spain. This study leans over this issue and investigates pre-service and in-service teachers' perceptions with respect to their self-efficacy and satisfaction with the education they have received in gaining them the competencies to perform their best in CLIL classrooms in Spanish context, where CLIL provision in mainstream schools has been experienced since the early 2000s. To collect data a mixed-method approach was sought followed by content analysis and statistical analysis to yield results in the light of the research objectives. The analyses of the quantitative results indicate that pre-service and in-service teachers' perceptions of competencies and satisfaction with the education they have received vary and differ at certain points. Quantitative results present more positive perceptions of competencies on the part of the in-service teachers compared to the qualitative results. The qualitative data, on the other hand, provide more in-depth insight into the multifarious issues regarding CLIL implementations. The results are discussed through comparison of the quantitative and qualitative data gathered through a questionnaire and interviews in line with the relevant literature, and implications based on the study are shared at the end.

Key words: CLIL, Bilingual Education, Initial CLIL Teacher Education programmes, In-service CLIL teacher education programmes, CLIL in Spain

Dedicated to my beloved father and mother...

Hope this humble work to be an inspiration for curious minds just setting out for their-own journeys.

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LIST OF ACRONYMS AND ABBREVIATIONS

CBI: Content-Based Instruction

CBLT: Content-Based Language Teaching

FLMI: Foreign Language Medium Instruction

EMI: English as a medium of Instruction

ESP: English for Specific Purposes

CLIL: Content and Language Integrated Learning

ITT: Initial Teacher Training

INSETT: In-service Teacher Training

AICLE: Integrated Learning of Contents and Foreign Languages

LOMCE: The Organic Law for the improvement of the educational quality

MoNE: Ministry of National Education

BICS: Basic Interpersonal Communicative Skills

CALP: Cognitive Academic Language Proficiency

HOTs : Higher Order Thinking Skills

LOTs : Lower Order Thinking Skills

CHAPTER I

INTRODUCTION

For almost three decades, an educational phenomenon sprung in Europe has gained an exponential growth rate, which is Content and Language Integrated Learning (CLIL). From an aerial viewpoint, it is defined as "…a pragmatic solution to a European need" (Marsh, 2002: 11). The inquiry and investigation of that 'need' make the view gradually magnified and clear. According to the latest European Commission Report (Eurydice, 2017: 20), "more than half of all European countries officially recognise regional or minority languages within their borders for legal or administrative purposes." This being the case, with more than sixty languages within the multilingual European Union, the promotion of linguistic diversity in education has been considered a true necessity to reach the ultimate goal of creating *plurilingual* European citizens who can operate in three languages (Eurydice, 2006). Thus, the promotion of innovative language teaching methods has been at the core of this goal. Since the initial recognition of this necessity, manifested in the 1995 Resolution of European Council, the focus on using a foreign language in teaching disciplinary subjects, namely bilingual teaching, has become widespread (Eurydice, 2006).

The quite rational springboard idea of increased exposure to one or more *additional languages* other than the language of schooling through integrating it into the non-language curriculum subjects, since it was not the first of its kind with its origins in the USA and Canadian immersion and bilingual movements, was given a European name then (Cenoz et al., 2014; Coyle, 2007; Perez-Canado, 2012). That was, reportedly, due to several concerns including *socio-political ideologies*, the search of *an umbrella term* serving as a label to "diverse origins and varied purposes of bilingual education", and for newly "emerging models and pedagogies" in European context (Coyle, 2007: 544). The term CLIL was coined in the 1990s addressing the noted definition that evolved in time as "…a *dual-focused* educational approach in which an *additional language* is used for the learning and teaching of both content and language." (Coyle et al., 2010: 1) Having become a mainstream movement gradually, CLIL has been continuing its expansion with the support of "high-level policy and grass-root actions motivated by widespread language beliefs" (Dalton-Puffer et al., 2010: 4).

1.1. Statement of the Problem

The rapid expansion of CLIL, despite to varying extent in different contexts, has been bringing challenges at the *grass-roots* level as much as benefits resulting in its widespread adoption. As noted in Eurydice report (2017), teacher education and qualification has been a growing challenge as implementing CLIL requires specific language and methodological skills. These skills or competences have been specified in detail in publications such as *European Framework for CLIL Teacher Education: A framework for the professional development of CLIL teachers* (Marsh, Mehisto, Wolff, & Frigols Martin, 2010) and *The CLIL Teacher's Competence Grid* (Bertaux, Coonan, Frigols, & Mehisto, 2010).

An emphasized point is that the widespread adoption of CLIL should not be taken as a token that it is easy to undertake, and it is evident that teacher empowerment is of utmost importance (cf. Banegas, 2012; Hillyard, 2011; Pavón Vázquez & Garcia, 2017; Pavón Vázquez & Ellison, 2013).

Spain, as a country with experience in CLIL for almost two decades - "as a result of a commitment with the European policies aimed at fostering multilingualism" (Lasagabaster & Zarobe, 2010: ix) and due to dissatisfaction with the mainstream model of foreign language education (British Council, 2010: 12) -, has been a harvest field for researchers in terms of outcomes of the approach, stakeholders' beliefs and also teacher qualifications for CLIL. Despite that fact, there has been still a lacuna of research investigating teachers' perceptions of self-efficacy along with their satisfaction with CLIL teacher education programmes or training needs (Gutiérrez & Fernández, 2014; Pérez Cañado, 2016a), especially from a wider perspective including student teachers and practising teachers.

1.2. Research Questions

This thesis study, overall, aims to investigate *CLIL teacher competences* and also *the efficacy of initial teacher training (ITT) programs from the pre-service and in-service CLIL teachers' perspective* in Spanish context where the findings of this study will presumably find meaningful place.

1.3. Importance of the Study

The teachers who are part of the bilingual project, with huge amount of responsibilities on their shoulders undertaking the requirements of the system and CLIL methodology could be the last parties to be taken for granted. Also, they are obviously the ones who seek opportunities to have their voice heard by the executive bodies. This study primarily deals

with the teachers' perspectives and their experiences in the practical arena. The educational requirements from teachers' perspectives are basically examined so as to gain insight into the efficacy of the initial and in-service teacher training programmes meeting those requirements in real teaching contexts. Thus, it is aimed to serve for the recognition of good practices or infelicities -if any- in the research context, and also for similar contexts to gain ideas for their attempts adopting CLIL with wise steps at the onset.

The results of such a study, thus, can also be guiding for countries like Turkey which are in close contact with European countries in many terms, and where there is increasing demand for more and more citizens speak and function in more than one language as a response to the necessities of globalisation, and if CLIL as a methodology to be benefited drawing on its acclaimed advantages. Although there are a number of foreign schools in which multilingual or bilingual education through foreign languages as medium of instruction has been provided, also as stated in Eurydice report (2017: 55) and Can (2016), there is no officially noted CLIL implementation in Turkish educational contexts. However, recently, there has been some initiative as reported by a few foreign schools towards training their teachers about CLIL so as to introduce the methodology to the teachers, also some traces of small-scale implementations in language as a curriculum subject classes guided by course books prepared by internationally recognized publishing companies designed for English as a foreign language (EFL) contexts including sections with CLIL themes. Additionally, academic conferences have started to feature CLIL. The recent educational targets for 2023 educational reforms report, in which differentiation in language education is boldly emphasized, state that at late secondary level (9th-12th) English for Specific Purposes based skills will be developed primarily (Ministry of Education (MoNE), 2018: 66). Also, "through an interdisciplinary approach, disciplines like Maths, Science, Social Sciences and Art will be integrated into language education, which will enable students to transfer their abilities in languages into other fields" (MoNE, 2018: 68). It might be deduced that there has been some iterative tendency towards foreign language medium instruction (FLMI) in mainstream primary/secondary levels education, albeit, there are no clues to the extent of integration and to the exact contexts in which the implementations will take place. Furthermore, teacher recruitment and teacher education factors, which inevitably need arrangement according to the above-mentioned targets, are not stated in the report either.

To this end, this study was conducted aiming to show a glimpse of the recent situation in teaching through CLIL and CLIL teacher education from pre-service and in-service teachers' perspectives in Spanish context where CLIL has been operative for decades now. If this study serves to raise some awareness about CLIL and reinforces some ideas for the actions to be taken in the case of a similar implementation plan in other contexts, that will be the ultimate beneficial outcome.

1.4. Limitations

The limitations of this study are as follow:

The study mainly presents findings from two of the autonomous communities in Spain – Madrid Autonomous Community and Andalusia-; whereas, other communities need further investigation.

Also, more participants would provide a better representation of the case. Accessing the participants, however, was maybe the most challenging part of the study, thus, became a limitation. Writing innumerable e-mails to head of the departments and the instructors to access student teachers as participants, commuting to the research settings in Andalusian universities and in Madrid, and accessing in-service teachers to take part in the online survey were challenging experiences.

The online questionnaire, with its length contributing to the situation adversely, made it more overwhelming to get satisfactory enough data; hence, resulting in unexpectedly high amount of attrition on the part of the in-service teachers' data.

1.5. Definitions

*Additional Language***:** " An additional language is often a learner's 'foreign language' but it may also be a second or some form of heritage or community language" (Coyle, 2010:1).

Multilingualism: "…the presence of several languages in a given space, independently of those who use them" (Council of Europe, 2007:17 cited in Coyle et al., 2010:157).

Plurilingualism: "…the capacity of individuals to use more than one language in social communication whatever their command of those languages" (Beacco, 2005:19 cited in Coyle et al.,2010: 157)

> …the plurilingual approach emphasizes the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separate mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. In different situations, a person can call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor (CEFR, 2001, cited in Council of Europe, 2018:157).

Additive Bilingualism: Learning a language "at no cost" to one's own language (Baker, 2011, p.4 & p.117).

"An additive bilingual situation is where the addition of a second language and culture is unlikely to replace or displace the first language and culture" (Baker, 2011:71).

Subtractive Bilingualism: Type of bilingualism which ends in losing one's home language due to politics of the countries (Baker, 2011, p.4 & p.117).

> When the second language and culture are acquired (e.g. immigrants) with pressure to replace or demote the first language, a subtractive form of bilingualism occur. … For example, an immigrant may experience pressure to use the dominant language and feel embarrassment in using the home language (Baker, 2011:72).

CLIL: "…a dual-focused educational approach in which an *additional language* is used for the learning and teaching of both content and language" (Coyle et al., 2010: 1).

Hard CLIL : " … partial immersion programs where almost half the curriculum is taught in the target language" (Bentley, 2010:6).

Soft CLIL: Teaching "topics from the curriculum as part of a language course" (Bentley, 2010:6).

BICS : "A term originally coined by Jim Cummins which describes the social variety of language as opposed to the academic variety of language used in educational contexts" (Ball, Kelly, & Clegg, 2015: 300).

CALP : "A term originally coined by Jim Cummins which describes the academic variety of language used in educational contexts, as opposed to the social variety *(BICS)*" (Ball, Kelly, & Clegg, 2015: 300).

HOTs : "Thinking skills which require more cognitive processing than others- such as analysis, evaluation, and synthesis- as opposed to the learning of facts and concepts" (Ball, Kelly, & Clegg, 2015: 303).

LOTs : "The foundation of skills required to move into higher-order thinking ...*;* skills in which information only needs to be recalled and understood. LOTs include remembering

information, and being able to understand and explain new ideas or concepts" (Ball, Kelly, & Clegg, 2015: 304).

CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter sets a background to the study by presenting the theoretical aspects of CLIL, background to CLIL teacher education and the review of relevant research studies.

2.1. Theoretical Framework

Education through an additional language has been around since ancient times yet with rejuvenated motivations for today's world in which people need to operate in another language other than their first language seeking access to social and professional opportunities (Coyle et al., 2010; Zarobe, 2013). In the last decades, moreover, this need has dramatically increased with the boisterous advance of global interconnectedness that has resulted in much more interaction than ever throughout the world. This increase has been noted by the recently released DHL Global Connectedness Index (GCI) (2018) which documents the developments of globalisation in 169 countries as "...connectedness reached an all-time high in 2017, as the flows of trade, capital, information and people across national borders all intensified significantly for the first time since 2007." Now, we have quite a number of opportunities of mobility through various channels, and languages bear exigently fundamental roles in this process; thus, gaining international and intercultural skills has been unprecedentedly prized. Drawing on the similar vein of ideas, Larsen-Freeman (2018: 58-59) also puts forward that "the compression of time and space that technology affords, the opportunities for international travel and careers in a global society, and the chances for ordinary citizens to lead transnational lives have made the advantages of knowing another language more apparent."

According to Bentley (2010: 5), it has become much more important in today's global and technological communities "where knowledge of another language helps learners to develop skills in their first or home language and also helps them develop skills to communicate ideas about science, arts and technology to people around the world." Mehisto, Marsh, and Frigols (2008: 10-11) maintain that "in an integrated world, integrated learning is increasingly viewed as a modern form of educational delivery designed to even better equip the learner with knowledge, and skills suitable for the global age." As a response to meet those requirements, as Marsh (2006) and Mehisto, Marsh, and Frigols (2008) argue, CLIL has emerged as an innovative methodology that is equipped

with tools to cater to the educational needs of the new age. The idea is elaborated by Marsh (2006: 35) as follows:

> The mindset orientation of GenerationY is particularly focused on immediacy, as in learn as you use, use as you learn – not learn now, use later. This suits the integrative and instrumental methodologies common to both CLIL and the absorption of a utilitarian command of English through the new technologies.

Singleton and Aronin (2019) nicely elaborate on the shifting roles of languages in the following quote, which can further lead to the concepts of multilingualism and plurilingualism as they have become the zeitgeist of the literature recently:

> The role assigned to language at a particular time and in a given society roughly coincides with social organisation and contemporary ideology. In earlier times it was important that people were able to use language at all, any language; the fact that people used a language in itself. With the formation and strengthening of nation-states, the principle 'one nation-one language' became a watchword and the operative language came to the forefront- French for France, German for Germany, etc. Today's discourse is on languages (Singleton & Aronin, 2019, xiv).

Thus, as necessitated by the boost in intercultural relations and by the reinforcement of "multilingualism as a norm" (Lasagabaster, 2015: 14), the contemporary ideology to learning and teaching languages is expected to voice a pluralistic approach, which should promote the teaching and learning of many languages additionally. According to Larsen-Freeman (2018), this has already been showing itself worldwide with an emphasis on content-based instruction in reaching the aims of plurilingualism, and the Council of Europe's new descriptors of plurilingual and pluricultural competence have been published with an impetus to today's discourse on languages. While this approach has started to be increasingly acknowledged in many countries especially among the higher education contexts receiving international students from all across the world or among the business interactions arena; on the other hand, the dominance of English language is a well-acknowledged fact. There has been an ongoing debate and research on if this dominance is a scourge on the teaching and learning of multiple languages and if it creates a homogenizing effect at the societal level especially for the contexts where minority languages strive to survive (Lasagabaster & Sierra, 2009; Lasagabaster, 2015). As stated in Coyle et al. (2010:2), "globalization and forces of economic and social convergence" are decisive in the way languages are learnt, and concomitantly, there has been remarkable convergence towards English language – also in bilingual educational contexts- resulting in a "global uptake" of it for some time now.

Zarobe (2013:233) takes the case from a more salutary perspective; upon stating the "hegemony" of English Language with an average percentage of 90% for European students learning it as a foreign language, he maintains that in EU "CLIL has been conceived to enhance language competence and communication in an ever growing multilingual society where 23 official languages coexist with more than 60 regional or minority languages, some of which have official status." He expounds that, adding to this variety, the immigrant communities also bring their languages, which ultimately calls for a "vehicle for international communication."

Ball, Kelly and Clegg (2015:26) give reference to Graddol (2006) to present the utilitarian perspective to the position of English language as a *core-skill* that enables people to reach a number of goals stating that "although CLIL is not by default English-centric …, its dual-focused exterior, underpinned by its single, competence-based aims, fits this post-millennial, utilitarian view of the English language perfectly."

Within European borders, being one of the European Union (EU) goals, Mother tongue+2 for all its citizens has resulted in bold support for effective language learning approaches such as CLIL in order to achieve "social cohesion, increased mobility within the EU, and improved economic strength and competitiveness" (Georgiou, 2012: 496). Baker (2011: 246) also points out that beyond linguistic and educational perspectives, "as with all forms of bilingual education, there is a political ideology underneath" and overall "CLIL is about helping to create Europeanisation, a multilingual and global economy, and transnational workers." Zarobe (2013: 233) also states that CLIL paves the way "to take advantage of the educational and professional opportunities created by an integrated Europe."

Lorenzo, Madinabeitia, Quiñones, and Moore (2007: 11) nicely outline the urge for the substantial uptake of CLIL in their statements as: "CLIL has found an impetus both in the decades-old negative reputation which has tainted foreign language education, rendering it unresponsive to idealised competence standards, and in pan-European moves towards pluriculturalism and plurilingualism."

Although samples of bilingual schooling were also available in European context before 1990s, Baetens Beardsmore (1993: 1) states that its gaining "mainstream consciousness", breaking the perception those samples were "special, marginal, remedial, compensatory, peripheral, experimental or exotic" has gained momentum relatively recently in link with the goals aforementioned (as cited in Coyle, 2007).

Lorenzo et al. (2009) draw attention to the shifts in the language paradigm in education which was essentially multilingual but altered to monolingual with the spread of mass education; bilingual education becoming an educational phenomenon of the elite; after 90s regaining its mainstream roots following the European Commission's White Paper on Education and Training (1995) that paved the way to the spread of bilingual type programs throughout the national education ultimately aiming to create plurilingual citizens. As Larsen Freeman (2018: 60) states, "language learning does not occur in an ideological vacuum but rather is affected in a serious way by prevailing beliefs held by others, including the general public.", and in this sense, the positive attitudes of EU citizens towards the language policies also motivate and accelerate the internalisation of CLIL at the societal level (Zarobe, 2013: 232).

European CLIL is stated to be "a bottom-up movement, with many local small-scale initiatives in different parts of the continent" (Llinares, Morton and Whittaker, 2012: 1), which has become a facet of CLIL resulting in diversity in its implementations. Zarobe (2013: 232) links this diversity to the lack of "guidance at European level in relation to research, implementation parameters or teacher education." In addition to these, Lasagabaster (2015: 19) highlights the point that "CLIL syllabuses are usually developed to meet local needs; there is huge variation in its implementation, but there is also a common denominator: most of the programmes are carried out in English, a language which has established itself." Björkland (2006), in connection with that circumstance of CLIL warns that rather than multiplicity in the implementations, commonality in the core features or "generalizable principles" are required (as cited in Llinares et al., 2012: 1).

Similarly, in her publication with a more recent positioning of CLIL, Pérez Cañado (2016b) unravels how approaches to CLIL have transformed from a less critical to a rather critical look or from "celebratory rhetoric" to the debate of more problematic issues with respect to its characterization, implementation and research perspectives. Among many others, she also puts forward the idea that there is still a lot to know about CLIL by means of "critical empirical examination of CLIL in its diverse forms" (Cenoz et al., 2013: 16 as cited in Pérez Cañado, op cit.).

2.1.1. What is CLIL?

Since its debut in mid 90s, if CLIL is a method or an approach has been a matter of debate (Isidro, 2018). Following his fine review of the debate referring to the definitions given for

CLIL, Isidro (2018: 2) ultimately identifies CLIL as "a set of assumptions" which "can be arranged through an amalgamation of identifiable methodologies, which are related to the learning of languages and the learning of content."

In a number of publications, CLIL has been defined as a "generic umbrella term" which encapsulates a variety of methodologies and educational approaches like immersion, bilingual education, language showers etc., all of which give attention to both the additional language of instruction and the subject topics (Eurydice, 2006; Marsh, 2002; 2006: 32; Mehisto, Marsh, & Frigols, 2008: 12; Lorenzo et al., 2009).

Alternatively, it has more recently been defined as "any type of pedagogical approach that integrates the teaching and learning of content and second/foreign languages" (Linares, 2015 as cited in Morton & Llinares, 2017: 1)

Coyle (2007:545) defines CLIL as "an integrated approach where both language and content are conceptualized on a continuum without an implied preference for either." It is pointed out in Coyle et al. (2010: 1) that CLIL is an "innovative fusion" of both language and subject education; also, it is a content-driven approach to language teaching yet with a dual focus. According to Georgiou (2012: 495) "this dual focus is what mainly distinguishes CLIL from other approaches, which may either use content but only aim towards a language learning syllabus or may use a foreign language but only with reference to a subject curriculum."

Some define it as a derivative form of content based language teaching (CBLT), and as basically teaching a limited number of academic subjects in a *foreign/additional* language renaming it as CLIL in European context (Lightbown, 2014). The use of the notion *additional language* is not unintentional since CLIL approach is claimed to aim additive bilingualism by reinforcing the improvement of learners' literacy in both their mother language and also the additional language. With an attempt to build on earlier definitions, Mehisto (2013: 25-26) redefines CLIL stating that "CLIL is a dual-focused teaching and learning approach in which the L1 and one or more additional languages are used for promoting both content mastery and language acquisition to pre-defined levels." He adds that neither L1 classes nor CLIL classes have undermining impacts on each other, and in line with that, he suggests the provision of systematic support for content and language in both content and language classes.

According to Mehisto (op cit.), the objectives of CLIL approach encapsulate developing the following skills:

- Age-Appropriate levels of L1 competence in reading, writing, speaking and listening,
- Age-Appropriate levels of advanced proficiency in L2 reading, writing, speaking and listening comprehension,
- Grade-appropriate levels of academic achievement in non-language school subjects, such as Mathematics, Science or History taught primarily through the L2 and in those primarily taught through the L1,
- An understanding and appreciation of the L1 and L2 cultures,
- The capacity for and interest in intercultural communication,
- The cognitive and social skills and habits required for success in an ever-changing world.

From a perspective that reflects the essence of CLIL, Mehisto et al. (2008: 21) define it as a "just-in-time approach" rather than a "just-in-case approach", which means that CLIL students use the language to learn it to learn and manipulate "content that is relevant to their lives." Harrop (2012: 57) similary states that the aim of CLIL is to develop students' proficiency in both content and language by learning the content "not in, but with and through the foreign language." Since this feature of CLIL is closely linked to its *participatory* methodology, Mehisto et al. (op cit.) further state that students find "learning through CLIL to be fun and challenging".

One of the features that make CLIL outstanding is stated to result from its *flexibility* in the way it adjusts to "the wide range of socio-political and cultural realities of the European context" with its models ranging from "theme-based language modules to cross-curricular approaches where a content subject is taught through the foreign language" (Harrop, 2012: 57). It is also stated to be "a budgetary efficient way of promoting multilingualism without cramming existing curricula" and it is claimed to "serve well the demands of the Knowledge Economy for increased innovation capacity and creativity" as an outcome of "its emphasis on the convergence of curriculum areas and transferable skills" (Harrop, op cit: 58).

Overall it can be summarised that the ultimate emphasis of CLIL is on a win-win case through its dual focus; learning the content with no loss in cognitive academic development and the L1 literacy of learners; contrarily, with the added value of learning the target language through using it meaningfully in an authentic, cognitively challenging learning environment through more exposure to the target language without allotting extra class hours, or in other words, lessening the class hours for English as a subject. However,

there are some potential factors that affect the success of CLIL in its context, which Ball, Kelly and Clegg (2015: 6) summarize in a list as:

- The educational background of learners,
- The level of learners' L2 ability,
- The degree to which learners are literate in L1 and have acquired strong cognitive academic language proficiency (CALP) in L1
- The degree to which teachers are trained to teach subjects in L2
- The degree to which teachers are sufficiently fluent in L2
- Whether the whole curriculum or just a part of it is taught in L2
- Learners' exposure to L2 in the community
- The degree to which authorities are informed about L2-medium education and provide appropriate support

2.1.2. Clarifying Concepts

Characterisation of CLIL-what it is and what it is not- has long been a matter of debate among researchers with an emphasis on lack of clarity with its definition (Bruton, 2013; Cenoz, Genesee, & Gorter, 2013, Lasagabaster & Sierra, 2010). There have been publications taking the debate to further scrutiny; some of which have done so by means of a compare-contrast with other content-based approaches (e.g. Cenoz, 2015; Cenoz, et al., 2013; Dalton-Puffer, Llinares, Lorenzo, & Nikula, 2014; Nikula & Mård-Miettinen, 2014). This section will shortly present the characteristics of those approaches in reference to those views.

2.1.2.1. Immersion vs CLIL

Immersion education is well known to have been dating back to Canadian Immersion programme in 1960s, whose success has come of age according to research evidence. With its types based on variety in the age to commence the programme, the amount of time spent in the programme along with the intensity (Total immersion, partial immersion) (Baker, 2011: 239), immersion education has quite a lot of commonalities with CLIL.

In a Eurydice report (2006), immersion is introduced as the historical precursor of CLIL; however, pointing to the definition of CLIL in the same report, Lasagabaster and Sierra (2010) argue that CLIL encapsulates immersion when the definition is referred to. Fortunately, there have also been prudential publications devoted to the elimination of terminological inaccuracy and that suggest a critical analysis of both approaches with their distinctive features. For instance, Cenoz, Genessee, and Gorter (2013: 244) briefly explain in their comparative article that:

> … the definition and scope of the term CLIL both internally, as used by CLIL advocates in Europe, and externally, as compared with immersion education in and outside Europe, indicate that the core characteristics of CLIL are understood in different ways with respect to: the balance between language and content

instruction, the nature of the target languages involved, instructional goals, defining characteristics of student participants, and pedagogical approaches to integrating language and content instruction.

Similarly, Lasagabaster and Sierra (2010; 2015), building on the confusion and the unhealthy misconceptions and even executions that the comparatively younger CLIL literature might cause, well justify their argument that immersion and CLIL programmes bear more differences than similarities with respect to *teachers, teaching materials, participant students, sociolinguistic context, methodological aspects* and *linguistic objectives* overall. The aspects that pertain primarily to immersion but also applicable to CLIL are listed by Lasagabaster and Sierra (2010: 370) as follows:

1. The final objective of immersion programmes is that the students become proficient in both the L1 and the L2, without any detriment to the acquisition of academic knowledge.
2. The language the students are taught in must be new to them, so that its learning resembles the L1 acquisition process.
3. Parents of students choose immersion programmes because they believe they are the best L2 learning option (so do parents of students of CLIL programmes)
4. The teaching staff must be bilingual, both to be able to implement the programme with the greatest guarantee of success and to ensure that throughout the school day all school activities can be smoothly carried out in the L2.
5. The communicative approach is fundamental to all immersion programmes. The objective is to obtain effective communication. For that reason, it is essential to have a learning environment that motivates students through significant situations and interlocutors who are really interested in their development and linguistic progress.

Nikula and Mård-Miettinen, (2014: 1) also maintain that from methodological point of view immersion education and CLIL take foreign/second language competence as a skill "intertwined with students' cognitive, conceptual and social development, best supported by engaging students in meaningful and cognitively and academically challenging language use; i.e. they represent 'learning by using' approaches. …"

As for the aspects that differentiate CLIL from immersion programmes, language of instruction is worth analysis within the frame of sociolinguistic environment. In short, the target language in CLIL is not spoken outside the learning environment by the society at large (Dalton-Puffer & Smit, 2013: 546; Lasagabaster & Sierra, op cit.). Immersion education, on the other hand, consists of a majority language and another majority or co-official language of the community lived in, which results in more exposure to the target language.

Another difference is about the teachers. While immersion programmes recruit native/bilingual speakers with initial education specific to immersion contexts, teachers in CLIL programmes are mostly non-native speakers of the target language with relatively less command of the language and initial teacher education for CLIL contexts is almost not available for undergraduate degrees (Ball, Kelly, & Clegg, 2015*;* Dalton-Puffer & Smit, 2013:546; Lasagabaster & Sierra, op cit.).

With respect to linguistic objectives that pertain to the methodological aspects, Swain and Lapkin (1982) clarify that in immersion education programmes, both linguistic objectives and academic subject matter achievement expectations are as high as monolingual contexts (as cited in Lightbown, 2014: 15). On the other hand, CLIL does not necessarily aim at native-like linguistic competency. With Lasagabaster and Sierra's (op cit.: 372) words, "CLIL cannot have such a far-reaching objective."

Being one of the methodological aspects, teaching materials also differ in that immersion contexts use exactly the same materials prepared for local students; on the other hand, CLIL materials are pedagogically adapted to the requirements of the participant students (Lasagabaster & Sierra, op cit.).

While choosing immersion or CLIL education programmes is more often than not voluntary and in line with the socio-political and educational echoes of globalisation, for immigrant students the case is different since they more often than not have to enrol in immersion programs due to language obstacles they would face otherwise (Lasagabaster & Sierra, op cit.). Besides, while immersion programmes appeal to students with higher-socioeconomic backgrounds (Ball, Kelly, & Clegg, 2015:7) CLIL is "part of the mainstream education in many countries" (Eurydice, 2006: 13).

Starting age of the students participating in these programs also differs; immersion contexts receive students much at an earlier age than CLIL programs. (Lasagabaster & Sierra, op cit.). Besides, "CLIL is usually implemented once learners have already acquired literacy skills in their mother tongue" (Dalton-Puffer & Smit, 2013: 546).

2.1.2.2. CBI/CBLT vs CLIL

Content based instruction (CBI), which originated and has been named in North American settings (or Content based language teaching (CBLT)) is another approach commonly compared with CLIL. Ball, Kelly, and Clegg (2015: 1) define CBI as "a form of language teaching into which subject contents are imported, and makes no formal contribution to the subject curriculum." Contrary to CLIL which sets out from the content and seeks a

balanced learning outcome, Morton and Llinares (2017) clarify that CBI stands for the instruction of language based on content with a major focus being on language.

Cenoz (2015), whereas, puts forward that the two approaches that both are implemented throughout a wide range of contexts do not differ as for their essential features. In line with Cenoz (2015), Karim and Rahman (2016: 255) draw attention to similarities between two approaches with respect to objectives of learning, setting, contents and implementations. However, CBI implementations –in North American settings originally- are more multifarious in types of additional languages taught and instructional focus as stated by Karim and Rahman (2016: 256) in the following lines:

> Typically CBI is implemented in English programs, bilingual programs, foreign language programs, heritage language programs, and other programs across grade levels (Butler, 2005). Some programs focus on learners' language development (language-driven approaches) while others emphasizes largely on aiding students to acquire the content knowledge by providing different types of cognitive and linguistic corroboration (content-driven approaches) (Met, 1998).

Ultimately, European origin CLIL draws a lot from CBI programmes, and thus can be considered synonymous with CBI (Ruiz de Zarobe, 2008 as cited in Karim & Rahman, 2016), and as maintained by Cenoz (2015) this idea is crucial for the evaluation of research evidence gathered from CBI and CLIL contexts.

2.1.2.3. EMI vs CLIL

The influences of globalisation "as a catalyst for internationalisation of higher education" (Corrales, Rey, & Escamilla, 2016: 321) have been manifested in the international student mobility, which is expected to reach 7 million by 2020 (Macaro, 2015). The Bologna Process is the major domino that has affected the widespread adoption of English as a medium of instruction (EMI) in Europe, "the primary aim of which was to standardise university degrees across Europe so as to facilitate student and staff mobility and credit transfer" (Kirkpatrick, 2014).

The global lingua franca status of English language that makes it a common medium of instruction is also influential in the internationalisation of higher education (Coleman, 2006). In Marsh's (2006: 30) words, "English is being widely developed on two levels. Firstly, it is being increasingly introduced earlier, and more extensively, in the form of language teaching. Secondly, it is replacing other languages as a medium of instruction."

Dearden (2015: 2), in the British Council report, defines EMI as "the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English." As she further states, this definition

manifests the distinctions between EMI and CLIL approaches: First, as the name itself suggests, the target language in EMI is English; however, CLIL does not specify a target language, which otherwise would contradict its ideal of creating plurilingual citizens in Europe. Secondly, while CLIL is originally a European approach, EMI is not contextually situated apart from being in non-Anglophone origin countries. Another interpretation based on the definition is that while CLIL has the dual objective of teaching and learning – content and language-, EMI does not suggest such a methodological aim. Similarly, Macaro (2015: 6) points out that "EMI does not declare its intentions – it simply describes the vehicle of delivery of the academic subject and improved language proficiency may be a bi-product rather than an actual goal."

While "CLIL is based on a sound theoretical framework that validates it as a potentially effective learning approach" (Georgiou, 2012: 495) EMI does not claim such a foundation. It will not be wrong to say that the educational contexts where EMI and CLIL primarily started also differ in that EMI has been prevalent in tertiary while CLIL has its roots in the primary education.

