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**The MEFP-British Council Agreement and the
Bilingual Sections in Castilla y León.
A case study: IES Alejandría.**

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ABSTRACT

The following Final Degree Project deals with a research carried out on the different bilingual projects implemented in the community of Castilla y Leon as well as the real example of IES Alejandría.

For this purpose, the first part consists of a theoretical framework in which the topic in question is contextualized and the basic aspects such as the different definitions of bilingualism are described. Subsequently, the two bilingual projects carried out in the community, bilingual sections and the MEFP-British Council agreement, will be studied in depth. Finally, the case of IES Alejandría as a bilingual section in a rural high school will be studied, in addition to the realization of a SWOT analysis in which its real situation is reflected

Key words: Bilingualism, Bilingual Education, Bilingual sections, MEFP-British Council Agreement, IES Alejandría, English

RESUMEN

Este Trabajo Fin de Grado que se presenta a continuación trata sobre una investigación realizada acerca de los diferentes proyectos bilingües que se llevan a cabo en la comunidad de Castilla y León así como el ejemplo real del IES Alejandría.

Para ello, la primera parte consiste en un marco teórico en el cual se contextualiza el tema en cuestión y se describen los aspectos básicos como las diferentes definiciones de bilingüismo. Posteriormente, se estudiará a fondo los dos proyectos bilingües que se llevan a cabo en la comunidad, secciones bilingües y el convenio MEFP-British Council. Finalmente, se trata el caso del IES Alejandría como sección bilingüe en un instituto rural además de la realización de un análisis DAFO en el que se refleja su situación real.

Palabras clave: Bilingüismo, Educación bilingüe, Secciones bilingües, Convenio MEFP-British Council, IES Alejandría, Inglés



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1. INTRODUCTION

In recent years, due to globalization, the Internet and new technologies and technological advances, English has become the most widely used language in all areas. It is considered the universal language because it is the official language of the major world powers such as the United States, Canada and United Kingdom.

There are many more speakers of English that learn the language as their L2 than the ones that acquire it as native speakers.

Nowadays, English is the language through which different cultures communicate around the world, as well as the language in which scientists, economists, or doctors report world news. It is for this reason that learning English has become a key or indispensable element for the next generations and their professional, social and personal future.

Currently, in Spain, English is taught in all grades from kindergarten to baccalaureate due to the importance of learning this language from an early age.

The best time to learn English as a second language is during childhood and its educational stage due to the brain plasticity that children have at an early age. Learning a second language offers multiple benefits, such as the ease and capacity to learn that language, the increase of mental agility, the help to cognitive development and the facility to have a better professional future.

For all these reasons, the British Council decided to start implementing in the 1996-1997 school year their British schools throughout Spain to offer a bilingual education specialized in English. In the case of Castilla y León, La Junta de Castilla y León implemented the bilingual sections to give schools and high schools the opportunity to offer a bilingual education.

Despite the great acceptance of these projects, there is a lot of information which is not known about its implementation and the differences between both projects. This is the reason why with the realization of this TFG we study these programs in depth as well as to study the real case of a bilingual section in a high school located in Tordesillas, the IES Alejandría.



2. JUSTIFICATION

Nowadays, thanks to new technologies and the advances we have been experiencing over the years, we live in an increasingly globalized and connected world in which communication has become essential in our daily lives. Therefore, education and more specifically, language education, especially English, has become necessary and indispensable for future generations.

In Spain, English education is extended to all the courses of compulsory education: infant, primary and secondary, which means that Spanish students are very aware of the English language throughout their academic life. In addition, since 1997, different bilingual projects have been developed in our country and in our autonomous community, which means that students enrolled in these projects have greater advantages for their professional future, since through this education focused on English, students benefit from all the advantages that these programs offer.

Despite the trend towards bilingual education, there is a lack of knowledge about the different projects that are being carried out and what they are based on.

The aim of this research is to show the different bilingual projects that are carried out in our autonomous community, as well as to give voice to a small rural high school, about its situation as a bilingual section. In order to do so, we have informed and documented by reading and studying BOCyL, BOE, reports, studies, etc. In addition to conducting interviews and talking to people informed on the subject as teachers of bilingual sections.

In conclusion, bilingualism is a very interesting topic and more complex than it seems, as there are many aspects involved, the most important being the education of future generations.



3. OBJECTIVES

The main objective of this TFG is to know the different types of Spanish-English bilingual programs that are carried out in Castilla y León, as well as the specific characteristics of each one. The exact number of educational centers in Castilla y León associated with these projects will be determined, as well as the current trend. A specific case of an educational center belonging to the Bilingual Sections project, IES Alejandría, will be studied.

In order to know the exact number of schools associated with bilingual projects as well as their current trend, several infographics have been made using the BOCyL from the academic year 2006/07 to 2022/23, extracting each school one by one to count them. In order to know the situation of IES Alejandría, interviews have been conducted with the school principal, secretary and teacher of the English department and teachers of bilingual subjects. With the answers obtained, a real analysis have been carried out in order to draw conclusions about the functioning of the bilingual sections in educational centers.

