



Universidad de Valladolid

FACULTAD de FILOSOFÍA y LETRAS

Máster Universitario de profesor en Ed. Secundaria Obligatoria,
Bachillerato, Formación Profesional y Enseñanzas de idiomas.

TRABAJO DE FIN DE MÁSTER

The Effectiveness of Bilingualism as regards to Communicative Skill

ANTHEA ARAGÓN MALO

Tutor: ELENA GONZÁLEZ CASCOS

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Abstract

This dissertation is a study of how the communicative skill works in the bilingual program in a specific high school in Castilla y León. There are different kinds of acquiring a second language and nowadays bilingualism in schools and high schools is very notorious. Along different autonomous communities there can be seen different bilingual programs but all of them with the same aim, the improvement of the communicative skills on the second language.

Key words: bilingualism, language, programs, skills, communicative, improvement

Resumen

Este trabajo de fin de máster es un estudio sobre cómo funciona la destreza comunicativa dentro de un programa bilingüe en un instituto de Castilla y León. Existen diferentes maneras por las que adquirir una segunda lengua y hoy en día el bilingüismo en los colegios e institutos está cobrando notoriedad. Las diferentes comunidades autónomas tienen programas bilingües diferentes pero todos ellos comparten el mismo objetivo, el desarrollo de las destrezas comunicativas en la segunda lengua.

Palabras claves: bilingüismo, lengua, programa, destrezas, comunicativo, desarrollo

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1. INTRODUCTION

This research paper is composed by a general framework about bilingualism, what to be a bilingual means as seen by different experts, the differences between a bilingual program and what is known as British Council, how bilingualism works in Spain followed by examples of different autonomous communities or the CLIL methodology, the one used by teachers of bilingual programs.

Across history the teaching of English has passed by different approaches; nowadays we are living in an age where the most important thing for teachers is to teach their students how to be able of express their knowledge and ideas in a language where they are not native speakers. English is divided into different skills, this specific aspect deals with the communicative skill in the foreign language.

Because of we, as teachers, are focused on the improvement of the communicative skill in our students and because the of the fashion of creating bilingual sections and programs in Spanish schools and high schools this research paper focuses its great part on the study of how communicative skill works in the bilingual program and the differences between bilingual students and non-bilingual ones through real data.

“Bilingualism opens doors and provides opportunity to our children so they can shine and become successful in a labor market that is increasingly competitive and globalized” (Fortuño). This words said by Luis Fortuño, a lawyer, member of the Republican Party of the United States of America, exemplified the importance of being a bilingual person in our society and children are our future and teachers have to prepare them for it.

2. CHAPTER ONE: BILINGUALISM

In this chapter we are going to see different definitions of bilingualism and the different ways of acquiring a second language. The difference between a bilingual section and the British Council program in education it is going to be explained too as well as bilingualism related to education in Spain and more specific in Castilla y León including a research survey about how bilingualism works in a high school.

2.1 What is bilingualism?

We can find many different definitions of the term bilingualism according to different associations, scholars and educators; for example according to the Linguistic Society of America a bilingual person is “someone who speaks two languages” (Linguistic Society of America). Inside the definition of bilingual person, Professor Colin Baker of Bangor University makes a distinction on his book between “elective bilingualism which is a characteristic of individual who choose to learn a language and circumstantial bilinguals who learn another language to survive” (Baker 16).

Searching on more different sources we can find definitions that go beyond the simple one which says that a bilingual person is the one who speaks two languages. In the book *Educación y Bilingüismo*, its authors suggest,

To refer as a bilingual person to that person who despite of his native language he has a similar competency in another language and that he is able to use his native language or the second language in any situation and with the same efficacy. This can be considered as a perfect or ideal kind of bilingualism¹ (Miguel Siguán y William F. Mackey 17).

As we can see in the last quotations and definitions little by little we are discovering more aspects about what bilingualism is; until now a bilingual person is the one who speaks two languages, one of them his native language and the other one is not a native language but he can use it in a close way as if it was a native person, we also know that people can be motivated to be bilinguals for two reasons, pleasure for learning a language or to survive.

Bloomfield defined in 1933 bilingualism as “the mastery of two or more languages at native like level” while Haugen in 1953 said that bilingualism is the ability of a speaker to produce complete meaningful utterances in the other language”.

¹ Author’s translation from Spanish into English.

It is very easy to find a lot of definitions about bilingualism through the Internet, book, academic essays or may be in magazines all of them written by different authors and in different ages but the majority of them agree that a bilingual person is the one who speaks two languages as if he was a native speaker of both of them; but in this search of a complete definition of what bilingualism is we can observe that there exists different types and grades of bilingualism as well as different ways of acquiring it.

First of all we can make a difference between compound bilingualism and coordinated bilingualism. The person who is a compound bilingual has a main verbal system, only one meaningful system, while the person with a compound bilingualism has two independent verbal systems, two independent meaningful systems. According these theories experts determine that the person who possess a compound bilingualism is the authentic bilingual and at this point appears a new kind of bilingualism known as balanced bilingualism; it has a common, meaningful system which can be accessible from both languages.²

There are a difference between learning a language and acquire a language. Krashen says about acquiring a language:

The result of language acquisition ... is subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a 'feel' for the correctness. Grammatical sentences 'sound' right, or 'feel' right, and errors feel wrong, even if we do not consciously know what rule was violated (Krashen 10).

On the other hand, Krashen also wrote about learning a language on his book *Principles and Practice in Second Language (1982)*.

We will use the term 'learning' henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In nontechnical terms, learning is 'knowing about' a language, known to most people as 'grammar' or 'rules'. Some synonyms include formal knowledge of a language or explicit meaning (Krashen 10).

In relation with the two last quotations we have to know that a bilingual person does not learn his second language, but he acquires it. It is because of this that we can distinguish between four different ways of acquiring a language in order to be bilingual. In the book *Educación y bilingüismo (1986)* are presented the correct ways of reaching the objective of being a bilingual person.

² Types and grades of bilingualism taken and translated from the book *Educación y bilingüismo* (Singuán, Miguel y Mackey, William, Spain, 1986).

The first way in which a person acquires a second language is by acquiring both languages at the same time, the L1 and the L2, during his first childhood. Researches have demonstrated that the child who is in contact with two languages acquires them without great effort and at the same way a monolingual child does. Another important fact is that these people not only acquire both systems but they are able to separate these systems so they can think in both.

The second situation is a monolingual family where a child has grown up speaking one language but when he enters at school there is another language which is the teaching language or may be the language of the society which surrounds him. This can be the condition of immigrant children. This kind of bilingualism can be acquired deeply but there exists an imbalance between the function and the use of the languages.

The spontaneously acquisition of a second language after the childhood by direct contact and supported by a society is another type of bilingualism. The competency in the second language is very limited but it can be sufficient to use it. Here we have the example of a person who migrates from his country on his adulthood.

The fourth and the last way of acquiring a language as a bilingual is the acquisition of a language in the country itself and in a strictly academic context. As well as in the third situation, here the competency of the second language is very limited but the linguistic structures and the written comprehension are favored.

The next sections are going to be focused in the last of the four ways of acquisition of a second language. We are going to analyze this kind of bilingualism in the academic context; first of all how big the impact of this kind of bilingualism has been in the Spanish territory and then focused in the autonomous community of Castilla y León.

2.2 Bilingual Section vs. British Council Program

Nowadays the idea of bilingualism in Spanish schools and high schools is becoming more and more popular but here we can find two different ways of inserting bilingualism on them, on one hand what is known as bilingual section and on the other hand the British Council program. At this point it is important to detail that this distinction between bilingual section and British Council program is only used in Castilla y León; each one of the Spanish autonomous communities determines his own regulations about bilingualism in schools and high schools.

The creation and regulation of bilingual sections in Castilla y León are standardizing by the following regulations:

ORDEN EDU/98/2017, de 21 de febrero, por la que se establecen de oficio secciones bilingües en centros públicos y se autoriza su creación en centros privados concertados, para el curso 2017/2018, así como por la que se revoca la autorización en centro público.

*Orden EDU/6/2006, de 4 de enero, por la que se regula la creación de secciones bilingües en centros sostenidos con fondos públicos de la Comunidad de Castilla y León, señala los requisitos y el procedimiento para la creación de secciones bilingües en centros docentes sostenidos con fondos públicos.*³

This program started in the school course 2006-2007 and it is financed with public funds. The possibilities of choosing a bilingual section are during the primary education and during the four compulsory years of the secondary education. The languages that can be taught are the following ones: English, French, German, Italian or Portuguese.

Two or three non-linguistic subjects are taught in the foreign language but they cannot beat a 50% of the total of the students' schedule. The person who can teach these subjects has to have a certification of the B2 level of the Common European framework of languages. Teachers can be supported by language assistants from other countries.

On the other hand, the British Council program started in the year 1996 and it is an agreement between Spanish ministry of culture and education and the British Council with the aim of creating a bilingual program, Spanish-English; where an integrated curriculum takes into account both educational plans.