When it comes to the educational outcomes of EMI, a bunch of research have been conducted so far yet Marsh (2006) draws attention to the destructive outcomes and rationalises the case with the misconceptions that teaching through L2 is the same with teaching through L1 and simply lack of methodological interventions. What he suggests is adopting a more structured and facilitating approach like CLIL. Similarly, Keuk & Tith (2013) maintain the idea that "despite the increasing spread and interest in EMI, an appropriate theoretical and pedagogical framework is still lacking" (as cited in Chapple, 2015: 2). In his study comparing EMI and CLIL contexts, Wannagat (2007: 679) also denotes that "The EMI approach also shows tendencies to take the language issue into account (simplified texts, provision of key terms in L1), but this is not consistently planned, and the language issue is largely ignored in curriculum development and teacher training."

Also, in a number of studies the challenges and risks that EMI poses on learning, learners and instructors have been addressed along with recommendations covering the inclusion of CLIL features such as scaffolding, proactive language planning and integration etc. into EMI contexts (e.g. Chapple, 2015; Corrales, Rey, & Escamilla, 2006; Lasagabaster, 2017; Hu & Lei, 2014; Yildiz, Soruç, & Griffiths, 2017). In their well guiding publication, Marsh, Pavón Vázquez, and Frigols-Martin (2013) explain how to ensure quality in English degree programmes through a comprehensive framework including policy,

planning and implementation levers and they emphasize the need for a well-structured approach dealing with the language and content teaching in such programmes. In order to achieve the communication and objectives such as concept formation in those programmes, building upon the relevant prerequisites from the perspectives of students and the teaching staff, they recommend instructors to integrate language teaching with the subject teaching and "use socio-constructivist methodologies to give students some space for responding to carefully structured teaching and learning tasks" (p.29).

2.1.2.4. ESP vs CLIL

As for the comparison between ESP and CLIL, Yang's (2016) one of the rare publications on this topic indicates that there is yet to be a certain answer to whether two approaches are at absolute dichotomous ends or not. However, Yang (opt.cit:45) explains that ESP and CLIL are different in that while CLIL has dual focusses with respect to content learning and language learning, ESP mainly aims to "provide learners with sufficient language skills to master content knowledge." He further states that, ESP can be considered a preparatory phase to degree programmes or CLIL programmes, and ESP methodology, teacher training, materials also differ from CLIL.

2.1.3. SLA Theories Underlying CLIL

From the SLA perspective, CLIL approach can be grounded on and handled with multiple approaches and concepts that CLIL draws from their positive research evidence and experiences. There are also those that can be easily related to its underlying principles.

First and foremost, CLIL is regarded as "the latest developmental stage of communicative language learning and teaching approach" (Georgiou, 2012: 496) and similarly as the "the ultimate opportunity to practice and improve a foreign language" (Pérez-Vidal, 2013: 59). According to Lyster (2017: 21), content-based instructional approaches provide "optimal efficacy", and by proof, they are "more effective and motivating" to develop communicative abilities since they provide "enriched classroom discourse through substantive content, which provides both a cognitive basis for language learning and a motivational basis for communication." CLIL, in the same vein, is claimed to aim for a meaningful, authentic and engaging setting in which students can explore both content and language through using the language. (Georgiou, op cit.; Morton & Llinares, 2017) In this sense, project-based learning and task-based language learning and teaching have place within the CLIL approach (Pavón Vázquez, Prieto Molina, & Ávila López, 2015). Moore

and Lorenzo also maintain that "since CLIL is also predicated on the idea of nurturing naturalistic acquisition through meaningful use, this means that task-based approaches hold promise for CLIL" (Moore & Lorenzo, 2015: 336).

Lyster (2017: 22), on the other hand, elucidates the shortcomings of content–based instruction from several perspectives one of which is psycholinguistics perspective. It has to do with content-based instruction in that "lexically-oriented" nature of content–based instruction matches learners' unpretentious prioritizing meaning over form; in other words, "processing language input primarily for meaning and content words" by freeing up space in working memory ignoring redundant or less salient structures for lexical items. Roussel, Joulia, Tricot and Sweller (2017), also take the dual-focus aspect of CLIL from the cognitive load theory perspective and examine the probability of two-for-one in depth. In short, they remind of the very limits of human cognition in that learning both new content and a new language as *biologically secondary knowledge* is something –in simple words- challenging; hence, the process requires scaffolding in a number of ways including some form of explicit instruction. The affirmative impact of focusing on form during variety of tasks, dealing with student mistakes in form explicitly or implicitly through corrective feedback in content-based contexts has been proven by a number of research studies (cf. Lightbown & Spada, 2013). Thus, drawing on the theory of input processing, deliberate focus on linguistic structures by integrating content and language instruction would not be impractical.

Another perspective is that the inefficiency of content-based approaches on the hard content-based instruction side of the continuum with respect to student output has been proven by immersion experiences (Perez-Canado, 2012; Muñoz, 2007; Pérez-Vidal, 2007). Lyster (op cit.) highlights the insufficiency of "exposure to comprehensible input alone", and suggests that language integration should be promoted through "strengthening students' metalinguistic awareness" for them to be able to identify "linguistic patterns in content-based input" (p.23). CLIL approach, hence, takes care of this concern of cognitivists by its systematic integration of content and language that forms its pillars. Drawing on the experiences in Canadian immersion contexts it is argued that students in these programmes should be exposed to tasks that encourage them to notice and use difficult grammatical forms (Lyster, 2007; Swain, 1998, as cited in Llinares et al., 2012: 197).

According to skill acquisition theorists (Anderson, 1996; DeKeyser, 1998, 2007, as cited in Lyster, 2017), learning contexts that ensure communicative and meaningful access to

languages are much more available for declarative to procedural processing –easier retrieval of forms- of languages since they let *transfer-appropriate processing* mechanisms work for real communicative contexts. That is why content-based instruction approaches like CLIL provide better potential for that kind of processing to occur (Lyster, 2017: 23).

Garcia Mayo and Basterrechea (2017), with reference to the research outcomes, state that the CLIL classes promote learners' interaction with their peers, which help them "notice gaps in their interlanguage, receive feedback and modify their own output" thanks to the nature of the communicative tasks. From an interactionist standpoint, to this end, CLIL classes provide negotiation and interactional feedback opportunities that ultimately shape learners' output through noticing, testing new hypotheses and the metalinguistic function of the output (Garcia Mayo & Basterrechea, 2017). Relevantly, Lyster's (2007) counterbalanced approach, which emphasizes the importance or leading learners' attention to linguistic subjects intentionally in the contexts where "the prevailing focus is on content-related subjects" is crucial for noticing (as cited in Llinares et al. 2012: 12).

CLIL pedagogy is also in connection with sociocultural and constructivist theories of education in that there is "a focus on the learners' development and construction of knowledge by means of a dialogic relationship with their peers, their teacher, and the materials" (Georgiou, 2012: 496). Relatedly, dialogic inquiry and dialogues between the learners and the teachers bear importance "in the construction of knowledge within the different disciplines" (Llinares et al. 2012: 11).

2.1.4. Characteristics, Dimensions, and Crucial Components of CLIL

Zarobe (2013) defines CLIL as a multidimensional approach, which might be of help to understand it as a brand-new version of teaching through an additional language. In a way including the 4Cs of CLIL – a conceptual framework consisting of Content, Communication, Cognition, Culture - (Coyle, 2015; Coyle, 2007) in this section, the key elements that characterize CLIL methodology are presented along with the incorporation of relevant crucial concepts.

2.1.4.1. Content

What content refers to in CLIL depends on the context and wide-ranging contextual variables such as "availability of teachers, learners' needs, and social demands of the learning environment" (Coyle et al., 2010: 28). It can cover disciplinary and cross-

disciplinary themes that provide "curricular knowledge and understanding" (Coyle, 2015: 89). Coyle et al. (2010: 53) point out that content encapsulates "knowledge, skills and understanding that we wish our learners to access rather than simply knowledge acquisition." One major consideration, however, is that there has to be a "conceptual sequencing" (Ball et al., 2015: 32) in a CLIL curriculum but not a linguistic sequencing, unlike traditional language curricula (Halbach, 2014). Hence, the conceptual plausibility in the choice and sequencing of the units is a sine qua non.

2.1.4.2. Cognition:

The idea that thinking in another language or languages is a facilitator to learn content better is agreed-upon by educational theorists and in this context CLIL is considered to reinforce "cognitive flexibility and thereby cognitive development" (Juan-Garau & Salazar-Noguera, 2015: 3).

Coyle et al. (2010: 54) note that the effectiveness of CLIL has to do with its quality to "challenge learners to create new knowledge and develop new skills through reflection and engagement in higher-order as well as lower-order thinking" and they further highlight its role in providing learners opportunities to "construct their own learning and be challenged" irrespective of their ages.

To put it more clearly, the relationship between content and learner's cognitive development is manifested in "the level of thinking that CLIL tasks demand in relation to the content"; in this sense, planning tasks that stimulate learners' "higher thinking and problem solving skills" is a major point of CLIL (Coyle, 2015: 90). In order to achieve the objectives of cognitive development and "deep learning" of concepts, learners' using the language to "articulate their learning before internalising their own interpretation of these concepts on an individual basis" is of importance (Coyle, 2015: 90).

According to Bentley (2010: 7), by the promotion of cognitive and thinking skills, learners are exposed challenge, and hence it becomes a must to "analyse their thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas."

Higher Order Thinking Skills (HOTs) and Lower Order Thinking Skills (LOTs) that are by-products of Bloom's Taxonomy of knowledge hold substantial place in CLIL methodology. It is stated that CLIL learners put more cognitive effort as they better recognize the "gap between their cognitive level and the language required to nail down

their learning" and similarly teachers need to put more "methodological effort" to facilitate learning (Ball et al, 2015: 55).

In the Spanish integrated curriculum of secondary education (ESO1&2, 2013), HOTs and LOTs are also emphasized for the partakers in a very brief and clear way. The stepwise development of scientific thinking skills is targeted and cognitively and thus linguistically appropriate questions and imperatives for instructions are sampled for all bands of students. The aforementioned curriculum puts samples of procedures for HOTs and LOTs clearly. To exemplify, for *Band 1* students, **Knowledge and recall** steps of the taxonomy of knowledge are targets of attainment and question words "Who, What, When, Where, Why, Which How, How much" along with tasks that require instructions like "describe or define, recall, select, list, find, tell me, show me, point out, name, label remember, memorise" should be practised in the relevant classroom contexts. However, for *lower range of Band 3*, the taxonomy of knowledge extends to **Application** and there can be tasks for "using science in situations that are new or unfamiliar" that require directives such as "How could you use..?, demonstrate how.., show how.., apply, construct, identify...", or lower complexity hypothetical tasks like "If ...how.., What would happen if.., How much change would there be if.., How would you organise.., Can we apply this knowledge.., How could we use what we have learnt today.., What questions would you ask in an interview.."   (Integrated Curriculum for Secondary Education Natural Science, ESO1&2, 2013: 144)

According to Cummins's Matrix (Cummins, 2000 as cited in Ball et al., 2015: 59), conceptual content and "task demands" (Coyle, 2015: 90) of a CLIL lesson can be "cognitively demanding or undemanding". Thus, this feature of content becomes crucial for the procedures that teachers follow considering the linguistic needs of learners. Also, if the content provided in a "context embedded or context reduced" way becomes determinant in the learners' understanding of it, which is a key to teachers' interventions to provide support for learners to conceptualise knowledge and improve thinking skills.
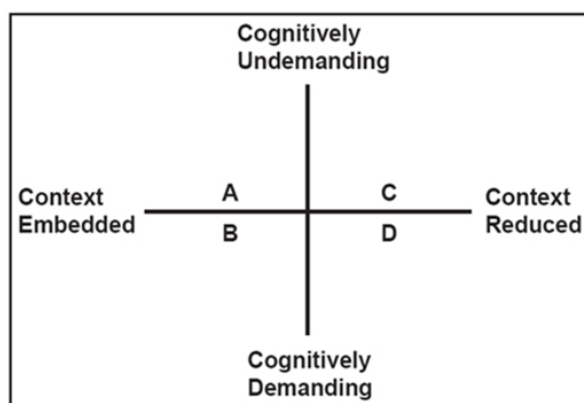
Figure 1: Cummins's matrix

2.1.4.3. Communication:

In a learning environment where "language is both the medium and the message" (Coyle, 2015: 91), using the language for building knowledge comes to the fore. Coyle (op cit.: 90) defines communication in CLIL contexts as "the language that is used to construct knowledge, used for meta-cognitive and communicative purposes as well as reflective intervention (Bruner, 1982) on learning."

In order to help teachers to conceptualise the language of CLIL contexts including 'content-obligatory' (discipline-specific) discourse patterns, along with 'content-compatible', and 'content enriching' language patterns, ***The Language Triptych*** was proposed. In Coyle et al. (2010 as cited in Coyle, 2015: 91), it is explained as follows:

> ***Language of learning***: content-obligatory language; that is, the key phrases, expressions, lexis, and content specific language.
> ***Language for learning:*** content-compatible language, which focuses on all the language required for enabling learning to happen in class; for example, task-specific language (such as that required to work in a group).
> ***Language through learning:*** content-enriching language, which is the language linked to deeper conceptual understanding on an individual level (that learners need to articulate in order to reiterate their own learning).

According to Bentley (2010), communication in a CLIL class should enhance student talking time and engage learners in meaningful interaction through which they will be able to learn and use subject language productively. *Articulating* what learners understand is argued to be vital for *deep learning* of the content (Coyle, 2015), and in order to maximize learning in this sense, as Gibbons propose (2002, as cited in Ball et al., 2015: 99), there must be a transition from private talk to public talk supported by teachers throughout the process of learning. With this transition, it is suggested that learners can notice the gaps in

their learning and "regenerate the missing information in their own words." (Ball et al., 2015: 99).

2.1.4.4. Language

Learning and teaching the language as the second wing of the duality of CLIL naturally evoke lots of concerns and maybe misconceptions regarding the means of including the language in the process, the aspects that need to be targeted, how learners develop language skills and to what extent it can be assessed (Llinares et al., 2012: 8).

In their book which utilized a colossal corpus of interaction in CLIL classrooms drawn from schools adopting a strong version of CLIL with quite high amount of the curriculum is taught and assessed in the target language in four European countries including Spanish context, Llinares et al. (2012) canvass the role of Language in CLIL handling it from a detailed and insightful perspective through genuine samples of language use. Contrary to the idea that the context itself is like a 'language bath' (Dalton-Puffer, 2007: 3 as cited in Llinares et al. 2012: 8) in which learners are easily sunk in and reach the language attainments without effort, language aspect of CLIL environments require guided attention. The fact that a CLIL context provides meaningful and authentic means of language, which is a medium to learn the subject content, does not make it an absolute natural everyday environment but it is rather a place to build educational knowledge (Llinares et al., 2012), and learn a number of skills and language that are shaped reciprocally. However, "the ability to communicate one's personal experiences and attitudes in a foreign language is fundamental to achieving understanding of complex subject matter taught through that language" (Llinares et al., 2012: 9). Similarly, Ball et al. (2015: 61) point out that, language "acts as a vehicle to understanding and expressing conceptual and procedural content."

According to Llinares et al. (2012: 9), the roles of languages in CLIL are two-fold: the kind of language that represent the meanings "crucial to any academic context", and secondly language that is needed to "organise and orient the social world of the classroom." Cummins's (1979) terms BICS and CALP are the precursors of those ideas and while BICs (Basic interpersonal language skills) refer to "an informal, more oral, interpersonal variety language, CALP (Cognitive academic language proficiency) is used for the academic variety of language that is more complex and conceptually abstract than BICs (Ball et al., 2015: 61). BICs is more often used than CALP during the early years of education and "the focus moves inexorably towards CALP as the child progress through school". *Bernstein's*

model of horizontal and vertical knowledge suggests that BICS is developed earlier than CALP and as the learner moves from "concrete horizontal knowledge" towards "abstract vertical knowledge" there should be a balance for improving BICs and CALP simultaneously (Ball et al., 2015: 62).

As for language skills in CLIL, Bentley (2010:16) propounds that developing oral and written communication skills is essential for CLIL learners in expressing and interpreting facts, data, thoughts and feelings, in short, expressing ideas about subject content while working together.

2.1.4.5. The Case of L1 in CLIL

Vygotsky notes that "the speech structures mastered by the child become the basic structures of his thinking" (1986, p.94 cited in Bligh, 2014: 40), and from his words it can be inferred that the power of L1 in one's cognitive development is substantial. From this point of view, Cummins' Common Underlying Proficiency (CUP) frame (1980, as cited in Bligh, 2014:38), The Dual Iceberg Model of Bilingualism, reflects that mother tongue forms "a base-line, mother tongue 'anchor' that leads to further learning of and through other language(s)", and they become "an integrated source of thought" "operated by the same central-system" (Bligh, 2014: 38).
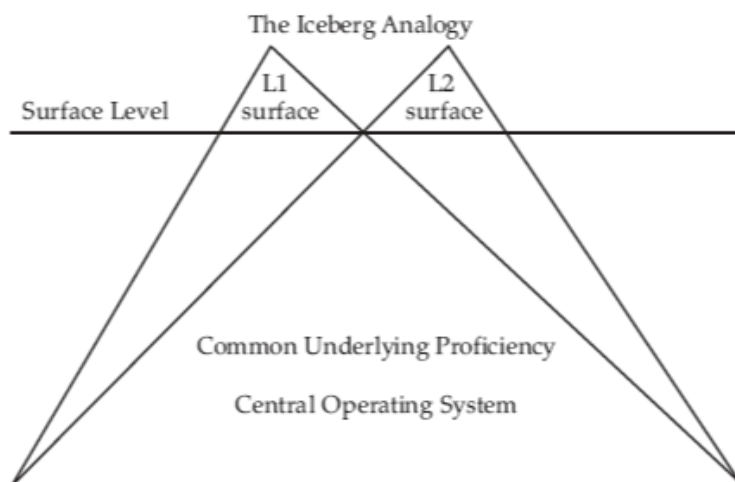
Figure 2: Cummins's dual iceberg analogy

As an outcome of the same pattern of thought, use of L1 in CLIL contexts is not an avoided action. It is considered one fold of integration aspect which is claimed to promote linguistic awareness rather than a negative interference (Marsh & Lange, 2000). Meyer

(2013: 307) recommends a "translanguaging approach" through strategic use of L1 to support learning should be employed by CLIL teachers. Being one of the "tenets of CLIL", Merino and Lasagabaster (2018: 81) highlight that both L1 and the foreign language must evolve synchronously in order to consider a CLIL programme successful.

2.1.4.6. Culture

Coyle (2007) positions culture at the core of CLIL approach and methodology. If the rationale of the need for CLIL as an educational approach recalled, it should be an ideal to develop learners' understanding and attitudes towards other cultures and raise their awareness as global and local citizens. Coyle et al. (2010: 55) argue that "CLIL offers rich potential for developing notions of pluricultural citizenship and global understanding" on the condition that there is planning manifested in the curricula and also in lesson procedures. That languages and cultures are interconnected, drawing on the sociolinguistic similarities and differences gains importance (cf. Council of Europe, 2018: 158). As Council of Europe (2018: 157) describes, within the frame of plurilingual and pluricultural approach, rather than a "balanced mastery of languages at the individual level, "the ability and willingness to modulate their usage according to the social and communicative situation" is aimed, which is shared aim with CLIL approach. Coyle et al. (2010: 55) assume that using "appropriate authentic materials and intercultural curricular linking can contribute to a deeper understanding of difference and similarities between cultures, which in turn impacts on discovering 'self'." Beyond this "sense of broader societal cultures that are inextricably connected to language use", Coyle (2015: 93) puts forward that there is also "the academic culture associated with individual subjects or disciplines" which leads attentions to "the role of culture in learning". Coyle (2015: 93) develops this view in the following statements:

> Within the paradigm of socio-cultural theory, culture underpins both language and cognition since it is through 'languaging' or 'putting into our own words' individual thinking that learners develop conceptual understanding. This in turn is embedded in the cultural context of learning and the ways in which particular disciplines use language. In other words, language is part of an individual's 'linguistic DNA' that is context-related and culturally mediated.

2.1.4.7. Integration

In its ideal form, CLIL is defined as a source of different learning experience when compared to other means of foreign language teaching in that the curricular subject, the

new language, also thinking and learning skills are presented in an integrated frame (Bentley, 2010: 5). Halbach (2014: 6) similarly states that "it is precisely in this "integration" that the potential of CLIL resides, as it brings about a synergy that makes this kind of programme more than the sum of its parts."

That language and content are already intertwined and cannot be considered separate is an oft-stated issue (e.g. Ahern, 2014); however, Ball et al. (2015: 49) argue that what makes CLIL unique is its approach to integration in that the emphasis is on making the relationship of content and language "more salient" by means of the methodological tools employed.

It is assumed that seeking a "counter-balanced approach" and integrating content-based instruction into foreign language classrooms through *proactive* or *reactive interventions* "is likely to prove beneficial in circumstances where the conditions for its implementation are favourable, including the availability of teacher training and support, instructional resources, and threshold levels of proficiency on the part of both teachers and students" (Lyster, 2017: 26)

In the Spanish integrated curriculum of natural sciences for secondary education year 1 and year 2 (MEC, 2013), it is firmly stated that the methodology followed to run the integrated curriculum is different from a traditional EFL methodology from its language perspective. To put it clearly, there is not a grammatical subject sequence embedded in a context, yet a content-driven language input is integrated in a balanced and systematic fashion throughout the whole curriculum.

According to Lyster (2017: 29), the aimed integration is yet to be achieved to the desirable extent since "the connections between the content and language classes have not yet been fully exploited in ways that ensure, for example, that the language addressed in the EFL class is language that complements or supports the content focus."

To put it more clearly, an objective of a CLIL lesson can be articulated as "*To differentiate between the planets in the solar system, by interpreting, transcribing, and producing descriptions using derived adjectives, comparative and superlative forms, and language to express relative distances*" Ball et al. (2015: 51). The components of integration are manifested through an analysis of this sample and the "conceptual content" of the lesson is to be exploited through "procedural choices", or in other words employing cognitive skills, and "using specific language derived from the discourse context" (Ball et al, 2015: 52). Overall, according to Ball et al. (2015) integration is considered a well-controlled "interplay" among these components deciding on the appropriate degree of emphasis.

Drawing on the fact that integration is a complex aspect of CLIL and the concerns regarding learners' reaching the grasp of subjects in an additional language when compared to L1, a recently proposed movement of *pluriliteracies* have been gaining pitch, which aims to emphasize the importance of disciplinary literacy in deeper understanding of subjects through conceptual and language development of learners (Coyle, Halbach, Meyer, & Schuck, 2017; Coyle, 2015). The figure below represents the "interrelationship between language and meaning-making through increasingly deeper and more abstract subject knowledge pathways" (Coyle et al., 2017: 361). Helping learners to reach this ultimate aim in CLIL classes, Coyle et al. (op cit.: 360) also propose that teachers need to apply five principles: "*Conceptualizing learner progression, Focusing on the learner, Languaging for understanding, Realizing cultural embeddedness, and Rethinking scaffolding for learner development*", which are explained in depth in the same publication.
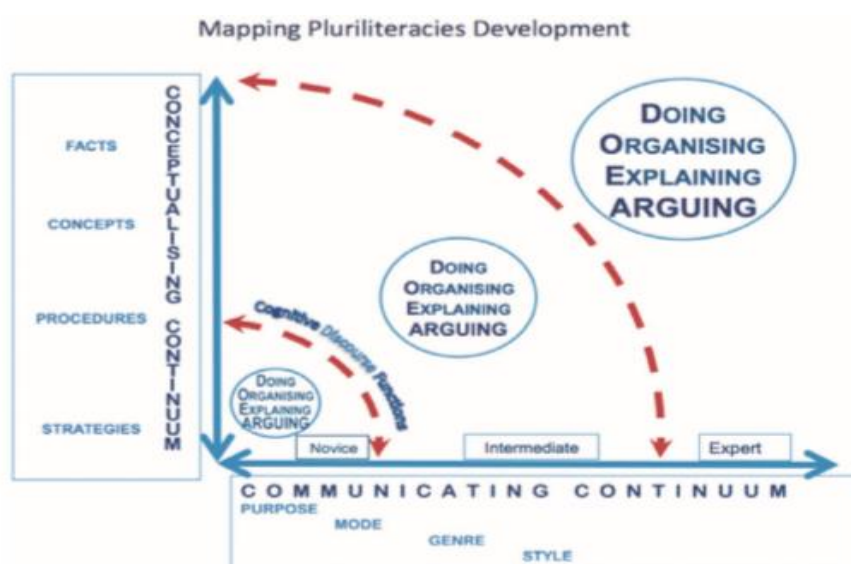
Figure 3: The Graz group pluriliteracies model

Another model has been proposed by Llinares (2015) explaining integration from Systemic Functional Linguistics perspective referring to subject-specific literacies and classroom interaction, in brief.
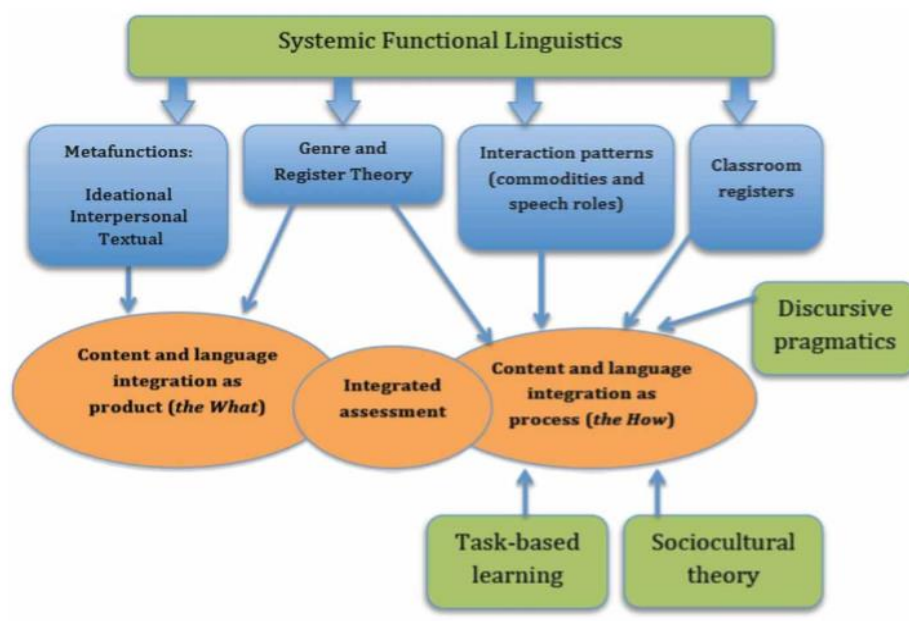
Figure 4: A combined theoretical model for the understanding of content and language integration

2.1.5. Training Teachers for CLIL

There are valid reasons that position teacher training for CLIL implementations into an undeniably primary position. Inherent challenges -yet is worth undertaking for the expected benefits- of CLIL methodology, have frequently been articulated by its stakeholders as the literature reveal (Pavón Vázquez & Ellison, 2013) Teachers are not exempt from the rigors in their innumerably various contexts with their very own peculiarities and weight of the CLIL programs. So as to be worthy of undertaking the aforementioned challenges, equipping teachers with the armour of know-how of CLIL as a methodology with its all corners comes to the fore. Moreover, teachers are given a huge portion of responsibility to provide the sustainability of CLIL as the main gear of the wheel in the system of education (Hillyard, 2011). Thus, considering the demands on the teachers, teacher training programmes should be planned well if sustainability is sought in CLIL contexts (Pérez Cañado, 2016a).

2.1.6. Who are CLIL Teachers?

Knowing who the CLIL teachers are becomes pivotal especially when their professional training needs are concerned. CLIL teachers are either language –in soft CLIL version- or subject teachers –in hard CLIL version- technically. In most European contexts, where hard CLIL is adopted widely (e.g. Spain, Italy), subject teachers undertake the teaching of

both content and language following CLIL methodology (Ahern, 2014; Eurydice, 2006; Roldán Tapia, 2012,). While the case for secondary education is as stated above, as Ball et al. (2015: 267) also emphasize, the frontier for the professional specialization of CLIL teachers is less definite since the primary teachers become general practitioners even though they are "originally trained in a particular field."

As noted by Graddol (2006), English Language Teaching as an independent profession, is continuously getting replaced by CLIL teachers taking up the role of both language and content teachers (as cited in Hillyard, 2011). Hillyard (2011: 5) maintains that the expanse of CLIL might transform the need for EFL teachers, leaving those teachers "defunct", into the need for CLIL teachers where languages are taught. Halbach (2014: 4) proposes that the role of language teachers, like content teachers, needs reshaping into a positive form; language teachers can focus on "literacy development" working on texts and enhancing communicative skills rather than focus on language as "a problem to be solved or an object of study".

One relevant remarkable view is that both language and subject teachers should be trained as CLIL teachers (Wolff, 2012). Wolff (2012: 107), in link with the Language Across the Curriculum movement (LAC- 1970s) in The UK, maintains that "language-sensitive" content teaching equals to CLIL methodology and should be at the core of all kinds of subject teaching on account of its "potential as a change agent". It can further be considered as "a catalyst" for the development of teaching profession within the same terms (Ellison, 2014). On the part of the content teachers, however, misconceptions might be observed regarding the effect of the foreign language in content teaching, which is underestimated by content teachers (Halbach, 2014). Halbach (2014) proposes that this has roots in the case of teaching through L1, during which content teachers pay no attention to language and literacy development; however, teachers need to change their approach to language especially when a foreign language is the medium of instruction and learning. They, overall, need to undertake the responsibility to adapt to the methodological demands planning and teaching the lessons.

It can be considered that now there is more than a dichotomy of content or language teaching. However, from teachers' cognition perspective, it can also be observed that leaving the dichotomous understanding behind is challenging. Mehisto (2013: 27) states that in multiple contexts (e.g. Canada, Estonia, Italy, Singapore, Spain, the USA) content

teachers have difficulty admitting "the dual role of content and language teacher" and language teachers at large do not consider themselves as non-language content teacher similarly. Costa (2013) also finds out that instructors in an Italian tertiary CLIL context have a sense of subject specialist identity they draw almost no explicit attention to linguistic aspects while they use English as a medium of their instruction. In Spanish context, Aguilar's (2015) study reveals a similar perspective, where instructors opt for EMI instead of CLIL due to their beliefs that they should not teach language and that CLIL is for less proficient students in the vehicular language.

With respect to primary and secondary state schools in Spanish context, Dobson et al. (2010: 14) explain that teachers who are appointed through national examinations (funcionarios) and those with temporary appointments (interinos) are recruited. On the other hand, as with many other European countries (Eurydice, 2006; 2012) in order to teach in bilingual education state schools the only requirement is to certify that they have adequate proficiency of target language (B2-C1 depending on the regional legislations). There are also contracted teachers to compensate the lack of 'funcionarios' with required linguistic proficiency who are near-native or native speakers of the target language. Besides, in some schools language assistants are also recruited to supplement the staff by providing language support (Dobson et al., 2010). In brief, the recruitment criteria for CLIL teachers, as indicated in Eurydice (2006: 45), to a large extent bound to linguistic certification of teachers; except for limited number of countries (Italy, the Netherlands, Austria and Finland) where methodological training for "CLIL type provision" also needs to be certified.

2.1.7. CLIL Teacher Competencies

It is well-acknowledged that with the adoption of CLIL approach, teachers' roles and professional identities have undergone transformation in a number of ways; what is crucial is that the new roles to take over have to be well-identified and manifested to show them how to act in their new professional path adjusting their practices accordingly (Pavón Vázquez & Garcia, 2017, Pavón Vázquez & Ellison, 2013).

Teaching through CLIL, contrary to the aged misconceptions, is far beyond teaching the subject through the medium of a foreign language alone, nor is it an amalgamation of the characteristics of subject teaching and foreign language teaching (Coonan, 2011). It is frequently reported to be a challenging task for teachers considering the competencies they

need to gain or improve and contextual diversities in with teachers operate along with the specific needs according to their major – subject teacher or language teacher- (Pavón Vázquez & Ellison, 2013). The depth of each competency area is too challenging to fit them all into one research study comprehensively; however, each area will be described fairly succinctly in this section of the study. *The CLIL Teacher's Competence Grid* (Bertaux et al., 2010) for categorization of the competency areas will be of use for its featuring the details comprehensively. (Numbers in parentheses represent the Questionnaire items that correspond to the competencies)

Theoretical Underpinnings of CLIL (1-6)

CLIL teachers are expected to gain the competencies that pertain to the basic characteristics of CLIL ranging from its definition, different models, objectives, principles, underlying theories of learning and language learning, potential benefits and pitfalls along with research evidence that signal its effects and functioning (Bertaux et al., 2010).

Policy (7-9)

Teachers are also required to know about the driving forces of CLIL at supra-national and national levels including regional actions and legislations, and the models that best fit their context (Bertaux et al., 2010:1-2).

