



PERCEPTION OF THE BILINGUAL PROGRAM BY SECONDARY EDUCATION CONTENT TEACHERS

**Master's Degree in Teaching English as a
foreign language**

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ABSTRACT

Twelve years have passed since the English-Spanish Bilingual Program was launched in Secondary Education in Madrid as a result of a European policy to respond to the need to know more than one language for mobility, cooperation and mutual understanding across borders. The impact of this system, its strengths and weaknesses, have been evaluated mainly from the student's point of view, concerning their academic results. Studies that take into account the opinion of teachers are gradually gaining importance in research. This is not surprising, as teachers are the mediators between theory and practice, and are ultimately responsible for the actual implementation of the Program in the classroom.

The great boom of this educational approach makes it necessary to have more and more teachers of subjects that teach their curriculum in English. The formal requirements for this type of teacher to work in the Bilingual Program have been reduced, and it is not necessary now to accredited training in Content and Language Integrated Learning methodology. This raises several concerns, such as the absence of teacher education per se and the possible effect of a lack of homogeneity in its implementation.

With this study, we have given voice to 134 teachers from the Community of Madrid. We know how they perceive what happens in the CLIL classroom based on their daily practice, we reflect on their training and the relationship it has with their perception of the Bilingual Program. Let us not forget that what we believe in has direct consequences on the productivity and effectiveness of our work. We have found that a CLIL teacher with good training has a better perception of the Bilingual Program. This is a useful result to urge the Administration and Institutions to increase and adapt their training offer according to the real needs of teachers. Having teachers who believe in the Bilingual Program is encouraging for the future of the Bilingual Program in general.

Keywords: CLIL, Bilingual Education, content teacher, teacher training, teacher perception.

INTRODUCTION

The time is long gone when Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the educational systems of the European Union established the need to improve the knowledge of the languages of the European Union in the educational systems, for which it proposed as an innovative measure, the teaching of non-linguistic content subjects in a foreign language in the public educational system. By doing so, the nations would democratize for students of any socioeconomic status, the improvement of a second language acquisition that would no longer be accessible only to the elite.

Shortly before, David Marsh (1994) had defined "Content Language Integrated Learning", known by the acronym CLIL as an approach of teaching where the content of the *currículo* is taught through a second language other than the mother tongue, conceiving it as an innovative approach, an exciting educational experience, where students learn a foreign language to be able to express what they have learned and teachers learn a new teaching methodology in general. This term has evolved over time, not only in its definition but also in the countless ways to implement it. Almost 10 years had passed since the recommendations of the Council of Europe and in 2004 the Community of Madrid launched its Bilingual Program (PB hereinafter) in public Primary and Infant schools, extending this model to public Secondary schools in 2010 for Compulsory Secondary Education, in 2017 for Vocational Training, in 2021 for Pre-Primary Education, where it is mainly taught under the CLIL approach.

Although it has been implemented for a short time in the Community of Madrid, it has already had some time at the supranational level, during which it has been possible to see the light-dark and intermediate shades of its implementation. The scientific community has produced numerous studies under many different perspectives; for example, its effectiveness as a teaching-learning methodology and its impact on students, generally based on their academic performance (Bruton, 2011, 2013; Hughes & Madrid, 2020; Martínez Agudo, 2019; Pérez Cañado, 2018a), and also how to design and implement CLIL (Custodio Espinar y Ramos García, 2019; Pérez Cañado, 2018b). Likewise, at the local level, public administrations and private institutions have conducted evaluations of the bilingual program in the Community of Madrid, (Anghel et al., 2013; Consejería de Educación e Investigación de la Comunidad de Madrid, 2018; Lacasa et al., 2021; López Rupérez et al., 2019).

A review of research on teacher education and training found that teacher quality is a fundamental aspect in the process of learning for students, and that teacher training programs that are focused on pedagogy and content knowledge can lead to improved student outcomes, as we can read in Organization for Economic Co-operation and Development (OECD, 2005). Therefore, a central issue is also teacher preparation, which likely impacts their professional

development and eventually teachers' quality. Implementing CLIL effectively requires teachers to have a strong understanding of both language and subject content learning pedagogy, so teachers trained in CLIL methodology are, presumably, able to implement this approach effectively in the classroom and provide high-quality instruction to their students.

In the context of all this growing academic research on the progress of CLIL methodology implementation, one question that needs to be further investigated is giving voice and therefore listening to the in-service content teachers (CT hereinafter) who teach in the bilingual program in the Community of Madrid. According to García Abellán (2022), teachers' perceptions of the implementation of any educational system are an important factor that can have positive or negative consequences on the development of the project itself. The objective of this investigation is to know their perception based on their own experience of daily work in the classroom. In this way, it will provide one more element, as a stakeholder, in the complex issue of bilingualism in the Community of Madrid. This is the focus of the research I am presenting here. Moreover, the diversity of CLIL models according to the different Autonomous Communities' own rules about bilingualism, the wide range of CLIL training levels and the scarcity of literature on the perceptions of teachers of non-language subjects in the Community of Madrid about bilingualism justify the usefulness of this study.

To start with, I will write a brief literature review about what is generally understood by bilingual education in the European environment, Content and Language Integrated Learning (CLIL). Then, grounded on this definition, and being mindful that we will refer to English as the language used for integrated learning (hereinafter L2), I will provide a brief outline of its beginnings in Spain, and then go through some of the current regulations under which the bilingual program is implemented in the Community of Madrid. Likewise, I will write about how the Regional Administration addresses the training of the teachers who will be in charge of the classes following the bilingual education approach. I will establish the theoretical framework of the significance of teacher training in the quality of process of learning/teaching. I will complete the study by asking the Content Teachers at public high schools in the Community of Madrid, what is their perception of the challenges they might face in their everyday lessons.

Finally, I will see if the training, both in English and CLIL, that these teachers have, has any influence on their opinion of bilingual education. I believe that is important to focus on teachers as an indispensable nexus that leads to the success of this BP and any other educational system.

LITERATURE REVIEW

DEFINITION OF BILINGUALISM AND CLIL

A person is generally considered bilingual if he or she is equally proficient in two different languages. This term is often related to children who have grown up in bilingual families and/or to people belonging to a linguistic minority who work to integrate into a larger linguistic context. This popular conception is important if we are to use the term "bilingual education" as it can create high expectations that students will become equally proficient in the two vehicular languages as a result of this educational approach. In academia, however, bilingualism is a more complex and controversial concept (Marsh, 2002), with many different definitions (van Wechem & Halbach, 2014).

CLIL formally proposed in 1996 as the term "to describe the diverse types of educational approach in which the learning of second/foreign language has a joint curricular role" (Marsh et al., 2007, pp. 65-66), as a hypernym to describe a pedagogical approach that includes several methodological options (Nikula & Marsh, 1998) and with the intention to gather the good practices from various bilingual learning environments into an educational approach to increase second language learning (Marsh, 2002). The term has been reviewed many times. The author himself, a few years later, gave a new definition "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Marsh et al., 2007, p.66).

As regards the implementation of CLIL, Coyle (2008) says there is a diverse range of CLIL programs in Europe, rooted in varied contexts with different sociolinguistic and political settings, what yields many different models of implementing it. Such flexibility, for the same author, could be a weakness or a strength.

Nowadays we can find multiple definitions of the term CLIL, among which one that comes from its practical application "CLIL is an umbrella term covering a dozen or more educational practices" (Mehisto et al., 2008, p.12). It is a very flexible approach ranging from low to high intensity depending on the time devoted in the process of teaching/learning in the L2.

POTENTIAL BENEFITS OF BILINGUAL EDUCATION AND CLIL

After reading several papers on the benefits both of bilingual education and CLIL methodology, the evidence for their benefits on adolescents is far from being conclusive. Nonetheless, we want to focus on academic research that states many different benefits of Bilingual Education for students. Advantages can be summarized within large concepts, such as cultural and social aspects (providing the access to countless international experiences), professional and

economic improvement (opening the gate for an international scope of employability, or getting a better-paid job), cognitive development (it might result in future academic achievement, as well as the development of analytical and abstract thinking), control of attention (it could increase the tolerance, understanding from different points of view), empathy (van Wechem & Halbach, 2014).

We would like to cite as CLIL benefits, in terms of students' academic results, drawn from Dalton-Puffer (2008, 2009) and Ruiz de Zarobe (2011) cited in Pérez Cañado (2012), the following aspects; better academic results have been obtained following a CLIL itinerary than traditional foreign language teaching, in several areas such as communication in general (comprehension/expression), where students are able to take more risks and be more creative, as well as having more motivation and technical and semi-technical vocabulary. Another interesting advantage we can name is that the benefits of this teaching methodology seem to extend to all types of students, even those with an intermediate interest and aptitude. But we would like not to overlook that, years later, the same author, Dalton-Puffer and Smit (2013), pointed out that CLIL itself is a very specific object of study for each environment in which it transpire, what makes it complicated to extract general benefits from CLIL.

CLIL IN EUROPE

As seen, the term appeared in the 1990s and has disseminated rapidly. According to Coyle et al. (2010), there are two types of forces driving this CLIL growth and spread. On the one hand, reactive reasons; the vehicular language, often used at the secondary level of education, will function as the language of national unity, responding to situations where many languages are spoken in the country, and an official language should be chosen as the vehicular language mainly at the secondary level of schooling, serving as the language of national unity (e.g. Mozambican-Portuguese). In contrast, proactive responses are those that create situations that would reinforce Europe's levels of multilingualism by enhancing language learning. Language teaching was identified as a weak point in 1984 by the European Parliament and, from 1990 onwards, CLIL was one of the first concerns as a major educational initiative in the European Union (European Commission, Directorate-General for Education, Youth, Sport and Culture [Eurydice], 2006).

According to the data in Eurydice 2006, CLIL is implemented in most the European nations as ordinary schooling offered both in Primary and Secondary education, and in some of them also in pre-primary education, with English being the most common foreign language used as the working language for learning, Maths, Physics, Natural Science, Geography and History, and Economics being the most frequent subjects taught in the L2. There are different terms for the CLIL approach referring to the nation it is applied, for example, AICLE Aprendizaje Integrado

de Contenidos y Lenguas Extranjeras, EMILE Enseignement d'une Matière Intégré à une Langue Étrangère.

We want to highlight the fact that CLIL is used differently across different countries, as Coyle (2018) points out "Integrated learning is also referred to as bilingual education" (p.166), with the risk of misleading and creating higher expectations in the student's future language results as mentioned earlier. According to Dalton-Puffer & Smit (2013), some of the common characteristics of CLIL are:

- › CLIL uses a language of instruction different from that used in student and teacher's society (mainly English).
- › CLIL is implemented when students have developed enough learning skills in their own language (not the case of the Community of Madrid, which has recently begun a bilingual approach at the Pre-primary level).
- › CLIL teachers are often content specialists, whose mother tongue is not the vehicular language to teach.
- › CLIL lessons are usually content lessons, which makes CLIL a second language enhancement that is interwoven into content teaching.

BILINGUAL EDUCATION IN SPAIN

In 1996 the Spanish Ministry of Education and Science and the British Council launched the Bilingual Education Program (BEP) in Spain in public schools from an early age, in pre-school education, which corresponds to 3 to 4 years according to the structure of the Spanish education system, in ten of the seventeen Autonomous Communities, as well as, Ceuta and Melilla. This BEP deals with integrated curricular projects with which to obtain the academic degrees corresponding to both countries at the end of compulsory education, if and when it is appropriate. An integrated curriculum containing the essential contents of each educational system (English and Spanish) and the most relevant methodological and didactic principles is taught. It is important to note that the initial 44 participating primary schools were not chosen on the basis of social or other privileges, but rather they represented a wide range of linguistic, ethnic and socio-economic contexts, among others, according to Dobson et al. (2010), the Evaluation Report of the Bilingual Education Program in Spain (2010). Currently is established in 58 Secondary Schools (Ministerio de Educación y Formación Profesional, n/d) scattered throughout Spain.

The teachers who initially provided this type of teaching at primary level in the Spanish education system were mainly civil servants and temporary teachers with a good level of

spoken and written English. Their work was reinforced by the recruitment of "Asesores Lingüísticos", who are native speakers or non-natives with a very competent level of English.

In 2004, when the Bilingual Educational Program (BEP) was introduced at the compulsory secondary level, various autonomous communities, which have held the responsibility for education since 1999, had several options for filling the posts of teachers who would be responsible for this approach to teaching. The Educational Administration could assign to the program either teachers from their own staff with an appropriate level of English, or recruit teachers specifically for the program (in this case they taught Natural Sciences or Social Sciences in six of the participating autonomous regions for the 2008-2009 school year). There was also the option to support teachers in Secondary Schools with native English-speaking teaching assistants (TA henceforth).

CT in BEP secondary schools must have an excellent oral and written command of English, as well as a university degree relevant to the content to be taught and the Certificate of Pedagogical Aptitude or an official university master's degree which qualifies them to work as teachers of compulsory secondary education and baccalaureate, vocational training and language teaching, valid in the EU. In the Bilingual Education Program, it is essential that the different departments co-operate and the English teachers must work closely with the CT if the BEP is to be a successful approach.

THE BILINGUAL PROGRAM IN THE COMMUNITY OF MADRID (CAM).