Therefore, from our main objective we will develop the following ones:

- To carry out a research on the bilingual projects in Castilla y León (MEFP-British Council Collaboration Agreement and Bilingual Sections) from its beginnings to the present and study the specific case of IES Alejandria as a bilingual section.
- To know the theoretical framework on which bilingualism is based.
- Reflect on the importance of CLIL methodology in bilingual education.
- Study the legal framework for bilingualism in Castilla y León.
- Compile the existing bilingual sections in Castilla y León, both in primary and secondary education.
- Study the specific case of IES Alejandría as a bilingual section.
- To elaborate a SWOT analysis on the characteristics of IES Alejandría



4. THEORETICAL FRAMEWORK

In this section of the project, we will make a bibliographic review that will bring us closer to the basic terms of bilingualism as its multiple definitions, the different types of bilingualism, and later we will deal with bilingualism in relation to education as the different types of bilingual education that exist and finally the CLIL methodology, so used in bilingual education nowadays.

4.1. Definition of bilingualism

There is no single definition of the concept of bilingualism. This term has been acquiring more and more repercussion with the passing of time and because of this we find multiple definitions. There are many dictionaries that propose their own definitions, as well as authors specialized in the subject.

Macmillan dictionary defines bilingualism as “the use of two languages by a person or group” (Macmillan Dictionary, sf). Collins dictionary refers to the term bilingualism as “Bilingualism is the ability to speak two languages equally well” (Collins, sf). Cambridge dictionary proposes a definition very similar to that of Collins’. On the other hand, Merriam-Webster dictionary proposes three different definitions and each one takes into account different aspects. The definition that appears as the first entry is “the ability to speak two languages” (Merriam-Webster, n.d., definition 1), the second entry refers to this term as “the frequent use (as by a community) of two languages” (Merriam-Webster, n.d., definition 2), and the last definition proposed by this dictionary is the following: “the political or institutional recognition of two languages” (Merriam-Webster, n.d., definition 3)

On the other hand, specialized authors have chosen to propose their own definitions of bilingualism. The first and oldest definition of bilingualism proposed by an author is that of Bloomfield (1933), who defines bilingualism as “native-like control of two languages”(p.56). For Haugen (1953) a bilingual person is capable of producing. “complete and meaningful utterances in other language.” (p.7). For Weinreich (1953) bilingualism is “the practice of alternately using two languages.” (p. 1) . For Grosjean (2015), “... bilinguals are those who use two or more languages (or dialects) in their



everyday lives” (p. 576). Another example of definition of bilingualism given by Valdés and Figueroa (1994) is “an individual possesses more than one language competence” (p.8)

4.2.Types of bilingualism

There are many definitions of bilingualism depending as authors propose their own personal definition taking into account different characteristics. Therefore, many authors have also created different classifications of bilingualism depending on the factors taken into account. In this section we will make a first classification between individual bilingualism and societal bilingualism, and within this classification its subtypes following.

4.2.1. Societal bilingualism

According to Clyne (1998), societal bilingualism or also known as multilingualism refers to that type of bilingualism in which people acquire more than one language because they live in a society or region where more than one language is spoken. Within this type of bilingualism, Clyne distinguishes between official multilingualism and de facto multilingualism.

Official multilingualism, as its name suggests, refers to regions that have more than one official language. De facto multilingualism, however, refers to regions that officially have only one language but use other languages in addition to that language.

In social bilingualism, the languages spoken are at the same level, there is no one superior to the other.

4.2.2. Individual bilingualism

Individual bilingualism is a type of bilingualism at the individual level, it refers to the ability of people to speak more than one language. There are several authors who have



created their own classifications of individual bilingualism. Hamers and Blanc¹ (1989) propose this classification which is the most complete and clearest.

Dimension	Type of bilinguality
1. according to competence in both languages	(a) balanced bilinguality (b) dominant bilinguality
2. according to cognitive organisation	(a) compound bilinguality (b) coordinate bilinguality
3. according to age of acquisition	(a) childhood bilinguality (i) simultaneous (ii) consecutive (b) adolescent bilinguality (c) adult bilinguality
4. according to presence of L ₂ community in environment	(a) endogenous bilinguality (b) exogenous bilinguality
5. according to the relative status of the two languages	(a) additive bilinguality (b) subtractive bilinguality
6. according to group membership and cultural identity	(a) bicultural bilinguality (b) L ₁ monocultural bilinguality (c) L ₂ acculturated bilinguality (d) deculturated bilinguality

Figure 1: Types of individual bilingualism. Source: Hamers & Blanc, 1989

As shown in figure 1, the classification of types of individual bilingualism is made on the basis of different characteristics. The first one is based on the competence in both languages. Within this we find dominant bilinguality and balanced bilinguality. A balanced bilingual is one who is equally proficient in both languages, while a dominant bilingual is one who is more proficient in one language than in the other.

The second type is according to cognitive organization. There is compound bilinguality and coordinate bilinguality. Coordinate bilinguality stands for people who have two different concepts for the same word in different languages, whereas compound bilinguality stands for people who have the same concept for the same word in different languages. Normally, people who acquire first one language and later another in a

¹ Hamers and Blanc use the term bilinguality instead of individual bilingualism. For Hamers and Blanc, (1989) "bilinguality is the psychological state of an individual who has access to more than one linguistic code as means of social communication" (p.8)



different context are usually coordinated bilinguals and people who learn different languages at the same time and context usually are compound bilinguals.

The third type is according to the age of acquisition. As the name implies, childhood bilinguality refers to those people who learn two or more languages since childhood. They can learn languages from birth, and they are considered simultaneous bilinguals, and if they learn one language at birth and years later learn another language, they are considered consecutive bilinguals.

The fourth type is according to the presence of an L2 in the community in environment. Two types can be distinguished: endogenous and exogenous. If the L2 is present in the community, it is considered endogenous bilingualism, if the L2 is not present, it is exogenous bilingualism.