Target Language Competencies for CLIL Teaching (10-13)

Teaching a language that is not one's L1 has its own peculiarities and some challenges; teaching a non-language subject through the medium of a foreign language is, on the other hand, another box of demands. Target language competence is crucial for CLIL teachers to equip themselves with and is considered a strong determinant in the success of CLIL (Pavón Vázquez and Rubio, 2010; Díaz & Requejo, 2008). However, what makes a CLIL teacher competent in their use of target language needs reification. The adequate level of linguistic proficiency to be a *good teacher* is one aspect of the issue, and this aspect relates to both CLIL teachers and non-native teachers of language as a subject in common.

Fernandez-Viciana and Fernandez Costales (2017), following the perceptions of the language itinerary pre-service primary education teacher participants, put forward that having at least a B2 level of language proficiency – for primary education teaching- should be guaranteed as the linguistic efficacy "promotes their self-esteem and confidence in the classroom and stimulates the interaction with their students by using the L2" (abstract).

Since communicative competence is the ultimate aim to reach through communicative methodologies, teachers need the communicative competence and specific skills to deal with a number of linguistic situations in the classroom, and "serve as language models for their students" (p.15).

Whether the accredited language proficiency requirements of subject teachers vary according to the educational levels they teach is another question. Ball et al. (2015: 269) state that the perception that primary level teaching requires lower level of language proficiency can only be valid regarding CALP due to varying cognitive level of studies but those teachers still need high levels of BICS so as to use the "functional classroom language to conduct a successful lesson with younger children in L2." On the other hand, high target language competency does not guarantee a successful CLIL lesson; by contrast, there are reportedly cases when pedagogical awareness of a teacher "compensates for their linguistic assets" (Ball et al, op cit.).

Moreover, when lack of pedagogical awareness accompanies, less desired outcomes might occur. As Lyster (2017) maintains in retrospect of the shortcomings of the immersion programmes, teachers' functionally restricted input and also their inadequacy in pushing student output through which they notice the new linguistic forms, gaps or mistakes can be a scourge on student learning opportunities.

Ting (2011: 315) maintains that "…no matter how perfect the teacher's English, a teacher blabbing about physics in English is not CLIL because CLIL attends to the learners' ability to use language. CLIL thus shifts classroom dynamics away from teacher-centred lecturing to learner-centred learning."

There is obviously something more than only general language knowledge for CLIL teachers to perform effectively in their classes. Pavón Vázquez & Ellison (2013: 68) clearly maintain ideas in the similar vein as follows:

> It is not enough to increase the content teacher's basic knowledge of the second language. These teachers need to develop a language consciousness that triggers their awareness of their own foreign language input as well as output from students. This is what will take their language competence to a new 'pedagogic' level. This is a highly skilled procedure, for not only does it imply a heightened awareness of the potential of language, but also an adaptation of teaching methodology and a more strategic use of teaching aids and materials.

The abovementioned *new pedagogic language competence* has been put forward later by others; Morton (2017) elaborates on teachers' knowledge of language for CLIL through reconceptualising and describing in detail. He draws on Ball, Thames, and Phelp's (2008

cited in Morton, 2017) work also proposing that "the nature of the language proficiency and knowledge about language necessary" (p. 2) for those teachers to perform teaching tasks (managing the classroom, understanding and communicating lesson content, and assessing students and providing feedback) effectively needs further investigation. The sort of language proficiency and knowledge required is reported to be more ESP-oriented, which is also named 'English-for-Teaching' rather than a general English proficiency approach. Morton (2017) further carries this approach to another level and proposes the construct of 'Language knowledge for content teaching (LKCT), which is branched into two sub-constructs: Common Language knowledge for content teaching (CLK-CT) and specialized language knowledge for content teaching (SLK-CT).

Teachers' "target language awareness" (Marsh, 2013; Ting, 2011) within their areas of discipline is obviously a crucial requirement. Similar to Wolf's (2012) language-sensitive content teaching idea, Marsh (2013: 62) maintains that notwithstanding their major, CLIL teachers need to be "linguistically aware" and "have knowledge and skills as language users, analysts and as language facilitators." Ting (2011: 315) argues that language awareness results in content awareness and CLIL contexts situate "language –aware content education" better than other educational environments.

In the end, CLIL teachers are not only responsible for their own language competencies but they are also entitled with the role of improving students' target language competencies, which forces them to gain skills in language pedagogy.

For CLIL teachers, the linguistic competencies that endorse quality teaching and efficient learning situations need comprehensive analysis drawing on the characteristics of CLIL methodology.

In their book that clearly presents how to put CLIL in motion, Marsh et al. (2008: 104-110) expound on strategies for teachers to follow in order to support language learning in content classes; these are rephrased below:

- Creating a psychologically and physically safe environment
- Consistency in use of target language
- Letting it be acceptable for students to use the first language in the beginning
- Naturally slow speech and clear articulation
- Adjusting the level of language
- Using paralinguistic features such as facial expressions, gestures, and visuals to reinforce meaning
- Repetition
- Making the content meaningful (relevant and of interest) to the students
- Providing a variety of language models of CLIL spoken by different people in different contexts

- Creating a wealth of opportunities to use the language
- Communication / Negotiation of language use
- Creating opportunities to develop all four language skills
- Working systematically to build equal status for languages used in the school
- Setting high but realistic expectations
- Recognizing and rewarding student effort and success

To illustrate, Dobson et al. (2010: 17) discovers that good practice observed in a CLIL/bilingual education context that focus on language awareness and development involves the following acts of teachers encapsulating language enhancement and scaffolding techniques:

- helped pupils focus on linguistic form as well as on function & meaning
- paid due attention to accuracy, especially where meaning would otherwise be compromised
- helped pupils to focus on key words
- helped them develop robust classifications
- helped them develop the passive voice, particularly appropriate when doing science
- encouraged pupils to extend their utterances, in order to express longer strings of expression
- provided clear explanations
- helped students express particular relationships, e.g. the more … the more …
- helped them develop drafting skills
- focused on spelling distinctions, e.g. flour / flower
- colour-coded in order to highlight particular types of word, e.g. verbs.

The abovementioned observation pertains to in-class interventions; however, language awareness for proactive designing of lessons or courses is the other requirement for CLIL teachers to accomplish.

Methodological Aspects

Drawing on the characteristics and requirements of CLIL as a multi-dimensional methodology for the following aspects that CLIL teachers need to add to their repertoire of teaching skills, obviously a holistic approach is the sine qua non of their initial or post training programmes. (See Appendix 11)

Designing a Course (14)

Integration during lessons (15-16)

Lesson planning (designing tasks, adapting materials) (17-19)

Implementation (use of strategies implementing appropriate tasks) (20)

Applying SLA knowledge in Lesson Preparation (21-25)

Applying SLA knowledge in the classroom (26-31)

Interculturality (34) (both planning and implementation)

CLIL tailors news roles for teachers to adapt methodological and pedagogical strategies different from teaching a subject in learners' native language in that it entails new skills in the manipulation and use of the foreign language used as a medium in the assimilation of content with no deficits by the learners (Pavón Vázquez & Ellison, 2013). Thus, it is crucial to gain competencies with respect to integrative nature of teaching in CLIL. One pioneering proposal to facilitate planning lessons integrating core features of CLIL – Content, Language, Cognition, Communication- through an amalgamation of Language Learning theories, General theories of learning and intercultural learning, teaching and learning processes is 4Cs framework (cf. Coyle et al., 2010).
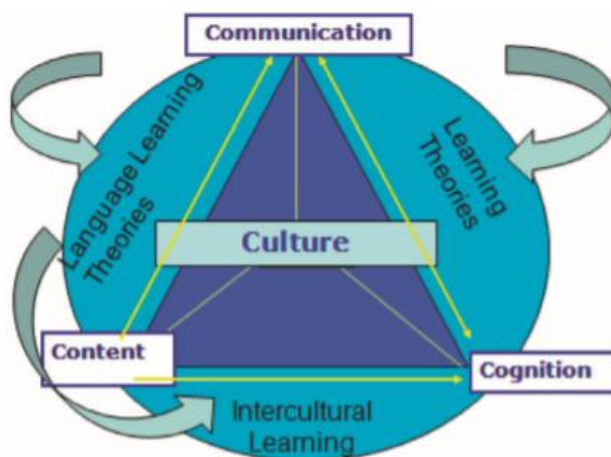
Figure 5: 4Cs conceptual framework

Aiming to put forward a "holistic methodology" that "transcends the traditional dualism between content and language teaching", Meyer (2013: 310) also proposed The CLIL-Pyramid, which is a group of clearly defined principles based on 4Cs of CLIL and with strong emphasis on scaffolding for practitioners to note planning individual lessons in a systematic way.
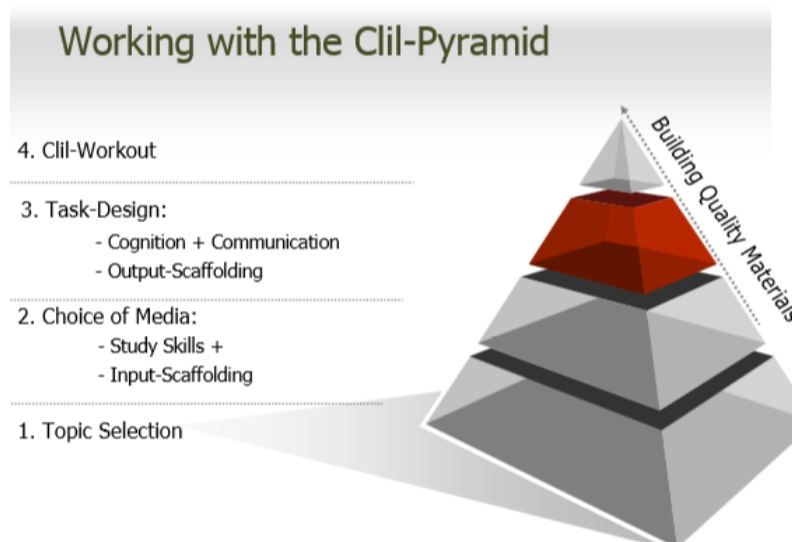
Figure 6: The CLIL pyramid

According to Meyer (2013: 305), the core elements of a CLIL lesson are *Input, Tasks*, and *Output.* Input needs to be authentic, meaningful and challenging; in order to exploit the lesson input, designing tasks that stimulate higher order thinking, student interaction, authentic communication and subject specific study skills and providing scaffolding so that learners articulate their understanding of content and ideas in a fluent, accurate and complex way and use BICs and CALP effectively are crucial to effective CLIL lessons (Meyer, 2013: 305).

Based on the Cummins's Matrix, Gibbon's learning zones (2009, cited in Ball et al. 2015: 60) indicate the level of support learners might need in parallel with the cognitive and linguistic challenge posed by the lesson procedures and as Ball et al. (2015: 60) point out, "it is a useful gauge for teachers to reflect on how they generate thinking in the classroom, while at the same time helping them to decide on the amount of support they need to provide for their learners." As the figure suggests, when students are overwhelmed by the high challenge and if not given adequate support, they may develop anxiety/frustration. Also, if they are not cognitively challenged enough, the result might be boredom/apathy against the subject, which is a set to building knowledge.
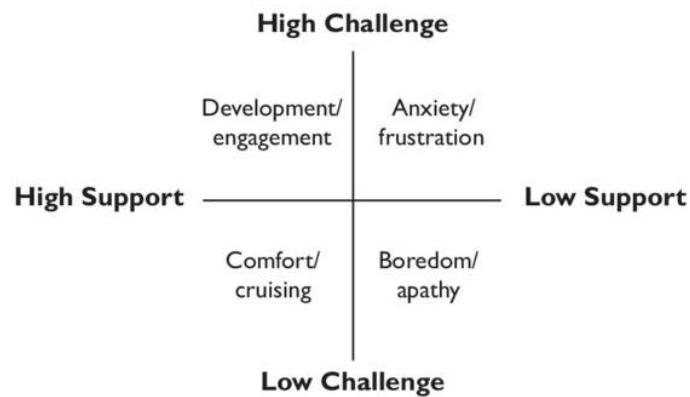
Figure 7: Gibbon's learning zones based on Mariani's (1997) teaching style framework

The vitality of such holistic frameworks is highlighted by Morton (2015: 34) as follows:

> In terms of what the content of pre-service teacher education courses for bilingual education teachers should be, it is clear that they need to be introduced to conceptual frameworks for the integration of content and language which are both theoretically sound and capable of being transferred to practical activity for the planning, carrying out and assessment of instruction.

Assessment (35)

What to assess in CLIL is basically a discussion around content or language. According to Ball et al. (2015: 214), "CLIL based assessment is very much focused on content" when Hard CLIL, which is basically aiming to teach content through medium of an additional language, is aimed. Language is assessed indirectly based on the "linguistic demand according to the way the 'unit' has been taught" (Coyle et al. 2010, as cited in Ball et al, 2015: 215). Furthermore and in brief, conceptual demands, procedural demands (cognitive skills) and language demand need to be assessed as a whole as explained further in Ball et al. (2015: 220).

Professional Development (36-39)

CLIL teachers are expected to upgrade their knowledge by means of attending training courses, organisations, networks or conferences (Bertaux et al., 2010). As reported in Pavón Vázquez and Méndez García's (2017) study, teachers, despite the appreciated challenges that teaching through an additional language produces, confirm that the methodological and continuous development requirements that CLIL enforces ultimately bring about affirmative results for professional development attempts of teachers.

Collaboration(40)

Teachers' collaboration holds a significant place within the literature purporting the idea

that it enhances teaching practices and students' learning, which is also among the items that constitute competency areas of CLIL teachers (Pavón Vázquez & Ellison, 2013). Pavón Vázquez (2014) propounds that collaboration at three-levels between content and language; content and content; and language and language teachers can be a powerful tool to "complement a possible shortage of linguistic proficiency, not only in students, but also in some teachers" (p.117); and thus, to assure learners "understand and express academic content" (abstract). Pavón Vázquez and Méndez García's (2017) research study on teachers' perceptions of collaboration at three levels yield positive responses from all types of teachers confirming the previous ideas with respect to enhancing opportunities the collaboration might create for teachers and students.

2.1.8. CLIL and CLIL Teacher Education in Spain

Among the European countries, Spain has been outstanding in embracing and adopting CLIL in a widespread manner (Coyle, 2010; Eurydice, 2017; Perez-Canado, 2012). As Lasagabaster and Zarobe (2010) states, Spain has shown commitment to European policies "aimed at fostering multilingualism and a growing awareness of the need to learn foreign languages" (p. IX). The autonomous regions have adopted various CLIL models and this could provide an opportunity to observe samples that would fit similar contexts in other countries from a realistic perspective (Lasagabaster & Zarobe, 2010). Coyle (2010) emphasizes the fact that Spain has become a leader in CLIL practice and research. This frequent implementation of CLIL in mainstream schools in autonomous regions of Spain (e.g. Andalucia, Basque, Catalan regions) has urged research studies conducted aiming to investigate the outcomes of CLIL; however, with huge amount of school network, CLIL research has still much to reveal regarding the comprehensive nature of CLIL methodology (Naves & Victori, 2010, Lorenzo, 2010; Zarobe & Lasagabaster, 2010).

The transition from teaching languages as a separate curriculum subject to bilingual education is reported to be due to "an increasingly widespread feeling of dissatisfaction among teachers and parents in Spain with the outcomes of … the mainstream model of teaching a Modern (foreign) Language at Primary School (MLPS)", which is considered to be a natural result of "relatively small amounts of time per week being made available" (Dobson et al., 2010: 12) Concomitantly, as stated by Arango (2010: 5), in 1996 Ministry of Education and the British Council collaborated on an agreement to launch an integrated curriculum in Spanish state schools, which resulted in establishing bilingual education "43 state schools with 1200 pupils aged three and four" and following the pilot

implementations in schools "bilingual education has slowly but surely been introduced at every level of education from age three through to sixteen in the project schools." The rationale of the early adoption of bilingual education system is further explained through the advantages provided by the system as such:

> …an early start, a significant increase in 'time' for the learning and use of the additional language, and an increase in 'intensity of challenge', in that pupils are challenged not only to learn the additional language but also to learn other important primary school subject-matter and to develop new skills through the medium of that language (British Council, 2010: 12).

> The formal agreement between the MEC/BC states that the aim of the project is to provide students from the age of three to sixteen with a bilingual, bicultural education through an integrated Spanish/English curriculum based on the Spanish National Curriculum and aspects of the National Curriculum for England and Wales (Integrated Curriculum for Secondary Education Natural Science, ESO 1 & 2, 2013.: 7).

Roldán Tapia (2012: 71) clarifies that despite the label, what is being done in bilingual schools is not bilingual education but a form of "content-based programs with different degrees of exposure to the L2." CLIL and bilingual education, in this context, are used interchangeably in Spain, AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) (Lasagabaster & Sierra, 2010: 368) being the equivalent acronym of CLIL in Spanish.

Spain, with 17 autonomous regions, holds a great diversity in many terms including linguistic diversity with six official regional languages and "CLIL provision exists for each of the six official regional languages (Catalan, Valencian, Basque, Galician and Occitan)" (Eurydice, 2017). In Spanish monolingual regions, CLIL comes into force with Spanish and one or two more foreign languages, and in bilingual communities, Spanish and the co-official languages plus one or two more foreign languages (Lasagabaster & Zarobe, 2010: x).

While this cultural and linguistic diversity has acted as a triggering factor in the spread of bilingual education programmes, the range of the CLIL policies (e.g. 'MEC/ British Council Agreement' in Madrid autonomous community; 'Plan de Fomento del Plurilingüismo' in Andalusia monolingual autonomous region) and implementations of CLIL have also been affected, which in the end presents a "dynamic and realistic" spectrum of CLIL "in different stages of development that are applicable to contexts both within and beyond Spain" where achieving competence in second and foreign languages is an educational and societal objective (Lasagabaster, 2015:20; Lasagabaster & Zarobe, 2010: ix-xi).

Overall, around 40% of curriculum subjects are taught in an additional language in Spanish bilingual education contexts starting from early primary level within an inclusive whole-school approach, which seeks "to ensure that all children at the school have the same opportunity, regardless of socio-economic or other circumstances" (Dobson et al., 2010: 12).

The quality of implementations and perceptions of stakeholders who take part in the bilingual project in Spain have been closely investigated in publications by Dobson et al. (2010) and more recently by Madrid, Gómez Parra, and Ortega-Martín (2018).

2.1.8.1 Initial Teacher Education Programmes

Despite the widespread adoption of CLIL and the important roles of teachers, there has been a striking fact regarding the initial teacher training (ITT) for prospective CLIL practitioners. It is stated that the number of the institutions to provide training falls short in meeting needs (Breidbach & Viebrock, 2013) and as Ball et al. (2015: 268) mentions the second-phase of CLIL "has not seen a significant growth in pre-service teacher education programmes."

In Spanish context, initial teacher training programmes are under the supervision of university MA programmes in the form of modules in Teaching English as a Foreign Language (TEFL) or as Specialization track in Teaching through English in Bilingual Schools (cf. Halbach, 2010; British Council, 2015) that have been multiplying since 2004 when the first bilingual education schools flourished in a variety of Spanish Autonomous regions. These programmes provide courses that contain theoretical and methodological modules of CLIL (cf. Halbach, 2010; Appendix 9). To a lesser extent, undergraduate primary education degrees that prepare generalist teachers for primary level have bilingual itineraries. Prospective teachers may choose these itineraries after some years of study in their degrees. These itineraries, though, aim to gain linguistic proficiency required to teach in bilingual education schools, which is B2 or C1 depending on the legislations in specific regions and foreign language teaching pedagogy. CLIL, specifically, is a unit within the frame of language pedagogy reportedly -by the academics and administrators in departments visited for the present study-, which is only introductory. In rare contexts, CLIL is adopted by the university instructors in the bilingual itineraries of primary education degrees with an aim to provide pre-service teachers an understanding of CLIL methodology by self-experience (e.g. Universidad Cardenal Cisneros, Madrid).

How initial teacher education programmes should be planned needs careful attention. In this sense, Morton (2015) suggests that ITT programmes should focus on equipping prospective CLIL teachers with effective methodological knowledge and practice in integrating content and language in the most efficient way; also, reflective teaching practice should hold crucial space in those programmes.

2.1.8.2. In-service Teacher Education

Ball et al. (2015: 268) states that all countries adapting CLIL models "provide some form of in-service teacher education (INSETT), which comes under the umbrella of continuous professional development (CPD) and may be compulsory or voluntary, depending on the system." The training programmes can be provided by governmental institutions or government-approved private institutions.

In Andalusia, Spain, which is one of the two contexts that provide participants for the present study, the ambitious plan of promotion of plurilingualism involves actions to follow for the training of CLIL teachers from the onset of the project in the region as can be drawn from Salaberri Ramiro's (2010) article canvassing those actions in detail. The actions include idealistic and well-organised formations ranging from the foundation of Teacher Centres, seminars, language and methodological courses to in-school working groups, appointing bilingual coordinators, teacher exchange programmes and so on.

Halbach (2010), similarly presents one of the initial projects for CLIL teacher training in Madrid Autonomous Region in Spain, which is the other setting of this study. The academic units in universities feel the responsibility and are involved in collaborative work in planning training programmes for CLIL teachers. In order to gain in-service teachers the necessary linguistic and methodological skills, substantial effort have been put by the state university of Alcala in Madrid. Based on the experiences and the needs analysis of the training needs of CLIL teachers to perform well in their contexts, a leading bilingual MA programme was founded and has been continuing like many others founded later in a number of universities throughout Spain.

Universities, among many other governmental and non-governmental organisations in Spanish contexts, also provide language courses to improve CLIL teachers' linguistic proficiency levels (cf. Olivares Leyva & Pena Díaz, 2012).

2.2. Approach to Bilingual Education and CLIL in Turkey

Turkey, by virtue of its historical geopolitical background, has been a country where many cultures and languages have existed for centuries. However, bilingualism in today's educational arena is *an elitist phenomenon* rather than a mainstream experience. Currently, if we ignore the initiatives by some private schools to give place to soft-CLIL within their language as subject syllabi or some attempts of FLMI in limited amount of class sessions, the relatively small in number foreign schools that operate with the legal status given after the treaty of Lausanne (1923) and the foundation of the new republic are the only secondary education contexts that provide education through non-Turkish languages - foreign medium of instruction (FMLI) for Turkish students- at secondary school level and from their onset up to now the number of Turkish students enrolling to those schools have increased gradually. As mentioned in Karahan (2005: 1159), the number of Turkish students that enrol in foreign schools from Ottoman times to now is an indicator of elitist case for FLMI. Even though 100% of the students that study in those schools are Turkish due to legislations, still, their number is quite low.

Before MoNE cancelled them in 2006 due to a number of reasons such as lack of qualified teachers, students' problems with the terminology, increased cognitive load, the washback effect of national examinations held in only Turkish, financial and ideological concerns etc., and also due to ongoing debates among a scale of parties from policymakers to academic circles, there were times when languages other than Turkish (in most cases English, French, & German) were also employed as medium of instruction at secondary level state schools following a one-year preparatory programme (e.g. Anatolian High Schools) (Etus, 2013; Selvi, 2014). The same arguments put forward against it from cognitive-pedagogical, socio-political and educational language planning perspectives, according to Selvi (2014), have been at some cases faultily attributed to the FMLI itself, to illustrate, lack of well-equipped teachers, the methodological misconception that FMLI calls for rote learning techniques and so on. These issues are well explained in detail in Etus (2013) and Selvi (2014). Etus (2013) obviously takes FLMI as an equivalent of CLIL; however, at this point it should be questioned if CLIL as a methodology was adopted in those contexts or not.

As stated in Selvi (2014: 146) the FMLI debate has been like "a pendulum" which "has been oscillating between national ideas and bilingual ideals for a long time" and despite the

concerns voiced -methodological, socio-political, teacher education related etc.- (cf. Etus, 2013), Turkey is not completely indifferent to the bilingual ideals that the time calls for; becoming bilingual through schooling," in especially one of European languages is admired and it is strongly supported by the government and the society" (Karahan, 2005: 1164). In a similar vein, Kırkgöz (2007: 217) suggests that "it is important for Turkish citizens to enable the nation to pursue its international communication and keep up with developments in many fields in which English is the most-widely used language." This awareness, though not to the extent of CLIL, has pushed the educational authorities to refresh and improve language curricula. One such initiative can be observed in secondary vocational state schools, where an ESP course -elective technical English- has been included in the curriculum besides languages as subject courses (frequently English, along with Russian and Chinese recently) for around five years now and ministry of education has put emphasis on its expected benefits for the students in their future life gaining them the skills that will enhance national or international employment opportunities. As for the implementation of these courses in real contexts, there have obviously been a series of problems on both teachers' and students' parts. Subject teachers' lack of adequate language proficiency, language teachers' unfamiliarity with the technical subjects, students' discontentment with the difficulties they face, lack of materials etc. are only few of the issues mentioned in the comprehensive evaluation of the technical English courses in vocational schools report by MoNe, General Directorate of Vocational and Technical Education (2016). However, there has also been good effort on the improvement of the quality of teachers through assigning language teachers to teach these courses in the case of inadequacy of subject teachers; sending subjects teachers -under–conditions- abroad to get necessary training each year -the announced quota was 80 subject teachers for the year 2018-. Besides, course materials have been published for both teachers and the students for four of the vocational branches. However, national in-service teacher training institution does not seem to have considered training programmes, workshops or seminars so far for the teachers to teach technical English courses in vocational state school contexts.

With respect to ITT programmes, CLIL is only a –if any- a theoretical chapter to review within the frame of courses like Current Trends in Language Teaching in language teacher education programmes, which is not an efficient introduction for pre-service teachers to comprehend it with its full scope.

Studies conducted in Turkish context are considerably limited and CLIL teacher education perspective has not been a focus so far (cf. Atlı, 2016; Altınkamış, 2009; Bedir, 2016; Bozdogan & Karlıdağ, 2013).

2.3. Previous Studies

2.3.1 CLIL Learning Outcomes

The outcomes of learning and teaching through an additional language and also the advantages of bilingual mind has been scrutinized from multiple perspectives (e.g. pedagogical, cognitive, neurological, sociocultural), and has been strongly claimed to bear benefits (Marsh & Martin, 2012; Marsh, 2013; Ahern, 2014; Zarobe & Zenotz, 2014; Zarobe, 2015).

With respect to language learning outcomes, some studies have focused on the development of linguistic competence, some others communicative competence and some on skills like reading, writing, listening, speaking (or as receptive & productive skills) specifically. While some researches have investigated the issues longitudinally, cross-sectional studies outnumber longitudinal ones.

To name a few, Zarobe (2008), in his longitudinal study comparing the oral and written competence of CLIL and non-CLIL secondary school students finds out that CLIL groups outstrip non- CLIL groups regarding communicative competence skills. Lasagabaster (2008) also confirms these results in another study along with higher performance in overall foreign language competence.

Another recent study by Catalan and Llach (2017) put forward the results that the lexical profiles of CLIL learners were stronger according to the experimental study they conducted.

Lorenzo, Casal and Moore (2009), in their comprehensive study in Andalusian context conclude that CLIL learners show strikingly greater gains both linguistically –regarding lexical range, lexico-grammatical and discourse level- and in terms of content when compared to non-CLIL groups. Contrary to a number of earlier studies, this study puts forward that irrespective of early start to the bilingual programmes, learners show achievement in acquiring the language. Similar to some other studies (Wesche, 2002; Marsh 2002) that find advantages for late start, the advantages found are attributed to "increasing cognitive and meta-cognitive abilities and more advanced L1 academic

proficiency—as typical of later primary or early secondary learners—can offset the neurologically psycholinguistic advantages of an early start" (p.429). Teachers' use of the foreign language in their teaching regarding the amount and circumstances are also given in the study in detail; overall, content teachers seem to code-switch more than language teachers and use less L2 to introduce a topic, tell an anecdote, give feedback, and to evaluate. All teachers including content, language and language assistants resort to L1 especially to clarify and dissolve problems encountered during the lessons.

There are also meta-analysis studies compiling the studies on the outcomes of foreign language learning in CLIL contexts, which give in-depth analysis (cf. Karim & Rahman, 2016; Pladevall-Ballester & Anna Vallbona, 2016; Tedick & Cammarata, 2012; Zarobe, 2015).

From a more comprehensive perspective, Quazizi (2016) finds CLIL education more effective than the traditional education systems in which language and content courses are taught separately from the perspectives of language competence, content learning (maths in this study) and motivation due to the principles of CLIL methodology. Based on the comparative findings, he concludes that CLIL is a "superior paradigm of education" cognitively, psychologically, structurally and socially, in brief.

Fernández-Sanjurjo, Fernández-Costales and Arias Blanco (2017), on the other hand, report a study in another Spanish context discovering that non-CLIL learners achieve higher regarding the learning outcomes of science subject in their L1 compared to CLIL learners.

In an analysis of a whole CLIL school in Spain, Arribas (2016) examines students' attitudes, motivation and also receptive vocabulary outcomes and the results indicate higher scores for CLIL groups in both motivation and vocabulary tests though the statistically insignificant results are attributed to the defects in CLIL implementation in the specific context.

More recently, a comprehensive and longitudinal study by Pérez Cañado (2018) reports significant differences for linguistic development in favour of CLIL learners, proposing that time is a determinant in the linguistic outcomes of CLIL programmes.

With respect to affective factors that CLIL generate, there are a number of studies that put forward positive outcomes regarding the effects of CLIL on language learning attitudes of

learners (e.g. Navarro Pablo & García Jiménez, 2017; Lasagabaster & Doiz, 2015; Lagasabaster & Sierra, 2009; Lasagabaster, 2011; Zarobe, 2013). The findings that CLIL enhances positive attitudes and motivation are mainly attributed to the methodological aspects of CLIL such as communicative and meaningful use of language and cognitively engaging tasks; overall learning opportunities in which language is not an ends itself but a means to achieve something meaningful.

2.3.2. Stakeholders' Perceptions

Investigating perceptions of CLIL partakers is another main field of research. Coyle's (2012) study has been ground-breaking for its emphasis on an emic perspective of student perceptions regarding a comprehensive understanding of successful learning and emphasized the needs of change in CLIL practice run through medium of various foreign languages. Lasagabaster and Doiz (2016) report a study looking into the perceptions of CLIL students of their learning process and all age groups in the study expressed their beliefs in language proficiency has improved due to CLIL courses. Pavon Vazquez and Prieto Molina (2015) investigate the perceptions of teachers and students in a CLIL programme with linguistically low proficient students in which task-based methodology was embedded; the results indicate positive gains and stimulation on the part of the students and teachers.

However, as underscored by several researchers (Broca, 2016; Bruton, 2011; Perez Canado, 2015; Dalton- Puffer, 2008) the reliability of some research needs to be strictly scrutinized and the wide range of variables that effect the outcomes from data collection method and tools, to the context-specific variables - teachers' beliefs, competencies, or students' profile, target language competencies etc.-wherever a CLIL model is run should be identified in detail. Ultimately, there is still huge demand of research on CLIL in multivariate contexts with clearly defined variables.

2.3.3. CLIL Teacher Education

2.3.3.1. Teacher Training Programmes
Inital teacher training (ITT) and in-service teacher education and training (INSET) programmes have undergone scrutiny in terms of their capacity and effectiveness in equipping CLIL teachers with the tools for quality implementations though limited studies have been published so far.

As a follow-up to Fernández Fernández, Pena Díaz, García Gómez, and Halbach (2005), and Fernández and Halbach's (2011) pioneering studies, **Gutierrez and Fernandez's (2014)** study investigates teacher training needs in the Madrid bilingual project asking 17 primary teachers in the bilingual programme about the language and methodological training provided since the launch of the programme along with their feedback on how to improve the TT programmes. Verifying their hypothesis that the programmes fall short of meeting the needs of practising CLIL teachers, the study concludes that despite improvements, teacher training programmes still need further renewal to keep up with the new demands. As for the details of the training needs reported by the teachers, "intensive and continuous language courses" "classroom management and motivation" and "methodology" are the frequently stated areas they need more training for (p.58). Most teachers indicate dissatisfaction with the initial training degree programmes they have attended in helping them with the professional skills they need to teach in bilingual education contexts. Regarding the in-service training programmes, teachers want to learn practical and innovative techniques that teachers can adapt to their contexts, and find the programmes-mostly online- they attend insufficient in that sense. The continuity of administrative support for training opportunities is another emphasised need. As pointed out in the study, in comparison with Fernández and Halbach (2011), teachers are less concerned about linguistic abilities and they less frequently reported training needs for subject specific CLIL teaching, which is attributed to sufficient experience of teachers and easier access to good teaching materials. One interesting point emphasized is that the teachers demand a "standardization strategy to leverage all the materials created by all teachers working in the program of the Autonomous Community of Madrid" to save time preparing the materials, and they also recommend for sharing and discussion platforms with other teachers.

Quero Hermosilla and González Gijón's (2017) study examine the professional development needs of 21 teachers in service in Andalusian bilingual institutions. The researchers inquire the perceptions of the teachers about initial and formative education they have received to be able to teach in a bilingual context along with the issues relevant to the educational policy run in the region. The results show that the teachers are not well knowledgeable about the educational policies; quite a number of participants deny having received courses to improve their level of language proficiency but eager to take if provided with the courses and the fees since they believe the minimum level should not be less than C1; the big majority find the in-service training offered not adjusting to their

needs truly; moreover, the initial education on CLIL methodology is stated to be none or too weakly offered; ultimately, the participants rate the regional bilingual education policy more on the negative strand of the scale.