The first regional law to rule the selection of public pre-schools and primary schools in the Community of Madrid in which the implementation of English-Spanish bilingual education will be applied was Order 796/2004. Thus, the Bilingual Program (BP hereinafter) specific to The Community of Madrid, based on the teaching pedagogy normally known as CLIL was launched during the 2004/2005 school year in 25 primary schools and would continue to be extended to 110 public schools taking into account territorial balance criteria. This law stipulated that at least one third of the weekly teaching timetable should be taught in English, for which subjects other than Mathematics and Spanish Language could be taught in English.

According to the Vicepresidencia, Consejería de Educación y Universidades - Consejo Escolar de la Comunidad de Madrid (2010), Content and Language Integrated Learning (CLIL) approach is what defines the practical meaning of school bilingualism in Spain in all the Autonomous Communities. Bilingual education is therefore, in essence, the CLIL approach.

The progression of the implementation of BP in Madrid, as read in the report on the evaluation of the BP of the CAM (2018), has been as follows:

- 2008-2009, it was extended to state-subsidised schools.
- 2010-2011, it was extended to public secondary schools (1st ESO), becoming known as Bilingual Schools.
- 2014-2015: it reaches the 1st year of Baccaalaureate.
- 2016, University entrance exams (PAU): first students who have completed all their compulsory education in the BP.
- 2016-2017, Bilingual Projects in Vocational Education and Training in public schools will begin in accordance with Order 1679/2016.
- 2017-2018 Spanish-French and Spanish-German teaching was proposed on an experimental basis in public Infant and Primary schools, and the BP was extensive to the second cycle of Infant Education in 35 public Infant and Primary schools. The time devoted to teach in English per year is gradually raised, starting in the first year with 2 hours and 15 minutes per week, increasing by 45 minutes of teaching in English per year, until reaching 3 hours and 45 minutes in the third year. Infant Education schools implementing it are still increasing (Order 2126/2017).
- In the 2022/2023 school year there are 597 public schools (403 primary schools and 194 secondary schools in CAM) implementing the BP (Comunidad de Madrid, 2022).

REGULATION OF BILINGUAL SECONDARY EDUCATION IN CAM.

“Habilitación Lingüística” for teachers

The so-called *Habilitación Lingüística* (hereinafter HL) is an accreditation of the knowledge of a foreign language that entitles and it is a requirement for, teachers to teach in that language and occupy the teaching positions of curricular contents catalogued as bilingual, other than a foreign language in the educational field of the Community of Madrid. It can be “roughly translated as ‘Linguistic Capability Certification’” (Senra-Silva, 2021, p.52). The languages currently accredited for bilingual teaching are English, French and German. Obtaining the HL is a procedure that is regulated by law since 2006 (Order 1406/2006), that has undergone several revisions as a result of the knowledge learned from its application and is currently ruled by Order 1275/2014.

Access for students to Bilingual Education in Compulsory Secondary Education

In 2017, Order 3331/2010 that regulated Spanish-English bilingual schools in the Community of Madrid was updated by Order 972/2017. Among other aspects, the Order regulates the admission of students into the two CLIL strands – Bilingual Program-Low Exposure (LE) for students that come from a non-bilingual primary school, and Bilingual Section-High Exposure (HE) for students in the first year of ESO who either come from a bilingual school or from a non-bilingual school but accredit a B1 level according to the Common European Framework of Reference for Languages (Council of Europe, 2001, 2018), known as CEFR. Pupils who are in the 3rd or 4th year of Secondary Education in Bilingual Program and want to enroll in a Bilingual Section must accredit a B2 level of communicative competence in English in the four skills according to the CEFR from an official external test. With this updated ordinance, as mentioned above, access to the Bilingual Section modality is made more flexible than before.

Academic organization of Bilingual Education

The organization of the teaching in each modality follows the characteristics seen on Table .

Table 1. Organization of bilingual secondary education.

BILINGUAL PROGRAM	BILINGUAL SECTION
English 1 hour per day on five school days	English 1h per day on five school days, the contents of which will be adapted to the "Advanced English" curriculum
The teaching of other subjects in English, where at least one subject must be taught in English, to be chosen from among the specific compulsory subjects, and optional subjects or subjects of free autonomous configuration, with the exception of those mentioned in the previous section.	The rest of the subjects may be taught in English until at least one-third of the weekly timetable has been reached, except Mathematics, Spanish Language and Literature, Latin, Second Foreign Language, Language Recovery, Mathematics Recovery and Mathematics Extension: Problem-Solving.

Adapted from <https://www.comunidad.madrid/servicios/educacion/madrid-comunidad-bilingue>.

In no case, in either bilingual section or bilingual program, may the same subject be taught to the same group of pupils in both languages. This ordinance also improves the attention to diversity, facilitates the change of pupils between the Program and the Section pathways, and makes the need to teach subjects in English in the Program pathway more flexible.

ATTENTION TO TEACHERS IMPLEMENTING THE BILINGUAL PROGRAM.

This study focuses on Content Teachers in bilingual education because in addition to facing the daily challenges offered by the adventure of teaching, they also accept the challenges of having to teach in a foreign language other than their own, acting as a link between an internationalized, globalized, rapidly changing world and the students who begin their journey in it (D'Angelo, L., 2011). The author also points out that the difficulties presented by content teachers could be smoothed, among other elements, with an initial training, where the teachers themselves are the center of this training, attending to their needs, and their self-concept, as well as the perception that others have of this type of teacher.

Order 796/2004 envisaged intensive training for teachers at the first applicant schools to enroll the BP, with two stages, an initial one in May and June 2004 of 240 teaching hours with British teachers with the aim of obtaining a diploma in English at the level B2 of the CEFR and a subsequent one in July 2004 in the United Kingdom. Ten years later, this previous order is updated with Order 1275/2014, which rules that teachers in the BP must accredit a C1 level of English. This initial training plan has been extended over the years, with which we can cite as a novel implementation in the 2016-2017 academic year to offer specific training for teaching English to students with special needs and the subject of programming and robotics, as well as its extension to technical teachers of Vocational Training and from 2017-2018 to teachers of Early Childhood Education. All this valuable training at a linguistic level is complemented by other more innovative areas, and opportunities for teachers in general, such as emotional education, stress and time management, professional development through pedagogical innovation, integration of new technologies in project-based learning, flipped classrooms, etc., as well as other more specific for either English teachers and Content teacher of the Bilingual Section participating in European E-Twinning or Erasmus + training programs.

At this point, it is important to cite some studies carried out on the performance and the feelings of the content teachers who finally have to implement the teaching in the program. A research team at the University of Alcalá, in view of the imminent implementation of the Bilingual Project in the 2004-2005 academic year, carried out a study in four of the 26 public schools selected on how 11 of the teachers in charge of its implementation prepared for it and how they coped with the new demands throughout the academic year (Díaz Pena et al., 2005). The authors point out that little research had been carried out to date on bilingual teaching models from the teacher's point of view.

Almost sixteen years later, there is still a paucity of research about how the BP is impacting Spanish teachers' practice and professional careers, and above all discovering how they feel about it. Therefore, in 2021, Belmonte and Agüero, carried out a study, to try to fill this gap

where in general they found that teachers had a strong feeling of denial and resistance towards the BP.

Finally, according to another recent study carried out by Villabona and Cenoz (2021), the authors state that in the performance of CT in CLIL lessons there is a clear absence of language orientation, mainly because content teachers think they should focus primarily on the content. For them, CLIL is just teaching through another language, which means that they do not feel the responsibility for dealing specifically with language teaching. The authors also highlight that teachers' beliefs shape their concept of CLIL and their own involvement as a teacher in this educational methodology. Therefore, although CLIL programs are based on the common underpinnings of language and content learning integration, they are, in fact, applied in many different ways, as a result of the teachers' previous knowledge and experiences, opinions and perceptions.

CHALLENGES OF BILINGUALISM/CLIL

After more than two decades of implementation of what is perhaps misnamed as bilingual education in Spain, several studies have examined the results of its performance from the different opinions of both pupils and teachers. For example, The report on Bilingual Education in Spain (Gisbert da Cruz et al., 2022), as well as the studies by Diaz Pastor and Jiménez-Jiménez (2020), among others, have come to continue previous pioneering works such as those of Fernandez and Halbach (2011) and Lorenzo et al. (2010), allowing us to have a good basis for evaluating not only the results of its implementation but also the challenges that have to be faced. These studies allow that this bilingual education can be expanded and improved in the near future, especially now, when the first students who received this type of training in primary and secondary levels have graduated or are about to graduate and a number of them will join our classrooms as teachers.

It is also worth noting that, as indicated in the study by Iwaniec and Halbach (2021), the students' evident progress in second language proficiency is independent of their socio-economic status, with their identity as CLIL students predominating over arguments of their background. This makes it possible to eliminate the advantage normally enjoyed by learners from a higher socio-economic background which leads to better results (Uccelli et al., 2019). We are dealing here with a levelling effect of CLIL and not with a selectivity effect based on the origin of the learners as might initially have been assumed (Pérez Cañado, 2019).

Perhaps both this idea that the CLIL bilingual programme could promote inequality according to the social position of the pupils and the possible perception that the bilingual programme improves the second language to the detriment of the content, might be the consequence of the lack of teacher's training perceived in certain studies such as those of Díaz Pastor and

Jiménez Jiménez, (2020); Esparza Montero and Belmonte Almagro, (2020); Laorden Gutiérrez and Peñafiel Pedrosa, (2010) or Pérez Cañado, (2014). This lack of training particularly affects the lack of specific training in CLIL methodology. So understanding that the CLIL bilingual project does not consist of bilingual teaching in the sense that pupils can use both languages as if they were their mother tongues, but that it is a matter of integrated learning of content and languages. It is possible that the administration should have placed much more emphasis on this aspect so that parents, teachers and pupils understand the context and the objectives to be achieved and the need for both linguistic and methodological training for teachers.

The existence of this questioning highlights the frustration of a part of the educational system, teachers included, that it would be useful to identify in order to help resolve it. This frustration may be the result of the many defiances that bilingual teachers have had to confront, in order to carry out their work. Frustration whose origin could be related to the level of teacher training, both the pre-level required before being accredited and the additional training followed during the exercise of their duties. Custodio Espinar (2020) points out the changes introduced by the CAM in 2009 in the accreditation process limits it to linguistic competence to the detriment of training in CLIL methodology. This decision from the educational authorities is in contrast with the desired profile of CLIL teachers, which requires in-depth knowledge of the theoretical foundations of the CLIL model. The previous accreditation model which included training in methodology was highly valued by teachers (Herrero, 2015). Thus, as already mentioned, trying to identify the source of this frustration is therefore becoming increasingly necessary, if all the stakeholders in the educational system want to improve the current BP.

A CLIL teacher must not only face the challenge of mastering a second language, they recognize the need to change their habits established when teaching in their own idiom as they must teach the same curriculum in the foreign language, knowing that they do not master linguistic competences, thus changing the centre of the methodology from to teacher to the students (Papaja, 2013). Marsh et al. (2001) cited in Papaja, K. (2013), state that "this is where code-switching and preparation become crucial" (p.78). On the other hand, Hall (2001) cited in Papaja (2013) states that "it is very important to remember that being able to use an L2 does not mean being able to teach in that L2 in a given situation" (p.120).

But the challenge of teaching in a second language is not limited exclusively to the mastery of this second language. As Marsh et al. (2001) cited in Papaja (2013) point out, there are a series of "idealized competencies" (p. 148), that a CLIL teacher should have, ranging from those linked to the mastery of the second language and the understanding of the likeness and disparity between the concepts of language acquisition and language learning to the application of a different methodology that allows the identification of linguistic challenges; the use of communication/interaction methods that simplify the comprehension of meaning and

the development of dual-focused activities that simultaneously address linguistic and thematic aspects, among others.

It is clear that, as Marsh and Marsland (1999) cited in Papaja (2013) indicate, a CLIL teacher must be simultaneously a teacher of language and content. The emphasis could move to one extreme or the other, but this dual qualification seems highly recommended. Therefore, as already seen, it is not enough to have a qualification in the second language, a methodological change is necessary, which requires additional training, desirably prior but also along the work life of the CLIL teacher to make them able to fully exercise their functions.

In the scientific literature, we can find several descriptions of the professional competences that a CLIL teacher must possess for quality performance, such as Bertaux et al. (2010); Madrid Fernández and Madrid Manrique (2015); Frigols et al. (2011). Pérez Cañado (2018c) summarizes as:

- › Linguistic Competence, which includes intercultural aspects, and the two dimensions of language both daily and abstract and specialized for academic use (BICS – Basic Interpersonal Communication Skills / CALP – Cognitive Academic Language Proficiency).
- › Pedagogical competence: student-centered methodologies, scaffolding, variety of pedagogical resources and activities, with improved assessment techniques, including valuable formative assessment.
- › Scientific knowledge competence in the two key dimensions of CLIL, both the content and its own methodology.
- › Organizational competence to be able to efficiently join the different aspects CLIL encompasses
- › Interpersonal and collaborative competence, aimed at personal relationships both with students, ensuring them an emotionally safe environment to participate in a different language to their mother tongue in the classroom, at the same time that teachers provide personalized attention to their students; and also with fellow teachers to work as a team.
- › Competence for reflection and personal development, which highlights the need to follow continuous training in the evolution of CLIL.