While the bilingual sections can be introduced in public and semi-private schools and high schools the British Council program can only be introduced in public schools and high schools. This program is aimed to students from preschool until the last compulsory course of the secondary education and nine more autonomous communities have it.

Two non-linguistic subjects are taught in English a part from the English subject and secondary education pupils' schedule can be increased up to two hours. There are Spanish, English teachers, teachers from other areas and a limit of three language assistants.

³ Taken from: Boletín Oficial de Castilla y León, Viernes 10 de Marzo de 2017.

Right after a visual table is presented where can be seen the main differences between this two types of bilingual programs in the Spanish educational system.

BILINGUAL SECTION	BRITISH COUNCIL PROGRAM
2006-2007	1996-1997
Primary education and secondary obligatory education.	From preschool until compulsory secondary education.
Languages: English, French, German, Italian and Portuguese.	Language: English.
Public/semi-public schools and high schools.	Public schools and high schools.
2 or 3 non-linguistic subjects.	2 non-linguistic subjects.

2.3 Bilingualism in Spain

Spanish Education ministry defines the term *bilingual education* as “the education that teaches unless one third of its weekly schedule in English or in another foreign language”.⁴ Spanish foreign languages program coordinates all the interventions related with the different programs of teaching a language, bilingualism and multilingualism. Its functions are, support the processes of creating and developing the regulations related to teaching and learning a foreign language, drive the creation of investigation programs and coordinate the different initiatives of the autonomous communities according to the processes of acquisition and perfection of the linguistic competency in a foreign language. The programs related with the teaching of English are the following ones:

Bilingual Program MECD/British Council

- Integrated curriculum
- Both educational plans, Spanish and English one.
- Emphasis on the alphabetization of English language.
- Working with phonetics since the four years old, helping children to acquire sounds and words and to encourage the ability of reading.
- Teachers have experience on British or bilingual schools; there are Spanish teachers of English language who dominate the English language as if they were bilinguals.

⁴ Translation from the author. Taken from MECD webpage.

- Every year a series of specialized courses focused on bilingualism and focused on these teachers are organized.
- Aims: involve all the members of the scholar community in the process of students education and offer to the children from different socio-economical and academic levels the opportunity of manage with fluency in a second language as well as on its culture.

Collaboration with the Organization of the International A levels (OBI)

This organization was founded in 1968 and it actually works on 4,527 schools from 150 different countries. In Spain, this program is taught since 1977 and it expects to introduce the bilingual education of the diploma (the equivalent title for Spanish bachillerato) with the aim of giving an extra excellency level in the learning of foreign languages in Spain.

- Innovative educational programs addressed to students with a high motivational level.
- Encourage the intercultural understanding and respect.
- Self-curriculum, pedagogical framework and evaluation methods.
- Professional developing for the teacher.
- Primary school programs, 3-12 years old.
- Intermediate program, 16-19 years old.
- Diploma program, 16-19 years old.
- Certificate of studies oriented to a professional career, 16-19 years old.

There are in Spain 73 schools and high schools with the OBI program, 24 of them are public schools; this program can be found in all the autonomous communities except on Navarra and Extremadura, and in the cities of Ceuta and Melilla.

Linguistic immersion programs

Inside this category we can find two different programs:

1. Linguistic immersion program in summer camps.
 - Activity: summer camps where an immersion program in English language is developed during a month. There are two groups; one of them goes the first fifteen day and the other group the rest of the month. Students have everyday English lessons with the aim of getting a good fluency and communication in the English language.

- Candidates: 2200 students until 13 years old, registered in schools financed with public funds during the present school year.
 - Requirements: they have to have a mark media of 2:1 in the last course and specifically in the English subject. They have not received this scholarship previously.
2. Springtime linguistic immersion program:
- English linguistic immersion program. It is organized into seven different turns during a week of duration in springtime. A school is chosen and then two different groups of the same course but from different schools meet there to favor the exchange and the coexistence.
 - Candidates: 126 groups of 20-25 students of the last course of primary education and 84 groups from the second compulsory year of the secondary education. Students have to be accompanied by their English teacher and another teacher with a high English level. Candidates have to be registered in schools financed with public funds.

Next we are going to see some examples of bilingual programs in specific autonomous communities.

Navarra

- English learning programs for preschool and primary education (PAI). It consists on developing the curricular contents of non-linguistic areas in the foreign language, by integrating language teaching and content (CLIL). Multilingual programs start on the second cycle of the preschool education and they continue with the specific programs in the secondary education. The correspondent regulation is:

ORDEN FORAL 147/2016, de 30 de diciembre, del Consejero de Educación, por la que se regulan los aspectos básicos de los programas de aprendizaje en lenguas extranjeras en los centros de Educación Infantil y Primaria situados en el ámbito territorial de la Comunidad Foral de Navarra y se autoriza a determinados centros educativos para su impartición.

- Bilingual sections for high schools (English and French). At this moment there are 22 high schools with bilingual sections in this autonomous community. It works the same as in the rest of Spain's autonomous communities. Bilingual sections in Navarra are ruled by the following regulations:

DECRETO FORAL 25/2007, de 19 de marzo, por el que se establece el currículo de las enseñanzas de la Educación Secundaria Obligatoria en la Comunidad Foral de Navarra.

RESOLUCIÓN 54/2014, de 17 de febrero, del Director General de Educación, Formación Profesional y Universidades, por la que se convocan los programas de Secciones Bilingües de inglés y de francés para la incorporación de nuevos centros públicos y se establecen las bases para su impartición en el curso 2014-2015.

- Bachibac (French). Double “bachillerato” degree Spanish-French.
- MED/British Council program. Bilingual educational program with a Spanish-English integrated curriculum from 3 years old until 16 years old. It works the same way in all Spanish autonomous communities.

Extremadura

- Bilingual sections. There are 113 high schools with this kind of program, 102 of them are English bilingual sections. The groups are formed by 20-30 students per class; the teacher has the role of coordinator. There are two or three non-linguistic subjects teaching on the foreign language. The implementation of the bilingual subjects is progressively done in each scholar course. The correspondent regulations are:

ORDEN de 31 de marzo de 2015 por la que se regula, con carácter experimental, la convocatoria de Secciones Bilingües en Educación Primaria, Educación Secundaria Obligatoria y Formación Profesional para el curso 2015/2016, en centros sostenidos con fondos públicos de la Comunidad Autónoma de Extremadura.

RESOLUCIÓN de 19 de junio de 2015, de la Secretaría General de Educación, por la que se hace pública la relación de centros de Educación Primaria, Secundaria, y Formación Profesional autorizados a desarrollar proyectos de Secciones Bilingües desde el curso escolar 2015/2016.

- MECD/British Council program. It works in the same way as it does in the rest of the country. This kind of program has produced excellent results as the evaluation report of 2011 shows; a 90% of the students in this program pass their subjects. The regulations according to this program in Extremadura are the same as for the rest of the autonomous communities of the country.

2.4 CLIL Methodology

There is a new supply chain in language education, namely teaching content subjects through English. Alongside a surge of demand for English language teaching itself, we can increasingly see evidence of unprecedented numbers of students learning content subjects through English across the globe. This has led to the emergence of Content and Language Integrated Learning (CLIL) (Marsh 01).

With the birth of the bilingualism speaking in educational terms, new methodologies have arisen too. There is a particular one directed to this type of learning and that should be applied in a bilingual lesson for a better learning of the contents. This methodology is the Content and Language Integrated Learning, or better known as CLIL methodology (Spanish: AICLE, French: EMILE). A formal definition of what CLIL means is given by David Marsh, an expert on innovation developed in education in Finland and known in the whole world.

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to pre-defined levels. CLIL is a methodological approach particularly suitable for contexts where students learn content through an additional language (Marsh 01).

And what is not CLIL? CLIL methodology is not an approach oriented to the teaching of foreign languages, but an approach that mixes the content teaching and the language; it tries to obtain a parallel learning of both things. CLIL is not only the content teaching in a foreign language but, in difference of what is known as immersion, here the focus of the learning is set on the subject as well as on the foreign language and in the learning abilities.

The two main features of this methodology are that CLIL is the distinctive methodology of this educational approach where it acquires an important relevance and there is not exist a unique way of conceiving neither developing a CLIL approach; we can imagine CLIL as an umbrella, the whole umbrella is the CLIL methodology but this umbrella is formed and rewarded by important, key components of other methodologies.

In a class ruled by the CLIL methodology is important to pay attention to the explanations and instructions to do the activities and it has to make sure that the following components are included; the teacher has to show his students what they have to do in the activities, products such as works, results or examples have to be given, there have to be more than one way of explain the tasks (orally, visually...) and the teacher has to check that the task has been understood, for example two or three of the students can show what they all have to do and then by asking other students what they have understood.

2.4.1 Other methodologies.

CLIL methodology is the newest contribution to the world of the language teaching but before the existence of this methodology there were other methodologies that were specifically used for teaching languages. These methodologies are a little bit old-fashioned but we can see it nowadays in some teacher or some of their features can be seen in a language lesson today.