Burmeister, Ewig, Frey and Rimmele (2013) report the results of a study in German initial CLIL teacher education context, which draws on a three months long structured collaborative training seminar. The study mainly inquires the effects of CLIL lesson planning of TEFL and non-TEFL teacher candidates' collaboratively and the results show positive impact of collaboration "to prevent the dominance of either language or subject matter" along with the contributions of heterogeneous group discussions in handling CLIL aspects in lesson planning and implementation.

2.3.3.2. CLIL Competences and Training Needs
In connection with educational backgrounds and experience in practising CLIL, there are also studies investigating teacher self-efficacy regarding CLIL competences and in link with training needs.

In her comprehensive research study which builds on the paucity of relevant research, sampling overall 706 CLIL stakeholders of whom 241 are in-service teachers, 260 pre-service teachers, 197 teacher trainers and 8 educational administrators across the whole Europe, **Pérez Cañado (2016a; 2016e)** conspicuously elaborates on the examination of the current level of competence and the training needs of CLIL teachers with respect to linguistic and intercultural competence, theoretical and methodological aspects of CLIL, materials and resources, and ongoing professional development. The results of the study show that the participants state high level of competence for linguistic and intercultural aspects, whereas, they feel much less competent with the theoretical underpinnings of CLIL and ongoing professional development and for methodological aspects and preparing course materials and resources the participants almost equally state to feel insufficient and adequate. Training needs are in line with the results for level of competence being much higher with methodological and materials aspects.

Another colossal study by **Pérez Cañado (2017)** investigates teacher training needs for bilingual teaching in three monolingual autonomous regions in Spain, administering well triangulated instruments to 1,763 students, 563 parents and 307 teachers. The rather informative results - the part within the remit of the present study - indicate that linguistic and intercultural training needs along with methodological training needs are more

outstanding in comparison with similar prior research, especially for non-linguistic area teachers. Despite the difficulties reported, another enhanced aspect is the scientific and collaborative competence. However, teachers report lack of time and needs for extra official hours to carry out collaborative work. On the other hand, more training needs are reported regarding the reflective and ongoing professional development competence.

Vilkancienė and Rozgienė (2017) investigate the outcomes of an in-service teacher training project in Lithuania which operationalise European Framework for CLIL Teacher Education (Marsh et al., 2010) for the training programme and instruments of data collection. 79 non-linguistic subject teachers' perceptions of CLIL teacher competences and attitudes towards CLIL as a methodology following 50 hour training programme was found positive taken as a proof that the framework works well to design teacher training programmes. As for the perceptions of the teacher trainees regarding the competencies they gained at the end of the training programme, teachers report more confidence for general teaching skills compared to CLIL-related teaching skills.

The responses indicate the teachers experience difficulty in planning and implementing integrated lessons, preparing CLIL lesson materials, using strategies to support language learning, and CLIL-specific assessment. However, as emphasized, the teachers report awareness that CLIL is an urge to professional and linguistic development and motivate learners since CLIL brings "novelty and innovative ideas ... that make more attractive lessons and add variety" (p.211). The teachers frequently state a lack of linguistic qualification of teachers at large. The researchers recommend including both BICs and discipline-specific CALP when planning language programmes for CLIL teachers. Qualitative data from the participants also indicate dissatisfaction for the administrative guidance and support, and also concerns about the washback effect of the exams for higher grades, language barrier learning and teaching of the content, motivational problems for some students, lack of materials and sample lessons. Some teachers also think that it is time consuming to prepare individual lesson and "extra workload" for the teachers. Teachers expect "modular teaching" support from the administrative bodies.

2.4. Inferences from the Literature Review

The previous studies reviewed mainly present positive outcomes with respect to language learning, content learning and affective factors as CLIL ideally aims for. However, the contextual variety those studies draw their results from need to be approached critically.

Regarding CLIL teacher education programmes, and CLIL teacher competencies along with training needs there have been limited amount of studies so far. According to the studies, teachers report discontentment with the teacher training programmes especially for methodological aspects of CLIL. In line with this lack of satisfaction, teachers report lower competence for CLIL methodology, reflective practice and collaborative skills.

This study overall aims to find answers to the following research questions:

1. How competent do in-service CLIL teachers perceive themselves in terms of theoretical and practical competency areas of CLIL as an approach and methodology?

> 1a. Do in-service teachers' perceptions of competency bear any association with their level of language proficiency?
>
> 1b. Do in-service teachers' perceptions of competency bear any association with their experience with CLIL as a student?

2. How competent do pre-service teachers perceive themselves in terms of theoretical and practical competency areas of CLIL as an approach and methodology?

3. Are in-service CLIL teachers satisfied with the education they have received in gaining them the competencies for CLIL classes?

4. Are pre-service CLIL teachers satisfied with the education they have received in gaining them the awareness and competencies for CLIL classes?

5. Is there statistically significant association between their responses for perceived competency and satisfaction with the education received?

CHAPTER III

METHODOLOGY

3.1. Research Design

This study is cross-sectional with respect to its aims of investigation. Namely, it focuses on different aspects of CLIL as in-service teachers' perceptions and pre-service teachers' perceptions of their self-efficacy regarding current level of CLIL teacher competencies, satisfaction for the training received, and their beliefs about CLIL –which was later was excluded from the study due to reliability concerns-. As stated in Kumar (1999), cross-sectional design is "best suited to studies aimed at finding out the prevalence of a phenomenon, situation, problem, attitude or issue, by taking a cross-section of the population" (p. 81). Within the scope of this study, CLIL was examined as a phenomenon in Spanish context, with specific reference to conveniently sampled in-service and pre-service teachers' perceptions of the current level of CLIL teacher competencies and their evaluation of the training received.

Regarding the data collection phase, mixed-methods design was employed in order to get insightful data by utilising both quantitative and qualitative tools. As a way towards "maximizing both the internal and external validity" (Dörnyei, 2007: 43) of a research study, mixing methods is of help to "build on the strength of both qualitative and quantitative data" (Creswell, 2012: 535). That more data would help elaborate on the answers addressing the research questions was another reason of choice for the present study (Creswell, 2012: 535). Among the types of the mixed-methods design, the embedded design was put at work considering that priority would be given to one form of data collection - quantitative - and other form of data collection -qualitative- would be employed as a secondary source. (Creswell, 2012).

3.2. Participants and Context

The profile of the *pre-service* teacher participants included age, gender, nationality, major in BA/ MA studies and bilingual school background. In-service teacher participants' profile, on the other hand, was set as indicated in table 1.

Table 1

In-Service Teachers' Questionnaire Section for Demographics

Age :_____

Gender: _____

Nationality: _____

Department/University of Undergraduate Study:
_____/_____

Post Graduate Study (if any):
_____

CLIL Certificate/ Training programmes attended (if any):
_____

CLIL Exams taken (e.g. TKT CLIL Module) (if any): _____Your score:
_____

Type of Teacher: Language / Subject (content specialist) / Teaching Assistant /
Other:_____

Language taught in your Bilingual / CLIL school: _____

Type of School where you teach: Public/ Private / Semi-Private

Level/s you teach: Infant / Primary / Secondary / Infant and Primary/ Primary and Secondary

Overall Teaching Experience: Less than 1 year /   _____ years

Teaching Experience in a Bilingual School: Less than 1 year /   _____ years

Your Level in the Foreign Language you teach through (based on an official accreditation) : A1- A2- B1-
B2- C1- C2

Did you also study in a Bilingual school as a primary/ secondary level student ? Yes / No

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These attribute variables were selected ensuing the review of the literature (e.g. Perez Canado, 2016a; Vazquez & Ellison, 2013) and according to the research aims.

Attending a post-graduate degree and a CLIL certificate/ training programme were considered informative to discover a probable association between further education and perceived self-efficacy of CLIL teaching competencies. Type of teacher, type of school and levels taught, teaching experience and level of language proficiency were also considered attribute variables by the same logic.

Asking whether both parties of the participants themselves experienced CLIL as students was due to a curiosity to investigate the probable association regarding beliefs about the methodology. As maintained by a number of researchers, the way teachers conceptualise

CLIL –as part of their professional development-, and their personal background mesh with the way they approach their classes, and thus it is significant to investigate their beliefs (e.g. Cabezuelo Gutiérrez & Fernández Fernández, 2014; Hüttner, Dalton-Puffer,& Smit, 2013; Pena & Porto, 2008; Yi Lo, 2017).

The number of participants is always crucial in a quantitative study; however accessing them or getting satisfactory data without attritions in the responses are the frequently encountered challenges. In the present study, initially 141 in-service (online survey) and 119 pre-service (at the setting) teachers participated in the main study upon their consent. However, due to the observably missing values in the data, the final analyses of the in-service teachers' questionnaires were conducted with 62 respondents, which is almost 44% of the total response rate. The attrition in pre-service teacher participants was relatively much lower and 114 questionnaires, almost 96%, were observably found eligible for the analyses.

Table 2

Demographic Data of Pre-Service and In-Service Teacher Respondents of the Questionnaires

	Overall Participant numbers: 114 Pre-service Teachers , 62 In-service Teachers				
Age	In- service: 25 to 58		$\bar{X}$=36		
	Pre- service: 20 to 43		$\bar{X}$=22		
Gender	In- service	Male: 27.4% Female :72.6%	Pre- service	Male: 21.9% Female: 78.1%	
Year of study for *pre-service Ts*	Year 3: 15 (13.2%) Year 4: 96 (84.2%) MA: 3 (2.6%)				
Language Proficiency	In-service	B2:10 (16.1%) C1: 49 (79%) C2: 3 (4.8%)	Pre- service	A1: 1 (0.9%) A2: 6 (5.3%) B1: 28 (24.6%) B2: 60 (52.6%) C1: 14 (12.3) C2: 2 (1.8%)	
	Bilingual school background	In- service : 5 (8,1%) Pre- service : 23 (20,2%)			
For In- Service Teachers	**Major**	Language: 26 (41.9%) Subject/Content: 32 (51.6)Both : 4 (6.5%)			
	Types of school taught	Private schools : 7 (11.3%) Semi-private schools: 52 (83.9%) State schools: 3 (4.8%)			
	Levels taught	Primary level: 40 (64.5%) Secondary level: 15 (24.2%) Both infant and primary levels: 5 (8.1%) Both primary and secondary levels: 2 (3.2%).			
	Post-graduate degree	24 (38.7%)			
	CLIL certificate programmes	20 teachers (32.3%)			
	CLIL Examinations	11 (17.7%)			
	Teaching experience	Overall experience: 1 to 36 Bilingual school experience: 1 to 13			

The age of the in-service teacher participants ranged from 25 to 58 ($\overline{X}$=36). On the other hand, the pre-service teachers' ages ranged from 20 to 43 ($\overline{X}$=22.37).

With respect to gender, the in-service teacher participants consisted of 27.4% males and 72.6% females while pre-service teachers were composed of 21.9% males and 78.1% females, females being the substantial majority.

The majority of both parties were Spanish (95.2% of the in-service, 98.2% of the pre-service) who have had their degrees in Spanish context.

The pre-service teachers were all studying their BA degree in the department of Primary Education at five universities (1 semi-private and 4 public Universities) in two Spanish communities; Madrid Autonomous Community and Andalusia. With respect to the year of study, 15 students (13.2%) were year 3, 96 (84.2%) were year 4, and 3 (2.6%) were MA students.

Language proficiency level of the pre-service teachers –based on self-reports- range from A1 to C2 with the highest percentage of B2 level and the whole distribution is as n=1 A1 (0.9%), n=6 A2 (5.3%), n=28 B1 (24.6%), n=60 B2 (52.6%), n=14 C1 (12.3) n=2 C2 (1.8%). Officially accredited language proficiency levels of the in-service teachers were stated as 10 (16.1%) B2, 49 (79%) C1 and 3 (4.8%) C2.

Only 23 (20.2%) of the pre-service teachers indicated having a bilingual school background. Also, only 5 (8.1%) of the in-service teachers had a bilingual school background as students.

24 (38.7%) of in-service teachers stated to have hold a post-graduate degree in various programmes including bilingual education. 20 teachers (32.3%) have stated to have participated in CLIL certificate programmes, and 11 (17.7%) have taken CLIL exams.

26 (41.9%) of the teachers were mainly trained as language teachers, 32 (51.6) were mainly subject/content specialists and 4 (6.5%) were both subject and language teachers.

Regarding the types of school taught, 7 (11.3%) teachers indicated teaching at private schools, 52 (83.9%) at semi-private schools and 3 (4.8%) at state schools. Also, 40 (64.5%) of the teachers stated to be teaching at primary level, 15 (24.2%) at secondary level, 5 (8.1%) at both infant and primary levels, and 2 (3.2%) at primary and secondary levels.

The overall teaching experience of the teachers ranged from 1 to 36 years, and bilingual school teaching experience from less than 1 year to 13 years.

3.3. Instruments of Data Collection

For the quantitative part of the study, a questionnaire was designed by the researcher. It was composed of items primarily adapted from The CLIL Teacher's Competences Grid (Bertaux, et al., 2010), the policy related items from the questionnaire in the study conducted by Perez-Canado (2011a), and also, European Framework for CLIL Teacher Education (Marsh, et al., 2010) was reviewed closely. Due to the concerns such as length and clarity of the questionnaire items with minimum metalanguage, The CLIL Teacher's Competences Grid was found more convenient to operationalise for the items.

For the layout of the questionnaire, Perez-Canado's (2016a) questionnaire was of help especially for the pilot design. The pilot questionnaire was composed of 44 items of competencies and there were three columns asking perceptions of current level of competence, training needs and evaluation of the training received (Appendix 12). Thus, three answers were expected from the participants for each item, which would be later recognized to be rather challenging and redundant. Moreover, six beliefs items for pre-service teachers and seven for in-service teachers with a five-point Likert Scale from Strongly Agree to Strongly Disagree were included. Following the expert view on the instruments, several revisions were done:

- The 44 items were reduced to 41
- The items were further refined by simplification of the language and eliminating metalanguage as much as possible
- Several items were restructured into shorter statements

The pilot study was administered at the most convenient setting, The University of Córdoba, Spain, where the researcher was hosted during the study (2017-2018 Fall Term). MA students of whom 13 were pre-service teachers and 5 were practising teachers completed the pilot questionnaires during part of a class hour.

Following the pilot study, based on the verbal feedback of the participants, the challenging length of the questionnaire was more manifested; and hence, for the main study one more item was omitted from the competencies and reduced to **40**. Also, one of the columns -the perceived training needs- was excluded completely with the consideration that it would not

be informative enough for the study. Finally, two answers would be given for each item; one for the perceptions of current level of competence, and the other for the evaluation of the training received in gaining the relevant competence.

The pre-service and in-service teachers' questionnaires differed in terms of the wording of the items. While pre-service teachers' questionnaire was based on "knowing how" regarding the competencies that are related to implementations, the in-service teachers' questionnaire was based on the "ability" with respect to implementations.

The constructs of the questionnaire were already clear as the items were adapted from the grid of teacher competences. In this case, confirmatory factor analysis could be run to see if the items did really fit into the pre-determined dimensions; however, the overall sample size did not let the statistical analysis in question. Then, the instrument was decided to be treated as a questionnaire rather than a scale. This concern also affected the minor research questions seeking to investigate associations between the participants' profile (teaching experience, post-graduate education, language proficiency level etc.) and perceived self-efficacy, for the instrument would not give a sum of the perceptions of competency to let us run the relevant statistical tests to compare groups. The descriptive results were drawn by calculating the frequencies for each category of the questionnaire items. The Likert scale points on the negative strand (*1= not competent & 2= insufficiently competent*) and on the positive strand (3= competent & 4=very competent) were combined calculating the frequencies, which would give neater results for the perceived self- efficacy.

For the reliability check, Cronbach's alpha coefficient values were collected for each group of questionnaires (pre-service & in-service teachers' responses). The Cronbach's α test results for the pilot instrument, the revised instrument and each section individually are given in Table 1.

Table 3

An Overview of the Reliability Analysis Results

	Pre-service Ts' Questionnaire	In-service Ts' Questionnaire
*Cronbach's α values for the **pilot** instrument*	.907 Pts =**13** Item n=128	.785 Pts =**5** Item n=126
*Cronbach's α values for the **revised** instrument*	.751 Pts =**114** Item n=86	.910 Pts =**62** Item n= 87

*Cronbach's α values for **perceived competencies***	.928 Pts =114 Item n=40	.960 Pts=62 Item n=40
*Cronbach's α values for **satisfaction with the education received***	.926 Pts =114 Item n=40	.919 Pts=62 Item n=40
*Cronbach's α values for **beliefs about CLIL***	**.110** Pts=114 Item n=6	**.668** Pts=62 Item=7
*Cronbach's α values for the whole instrument **if beliefs items are excluded***	**.794** Pts =114 Item n= 80	**.916** Pts =62 Item n= 80
*Items that increase the Cronbach's α **if deleted***	Beliefs section: Item 5 (.349) Item 6 (.339)	Beliefs section: Item 5 (.727) Item 6 (.733)

What is worth explaining here is that despite the acceptable values (Cronbach's $\alpha > .70$) for both the pilot test and the revised version; one of the sections in the questionnaire was observed to decrease the value of reliability. Those were the beliefs about CLIL items (6 items in pre-service & 7 items in in-service Ts' questionnaires) as could be observed by the individual sections reliability results of the beliefs about CLIL. From the individual section of beliefs, it was also observed that if the reversed items –probably misunderstood or not read well by the respondents- were deleted the *Cronbach's* α of the whole instrument increased. Due to the consideration that those items were not eligible enough to measure the intended ideas, they were excluded from the whole study and the following statistical processes. This exclusion also prevented the relevant tests for an association between CLIL experience as a student and beliefs along with other possible associations to observe.

For the qualitative data, a pilot study including 5 questions was carried out with a novice in-service CLIL teacher. Examining the responses elicited by the pilot study, the questions were revised and increased to 10 in order to make them clearer, more concise and also better fit to the research purposes. Another individual interview was done with a novice in-service mathematics teacher, and due to the accessibility of the participants, one focus group interview was held with five in-service teachers and one lecturer.

The ten principal questions asked the participants were in sync with the questionnaire to elicit further information about teacher competencies and the efficacy of CLIL programme with the idea of enforcing the quantitative data. They were as follow:

Piloting

1. How do you define CLIL?
2. To your observation, do teachers understand what CLIL is and do you think they implement CLIL methodology well?
3. Do you think a school in Cordoba has the same type of CLIL or can have the same type of CLIL as a school in Madrid?
4. What kind of competencies do you think you should improve to become a better CLIL teacher?
5. What is your overall satisfaction with the education you received to become a CLIL teacher?

Focus group (with 6 teachers) and 1 individual interview

1. What is your definition of CLIL?
2. Why should we have CLIL, or should we?
3. Do you think teachers have a good command of what CLIL is and of implementing CLIL effectively?
4. Does one size of CLIL fit all contexts? /Can CLIL be implemented to the same extent in all contexts? E.g. Andalusia vs. Madrid
5. What are the competencies that a CLIL teacher must have?
6. What competencies do you think you personally need to improve the most?
   - What do you think you should do more/better to increase students' language learning and content learning outcomes?
7. Are you satisfied with the undergraduate/ post-graduate education you received to help you gain the competencies required to become a CLIL teacher?
8. How should undergraduate/ post-graduate studies be like for CLIL teacher education?
9. How should in-service CLIL teacher education be like?
   - What kind of training would you like to receive now as a CLIL teacher?
10. How do you think does CLIL influence your professional development?

3.4. Procedure of Data Collection

Paper-based and online questionnaire, and additionally, individual and focus-group interviews form the sources of data collection.

In order to gather data from the pre-service teachers from a number of departments in Spain where CLIL education is a part of the curricula to prepare teacher candidates for the future case of teaching in bilingual schools, the instructors and/or executive bodies of those departments were sent emails requesting support for accessing the participants and informing of the present research study. Consequently, one state university and one semi-private university in Madrid; and two other state universities in Granada and Huelva opened their doors for the administration of pre-service teacher questionnaires at their settings. The questionnaires were implemented by the researcher in-person.

On the other hand, the in-service teachers were requested to complete an online questionnaire. They were accessed via a number of channels like Facebook groups of bilingual MA programmes, emails to instructors, and finally and primarily via BEDA (Bilingual English Development & Assessment) which is an INSETT programme for bilingual strand teachers to support their continuous professional development.

The qualitative data was gathered by means of semi-structured individual and focus-group interviews with open-ended questions in a "conversational" yet "non-directive" mode (Yin, 2016: 143-144). Individual interviews were carried out with two novice CLIL teachers who were doing their MA degree at The University of Córdoba and also teaching at bilingual schools in Córdoba, Andalusia. The participants of focus-group interview were five CLIL teachers with varying teaching experience teaching in primary and secondary level bilingual schools around Madrid Autonomous Region, and one university instructor from faculty of education, primary education teacher training programme of a state university in Madrid. All participants were chosen based on convenience and voluntarism as they indicated accepting to take part in an interview filling out the questionnaire. The focus-group interview was done in a meeting room in Alcalá de Henares, Madrid at Modern Languages Department of The University of Alcalá.

3.5. Data Analysis

The quantitative data was analysed through SPSS 22. Tests of normality were run to check the distribution of the data; the Kolmogorov- Simirnov (K-S) (p=.00 both groups) and

Shapiro-Wilk tests (p=.00 both groups) showed no normal distribution (p<.05) for both groups equally. Then, for the participants' profiles and the responses they gave for rating their perceived competency levels the satisfaction with the education received descriptive statistics results were examined for each construct.

In order to observe if there is association between the categorical variables of *perceived competency levels* and *the satisfaction with the education received*, the inferential non-parametric Pearson's Chi-square test of association (2x2) test was and statistical inferences for relationships between the variables were made out of the contingency tables.

The answers provided by the participants were grouped as incompetent and competent. The labels on the negative strand of the Likert scale were as 1. 'I do not think I am competent' and 2. 'I am insufficiently competent' while the labels on the positive strand were stated as 3. 'I am competent' and 4.' I have excellent competence'. For Pearson Chi-square test of association, the negative cells (1 & 2), and the positive cells (3 & 4) of contingency tables were combined *inter se* so as to get better interpretable results.

For the analysis of sub-research questions (1a , 1b), the non-parametric Mann-Whitney U test was run twice in order to yield results related to possible association between in-service teachers' perceived competencies and bilingual education background, and also between in-service teachers' perceived competencies and their accredited language proficiency levels.

Treating the qualitative data gathered from seven CLIL teachers teaching in Madrid and Andalusia contexts, through one focus-group interview and one individual interview, the recordings were transcribed by the researcher first. In order to enhance the credibility, opportunities were sought for corroboration throughout the study. For the analysis of the qualitative data coder triangulation was resorted to (Yin, 2016). The transcribed data were analysed by three field researchers through latent content analysis within two separate sessions (Dörnyei, 2007). Inductive approach was followed coding the data and extracting the themes. First, each coder was requested to read the whole interview and find out the meaningful units line by line and to code them in vivo or construct new codes individually. Immediately afterwards, discussions were held to extract the themes and categories emerging from the data. Code-checking and revising the themes were the next steps in order to ascertain the match among the coders. Since there was not much intricacy in the

statements, only few codes needed revision or were decided to be redundant. The researcher then did the frequency check of the codes.

FINDINGS OF THE RESEARCH

In this section, findings gathered through questionnaire and interviews are given by charts and explanations.

4.1 The Quantitative Results

4.1.1 In-service teachers' perceptions of self-efficacy and satisfaction with the education received

In this section, results of the responses of the in-service teachers for their perceptions of self-efficacy and the efficacy of the education they received in gaining them the qualifications to become CLIL teachers are given by frequencies. Items are grouped according to the specific competency areas measured by relevant items. Also, Pearson Chi-Square test of association results are displayed to present if the participants' responses per each item for both self-efficacy and the efficacy of the training programs bear any association.

Table 4

$\bar{X}\_f$ (%) for In-service Ts' Responses Regarding Theoretical underpinnings of CLIL (1-6)

CLIL Competences Items	Competence ($\bar{X}\_f$ (%) , N=62)		Satisfaction level ($\bar{X}\_f$ (%)	
	Incompetent	Competent	Satisfied	Not satisfied
Item 1	32.3	67.7	41.9	58.1
Item 2	38.7	61.3	38.7	61.3
Item 3	37.1	62.9	43.5	56.5
Item 4	38.78	61.22	43.5	56.5
Item 5	29	71	43.5	56.5
Item 6	58.1	41.9	29	71

As manifested in table 4, in-service teachers perceive themselves competent in understanding the theoretical underpinnings of CLIL to a great extent (*f*>50%) <u>except for **Item 6** (*f*<50%), which is **"Understanding of the effects and functioning of CLIL based on research evidence"**</u>. With respect to how satisfied they are with the efficacy of the education they have received in gaining them the competences in the items, the majority is

obviously not satisfied as shown in the frequencies ($f<50\%$), more consistently for item 6 (only $f=29\%$ satisfied).

Table 5

Pearson Chi-Square Tests for In-service Teachers Responses (items 1-6)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 1	.005	.010
Item 2	.001	.002
Item 3	.002	.003
Item 4	.000	.000
Item 5	.001	.001
Item 6	.000	.000

The test of association results in table 5 show that there is association ($p<.05$) between the responses given for each item in regard to the perceived competency levels and the efficacy of the education received.

Table 6

$\overline{X}\_f$ *(%) for In-service Ts' Responses Regarding Policy (7-9)*

CLIL Competences Items	Competence $(\overline{X}\_f\,(\%)$, N=62		Satisfaction level $(\overline{X}\_f\,(\%)$	
	Incompetent	Competent	Satisfied	Not satisfied
Item 7	53.2	46.8	32.3	67.7
Item 8	25.8	74.2	38.7	61.3
Item 9	53.2	46.8	32.3	67.7

The responses given to the items about the policy of CLIL implementations were mostly on the negative strand of the Likert scale both for the competences and the satisfaction with the education received. However, for **item 8**, which is ***"Knowledge of your national/ regional bilingual policy framework: its objectives, actions, pillars, and legislation"***, the participants report higher competence ($f=74.2\%$) and satisfaction for the education received as shown in table 6.

Table 7

Pearson Chi-Square Tests for In-service Teachers Responses (items 7-9)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 7	.000	.000
Item 8	.002	.002
Item 9	.000	.000

The values in table 7 indicate association between in-service teachers' perceptions of competency and efficacy of the education received in gaining them the awareness on the policy issues.

Table 8

$\bar{X}$_f (%) for In-service Ts' Responses Regarding Target Language Competencies for CLIL Teaching (10-13)

CLIL Competences Items	Competence $(\bar{X}$_f (%) , N=62		Satisfaction level $(\bar{X}$_f (%)	
	Incompetent	Competent	Satisfied	Not satisfied
Item 10	4.8	95.2	67.7	32.3
Item 11	11.3	88.7	66.1	33.9
Item 12	0	100	64.5	35.5
Item 13	1.6	98.4	61.3	38.7

With respect to the target language competencies, the in-service teachers consider themselves highly competent and also find the education they have received efficient. For *item 12*, which is ***"Knowlege of the language of classroom management (e.g. group management, giving instructions, classroom noise management, managing interaction, enhancing communication etc.)"***, there is f=100% indicated level of competence. They also report high perception of competence for ***item 13*** "*Knowledge of the **language of learning activities** (e.g. to explain, present information, give instructions, clarify and check understanding, check level of perception of difficulty)*". (Table 8) The satisfaction with the education received is more positive than not, however, the perceptions of competence and satisfaction with the education relatively show disparity.

Table 9

Pearson Chi-Square Tests for In-service Teachers Responses (items 10-13)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 10	.030	.030
Item 11	.012	.012
Item 12	No statistics are computed because C12NEW is a constant.	No statistics are computed because C12NEW is a constant.
Item 13	.367	.367

For *items 10 and 11*, association is obvious while for *item 12*, no values were measured since all participants responded the same way. For *item 13*, which is *"Knowledge of the language of learning activities (e.g. to explain, present information, give instructions, clarify and check understanding, check level of perception of difficulty)"*, no association was found ($p>.05$). (Table 9)

Table 10

$\bar{X}\_f$ *(%) for In-service Ts' Responses Regarding Designing a Course (14)*

CLIL Competences Items	Competence ($\bar{X}\_f$ (%)), N=62		Satisfaction level ($\bar{X}\_f$ (%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 14	21	79	46.8	53.2

With respect to the item about the competence for designing a CLIL course, again, the participants perceive themselves competent ($f=79\%$). They also find the education received satisfying; however, the percentage of satistifaction and dissatisfaction levels are relatively close to each other. (Table 10)

Table 11

Pearson Chi-Square Tests for In-service Teachers Responses (item 14)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 14	.002	.003

There is association between the perceived level of competence and the level of satisfaction for the education received ($p<.05$). (Table 11)

Table 12

$\overline{X}\_f$ (%) for In-service Ts' Responses Regarding Integration During Lessons (15-16)

CLIL Competences Items	Competence ($\overline{X}\_f$ (%)) , N=62		Satisfaction level ($\overline{X}\_f$ (%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 15	24.2	75.8	43.5	56.5
Item 16	11.3	88.7	51.6	48.4

For the competences required to integrate content, language and learning skills, the in-service teachers perceive themselves quite competent. While they are satisfied with the education received in gaining them the competence for ***item 16***, which is "***Supporting language learning in content classes & content learning in language classes"***, for ***item 15, "Using strategies to guide students in maintaining a multiple focus on content, language, learning skills and critical thinking"*** they obviously think that the education that they have received in the undergraduate or MA programs needs revision, which is in line with the results in perceived competences. (Table 12)

Table 13

Pearson Chi-Square Tests for In-service Teachers Responses (items 15-16)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 15	.025	.033
Item 16	.034	.043

The test of association results show that the responses given for the competences level and the satisfaction with the education received were on the same line of thinking ($p<.05$). (Table 13)

Table 14

$\bar{X}\_f$ (%) for In-service Ts' Responses Regarding *Lesson Planning (designing tasks, adapting materials)* (17-19)

CLIL Competences Items	Competence ($\bar{X}\_f$(%) , N=62)		Satisfaction level ($\bar{X}\_f$(%)	
	Incompetent	Competent	Satisfied	Not satisfied
Item 17	14.5	85.5	58.1	41.9
Item 18	14.5	85.5	58.1	41.9
Item 19	17.7	82.3	41.9	58.1

Another competency area that the teachers consider themselves competent is lesson planning. Apart from **item 19** (f<50%), *"Finding, analysing and adapting authentic material with its content relevant to various student interests, subject/language learning needs and current level of cognitive development",* they also find the education they have received efficient for *items 17 and 18* (f>50%). (Table 14)

Table 15

Pearson Chi-Square Tests for In-service Teachers Responses (items 17-19)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 17	.005	.005
Item 18	.014	.021
Item 19	.017	.032

As shown in table 13, there is association (p<.05) between the level of competency and the satisfaction with the education received on the competency areas given in the items. (Table 15)

Table 16

$\overline{X}$_f (%) for In-service Ts' Responses Regarding Implementation (use of strategies implementing appropriate tasks) (20)

CLIL Competences Items	Competence ($\overline{X}$_f (%)) , N=62		Satisfaction level ($\overline{X}$_f (%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 20	21	79	46.8	53.2

For ***item 20***, in-service teachers think they are competent in "***using the strategies to make students turn their passive knowledge of content and language into active knowledge through appropriate tasks etc.***"; however, they seem less satisfied (*f*=53.2%) than satisfied (*f*=46,8) with the education they have received in gaining them that competence. (Table 16)

Table 17

Pearson Chi-Square Tests for In-service Teachers Responses (item 20)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 20	.024	.042

There obviously is association (*p*<.05) between the responses given in both columns but the p value is closer to be not significant. (*p*=.042) (Table 17)

Table 18

$\overline{X}$_f (%) for In-service Ts' Responses Regarding Applying SLA Knowledge in Lesson Preparation (21-25)

CLIL Competences Items	Competence ($\overline{X}$_f (%)) , N=62		Satisfaction level ($\overline{X}$_f (%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 21	45.2	54.8	38.7	61.3
Item 22	32.3	67.7	50	50
Item 23	29	71	48.4	51.6
Item 24	32.3	67.7	41.9	58.1
Item 25	17.7	82.3	54.8	45.2

For all of the items about applying SLA knowledge in lesson preparation, the teachers feel

competent. In terms of satisfaction with the education received, the responses show clear dissatisfaction except for *item 22* and *item 25.* (Table 18)

Table 19

Pearson Chi-Square Tests for In-service Teachers Responses (items 21-25)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 21	.000	.001
Item 22	.004	.005
Item 23	.000	.000
Item 24	.005	.009
Item 25	.032	.035