The fifth type is according to the relative status of the two languages. Additive bilingualism occurs when the two languages have the same social status. However, if one language has a higher status than the other, we are dealing with subtractive bilingualism.

Finally, the last group of individual bilingualism is characterized by its groups membership and cultural identity. Acculturated bilinguals are those who renounce their own culture and adopt that of their L2 culture. Bicultural bilinguals feel identified with and integrated into both cultures. Monocultural bilinguals only feel identified with one cultural group.

4.3. Types of bilingual education programs

According to Skutnabb-Kangas (1988), and as Joaquim Arnau (1992) points out, there are three factors that are key in establishing bilingual programs. These variables refer to language and culture of the student, language in which the education is provided, and the objectives to be achieved with the education offered. Depending on these variables, we are dealing with one type of program or another. According to Skutnabb-Kangas, there are four bilingual education programs: Segregation, submersion, maintenance and immersion programs. These four programs can be grouped into two: the assimilationist model, which includes segregation and submersion programs, and the pluralist model, which includes maintenance and immersion programs.



4.3.1. Assimilationist model

The assimilationist model is based on students focusing on the L2, both in its language and culture, leaving aside their mother tongue and culture. Within this model we find segregation and submersion programs.

Segregation programs are based on considering L2 as another subject in the curriculum by teaching it for a certain number of hours per week and teaching the rest of the subjects in the students' mother tongue. As Joaquim Arnau (1992) says, this program was created in order to segregate immigrant students and provide them with fewer opportunities for the future, so as not to overshadow native students.

Submersion programs are based on the fact that the students involved forget their native culture and language as they would hardly practice it due to the totality of education in the target language. This program makes the students be forced to adapt to the new language and culture.

4.3.2. Pluralistic model

The pluralistic model is based on teaching in both the mother tongue and the target language, so that students gradually acquire the new language and culture. Within this model we find maintenance and immersion programs.

Maintenance programs seek to maintain the mother tongue and gradually implement the new language, but without completely removing the L1.

Immersion programs are based on students being able to function in both languages. The new language is used as the dominant language in which the curriculum is taught, if not in all subjects, then in most of them. The aim of this program is for the students involved to reach a bilingual level in both languages.

4.4. CLIL methodology

Over the years, CLIL methodology (content language integrated learning) has become important as most bilingual projects use this methodology. This type of

methodology originated at the end of the 20th century with the massive emergence of bilingual schools.

CLIL methodology is based on the usage of the L2 to teach some subjects different from the foreign language courses. This is, the L2 becomes the main language in the classroom.

Through the English course, students learn vocabulary and structures that are pre-designed, since they study English through a textbook with a fixed structure. However, through CLIL methodology, students can learn English in a more natural way.

CLIL methodology does not show immediate results, it is a long-term learning process.

Coyle (2002) developed a framework to implement this methodology and make it fully effective. This framework is known as the 4Cs Framework. The 4Cs Framework proposed by Coyle focuses on the relationship between 4 primary elements: content, communication, cognition and culture. These 4 elements create interrelationships among them and allow for the integration of language learning, subject matter learning and cultural learning.

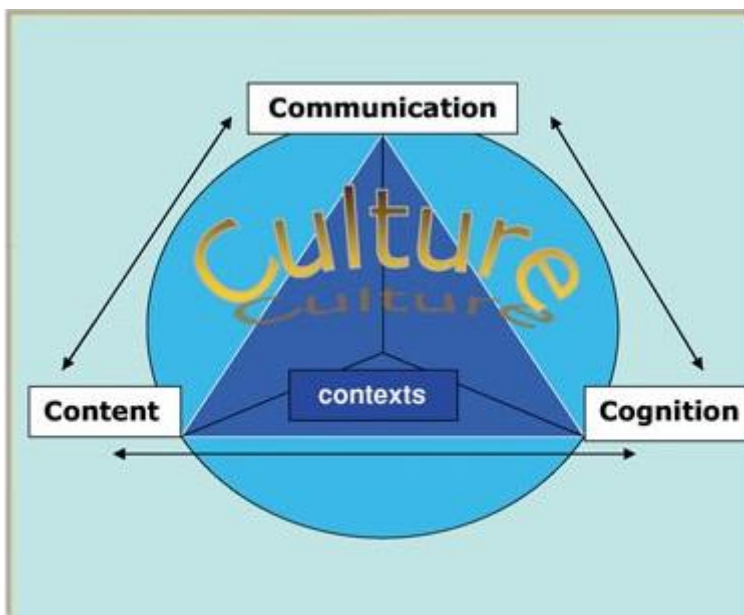


Figure 2: 4Cs Framework. Source: Coyle 2005



According to Isabel Pérez (2009), CLIL methodology has some basic aspects that are developed in the classroom. One of them is related to the language, the language is not used for a single purpose, but students use the language to learn the content of the subjects in addition to learn the language to communicate. Moreover, vocabulary, tone and structures are determined by the subjects being studied. Finally, Pérez (2009) points out that grammatical accuracy is not as important as fluency.



5. BILINGUAL PROJECTS IN CASTILLA Y LEÓN

5.1. Introduction

The origin of Bilingual educational programs can be traced back to the 1960s in Canada. It was there that the first language immersion programs emerged. Thanks to those programs and their wide acceptance, bilingual education gained importance in different countries from America and Europe.