Grammar-translation method

It is a very used method through the years. At the beginning of the 20th century this method was the one used for helping students to read and appreciate the literature in a foreign language. It was thought that through the study of the foreign language grammar, the students could be familiarized with their own language grammar.

Students need to learn the grammar and vocabulary of the foreign language in order to be able of reading literature in the foreign language as the final aim. It is thought that the fact of studying a foreign language is a good exercise for improving mental development.

Roles are very traditional in this approach; the teacher is the authority in the classroom and the students the ones who make what the teacher says with the effect of learning what the teacher knows. There is no interaction between the student and the other students, the only kind of interactions that is here is the one teacher-student.

The main features of this method are the following ones. Students are taught to translate into the foreign language; they use to translate texts about the culture of the foreign country. Grammar is acquired by the students in a deductive way, they first see the grammatical rules and the examples, then students memorize them and finally they apply these rules in other examples. Lists of words are memorized as well as the verbs.

Literary language is greater than spoken language and because of this it is the one which students must learn. Vocabulary and grammar are most important areas and reading and writing are the most important skills. Mother tongue is the one used on the lessons as meta language for translation.

This methodology uses as evaluation method the exam; an exam where the students are asked to translate from their native language to the foreign language or from the foreign language to their native language. Culture of the country and grammatical rules are also present in the exam. If students make mistakes or they do not know the answer the teachers gives them the correct answer directly.

Some activities that are very typical of this methodology are translation of literary passages, reading comprehension, synonyms and antonyms activities, memorize, the use of words in sentences and writing activities.

Communicative Approach

We need to master the communicative skill in order to communicate ourselves with others; this means that we have to know how to say things and who we are saying things. This idea started in the last 70s and in the beginning of the 80s.

The principal aim is that the students can communicate themselves in the second language. For this, the students need to acquire knowledge from the linguistic forms, their meanings and their functions; they need to know the different forms in which can be used as a function. Students must know how to “negotiate” with an interlocutor. Communication is a process.

In this method the teacher facilitates the communication in the class. The teacher should create contexts in which the communication is promoted. While the students are doing the tasks the teacher has the role of the assessor, he or she answers the questions of his or her students and supervises their conduct. The teacher takes notes about their errors to correct them later on. The teacher also monitors the students to make them active in the communicative process.

Students are communicative; they participate actively in the negotiation process when they have to make themselves to be understood and to understand the rest of their classmates. The students direct their own learning in a responsible way.

The main feature of this method is that almost everything is focused on communication. Activities that are communicative should have three common things: an informational gap, an option (to choose

between various options) and feedback. Another important feature is the use of authentic materials (newspapers, a conversation in the bus, magazines, etc.) to see how language is used in real situations. While working communicative tasks at class students work in pairs or in small groups, this favors the learning.

The role of the teacher is to be a facilitator of the tasks, but he or she does not always interact with the students. Sometimes, the teacher is a communicator but in the sense of establishing the communicative situations between the students. On the other hand students interact between them almost all the time in pairs or in small groups.

Language is here to communicate. Students need to learn forms, functions and meanings, and they have to use that knowledge. Culture deals with people who speak the meta language daily life. There are some crucial aspects for communication as for example non-verbal communication, which is very worked in this method.

Students learn coherence and cohesion. They work the four main skills since the very beginning; sometimes it appears to be only worked the speaking skill but this is not true because for example when we write we are communicating too. The meaning is not simply in the text, but it is in the negotiation between the reader and the writer.

Mother tongue is only allowed in specific moments; meta language is the one used as much as possible since the explanation of the activities until the completion of the tasks. Students learn through the classroom management (class rules, vocabulary, etc.), to be conscious that meta language is not only something to study but a medium for communication.

The teacher not only evaluates coherence but also fluency. The student that controls the structures and the vocabulary is not always the best communicator. The teacher can evaluate the intervention of his or her students from the point of view of the assessor. The teacher also can evaluate from a more formal point of view with an exam formed by communicative questions and with the creation of an essay where the students shows their communicative skills.

Errors are seeing as something normal in the learning process and they are tolerate in fluency activities; the teacher write notes with the mistakes that he or she has found in order to work them later on the activities of precision and coherence.

Real materials, games focused on the language, role plays are some examples of the most common activities of this method.

2.5 Bilingualism in Castilla y León

Bilingualism in Castilla y León was implemented in the year 2006 and it is actually regulated by the following regulations:

ORDEN EDU/6/2006, de 4 de Enero por la que se regula la creación de secciones bilingües en centros sostenidos con fondo públicos de la Comunidad de Castilla y León, señala los requisitos y el procedimiento para la creación de secciones bilingües en centros docentes sostenidos con fondos públicos.

ORDEN EDU/191/2015, de 10 de Marzo, por la que se establecen de oficio secciones bilingües en centros públicos y se autoriza su creación en centros privados concertados para el curso 2015/2016.

According to a study made by the Spanish Educational Ministry, Castilla y León is the second autonomous community on the list when speaking in terms of bilingual students, a 29% of the students are bilingual ones; the autonomous community of Asturias is on the top of the list with a 36.2% of bilingual students. Valencia and Baleares are the two last autonomous communities on the list, 2.2% and 0.6% respectively.

There are 44.8% of bilingual students in the primary education, 16.5% of bilinguals in the secondary obligatory education and only a 0.9% of the secondary non-obligatory education belongs to a bilingual program. Here can be observed that there is decline while the educational level is higher but it should be taken into account that only few high schools are offering a bilingual program in the two years of the secondary non-obligatory education.

English, French and German are the three languages offered in the 489 bilingual schools and high schools of Castilla y León. English language is the great one demanded by people; more than 66,200 students (94%) belong to an English bilingual program. Far away from that numbers, French is the second language with 3,500 students (5%) and finally, German students are only the 75% of the total⁵.

Parents are worried about the competencies of their children while using the foreign language and about if they learn enough content in the non-linguistic areas that are teaching in English. On the other hand teachers unions are claiming that in order to be a teacher in the bilingual

⁵ Data taken from "El Mundo" newspaper. Monday, 28th September, 2016.

section they are demanded to be very well prepared but at the same time the government does not take care of their preparation.

A total of 12,545 teachers since 2009 have been prepared for teaching in bilingual programs and bilingual sections. In the last course a total number of 249 conversational auxiliaries from different countries where helping the students in the different skills corresponding to the language.

2.6 Bilingual Programs in the United States of America and Canada

In this part of the work it is going to be shown how bilingual programs (English-Spanish) works in an English speaker country as it is the case of the United States of America and Canada. We can find in particular a bilingual program created by the Spanish educational ministry and implemented in the U.S.A and Canada, what is called International Spanish Academies (ISA). According to the Spanish educational ministry:

The International Spanish Academies (ISA) are educative centers in the United States of America and Canada, in each one of the educational levels previous to university education (Pre-K, Elementary, Middle and High School), very prestigious educational institutions, which follow (with all their students or with the biggest part of them) a program with an integrated language curriculum and Spanish content. In order to belong to this program, the schools and high schools have signed an agreement with the Spanish Educational Ministry (Conserjería de Educación en Estados Unidos y Canadá).⁶

The percentage of the Spanish language used varies depending on the educational level, the model of the program or even the school or high school. The minimums are established in the collaboration agreement and these are the following ones:

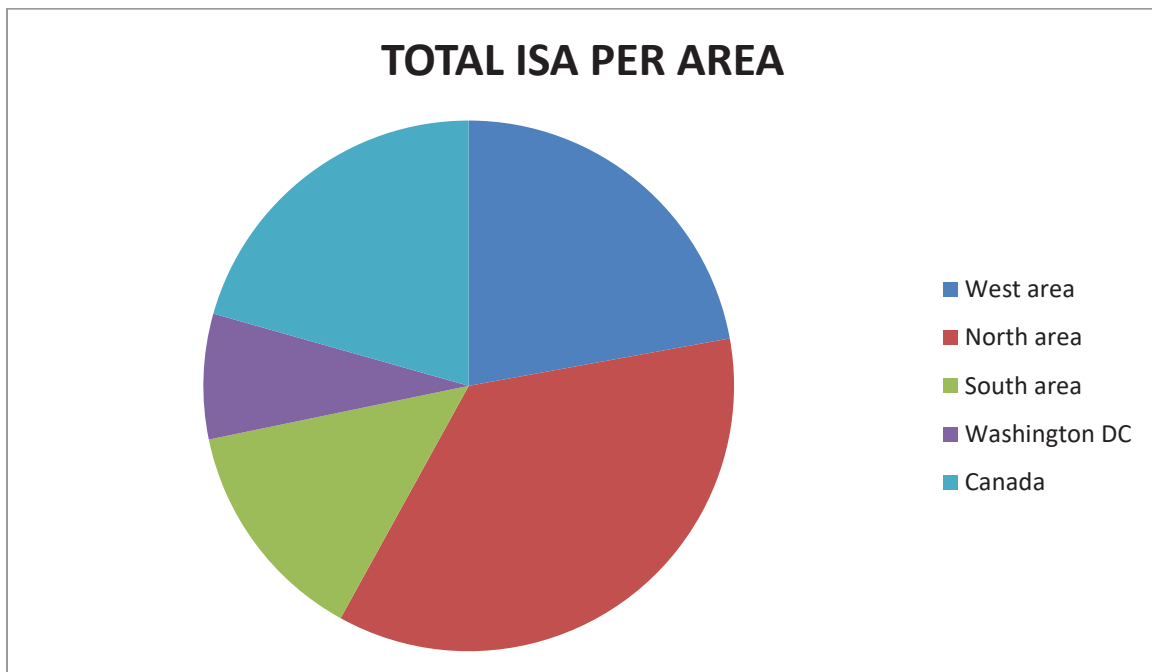
- K-5 (Elementary School): 50%
- Grades 6-8 (Middle School): 35%
- Grades 9-12 (High School): 25%

This program started as an experimental program in the American states of Illinois, Indiana, and Florida and in the province of Alberta in the year 2000. It was an initiative of the Spanish Educational Ministry in order to take advantage of the rising bilingual programs. In 2005 the program is officially formed.