Another study conducted by Pérez Cañado (2014) presents a recapitulation of the latest investigation on the training needs of CLIL teachers and provides us with a picture of these teachers as "extremely motivated teachers with serious training deficits" (p. 3). The author states that teachers consider they have a lower CLIL competence than linguistic one, hence it can be consider the perfect time to strengthen the methodological education for CLIL, without

forgetting the need to address collaboration, coordination and teamwork, both in training programs and in schools, where teamwork and coordination with teachers of the same content who teach non-bilingual subjects is also necessary.

Regarding permanent training, CLIL education is included in teacher permanent courses in most bilingual programs in Spain. Although CLIL knowledge it is no longer a prerequisite in the HL process, this situation leaves the CLIL training to the sole discretion of the teachers. This fact gives rise to very heterogeneous profiles of CLIL content teachers' competence (Custodio Espinar, 2019a, 2020). She cites the example of the Community of Madrid where it is no longer a prerequisite in the qualification process since 2010. From that year on, training in CLIL methodology is voluntary, which has been a step backwards compared to the situation prior to that date (Herranz Blokker, 2014). CLIL teachers should be trained to perform their functions correctly, although in many cases they have had to face precisely the almost complete lack of this prior training and the need to seek it themselves, dedicating time and personal effort outside their working day, as it has been mentioned by the teachers themselves as obstacles to their professional development (Custodio Espinar, 2019a)

Analyzing the impact of this type of available but voluntary training, a study was conducted by Custodio Espinar and García Ramos (2020), where among their conclusions they highlighted that,

Training to teach in any bilingual program prior to accreditation is a necessity, a requirement and a right of teachers, due to the complexity and challenge of CLIL teaching.

This training should be oriented to provide knowledge and skills about the core CLIL components, methodology, resources, and evaluations in bilingual teaching and learning contexts. (p.23)

Perhaps, as Mehisto (2008) argues, all stakeholders, and especially school heads, have a role to play when adopting CLIL, and one of the challenges that they should be prepared to explore is teacher growth, which helps both subject and language teachers to teach cooperatively in subjects for which they did not undertake initial training. If this challenge is not solved, content teachers, who often do not have this language skills (Vázquez, 2007), may tend to emphasize content and abandon both the cooperation with the English teacher and language learning.

Everything seems to indicate that the time has come to go a step further in the promotion, coordination and collaboration of both language and content teachers and that CLIL implementation programs must take into account these needs and be oriented not only to the improvement of language ability but also to the learning, development and implementation of CLIL methodology.

Training of teachers in bilingual programs

In general, ongoing education opportunities for bilingual education programs in Spain can be listed as we can read in Arias Bejarano et al. (2013).

- › Ongoing training programs for the improvement of methodological and linguistic skills as a recourse for the bilingual or multilingual program.
- › Mobility programs, short stays, exchanges and outside Spain that include training in distinguished institutions and universities.
- › Official Schools of Languages courses of immersion and intensive English language.
- › Seminars, workshops, short courses, working groups, conferences on CLIL
- › Web-based training in regional teacher training centres.
- › Specific training for dual Spanish and French Baccalaureate called Bachibac or Spanish Ministry of Education and the British Council called MEC-British Council.

Despite these education opportunities offered, they do not seem to yield the expected result in improving teachers' knowledge (Pérez Cañado, 2014), so that the absence of pedagogical mastery of the content of bilingual methodology highlighted by teachers in various studies (Herrero Rámila, 2015) is one of the most significant difficulties to be faced in all kinds of content-based teaching (Morton, 2016).

To ensure the quality of teachers' education in CLIL, it is important for teachers to receive ongoing professional training and support in order to stay up-to-date with best practices and new research in the field. It is also important for teachers to have access to high-quality resources and materials that can help them effectively implement CLIL in their classrooms.

Perceptions of the Bilingual Teacher

It is the teachers who are in the classroom on a daily basis who know best what works and does not work in their lessons (Halbach, 2008). The feelings that teachers get from their actual practice and the perceptions they develop from it, will be an important factor that can positively or negatively influence the development of classes (García Abellán, 2022). In the same vein, we can extrapolate this to the field of CLIL implementation. There is a wide agreement among investigator that the CLIL methodology demands a lot from the content teachers, so knowing their impressions and being able to act accordingly may be the key to a better implementation of the bilingual program.

THE STUDY

OBJECTIVES

The purpose of this Master's Thesis is to describe the perception of the Bilingual Program from a sample of content teachers with linguistic competence from several Secondary Schools (IES) in the Community of Madrid. We will learn, in an initial descriptive way, the general feeling they have about BP according to their daily performance in the classroom based on the challenges they might face. We will also analyze if that perception varies according to the content teacher's training both in L2 (English, the vehicular language to accomplish the teaching-learning process) and CLIL methodology, since teacher training is a crucial factor in the quality of teaching and learning in the classroom (Marsh, 2012). In this respect, just as the benefits of the BP are known, a voice is given to the difficulties perceived by one of the elements ultimately responsible for that success.

For this purpose, the main objective of this study is to verify whether the perception of the BP in the Community of Madrid varies according to the level of training of content teachers qualified for bilingual teaching. From this objective, the three main hypotheses of our study emerge:

H1: The perception of the Bilingual Program implemented in the Community of Madrid varies according to the level of training in English.

H2: The perception of the Bilingual Program implemented in the Community of Madrid varies according to the general training (both CLIL and English language) prior to the attainment of HL by the content teachers.

H3: The perception of the Bilingual Education Program implemented in the Community of Madrid varies according to the level of training in CLIL methodology after the attainment of HL by the content teachers.

METHODOLOGY

The research carried out has a quantitative approach, through the creation and distribution of a specific questionnaire, that is the most widespread sociological research technique (López-Roldán and Fachelli, 2015). It has been created to be filled in online voluntarily and anonymously online. This questionnaire provides us data, that will be treated for subsequent statistical analysis that will allow us to make a description of trends in the perception of the sample.

POPULATION AND SAMPLE

The target population of the research is Secondary Education content teachers accredited to teach subjects in the bilingual section of the BP implemented in public secondary schools in the Community of Madrid. It is to this type of teacher that we wish to give voice in this study, as they are the key to the success of the BP. The sample obtained was the result of the collaboration of 134 teachers, a description of whom is given in the results section.

INSTRUMENT

An ad-hoc questionnaire was created for this study. It was inspired by other questionnaires used in other similar studies extracted from the literature review, such as Custodio Espinar and García Ramos (2019); Durán Martínez (2017); Fernández and Halbach (2011); Cabezuelo and Fernández (2014); Pérez Cañado (2016b).

The design of the questionnaire was evaluated by an expert in psychometrics to ensure its reliability. In order to guarantee that the questionnaire would be easily understood, it was piloted with 3 fellow secondary school teachers who made some minor modifications to the questionnaire, resulting in the final model (see appendix 1).

The questionnaire was created in Microsoft Forms for self-administration by content teachers, was voluntary and anonymously completed online and used a Likert scale for most of the questions plus some closed multiple-choice questions. It was divided into three main sections:

- A. Demographic data
- B. Training
- C. Perception of bilingual education.

DATA COLLECTION TECHNIQUE

The questionnaire was distributed to 167 Secondary High Schools implementing the BP, randomly selected from all the addresses of the territorial areas of the Community of Madrid. For this purpose, schools were contacted over the telephone and contact details of the bilingual coordinators were obtained. Two e-mails were sent: firstly, an introductory e-mail about the purpose and context of the study, followed by a second e-mail with the electronic link to the questionnaire, in order to make it easier for the coordinator to distribute the questionnaire to the non-linguistic teachers in the BP. The time frame within which the survey was completed was approximately one month.

The aim of this collaboration with the bilingual program coordinators was to apply a non-probabilistic sampling technique, snowballing, to obtain data from "hard to reach" samples

(Heckathorn, 2011) that would exponentially increase the distribution of the questionnaire and therefore the possibility of data collection.

CRITERIA OF THE INVESTIGATION

The only criterion applied to participate in this study was that participants should be in-service teachers of non-linguistic subjects taught in English within the BP, who worked in public high schools in the Community of Madrid.

DATA ANALYSIS, PROCESSING AND TECHNIQUES

Once the data had been collected, an analysis was carried out from two points of view. Firstly, participants in the study were described based on the demographic data collected. The second part of the analysis was a cross-sectional, ex-post-facto correlational statistical study, which relates the perception of BP with the main independent variables: "training in both English and CLIL methodology prior and post obtaining HL".

ETHICAL ASPECTS

Participation in the study was voluntary and anonymous through a self-administered online questionnaire created through "Microsoft Forms" and hosted on the One Drive cloud, provided by the University of Alcalá, which does not require identification to answer the survey. The anonymous data were used solely and exclusively for the purpose for which they had been collected, the elaboration of this TFM, and once they are no longer necessary, they will be destroyed accordingly.

In this TFM, data are processed in an anonymous manner, data are kept in private repositories and the personal information obtained is always confidential. Furthermore, the questionnaire collected only the information necessary for the nature of the study and the participants could leave the survey at any time without their data being stored in any way. By completing the questionnaire and clicking "send", anonymous, voluntary participants gave their consent to their participation in the study. Any research activity or data collection related to this project, being an online self-administered questionnaire (hosted in the cloud OneDrive of the University of Alcalá), would be carried out when and where it was most convenient for the participant.

Data protection

Type of personal data collected:

- Genre
- Age group.
- Number of years of teaching experience
- Type of subject they teach.

The data will be kept by the researcher in a digital folder in the University's One Drive, for which access will require the use of a password known only to the researcher. They will be deleted once they have fulfilled their function for the preparation of the TFM.

A favourable approval report was requested and obtained from the Animal Research and Experimentation Ethics Committee (CEI-EA) of the University of Alcalá for the questionnaire, methodology and data protection aspects.

RESULTS

DESCRIPTIVE ANALYSIS

The survey was answered by 134 content teachers with bilingual qualification who are teaching their content subject in English, all of them in public Secondary High-schools. Most of the participants were women from early middle age adults (31-40 years) to middle-aged adults (41-50 years-old), as we can see in figures 1 and 2.

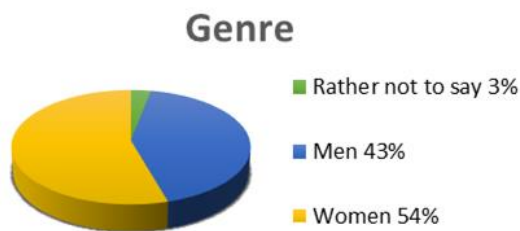


Figure 1. Sample distribution by genre

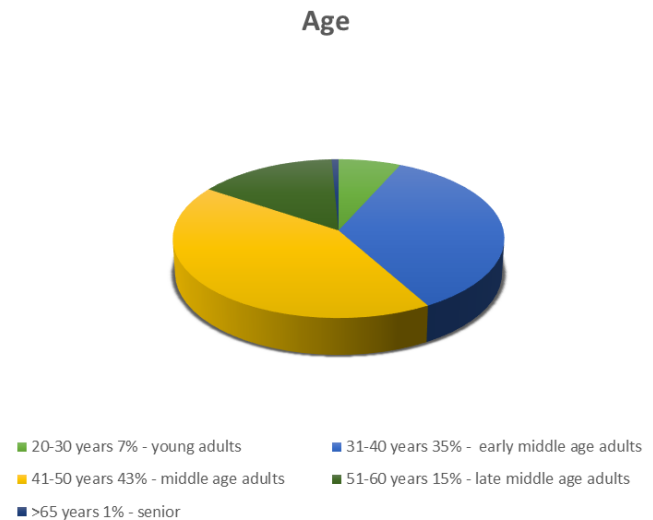


Figure 2. Sample distribution by age

Most of the sample have been teaching mainly less than fifteen years within an experience of no more than ten years in the BP, as seen in figures 3 and 4.