Before the 20th Century, language learning was only accessible for people belonging to the higher social classes. It could be said that in Spain language teaching did not begin until the 1970s. However, due to the historical events in the 20th century such as the World Wars, The Roaring Twenties or the massive migrations, the need for communication and integration made bilingual education in European countries so important. Although this type of education did not play a major role until the end of the 20th century with the creation of the European Union and its goal of integration and unification of the European Continent.

The European Union implemented a new school methodology so that all member countries would have common objectives and so that everyone would reach the same levels. This methodology was implemented in 1995 with the drafting of the White Paper on Education and Training. In this document a special emphasis is put on language teaching. According to the White Paper, language learning is something important, but not only learning a new language as such, but learning other subjects through this new language. This means the first approach and foundation of bilingual education.

Focusing on the case of Spain, as can be seen in figure 3 below, from the First European Survey on Language Competences carried out in 2012, Spanish students obtain the worst results in first foreign language. As can be seen, 73% of students fail to reach level B1. On the contrary, countries such as Sweden, Malta, or the Netherlands, with official minority languages, lead the ranking with the best results.

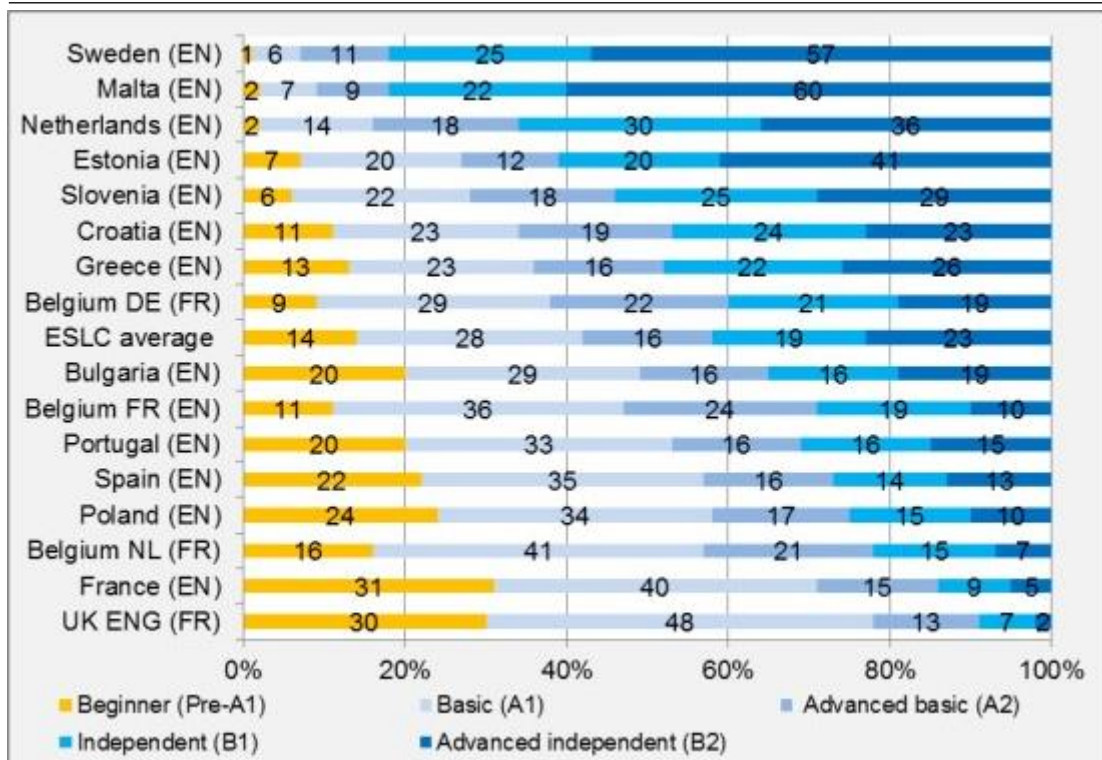


Figure 3: First foreign language. Percentage of pupils at each level by educational system using global average of the 3 skills. Source: First European Survey on Language Competences. Executive Summary

Due to these results, the main objective of the bilingual projects is to improve the linguistic competence of Spanish students and to prepare them for the future and their professional development in which languages have become an essential part.

In 1996 an agreement was signed between the British Council and the Ministerio de Educación y Ciencia (currently the Ministerio de Educación y Formación Profesional) who agreed to create a bilingual education program in public schools. But there were very few centers that could enjoy these programs. So, the government seeing the good results of this program, delegated to the Autonomous Communities the decision to create their own bilingual programs in order to bring bilingual education to the largest possible population. It was the Community of Madrid in 2004, the first community to create a bilingual program, calling it Programa de Colegios Bilingües.

In Castilla y León there are three bilingual projects: MEFP-British Council Agreement, Bilingual Sections and Bachibac. However, the last one will not be discussed as it is a French-Spanish bilingual project.



5.2. MEFP-British Council Collaboration Agreement

The first collaboration agreement between the Ministerio de Educación y Ciencia and the British Council was signed in 1996. This agreement was signed with the intention of developing a bilingual program through a Spanish-British curriculum.