⁶ Author's Spanish-English translation.

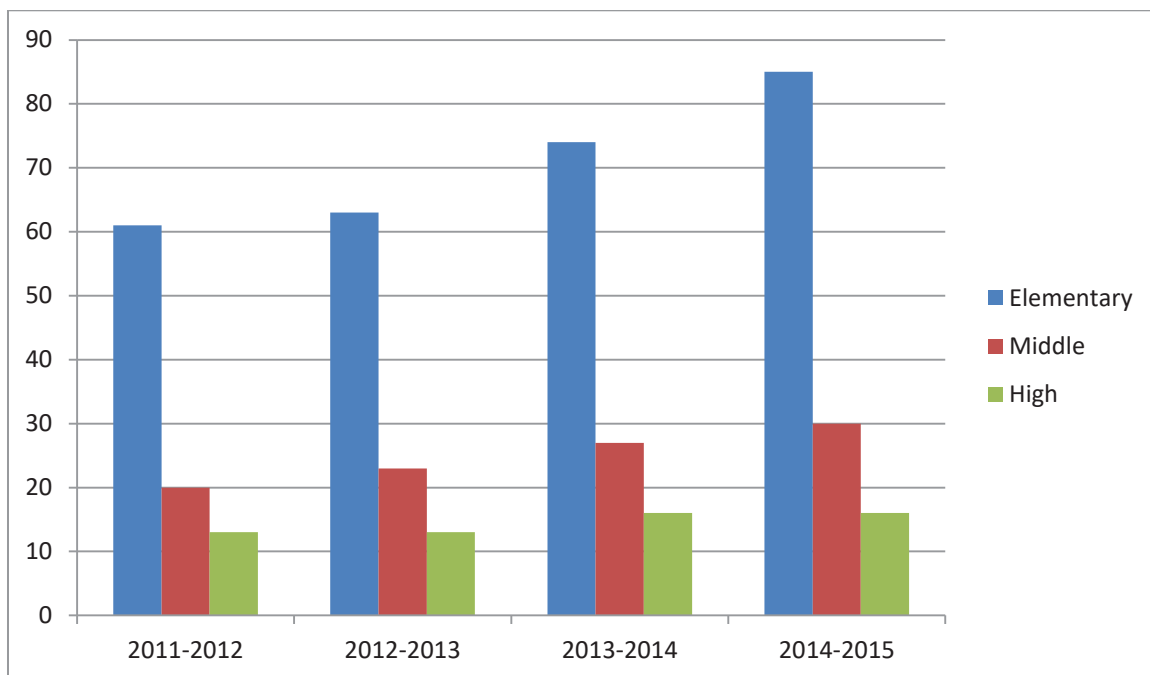
Nowadays there are 131 schools and high schools with this program, 104 in the U.S.A and 27 in Canada. The ones which are in the U.S.A are placed in the following way:

- West area: (29 schools and high schools). 2 New Mexico, 3 Colorado, 3 Oregon, 3 Washington, 7 Utah and 11 California.
- South area: (18 schools and high schools). 1 South Carolina, 2 North Carolina, 2 Georgia, 5 Florida and 8 Texas.
- North-East area: (47 schools and high schools). 6 Indiana, 4 Ohio, 4 Kentucky, 3 Iowa, 9 Nebraska, 7 Illinois, 7 New York and 7 Massachusetts.
- Washington D.C: (10 schools and high schools): 2 Maryland, 4 Columbia district and 4 Virginia.



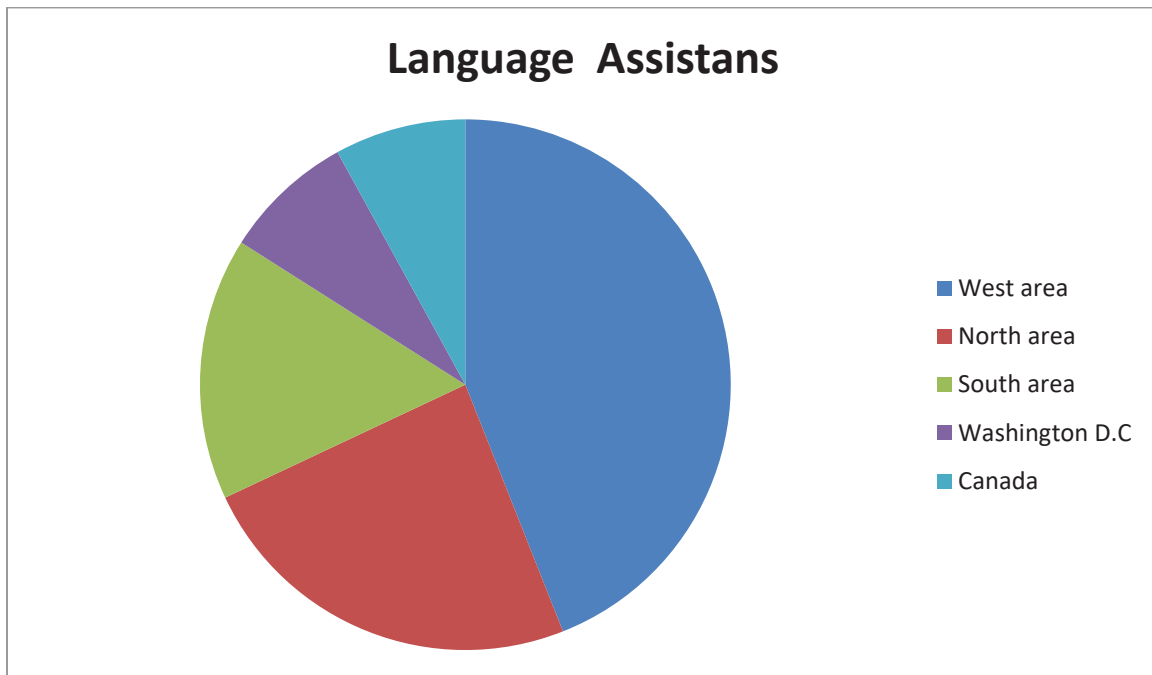
Inside the ISA there are 85 Elementary Schools, 30 Middle Schools and 16 High Schools with a total of 35,694 students. These students are the 30% of the total of people that study on an ISA center. All the ISA centers have a total of 82,564 students who are the 70% of the student body.⁷

⁷ All the data shown in this part of the work have been taken from the Spanish ministry of education webpage (MECD) about the ISA.



(EDUCATIVE LEVELS DISTRIBUTION IN THE LAST FOUR YEARS)

Teachers of this program are native English teachers as well as Spanish visitor teachers. During the course 2014-2015 there were 161 visitor teachers and 25 language assistants. In Canada there were 45 visitors, in the U.S.A, 44 in the West area, 27 in the South area, and 36 in the North-East area and 9 in Washington D.C. There are a total number of 27 language assistants, 25 of them are in the ISA centers.



2.7 Different opinions about bilingualism at school

The Spanish newspaper “ABC” collects in one of its articles the positive aspects of bilingualism said by the Spanish Joyfe School (Madrid) and the negative aspects as shown by other Spanish school, Francisco Giner de los Ríos (Madrid).

The positive aspects presented by Joyfe School are that nowadays, there are many scientific studies that show the linguistic advantages, and that bilingualism offers the capacity of reacting to a stimulus in a more efficacy way while developing the bilingual mind.

Bilingualism has more important advantages apart from those related to the labor world. Bilingualism allows developing an open mind far away from the own culture and style of life of the person.

Bilingual person’s brain develops new skills for processing and managing the information and in this way the capacity of solving problems in an easy way is bigger. In addition, the level of concentration that a bilingual person gets is bigger too, this happens because they have to work with more information, separating both languages and accessing to each one of them when necessary.

The ideal is to start with the bilingualism since the very first years of the person’s life, there are babies who grow up with parents that speak two different languages and they are able to identify the two different languages without holding up their linguistic development.

Children until eight years old absorb a second language from an intuitive way without taking any kind of effort. Their brain is developed with the capacity of managing two languages as if was a monolingual, and these people live this process from a very natural and simple way because they do not need to translate their thoughts from one language to another, as adults do. In this way, the capacity of thinking and expressing in both languages without difficulties is the principal characteristics of a bilingual person.