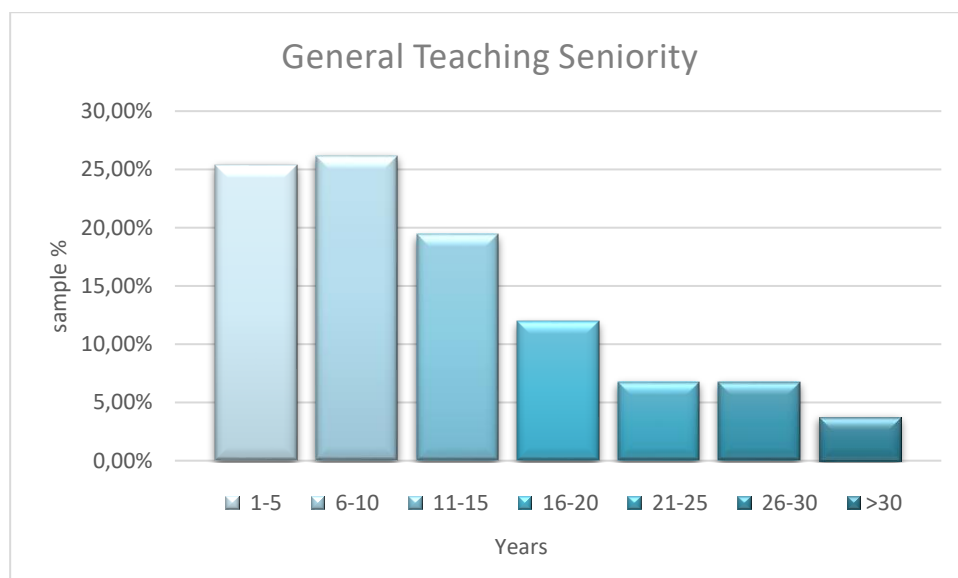


Figure 3. Sample general teaching experience

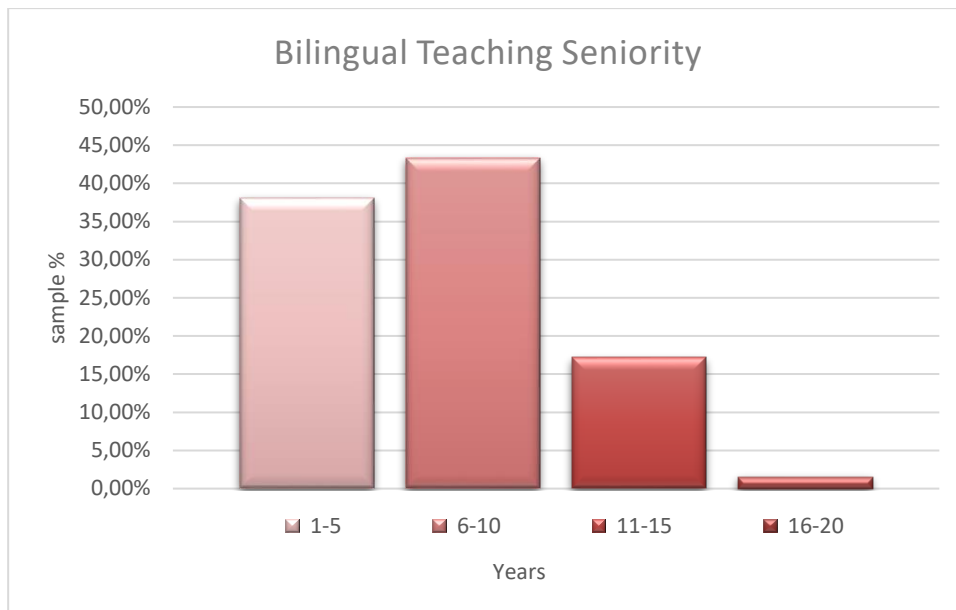


Figure 4. Sample bilingual teaching experience

The non-linguistic subjects taught by the teachers in the sample are mainly Biology and Geology (22%), Geography and History (21%) and Physical Education (17%), as can be seen in figure 5. We have to take into account that the participants, according to their professional activity, could indicate more than one option corresponding to the total number of subjects they teach, so we can see that the total number of non-linguistic subjects taught in bilingual mode, not having been weighted, exceeds 100%.

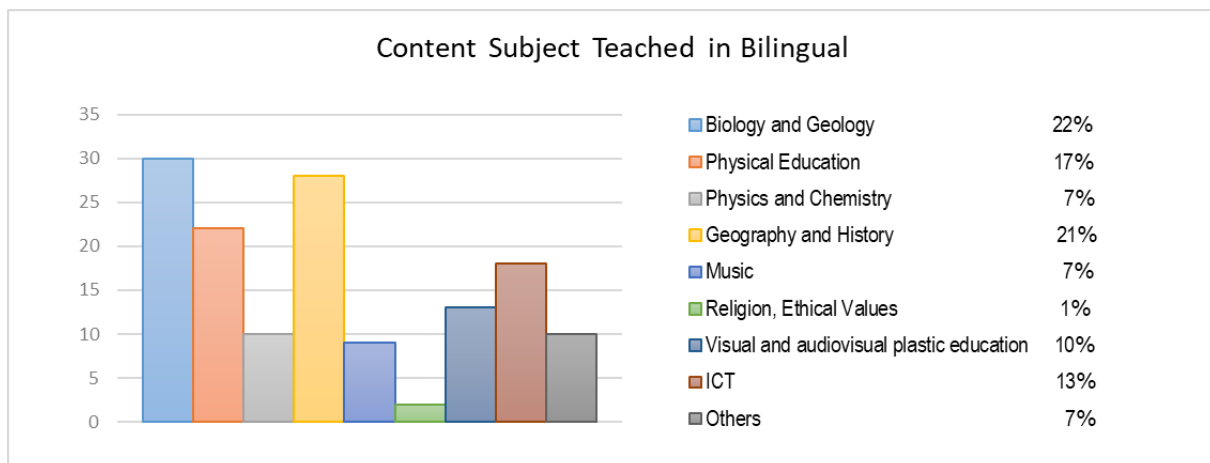


Figure 5. Content subject taught in English (CLIL) by participants

The level of English of the surveyed teachers is, for the most part, a C1 level according to the Common Framework of Reference for Languages (Council of Europe 2001, 2018). Only a small percentage (13%) shows a higher level (C2) of that formally required to obtain the HL as seen in figure 6.

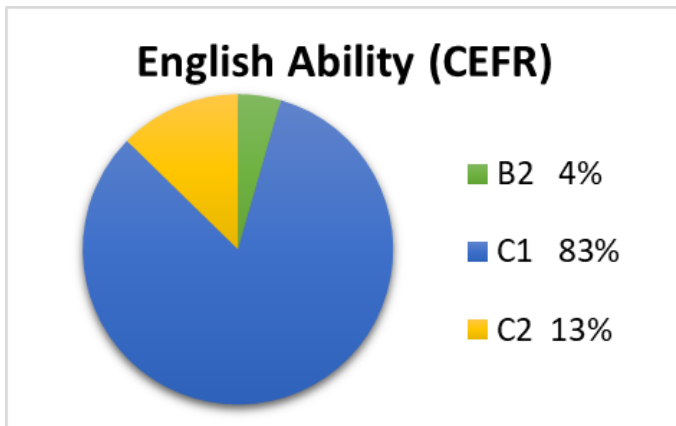


Figure 6. Teachers' English level according to the CEFR

In relation to the training followed by the teachers prior to obtaining their linguistic qualification (HL), which allowed them to work in the Bilingual Program, we found that most of them (44,77%) have been trained in the foreign language L2 (figure 7), which is in line with the fact that it is the only formal requirement for teachers to be able to work in the BP. As reflected in the data, the training that qualified teachers have followed in the specific CLIL methodology is very scarce (0,75%). It is significant to highlight the high percentage of teachers who have not followed any specific training prior to obtaining the qualification (nearly 36%), in contrast to the scientific consensus that the quality of an educational system is partially based on the training of its teachers.

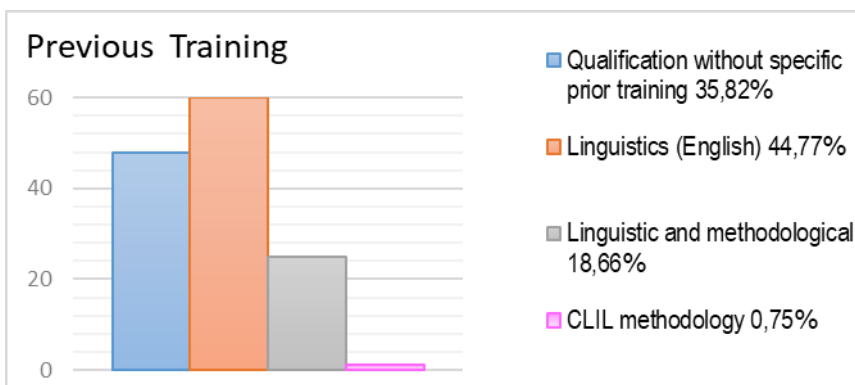


Figure 7. Teachers' training prior to linguistic qualification

In this same area of training, we got data about post-licensing training, followed after achieving the "habilitación lingüística" (HL), which has been analyzed from two perspectives, namely, a) in relation to further training in English as a foreign language (see figure 8) and b) in relation to CLIL bilingual teaching methodology (see figure 9). In general terms, 61% of participants have followed their training in English (mainly 31-40 years in their early middle age adults), but it is interesting to see how 39% of teachers did not receive any English further English training, as seen in figure 8. On the contrary, we can see in figure 9 that the percentage of teachers who have not followed any further training in CLIL methodology is higher (54%). Undoubtedly

it deserves a more in-depth study of the causes. This lack of CLIL training could have consequences in the way CLIL precepts are implemented in the classroom, resulting on the mentioned wide range of “CLIL models”.

It is interesting to see how in early middle age adults teachers (31-40 years) the number of them who did not follow CLIL formation doubles those who did. It is only when teachers grow older, they complete CLIL methodology training. A possible explanation for this might be that, their experience teaching during more years in the BP, made them to be aware of the necessity of improvement their performance in the classroom for their students and own sake.

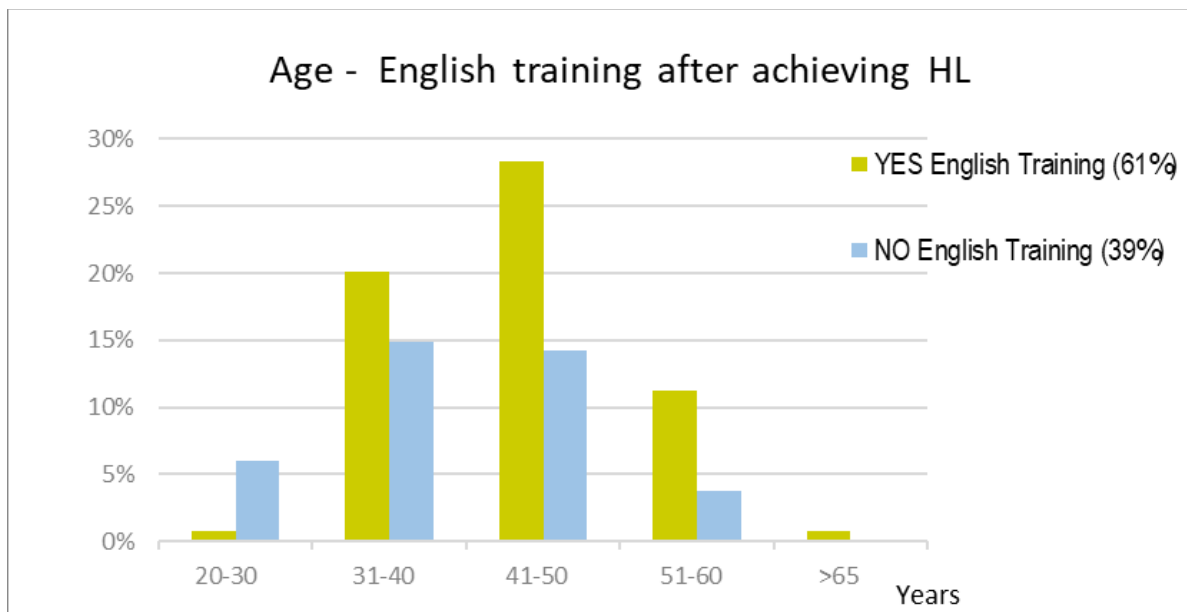


Figure 8. Further training in English

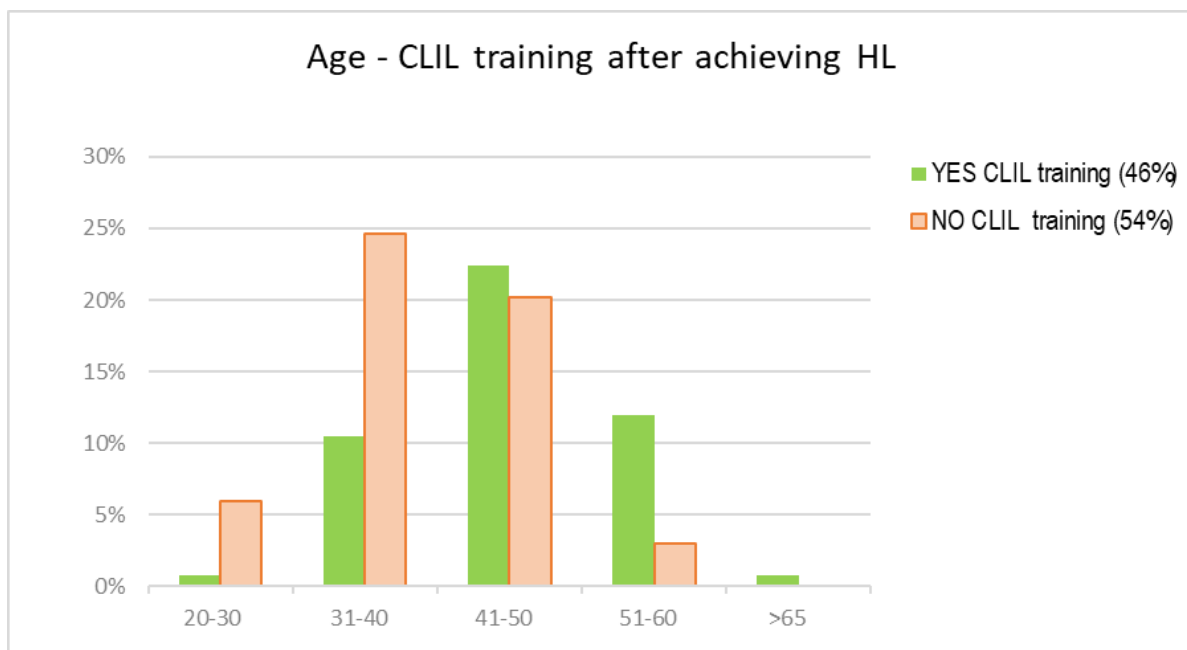


Figure 9. Further training in CLIL methodology

In figure 10, we can see in detail the option that teachers followed for English training. The most used mechanism has been individual, personalized and self-funded training (43 teachers), while the number of teachers who have undertaken training in English abroad (regardless of its funding - administration or self-funded) is just 21.