The results of the Chi-square test show association ($p<.05$) for the responses of the in-service teachers. (Table 19)

Table 20

$\overline{X}\_f$ (%) for In-service Ts' Responses Regarding *Applying SLA Knowledge in the Classroom* (26-31)

CLIL Competences Items	Competence ($\overline{X}\_f$(%) , N=62		Satisfaction level ($\overline{X}\_f$(%)	
	Incompetent	Competent	Satisfied	Not satisfied
Item 26	40.3	59.7	41.9	58.1
Item 27	32.3	67.7	37.1	62.9
Item 28	9.7	90.3	62.9	37.1
Item 29	25.8	74.2	48.4	51.6
Item 30	27.4	72.6	40.3	59.7
Item 31	32.3	67.7	48.4	51.6

When it comes to applying SLA knowledge on-the-spot cases in the classroom, the teachers are mostly competent but they are more dissatisfied than satisfied with the education they received in gaining them the competencies they have. For *item 28*, they find the education satisfying while for the rest of the items they think vice versa. (Table 20)

Table 21

Pearson Chi-Square Tests for In-service Teachers Responses (items 26-29)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 26	.000	.000
Item 27	.000	.000
Item 28	.227	.332
Item 29	?	.136
Item 30	.040	.068
Item 31	.004	.005

The table for the test of association shows association for ***items 26, 27 and 31***. On the other hand, the results for ***items 28 and 29*** clearly deny association; also, for ***item 30*** the results of the test are somehow contradictory (*p*=.040; *p*=.068). (Table 21)

Table 22

$\overline{X}\_f$ (%) for In-service Ts' Responses Regarding *Learning Environment Management* (**32-33)**

CLIL Competences Items	Competence ($\overline{X}\_f$ (%)), N=62		Satisfaction level ($\overline{X}\_f$ (%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 32	16.1	83.9	56.5	43.5
Item 33	14.5	85.5	54.8	45.2

With respect to learning environment management skills, in-service teachers perceive themselves as competent and in line with that perception they are satisfied with the education they received. (Table 22)

Table 23

Pearson Chi-Square Tests for In-service Teachers Responses (items 32-33)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 32	.019	.024
Item 33	.349	.454

The test of association results, on the other hand, show that there is association for ***item 32*** but not for ***item 33***, which might result from the fact that the competency level (*f*=85.5%) and the satisfaction level (*f*=54.8%) are not compatible enough. (Table 23)

Table 24

$\bar{X}\_f$ (%) for In-service Ts' responses regarding *Interculturality* (34)

CLIL Competences Items	Competence ($\bar{X}\_f$ (%)), N=62		Satisfaction level ($\bar{X}\_f$ (%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 34	27.4	72.6	48.4	51.6

In reflecting the interculturality idea of CLIL methodology, the teachers think they are competent; however, they are less satisfied than satisfied with the education they received. (Table 24)

Table 25

Pearson Chi-Square Tests for In-service Teachers Responses (item 34)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 34	.001	.001

There is association ($p<.05$) between the responses given for the perceived competences and the level of satisfaction with the education received, which is again contrary to what a bare look at the frequencies might suggest. (Table 25)

Table 26

$\bar{X}\_f$ (%) for In-service Ts' Responses Regarding *Assessment* (35)

CLIL Competences Items	Competence ($\bar{X}\_f$ (%)), N=62		Satisfaction level ($\bar{X}\_f$ (%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 35	38.7	61.3	43.5	56.5

With regards to assessment in CLIL, which is not a simple task, the in-service teachers feel quite competent as can be interpreted from the results. However, again, their satisfaction level with the education they have received in gaining them the qualifications for effective assessment do not match with their perceived level of competence. (Table 26)

Table 27

Pearson Chi-Square Tests for In-service Teachers Responses (item 35)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 35	.000	.000

Like the picture in the previous test of association, here again there is association between the responses given for both columns while the contrary is expected from the results given in the frequencies table above. (Table 27)

Table 28

$\bar{X}\_f$ *(%) for In-service Ts' Responses Regarding Professional Development (36-39)*

CLIL Competences Items	Competence $(\bar{X}\_f(\%))$, N=62		Satisfaction level $(\bar{X}\_f(\%))$	
	Incompetent	Competent	Satisfied	Not satisfied
Item 36	46.8	53.2	29	71
Item 37	48.4	51.6	24.2	75.8
Item 38	48.4	51.6	30.6	69.4
Item 39	27.4	72.6	40.3	59.7

The responses given for the perceived competency levels for ***items 36, 37 and 38*** show closer to equal results different from ***item 39***, for which the participants feel much more competent. The level of satisfaction is on the negative strand, which shows dissatisfaction. (Table 28)

Table 29

Pearson Chi-Square Tests for In-service Teachers Responses (items 36-39)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 36	.002	.003
Item 37	.047	.068
Item 38	.004	.008
Item 39	.011	.012

While the responses given for ***items 36, 38 and 39*** are statistically associated, responses for ***item 37*** bear no association ($p=.068>.05$). (Table 29)

Table 30

($\overline{X}$_f (%) for In-service Ts' Responses Regarding Collaboration (40)

CLIL Competences Items	COMPETENCE ($\overline{X}$_f (%) , N=62		SATISFACTION LEVEL ($\overline{X}$_f (%)	
	Incompetent	Competent	Satisfied	Not satisfied
Item 40	17.7	82.3	41.9	58.1

The in-service teachers consider themselves rather competent (*f*=82.3) in terms of collaboration, which is a crucial concept in CLIL; however, they barely link the competence they have to the education they have received. (Table 30)

Table 31

Pearson Chi-Square Tests for In-service Teachers Responses (item 40)

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	Exact Sig. 2-sided
Item 40	.226	.420

Clearly, there is no association (*p*>.05) between the responses given for the perceived competency level and the satisfaction for the education received. (Table 31)

4.1.2 Pre-service teachers' perceptions of self-efficacy and satisfaction with the education received

The following tables show frequencies for pre-service teachers' perceptions of self-efficacy for CLIL teacher competency areas. As for their satisfaction with the education they have received in equipping them with the necessary skills and knowledge Chi-square test results (see Appendix 4) are significant yet the observable incongruences with the frequencies will be reported right below the tables.

Table 32

$\bar{X}$_f (%) for Pre-service Ts' Responses Regarding Theoretical Underpinnings of CLIL (1-6)

CLIL Competences Items	Competence ($\bar{X}$_f (%)), N=114		Satisfaction level ($\bar{X}$_f (%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 1	19.3	80.7	68.4	31.6
Item 2	23.7	76.3	66.7	33.3
Item 3	18.4	81.6	63.2	36.8
Item 4	26.3	73.7	59.6	40.4
Item 5	33.3	66.7	57.9	42.1
Item 6	50.9	49.1	45.6	54.4

Only for **item 6**, which is **"Understanding of the effects and functioning of CLIL based on research evidence"**, the participants consider themselves more incompetent (*f*=50.9%) than competent (*f*=49.1%) and, in line with that, their level of satisfaction (*f*=45.6% satisfied; *f*=54.4% not satisfied) is slightly lower in terms of the perceived efficiency of the education they received in gaining them the relevant knowledge/ awareness. (Table 32)

Table 33

$\bar{X}$_f (%) for Pre-service Ts' Responses Regarding Policy (7-9)

CLIL Competences Items	Competence ($\bar{X}$_f (%)), N=114		Satisfaction level ($\bar{X}$_f (%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 7	63.2	36.8	36	64
Item 8	28.9	71.1	53.5	46.5
Item 9	46.5	53.5	50.9	49.1

With respect to the policy issues, the pre-service teachers feel less competent with **item 7** (*f*= 36.8% competent) and also less satisfied (*f*=36% satisfied) with the education they have received so far. For **item 8,** the results for competency perceptions (*f*=71.1% competent) and the level of satisfaction (*f*=46.5% not satisfied) show some mismatch. (Table 33)

Table 34

$\bar{X}\_f$ (%) for Pre-service Ts' Responses Regarding Target Language Competences for CLIL Teaching (10-13)

CLIL Competences Items	Competence $(\bar{X}\_f(\%)$, N=114		Satisfaction level $(\bar{X}\_f(\%)$	
	Incompetent	Competent	Satisfied	Not satisfied
Item 10	7.9	92.1	74.6	25.4
Item 11	14.9	85.1	70.2	29.8
Item 12	11.4	88.6	76.3	23.7
Item 13	6.1	93.9	83.3	16.7

As for the target language competencies it is obvious in table 34 that pre-service teachers feel confident for all items and they are also satisfied with the education they have been receiving. The ratio of competence and satisfaction is quite high and parallel regarding item 13 "*Knowledge of the **language of learning activities** (e.g. to explain, present information, give instructions, clarify and check understanding, check level of perception of difficulty*)."

Table 35

$\bar{X}\_f$ (%) for Pre-service Ts' Responses Regarding Designing a Course (14)

CLIL Competences Items	Competence $(\bar{X}\_f(\%)$, N=114		Satisfaction level $(\bar{X}\_f(\%)$	
	Incompetent	Competent	Satisfied	Not satisfied
Item 14	28.1	71.9	57	43

Table 35 shows that pre-service teachers feel competent for item 14 "***Designing a course that includes language, content and learning skills outcomes and which integrates language and subject curricula that support each other***" and more satisfied than not.

Table 36

$\bar{X}\_f$ (%) for Pre-service Ts' Responses Regarding Integration During Lessons (15-16)

CLIL Competences Items	Competence $(\bar{X}\_f(\%)$, N=114		Satisfaction level $(\bar{X}\_f(\%)$	
	Incompetent	Competent	Satisfied	Not satisfied
Item 15	30.7	69.3	59.6	40.4
Item 16	25.4	74.6	63.2	36.8

With respect to the integration aspect of CLIL during lessons, for ***Item 15*** "*Knowing how to guide students in maintaining a multiple focus on content, language, learning skills and critical thinking*" and ***Item 16*** "*Knowing how to support **language learning in content***

classes & **content learning in language classes",** pre-service teachers feel competent and satisfied to a similar extent.

Table 37

$\overline{X}\_f$ (%) for Pre-service Ts' Responses Regarding *Lesson Planning (designing tasks, adapting materials)* (17-19)

CLIL Competences Items	Competence ($\overline{X}\_f$(%) , N=114)		Satisfaction level ($\overline{X}\_f$(%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 17	14.9	85.1	72.8	27.2
Item 18	15.8	84.2	69.3	30.7
Item 19	29.8	70.2	60.5	39.5

As table 37 indicates, pre-service teachers feel rather competent for *Lesson planning (designing tasks, adapting materials)* and there is association between the perceptions of competence and satisfaction with the education received. However they feel relatively less competent for **item 19** "*Finding, analysing and adapting* **authentic material** with its content relevant to *student interests*, subject/language *learning needs* and ***current level of cognitive development*"** and less satisfied with the education received.

Table 38

$\overline{X}\_f$ (%) for Pre-service Ts' Responses Regarding Implementation (use of strategies implementing appropriate tasks) (20)

CLIL Competences Items	Competence ($\overline{X}\_f$(%) , N=114)		Satisfaction level ($\overline{X}\_f$(%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 20	23.7	76.3	57.9	42.1

For **item 20**, the frequency of the perceived level of competency (*f*=76.3%) would expectedly suggest higher level of satisfaction for the education they have received. However, it is close to be equal with the level of dissatisfaction (*f*=42.1%).

Table 39

$\overline{X}\_f$ *(%) for Pre-service Ts' Responses Regarding Applying SLA Knowledge in Lesson*

Preparation (21-25)

CLIL Competences Items	Competence $(\overline{X}\_f (\%)$, N=114		Satisfaction level $(\overline{X}\_f (\%)$	
	Incompetent	Competent	Satisfied	Not satisfied
Item 21	49.1	50.9	46.5	53.5
Item 22	21.1	78.9	69.3	30.7
Item 23	21.1	78.9	68.4	31.6
Item 24	21.1	78.9	71.1	28.9
Item 25	28.1	71.9	62.3	37.7

When it comes to *Applying SLA knowledge in Lesson Preparation,* pre-service teachers feel competent and equally satisfied with the education for most of the items. However, for **item 21 "***Knowledge of the Common European Framework for Languages (CEFR) to assess students' level of attainment or to define language targets in the CLIL class"* and they also feel dissatisfied with the education received in gaining the this competence. (Table 39)

Table 40

$\overline{X}\_f$ *(%) for Pre-service Ts' responses regarding Applying SLA knowledge in the classroom*

(26-31)

CLIL Competences Items	Competence $(\overline{X}\_f (\%)$, N=114		Satisfaction level $(\overline{X}\_f (\%)$	
	Incompetent	Competent	Satisfied	Not satisfied
Item 26	38.6	61.4	57.7	42.3
Item 27	42.1	57.9	51.8	48.2
Item 28	11.4	88.6	75.4	24.6
Item 29	21.9	78.1	63.2	36.8
Item 30	28.9	71.1	51.8	48.2
Item 31	41.2	58.8	55.3	44.7

For **item 30**, which is **"***Deciding whether students' production errors are due to language and content related problems, and acting accordingly",* the level of competency expectedly suggests higher frequency for the level of satisfaction with the education received; however, the satisfaction and dissatisfaction are rather closely rated as shown in the table. (Table 40)

Table 41

$\bar{X}\_f\,(\%)$ for Pre-service Ts' Responses Regarding Learning Environment Management (32-33)

CLIL Competences Items	Competence $(\bar{X}\_f(\%)$, N=114		Satisfaction level $(\bar{X}\_f(\%)$	
	Incompetent	Competent	Satisfied	Not satisfied
Item 32	18.4	81.6	70.2	29.8
Item 33	11.4	88.6	75.4	24.6

Table 41 indicates that pre-service teachers feel competent for the knowledge of *learning environment management* skills and they equally feel satisfied with the education received.

Table 42

$\bar{X}\_f\,(\%)$ for Pre-service Ts' Responses Regarding Interculturality (34)

CLIL Competences Items	Competence $(\bar{X}\_f(\%)$, N=114		Satisfaction level $(\bar{X}\_f(\%)$	
	Incompetent	Competent	Satisfied	Not satisfied
Item 34	21.9	78.1	65.8	34.2

For another crucial aspect of CLIL, which is *Interculturality*, pre-service teachers feel competent and satisfied with the education received in gaining them **item 34** "Knowledge of the importance and ways of *promoting* students' **cultural awareness and interculturality."** (Table 42)

Table 43

$\bar{X}\_f\,(\%)$ for Pre-service Ts' Responses Regarding Assessment (35)

CLIL Competences Items	Competence $(\bar{X}\_f(\%)$, N=114		Satisfaction level $(\bar{X}\_f(\%)$	
	Incompetent	Competent	Satisfied	Not satisfied
Item 35	31.6	68.4	60.5	39.5

With respect to knowledge of *assessment* in CLIL, pre-service teachers feel more competent than not and they are satisfied with the education received to a similar extent. (Table 43)

Table 44

$\bar{X}$_f (%) for Pre-service Ts' Responses Regarding Professional Development (36-39)

CLIL Competences Items	Competence ($\bar{X}$_f (%) , N=114)		Satisfaction level ($\bar{X}$_f (%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 36	57.9	42.1	36.8	63.2
Item 37	51.8	48.2	39.5	60.5
Item 38	48.2	51.8	43	57
Item 39	36	64	53.5	46.5

As stated in the opening of this section, professional development items are the least positively rated ones in terms of level of competency. Only for *items 38* (*f*>50%-slightly-) and *39* (*f*>50%) the student-teachers responded on the positive strand of the Likert scale. Their level of satisfaction for the education received in gaining them the knowledge/awareness on professional development is congruent with how they responded for the level of competency. (Table 44)

Table 45

$\bar{X}$_f (%) for Pre-service Ts' responses regarding Collaboration (40)

CLIL Competences Items	Competence ($\bar{X}$_f (%) , N=114)		Satisfaction level ($\bar{X}$_f (%))	
	Incompetent	Competent	Satisfied	Not satisfied
Item 40	14	86	75.4	24.6

With regards to association, the responses given by the pre-service teachers for perceived self-efficacy and the level of satisfaction with the education they have been receiving are all statistically congruent as shown in the results of Pearson Chi-square test of association (see appendix 4). (Table 45)

Results for Mann-Whitney Test of Association

The Mann-Whitney test of Association analysis was conducted for sub-research questions (1a, 1b) that investigate a probable association between perceived competencies and in-service teachers' CLIL background as a student and also the level of language proficiency.

> 1a. Do in-service teachers' perceptions of competency bear any association with their level of language proficiency?

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1b. Do in-service teachers' perceptions of competency bear any association with their experience with CLIL as a student?

As for the research question *1a*, the Mann-Whitney test of Association results (Appendix 7) give significant values for the following CLIL competences.

Item 4: Understanding of how CLIL is related and differs from other language and content learning approaches ($p=.021$)

Item 15: Using strategies to guide students in maintaining a multiple focus on content, language, learning skills and critical thinking ($p=.018$)

Item 25: Identifying the difference between intentional and incidental learning and designing lessons accordingly ($p=.018$)

Item 29: Deploying strategies for scaffolding students' oral / written production ($p=.004$)

Item 31: Using wide range of language correction strategies with appropriate frequency ensuring language growth and without demotivating students ($p=.027$)

Item 34: Developing students' critical intercultural awareness through acts such as integrating authentic materials from different cultures ($p=.004$)

Item 35: Taking content, language and learning skills into consideration in assessment along with other CLIL-specific characteristics of assessment and evaluation ($p=.028$)

When the **mean ranks** (Appendix 8) for **B2** and **C1** level in-service teachers' responses for perceived competencies are observed, it is clear that higher level of language proficiency is determinent in higher perception of competency for the items above.

As an answer to the research question *1b* the non-parametric Mann-Whitney U test of association analysis results (Appendix 5) indicate significant association ($p<.05$) between *in-service teachers' bilingual school experience as a student* and *perceptions of competency* for the following items:

Item 14: "Designing a course that includes language, content and learning skills outcomes and which integrates language and subject curricula that support each other"($p=0.20$)

Item 20: "Using strategies to make students turn their passive knowledge of content and language into active knowledge through appropriate tasks etc." ($p=.015$)

Item 28: "Supporting students in learning new words, terms and discourse structures (e.g. describing, explaining, arguing etc.)" ($p=.014$)

Item 30: "Deciding whether students' production errors are due to language and content related problems and acting accordingly" ($p=.008$)

Item 32: "Developing a classroom culture where language learning is supported through classroom interaction and also learner autonomy" (*p*=.043)

The mean ranks (Appendix 6) suggest that those who have a bilingual school background as a student perceive themselves more competent with the items above.

4.3 The Qualitative Results

This part will present the results of the latent content analysis along with the samples from the statements of the participants given verbatim.

4.3.1. Themes and categories emerged from the data

In sync with the research questions, themes, categories and a number of repeated codes emerged from the transcriptions of the focus group and individual interviews. In the following section, these will be explained with references to participants' utterances.

Table 46

Emergent Themes from the Interview Analyses

Themes	Categories		Codes	*f*
Perceived weaknesses of CLIL Practices	*Method-driven perceived weaknesses*	*For teachers*	*1. Burdensome*	2
			2. Time consuming to prepare materials	3
		For students	*1. Cognitive readiness*	4
			2. Demanding high cognitive effort	2
			3. Linguistic readiness	3
			4. Language barrier	8
			5. Memorisation and repetition	5
			6. Lack of communication and interaction in L2	4
			7. Lack of being able to express themselves	2
			8. Affective negativities (Feeling demotivated, incompetent, under pressure)	6
			9. Learning less content	2
			10. Students learn more slowly	4
			11. Better in CALP but worse in using BICS	3
			12. Not HOTs but LOTs	1
		Due to the nature of the method	*1. Not appropriate for all subjects*	3

		2. Does not teach functional language	3
		3 Time consuming class activities	3
	System-driven perceived weaknesses	*1. Loaded curriculum*	6
		2. Teacher as a slave of the curriculum	1
		3. No unitary implementation	3
		4. Lack of scaffolding for teachers	6
		5. Lack of assessment	2
		6. Issues with stepwise integration & differentiation	4
		7. Unrealistic demands	5
		8. Washback effect	1
		9. Students' linguistic entry proficiency	2
		10. Lack of a specific route to follow	2
		11. Teacher recruitment criteria	4
	Teacher-driven perceived weaknesses	*1. Insufficient theoretical and practical knowledge of CLIL as a method*	14
		2. Lack of English language proficiency	2
		3. Lack of ESP knowledge	2
		4. Accessing the appropriate sources	3
		5. Lack of collaboration skills	3
		6. Dependent on textbooks	3
	Problems with teaching resources	*1.Textbooks lack of linguistic scaffolding*	1
		2. Lack of appropriate materials for young learners	2
Perceived Strengths of CLIL		*1. Meaningful and authentic context*	1
		2. Encourages teachers to update themselves	2
		3. A resource to expand students' cognitive abilities	1

Perceived weaknesses of CLIL Practices

In this part, categories and codes that sort of accumulated on a less affirmative side are observed to flow to the idea that from the participants' point of view or experiences, CLIL implementations bear or lead to a number of negativities which influence the partakers in undesirable terms. The first of them is attributed to the nature of CLIL methodology or to more external sources that fall short of meeting its requirements.

(T1- T2- T3- T4- T5- T6: Participants of Focus-group interview, Int.: Interviewer, Isab.: Participant of individual interview)

a. Method-driven perceived weaknesses

a.1. Method-driven perceived weaknesses for teachers

Teachers who took part in the study, in the most general sense find the practices that the methodology requires ***burdensome*** (*f*=2) in a number of terms as it is also manifested within several other relevant titles of codes.

One of the participant teachers not only appreciates the fact that CLIL methodology is more than using an additional language as a vehicle but also considers the fact apparently challenging explaining through this pathetic utterance:

T4: "It is not teaching the subjects in English; there is something more. More difficult..much more difficult.."

Another relevant aspect that one teacher mentioned connotates the saying that the cake is not worth the candle. Obviously, the teachers do not find the effort required in a bilingual teaching context financially rewarding or motivating.

T3: "…I've got some colleagues..let's say..going out of the bilingual project because the money is not worthwhile.. and it's superdemanding..."

One outstanding concern stated by the teachers is about how ***time consuming to prepare materials*** (*f*=3) is. They conceivably imply the inherent peculiarities of proper CLIL lesson procedures stating this concern repeatedly throughout the interview as follows:

T4: "..but also it's an issue of the time..timing because for learning..for acquiring this kind of vocabulary, it is long time-consuming; you have to prepare suitable activities..you cannot just get into the classroom and start teaching…"

T6: "And I didn't do that; if I have time, I will do it next year..we need unit tasks.."

T1: "In schools we are with kids from 9 am to 2 pm, and from 2 to 3 pm we have parents meetings, administrative tasks, so we don't have real time to get together and plan and organize ..if you do it, it is because you are interested to do it but not because we have time for it…"

a.2. Method-driven perceived weaknesses for students

Teachers stated a number of pitfalls that reportedly sabotage students' learning opportunities in one way or another. One such category deduced from the data is about ***cognitive readiness*** (*f*=4) of the students who opt to or have to study in a 'bilingual education' context. The teachers voice this concern stating that what students are asked to

do is cognitively challenging or beyond their capabilities at the cognitive level. CLIL activities or tasks reportedly put the students into challenge.

T4: "…joints   and these things..and the more immature the children the worse..They are immature..they are like this ..they're very small..very young..and they were not able to read because they cannot read in Spanish yet. ..((empathetic reactions))..but how can you ask them to match and join in doing..I mean, you need to talk to them individually, which is very hard.. you know what I mean…"

T4: "And they are not ready for some techniques that may help CLIL as well.."

T3: "..and also we are demanding more..let's say..high skills that they are able to develop at the moment..with that adaptation and instillation of CLIL into our classrooms ..so pure CLIL science in 1st grades is like..demanding, very demanding for subjects because they are not competent in other skills.."

Another closely relevant comment is that CLIL practices ***demand high cognitive effort*** (*f*=1); on the other hand, the outcomes are relatively little. It can be easily inferred that the teachers and students resort to memorisation or repetition so as to tackle with the content to be learnt.

T4: " …very big cognitive effort with very little results. In my opinion..because they learn by heart.."

Linguistic readiness *(f=3)* is another emphasized point in that the limited or none linguistic background of the students prevent them from making most of the activities done. Below are some comments of the teachers about the limitedness of the language overall. In the excerpt of the interview below, what T1 says summarizes the flow of the context.

T3:"***## depends on the school here..but A new law here for bilingualisms at infant education goes like this.. Five years old five hours five periods a week.. Four years old for periods and so on.."

T4:"…but this is not our case in our schools where we teach but yes very few of them…***"

T1:"…because they they see that the case in the state primary school; they are not ready to learn contents through a second language and maybe that's ..the thing they're working on.."

Isabel, a novel teacher, also extends the view adding the possible reasons of the limited knowledge of language with these words:

Isab.: "Well sometimes, because I think that depending on the school, depending on the teaching, the teachers, and their methodology because the most… the majority of the

problem I… I find in my class is that *children don't know, don't understand the language* and they have… there is an unbalance uhm between the… the English subjects and their English in sciences.. For example…because when I tell you the sample, I am teaching now the prehistory in social sciences… uhm I have to explain uhm *in for example past-simple with very in past but in the English subject, the past tense is not learnt until 6th grade.* I am teaching the 4th grade, so there is an unbalance on CLIL and I think that can help us to…to organize or uhm organize the methodology and the way we can teach English subject on natural sciences in English."

From the utterances below, it is evident that while the objectives of CLIL methodology seek totally the other way round, ***language is considered a barrier* (*f*=8)** with a number of effects rather than a facilitator of assimilating and *building* the content along with the additional language competences.

T3: "…Lots of students cannot follow the lesson in..in another language. And because of the language, they're lacking all other skills..because they havent't got a ..way of access it..(30:13)"

Another teacher puts forward the idea that linguistic talent is a determinant in achieving success in a bilingual school context. That's why, there are students who unjustly lag behind due to lack of that talent.

T1: "..that's true because.. I'm in 3rd grade; but I think with my kids in first grade, they were mostly the same..but now in 3rd grade, I do see that gap, so ..language is a skill..so some kids that do not have the skills of learning languages, because it's an auditory skill, they're being left behind. And those are the ones that you are gonna see ..are they stupid?.. Do they have a lower cognitive….No. but..we're making them think that..or we're tagging them indirectly..I don't know..because the.. they have that barrier of the second language..that's what I am starting to see in my 3rd graders. (31:04)"

Also, signalling an extra effort exerted by the students, one teacher says:

T1: "Many kids go to extra classes..."

Language as a barrier seems not to be limited to assimilating the content, but in the following excerpt, it is also reported to be limiting the skills of discovery learning.

T1: "…I miss having them to do research on their own at home getting to research information, having them being curious, discover things and then getting together working on that .. It's very difficult for them to do in L2 and I see that I am limiting their capacities on .. opening their eyes to the world and discovering because I am limiting with the barrier of language. Sometimes we do mini projects. In some cases I allow them to do it in L1, to discover the world, to go further, to go beyond, and investigate and do some research.. and what I do is something that is not CLIL but help them to work together, … That's what I

think by using this bilingual, or CLIL or whatever we are doing with L2, we are limiting the possibilities.. (1:18:12)"

Two compulsorily resorted cases, ***memorisation and repetition*** (*f=5)*, are other frequently uttered issues by the teachers. Nevertheless, these cases are referred as consequences of *a loaded curriculum*, *the overloaded content specific vocabulary* and *the result of language barrier that undermine self-expression for relatively complex thoughts*.

T4: "I mean..there is an effort before, which is not..err..it doesn't work..because then, after the topic, I would say, they forget, most of them. The specific vocabulary because it's not embedded in the place where they live and they will never use it again. So, there is also, this time-consuming and repetition part, which is absolutely not meaningful for them.."

T4: "Through repetition..because it is compulsory and that means a lot of content, in that way.. err..it is not a real interactive class."

T4: "Maybe because of the lack of time a huge curriculum the repetition which is not meaningful maybe we know a lot but when in every day class we don't have time for applying everything.."

T2: "…What's the meaning of this? – Oh, the meaning of this is dot dot dot…repetition! Memorisation…(41:30)"

T1: "When I started teaching I was a lot in favour of bilingual system. But now that I am in it, I see the barriers; I see the limits and the problems. And I even see kids that are feeling stressed out.. not learning, really, just memorising.."

Closely linked to two above mentioned cases, teachers also reported ***lack of communication and interaction in L2*** *(f=4)* throughout the classes with reference to lack of basic interactional language skills (BICS) and too much academic language content to deal with and the way teachers do their classes, as can be inferred from the excerpts below.

T2: "..I think that ### CLIL ## communicative competence of our students and from my point of view it's very very very important because they need to build their knowledge and they need this communicative competence at appropriate level..to start..to deal with all the contents."

T6: "...giving their opinions about a number of activities they have been carrying out..they..had a lot of difficulties..only 3 or 4 were able to say things ..the rest did not open their mouths ..and I agree with you…they were able to use this academic language much better because they were used to that academic language..during the sessions..."

T4: "Another comment that I heard last year in my school when I was in 4th grade; err…the teachers complained because they said that the children ..they had learned a lot in

1st, 2nd and also 3rd, and then suddenly from 4th grade on, it was very hard to have them improving...in terms of communicative competence..so, this is another point.."

T3: ..they get stuck..I feel the same..

T4: "More academic but less communicative..you know..it's the language that they learn but then there is not a connection with English.."

T4: "…with CLIL we tend to banalize the language in a way..we have the structure, the same type of structure, for..with different context but they use language..in their CLIL classes..when they are older..is not so..different from what they have when they are younger..the language they use..so it's a kind of ..err..lack of instruments..they don't improve…they don't improve so much..*** maybe they use complex structure..in English, but not in CLIL.."

The statements below criticise the situation referring to the overall aim of the bilingual education as achieving communicative competence.

T4: "After so many hours…in another language..if they are not able to..if we do not have output..where is the improvement..the communicative improvement.. I mean..they must be able to communicate..to express their ideas to interact among them….why we are doing this CLIL..this bilingual story?.."

__Lack of being able to express themselves__ (*f*=2) is mentioned to be another pitfall from the students' standpoint. From the excerpts, it can be understood that this lack of expression is for other types of productive language skills as well. Writing is obviously another unimproved skill for which T1 rearticulates the loaded curriculum.

T1: "I want them to be able to communicate, at least be able to talk ..***##"

T5: "For me it is the most important thing, too but we just face in the schools.. We have to do something ##*** and the students do not want to write,***they do mistakes...I remember them saying "why do we have to the Cambridge test do with the writing part?.." It is totally unfair.. They are not able to pass.. It is impossible to do everything in one year."

T1: "##with 3rd graders you are teaching them science , you're teaching them contents without ..having them.."

T4: "..without being able to express themselves .."

Affective negativities (Feeling demotivated, incompetent, under pressure)(*f=6*)

One most repeatedly stated issue is the affective reactions from the students. The following excerpt, though implicitly, puts forth that students feel demotivated for the classes. In the following statements, the teacher expresses lack of interest in link with the answers to the interview question but it might be further inquired if the case is attributable to CLIL or not.

T5: "… lack of time that's true, not enough sessions with them and apart from that I think the worst part is the attitude so how can you..? ..because the only thing they like is just youtubers…"

The following two excerpts put forward that the iterative failures to respond to questions due to language limitations put the students into a desperate situation and generate feelings of incompetence in the end.

T2: "…how many volunteers..? how many hands? ..one, two..and what happens..come on, what happens with the rest of the group?..They don't feel confident..They don't want to participate..because..their language, competence..*** They think ..that is not enough.. and fourth fifth sixth.. and they accumulate.. this lack of motivation, or self-confidence…"

T1: "Yes.. from many things.. That's why they're not motivated. How can a kid not be motivated to learn about science, about the world, about what is out there? Because we are limiting them. So it is not about teachers' development; but we are limiting their possibilities and our possibilities.. because you can't go beyond…"

It is also evident from the following statements that the students feel stressed during the classes, which also extends to their families.

T1: "…And I even see kids that are feeling stressed out…"

T3: "…Lots of students cannot follow the lesson in..in another language. And because of the language, they're lacking all other skills..because they havent't got a ..way of access it..(30:13)"

T3: " … Those students are solidly devastated now.."

T4: "…, and still I had students not suitable for the school and I remember recommending to parents, I think that's too hard because I know what they said, the students 10 years old could have difficulties studying in a bilingual school.. so imagine now, it can be really stressful and disappointing, imagine.."

Learning less content (f=2)

Another issue stated was that the students in CLIL contexts learn less content knowledge when compared to non-CLIL peers.