The MEFP-British Council program is developed only in centers supported by public funds. The program began in the 1996-1997 school year and it was intended for students in the second cycle of kindergarten and primary education, and in the 2004-2005 school year, it was extended to secondary education, within the framework of the “Convenio de colaboración entre el Ministerio de Educación, Cultura y Deporte y el British Council para la realización de proyectos curriculares integrados y actividades educativas conjuntas”. The educational centers selected to carry out this project were located in areas of the city with economically disadvantaged families (great cultural diversity and lack of resources)

Emeritus Professor Richard Johnstone OBE (University of Stirling, Scotland), who together with Dr. Alan Dobson and Dr. M.^a Dolores Pérez Murillo carried out a detailed three-year analysis of the different factors and agents involved in the Program. They concluded that the project was a total success:

Taking all of this together, we discern a strongly positive picture and conclude that the majority of students are gaining much from their bilingual education. They are reaching commendable levels of attainment, in their everyday classroom performance (Studies 1 & 3), their spoken English (Study 6), their written English (Study 7), their written Spanish (Study 8), and also in the IGCSE examination (Study 9). (Dobson et al., 2010, p 142).

According to this report, 90% of the students who take the IGCSE (International General Certificate of Secondary Education) exams in the British education system, manage to pass the exams. Thanks to these results and the good performance of the program, this agreement has been extended and renewed several times, the last one in 2020.



This program is carried out in 10 Spanish autonomous communities, Castilla y León being one of them, and in the two autonomous cities of Ceuta and Melilla. There are currently 91 public primary schools and 58 secondary schools. In Castilla y León, 19 primary schools and 18 secondary schools are covered by this agreement.

PROVINCIA	ETAPA	IDIOMA	CENTRO		LOCALIDAD
ÁVILA	Primaria	British	CP INF.PRI	LA MORAÑA	ARÉVALO
			CP INF.PRI	COMUNEROS DE CASTILLA	ÁVILA
	Secundaria	British	IES	VASCO DE LA ZARZA	ÁVILA
			IES	ADAJA	ARÉVALO
BURGOS	Primaria	British	CP INF.PRI	JUECES DE CASTILLA	BURGOS
			CP INF.PRI	DOÑA MENCIA DE VELASCO	BRIVIESCA
	Secundaria	British	IES	COMUNEROS DE CASTIUA	BURGOS
			IES	LA BUREBA	BRIVIESCA
LEON	Primaria	British	CP INF.PRI	SANTA MARTA	ASTORGA
			CP INF.PRI	QUEVEDO	LEÓN
	Secundaria	British	IES	ERAS DE RENUOVA	LEÓN
			IES	DE ASTORGA	ASTORGA
PALENCIA	Primaria	British	CP INF.PRI	VEGARREDONDA	GUARDO
			CP INF.PRI	TELLO TELLEZ DE MENESES	PALENCIA
	Secundaria	British	IES	ALONSO BERRUGUETE	PALENCIA
			IES	DE GUARDO	GUARDO
SALAMANCA	Primaria	British	CP INF.PRI	SAN MATEO	SALAMANCA
			CP INF.PRI	MIRÓBRIGA	CIUDAD RODRIGO
	Secundaria	British	IES	FRANCISCO SALINAS	SALAMANCA
			IES	TIERRA DE CIUDAD RODRIGO	CIUDAD RODRIGO
SEGOVIA	Primaria	British	CP INF.PRI	SANTA CLARA	CUÉLLAR
			CP INF.PRI	EL PEÑASCAL	SEGOVIA
	Secundaria	British	IES	MARÍA MOLINER	SEGOVIA
			IES	DUQUE DE ALBURQUERQUE	CUÉLLAR
SORIA	Primaria	British	CP INF.PRI	LOS DOCE LINAJES	SORIA
			CP INF.PRI	INFANTES DE LARA	SORIA
	Secundaria	British	IES	VIRGEN DEL ESPINO	SORIA
			CP INF.PRI	MIGÜEL DELIBES	VALLADOLID
VALLADOLID	Primaria	British	CP INF.PRI	NARCISO ALONSO CORTÉS	VALLADOLID
			CP INF.PRI	CLEMENTE FERNANDEZ DE LA DEVESA	MEDINA DELCAMPO
			CP INF.PRI	EMILIO FERRARI	VALLADOLID
	Secundaria	British	IES	GALILEO	VALLADOLID
			IES	EMPERADOR CARLOS	MEDINA DELCAMPO
			CP INF.PRI	BUENOS AIRES	BENAVENTE
ZAMORA	Primaria	British	CP INF.PRI	RIOMANZANAS	ZAMORA
			CP INF.PRI	CLAUDIO MOYANO	ZAMORA
	Secundaria	British	IES	LEÓN FELIPE	BENAVENTE
			IES	LEÓN FELIPE	BENAVENTE

Table 1: Language sections of the MEFP-British Council agreement in Castilla y León.

Source: Adapted from Educacyl

In table 1, it can be seen where the 37 schools that have been annexed to this project are located. All the provinces in Castilla y León have a very similar number of centers regardless of their population.

The objective of the program is to provide from a very early stage an enriched model of bilingual education through the curricular integration of two languages and two cultures. It is also expected that students trained in this program will be able to manage in different cultures and be better prepared to face the demands of the 21st century in an increasingly competitive and multilingual Europe. And also, to provide these most



disadvantaged students with the opportunity to become fluent in a new language other than their L1, and to acquire a new culture in the context of an increasingly globalized and multilingual world.

The MEFP-British Council program has many similarities with the CLIL educational methodology; however, it has several characteristics that differentiate it from the latter:

- The subjects are taught jointly by teachers with experience in bilingual schools or British schools and Spanish teachers of English and other areas who have at least a C1 Cambridge Certificate. The former are considered linguistic advisors who act as trainers within the program.
- Each year, teacher training courses are provided so that they can continue to improve and learn.
- Special emphasis is placed on English literacy in addition to the early age at which children work on English phonics through sound and word recognition.