Bilingual mind is able to despite of being a period of time without using the second language, with a little immersion on it recover the fluency and the confidence on the use of the second language.

On the other hand the Francisco Giner de los Ríos School does not think so well about the bilingual program since the very beginning and the arguments that they show to support this idea are the following ones.

They started by saying that before the creation of the bilingual sections there were the British Council program and it worked good in schools but not in high schools. Because of this they say that this should be an experience to learn of.

The teaching of language and content should be a process of planning and learning. Since the origins of the bilingualism, it has been imposed and this has caused a selective process of the students in which the students are separated according to their language level when they enter the ESO. The difficulties that they can have are not solved in the high schools because there are not the support that is needed; in this way families are the ones who have to solve the problem and not all families can afford it, so here there are a new kind of segregation, children from less social classes families are less favored.

Another complain that is show is that it cannot be introduced this program while the government is making a lot of cutbacks as are made nowadays in education. Human resources and materials are cutting back in the Spanish educational system.

Other things that are said are that the teaching of a subject cannot be the excuse for a language learning and that recent researches show that bilingual students are acquiring less competencies than non-bilingual ones and because of all these reasons they demand a correct evaluation of these bilingual programs.

3. CHAPTER TWO: THE STUDY

For the following study two different survey types have been prepared, one addressed to English teachers and for those teachers who are part of the bilingual program by teaching a non-linguistic subject and the other one addressed to the students that are part of the bilingual program. Here are presented the main parameters followed to do possible this research as well as the study and its data.

3.1 Purpose and aim

The purpose of this study is to show through real data how functional can be the Spanish educational system policy in relation with the bilingual sections that are implemented in Spanish high schools. This can be a short study but it could be amplified in a future to other high schools from different Spanish regions even different countries.

The main aim of this study is to see the effectiveness of the bilingual program according to the communicative skill. According to Collins dictionary communicative skill is “the ability to convey information and ideas effectively”. This skill is the most important one and the one which teachers want to teach properly to their students; a student who have acquired a good communicative skill have acquired the most important, he or she is able to transmit his or her ideas in a foreign language.

3.2 Participants

The data taken from these surveys are from a specific high school; I.E.S Vega del Prado is a public high school located in the Spanish city of Valladolid, particularly in the neighborhood of Huerta del Rey. It was founded in the year 1987 and it has an English bilingual section from first course of ESO until the fourth and last course of it.

There are two different groups of participants, teachers and students. Inside the group of teachers we can make a difference between those teachers who are English teachers and those ones who teach in English a non-linguistic subject in the bilingual program (music, physical education and technology). We have to keep in mind that the teachers who teach a non-linguistic subject they are not English experts.

The students group is formed by students from two different courses of the bilingual section. First, the students of second grade of ESO; this class is composed by fifteen students, eleven of them are girls and five of them are boys. Second, the students of third course of ESO,

where there are ten students, seven boys and three girls. We have to take into account that this survey has been only done by bilingual students but it is important to highlight that none of these courses are on their first year of the bilingual program.

3.3 Tools

As it has been previously said the main tools for measuring how this skill works are two different questionnaires, one for teachers and the other one for students. This kind of tool has been designed by me with the help of the director and teacher of the English department of Vega del Prado high school. The questionnaire is composed by open answer questions where teachers and students have to show their opinions.

Teachers survey is composed by the following questions: bilingual courses where he/she teach his/her subject, how long has been he/she teaching in a bilingual program, timetable differences between bilingual program and non-bilingual, differences/similarities in a bilingual program textbook and non-bilingual one, differences in linguistic abilities between a bilingual course and non-bilingual, if there are variation between oral comprehension and oral production, differences found in the methods for teaching vocabulary and grammar, variation of student's motivation, difficulties found while teaching in a language where they are not experts, if teachers should have a higher qualification in the foreign language as comparison with the one actually required, conversational auxiliary assessment in his/her lessons and general assessment of the bilingual program.

Students are asked about how old are they, course which they belong to, how they are affected by the changes in their timetable, if there are an excessive amount of hours or not, the difference that they can see in comparison with mates that are not studying into a bilingual program, subjects that they are studying in English and the difficulties that they can find on them, if it was a personal decision to be part of this program or not, if they like to be in a bilingual program or not, differences between English teachers and those who teach in English a non-linguistic subject, if they prefer free lessons or lessons by following a textbook, if they think that the higher amount of hours can be good for improving their conversation, if they think that a conversation auxiliary helps them and general assessment of the bilingual program.

3.4 Teachers Survey

The teachers that have been asked for doing this survey are English teachers, music teachers, P.E teachers and teachers of technology. They are teaching in the bilingual program and in different courses (the majority of them have students from 1st year till 3rd year of ESO). The average of years taught in a bilingual program by these people is between two and three years of experience. Questions from the survey are going to be developed one by one right after.

Question: Which kind of difference in the schedule can be seen for those who are in a bilingual program and for those who are not? (Schedule differences)

As it was mentioned before in the part where the differences between a bilingual section and a British Council program are, two or three non-linguistic subjects can be taught in the foreign language. The high school chosen for this study has a bilingual section so the main differences of the schedule for those who are part of this program are the increased number of one hour in the linguistic subject of English language.

There is an interesting aspect in the teachers' answers and it is that the majority of the teachers who teach in the bilingual program a non-linguistic subject do not know which kind of differences exist in terms of schedule; on the contrary English teachers knows it perfectly. Maybe the reason why this happens is because this change does not affect those teachers who teach a non-linguistic subject in the foreign language.

Question: Are the same textbooks for those students that are in the bilingual program and for those who are no?

In my opinion textbooks should be appropriated to the class level and so textbooks should be different for students in a bilingual program due to the objectives that should be obtained are different in a bilingual student and in a non-bilingual one.

English teachers who answered the survey say that textbook are different in terms of the treatment of the oral competency. Teachers of the non-linguistic subjects say that the books are the same and that the only difference that they have found is that the content is reduced for the bilingual students.

But in general terms books are the same for both programs which is something that have to be different not in terms of content because an student from second year of ESO in a bilingual program must to study the same content of history for example than a student from

second year of ESO in an ordinary program, but it should be different in terms of the English level.

That is for the non-linguistic subject, but for the English subject, the textbooks should be more different between the bilingual and the ordinary program because the necessities of the students in those programs are very different, for example a textbook directed to bilinguals should have an specific part made for working the oral skills.

Question: In which linguistic competency there is a big difference between a bilingual program and a non-bilingual one?

Teachers have seen in their lessons that the great difference is focused on the oral comprehension and expression (listening and speaking), only one teacher has answered that this happens in the written expression. This aspect is very important because one of the aims searched on the bilingual programs is that the students have to have good adequacy and fluency in the foreign language.

To have differences between a bilingual students and non-bilinguals is something normal because if this were not happening it would mean that something is wrong. To see that the most important difference is focused on the oral skills is something good, is a sign of the correct functioning of these kinds of programs.

Question: Methodological differences while teaching grammar and vocabulary.

All the teachers are agreeing on the answer to this question, they say that there is not a different method used for teaching vocabulary and grammar to bilingual students. This answer can make us think about the CLIL methodology, which is the one specifically created for teaching a foreign language to bilingual students, and how it works or how it is put into practice in bilingual programs.

This answers make us think that CLIL methodology is not been used in the classrooms or that it is not been used in the correct way. The key is that there is a specific methodology created for teaching non-linguistic subjects in the foreign language in a bilingual program and that it has not been used. Maybe if it would be used progress would be higher than what it is now.

Question: There is a great variation between oral expression and comprehension in bilingual students?

According to the answers the biggest difference between these two competencies is that students are less able to speak; only one of the answers was that both competencies are practically equal. From my point of view the problem is that people tend to be shier when they have to speak than when they have listen or writing; there exists a kind of fear of making mistakes and as a consequence of being ridiculous, that is why it is important that teachers change this thinking by the correct treatment of errors because we have to learn of them.

Question: Is there a variation on the motivational level of the student?

The answer is absolutely yes. A bilingual student is a high motivated person because without that motivation it is very difficult to pass the bilingual program. This fact is very important because the student has to be conscious of the kind of program in which he or she is studying and the extra effort that they have to do but with a particular aim: to be bilinguals.

A high-motivated student is someone who can obtain his or her aims in an easy way in the sense that if they are concentrated on the study and they have focused an objective on their minds they are going to obtain the good results that are searched for since the very first year when they enter to the bilingual program.

Question: Is there a difference in terms of teaching depending on the previous knowledge of phonetics?

Most of the answers to this question says no, because it is very similar to the one taught in the ordinary program. The question is, is this should be changed? Phonetics is very important in a foreign language and in particular in the case of English.

From my experience as student phonetics is not taught in English lessons at high schools or there are only a few teachers who teach it. Something as important as phonetics should be included in English lessons not only for bilinguals but for all English students. In the case of bilinguals phonetics is even more important, because teachers want their students to have a good speaking skills and pronunciation play a very important on the spoken English.