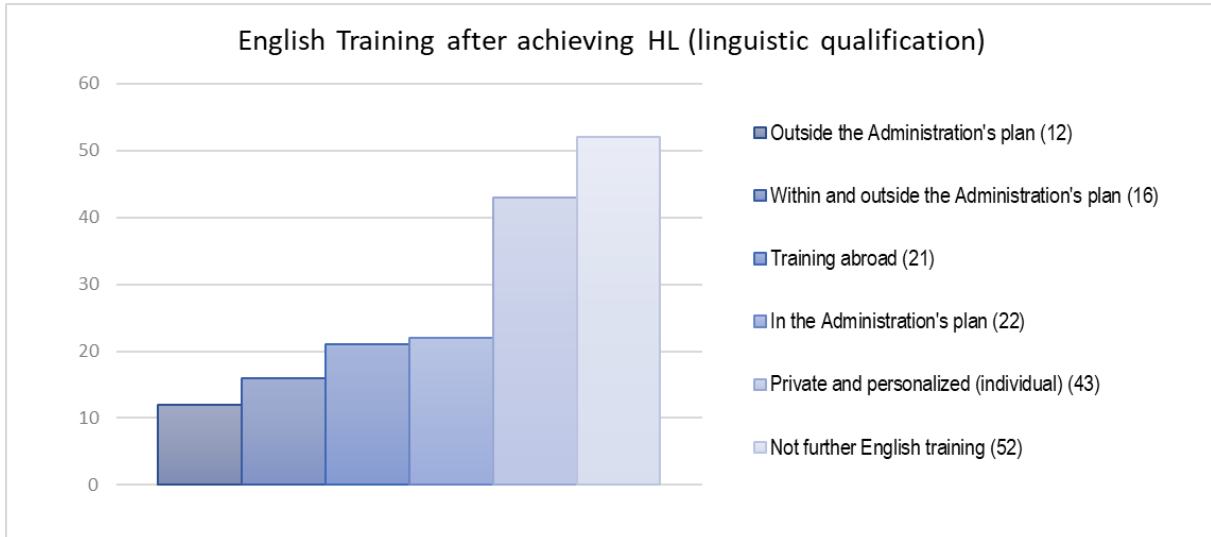


Figure 10. Teachers' training in English after obtaining the linguistic qualification

It is still relevant to note that a large number of teachers (52) have not undergone further training out of 134 participants in total. It would be interesting to study in greater depth the reasons for this lack of training in subsequent studies. Again, we have to point out that participants, for the question, "What language training (English) have you received after qualification?" could check all that apply, so we can see that the total number of participants exceeds the total number of participants (266>134), as it has not been weighted.

In relation to CLIL training, we see in figure 11, the detail of paths to complete the CLIL training. It can be seen that teachers chose mainly CLIL courses proposed by the Educational Administration.

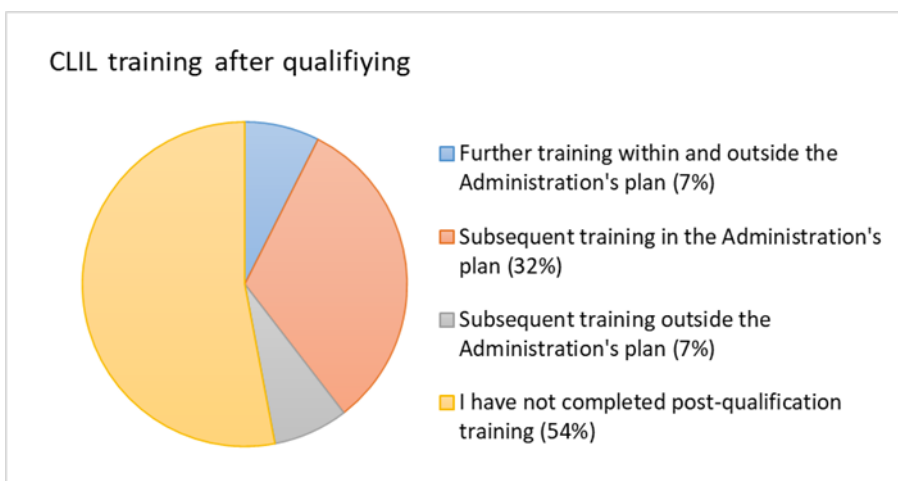


Figure 11. Further training post qualification in CLIL methodology.

A more detailed view of the results, disaggregated data by genre and age, we can see that women have undergone more CLIL training above all in their middle ages and beyond (seen in figure 12), while men hardly follow CLIL formation (figure 13).

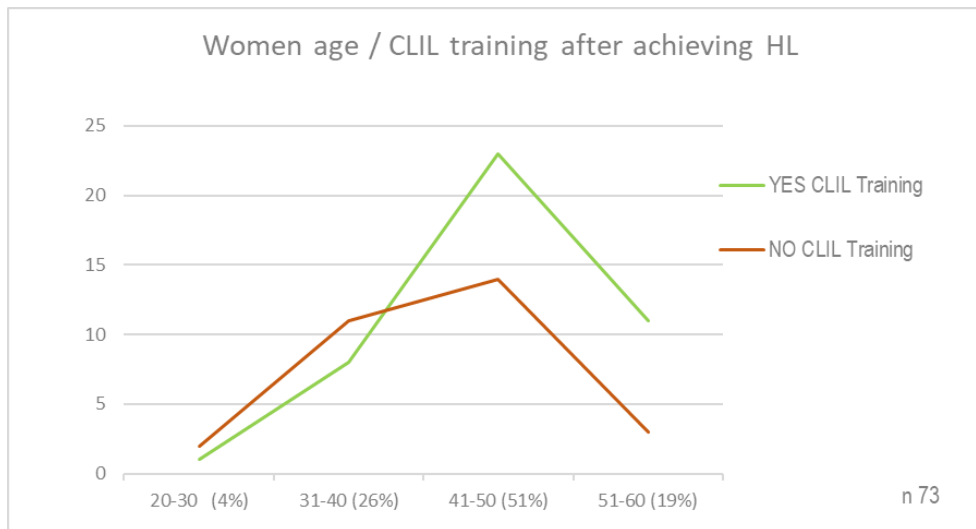


Figure 12. Women age and CLIL training

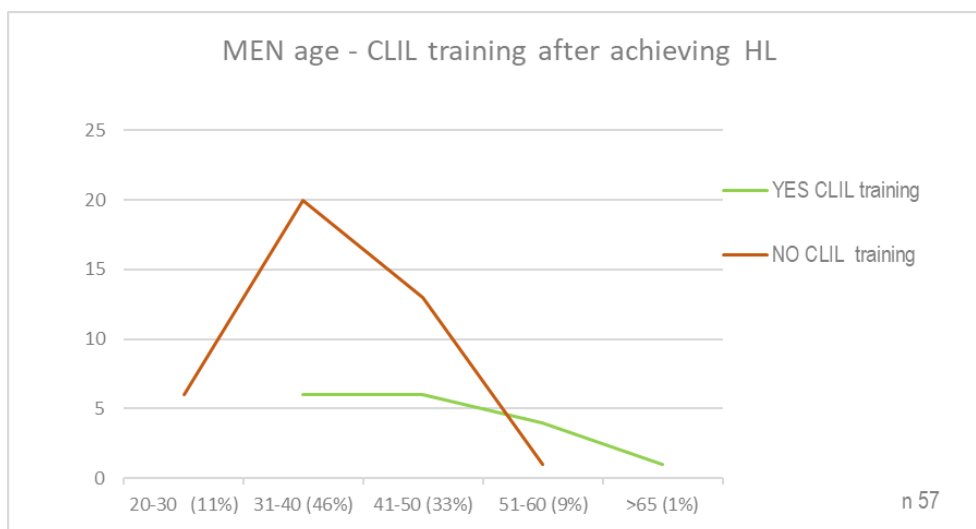


Figure 13. Men age and CLIL training

Regarding the area of teacher training, finally we asked about the usefulness of their training in two ways. First of all we asked teachers whether they find useful the training received to date, for performing their job. We observe in figure 14 that the feeling of usefulness for teaching in BP is more favorable for the training in English than in CLIL methodology. This is in line with the data on teacher training, since both before and after obtaining the linguistic qualification, the main area in which teachers have been trained is English. It is curious to observe that there is a percentage of teachers who think that training in CLIL methodology is not useful for them to teach in the bilingual program (32%). Although they made the effort to continue their education it seems not to have been useful for their performance in the classroom. Furthermore, we can see that there is a considerable percentage of teachers that do not have

an opinion in this regard. We have checked that this corresponds to teachers who did not undertake any further CLIL formation at all (54% seen before in figure 11), so this result is not surprising: they do not complete CLIL training therefore they cannot know if it is useful for them or not.

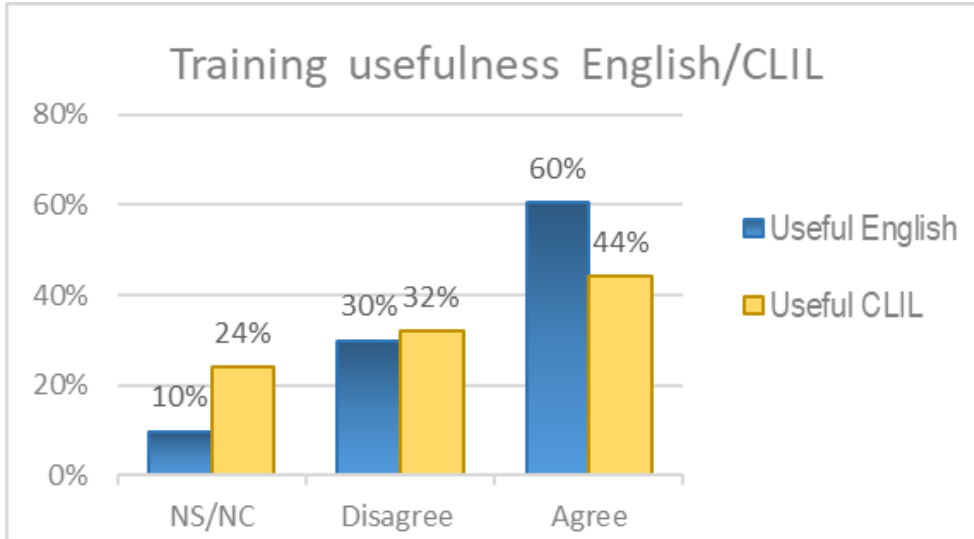


Figure 14. General training usefulness for the actual teaching job

The teachers were also asked about which area of training, they think would be most useful to them when teaching in the subject of their specialty, we can see their opinions in figure 15. It is clear that they find the most useful training in adapting contents in English (20,10%), that is directly connected to CLIL methodology, thus reinforcing the idea that one of the greatest challenges for teachers is to balance language development with content learning. It is interesting to note how teachers believe that training in CLIL methodology would be useful (15,63%), as well as training in designing teaching materials, both above training in English language (13%). This is in line with the characteristics of the sample, where the teachers already have sufficient language training, which enables them to work in BP but, at the same time, they consider that it would be more useful to deepen their CLIL knowledge. It is relevant to notice that teachers scored in the fifth position (12,16%), in the middle of the choices, how to learn to work with students with special needs which aligns with the latest topic in scientific research, CLIL and diversity. Teachers found among the least useful topics to be trained to teach their subject (around 5%), equally training in searching for information sources, evaluation strategies and subject planning. This could be explained because those topics are not specifically and solely related to content subjects in CLIL, but any subject in general in which they might have more experience.

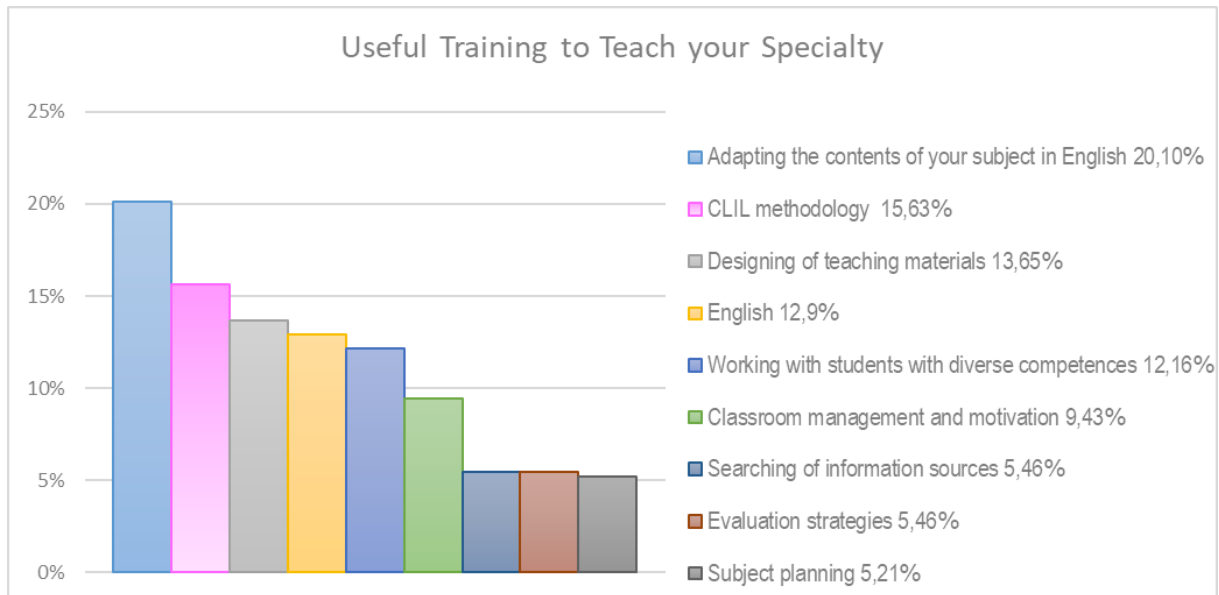


Figure 15. Teachers' beliefs about the most useful areas for teaching their content subject

Regarding a very interesting topic, the motivation that led the teachers to take a step forward in their professional career and obtain the language qualification that allows them to work in the BP in the Community of Madrid, we see in figure 16, that the main reason was to get a job, valuing it with an average score of 3.55 out of 4, above the teachers' personal taste for English (2.64). The third reason that motivated teachers to achieve the HL was that they considered it as a professional challenge (2.27). Weighing their choices, we find the idea that the BP has advantages for students (2.06) slightly higher than the advantages that the BP might have for teachers themselves (1.97). In terms of the idea that the BP students have fewer behavioral problems, we see that is not taken much into consideration when it comes to becoming a bilingual teacher. Likewise, neither the students are better academically, nor the salary supplement content teachers receive or feeling more creative, have been among the main reasons for teachers to get the HL, and work in the BP.