The integrated curriculum is implemented through certain specific subjects in order to meet the proposed objectives. In early childhood education, at least 40% of the teaching time must be taught in English, covering essential aspects of this stage, such as the introduction to reading and writing. In primary education, between 40% and 50% of the teaching time must be taught in English and the subjects of the integrated curriculum are English (Literacy), Natural Sciences, Social Sciences and Art Education. Finally, in secondary education, 50% of the teaching time must be taught in English and the English subject will be taught 1 hour daily. The subjects of the integrated curriculum are English (Language and Literacy), Social Sciences and Natural Sciences. In the last courses, such as 3rd and 4th grades, in addition to the above-mentioned subjects, Biology and/or Physics and Chemistry may also be taught.

Finally, the role of the teacher plays a very important part in the agreement. The teachers in charge of teaching must have at least a C1, according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, or even be native speakers. In some cases, two teachers may teach in the same classroom to support each other. The project teachers are in charge of planning the classes together with the Spanish teachers. There is also a conversation assistant who helps students with their oral production and pronunciation.



5.3. Bilingual Sections

This type of bilingual education program belongs to the autonomous community of Castilla y León. It was created in 2006 by means of ORDEN EDU/6/2006, of January 4, which regulates the creation of Bilingual Sections in centers supported with public funds in the Community of Castilla y León. This order was created due to the processes of globalization and integration into the European Union and its demands for multilingual education and cultural integration. This educational order has been extended and renewed year after year including some new regulations and the lists of schools that were annexed each year to the project.

Bilingual Sections are not something unique to public schools, as it was for the MEFP-British Council agreement, but sections can also be created in schools that are privately subsidized. According to ORDEN EDU/6/2006, both types of schools could apply to join this project. In addition to this, this program is not nationwide, but each autonomous community has its own bilingual program. The government granted the power to create bilingual projects to each autonomous community. Therefore, there is a different bilingual project in each autonomous community with its own regulations.

Unlike the MEFP-British Council agreement, which only offered bilingualism in English, The Bilingual Sections can be created not only in English, but also in French and German. However, these languages are less common. The vast majority of schools opt to create Bilingual Sections in English. The choice of language is unique to the school, and mandatory for students who want bilingual education.

With regard to the subjects to be taught, each school is free to choose the subjects it deems appropriate. However, they may choose a minimum of 2 and a maximum of 3 non-language subjects, but without exceeding 50% of the students' total timetable. If desired, schools can increase the weekly timetable up to 27 hours for primary schools and 32 hours for secondary schools, with the aim of increasing the number of hours devoted to the teaching of the language in question.

Schools wishing to join this project must prepare a bilingual project and, based on the number of sections authorized, an authorization will be granted to those schools that obtain a higher valuation. In addition to the project, they must also include information about the teaching staff, acceptance of the project by the faculty and the school board, as well as the approval of the departments involved. In the case of students, they are free to



participate in this project, they just must indicate it at the time of reserving a place in their school. It is forbidden to give placement tests to students who wish to attend bilingual education.

Teachers of non-linguistic areas taught in Bilingual Sections must have an adequate language level to be able to teach without difficulties. According to ORDEN EDU/6/2006, teachers must have a B1 level in primary school and B2 in secondary school. Years later, it became clear that a B1 level was too low to teach in primary school and thanks to the RESOLUCIÓN of November 14, 2011, primary school teachers instead of accrediting a B1, had to accredit a B2.

In contrast to the MEFP-British council agreement, which followed a mainly CLIL methodology, the bilingual sections in Castilla y León do not follow any specific methodology, so each center is free to choose the type of methodology it prefers to teach.

The centers that already have Bilingual Sections are free to revoke it at the request of the director and with reports from the teaching staff, the school board and the educational inspector. Or in the event that the educational administration shows that the objectives proposed by the center are not being achieved.

There are currently almost 600 Bilingual Sections in Castilla y León, between primary and secondary schools, the former being the majority.

The tables below show the large number of primary schools that decided to join the project in its first years, with the 2008-2009 school year being the one with the highest number of schools joining the project. After this peak, the number of schools that wanted to join the project decreased progressively, until finally there were several years in which no school joined the project.

In the case of secondary schools, in the early years, the schools were hardly annexed to the project, unlike primary schools. The high schools were later, and their peak was in the 2014-2015 academic year. However, centers have been annexed almost every year, with the following academic year 2022-2023 being the only year in which no secondary education center will be annexed.

In both secondary and primary schools, the provinces with the most bilingual sections are Valladolid and León. On the other hand, the province most reluctant to create bilingual sections is Segovia.