Question: Which difficulties the teacher can find while explaining the content in a foreign language?

This question is addressed to the teachers who taught the non-linguistic subjects in the bilingual program. All these teachers are agree on the answer, the most difficult thing for a teacher who is not specialized in the foreign language but who teach the subject on that

language the specific vocabulary of each specific subject is the most difficult for them. Followed to this aspect teachers says that the low level of the students is another of the difficulties.

Teachers claim that it is difficult for them to make the students understand the content of a non-linguistic subject in a foreign language, as for example technology; and that there are not enough resources to work with.

Question: Do you consider that teachers should have a higher English level than the actual required?

The question can be a little bit problematic and this is matter of debate. Teachers who were asked for this study answers as follows: 50% said YES and 50% said NO. The curious thing of this answer is that 50% of these teachers were English teachers and the other 50% were teachers who teach a non-linguistic subject in the bilingual program.

English teachers answered that teachers who teach a non-linguistic subject should be required a C1 level instead of the B2 level that is actually required, on the other hand teachers non specialized in English languages think that the actually required B2 level is enough for professionals who are going to teach a non-linguistic subject in the foreign language inside a bilingual program.

Question: Valuation of the presence of a conversation auxiliary in their classes.

All the answers are positive on this aspect but we can see some appreciations about it. Teachers says that a conversational auxiliary is very helpful but sometimes they are people that do know how to act in front of a whole class and how to teach and this can stop the learning rhythm.

On the positive aspects, teachers remark that the figure of the conversational auxiliary is a key for a correct oral expression and comprehension as well as for teaching the students the correct pronunciation, intonation and stress of the words in the foreign language.

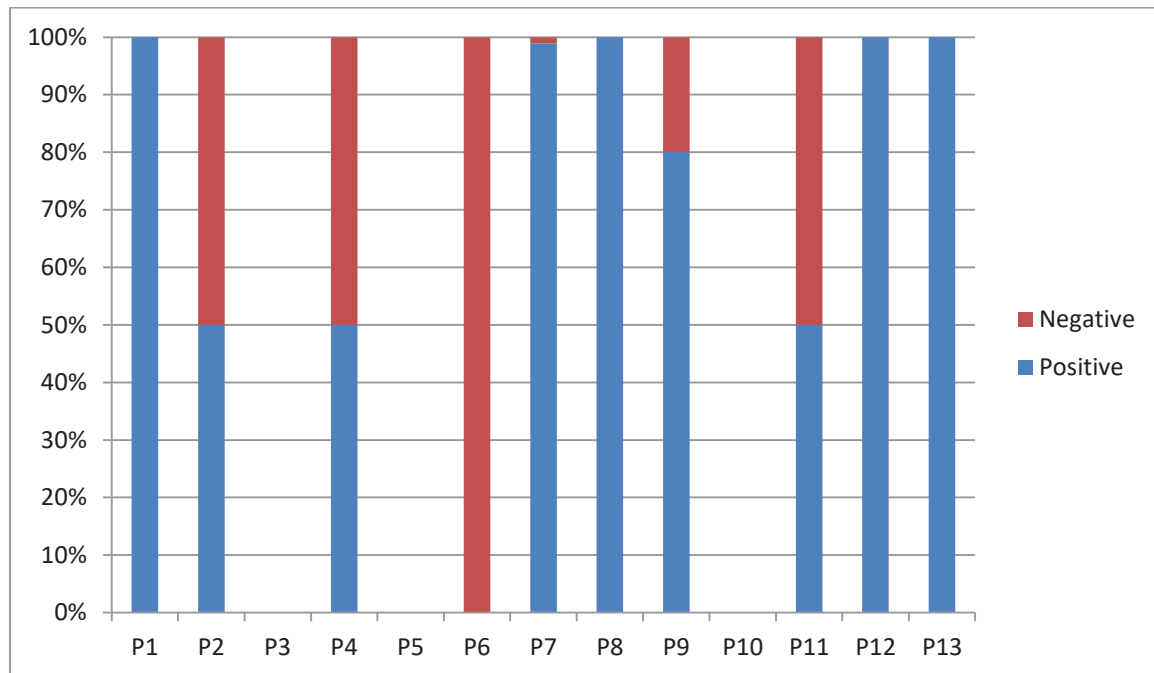
Question: Bilingual program general valuation.

The general assessment of this kind of programs from a point of view of the people that are teaching on it is a positive one. Students have a better comprehension of the language and learn how to express themselves in English but sometimes the resources are not the adequate

for this kind of programs and teachers are not well prepared. As complaint, teachers think that this program should go beyond the last course of ESO.

The results of this survey are shown in a graph. This is an approximation to the real results due to the character of the questions (open answer questions) it is more difficult to generate exact numbers of the results.

3.4.1 Graph



There can be seen that some questions have no numeric values, this is because due to the character of the survey (open answers questions) there are some of these answers that cannot be assigned a numeric value. These questions are which differences in the schedule are seen between the bilingual program and the ordinary program? (P3), which is the linguistic ability where you can see more differences between the bilingual program and the ordinary program? (P5) and which difficulties do you find for transmitting the contents in a language which you are not specialized? (P10).

On the horizontal axis the question are placed one by one, on the vertical axis the numeric values. Despite of being open answer questions, all of them can be divided into two answer types (yes/no, positive/negative, agree/disagree), the affirmative answers are the ones in blue color while the ones in red are the negative ones.

By watching this graph we can see that positive values are higher than negative ones. So at first sight it can be concluded that teachers have a good general idea about the functioning of this program in their high school.

3.5 Students Survey

The students that have been asked for completing this survey are students that belong to the 2nd and 3rd courses of ESO inside bilingual program and they are in a range of age between thirteen and fifteen years old. All of them are studying in the same high school and the areas that they study in English a part of the proper foreign language are music, P.E and technology.

Question: How does affect you the change in your schedule?

Students who belong to the bilingual program have an extra hour of the English language. Because of this the general answer is that they do not like to end the classes some days at 3.00 hours instead of at 2.00 hours; they feel tired at it is difficult to pay attention when they are tired and it is even more difficult to do it while the hot weather is coming. The majority of them say that at the beginning was really difficult to adapt themselves to this change but after a year of being bilinguals they take it better.

Question: Do you think that there are an excessive number of hours?

The majority of the students that have been asked for doing this survey say that they do not like to have an extra hour in their schedule but they understand that the extra hour is necessary for the correct functioning of the bilingual program and for improving their English level.

Question: Do you find differences in comparison with other mates or friends that do not belong to a bilingual program?

All the students agree on the answer to this question, they have a better English level than their mates or friends who do not study in a bilingual program. They are also conscious that the main differences are on the oral expression; pronunciation and fluency are the most remarkable aspects.

It is important that the students appreciate their improvement on the foreign language as a result of being part of a bilingual program and that they realize that the communicative skill

is the one in which the big progress has been done; as it is said before, nowadays bilingual programs in educational terms, search as first aim the good fluency and adequacy of the students in the communicative skill.

Question: Which difficulties do you find in the non-linguistic subjects that you study in the foreign language?

All the students agree on what is the most difficult for them is the specificity of the vocabulary and how express the ideas in English language. For the students this requires an extra effort because they see that the change of express themselves in a language in which they are not natives increases the level of difficulty.

Bilingual programs are focused on the communicative skill; what these programs search is that the students have to be able of expressing their ideas about different topics as if they were doing it on their native language (communicative skill).

In the II Conferences for the Exchange of Experiences in Bilingual Education organized by the University of Valladolid; the first speech was in charge of Mary Griffith, native English speaker and science teacher in the bilingual program. She presented a very interesting idea about her science lessons.

This idea was that she as science teacher in a bilingual program what corrects to her students is not English grammar, because this part corresponds to the English language teacher, but what she corrects is their students capacity of express the pollination process in English with their own ideas and words; in this subjects with matters is not so the mistakes on the English language but how the student express himself on the English language and that the person who reads his work can understand the ideas (communicative process).

Question: Does it was your own decision to take part of the bilingual program?

We have to keep in mind that the students that have answered this survey are between thirteen and fifteen years old so the majority of their decisions are influenced by their parents. Bilingual program in Vega del Prado high school starts on the first course of ESO, most of them took the decision of being part of this program when they were twelve years old so it is comprehensible that the opinion of their parents was present in this decision.

Most of the students affirm that it was their own decision to study in this program but with the help of their parents, a few of them say that it was a decision of their parents and that they

did not take part of it. It is very important that the students agree on their parents' decision in order to get success on their marks.

Question: How do you see now to study in a bilingual program?(do you like it or not?, is it more difficult or not?)

The general answer to this question is that they like the bilingual program but at the same time they are very conscious of the difficulty that being in this program implies. It seems as if we people want the best things but while doing the less effort as possible. Because of this a person who decides to take part of the program must to be conscious of what he or she is going to be able to do for improving his or her English level; but the results are gratifying.

Question: Can you see any difference between the teachers of the non-linguistic subjects that are taught in English and the English language teachers?