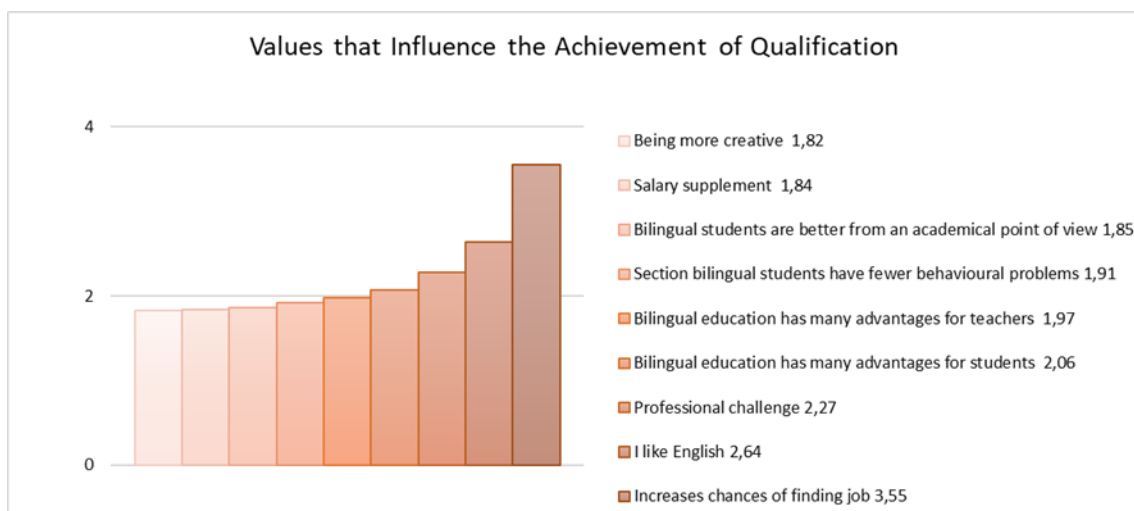


Figure 16. Main reasons that motivated getting the "habilitación lingüística" (HL)

In general terms, the evaluation of the BP by teachers of non-linguistic content is better if they refer to the bilingualism carried out in their school than the general view of bilingualism. As regards the positive assessment of the BP in the teacher work place, we can see in figure 17, that the cumulative positive assessment (very good + good) is agreed by 67% of the sample, in which they are somehow co-participants in their own center. By contrast we see in figure 18 that only 44% of teachers (21 percentage points lower) have positive perception of that other more generic BP, the more theoretical, administrative and academic. This is supported also with the accumulative negative assessment (very bad + bad) that general BP receives from 21% of the sample, that more than doubles the 9% of teachers who think that they have a bad BP in their own work place.

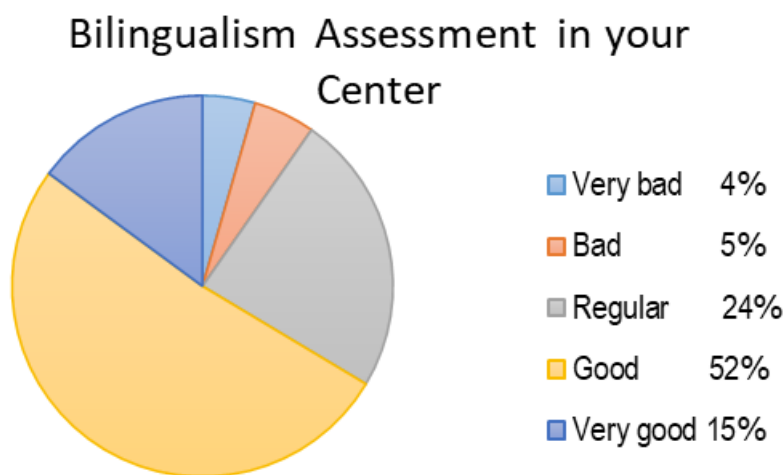


Figure 17. BP in teacher workplace's evaluation

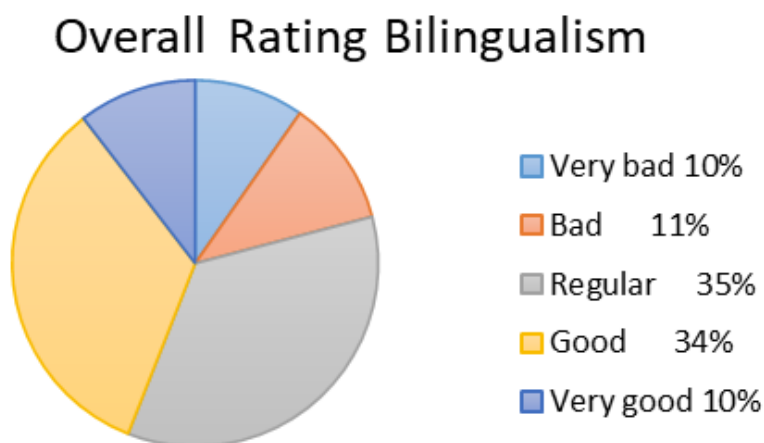


Figure 18. BP in general's evaluation

Lastly we want to present some more detailed data related to content teachers' actual practices and perceptions obtained from their own daily experience in the CLIL classroom. It is well know that one of the CT's main concern is to get their students to understand the concepts - sometimes abstract concepts- specific to the subject. This responsibility is exacerbated if they must also teach this concept in English, which neither they nor their students fully master. So

it is not surprising that the majority of teachers agree to resort to Spanish to ensure understanding of the content when the teacher finds that the students do not understand what I have repeatedly explained in English (79%) as we see in figure 19.

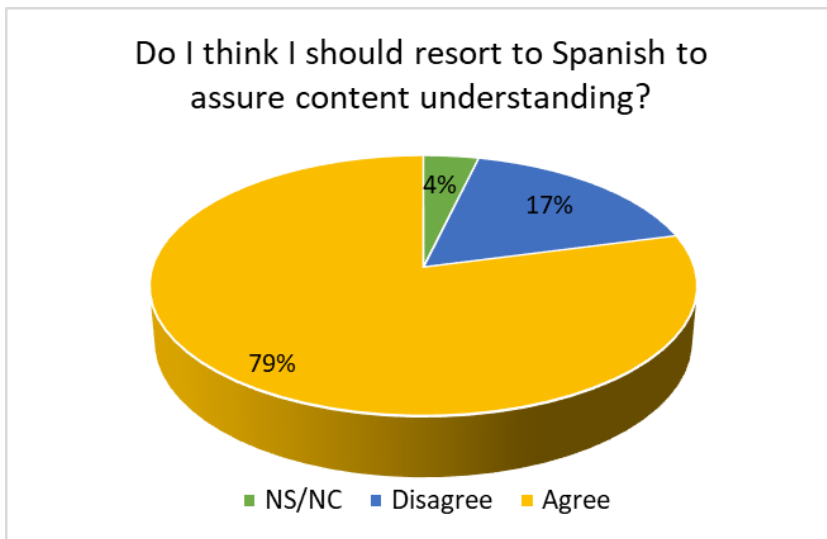


Figure 19. Resort to Spanish to assure content understanding.

Also a large percentage (66.4%) believe that they are right to switch to Spanish so that the students can understand when it has been repeatedly explained in English and it has not been completely understood (figure 20).

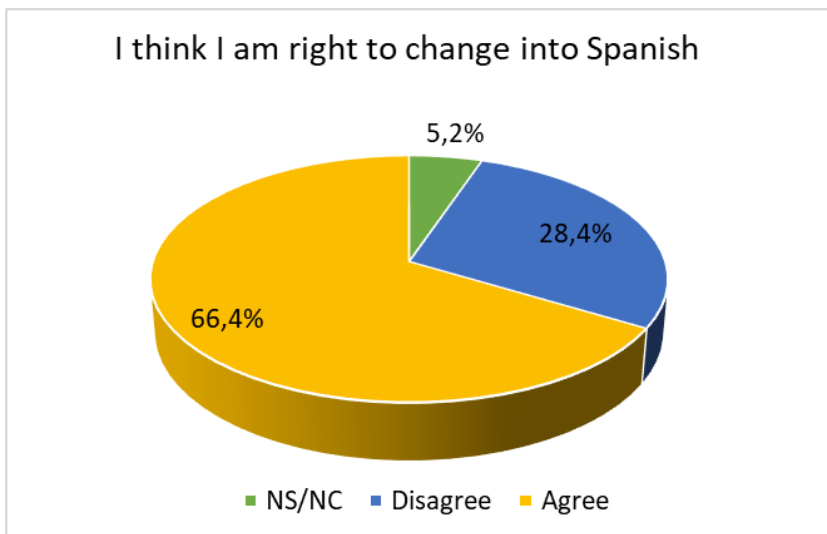


Figure 20. Teachers think it is correct to switch into Spanish.

As might seem obvious, the data support the idea that the lower the level of English the teachers have, the more insecure they feel in the classroom (figure 21).

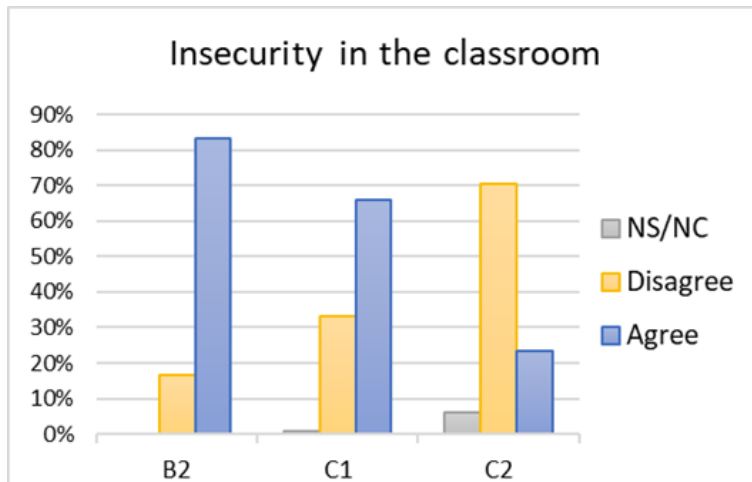


Figure 21. Teachers feel more insecure in teaching content in English.

In the same vein, teachers think that a higher level of training would improve their teaching. As we can see in figure 22, the percentage of teachers who think that a higher knowledge of CLIL methodology would improve their teaching is higher (57%) compared to the percentage of teachers who think that a higher level of English would improve their teaching (48.51%).

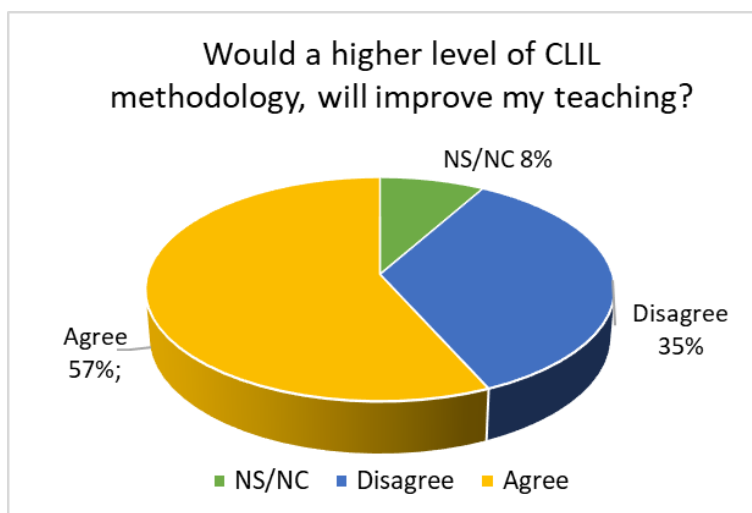


Figure 22. Teachers improve their teaching with higher CLIL training.