	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
	PRIMARY	PRIMARY	PRIMARY	PRIMARY	PRIMARY	PRIMARY	PRIMARY	PRIMARY	PRIMARY
Ávila	4	3	4	1	2	1			2
Burgos	3	7	12	4	6	8	2	3	6
León	6	9	33	12	9	6		2	2
Palencia	2	3	6	3	5	2	1	1	
Salamanca	2	6	14	8	11	4	2		
Segovia	1	1	3	2	4	2		2	
Soria	4	5	7	2	1	1	1	2	3
Valladolid	7	14	15	7	10	7	6		5
Zamora	1		9	10	5				

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
	PRIMARY	PRIMARY	PRIMARY	PRIMARY	PRIMARY	PRIMARY	PRIMARY	PRIMARY
Ávila								
Burgos	4							1
León	1							
Palencia	1							
Salamanca								
Segovia								
Soria	2							
Valladolid								1
Zamora								

Table 2: Bilingual Sections in Cyl in primary schools Source: Bocyl from 2006/07 to 2022/23

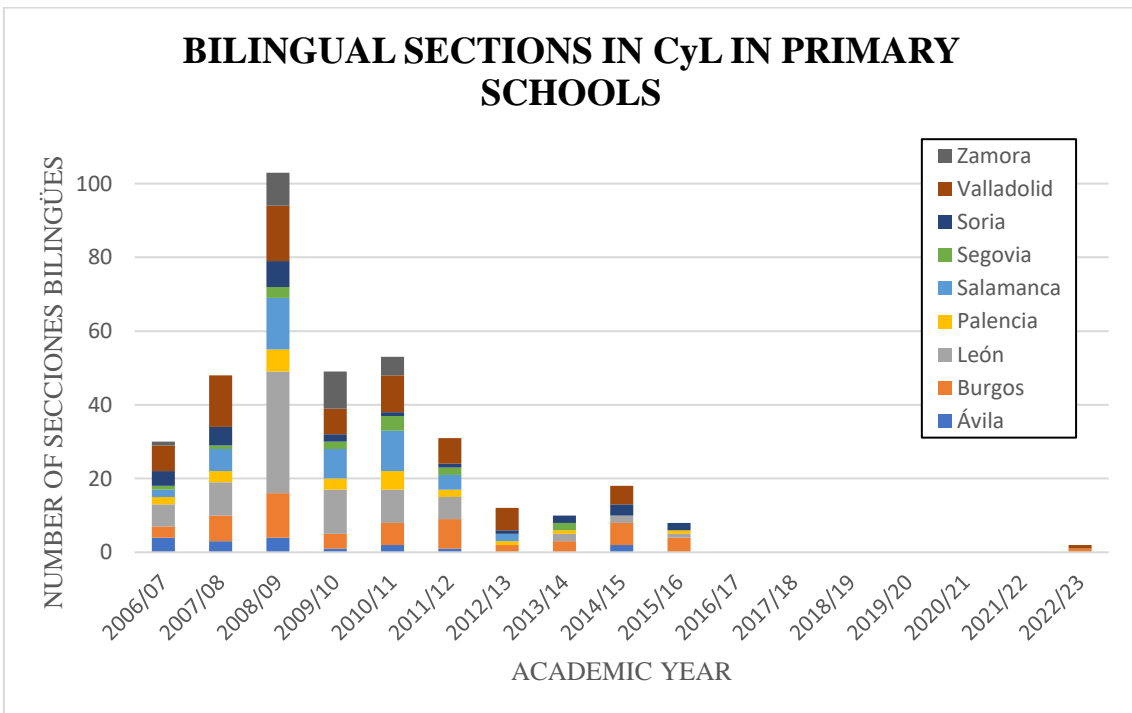


Figure 4 Source: Bocyl from 2006/07 to 2022/23



	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
	SECONDARY	SECONDARY	SECONDARY	SECONDARY	SECONDARY	SECONDARY	SECONDARY	SECONDARY	SECONDARY
Ávila		1	1		1		1	2	4
Burgos	2		2	1	2		2	5	8
León		2	3	2	3	3	3	5	13
Palencia		2		1			2	3	4
Salamanca	2			1	1	3	1	4	9
Segovia				2		2	1		1
Soria		1	3	1			3	1	1
Valladolid	2		2				6	3	10
Zamora		2	1		1		1		6

	2015/16	2016/17	2017/18	2018/19	2019/2020	2020/21	2021/22	2022/23
	SECONDARY	SECONDARY	SECONDARY	SECONDARY	SECONDARY	SECONDARY	SECONDARY	SECONDARY
Ávila	1		1			2		
Burgos	5	2	2	1	1	1		
León	9	1	2			1		
Palencia	3	3	1		2			
Salamanca	3	7	3	3				
Segovia	5	2	1		1			
Soria	2	2					1	
Valladolid	5	1		4			1	
Zamora	2	1						

Table 3: Bilingual Sections in Cyl in secondary schools Source: Bocyl from 2006/07 to 2022/23