A similar question was asked to teachers on the corresponding survey; English teachers said that people who teach a non-linguistic subject in the foreign language inside a bilingual program should be required a higher language level as the actual required (C1 instead of B2), on the other hand those teachers of the non-linguistic subjects answered that they have not to be required a higher certification.

Related to this issue, students have answered that they can see differences between English teachers and those who are not specialized on English language and the most important difference that they have notice is related with oral skills. They say that English teachers have much better pronunciation and fluency than a teacher who teach a non-linguistic subject on English language.

This is something, a teacher that is specialized for example on history, do not have the same English level than a teacher specialized on English language, and here is the debate. Should those teachers who teach their subject on English language a higher preparation on the foreign language?

There are very different opinions as we can see on the results of these surveys and it seems that English teachers agree on the lack of preparation of those teachers of non-linguistic subjects but these ones think that a B2 level is enough because they are not English specialists but music teachers, history teachers, technology teachers, physical education teachers, etc.

As we can read in the article “El bilingüismo `gana`en Castilla y León”⁸, teachers are the ones who are claiming to the government for a better qualification and help that they are not receiving on the hands of the government. They say that they are required to be more qualified but they do not have any kind of help for obtaining this qualification.

Question: Do you think that the increase on the number of hours helps to improve the conversation in the foreign language?

Most of the students repeat that they do not like the idea of having an extra hour but at the same time they are very conscious about the importance of that extra hour. All of them say that it is very important for having an adequate improvement on their oral skills in the foreign language. They affirm that they speak a lot on these lessons and thanks to this they have more fluency than a person who is not studying in this program and sometimes even those students non-bilinguals cannot follow a conversation in the foreign language as well as they do.

Question: Do you prefer free lessons or lessons in which you have to follow a textbook?

Only a few students say that they prefer the lessons in which they have a textbook to follow; the main reason for this is that some of them find easy to study with a textbook because they can find all the grammar that they are going to be required to learn in order to pass the exam, so it is a question of organization of the own person.

The biggest part of these students prefers without doubt to have free lessons. Their reasons are that they understand better how their teacher explains the content, that to follow a textbook is sometimes boring or that they prefer to speak about different topics of their interest. They love to change and to do different things and that is why they prefer free lessons.

On one hand, free lessons allow speaking about many different topics and to do many different activities and the teacher can adapt each lesson to his or her students. If they not have a textbook is extra money that students` parents can save, and this is important because most of the times textbooks are expensive and they have them on the majority of the subjects. From the point of view of teachers the only problem that they see is that the preparation of a free lesson is harder than one with a textbook where all is prepared and organized.

⁸ Article. El Mundo. Title: “El bilingüismo `gana`en Castilla y León”, (2016).

Question: Do you find helpful to have a conversational auxiliary?

The general answer to this question is that the figure of the auxiliary is very helpful and specially in terms of speaking. The improvement of the pronunciation, the stress and the rhythm and the knowledge of different cultures, costumes and accents are the most important points on which an auxiliary can help.

But, most of the students have been with different auxiliaries along their years on the bilingual program and they say that it is very important the character of the person who plays the role of the auxiliary because he or she have to emphasize with the students.

We have to keep in mind that these people are from different countries but when they decided to enter in these kinds of programs they are not required to be specialized on teaching. In this way an auxiliary of conversation can be an American journalist who wants to be part of this experience.

Question: General opinion about bilingual program.

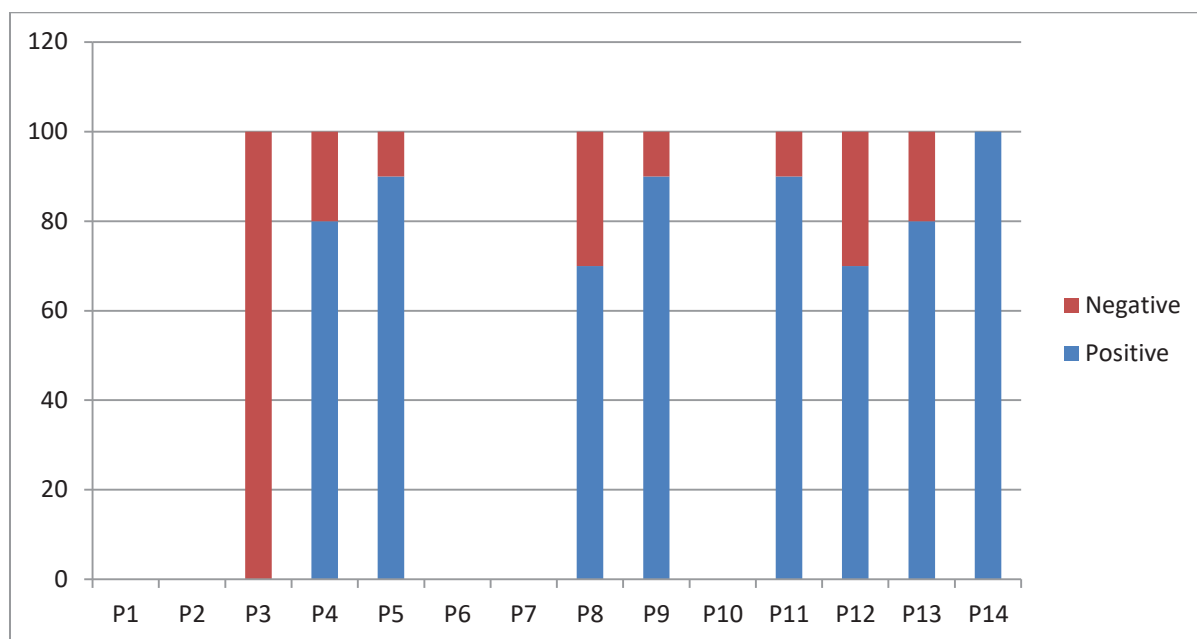
In this survey can be seen a positive, general opinion about the bilingual program made by the students. They highlight positive aspects as the limited number of students in the classroom, the good ambiance at class, two important aspects that facilitate the good learning for students. They appreciate the improvement that they are doing in the foreign language and specially in terms of speaking.

On the contrary they found difficult the specificity of the vocabulary because there are very specific terms that are a little bit difficult to remember and a few of the students claim that they are going to forget easily. Other aspect they see difficult is to study the theory in a foreign language.

As it has been done with teachers' survey, a graph shows the general results of students' survey. They are approximate results due to de character of this survey (open answer questions) but it is good for a general overview of the results of this program seeing by the students.

In the horizontal axis we can see the thirteen questions and on the vertical axis there are the numerical values. As well as the last graph, this one can be divided into two general answers (yes/no, positive/negative, agree/disagree), blue are the percentage of positive answers and red one the percentage of negative answers.

3.5.1 Graph



It should be highlighted that there are some question that cannot be reflected on the graph because of the character of the answers. These questions are: How old are you? (P1), which course are you in? (P2), which subjects do you study in English? (P6), and which difficulties do you find in those subjects? (P7).

On the horizontal axis can be seen the fourteen questions that are part of this survey. On the vertical axis there are the numerical values. Despite of being open answer questions, all of them can be divided into two answer types (yes/no, positive/negative, agree/disagree), the affirmative answers are the ones in blue color while the ones in red are the negative ones.

In general terms we can see at first sight in this graph taken from the results of the students' surveys that positive values are higher than negative ones. So it can be conclude that students see the bilingual program and the idea of been studying on it as something very positive. Only a few students affirm not to be agreeing with their parents when they decided about the idea of being inside the bilingual program and the majority of the negative results about the bilingual program are linked with these people.

4. CHAPTER THREE: STUDY CONCLUSIONS

Along this study there are very clear conclusions that can be seen in the surveys. This is a little study focused on a particular high school in the Spanish autonomous community of Castilla y León, but it could be amplified to other autonomous communities to see the results in a bigger way and to see how bilingual programs work in Spain.

Teachers who teach a non-linguistic subject in the foreign language are not conscious about the differences in the schedule of the students in terms of that they have an extra hour of English language. I think that this happens because these teachers are not affected by the schedule change. People tend to interest on the things that affect themselves in first person but not in which affects to the others.

The only change which affects these teachers is that they have an hour on their schedule what is called bilingual coordination and where all the teachers who are part of the bilingual program reunite for commenting the important things related to the program and the students.

This second conclusion is related to the topic of using textbooks in the classroom. These surveys shows that in this particular case the books are the same or very similar for those students who are part of the bilingual program and those ones who are part of the ordinary program.

It has been demonstrated that each person has a different way of learning things and each one has to have an own focused teaching. This aspect takes us to the conclusion that if there is no distinction between the books of the bilingual students and the books of the non-bilingual ones, when in academic terms there is a great difference between the bilingual program and the ordinary one, Is this means that students are not receiving a own focused teaching?

It is true that for a teacher is a little bit difficult to focus on the necessities of their students one by one, but they have to try to do it as near as possible and in this case we are talking about the particular necessities of a whole class that a bilingual program carries. The specialized books addressed to bilingual students can help the teacher to organize the direction of his or her lessons.