T1: "..because if you compare the the contents the students have the same level, 3rd grade or 2nd grade, in social and natural science, in a non-bilingual school with a bilingual school, you see that, in non-bilingual school, they teach the content in mother tongue, and the contents are higher. So those kids are getting more information and learning more contents than the other ones. (13:20)"

Students learn more slowly (f=4)

Another comment is that the students' learning process slow down as they age up in CLIL contexts, which is regarded as contradictory by T4.

T5: "...well, what I see is.. I feel like they haven't improved a lot and I was expecting something better to be honest because the difference I am in the sixth grade this year and I remember when I was in second grade they were learning faster and better they were very interested in everything now that because of the age and everything I guess apart from the background of my school."

T4: "Yeah..you see..the feeling of..I didn't know how they were before because it was my 1st year but the general complaint was that they were..not improving so much..++ ..and it's a contradiction.."

Better in CALP but worse in using BICS(f=3)

That basic interpersonal communicative skills are not given adequate prize is another emphasized issue. The reason for this is stated as not using BICS throughout the classes but overprizing academic content language over basic language skills. Teachers' desire to assure the grasp of the content is another factor, as stated by T6.

T4: *"..because I haven't thought older students but..the academic language is maybe good; but the communicative competence is stuck. I don't know this is what I heard.."*

T6: "…so they would open the book..answering the question about what they had read ..answering questions about science etc. so they were able to manage this. .##..this academic language much better than the basic communication skills..they were ..because this doesn't happen in the classroom usually..this kind of communication..which, in my opinion, is one of the aims of the community of Madrid..to improve basic communication skills through learning contents..through CLIL…but I think ..they learn more about CALP than BICS..*** (36:08)"

T6: "No, I think ..the problem with science for example, is the use of very limited language in the classroom..and talking about this academic language..we use it all the time… …Because, from my point of view, within the classroom, children in general not talking about science..speak very little..communicate very little..only communicate about the contents..because the teacher wants to know if they have assimilated the contents..so everything is about the contents.. and BICS is not depended. .***.## (40:10)"

Not HOTs but LOTs (f=1)

It is also highlighted that due to limitations in language use, higher order thinking skills get harder to achieve as attempts to step into higher level are reported to result in low participation.

T2: *".....in a low level of thinking...because you want them to learn the content..starting with questions, for example, like what about if you..or..can you compare…or..this kind of questions that need a high level of thinking… how many volunteers..? how many hands? ..one, two..and what happens..come on, what happens with the rest of the group?..They don't feel confident.."*

a.3. Due to the nature of the method

Not appropriate for all subjects (f=3)

T5 clearly puts forward that some subjects should be covered in the majority language rather than the additional language with respect to content sensitivity or tight relevance to the home culture.

T5: "Or for instance..when we are teaching about Spain, I was in 6th grade too, and I was trying to explain, you know, Spanish autonomous communities..and provinces..and things like that and the names are the same as in Spanish..so what is the point of doing that in English when all the names are in Spanish.. because it's our history of our country. In that topic I don't think it's very useful.. (05:50)"

Does not teach functional language (f=3)

Another issue mentioned is the high amount of academic vocabulary that must be covered and learnt by heart, which is considered not contributing to the improvement of communicative skills or not serving communicative purposes.

T1: "It depends on the topic…for example, I was teaching 4th graders ..about the..stone age..and..they are learning vocabulary, structures that they are not gonna use in the real life, so it is not helping them to..to find themselves in communicative real life situation..by knowing..how do you say..nomads and other words that they are just gonna see in that particular topic and they are not gonna use it anymore..## up until they go back to the topic in secondary school.."

T3: "# sometimes content is not appropriate ..for... to make the most of the language… I feel the same as I'm teaching 6th grade and me myself as teacher, I need to study first the vocabulary I am going to teach them because something specific of science, plants or animals.. very specific words..very specific structures..that they *never* will use in real life..unless they study at university something related. But there's not language that's gonna be useful for them for communication ..for.. (05:07)"

T4: "there is an effort before, which is not..err..it doesn't work..because then, after the topic, I would say, they forget, most of them. The specific vocabulary because it's not embedded in the place where they live and they will never use it again."

Time consuming class activities (f=3)

The participants state another concern related to the class activities in that if the activities are interactive enough, it means allotting lots of time. Similarly, as an outcome of loaded amount of academic content and subject specific vocabulary repetition is resorted to frequently, which again results in lots of devotion of class time to learn them.

T4: "Through repetition..because it is compulsory and that means a lot of content, in that way.. err..it is not a real interactive class. I dunno if you want to have it interactive, you need to devote a lot of time of activities #then you need a lot of time to cover the whole curriculum..in my opinion we should not have CLIL the way we are having it…"

T4: "…Maybe because of the lack of time a huge curriculum the repetition which is not meaningful maybe we know a lot but when in every day class we don't have time for applying everything.."

b. System-driven perceived weaknesses

Loaded curriculum (f=6)

In the following excerpts, it is obvious that the teachers find the curriculum too loaded to achieve in the time allotted for their classes.

T4: "…#then you need a lot of time to cover the whole curriculum…"

T4: "…Maybe because of the lack of time a huge curriculum…"

T3: " …##..it's not only the test but after the test, there is a curriculum we must complete and I don't know your opinion but mine is that it's unrealistic..because of the demand, because of time and the amount of the contents here …"

T3: "…but in the end it goes superfast because there is list of curriculum elements we need to still reach at the end…"

T5: "For me it is the most important thing, too but we just face in the schools..we have to do something ##*** and the students do not want to write,***they do mistakes...I remember them saying "why do we have to the Cambridge test do with the writing part?.." It is totally unfair..they are not able to pass.. It is impossible to do everything in one year."

Teacher as a slave of the curriculum (f=1)

No matter how independent they are with respect to the materials that they can use for their classes, the teachers still feel restricted and under pressure due to the burden of completing the whole curriculum.

T3: "…Without textbooks in science or English..It's true that I feel more.. freer.. but at the end I am still a slave of the curriculum..that is very demanding..and unrealistic…"

No unitary implementation (f=3)

The regional or school level implementations of CLIL programme or the pre-CLIL language education programme show variety as to what is stated in the following statements.

T1: "that's..that's what I liked better than in here because at least they approach or they start primary education with a better basis on communicative skills in second language.."

T6: "## sorry..here in Madrid..they have English.."

Ts: "## yeah..but depends amount of time..***##"

T3: "***## depends on the school here..but A new law here for bilingualism at infant education goes like this.. Five years old five hours five periods a week.. Four years old for periods and so on.."

T4: "…but this is not our case in our schools where we teach but yes very few of them…***"

Ts: "..*** In schools CLIL is different levels..level level.."

Lack of scaffolding for teachers (f=6)

One crucial category elicited from the responses is that teachers feel a lack of support system in terms of training opportunities, satisfactory salary for bilingual strand teachers and especially constructive feedback for their teaching in their individual context.

T4: "…No.. I did it all by myself.."

T1: "……## so when they started here about CLIL ..**##..there were some extra courses to support graduates..but you have to do it, as Valerina said, as find yourself your experience..and your training.."

T5: "I know it is not something that makes sense but there are even some people at my age saying that they don't want to spend a single minute more ..They don't want to spend more time on that and they say that they are not going to be paid so..what's the point.."

T1: "For this extra requirement of language, linguistic requirement..they pay you extra.."

T3: "Not that significant.. I've got some colleagues..let's say..going out of the bilingual project because the money is not worthwhile.. and it's superdemanding.."

T2: "…when I say assessment, I mean, our work, our professional work..inside the classroom..talking with teachers.. "Come on ..Tell me, what is your situation, what do you think?"

Ts: "What do you need?.."

T2: Yes.. "What do you need?.. "How the diversity.. ##

Ts: ***with the teachers around the table..####

Lack of assessment (f=2)

The participants also state a lack of assessment for the implementations of CLIL in a variety of contexts so as to shape a route to its development, and also demand assessment of teachers at individual level.

T2: "I think that every new project, every new methodology that is implemented should be or must be assessed or evaluated or adapted in new situation… So in our project, I think that, at the moment, any change, any adaptation… I think they are not assessing it."

T5: "…we're doing effort to change that but it depends on the people too..for example, in some schools there are people who are tired, always tired or just..I mean I don't think it is an excuse to be old but some people use it like "I am old and I just want to be retired..I don't care.."

Issues with stepwise integration & differentiation (f=4)

It is clearly stated that the teachers support a stepwise integration of CLIL regarding the age and the linguistic efficacy of the students. Unless the students reach a level of communicative skills, CLIL is regarded somehow ill-implemented.

T6: "…yeah but that would be fantastic, ideally speaking, I mean they.. they.. They have been prepared for three years..before primary education

Int: "..so it is like everyone is getting unanimous on the idea that bilingual education should be more intense at the secondary level.. Do I understand it correctly?.."

T4: "Yeah.. It should be applied with older students not necessarily with the very young.. With the way we are doing that.."

Int: "Uhm.. but as you say..CLIL is a methodology; so, in this case, still, can we use it with primary school students as well?"

T6: "for four years.. Sorry for the four-year maybe we can start in the 4th year.."

Ts: "yeah.. Three.. Four.."

T6: "Not whole subject.. some contents including some contents slowly.. It's a slow process.. Maybe in the sixth year they can have a whole subject as in thesecondary.. Or wait until secondary..but an integration of content slow integration of contents.."

Ts: "this is a way of CLIL.. You know ..from 100% to 20%..of contents.. This is CLIL as well.."

T1: The age and the communicative skills of the.. students..

Unrealistic demands (f=5)

The participant teachers think that there are unrealistic expectations from them and from the students with respect to the outcomes of the courses which primarily result from time limits and curriculum load.

T5: "Yeah..I agree..*** I like that but .. I prefer that too but because ..## for our schools they just want us to do something that they are not prepared for, right?"

T5: "When you go out to #### another country they also do that but ..they ask us to do more things ..we are expected to do so many things that I don't think that you can just do everything. *** It is very difficult.."

T3: "##..it's not only the test but after the test, there is a curriculum we must complete and I don't know you opinion but mine is that it's unrealistic..because of the demand, because of time and the amount of the contents here .."

Isab.: "That… teaching uhm practice… but not only to …discover to check the research but also to …all the methodologies … and all the activities they proposed try to implement in my lesson because it is very beautiful …I know, if you don't understand

me, it is very beautiful to say that we all have to be innovative, but when you are in the classroom.. with 26-30 children, with a lot of difficulties, with different levels of knowledge is really difficult to implement all the uhm the things that we are learning in the university."

Washback effect of the exams (f=1)

There is also an issue of washback effect of the exam requirements on the courses, which is reflected as another pressure of time.

T5: "…and we have a lot of pressure like tests.. Cambridge examinations so they're like many official tests going on so we don't have.., lack of time that's true, not enough sessions with them…"

Students' linguistic entry proficiency (f=2)

It is also stated that students' entry proficiency varies to the extent that hampers learning opportunities and possibly the class procedures regarding the stated language gap among the students in the same context.

T1: "I was working in ## I liked it better than here because they work on the basis with The infant teachers with more opportunities on communicative, on building their communicative skills so that way the kids when they start primary education they have a stronger basis and communicative skills and an understanding more oral..,always oral oral oral; at least the kids already understand what you're talking to them."

T1: "that's..that's what I liked better than in here because at least they approach or they start primary education with a better basis on communicative skills in second language.."

T3: "…other important very important aspects and we have a gap with the top students and the ones that are behind .. (29:55)..In a non-bilingual school, you can also find that gap but it's not so obvious…"

Teacher recruitment criteria (f=4)

The teachers censoriously mentioned that for teacher recruitment the only yardstick is linguistic accreditation, and the level required depends on the regulations in each autonomous region.

T2: "I remember one summer studying CLIL in a training course in Madrid..and this is my best."
T1: "You did it because you wanted to do."

T4: "The requirement is C1..End of the story..(47:19)***##if you don't want to be in the bilingual programme, you don't have to...up to us."

T3: "..## but it is a personal challenge. The only requirement, C1 level, everyone can teach .."

c. Teacher-driven perceived weaknesses

Insufficient theoretical and practical knowledge of CLIL as a method (f=14)

According to the following statements, it can be inferred that teachers have misconceptions about CLIL methodology which are obvious from the improper implementations regarding integration, preparing lessons and materials and assessment.

Isab.: "Because I think that CLIL is very good methodology and very positive methodology because it has a lot of advantages and a student can take advantages of all that, but the way the institutions are implemented uhm implemented that methodology, I think, it is not # because teachers are not uhm competent enough, I think…"

Isab.: "Well, first of all, from my point of view and from my experiences, I think that CLIL in an … unknown methodology because uhm the first time I heard about CLIL was in my school, I in… at university I have CLIL is that but anything more, so I think that we have to … to know.. know more about the CLIL,and to try to avoid these misconceptions, because I think that teachers think the CLIL is only teaching natural sciences or social sciences in English, that's all. No uhm following … a specific methodology or activity or more… uhm the thing uhm … a specific practise… Only teaching in English, I think this is more than teaching content in English."

T5: "I feel myself that sometimes I'm teaching them CALPs without reinforcing BICS…so..this..is not real for them.."

T1: "I think the teachers need to know more about the theory the methodologies the didactics and how to teach content how to allow kids to...to get those contents using another language because it is not the same it's not the same when kids do it in the mother tongue…"

T2: "When I learned about the theory of CLIL.."This is CLIL??!".. "I have never..done CLIL in my class!".."

T2: "There are misconceptions too. #### we had an argument with one of my colleagues not CLIL but cooperative learning..he told me but they are working together.. they are doing something that has nothing to do with..grouping in a four tables team..and they are cooperating.. is the same..a lot of teachers but I don't blame them..sometimes I feel bad because of my lack of time I can't go forward but they are confused in teaching in English is doing CLIL..***we also need ..a lot of practice, a lot of examples to follow..and time ((laughs))"

T4: "…-, but it is my weak point for example.. lack of good planning."

T3: "…But I feel I am lost in my time looking for materials and I don't really know what I am looking for, what I need because .. I don't know.. I need the theoretical background or ..## that help me to focus on something..there are many interesting materials out there on the internet but I don't know what I am looking for..ı don't know what I need. (01:03:20)"

T4: "..but also the fact we correct the mistakes in science..It is a discussion we had at school, I mean, in texting, I have to consider the mistakes, the spelling mistakes, but the answer for science..we are discussing that.."

Ts: "***## It's stupid..##"

T3: Penalising the students for their ortographic mistakes in science..

Ts: ##***

T6: In theory we don't assess those mistakes..we don't do it ***##

Lack of English language proficiency (f=2)

What is also claimed is that teachers lack adequate command of language to perform their best in the CLIL environments, which result in a vicious and repetitive use of the same language structures.

Isab.: "…they do not have the level required for teaching uhm all these contents in English…"

T4: "My feeling is because with CLIL we tend to banalize the language in a way..we have the structure, the same type of structure, for..with different context but they use language..in their CLIL classes..when they are older..is not so..different from what they have when they are younger."

Lack of content-obligatory subject specific language knowledge (f=2)

Another category that emerged from the interviews is that teachers feel inadequacy with respect to the subject specific vocabulary knowledge, which holds an important floor in CLIL.

T3: "I feel the same as I'm teaching 6th grade and me myself as teacher, I need to study first the vocabulary I am going to teach them because something specific of science, plants or animals.. very specific words..very specific structures."

One specific point about time restrictions is that it is also **time consuming to prepare for ESP vocabulary** by the teachers' themselves.

Accessing the appropriate sources (f=3)

Adapting, designing, or even searching for suitable materials are obviously other skills that the participant teachers have trouble with.

T4: "I must confess, I spend a lot of time looking for materials..a lot of time..I should stop it and devote more time to planning.. looking for materials is not mainly necessary ..you know..and you can get crazy..as it would be better to stop and design the class and then look for the materials.. do the other way round.."

T3: "But I feel I am lost in my time looking for materials and I don't really know what I am looking for, what I need because .. I don't know.. I need the theoretical background or ..## that help me to focus on something..there are many interesting materials out there on the internet but I don't know what I am looking for..I don't know what I need. (01:03:20)"

Dependent on textbooks (f=3)

A bold claim is that teachers have become the slaves of textbooks instead of designing their classes flexibly.

T2: "I do want to tell something about textbooks; I don't know what's your opinion .. but here in our context books are more important than us.."

Ts: "Yes..***## slaves of textbooks.."

Lack of collaboration skills (f=3)

Another stated issue is that teachers lack collaboration skills, which allegedly would help them save time accessing lesson materials.

T1: "..maybe you have the information that I need and I waste lots of time looking for it or she needs something.. We teachers are not very collaborative.."

T4: "And to pass it to other teachers that you shouldn't cover the whole stages but we don't do that, again.."

Problems with teaching resources (f=2)

The teachers wish for more accompany with the scaffolding activities that can be provided with the materials they use. Also, implementing CLIL with young learners is stated to be challenging in terms of language appropriacy of the materials, and linguistic readiness of those students.

T4: *"Maybe an idea could be..to have the science books, for example, the content books, with kind of scaffolding activity before introducing the unit which is something we don't have. We have to invent it out of the blue and it is not always easy."*

T6: *"Yes and the examples you find in books for example when lessons that already planned etc. they are at a more advanced level The problem is that exactly CLIL and very young children very young children to connect both because you don't find so many examples when you see experts the books as you see the lessons that prepared on the units Are all prepared for older children right so the examples you see OK this can be done because children sorry students already have these communicative competence so there is the basis on which to build The problem is CLIL and very young learners.. From my point of view."*

Perceived strengths of CLIL

Meaningful and authentic context (f=1)

Teachers find CLIL methodology helpful in providing meaningful content.

T4: *".. So, depends on .. what content we are talking about..but any way, it is a way for providing meaningful content.."*

Encourages teachers to update themselves (f=2)

Another positivity about CLIL is stated as it is a triggering factor for teachers update themselves professionally especially for the purpose of eliminating difficulties they encounter in their teaching contexts.

T4: *"But in terms of professional development, I'm attending a lot of courses to learn new things everyday but it's something that I need to do because I see the problem, the huge issues I am facing every day, so I try to develop myself. In most of the cases, I attend the courses and I don't hear anything new but sometimes it is nice to have ideas coming back to your mind.."*

Ts: *"***refreshing.."*

T4: *"…without CLIL, probably I would not attend the courses I am attending all the time because I have the need to keep myself active with new ideas because of the difficulties we are facing at school, so in my L1 I would not attend so many courses, I think..because after so many years, I mean.."*

A resource to expand students' cognitive abilities (BUT) (f=1)

Notwithstanding the improper implementations in a variety of contexts, CLIL is considered to create cognitive enhancement opportunities for students.

T3: "…bilingualism is another resource, CLIL is another resource to expand students' cognitive abilities..as there are many other projects to do it..this is one of them..but the way we are doing is not appropriate at all.."

4. 3. 2. Themes and categories based on research questions

Table 47

Themes That Directly Address the Research Questions

Themes	Categories	Codes	*f*
Must have CLIL teacher competencies		*1. Linguistic competence*	4
		2. Methodological knowledge and practice	2
Competencies to improve		*1. Lesson planning & Engaging activities*	3
		2. Linguistic competence	1
		3. Scaffolding skills	1(Ts)
		4. Collaboration	4
Satisfaction with the training received	1. ITT	*1.Not satisfied with undergrad. / CLIL not (well) taught*	4
		2.MA fine but more practice	2
	2. INSET	*1.Personal challenge to access training*	3
		2.Was better at the beginning	2
		3.Training programs not comprehensive/not practical	2
Expectations from CLIL teacher education	1. ITT	*1. CLIL in undergraduate departments*	5
		3. Should provide practice	2
	2.INSET	*1.Practical training*	3
		2. Should provide good samples of lessons	1

Must have CLIL teacher competencies

Linguistic competence (f=4)

Adequate level of teacher linguistic competence and communicative skills are considered major must have competencies for CLIL teachers at large.

T4: "Oh, linguistic is the first of course.."

Ts: "yeah.. Support..communicative..***"

T6: "for me C1, of course not less than, but it's B2..C1 plus.. they must be clear what learning means..the process of learning means.."

Isab.: "…obviously, it has to be linguistic competence.."

Methodological knowledge and practice (f=2)

Another competency area that the teachers consider indispensable is methodological knowledge that helps teachers design and perform engaging and effective lessons.

Isab.: "…another one is… the teachers have to be very … uhm very lively because I think that CLIL methodology is very practice and they have to engage the students…… in the class and motivate it uhm getting a lot of practice, a lot of activities…"

T3: "appropriate support for children..for students.. language strategies to..build a knowledge, the content..phew.."

Competencies to improve

This theme includes categories that the participant teachers feel the need to improve themselves for.

Lesson planning & Engaging activities (f=3)

Having effective classes with their students, from designing to implementing, is an area of competency that the teachers feel the need of improvement.

T2: "Yes, good planning .. excellent CLIL planning.."

Isab.: "I think, I have to improve a lot my …the way I prepare my lessons, because sometimes… uhm my lesson the preparation the activities… uhm the more innovative, the more dynamic, interactive. Because it is the only way I think the students are going to be engaged in the class and it is the only thing they are going to feel they are learning."

Linguistic competence (f=1)

Improving linguistic competence regarding fine-tuning skills is also mentioned by the participant teachers.

Isab.: "… uhm the main problem I find in my class… students don't understand, so I have to adapt them a lot my English and to be really direct when I speak so… short sentences… very clear and I think that is the… competence I have to improve.."

Scaffolding and differentiation skills (f=1)

Though not expanded on, scaffolding skills along with learning to differentiate/ address the needs of individual students is another competency area that needs to be improved as stated by the teachers.

Ts: Scaffolding..Scaffolding..differention..is necessary..+++

Collaboration (f=4)

The teachers are also aware of the need to improve their collaboration skills with their colleagues in order to improve the quality of teaching, which they think would only be possible by sharing the same mindset of teaching in a CLIL context.

T2: "We have to work collaboratively.."

T2: "This is a good idea to work together, to create tasks..planning together..I insist on appropriate planning.."

T4: "With different schools, it is very important.."

T3: "Your colleague needs to have the same philosophy with you and understand CLIL as you understand.."

Satisfaction with the training received

Satisfaction with ITT

The age of the participants and the educational opportunities for CLIL correlate; that is, the older they are, the less initial teacher training they have had for CLIL. However, there are younger teachers who also denote not having received training for CLIL during their undergraduate studies. Covering the initial teacher training period, the teachers highlight that MA studies provide training for CLIL, however, attending these programs is based on individual initiatives and effort. Besides, as it is stated, MA programmes lack adequate practical training that will gain the teachers better survival skills in their teaching contexts.

T4: "It had nothing to do with CLIL.. I mean..I am old enough….*** then it was not a trendy topic like now.."

T1: "I took my undergraduate not long ago because I studied as a 3rd degree.. so I finished at 2010 or something like that and CLIL was not mentioned in whole the years of study…##"

T2: "I remember, in your questionnaire, one of your different aspect that we have to evaluate..was the undergraduate programme received was satisfying…do you remember? ..I remember my answer, no..I wrote this part because I wanted to express, to tell you about it..this is the answer.."

Ts: "*** no..everyone..the same.."

T3: "I think you are true because ##…you look for specific training courses or master degrees to be competent. You should be for ..## but it is a personal challenge."

Isab.: "No no not at all (laughing) ## During my degree, I never learnt about CLIL or bilingualism, only they… my teachers… only talk about methodology, English methodology, but we uhm were seen…"

Isab.: "Yeah, yes, I think that this MA … studies … is going to be for me… a key… because uhm they are giving me teachers really interested in CLIL in bilingualism. They are really uhm researchers about that topic, so all the knowledge they are tell us… they are telling us… is for me important, because this is the only thing.. I want to learn about CLIL."

Isab.: "One… common point I found during my degree and now in my MA is that I wish my teacher stay in the classroom, so because they are all researchers, I know that is very important, but I think that it is really important to be in a class and to know how the… the lessons are developed… the difficulties we find everyday with children with families because not only the children… the families sometimes feel insecure about the methodology we follow. uhm so… that's the point… I … would like to… to see my teachers in my … in my lessons, because I think it is fundamental to know the theory… but all the practises… under the practise."

Satisfaction with INSET

With regards to in-service teacher training opportunities, the teachers state discontentment for the programmes being not in-depth, not covering all competency areas required, and not presenting adequate samples of CLIL classes in practice.

T4: "at the very beginning, I was not here but the government, for being honest, implemented the first CLIL schools, they trained the teachers; offering them staying abroad, whatever; so, at the very beginning, they did it in a more strong and meaningful way. And then, they are still continuing with the practice, and they provide three-weeks

courses over the summer abroad. But you know, they are very very light…they don't go deeper into the approach.."

T2: "Yes..*** ## because the initial information for teachers and...the bilingual project they forgot CLIL they forgot only English English English *** so I was in the first group I was preparing my my trainee in 2005 no 2006 in Edinburgh and only English English English"

T4: "For example, I attended some CLIL courses..and I remember, at the very beginning I just wanted to see a lesson recorded; I just wanted to see someone showing me how things were going to happen in the class, and it never happened..I never had the chance to see a lesson run by somebody else ..a proper lesson, a perfect CLIL lesson..How can it be? I've never seen it so far.."

Expectations from CLIL teacher education

Initial teacher education

Implementing CLIL in undergraduate departments (f=2)

The participant teachers share ideas on applying CLIL methodology in Higher Education institutions, at initial teacher education departments, so that the prospective teachers experience the methodology per se in action. Another idea is that CLIL methodology courses in MA bilingual programmes should be taught at undergraduate programmes.

T6: "…it could be ideal if the students, prospective teachers, could have a CLIL subject in which they learn psychology, history, geography..different subjects at a higher level through CLIL..The teacher using CLIL..So slowly, to get familiar with CLIL, you know, at a higher level. (52:12) but if they go down a little , they can apply the same at lower levels.."

T4: "But there is a big ## as well. I mean, it's nice; of course it is, but then it depends the way they teach through CLIL. I mean, if it is theory, and you have text you have to study, memorising; what I mean, it must be with a real CLIL perspective.. not enough to teach in English..a subject..you know..they need to apply all the CLIL aspects. ***It is more CLIL oriented than content oriented…(54:16)**"

CLIL methodology courses in undergraduate degree programmes (f=1)

T4: "Some subjects we are taught at the masters to be in the undergraduate because if the bilingual programme is being so strong and well implemented in Madrid..many of the teachers nowadays ..they want us to be CLIL teachers but we are not being CLIL teachers because we haven't been trained to be CLIL teachers. Maybe..that's what you said, we're building the house from the roof. We're CLIL teachers but we are teaching new teachers to become a CLIL teacher. That should have started here for us to go out and start to develop CLIL in schools; once the teachers have had their training courses."

Teaching practice (f=1)

Isab.: "One… common point I found during my degree and now in my MA is that I wish my teacher stay in the classroom, so because they are all researchers, I know that is very important, but I think that it is really important to be in a class and to know how the… the lessons are developed… I … would like to… to see my teachers in my … in my lessons, because I think it is fundamental to know the theory… but all the practises… under the practise. I know that I think that teachers are the… best… guide… to show them how the reality they are investigating… is…in the classrooms."

In-service teacher education

Practical training & providing good samples of lessons (f=3)

The participants' expectations from in-service teacher training programmes or sessions are thickened regarding the issue of practical training. In other words, teachers want to get practical notes by observing real CLIL classes along with opportunities to transform theory into practice with good samples shown.

T4: "I attended some CLIL courses..and I remember, at the very beginning I just wanted to see a lesson recorded; I just wanted to see someone showing me how things were going to happen in the class, and it never happened.."

T3: "I need more practical skills, because I got my diploma, now I am a Maths teacher, but the first time I was in the context; .."Okay, what I do now?"..chaos..no idea..I passed my first year, I felt completely lost..in the classroom.."

T4: "For me, I would need a very good course..very good course on how to move from knowledge..the bloom taxonomy, for example, it is easy to understand for all of us..but for me when it's the time to transfer …******## I know the theory, for me it is difficult to identify suitable activities, so time consuming that I'd dream of a course that I can learn about how to move from one aspect to the other in bloom taxonomy..when it comes to apply, it is really difficult.."

T4: "I never had the chance to see a lesson run by somebody else ..a proper lesson, a perfect CLIL lesson..How can it be? I've never seen it so far.."

CHAPTER V

DISCUSSION OF THE FINDINGS, CONCLUSION AND IMPLICATIONS AND SUGGESTIONS

5.1.Discussion

In this section, the primary data from the questionnaire will be discussed by comparison of the two participant groups; pre-service and in-service teachers. The self-efficacy perceptions and the level of satisfaction with the education they have received in gaining them the relevant competencies along with how consistent these variables are will be discussed in reference to the descriptive and inferential test results yielded by the quantitative measurements.

Also, the qualitative results that give emerged concepts and responses relevant to the research questions then will be meshed with the quantitative results when correspondance observed between them, and the relevant literature.

Summary and discussion of quantitative results

The first group of items (1 to 6) contained competences about the ***theoretical underpinnings of CLIL***. Both in-service and pre-service teachers feel competent with the items except for "Understanding the effects and functioning of CLIL based on research evidence" (item 6); also, pre-service teachers obviously feel more competent for all items than in-service teachers except for "Understanding the theory of learning and language learning underlying CLIL" (item 5). With respect to satisfaction with the education received, pre-service teachers are satisfied except for item 6 while in-service teachers are not satisfied at all. This lack of satisfaction with the education received might be attributed to the effect of time or lack of training programmes when the in-service teachers were having their ITT degrees. As Pearson Chi-square test of association results indicate, perceived competencies and satisfaction with the education received are statistically congruent for both groups regarding all items.

As for the items about ***policy*** (7 to 9), in-service teachers feel more competent for "Understanding of the origins and driving forces of CLIL in Europe" (item 7) and Knowledge of your national/regional bilingual policy framework: its objectives, actions, pillars, and legislation" (item 8) than for "Knowledge of the CLIL programming and

their characteristics" (item 9). Pre-service teachers, on the other hand, feel more competent (f=53.5%) than in-service teachers (f=46.8%) for item 9 but less competent for item 7 and 8. In terms of satisfaction with the education and the association between the answers, it is evident that in-service teachers are dissatisfied for all items, while pre-service teachers are again more satisfied than in-service teachers, and clearly more dissatisfied for item 7 when compared to 8 and 9. Statistically saying, there is significant association between the perceptions of self-efficacy and satisfaction with the education received, which can be interpreted as teachers' incompetency can be partly attributed to lack of training.

Target language competencies for CLIL teaching, one major aspect of CLIL methodology, is the next group of items for which in-service teachers report higher competency than pre-service teachers, which is expectable. Overall, both groups consider themselves rather competent as the frequencies tell; however, it is worth mentioning that in-service teachers report 100% competency for "Knowledge of the language of classroom management (e.g. group management, giving instructions, classroom noise management, managing interaction, enhancing communication etc.)" (item 12). Interestingly, pre-service teachers are more satisfied with the education they receive in gaining them the relevant competencies while in-service teachers are less satisfied than pre-service teachers. This can be either attributed to time effect or the education programmes themselves. The responses for "Knowledge of the language learning activities…" (item 13) given by in-service teachers do not give statistical association for the perceived competencies and satisfaction with the education received while other items are associated except for item 12 for which no statistical calculations were run due to constant responses. The competencies given in these items are related to *pedagogical use of language* for lesson procedures and that in-service teachers feel rather competent yet dissatisfied can be linked to their experience in teaching, which might be the source of improving their competencies. Pre-service teachers' responses are all associated yet there could be less disparity between the perceptions of competencies and satisfaction.

Another category is *designing a course* (item 14) for which in-service teachers feel more competent (f=79%) but less satisfied with the education they received (f=46.8%) than pre-service teachers (f=71.9% & f=57%, respectively). Pearson Chi-square test results show association for responses given by both groups.

Next group of items are about ***integration during lessons*** (items 15-16), which is a crucial pillar of CLIL methodology. For this competency area, again expectedly, in-service teachers report higher perceptions of competence compared to pre-service teachers. However, pre-service teachers indicate more satisfaction for the education they receive than in-service teachers do. In service teachers, in addition, show less satisfaction for "Using strategies to guide students in maintaining a multiple focus on content, language, learning skills and critical thinking" (item 15). This perception is in line with the satisfaction with the education received, which is also proved by Chi-square test of association results ($p<0.05$).

Among the items that are about methodological aspects are also ***lesson planning (designing tasks, adapting materials)*** (items 17-19). For "Designing tasks that support planned learning outcomes for content and language learning" (item 17) and "Designing tasks that involve students using several learning styles" (item 18), both groups feel highly competent with similar frequencies (above 80%); however, in-service teachers are more competent in all items than pre-service teachers especially for item 19, which is "Finding, analysing, and adapting authentic material with its content relevant to various student interests, subject/content learning needs and current level of cognitive development." Overall, pre-service teachers find the education received satisfying in gaining them the competencies in question while in-service teachers are relatively satisfied for items 17 and 18 but dissatisfied for item 19. This might be because they do not attribute the relevant competency to the education they have received but to individual experiences and effort. Chi-square test results indicate significant association between the responses for perceived competencies and satisfaction with the education received.