It is interesting to highlight that the percentage of teachers (45,52%) who do not agree that a higher level of English would improve their teaching (figure 23); little differs (only 3 percentage points) from the percentage of teachers that think that a higher level of English would improve their teaching. We could propose some reasons to explain it such as, they think they have already a high level of English 83% C1 and 13% C2, as we mentioned at the beginning of the results section, or the teacher sample consider that has carried out further training in English, therefore they do not see the difference a higher level of English could impact on having a better teaching in class. Another possible explanation could be that teachers would consider that the real impact on their bilingual teaching is due to a higher level of CLIL methodology as afore mentioned.

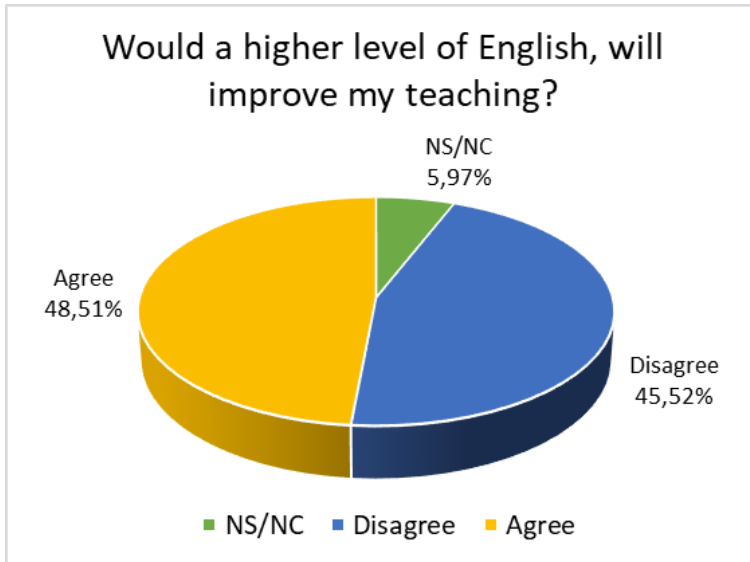


Figure 23. Teachers improve their teaching with English training.

All these data confronted against to those showed before in figure 14 where teachers found more useful the English training than the CLIL methodology training, make it difficult to reach a clear conclusion. Further research would be advisable to clarify the apparent contradiction shown by the data.

STATISTICAL ANALYSIS

The dependent variable "perception of bilingual educational program" was measured by adding the results of questions 16,18,19,20,21 and 22 of the survey used, so it is in a range 31-184.

English language training influences the perception of BP.

A completely randomized 1-factor ANOVA analysis has been performed (see Table 2).

The independent variable is "level of English" with three possible values; B2/C1/C2 whose sample size is $N_{B2}=6$, $N_{C1}=111$, $N_{C2}=17$, for a total sample size of 134. The dependent variable is "overall assessment of the Bilingual Education Program".

Table 2. Descriptive statistics for English language training

DESCRIPTIVE STATISTICS			
English level MECR	Mean	Deviation	N
B2	95,67	27,274	6
C1	91,45	21,563	111
C2	106,24	28,973	17
Total	93,51	23,194	134

Table 3 shows the results we have found from the ANOVA, where we obtain a significance value of 0.048, so we can affirm that the means of the groups are not equal.

Table 3. Inter-subject effects test

INTER-SUBJECT EFFECTS TESTS					
Origen	Type III of sum of squares	gl	Quadratic Media	F	Sig.
Corrected model	3251,601 ^a	2	1625,800	3,118	,048
Intersection	366976,243	1	366976,243	703,906	,000
English level MECR	3251,601	2	1625,800	3,118	,048
Error	68295,870	131	521,343		
Total	1243383,000	134			
Corrected total	71547,470	133			

Finally in Table 4 of the multiple comparisons, we see that the differences in the perception of the Bilingual Program is significant, with a value of 0.037 and occurs between group C1 and C2 of the CEFR English level of the content-qualified teacher, but not between group B2 and C1 nor between B2 and C2.

Given the small sample size of group 0 (B2 level), it was expected that no statistically significant differences would be found with the other two groups.

Table 4. Multiple comparisons

MULTIPLE COMPARISONS					
English level MECR	English level MECR	Difference of means (I-J)	Deviation Error	Sig.	95% confidence interval
B2	C1	4,22	9,570	,899	-18,47
	C2	-10,57	10,842	,594	-36,27
C1	B2	-4,22	9,570	,899	-26,90
	C2	-14,78*	5,947	,037	-28,88
C2	B2	10,57	10,842	,594	-15,13
	C1	14,78*	5,947	,037	,69

With these results, we can affirm that there is indeed a variation in the perception of BP according to the English training of the teachers. The ANOVA only shows significant differences between the groups with training in C1 and C2, with a better assessment by those teachers with more training in English. The tendency seems to be that "the higher the level of English, the better the perceptions". However, the absence of significance between either group and the B2-trained group means that we cannot say with certainty whether this is a consistently upward trend. We have already mentioned that the small sample size of the B2 group is associated with a high influence of sampling chance, so that if we did not take this group into account, we would observe a clear difference between means between the C1 and C2 groups, where the higher the level, the better the perceptions. The group of teachers with English level C2 has an average evaluation of the BP of 106.24; the group with English level C1 has an average evaluation of 91.45.

General training (English Language + CLIL methodology) prior to language certification influences the perception of the BP.

A t-test for independent samples was performed.

Table 5 shows the descriptive statistics used in the statistical analysis.

The independent variable is "general training (English Language + CLIL methodology) prior to obtaining language proficiency" with two possible values: NO=0 / YES=1, whose sample sizes respectively are $N_{no\ prior}=48$ y $N_{yes\ prior}=86$, out of a total sample size of 134 teachers.

The dependent variable is "overall assessment of the Bilingual Education Program".

Table 5. Descriptive statistics for general training prior to HL

GROUP STATISTICIANS PREVIOUS GENERAL TRAINING				
(CLIL methodology + English language)				
	Prior general training	N	Mean	Standard deviation
Overall assessment of BP	NO=0	48	87,02	23,626
	YES=1	86	97,14	22,271

In Table 6, the statistical significance of the T-test for independent samples allows us to affirm that the differences between the means are statistically significant. The value is $sig.=0.015$.

Table 6 T-test for equality of means of subjects according to their previous training.

INDEPENDENT SAMPLES TEST				
		g ^l	Sig. (bilateral)	Mean difference
Overall assessment of BP	Equal variances are assumed	132	,015	-10,119
	Equal variances are not assumed	92,586	,017	-10,119

In light of these data, we can affirm that teachers who have had general training (English language + CLIL methodology) prior to their linguistic qualification have a better evaluation of the BP (97.14) than teachers who, on the contrary, have not been trained, who have a lower evaluation of the BP (87.02).

CLIL methodology training after obtaining language qualification influences the perception of BP

Table 7 shows the descriptive statistics used in the statistical analysis.

The independent variable is "training in CLIL methodology after obtaining language proficiency" with two possible values (no=0 / yes=1) whose sample sizes respectively are $N_{no\ post}=71$ y $N_{yes\ post}=63$, out of a total sample size of 134 teachers.

The dependent variable is the "Overall assessment of BP".

Table 7. Descriptive statistics for post-qualification training in CLIL methodology.

GROUP STATISTICS FURTHER TRAINING IN CLIL					
		POSTERIOR training in CLIL methodology	N	Mean	Standard deviation
Overall assessment of BP	No=0		71	84,93	22,455
	Yes=1		63	103,19	20,129

In Table 8, the statistical significance of the T-test for independent samples, for "CLIL training after obtaining language proficiency" allows us to affirm that the differences between the means are statistically significant. The value is sig.=0.000, so again we can state that the means of the two groups are not equal.

Table 8. T-test for equality of means of subjects according to their subsequent training in CLIL methodology.

INDEPENDENT SAMPLES TEST				
		gl	Sig. (bilateral)	Mean difference
Overall assessment of BP	Equal variances are assumed	132	,000	-18,261
	Equal variances are not assumed	131,984	,000	-18,261

With these results, we can affirm that teachers who have continued their training after obtaining their linguistic qualification in CLIL methodology have a better evaluation of the BP (103.19) than those who have not been trained (84.93). It is also interesting to note that, although the sample size of teachers who have continued their training in CLIL methodology is smaller, their overall evaluation of the program in which they have been trained is better than that of teachers who have not continued their training in CLIL, who, although they are more numerous, have a worse overall opinion of the BP.

In all cases, the homoscedasticity assumption was checked, and it was verified that equal variances can be assumed both in the groups defined by the ANOVA and those defined by the t-tests.

DISCUSSION

According to the results obtained in our study, we found that the participants mainly devote their efforts to training in the field of the English Language. This is not surprising, since as from 2010, in order to obtain the language qualification that allows content teachers to work in BP, the only requirement is an exam or academic certification that certifies a language proficiency level of C1 according to the CEFR (Order 1672/2009).

In several questions of our study we see that teachers give greater importance to training in English than to training in CLIL, before obtaining the linguistic qualification (63.44%), afterwards (61%). A large part of the participants (60%) consider that the training received to date in English is more useful for their professional practice than the training they have in CLIL (40%). This is in line with what several authors express, the importance of training in linguistic competence as it is the vehicle for learning the content (Salaberri, 2010 in Custodio Espinar, 2019a). According to Halbach (2019) the importance of English lies in the fact that it is going to be the communication tool within the CLIL methodology, as it is the language in which teaching-learning takes place. We agree that in order to have good communication in any language we must have a good knowledge of it. In the same vein, the more knowledge of the English language CT has the more opportunities will be to work on the students' CALP – Cognitive Academic Language Proficiency and BICS – Basic Interpersonal Communication Skills defined by Cummings (2008), as well as the students high-order thinking skills.

The fact that teachers continue their training mainly in English could be a mechanism that contributes to counteract the insecurity they express feeling in the classroom. Our data are not in line with those obtained by Senra-Silva in 2021, where 46.90% of her sample did not feel comfortable teaching in English since it is not their mother tongue, it made them feel more insecure, and they also used their mother tongue so that the contents were understood. According to our data, 61% feel more insecure when teaching in English than in Spanish, in spite of the fact that most of them have a high level of English C1 (83%) or even proficiency level C2 (13%). This leads us to consider the idea that the causes of the insecurity felt by the teachers in the classroom can be attributed to multiple factors, not only the command of the English language, but also the mastery of the pedagogical methodology, which as we have seen, is not one of the strengths of the sample, nor knowledge or training in CLIL.

Having seen the need and importance of training in English, we can add that it can be considered as the first mandatory step, that once achieved, teachers would consider continuing their training in CLIL methodology (Rubio Mostacero, 2009 in Pérez Cañado, 2016a). In contrast, when we look at the results of our study, they yield similar data to those found in Custodio Espinar and García Ramos (2019, 2020) and Senra-Silva (2021) where a

large percentage of active content teachers have not undergone training in CLIL either before or after achieving HL. These authors remind us that this lack of training is one of the main challenges of BP. One of the possible explanations for the lack of training in CLIL, we could find it in the change of requirements to obtain the qualification in the Community of Madrid, which took place in 2010, more than 10 years ago, in which only linguistic competence is taken into account and not knowledge in CLIL methodology (Custodio Espinar and García Ramos, 2020).

As several authors point out, the key to the success of CLIL lies in the quality of teacher training (Custodio Espinar, 2020; Di Martino & Di Sabato, 2012). The lack of training has consequences in the classroom. Marsh (2012), states that by training teachers in CLIL, more elaborate learning situations are generated in the classroom that could result in better academic and linguistic results for the students. Equally important, Custodio Espinar and García Ramos (2019) found that there was more incorporation of the methodological underpinning of CLIL by those educators who had received training in CLIL, thus achieving an education more in line with the objectives of the BP. However, we should not forget that in order to fully fit in with the bilingual program, other competencies of the CLIL teacher come into play, as defined by Pérez Cañado (2018c) such as pedagogical competence, scientific competence, organizational competencies, interpersonal and collaborative competences, which have not been taken into account in our study and which undoubtedly complement the teacher's classroom practice.

This lack of training in CLIL, confirmed by our results and clearly manifested by the teachers themselves in other studies (Custodio & García, 2019; Herrero Rámila, 2015), becomes the warning signal to elaborate teacher training programs, tailored to their real and specific needs extracted from these results and others obtained in future research that probe more deeply into the real, expressed by the CT themselves. For the time being, in our results, teachers answer that one of the training areas they consider most useful for teaching their subject is CLIL methodology and the design of teaching materials above training in the English Language. These efforts to follow CLIL training are left to the voluntariness of the teachers, to their capacity for effort, both financially and in terms of dedication of personal free time (Senra-Silva, 2021; Herrero Rámila, 2015). With that in mind, it is important to remind what several authors point out, that training left to the discretion and will of the teachers themselves contributes to a lack of homogeneity desired in and by the CLIL teachers themselves (Custodio and García, 2019; Herrero Rámila, 2015). Custodio and García (2020) state that joint training in CLIL and English Language is necessary to ensure the homogeneity of teachers who teach subjects under a bilingual approach if what we want is to have a quality BP system that lasts over time.