Students' oral skills are the ones which show the bigger improvement as they are in a bilingual program. Along history there have been different approaches for seeing the language learning, as for example the grammar one, which was mainly focused on the

grammar of the foreign language as the good way for learning it. Nowadays the educative approach on which we are giving the main importance to oral skills so it has been searched the right way for learning a foreign language mainly through oral skills.

To see that one of the main ideas of bilingualism is having the correct functioning and success, that is a good point for bilingual programs in Spain and of course for the teachers who are the ones that make sure that their students improve their skills on the foreign language.

In the survey, when teachers are asked about if they use a particular methodology for teaching vocabulary and grammar (we refer to those teachers who teach non-linguistic subjects on English learning), the answer is “no”, this makes reflect about CLIL methodology.

It is true that CLIL methodology is not a unique methodology but a methodology which enrich itself of different aspects from very different methodologies, it is a mixture. These teachers affirm that they are not using a particular methodology so this can make us think about the effectiveness of CLIL methodology; it does not work as it was supposed to work? Or is it a simple question of teachers’ “laziness” and they do not want to put in practice this methodology?

The speaking is one of the skills more worked in this kind of programs. People tend to be afraid of committing errors in general, but when we talk about the speaking skill the fear is bigger. People tend to think that if they commit a mistake while speaking in a foreign language they are going to be ridiculous.

As a consequence, it is very difficult to improve your oral skills if you are thinking that you are going to do it wrong and with fear. Because of this it is very important that a teacher helps their students to break this barrier by treating correctly the errors.

One of the clearest conclusions taken from this study is that teachers and students agree on this idea: the difficulty of expressing the ideas in the foreign language by the students and the difficulty of making them understand the ideas in the foreign language by teachers.

And here comes the debate that is in fashion between teachers and parents. It is better to know more history than English or it is better to know more English than history? This is applied to the non-linguistic subjects teaching in English on a bilingual program. It has been

proved that it is very difficult to learn the same quantity of content in a subject like history that is taught in English and the one taught in the same level on the ordinary program.

The ideal is to combine in the same measure the foreign language and the contents of the non-linguistic subject but the reality is that this is not happening in bilingual classrooms. There are people who think that the best is to explain the theory in Spanish and after that the same in English which is a good idea and it is putting in practice in primary bilingual schools in other autonomous communities as for example in the case of Navarra. But we have to be realistic, to do this is even more difficult in a high school level because this supposed to reduce the content and in that case there would be a slope between bilingual students and non-bilingual ones.

There are different opinions between teachers about the certification level on the foreign language that teachers of non-linguistic subjects in the bilingual program should have.

On one hand there is the opinion of the English language teachers. They think that a B2 level (established by the European common framework for the study of languages) is not enough and that they should be required a real C1 level in order to teach in the bilingual program.

On the other hand those teachers who are teaching non-linguistic subjects on the bilingual program think that a B2 level is enough for teaching this kind of subjects. In my opinion this could happen because people tend to make the less effort as possible but at the same time it is true that Spanish government is not offering courses and facilities for teachers in order to have a better preparation and qualification, so the government wants to require one thing but they are no opening doors for people in order to obtain that aim.

This conclusion is about the figure of the conversation auxiliary in the bilingual program. In general this person is a key on the students learning process and in particular focused on speaking, pronunciation and cultural topics. Thanks to this person, the students can learn different accents, they can acquire fluency on their speaking and they can learn cultural aspects from different English-speaking countries.

But there is a problem, most of this people have no experience as teachers and this can be a problem for all the people in the class. First for the teacher, because it can be difficult to follow the rhythm of the lesson and second and the most important aspect is that it could be very difficult for the proper auxiliary, because if you do not have experience on teaching it

could be a problem as you have to stay in from of the class and the ones that are affected by this are the students.

A possible solution could be that this people who want to come to Spain in order to be conversation auxiliaries, they may be should be requires to have experience on teaching, they would be to be required to be teachers or maybe they can do a short course on educational aspects in order to help them.

Related to this, it is important about how they feel the students with the conversational auxiliaries because the character of this person is very important as students should feel comfortable with him or her in order to speak and there some people that do not have an appropriate character for being a conversational auxiliary this can affect in students learning in terms of not getting the good results that are waited to obtain with the help of this figure.

Students are conscious that being part of the bilingual program is a great improvement on their English level. When they compare themselves with other people that are not studying in a bilingual program they can see their own progress on the foreign language this is a positive point in favor of bilingual programs because result are good ones.

The majority of the students that have taken part of this study have said that their parents where part of the decision of being part of the bilingual program, what is something very comprehensible. But a few of them were completely forced to study on it, and what I think is, until which point this can affect student´s marks?

In my opinion students have to have freedom in the sense that they have to choose in this kind of decisions because if they are against of being in a bilingual program or if they are not conscious of what being bilingual means and the effort that they have to do, this can have a bad effect on their grades.

There is a debate about having a textbook versus free lessons. Students prefer in general free lessons; they say that this kind of lessons give them the opportunity of speaking about many different topics. As this kind of lessons are free ones there are many different types of activities too, and this makes lessons not so boring, which favor learning.

Nowadays textbooks are expensive and students´ parents have to afford the payment of many textbooks for the different subjects that their children can have; because of this it is normal

that parents thank when their children have free lessons and they do not have to buy another expensive textbook.

At last, teachers are conscious of the benefits of a free lesson but at the same time they are conscious of the difficulty that this carries. To prepare a lesson is something difficult and which carries a lot of work. If there is a textbook lesson (topics, grammar, vocabulary, etc.) are more or less organized and it is easier for the teacher while a free lesson has the double of difficulty and work because the teacher has to prepare everything but they can be very interesting lessons.

It can be conclude that since the beginning of the bilingual program there have been lots of progresses and that this kind of programs are very important for the improvement of foreign languages in our students. There are although many aspects which have to be revised and changed for a better functioning of the program. There are still many things that have to be changed as they can be seen in the conclusions of this research paper.

This is the beginning of a study about bilingualism in high schools that can go further. It can be applied to other high schools, to other autonomous communities with the aim of seen how bilingual programs are working in Spanish education but above everything, to see the things that are not working well and that must be changed for getting better result and a better learning of the foreign language.

5. ANNEXES

These two surveys have been designed with the help of my tutor during the training period of this master on the high school. As it has been mentioned before there are two different surveys, one addressed to teachers that are teaching in the bilingual program (English teachers, music, technology and physical education teachers), the other one is addressed to the students that are part of the bilingual program (in this case to the courses of 2nd and 3rd grade of ESO). The original surveys are written and answered in Spanish as it can be seen in the following annexes.

5.1 Annex I: Teachers' Survey

Encuesta bilingüismo

Trabajo de fin de máster

Anthea Aragón Malo

Esta encuesta se debe realizar de manera anónima.

1. Cursos a los que imparte su materia dentro del programa bilingüe.

2. ¿Cuánto tiempo lleva impartiendo clase en programas bilingües?

3. ¿Qué diferencia horaria se observa en el programa bilingüe respecto al no bilingüe?

4. ¿Son los libros de texto iguales para el programa bilingüe y para el ordinario?

5. ¿En qué habilidad lingüística observa más diferencia respecto a un programa bilingüe y uno no bilingüe?

6.¿Qué diferencias se observan en los métodos a la hora de enseñar gramática y vocabulario?

7.¿Encuentra una gran variación entre la comprensión y la producción oral ?

8.¿Varía la motivación del alumnado?

9.¿Varía la enseñanza respecto a los conocimientos previos de la fonética?

10.¿Qué dificultades encuentra para transmitir los contenidos en un idioma que no es su especialidad?

11.¿Considera que el profesorado debería tener una acreditación superior a la requerida actualmente (B2)?

12.Valoración de la presencia del auxiliar en sus clases.

13.Valoración general del programa bilingüe.

5.2 Annex II: Students' Survey

Encuesta bilingüismo

Trabajo de fin de máster

Anthea Aragón Malo

Esta encuesta se debe de realizar de manera anónima.

1.¿Qué edad tienes?

2.¿A qué curso perteneces?

3.¿Cómo te ha afectado el cambio del horario?

4.¿Crees que es un número excesivo de horas? (Te gustaría tener más o menos).

5.En comparación con otros compañeros o amigos que no pertenecen al programa bilingüe, ¿observas diferencias?

6.¿Qué materias das en lengua inglesa?

7.¿Qué dificultades encuentras en estas materias?

8.¿Fue decisión tuya formar parte del programa bilingüe?

9.¿Cómo ves ahora el estar estudiando dentro de este programa? (Te gusta, o no, te parece más difícil, etc.)

10.¿Notas alguna diferencia entre los profesores de las materias no lingüísticas que se imparten en inglés y los profesores de la propia asignatura de inglés?

11.¿Crees que el aumento de horas lectivas en lengua inglesa favorece a la conversación en dicha lengua?

12.¿Te gustan más las clases libres o prefieres seguir un libro de texto?

13.¿Crees que te es de ayuda tener un auxiliar de conversación?

14. Valoración y opinión general.

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