As for the ***implementation of the designed tasks (use of strategies implementing appropriate tasks),*** in-service teachers expectedly report more competency (*f*=79%) than pre-service teachers (*f*=76.3), yet they are less satisfied (*f*=46.8%) with the education in gaining them the skills than pre-service teachers are (*f*=57.9%). While there is statistically significant association between the responses given, pre-service teachers' perceived competency would plausibly suggest a higher satisfaction level, which can be a sign of an external factor.

In regard to *applying SLA knowledge in lesson preparation* (items 21-25) both groups feel competent more than not competent. However, pre-service teachers feel less competent for "Knowledge of the CEFR to assess students' level of attainment or to define language targets in the CLIL class" (item 21) and "Identifying the difference between intentional learning and incidental learning..., and design lessons accordingly" (item 25), yet more competent for "Identifying syntactic structures and other language required for higher order thinking..." (item 22), "Identifying the difference between language learning and acquisition and selecting language input (lesson materials) and give support accordingly" (item 23) and " Identifying the language components for oral or written comprehension and production of students and producing support material" (item 24). While the perceptions of competencies and satisfaction with the education received are congruent, pre-service teachers are more satisfied than in-service teachers overall; also, while pre-service teachers are only dissatisfied for item 21, in-service teachers' results indicate dissatisfaction for all items except for item 22 – equally rated for satisfaction and dissatisfaction- and satisfaction for item 25 (f=54.8%).

When it comes to **putting SLA knowledge into practice** in the classroom (items 26 to 31), the in-service teachers report to be competent for all items; they are most competent for "Supporting students in navigating and learning new words, terms and discourse structures" (item 28) but least competent for "Creating opportunities for incidental learning of content, language and learning skills during classes" (item 26). The only item for which they show satisfaction for the education received is also item 28, which is a competency possibly attributed to the education. Pre-service teachers, on the other hand, feel less competent than in-service teachers overall (also f>50%) but for "Deploying strategies ... for scaffolding students' oral/written production" (item 29) alone, they feel more competent (f=78.1%) than in-service teachers (f=74.2%). Considering the change in the wording of the items that are about in-class practice, into a know-how format, this result might be attributed to the difference between knowing and performing what they know. Regarding the satisfaction with the education received, pre-service teachers are satisfied for all items -despite low frequencies- contrary to in-service teachers, which might be due to lack of practice during their ITT degrees. While pre-service teachers' responses for both sections associate, the case is different for in-service teachers. While responses for item 26, item 27 (The ability to navigate the concepts of code-switching and translanguaging during the lessons, and decide if and

when to apply them), item 31 (Knowledge of wide range of language correction strategies and how to apply them) statistically associate ($p<0.05$), items 28 and 29 do not and for item 30 the test results are contradictory (Exact Sig. 1-sided=$p<0.05$ but Exact Sig. 2-sided=$p>0.05$).

In terms of *learning environment management* (items 32-33), both groups of participants have high perceptions of competency (above 80%); however, satisfaction for the education received is again higher on the part of the student teachers.

For *interculturality (both planning and implementation)* (item 34), pre-service teachers report higher competency ($f=78.1\%$) than in-service teachers ($f=72.6\%$), and they are also more satisfied with the education they have received in gaining them the competences about interculturality dimension of CLIL, while in-service teachers report dissatisfaction ($f<50\%$). Also, responses given are statistically congruent according to the chi-square test of association results.

Assessment (item 35) is the next methodological aspect for which in-service teachers report lower confidence ($f=61.3\%$) compared to pre-service teachers ($f=68.4\%$), and once again, in-service teachers are dissatisfied with the education received while pre-service teachers are relatively satisfied ($f=60.5\%$), which might possibly be a result of the changed wording of the item (see Appendix 11) as mentioned above in the text. The perceptions of competency and satisfaction are statistically associated as well.

Professional development (items 36-39) is obviously an aspect that both pre-service and in-service teachers do not feel competent about and their satisfaction with the education received to gain them the awareness or competencies required are on the negative strand except for "participating in programmes to improve your linguistic abilities" (item 39) ($f=53.5\%$) responded by pre-service teachers. However, pre-service teachers again feel more competent than not competent ($f>50\%$) with "attending organisations, networks, and conferences on CLIL" (item 36) and "participating methodological upgrade/teacher training courses on CLIL" (item 37); and also, they are more competent with items 36, 37, and 39 than in-service teachers. The responses are statistically associated except for item 37 on the part of the in-service teachers, which might be due to a lack of interpretation by the respondents that the degree programmes might raise awareness on the importance of continuous methodological training as asked in the item.

Finally, the respondents were asked about the ***collaboration*** aspect (item 40). For the item that asks if pre-service teachers have the awareness, and if the in-service teachers perform collaborative actions with other subject/ language teachers to enhance the opportunities of student learning, the responses given suggest high perceptions of competency on both parties (above 80%). However, once again, while in-service teachers report dissatisfaction, the pre-service teachers report high satisfaction with the education received to gain them the relevant awareness. As the discrepancy between their responses suggests, there is no statistically significant association between in-service teachers' perceptions of competency and satisfaction with the education received, which might be interpreted as those teachers do not attribute their competencies to the ITT programmes received.

As for the sub-research questions that aim to investigate a possible association between CLIL teacher competencies and accredited language proficiency levels, when Mann Mann-Whitney U test of association analysis results and the mean ranks are observed, it is obvious that higher level of language proficiency as reported by in-service teachers have positive impact on teachers' competencies relevant to language awareness to enhance linguistic opportunities for learners.

In addition, whether teachers' background in a bilingual school as a student themselves has any impact on their competencies as CLIL teachers is another investigation of the study. The results collected through Mann-Whitney U test of association results and the mean ranks indicate that experience in a bilingual school as a student have positive impact on competencies relevant to course designing, use of strategies and scaffolding to support learners, assessment and interculturality aspects of CLIL methodology.

The interpretation of the results gathered for sub-research question ***1a*** can be that, as in-service participant teachers also state, linguistic proficiency of teachers is rather determinant in students' success in CLIL contexts. As for the question ***1b***, it can be pointed out that the more teachers are familiar with the CLIL contexts, the more competent they become for methodological requirements of CLIL. The interpretation for ITT programmes can be that teaching practice in real CLIL environments can enhance prospective teachers' relevant competencies.

Summary and discussion of the qualitative results

From the analysis of the focus-group and individual interviews, some new concepts emerged as well as direct answers to the main research questions. The sizeable part of the elicited data consists of new ideas about CLIL drawing on CLIL implementations in Spanish context.

The first theme emerged is *perceived weaknesses of CLIL* from in-service teachers' perspective. Of those, one category with its sub-categories is *method-driven perceived weaknesses*: for teachers, for students and those that are due to the nature of the method.

As reported by the teachers, CLIL can be *burdensome* in that it requires methodological skills, is not rewarding **for teachers** to undertake it and can be "super demanding". The other code found is that planning lessons and preparing materials for CLIL is too much *time-consuming,* in line with the Vilkanciene and Rozgiene's (2017) findings.

On the **students' part**, in-service teachers mention a number of pitfalls some of which are more frequently stated. The participants state that CLIL/bilingual education contexts create cognitive challenge for students on account of the tasks or activities they are asked to do. Especially for younger students, *cognitive readiness* and lack of competencies in other areas pose problems in CLIL classes; for example, students need to pay *too much cognitive effort* and the teachers find the outcomes fruitless. Another strongly emphasized point is that *linguistic readiness* is crucial for students to make use of the content and there is variety in this sense in different contexts; with younger students it becomes more challenging as maintained by the teachers. In this vein, use of an *additional language turns into a barrier* to assimilate the content, build on it, and also limits possibilities to learn through self-discovery. The fact that some students especially lack language skills make them lag behind learning the content, which also results in lack of self-expression for complex thoughts about the subject. They also think that the problems lead the students to use compensation strategies such as rote learning – *memorisation and repetition-,* which is also an outcome of loaded curriculum and the amount of subject specific vocabulary to learn. *Lack of communicative language use and interaction* due to the loaded academic content language to learn, and due to students' lack of basic interactional communication skills (BICS), which reportedly diminishes from primary to secondary level contrary to CALP is another emphasized issue, which is contrary to what Perez-Canado (2018) finds. In link with this, teachers

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also state that the students are *lack of the ability to express themselves* through oral or written production, which is also attributed to the crammed programmes through which students cannot find the opportunity to improve those skills. As further pointed out by the teachers, language limitations, limitations with discovery learning and iterative failures to participate in classes lead to *affective negativities* such as *feeling demotivated, incompetent, under pressure,* which contravene the claims by Lasagabaster and Sierra (2009), Zarobe (2013), Lasagabaster and Doiz (2015) and Navarro Pablo and Garcia Jimenez (2017). It is capturing to hear that the participants mentioned bilingual students' learning less content than their non-bilingual school counterparts, unlike what is reported by Lorenzo, Casal and Moore (2009), Quazizi (2016) and similar to Fernandez-Sanjurjo et al. (2017). Another bold idea stated is that students learn more slowly and do not improve much as they age up in the bilingual school context, which is considered contradictory. In terms of language learning outcomes, the teachers put forth that the students get better in CALPs but they get worse in BICs as they grow-up; this is basically linked to the implementations that overprize academic content over basic interactional language skills, and more solidly, teachers' effort to guarantee the assimilation of the content. The final code emerged on the weaknesses that are attributed to CLIL as a method in the contexts in question is that HOTs are underachieved when compared to LOTs due to the linguistic limitations of the students to grasp and involve in interaction on cognitively and thus linguistically more demanding ideas.

The last category extracted from the participants' statements that can be mainly attributed to the **method-driven weaknesses** is due to the nature of the method from the teachers' perspective. The participants find CLIL *not appropriate for all subjects* like topics that pertain to the national history, politics or geography. Another interesting claim by the teachers is that *CLIL classes do not contain functional language* as they have to cover overwhelming amount of terminology that are not relevant to everyday life and thus spend too much time on their memorisation becomes inevitable stealing from the functional language use opportunities. Relatedly, they further claim that the effort to make more *interactive classes through tasks or activities turns out to be a frustration and time loss* as there are lots of things to teach and learn.

Another category related to weaknesses that CLIL practices have yielded so far is at a more administrative and policy level. **System-driven weaknesses**, as we call them,

involve a number of codes starting with the *loaded curriculum*. The participants frequently utter the same issue at various points but they boldly state that the expectations of the curriculum are too unrealistic to achieve and there is not adequate time to perform what CLIL methodology inherently demands. This, in the end, makes teachers feel restricted and under-pressure and like *the slave of the curriculum* as one teacher points out. Whether they take it as a weakness is a bit blurred yet the teachers mention the variety in the way CLIL is implemented in different regions; however, the fact that the language education received before and during bilingual school education also varies creates challenges and *no unitary implementation*, as can be interpreted from the comments. One crucial point made is about teachers: *lack of scaffolding* for them to help them perform their best. The participants mention that they need constructive feedback on their performance in their contexts, need to be guided for training opportunities and to get some solid incentives to motivate them to undertake the challenging tasks that they are expected to do. *Lack of assessment* for both the overall implementation of CLIL in various contexts, and also for teachers who are in charge of it is another idea put forward. One concern stated is the problems *with stepwise integration and differentiation* of CLIL practices; according to the teachers, students' linguistic efficacy should be a strong determinant in starting a bilingual programme as basic communicative competence is needed, and also the integration of CLIL should be gradual and parallel to the educational level of the students. This finding clearly corresponds with Bernstein's model of horizontal and vertical knowledge as Ball et al. (2015:62) explains. Another system-driven perceived weakness is reported to be the *unrealistic demands* in that teachers and students are expected to perform beyond their competencies and the loaded curriculum is another debilitating factor. Washback effect of the exams is also stated to put another pressure on the completion of curriculum content. *Students' linguistic entry proficiency* is a truly important factor in the strength of CLIL practices as can be interpreted from the teachers' statements that the students certainly need to be equipped with communicative skills as early as possible and supported continuously; also, the gap between the students' level of achievement in bilingual contexts is reportedly much more observable than non-bilingual contexts. Finally, *teacher recruitment* is stated to be a concern in that the only yardstick is linguistic proficiency accreditation as required by the regulations of autonomous regions. The methodological requirements are obviously underestimated and teachers'

individual attempts for professional development do not meet the demands as teachers imply.

There are also utterances that gathered around the teacher factor, as we call it ***teacher-driven perceived weaknesses***. Contrary to the quantitative results, the analysis of the whole interview obviously shows that the most frequently stated issue is teachers' *Insufficient theoretical and practical knowledge of CLIL as a method (f=14),* in line with the findings in Vilkanciene and Rozgiene (2017), Perez Canado (2017), Quero Hermosilla and Gonzalez Gijon (2017), Perez Canado (2016a, e), and Gutierrez and Fernandez (2014). From what the participants utter about themselves or based on their observations, it is evident that teachers lack methodological knowledge such as not knowing the integration aspect that leads to improper practices, misconceptions that CLIL is only about teaching through using an additional language instead of L1, lack of planning skills, and similar to the quantitative results assessment in CLIL is a problem area in which teachers have low self-efficacy perceptions. Another relevant concern is that the teachers are *lack of necessary linguistic proficiency* to do smooth and efficient classes; and thus, using the language in a limited way without providing good language input as teachers. Besides lack of BICs, teachers also lack sufficient command of content-obligatory subject specific language, or CALPs, which is a case that puts another challenge on preparing the lessons, which is a concern also stated in Vilkanciene and Rozgiene (2017). Accessing the appropriate sources to adapt from and design lessons is another mentioned weakness; as one teacher states, knowing exactly what to search for is also a matter. Maybe lack of this skill results in becoming *over-dependent on textbooks*, for which teachers report to be feeling enslaved to use them instead of designing more flexible and engaging lessons, which is also articulated in Ramos García (2012:102). And finally, contrary to what quantitative results indicate, teachers report an awareness and observation that they *lack collaboration skills,* which otherwise would help about preparing materials and lessons more effectively as they complain.

The participants also mention several issues related to the *problems with textbooks.* They state that more scaffolding activities should be provided within the textbooks and one other concern is that the textbooks prepared for young learners can be way too beyond their language proficiency.

The last theme emerged from the data is a more positive one. Despite the above-mentioned salient perceptions that highlight negativities for CLIL practices in the primary and secondary level school contexts in Madrid autonomous country, in-service teachers also point out some *strengths of CLIL methodology* one of which is stated as, without elaboration, *CLIL provides meaningful and authentic context to learn through.* Another point made is that CLIL *encourages teachers to update themselves,* which is however, in order to handle the difficulties they encounter on a daily basis. This finding is also in line with Vilkanciene and Rozgiene (2017). Finally, while it is believed that *CLIL is a resource to expand students' cognitive abilities*, its improper practices are considered to be a scourge on this aspect.

The following four themes directly refer to the research questions of the present study. With respect to *must have CLIL teacher competences,* the in-service teachers consider linguistic and communicative competences are the sine qua non of CLIL. Next salient code is *Methodological knowledge and practice* and within that preparing engaging lesson plans, motivating and supporting students to build content knowledge through scaffolding their language needs are mentioned similar to Vilkanciene and Rozgiene (2017), Perez Canado (2017), Quero Hermosilla and Gonzalez Gijon (2017), Perez Canado (2016a, e), and Gutierrez and Fernandez (2014). As for the *competencies to improve* from individual perspectives, the participants emphasize *lesson planning and designing engaging activities* in that interactive and more engaging lessons are desired, with no doubt. Though stated by only one participant overtly, *improving linguistic competence* and the ability of fine-tuning the language to the level of students is another point of awareness. Another area of competencies to improve is *scaffolding and differentiation*; supporting individual students or specific groups according to their needs is considered must improve skills as well. One of the most common ideas is the necessity of *improving collaboration skills* in order to enhance the quality of their planning and teaching; however, they also lament that teacher should have the same mind-set with respect to collaboration and professional development.

Finalizing the interview, the participants were asked to share their o*pinions on the initial and in-service CLIL teacher training programmes.* Regarding their satisfaction with initial teacher training programmes, the established in-service teachers deny receiving any kind of training during their undergraduate degree studies. Moreover, for novice teachers as well CLIL training during undergraduate degrees is too scarce to mention.

On the other hand, especially novice teachers attend bilingual education teacher training MA programmes that have been getting prevalent in Spanish context, though by individual effort. Teachers state that the content of the programmes are theoretical rather than practical; thus fall short of guiding teachers for better implementations in their teaching context, which is also verified by the quantitative results and in line with Gutierrez and Fernandez (2014) and Hermosilla and Gijon (2017). As for the *in-service teacher training programmes*, the participants voice that governmental institutions had better programmes at the onset, but now, the content of the training programmes are more superficial and only referring to limited areas like linguistic competence. Also, teachers utter that they need to see good samples of CLIL lessons, which is stated to be missing. The final theme to mention is teachers' expectations from the ITT and INSET programmes. Teachers' expectations from ITT programmes are three fold. First, some participants think that *undergraduate courses should be taught through CLIL*, so carrying CLIL into tertiary level is a suggestion along with the concern that it should be done properly within CLIL methodology, not like a FLMI alone, similar to what Banegas (2012:53) offers. Another suggestion is that some *bilingual MA programme courses should be taught at undergraduate level* as well; however, *teaching practice* should be a part of the CLIL programmes so as to enhance methodological practices in CLIL, in line with what Urmeneta (2013) points out about reflective practice in initial teaching training programmes. With respect to teachers' e*xpectations from in-service teacher education programmes,* it is clearly stated that teachers need to *observe good practices of CLIL* lessons along with further practical training in which theoretical principles are implemented meaningfully.

5.2. Conclusion

This study mainly investigates pre-service and in-service CLIL teachers' perceptions of self-efficacy and their satisfaction with the training they have received in their contexts in Andalusia and Madrid autonomous regions in Spain. With respect to the research questions 1 to 4, both in-service teachers and pre-service teachers responded a questionnaire and 7 in-service teachers were interviewed.

Regarding the perceptions of CLIL competencies, the in-service teachers report higher competency for practical and methodological aspects of CLIL when compared to pre-service teachers, which is considered to be an effect of experience in teaching. At this

point, teachers' self-efficacy perceptions can be attributed to having reflective practice opportunities, which is also recommended by teachers during the interviews. On the other hand, when they were interviewed, in-service teachers reported infelicities about CLIL implementations attributed to a number of sources including their lack of competencies with CLIL methodology, linguistic and professional aspects. As for the target language competencies, teachers obviously find themselves competent according to the quantitative results; however, qualitative results reflect some concerns regarding the lack of linguistic proficiency to use the language to manipulate the conceptual and procedural requirements of teaching content through a foreign language.

When pre-service and in-service teachers' responses for perceptions of satisfaction with the training they have received are analysed, pre-service teachers indicate satisfaction except for limited amount of items while in-service teachers report dissatisfaction for the majority of items that represent competencies that are expected to be gained through the training programmes attended. In most cases, the responses given for the perceived competencies and satisfaction with the training in gaining the participants the relevant competencies are congruent. In exceptional cases, where they do not associate, it can be concluded that teachers either attribute the gained competencies to external resources such as experience in practice or other individual effort rather than the training they have received. Also, the effect of time or the renovations in the training programmes can be a determinant in the dichotomous responses given by pre-service and in-service teachers as for how satisfied they feel for the ITT or in-service training programmes.

Additionally, teachers' accredited linguistic proficiency and their experience in bilingual schools as a student themselves have been found determinant in linguistic and methodological competencies respectively.

5.3. Implications and Suggestions for Further Research

5.3.1. Implications Based on the Study

The results this study yields by collecting responses from both practising and prospective teachers' perspectives are considered to be informative for CLIL stakeholders that are both practising in school contexts and also administrative parties who put effort in the amelioration of the CLIL programmes in relevant contexts. The implications that can be drawn from the results can be considered multifarious:

implications for teachers, for the administrators of CLIL programmes run in the regions that form the research contexts of the present study, and ITT or INSET programmes and CLIL researchers.

As for the teachers, this study yields that:

- Both in-service and pre-service teachers need further training for methodological aspects of CLIL such as integration in lesson planning and incidental circumstances, preparing materials, scaffolding and differentiation techniques to deal with heterogeneity in their classrooms etc.
- Ongoing training opportunities should be enhanced to support linguistic and methodological development of teachers.
- Linguistic competencies of teachers need to be enhanced gaining them the language awareness through which they should promote students' output (Lyster, 2017; Marsh, 2013; Ting, 2011).
- Teachers' language knowledge for content teaching should also be targeted to improve since CLIL entails linguistic competence upgraded to "a new pedagogical level" (Morton, 2017; Pavon Vazquez & Ellison, 2013: 68)
- In-service teachers need more motivation and incentives to undertake the demands of the CLIL methodology
- Teachers need support in planning their lessons, designing materials suitable for their specific contexts
- Providing constructive feedback on teachers' implementations, or assessment aiming standardisation for the sake of enhancing the quality of implementations are also recommended
- Teachers' recruitment criteria might be upgraded to ensure that they start with higher competency with respect to CLIL methodology

Regarding the students that are voluntarily or involuntarily involved in CLIL programmes (bilingual education in Spanish context) the following implications can be drawn from the present study:

- Students' general linguistic proficiency should meet the demands of CLIL classrooms, where self-expression and interaction are ideally part of the teaching and learning the conceptual and procedural objectives; ultimately, all pitfalls that might put learners into a disadvantaged position due to the language barrier need to be eliminated.

- Affective concerns that lead to lack of motivation need to be handled by enforcing CLIL methodology appropriately so as to benefit from its inherent potential increasing engagement and motivation on the part of the learners.

Training programmes at ITT or INSET levels can also be enhanced in line with the implications drawn from this study:

- Both types of programmes should be renovated in a way that they provide more opportunities for practical aspects of CLIL.

- CLIL methodology is recommended to be given more emphasis in under-graduate programmes.

- Both MA programmes or bilingual itineraries of undergraduate programmes need to provide practise opportunities where prospective teachers gain experience and insight for their own teaching.

- Collaboration needs to be emphasized and practised at ITT programmes as well as INSET contexts (cf. Pavon Vazquez & Mendez Garcia, 2017; Burmeister et al., 2013)

- Providing good samples of CLIL lessons that pertain to specific disciplines within ITT and INSET programmes is considered to solidify theoretical idealisations of CLIL.

Additionally, the results of this study also imply that adoption of CLIL requires systematic planning and implementations in a bottom-up fashion with close scrutiny of similar contexts where CLIL has been experienced with its multifarious aspects to consider while setting an educational plan in other contexts.

5.3.2. Suggestions for Further Research

Based on the outcomes of the present study the following suggestions can be given for future research:

- Future studies can sample more participants as a follow-up to the present study.

- Interviews with more participants investigating the specific competency areas that they need training for could be enlightening for the specific contexts where CLIL programmes are adapted.

- ITT programmes and government-institutions that provide INSET programmes can be investigated in terms of their content.

- Case studies that provide collaborative and reflective practice models for teachers so as to improve their pedagogical and methodological competencies for more effective CLIL implementations could yield useful outcomes.

- Referring back to the diversity of CLIL contexts and implementations (Perez Canado, 2016b; Lasagabaster, 2015; Cenoz et al., 2013; Zarobe, 2013; Llinares et al., 2012), more studies should be conducted in a variety of contexts including other countries and identifying contextual differences clearly.

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Appendix 1

In-Service Teachers' Perceptions of Self-Efficacy and Evaluation of the Education Received

CLIL Competences	Competence f (%)		Satisfaction level f (%)	
Items	Incompetent	Competent	Satisfied	Not Satisfied
Item 1	32.3	67.7	41.9	58.1
Item 2	38.7	61.3	38.7	61.3
Item 3	37.1	62.9	43.5	56.5
Item 4	38.78	61.22	43.5	56.5
Item 5	29	71	43.5	56.5
Item 6	58.1	41.9	29	71
Item 7	53.2	46.8	32.3	67.7
Item 8	25.8	74.2	38.7	61.3
Item 9	53.2	46.8	32.3	67.7
Item 10	4.8	95.2	67.7	32.3
Item 11	11.3	88.7	66.1	33.9
Item 12	0	100	64.5	35.5
Item 13	1.6	98.4	61.3	38.7
Item 14	21	79	46.8	53.2
Item 15	24.2	75.8	43.5	56.5
Item 16	11.3	88.7	51.6	48.4
Item 17	14.5	85.5	58.1	41.9
Item 18	14.5	85.5	58.1	41.9
Item 19	17.7	82.3	41.9	58.1
Item 20	21	79	46.8	53.2
Item 21	45.2	54.8	38.7	61.3
Item 22	32.3	67.7	50	50
Item 23	29	71	48.4	51.6
Item 24	32.3	67.7	41.9	58.1
Item 25	17.7	82.3	54.8	45.2
Item 26	40.3	59.7	41.9	58.1
Item 27	32.3	67.7	37.1	62.9
Item 28	9.7	90.3	62.9	37.1
Item 29	25.8	74.2	48.4	51.6
Item 30	27.4	72.6	40.3	59.7
Item 31	32.3	67.7	48.4	51.6
Item 32	16.1	83.9	56.5	43.5
Item 33	14.5	85.5	54.8	45.2
Item 34	27.4	72.6	48.4	51.6
Item 35	38.7	61.3	43.5	56.5
Item 36	46.8	53.2	29	71
Item 37	48.4	51.6	24.2	75.8
Item 38	48.4	51.6	30.6	69.4
Item 39	27.4	72.6	40.3	59.7
Item 40	17.7	82.3	41.9	58.1

Appendix 2

Pre-service Teachers' Perceptions of Efficacy and Evaluation of the Education Received

CLIL Competences Items	Competence Incompetent	f (%) Competent	Satisfaction level Satisfied	f (%) Not Satisfied
Item 1	19.3	80.7	68.4	31.6
Item 2	23.7	76.3	66.7	33.3
Item 3	18.4	81.6	63.2	36.8
Item 4	26.3	73.7	59.6	40.4
Item 5	33.3	66.7	57.9	42.1
Item 6	50.9	49.1	45.6	54.4
Item 7	63.2	36.8	36	64
Item 8	28.9	71.1	53.5	46.5
Item 9	46.5	53.5	50.9	49.1
Item 10	7.9	92.1	74.6	25.4
Item 11	14.9	85.1	70.2	29.8
Item 12	11.4	88.6	76.3	23.7
Item 13	6.1	93.9	83.3	16.7
Item 14	28.1	71.9	57	43
Item 15	30.7	69.3	59.6	40.4
Item 16	25.4	74.6	63.2	36.8
Item 17	14.9	85.1	72.8	27.2
Item 18	15.8	84.2	69.3	30.7
Item 19	29.8	70.2	60.5	39.5
Item 20	23.7	76.3	57.9	42.1
Item 21	49.1	50.9	46.5	53.5
Item 22	21.1	78.9	69.3	30.7
Item 23	21.1	78.9	68.4	31.6
Item 24	21.1	78.9	71.1	28.9
Item 25	28.1	71.9	62.3	37.7
Item 26	38.6	61.4	57.7	42.3
Item 27	42.1	57.9	51.8	48.2
Item 28	11.4	88.6	75.4	24.6
Item 29	21.9	78.1	63.2	36.8
Item 30	28.9	71.1	51.8	48.2
Item 31	41.2	58.8	55.3	44.7
Item 32	18.4	81.6	70.2	29.8
Item 33	11.4	88.6	75.4	24.6
Item 34	21.9	78.1	65.8	34.2
Item 35	31.6	68.4	60.5	39.5
Item 36	57.9	42.1	36.8	63.2
Item 37	51.8	48.2	39.5	60.5
Item 38	48.2	51.8	43	57
Item 39	36	64	53.5	46.5
Item 40	14	86	75.4	24.6

Appendix 3

Pearson Chi-Square Tests for In-service Teachers

	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	**Exact Sig. 2-sided**
Item 1	.005	.010
Item 2	.001	.002
Item 3	.002	.003
Item 4	.000	.000
Item 5	.001	.001
Item 6	.000	.000
Item 7	.000	.000
Item 8	.002	.002
Item 9	.000	.000
Item 10	.030	.030
Item 11	.012	.012
Item 12	No statistics are computed because C12NEW is a constant.	No statistics are computed because C12NEW is a constant.
Item 13	.367	.367
Item 14	.002	.003
Item 15	.025	.033
Item 16	.034	.043
Item 17	.005	.005
Item 18	.014	.021
Item 19	.017	.032
Item 20	.024	.042
Item 21	.000	.001
Item 22	.004	.005
Item 23	.000	.000
Item 24	.005	.009
Item 25	.032	.035
Item 26	.000	.000
Item 27	.000	.000
Item 28	.227	.332
Item 29	?	.136
Item 30	.040	.068
Item 31	.004	.005
Item 32	.019	.024
Item 33	.349	.454
Item 34	.001	.001
Item 35	.000	.000
Item 36	.002	.003
Item 37	.047	.068
Item 38	.004	.008
Item 39	.011	.012
Item 40	.226	.420

Appendix 4

Pearson Chi-Square Tests for Pre-Service Teachers

#items	Association of Competence and Satisfaction Levels (Chi-Square 2x2)	
	Exact Sig. 1-sided	**Exact Sig. 2-sided**
Item 1	.000	.000
Item 2	.000	.000
Item 3	.000	.000
Item 4	.000	.000
Item 5	.000	.000
Item 6	.000	.000
Item 7	.000	.000
Item 8	.000	.000
Item 9	.000	.000
Item 10	.001	.001
Item 11	.000	.000
Item 12	.000	.000
Item 13	.015	.015
Item 14	.000	.000
Item 15	.000	.000
Item 16	.000	.000
Item 17	.000	.000
Item 18	.000	.000
Item 19	.000	.000
Item 20	.000	.000
Item 21	.000	.000
Item 22	.000	.000
Item 23	.000	.000
Item 24	.000	.000
Item 25	.000	.000
Item 26	.000	.000
Item 27	.000	.000
Item 28	.000	.000
Item 29	.000	.000
Item 30	.000	.000
Item 31	.000	.000
Item 32	.000	.000
Item 33	.000	.000
Item 34	.000	.000
Item 35	.000	.000
Item 36	.000	.000
Item 37	.000	.000
Item 38	.000	.000
Item 39	.000	.000
Item 40	.000	.000

Appendix 5

Mann-Whitney Test Results for Bilingual School Experience

Test Statistics[a]				
	SMEAN(C11)	SMEAN(C12)	SMEAN(C13)	SMEAN(C14)
Mann-Whitney U	91.500	84.000	114.500	63.000
Wilcoxon W	106.500	1737.000	1767.500	1716.000
Z	-1.498	-1.750	-.829	-2.335
Asymp. Sig. (2-tailed)	.134	.080	.407	.020
Exact Sig. [2*(1-tailed Sig.)]	.194[b]	.137[b]	.481[b]	.038[b]

Test Statistics[a]				
	SMEAN(C19)	SMEAN(C20)	SMEAN(C21)	SMEAN(C22)
Mann-Whitney U	99.000	61.500	104.500	106.000
Wilcoxon W	1752.000	1714.500	1757.500	1759.000
Z	-1.279	-2.432	-1.047	-1.012
Asymp. Sig. (2-tailed)	.201	.015	.295	.312
Exact Sig. [2*(1-tailed Sig.)]	.275[b]	.033[b]	.336[b]	.363[b]

Test Statistics[a]				
	SMEAN(C27)	SMEAN(C28)	SMEAN(C29)	SMEAN(C30)
Mann-Whitney U	89.500	60.500	107.000	52.500
Wilcoxon W	1742.500	1713.500	1760.000	1705.500
Z	-1.516	-2.457	-1.026	-2.654
Asymp. Sig. (2-tailed)	.130	.014	.305	.008
Exact Sig. [2*(1-tailed Sig.)]	.176[b]	.031[b]	.377[b]	.016[b]

Test Statistics[a]				
	SMEAN(C31)	SMEAN(C32)	SMEAN(C33)	SMEAN(C34)
Mann-Whitney U	102.000	74.500	97.000	109.000
Wilcoxon W	1755.000	1727.500	1750.000	1762.000
Z	-1.120	-2.024	-1.405	-.952
Asymp. Sig. (2-tailed)	.263	.043	.160	.341
Exact Sig. [2*(1-tailed Sig.)]	.311[b]	.078[b]	.253[b]	.405[b]

a. Grouping Variable: Bilingual School Experience as a Student

b. Not corrected for ties.