In the study, we also addressed the question of whether the perception of BP by CT varies according to their training. To understand the way teachers teach, It is essential to know what teachers believe in (Pena Díaz and Porto Requejo, 2008). To define general teacher training, we broke it down into three aspects, the degree of accredited English according to the CEFR, training undertaken (English and CLIL methodology) prior to achieving HL, and training in CLIL after achieving HL. In all cases, we found that there is a tendency of "the more training, the better the perceptions about the BP are". The explanation for this trend can be found in the aforementioned, according to the two aspects in which teachers can be trained, in English and in CLIL. We found similar results in Pavón Vázquez et al. (2019), who justify that this type of trained teacher has good linguistic skills, sociocultural knowledge and intercultural awareness. We could add that with more training in English, the better the communication tool is mastered and therefore, the more comfortable and confident the teacher can be when teaching, without losing sight of what we mentioned earlier, it is not only English language that can influence the self-confidence of content teachers in the classroom.

Teachers with more training in CLIL have more didactic and pedagogical resources to design appropriate materials (Fernández and Halbach, 2011) that they will use to manage teaching content in a no-mother tongue language for both the students and the teacher. On the contrary, the authors found in their study, that it seemed that teachers did not understand the CLIL foundations as being an integrated language-content teaching/learning process, since they needed to teach through Spanish, instead of English, to assure students' comprehension of the contents explained. A decade later, we observe the same result in our study, most teachers (79%) think they should resort to Spanish and a large percentage (66%) think they are doing the right thing to assure students understand the content. Here again, we can see an example that reinforces the necessity of, somehow, providing CLIL methodology training to CT, to develop more and diverse strategies to get their students to understand the subject in English.

Marsh (2012) states that CLIL is a pedagogical methodology that involves specialized professional expertise, in addition to a proficiency degree in the vehicular language, English. In this sense, the results of our study hypothesis, the higher the training, the better the assessment of the bilingual program, seem to corroborate the idea that in order to implement a successful CLIL approach, committed and trained teachers are needed (Fernández and Halbach, 2011), which we see reflected in the perception of the BP of the teachers in our study. Since teacher training in CLIL methodology is a prerequisite for consolidating this innovative approach, with its benefits and challenges, in the general education system (Marsh, 2012). To conclude, we agree that we should not base the quality of the PB on student outcomes, but also on the effectiveness and quality of CLIL teacher training (Custodio Espinar and García Ramos, 2020).

LIMITATIONS AND FUTURE LINES OF RESEARCH

This study has the limitation of a low number of participants. It solely encompasses content teachers from public secondary schools. It would have been interesting to include subsidized and private high-schools in order to establish comparisons between the three modalities.

In the light of the answers given, it would be interesting to be able to formulate more specific questions to delve into the causes of some of the statements. This could be complemented with some personal interviews to obtain more detailed information.

CONCLUSION

In view of the results of our study, we can affirm that teacher training is essential for teachers to have a positive perception of the educational system in which they are immersed. It seems obvious that for the BP to be successful, in terms of benefits for the students (the most important thing) and without losing sight of public opinion, which may ultimately determine political decisions, it is essential that teachers have a positive perception of it, since, after all, it is on them that its correct implementation in the classroom depends.

It is essential that the public administration invests in adequate training programs for content teachers, who were forced to quickly fill the increasingly demanded bilingual teaching positions, for which they were not apparently yet fully prepared and very little supported in terms of teacher training. As we have seen, this training, mainly in CLIL methodology (but not forgetting also English), must be provided with the necessary space, time and funding to enable them to carry out continuous training in this discipline, without excessive personal cost for teachers to be updated in those disciplines that are essential for their professional and therefore personal development.

In this sense, it is crucial to ask, listen and take into consideration the voices of content teachers, based on their real daily experience in implementing the Bilingual Program. Incorporating more and more the line of Action Research to academic research, giving CTs the opportunity to reflect and draw conclusions from their own practice, in order to know at all times, their real needs thus design policies and appropriate training pathways. Since we strongly believe teachers are the ones who are the bridge gap between theory and practice and are silently at the base as an essential stakeholder of the Bilingual Program's success.

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APPENDIX

QUESTIONNAIRE

Este cuestionario es parte de un Trabajo Fin de Máster Teaching English as a foreign language, especialidad “Teaching through English” de la Universidad de Alcalá de Henares (Madrid).

La obtención y el tratamiento de los datos obtenidos son exclusivamente para el objetivo anteriormente mencionado.

La participación en el estudio es completamente voluntaria y anónima.

Respondiendo a este cuestionario y al apretar “enviar” aceptas participar en el estudio.

Muchas gracias por tu colaboración.

A Dimensión: Datos demográficos

1. Sexo:
 - mujer
 - hombre
 - prefiero no decir
2. Edad
3. Antigüedad en la docencia formal (nº cursos académicos incluyendo el presente)
4. Antigüedad como docente habilitado bilingüe (nº cursos académicos incluyendo el presente)
5. ¿Cuál es tu titulación universitaria de licenciatura o grado que has estudiado?
6. ¿Qué asignatura/s impartes en modalidad bilingüe? (señala las que proceda).
 - Biología y Geología
 - Educación Física
 - Física y Química
 - Geografía e Historia
 - Música
 - Religión/Valores/Ciudadanía
 - Educación plástica, visual y audiovisual
 - Tecnología, programación, y robótica
 - Otra (indica cuál):
7. Tu nivel de inglés acreditado según el MCER:
 - B2
 - C1
 - C2
8. Según la titularidad del centro donde trabajas:
 - Instituto público
 - Instituto concertado
9. Ejerces en grupos:
 - Vía sección bilingüe
 - Vía programa
 - Ambos

B Dimensión: Formación.

10. Indica la formación recibida previa a conseguir la habilitación:
 - Lingüística (inglés)
 - Metodológica (AICLE/CLIL)
 - Lingüística y metodológica
 - Habilitación sin formación previa específica.
11. Qué formación en el **ámbito lingüístico (inglés)** has recibido después de obtener la habilitación (señala las que proceda):
 - Formación posterior en el plan de la Administración
 - Formación posterior fuera del plan de la Administración
 - Formación posterior dentro y fuera del plan de la Administración

- Formación en el extranjero, tanto dentro como fuera del plan de la Administración
 - Formación posterior privada y personalizada (individual)
 - No he realizado formación posterior a la habilitación
12. Qué formación en **metodología en enseñanza bilingüe (AICLE/CLIL)** has recibido después de obtener la habilitación:
- Formación posterior en el plan de la Administración
 - Formación posterior fuera del plan de la Administración
 - Formación posterior dentro y fuera del plan de la Administración
 - No he realizado formación posterior a la habilitación
13. Teniendo en cuenta la metodología bilingüe, ¿qué áreas de **formación** crees que te serían más útiles para impartir tu especialidad en bilingüe? Señala un máximo de 4.
- En Lengua Inglesa
 - En metodología AICLE/CLIL
 - En adaptación de contenidos de tu asignatura en inglés.
 - En planificación de la asignatura
 - En búsqueda de fuentes de información
 - En diseño de materiales docente
 - En estrategias de evaluación
 - En gestión del aula y motivación
 - En trabajar con alumnado de diversidad competencial.
14. De los siguientes criterios, valora por favor, en qué medida influyeron cada uno, en tu decisión de conseguir la habilitación.
- > 1 Totalmente / 2 bastante / 3 poco / 4 Nada
 - > 0 NS/NC - No procede.
 - Porque aumentaba mis posibilidades de conseguir un trabajo.
 - Porque me encanta el inglés.
 - Porque el alumnado bilingüe es “mejor académicamente”.
 - Porque el alumnado que estudia en sección suele presentar menos problemas de comportamiento.
 - Porque buscaba un reto profesional.
 - Porque creo que la enseñanza bilingüe tiene muchas ventajas para el alumnado.
 - Porque creo que la enseñanza bilingüe tiene muchas ventajas para el profesorado.
 - Porque los profesores bilingües cobran un complemento salarial.
 - Porque trabajar en bilingüe me obliga a ser más creativo en mis clases
15. Por favor, indica tu grado de acuerdo frente a las siguientes afirmaciones:
- > 1 totalmente desacuerdo / 2 bastante desacuerdo / 3 un poco en desacuerdo
 - > 4 un poco de acuerdo / 5 bastante de acuerdo / 6 totalmente de acuerdo
 - > 0 NS/NC - No procede.
 - La formación en lengua extranjera inglés que he recibido hasta la fecha, me ha sido útil para mi labor real docente en el programa bilingüe diario en aula.
 - La formación en conocimientos metodológicos AICLE/CLIL que he recibido hasta la fecha, me ha sido útil para mi labor real docente en el programa bilingüe diario en aula.

C Dimensión: Percepción sobre enseñanza bilingüe.

16. Por favor, indica tu grado de acuerdo frente a las siguientes afirmaciones:

- › 1 totalmente desacuerdo / 2 bastante desacuerdo / 3 un poco en desacuerdo
- › 4 un poco de acuerdo / 5 bastante de acuerdo / 6 totalmente de acuerdo
- › 0 NS/NC - No procede.
 - Siento que la metodología utilizada para enseñar en el proyecto bilingüe requiere más esfuerzo que enseñar en castellano.
 - Siento que necesito más tiempo en mis explicaciones en inglés que en castellano para que el alumnado comprenda los contenidos.
 - Siento que la metodología utilizada para enseñar en el proyecto bilingüe es más innovadora (menos tradicional).
 - Siento más inseguridad impartiendo clase en bilingüe que en castellano.
 - Siento que, en general, la enseñanza bilingüe me ha hecho reducir los contenidos curriculares de mi asignatura para asegurar su correcta comprensión por el alumnado.
 - Siento que debo dar prioridad al dominio de los contenidos frente al dominio de la competencia lingüística en inglés.
 - Creo que debo recurrir al castellano para asegurarme la comprensión del contenido cuando compruebo que el alumnado no comprende lo que he explicado reiteradamente en inglés.
 - Siento que hago bien cambiando al castellano para que lo entiendan mejor.
 - Siento que requiere una carga extra de trabajo que no está debidamente compensado.
 - Siento que mi docencia mejoraría significativamente si tuviese un nivel más alto de inglés.
 - Siento que mi docencia mejoraría significativamente si tuviese más conocimientos pedagógicos AICLE/CLIL.
 - Estoy satisfecho/a cómo el proyecto bilingüe ha afectado a mi manera de enseñar.

17. Siento que el uso de la lengua extranjera en la enseñanza bilingüe debería ocupar

- Toda la clase (100%)
- La mayor parte de la clase (>75%)
- Aproximadamente la mitad de la clase (50%)
- Menos de la mitad de la clase (<50%)

18. Por favor, indica tu grado de acuerdo frente a las siguientes afirmaciones:

- › 1 totalmente desacuerdo / 2 bastante desacuerdo / 3 un poco en desacuerdo
- › 4 un poco de acuerdo / 5 bastante de acuerdo / 6 totalmente de acuerdo
- › 0 NS/NC - No procede.
 - Siento que los programas de Enseñanza Bilingüe producen más segregación que otras ofertas educativas (Bachillerato/FP, Matemáticas I y II, diversificación...)
 - Siento que la enseñanza bilingüe, en términos generales, es bueno para el alumnado.
 - Siento que la enseñanza bilingüe, en términos generales, es bueno para el profesorado.
 - Siento que formar parte de una sección bilingüe compensa el incremento de trabajo que implica.
 - Disfruto tanto impartiendo clase en bilingüe como en castellano.

19. Por favor, valora el grado de facilidad con el que realizas las siguientes acciones a la hora de impartir clase en sección bilingüe, según la siguiente escala Likert.

- › 1 muy difícil / 2 bastante difícil / 3 ligeramente difícil
 - › 4 ligeramente fácil / 5 bastante fácil / 6 muy fácil
 - › 0 NS/NC - No procede.
 - Al adaptar materiales de enseñanza bilingüe para atender las necesidades de todos los alumnos.
 - Al aplicar estrategias para el aprendizaje de vocabulario, terminología específica de tu área, en inglés/castellano.
 - Al volver a explicar en inglés cuando sabes que no han entendido lo ya explicado en inglés.
 - Al utilizar el inglés en el aula para gestionar el funcionamiento del grupo, dar instrucciones, los tiempos e interacciones de aula, ...
 - Al utilizar el inglés en el aula para comprobar el nivel de comprensión del alumnado.
 - Al seleccionar y trabajar posteriormente con los términos nuevos que han surgido espontáneamente en clase.
20. Por favor, indica tu grado de acuerdo frente a las siguientes críticas a la Enseñanza Bilingüe, según la siguiente escala Likert:
- › 1 totalmente desacuerdo / 2 bastante desacuerdo / 3 un poco en desacuerdo
 - › 4 un poco de acuerdo / 5 bastante de acuerdo / 6 totalmente de acuerdo
 - › 0 NS/NC - No procede.
 - Desplaza al profesorado con experiencia que no posee formación lingüística o no quiere impartir su asignatura en inglés
 - El nivel de inglés de los profesores de contenido en general es insuficiente.
 - Apenas mejoran las destrezas lingüísticas del alumnado.
 - Se realizan pocas evaluaciones de los programas en enseñanza bilingüe.
 - Se reduce la adquisición de contenidos de las asignaturas no lingüísticas.
 - Segrega al alumnado.
 - Otra
21. ¿Cuál es tu valoración general de la Enseñanza Bilingüe en el centro donde estás trabajando actualmente?
- Muy buena
 - Buena
 - Regular
 - Mala
 - Muy mala
22. ¿Cuál es tu valoración general de la Enseñanza Bilingüe?
- Muy buena
 - Buena
 - Regular
 - Mala
 - Muy mala