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Appendix 6

Means for Bilingual School Experience as a Student

	Ranks			
	Bilingual school experience as a student	N	Mean Rank	Sum of Ranks
SMEAN(C1)	YES	5	34.40	172.00
	NO	57	31.25	1781.00
	Total	62		
SMEAN(C2)	YES	5	30.20	151.00
	NO	57	31.61	1802.00
	Total	62		
SMEAN(C3)	YES	5	18.70	93.50
	NO	57	32.62	1859.50
	Total	62		
SMEAN(C4)	YES	5	35.70	178.50
	NO	57	31.13	1774.50
	Total	62		
SMEAN(C5)	YES	5	21.80	109.00
	NO	57	32.35	1844.00
	Total	62		
SMEAN(C6)	YES	5	37.20	186.00
	NO	57	31.00	1767.00
	Total	62		
SMEAN(C7)	YES	5	30.50	152.50
	NO	57	31.59	1800.50
	Total	62		
SMEAN(C8)	YES	5	33.80	169.00
	NO	57	31.30	1784.00
	Total	62		
SMEAN(C9)	YES	5	40.90	204.50
	NO	57	30.68	1748.50
	Total	62		
SMEAN(C10)	YES	5	29.40	147.00
	NO	57	31.68	1806.00
	Total	62		
SMEAN(C11)	YES	5	21.30	106.50
	NO	57	32.39	1846.50
	Total	62		
SMEAN(C12)	YES	5	43.20	216.00
	NO	57	30.47	1737.00
	Total	62		
SMEAN(C13)	YES	5	37.10	185.50
	NO	57	31.01	1767.50
	Total	62		
SMEAN(C14)	YES	5	47.40	237.00
	NO	57	30.11	1716.00
	Total	62		
SMEAN(C15)	YES	5	38.10	190.50
	NO	57	30.92	1762.50
	Total	62		
SMEAN(C16)	YES	5	38.70	193.50
	NO	57	30.87	1759.50
	Total	62		
SMEAN(C17)	YES	5	42.20	211.00
	NO	57	30.56	1742.00
	Total	62		
SMEAN(C18)	YES	5	42.30	211.50
	NO	57	30.55	1741.50
	Total	62		
SMEAN(C19)	YES	5	40.20	201.00
	NO	57	30.74	1752.00
	Total	62		
SMEAN(C20)	YES	5	47.70	238.50
	NO	57	30.08	1714.50

	Total	62		
SMEAN(C21)	YES	5	39.10	195.50
	NO	57	30.83	1757.50
	Total	62		
SMEAN(C22)	YES	5	38.80	194.00
	NO	57	30.86	1759.00
	Total	62		
SMEAN(C23)	YES	5	31.30	156.50
	NO	57	31.52	1796.50
	Total	62		
SMEAN(C24)	YES	5	37.60	188.00
	NO	57	30.96	1765.00
	Total	62		
SMEAN(C25)	YES	5	41.70	208.50
	NO	57	30.61	1744.50
	Total	62		
SMEAN(C26)	YES	5	40.00	200.00
	NO	57	30.75	1753.00
	Total	62		
SMEAN(C27)	YES	5	42.10	210.50
	NO	57	30.57	1742.50
	Total	62		
SMEAN(C28)	YES	5	47.90	239.50
	NO	57	30.06	1713.50
	Total	62		
SMEAN(C29)	YES	5	38.60	193.00
	NO	57	30.88	1760.00
	Total	62		
SMEAN(C30)	YES	5	49.50	247.50
	NO	57	29.92	1705.50
	Total	62		
SMEAN(C31)	YES	5	39.60	198.00
	NO	57	30.79	1755.00
	Total	62		
SMEAN(C32)	YES	5	45.10	225.50
	NO	57	30.31	1727.50
	Total	62		
SMEAN(C33)	YES	5	40.60	203.00
	NO	57	30.70	1750.00
	Total	62		
SMEAN(C34)	YES	5	38.20	191.00
	NO	57	30.91	1762.00
	Total	62		
SMEAN(C35)	YES	5	42.10	210.50
	NO	57	30.57	1742.50
	Total	62		
SMEAN(C36)	YES	5	38.30	191.50
	NO	57	30.90	1761.50
	Total	62		
SMEAN(C37)	YES	5	29.10	145.50
	NO	57	31.71	1807.50
	Total	62		
SMEAN(C38)	YES	5	38.10	190.50
	NO	57	30.92	1762.50
	Total	62		
SMEAN(C39)	YES	5	38.00	190.00
	NO	57	30.93	1763.00
	Total	62		
SMEAN(C40)	YES	5	32.30	161.50
	NO	57	31.43	1791.50
	Total	62		

Appendix 7

Mann-Whitney Test Results for Language Proficiency

Test Statistics^a

	SMEAN(C1)	SMEAN(C2)	SMEAN(C3)	SMEAN(C4)	SMEAN(C5)
Mann-Whitney U	201.000	233.000	237.000	142.500	194.000
Wilcoxon W	256.000	288.000	292.000	197.500	249.000
Z	-1.012	-.268	-.183	-2.311	-1.206
Asymp. Sig. (2-tailed)	.311	.788	.855	.021	.228

Test Statistics^a

	SMEAN(C11)	SMEAN(C12)	SMEAN(C13)	SMEAN(C14)	SMEAN(C15)
Mann-Whitney U	208.000	235.000	238.000	228.500	140.000
Wilcoxon W	263.000	290.000	293.000	283.500	195.000
Z	-.847	-.233	-.162	-.387	-2.364
Asymp. Sig. (2-tailed)	.397	.815	.872	.699	.018

Test Statistics^a

	SMEAN(C21)	SMEAN(C22)	SMEAN(C23)	SMEAN(C24)	SMEAN(C25)
Mann-Whitney U	180.500	194.000	161.500	175.500	147.00
Wilcoxon W	235.500	249.000	216.500	230.500	202.00
Z	-1.391	-1.108	-1.918	-1.570	-2.364
Asymp. Sig. (2-tailed)	.164	.268	.055	.117	.018

Test Statistics^a

	SMEAN(C26)	SMEAN(C27)	SMEAN(C28)	SMEAN(C29)	SMEAN(C30)
Mann-Whitney U	214.0000	203.500	218.000	121.000	188.500
Wilcoxon W	269.0000	1428.500	273.000	176.000	243.500
Z	-.689	-.926	-.639	-2.844	-1.301
Asymp. Sig. (2-tailed)	.491	.354	.523	.004	.193

Test Statistics^a

	SMEAN(C31)	SMEAN(C32)	SMEAN(C33)	SMEAN(C34)	SMEAN(C35)
Mann-Whitney U	143.000	229.000	180.000	114.000	144.000
Wilcoxon W	198.000	284.000	235.000	169.000	199.000
Z	-2.207	-.376	-1.569	-2.901	-2.204
Asymp. Sig. (2-tailed)	.027	.707	.117	.004	.028

a. Grouping Variable: Level of language proficiency

Appendix 8

Means for Level of Language Proficiency

	Level of language proficiency	N	Mean Rank	Sum of Ranks
	Ranks			
SMEAN(C1)	B2	10	25.60	256.00
	C1	49	30.90	1514.00
	Total	59		
SMEAN(C2)	B2	10	28.80	288.00
	C1	49	30.24	1482.00
	Total	59		
SMEAN(C3)	B2	10	29.20	292.00
	C1	49	30.16	1478.00
	Total	59		
SMEAN(C4)	B2	10	19.75	197.50
	C1	49	32.09	1572.50
	Total	59		
SMEAN(C5)	B2	10	24.90	249.00
	C1	49	31.04	1521.00
	Total	59		
SMEAN(C6)	B2	10	32.75	327.50
	C1	49	29.44	1442.50
	Total	59		
SMEAN(C7)	B2	10	27.80	278.00
	C1	49	30.45	1492.00
	Total	59		
SMEAN(C8)	B2	10	34.40	344.00
	C1	49	29.10	1426.00
	Total	59		
SMEAN(C9)	B2	10	24.00	240.00
	C1	49	31.22	1530.00
	Total	59		
SMEAN(C10)	B2	10	29.35	293.50
	C1	49	30.13	1476.50
	Total	59		
SMEAN(C11)	B2	10	26.30	263.00
	C1	49	30.76	1507.00
	Total	59		
SMEAN(C12)	B2	10	29.00	290.00
	C1	49	30.20	1480.00
	Total	59		
SMEAN(C13)	B2	10	29.30	293.00
	C1	49	30.14	1477.00
	Total	59		
SMEAN(C14)	B2	10	28.35	283.50
	C1	49	30.34	1486.50
	Total	59		
SMEAN(C15)	B2	10	19.50	195.00
	C1	49	32.14	1575.00
	Total	59		
SMEAN(C16)	B2	10	24.65	246.50
	C1	49	31.09	1523.50
	Total	59		
SMEAN(C17)	B2	10	24.40	244.00
	C1	49	31.14	1526.00
	Total	59		
SMEAN(C18)	B2	10	27.40	274.00
	C1	49	30.53	1496.00
	Total	59		
SMEAN(C19)	B2	10	23.60	236.00
	C1	49	31.31	1534.00
	Total	59		
SMEAN(C20)	B2	10	29.05	290.50
	C1	49	30.19	1479.50

	Total	59		
SMEAN(C21)	B2	10	23.55	235.50
	C1	49	31.32	1534.50
	Total	59		
SMEAN(C22)	B2	10	24.90	249.00
	C1	49	31.04	1521.00
	Total	59		
SMEAN(C23)	B2	10	21.65	216.50
	C1	49	31.70	1553.50
	Total	59		
SMEAN(C24)	B2	10	23.05	230.50
	C1	49	31.42	1539.50
	Total	59		
SMEAN(C25)	B2	10	20.20	202.00
	C1	49	32.00	1568.00
	Total	59		
SMEAN(C26)	B2	10	26.90	269.00
	C1	49	30.63	1501.00
	Total	59		
SMEAN(C27)	B2	10	34.15	341.50
	C1	49	29.15	1428.50
	Total	59		
SMEAN(C28)	B2	10	27.30	273.00
	C1	49	30.55	1497.00
	Total	59		
SMEAN(C29)	B2	10	17.60	176.00
	C1	49	32.53	1594.00
	Total	59		
SMEAN(C30)	B2	10	24.35	243.50
	C1	49	31.15	1526.50
	Total	59		
SMEAN(C31)	B2	10	19.80	198.00
	C1	49	32.08	1572.00
	Total	59		
SMEAN(C32)	B2	10	28.40	284.00
	C1	49	30.33	1486.00
	Total	59		
SMEAN(C33)	B2	10	23.50	235.00
	C1	49	31.33	1535.00
	Total	59		
SMEAN(C34)	B2	10	16.90	169.00
	C1	49	32.67	1601.00
	Total	59		
SMEAN(C35)	B2	10	19.90	199.00
	C1	49	32.06	1571.00
	Total	59		
SMEAN(C36)	B2	10	23.95	239.50
	C1	49	31.23	1530.50
	Total	59		
SMEAN(C37)	B2	10	24.00	240.00
	C1	49	31.22	1530.00
	Total	59		
SMEAN(C38)	B2	10	27.20	272.00
	C1	49	30.57	1498.00
	Total	59		
SMEAN(C39)	B2	10	23.05	230.50
	C1	49	31.42	1539.50
	Total	59		
SMEAN(C40)	B2	10	24.20	242.00
	C1	49	31.18	1528.00
	Total	59		

Appendix 9

*A sample module for the course "**Teaching and Learning in a Bilingual Classroom –**
2017/2018" in The specialization track in Teaching through English   in Bilingual
Schools MA Programme of The University of Alcalá in Madrid, Spain.*

1. MODULE DESCRIPTION

This module constitutes an introduction to bilingual teaching starting from the theoretical underpinnings of this field of expertise and moving on to considerations about the methodological requirements of bilingual teaching.

2. AIMS

Generic competences:
- Critical thinking
- Producing academic work that complies with conventions about quoting and referencing
- Locating and using appropriate resources and readings
- Engaging in group work and discussion

Specific competences:

A. Knowledge.

At the end of the course students should:

- Know what is generally understood by bilingual education.
- Know the advantages and difficulties related to implementing bilingual education programmes.
- Understand the challenges implied in learning through a foreign language.
- Understand the general principles of a bilingual teaching methodology.

B. Skills.

Throughout the module students will be expected to

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- Reflect on the relation between bilingual teaching and regular foreign language teaching.
- Apply the more theoretical concepts discussed to the reality of the classroom.
- Provide sound reasoning about practical issues that is firmly based on the theoretical underpinnings of bilingual education.

3. MODULE CONTENTS

Units	Credits
1. Introduction to bilingual education 1.1 The phenomenon of bilingualism 1.2 The bilingual individual 1.3 Bilingual education: immigration and language learning	• 1 credit
2. Cognitive theories of bilingualism 2.1 Cummins's Thresholds Hypothesis 2.2 Cummins's Developmental Interdependence Hypothesis 2.3 Newer developments of the theory 2.4 Implications for bilingual teaching	• 1 credit
3. Bilingual teaching: bridging the language gap 3.1 Differences between mother-tongue and FL-medium teaching 3.2 Supporting the language 3.3 Supporting cognition	• 1 credit
4. The role of language teaching in bilingual education 4.1 The need for a new approach to language teaching 4.2 Teaching literacy 4.3 Integration between content and language lessons	• 1 credit

Appendix 10

In-Service CLIL teacher competences and Satisfaction with Training Programmes Online Questionnaire

REFLECTION ON CLIL PRACTICE

Dear BEDA Teacher, this is a research about CLIL (Content and Language Integrated Learning), of which you are an active practitioner in your context. Therefore, your reflections of your experiences and ideas are of critical value.
You will be asked about how you perceive your competences as a CLIL teacher and about the efficacy of higher education programme/s you enrolled for gaining you the CLIL teaching skills.
On your part, answering the questionnaire might give you opportunity to reflect on your practices. The research is expected to yield crucial insight for planning future training events based on the most required areas of bilingual teaching.Therefore, if you answer all the questions, it will be appreciated. We assure that all your answers and personal data will be used only for research purposes and kept strictly confidential.

Thank you very much for your time and participation.

Email address *

@hotmail.com

I accept to take part in this study by completing this questionnaire *

☑ Option 1

I also volunteer to be a contact for a 10-minute online interview via Skype or Hangout.

◉ Yes, possible :)

◯ No, sorry :(

Age

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Gender *

◯ Male

◉ Female

Nationality *

Spanish

University *

Complutense

MA or other post-graduate programme/University you attended

CLIL Certificate/ Training programmes attended (if any)

CLIL for Primary Teachers in Norwich Institute for Language Education - (CLIL) Primary Level in Cork English College - CLIL in Galway Language Center

CLIL Exams taken (e.g. TKT CLIL Module) (if any) and your Score

Type of Teacher: *

○ Language Teacher

● Subject/Content Specialist

○ Teaching Assistant

○ Other:

Type of School where you teach: *

○ Private

● Semi-Private

○ Other:

Level/s you teach: *

☐ Infant

☑ Primary

☐ Secondary

☐ Infant and Primary

☐ Primary and Secondary

Overall Period of Teaching Experience:

36 years

Period of Teaching Experience in a Bilingual School:

10 years

Your Level of English Language Proficiency (officially accredited) *

○ A1

○ A2

○ B1

○ B2

◉ C1

Did you also study in a Bilingual school as a primary/ secondary level student ? *

○ YES

◉ NO

Please read the target professional CLIL competences, and 1. Indicate your estimated current level of competence, 2. Evaluate the CLIL training received for its effectiveness in gaining you the competences to become a CLIL teacher. ****
Please note that there are 2 different types of questions, so 2 ticks are required for each line. **** Thank you very much for your well-thought answers in advance. *

	I do not think I am competent -1-	I am insufficiently competent-1-	I am competent-1-	I have excellent competence-1-	The Undergraduate / MA programme I receive/d is/was satisfying enough gaining me this competence - 2 -	The Undergraduate / MA programme I receive/d needs improvement gaining me this competence - 2 -
1. Defining the key features of CLIL approach (definition, different models of CLIL, objectives, methodology, basic principles)	☐	☐	☑	☐	☐	☑
2. Describing common misconceptions about CLIL (what CLIL is not)	☐	☐	☑	☐	☐	☑
3. Describing the potential benefits or possible disadvantages of CLIL based on its theory	☐	☐	☑	☐	☐	☑

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4. Understanding of how CLIL is related and differs from other language and content learning approaches	☐	☑	☐	☐	☐	☑
5. Understanding of the theory of learning and language learning underlying CLIL	☐	☐	☑	☐	☐	☐
6. Understanding of the effects and functioning of CLIL based on research evidence(research studies you read)	☐	☐	☑	☐	☐	☑
7. Understanding of the origins and driving forces of CLIL in Europe	☐	☐	☑	☐	☐	☑
8. Knowledge of your national/ regional bilingual policy framework: its objectives, actions, pillars, and legislation	☐	☑	☐	☐	☐	☑
9. Knowledge of different models of CLIL programming and their characteristics	☐	☑	☐	☐	☐	☑

	I do not think I am competent -1-	I am insufficiently competent -1-	I am competent -1-	I have excellent competence-1-	The Undergraduate / MA programme I receive/d is/was satisfying enough gaining me this competence - 2 -	The Undergraduate / MA programme I receive/d needs improvement gaining me this competence - 2 -
10. Using basic interpersonal communication skills (in different situations/social interaction contexts)	☐	☑	☐	☐	☐	☑
11. Using cognitive academic language proficiency (e.g. Reading subject material and theoretical texts, using appropriate subject-specific terminology or grammar)	☐	☑	☐	☐	☐	☑
12. Knowlege of the language of classroom management (e.g. group management, giving instructions, classroom noise management, managing interaction, enhancing communication etc.)	☐	☐	☑	☐	☐	☑
13. Knowledge of the language of learning activities (e.g. to explain, present information, give instructions, clarify and check understanding, check level of perception of difficulty)	☐	☐	☑	☐	☐	☑
14. Designing a course that includes language, content and learning skills outcomes and which integrates language and subject curricula that support each other	☐	☐	☑	☐	☐	☑
15. Using strategies to guide students in	☐	☐	☑	☐	☐	☑

maintaining a multiple focus on content, language, learning skills and critical thinking

	I do not think I am competent -1-	I am insufficiently competent-1-	I am competent-1-	I have excellent competence-1-	The Undergraduate / MA programme I receive/d is/was satisfying enough gaining me this competence - 2 -	The Undergraduate / MA programme I receive/d needs improvement gaining me this competence - 2 -
16. Supporting language learning in content classes & content learning in language classes	☐	☐	☑	☐	☐	☑
17. Designing tasks that support planned learning outcomes for content and language learning (based on the objectives of a lesson)	☐	☐	☑	☐	☐	☑
18. Designing tasks that involve students using several learning styles	☐	☐	☑	☐	☐	☑

	I do not think I am competent -1-	I am insufficiently competent-1-	I am competent-1-	I have excellent competence-1-	The Undergraduate / MA programme I receive/d is/was satisfying enough gaining me this competence - 2 -	The Undergraduate / MA programme I receive/d needs improvement gaining me this competence - 2 -
19. Finding, analysing and adapting authentic material with its content relevant to various student interests, subject/language learning needs and current level of cognitive development	☐	☐	☑	☐	☐	☐
20. Using strategies to make students turn their passive knowledge of content and language into active knowledge through appropriate tasks etc.	☐	☐	☑	☐	☐	☑
21. Knowledge of the Common European Framework for Languages (CEFR) to be used to assess students' level of attainment or to define language targets in your CLIL class	☐	☐	☑	☐	☐	☑

22. Identifying syntactic structures and other language required for higher order thinking (analysing, evaluating, creating new knowledge)	☐	☑	☐	☐	☐	☑
23. Identifying the difference between language learning and acquisition and selecting language input and give support accordingly	☐	☑	☐	☐	☐	☑
24. Identifying the language components for oral or written comprehension& production of students and producing support material	☐	☑	☐	☐	☐	☑
25. Identifying the difference between intentional and incidental learning and designing lessons accordingly	☐	☑	☐	☐	☐	☑
26. Creating opportunities for incidental learning of content, language and learning skills consciously	☐	☑	☐	☐	☐	☑

	I do not think I am competent -1-	I am insufficiently competent -1-	I am competent -1-	I have excellent competence-1-	The Undergraduate / MA programme I receive/d is/was satisfying enough gaining me this competence - 2 -	The Undergraduate / MA programme I receive/d needs improvement gaining me this competence - 2 -
27. Navigating the concepts of code-switching and translanguaging (use of L1) during lessons, and decide if and when to apply	☐	☑	☐	☐	☐	☑
28. Supporting students in learning new words, terms and discourse structures (e.g. describing, explaining, arguing etc.)	☐	☑	☐	☐	☐	☑
29. Deploying strategies for scaffolding students' oral / written production	☐	☐	☑	☐	☐	☑
30. Deciding whether students' production errors are due to language and content related problems and acting accordingly	☐	☑	☐	☐	☐	☑
31. Using wide range of language correction strategies with appropriate frequency ensuring language growth and without demotivating students	☐	☑	☐	☐	☐	☑
32. Developing a classroom culture where language learning is supported through classroom interaction and also learner autonomy	☐	☑	☐	☐	☐	☑
33. Creating an environment that encourages students experimenting with content,	☐	☐	☑	☐	☐	☑

language and learning skills						
34. Developing students' critical intercultural awareness through acts such as integrating authentic materials from different cultures	☐	☐	☑	☐	☐	☑
35. Taking content, language and learning skills into consideration in assessment along with other CLIL-specific characteristics of assessment and evaluation	☑	☐	☐	☐	☐	☑
36. Attending organisations, networks and conferences on CLIL	☐	☐	☑	☐	☐	☑
37. Participating methodological upgrade/teacher training courses on CLIL	☐	☐	☑	☐	☐	☑
38. Reading new articles and books on CLIL and pedagogy	☐	☐	☑	☐	☐	☑
39. Participating in programmes to improve your linguistic abilities	☐	☐	☑	☐	☐	☑
40. Collaborating with other subject or language teachers, parents etc. to enhance teaching and student learning	☐	☐	☑	☐	☐	☑

Do you have further comments on the evaluation of the programme (undergraduate or MA) preparing/having prepared you as a CLIL teacher? Please write.

Finally, what do you think about these statements? Please indicate your level of agreement. *

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. CLIL is inevitable to meet the educational demands of our globalising world.	○	◉	○	○	○
2. CLIL is the best approach to reach successful language learning outcomes.	○	○	◉	○	○
3. The advantages of CLIL are more than its disadvantages	○	◉	○	○	○
4. Subject learning becomes more motivating thanks to CLIL methodology.	○	◉	○	○	○
5. Learning Subjects in the first language (L1) would bring more successful student learning outcomes.	○	○	◉	○	○
6. Implementing CLIL methodology requires challenging effort on the part of the CLIL teacher during preparation and the class time.	◉	○	○	○	○
7. CLIL has a great positive influence on my academic and professional development.	◉	○	○	○	○

Any comments on the 6 statements above? Please Write.

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Appendix 11

Pre-Service teachers' Questionnaire

GETTING PREPARED FOR CLIL DATE: ..../ ..../...........

Dear prospective teacher, I am a researcher from Sakarya University/ Language Teaching Department, Turkey. At the present, a host research assistant trainee in Departamento de Filologías Inglesa y Alemana, Facultad de Filosofía y Letras, UCO. For the partial completion of my MA studies, I am doing a research about CLIL (Content and Language Integrated Learning), of which you will be an active practitioner in your context. Therefore, your reflections of your experiences and ideas are critical for our research. You will be asked about your perceptions regarding how competent you feel for CLIL implementations and the efficacy of the educational programme you enroll/ed as a pre-service teacher. On your part, answering the questionnaire might give you some time and opportunity to reflect on the relevant competency areas you need to promote for your future practice. The research will also provide us invaluable insight regarding CLIL teacher education and help us envisage its future implementation in Turkey. To this end, if you answer all the questions, I will appreciate it. I assure that all your answers and personal data will be used only for research purposes and kept strictly confidential.

I accept to take part in this research by completing this questionnaire: Please sign (.....................................)

PART 1: This part is about your background data that will help me as variables in my study. Please indicate/write answers as required. Thank you.

Age :_____

Gender: _____

Nationality: _____

Department/University of Undergraduate / MA Study: _____/_____

Year of Study: _____

Your Level in the Foreign Language you will teach through (based on an official accreditation) : A1- A2- B1- B2- C1- C2

Did you study in a bilingual school as a primary or secondary student? Yes / No

PART 2: TARGET PROFESSIONAL COMPETENCES

Please read the target professional CLIL competences and

1. *Indicate your estimated current level of competence,*
2. *Evaluate your department programme for its effectiveness in gaining you the CLIL teacher competences in question.*

	CLIL COMPETENCES	**CURRENT LEVEL OF COMPETENCE** 1				**EVALUATION OF THE TRAINING RECEIVED** 2	
		I do not think I am competent	I am insufficiently competent	I am competent	I have excellent competence	Satisfying	Needs improvement
1	Defining the key features of CLIL approach (**definition**, different **models of CLIL, objectives, methodology, basic principles**)						
2	Describing common **misconceptions** about CLIL (**what CLIL is not**)						
3	Describing the potential *benefits* or *possible disadvantages* of CLIL **based on its theory**						
4	Understanding of how CLIL is *related* and *differs* from **other** *language and content learning approaches*						
5	Understanding of **the theory of learning** and **language learning underlying CLIL**						
6	Understanding of the *effects* and *functioning* of CLIL **based on** *research evidence*						
7	Understanding of the *origins and driving forces* of CLIL *in Europe*						
8	Knowledge of *your national/ regional bilingual policy framework*: its objectives, actions, pillars, and legislation						
9	Knowledge of *different* **models of CLIL programming** *and their characteristics*						

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	CLIL COMPETENCES	CURRENT LEVEL OF COMPETENCE 1				EVALUATION OF THE TRAINING RECEIVED 2	
		None	Insufficient	Adequate	Excellent	Satisfying	Needs improvement
10	Using **basic interpersonal communication skills** (according to the demands of different situations/social interaction contexts)						
11	Using **cognitive academic language proficiency** (e.g. *Reading subject material and theoretical texts, using appropriate subject-specific terminology or grammar*)						
12	Knowledge of the **language of classroom management** (e.g. group management, giving instructions, classroom noise management, managing interaction, enhancing communication etc.)						
13	Knowledge of the **language of learning activities** (e.g. *to explain, present information, give instructions, clarify and check understanding, check level of perception of difficulty*)						
14	**Designing a course** that includes language, content and learning skills outcomes and which integrates language and subject curricula that support each other						
15	Knowing how to guide students in maintaining *a multiple focus* on *content, language, learning skills* and *critical thinking*						
16	Knowing how to support *language learning in content classes* & *content learning in language classes*						
17	**Designing tasks** that support *planned learning outcomes* for content and language learning						
18	**Designing tasks** that involve students using *several learning styles*						
19	*Finding, analysing and adapting* **authentic material** with its content relevant to *student interests*, subject/language *learning needs* and **current level of cognitive development**						
20	Making students *turn their passive knowledge of content and language into active knowledge* through appropriate tasks etc.						
21	Knowledge of the **Common European Framework for Languages (CEFR)** to assess students' *level of attainment* or to *define language targets in the CLIL class*						

	CLIL COMPETENCES	CURRENT LEVEL OF COMPETENCE 1				EVALUATION OF THE TRAINING RECEIVED 3	
		None	Insufficient	Adequate	Excellent	Satisfying	Needs improvement
22	Identifying **syntactic structures** and **other language** required for *higher order thinking* (analysing, evaluating, creating new knowledge)						
23	Identifying the difference between *language learning* and *acquisition* and selecting language input (lesson materials) and give support *accordingly*						
24	*Identifying* the **language components for oral or written comprehension & production** of students and *producing support material*						
25	*Identifying* the difference between **intentional** learning (planned) and **incidental** learning (suddenly occurring during a class, on-the-spot) and **design lessons accordingly**						
26	Creating opportunities for **incidental** learning of **content, language** and **learning skills** *during classes*						
27	The ability to **navigate** the concepts of **code-switching** and **translanguaging (use of L1)** during the lessons, and **decide if and when to apply them**						
28	Supporting students in navigating and learning **new words, terms** and **discourse structures** (e.g. describing, explaining, arguing etc.)						
29	**Deploying strategies** (strategies such as echoing, modelling, extension and repetition / corrective feedback) *for scaffolding students' oral / written production*						
30	*Deciding* whether students' **production errors are due to language and content** related problems and *acting accordingly*						

	CLIL COMPETENCES	CURRENT LEVEL OF COMPETENCE 1				EVALUATION OF THE TRAINING RECEIVED 2	
		None	Developing	Adequate	Excellent	Satisfying	Needs improvement
31	Knowledge of wide range of **language correction strategies** and how to apply them						
32	Knowing how to develop a classroom culture where language learning is supported through *classroom interaction* and *also learner autonomy*						
33	Knowing how to **create a safe environment** that *encourages students experimenting with content, language and learning skills*						
34	Knowledge of the importance and ways of *promoting* students' *cultural awareness and interculturality*						
35	Knowledge of **Assessment in CLIL**						
36	Attending organisations, networks and conferences on CLIL						
37	Participating methodological upgrade/teacher training courses on CLIL						
38	Reading new articles and books on CLIL and pedagogy						
39	Participating in programmes (e.g.language courses) to improve your *linguistic abilities*						
40	Awareness of the importance of collaborating with other subject or language teachers, parents etc. to enhance teaching and student learning						

Do you have further comments about how the programme you attend prepare you as a CLIL teacher?

....

PART 3: BELIEFS IN CLIL : Please indicate your agreement with the statements below.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. CLIL (the integration of language and content learning) is **inevitable** to meet the educational demands of our globalising world.					
2. CLIL is the best approach to reach successful **language learning** outcomes.					
3. The advantages of CLIL **are more than** its disadvantages.					
4. **Subject learning** becomes more motivating thanks to CLIL methodology.					
5. **Learning Subjects** in the first language (L1) **would bring** more successful student learning outcomes.					
6. Implementing CLIL methodology requires **challenging effort** on the part of the CLIL teacher during preparation and the class time.					

Any other comments on these 6 statements above? Please Write.

....
....
....

Thank you
for your cooperation!

Pilot Questionnaire

#	CLIL COMPETENCES	CURRENT LEVEL OF COMPETENCE 1				TRAINING NEEDS RATING 2				EVALUATION OF THE TRAINING RECEIVED 3	
		None	Insufficient	Adequate	Excellent	None	Low	Considerable	High	Satisfying	Needs improvement
10	Using **basic interpersonal communication skills** (according to the demands of different situations/social interaction contexts)			X			X			X	
11	Using **cognitive academic language proficiency** (e.g. *Reading subject material and theoretical texts, using appropriate subject-specific terminology or grammar*)			X				X			X
12	Using the **language of classroom management** (e.g. group management, giving instructions, classroom noise management, managing interaction, enhancing communication etc.)				X		X			X	
13	Using the **language of learning activities** (e.g. *to explain, present information, give instructions, clarify and check understanding, check level of perception of difficulty*)			X			X			X	
14	**Designing a course** that includes language, content and learning skills outcomes and which integrates language and subject curricula that support each other		X						X		X
15	**Guiding students** in maintaining a *multiple focus* on *content, language, learning skills* and *critical thinking*			X				X			X
16	Supporting *language learning in content classes* & *content learning in language classes*			X			X			X	
17	**Designing tasks** that support *planned learning outcomes* for content and language learning(based on the objectives of a lesson)			X				X		X	
18	**Designing tasks** that involve students using *several learning styles*			X			X			X	
19	*Finding, analysing and adapting* **authentic material** with its content relevant to *student interests*, subject/language *learning needs* and **current level of cognitive development**			X				X			X
20	Providing **rich opportunities** for *linking* previous and new knowledge **and rich input** (content & language materials) and experiences, approaching a topic from different perspectives			X			X			X	

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English Teacher	Turkish Ministry of Education State School- Elazığ Ahmet Yesevi Sosyal Bilimler Lisesi (Assignment)	2013-2015
English Teacher	Turkish Ministry of Education State School - Üsküdar Salacak İmam Hatip Ortaokulu (Part-time)	2012 - 2013
English Teacher	Özel Asfa Halil Necati ilköğretim okulu (Private School)	2011 - 2012
English Teacher	Özel Biltek İlköğretim Okulu (Private School)	2010 - 2011
Pre- Service English Teacher	İSMEK - Kanlıca /Beykoz	01/ 2010 - 06/ 2010

PUBLICATIONS:

A. Uluslararası hakemli dergilerde yayımlanan makaleler:

Yıldız, M., Soruç, A., & Griffiths, C. (2017). Challenges and needs of students in the EMI (English as a medium of instruction) classroom, *Konin Language Studies, 5*(4). doi: 10.30438/ksj.2017.5.4.1

Kocaman, O., Yıldız, M., & Kamaz, B. (2018). Use of Vocabulary Learning Strategies in Turkish as a Foreign Language Context, *International Journal of Psychology and Educational Studies, 5*(2), 54-63. doi: 10.17220/ijpes.2018.02.007

B. Uluslararası bilimsel toplantılarda sunulan bildiriler:

Çukurova University ELT Conference, CUELT 2017, Challenges and needs of students in the EMI (English as a medium of instruction) classroom, Adana, Turkey