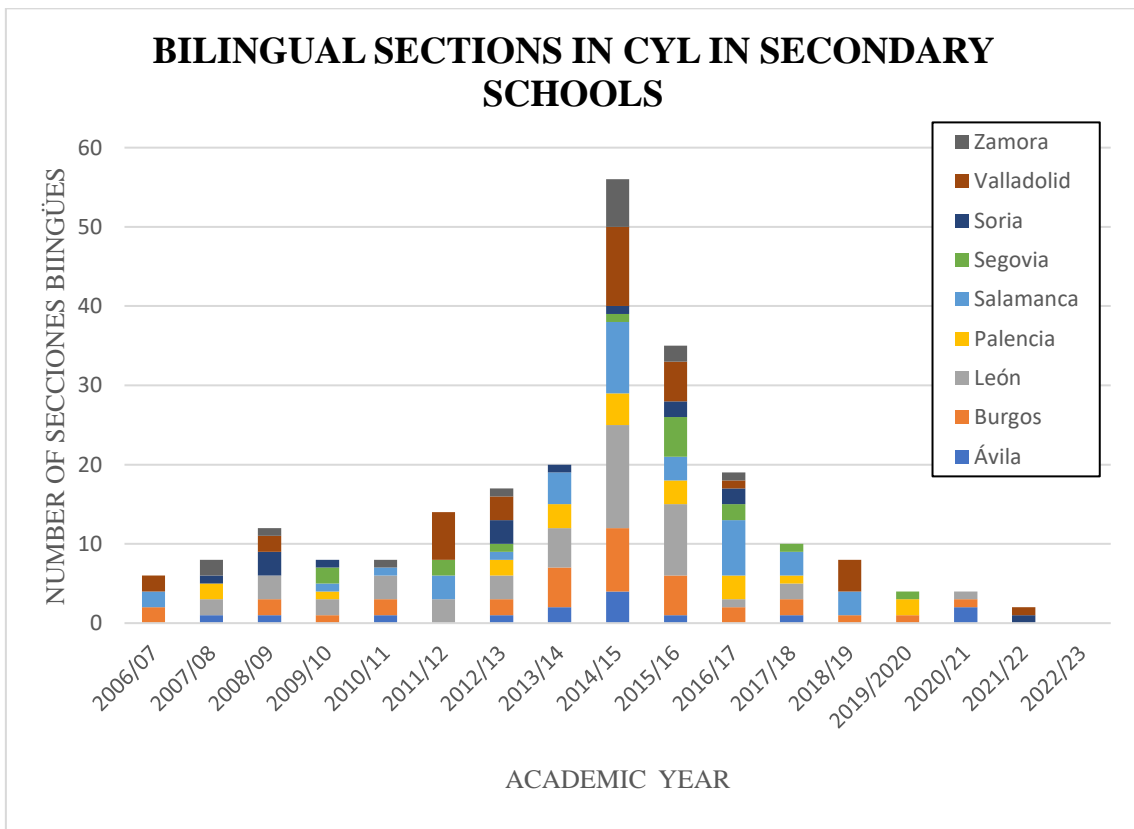


Figure 5 Source: Bocyl from 2006/07 to 2022/23



In spite of the great tendency in previous years, the current trend has changed drastically. Today there are more schools that decide to disengage from the bilingual project than schools that want to join. The following table shows the number of bilingual sections that have been revoked and comparing it with the previous tables, the negative trend can be observed.

	2019/2020		2020/21		2021/22		2022/23	
	PRIMARY	SECONDARY	PRIMARY	SECONDARY	PRIMARY	SECONDARY	PRIMARY	SECONDARY
Avila							1	
Burgos							1	1
León								
Palencia								
Salamanca		1			1	1		
Segovia							1	
Soria								
Valladolid					1		1	
Zamora								

Table 4: Educational centers that revoke their Bilingual Sections Source: Bocol from 2019/20 to 2022/23



6. CASE STUDY: IES ALEJANDRÍA

6.1. Introduction

IES Alejandría is a high school located in the town of Tordesillas (Valladolid). It was inaugurated in the 2006-2007 academic year and there are currently almost 400 students enrolled. This educational center is characterized by the diversity of its students, since not only students from Tordesillas go there, but also young people from more than 25 towns, some of these are: Alaejos, Castronuño, Rueda, Serrada, Pollos, Mota del Marqués, etc.

In 2018 they decided to be annexed in the Bilingual Sections program and it was authorized by ORDEN EDU/232/2018, of February 28, therefore, in the 2018-2019 academic year they already had bilingual education for students in the first year of ESO, since its implementation is progressive. Currently, they already have bilingual education in all courses of Compulsory Secondary Education.

The main reason why they decided to join this project was to provide their students with a good linguistic competence to prepare them for their educational, social and professional future. In addition, IES Alejandría joined this program in order not to truncate the bilingual education that most of its students were having, since the elementary school of Tordesillas offers a bilingual education. Therefore, another reason was to give free choice to families who want their children to continue with this type of education.

Although most of the students enrolled in the bilingual program are from Tordesillas, they do not want it to be exclusive to them. The director points out that the decision was made to start the program with the same subjects offered at the primary school in Tordesillas and the more practical subjects so that the students can improve their oral expression and adapt to all the students in the section, regardless of their school of origin. In the following courses there is more balance between practical and theoretical subjects, with this decision the students not only practice their oral expression, but also their written expression.

6.2. Subjects



At IES Alejandría they have decided to teach only two subjects in English language. In 1st grade physical education and arts (to continue with the subjects they had at school), in 2nd grade music and physical education, in 3rd grade geography and history and biology and finally in 4th grade geography and history and physical education.

The decision to choose these subjects and not others is taken in such a way as not to condition any student who wants to have a bilingual education, so that s/he can have it without depending on the itinerary he/she chooses. That is to say, the non-linguistic subjects that have been chosen are core subjects that all students have to take regardless of their pathway.

6.3. Methodology

The methodology followed at IES Alejandría is shared by the subjects that are part of the project and by means of which it is possible to develop the contents, this methodology is mainly based on the CLIL methodology. The communicative part is very important, teachers pay more attention to the reception and production of oral messages, downplaying the importance of any grammar mistakes students may have. Teachers will try to create an environment of immersion and that English is the language in which they communicate most of the time so that students feel comfortable communicating and interacting with their classmates and teachers.

In terms of difficulty, the vocabulary, structures and expressions will increase with the passing of the courses, starting with vocabulary and simple structures. In addition, the English course will be different for the bilingual section students, using a more difficult and higher-level book.

Spanish will be used as little as possible, providing students with all type of information in English. However, Spanish will be used when students have difficulties when understanding certain concepts or ideas, especially at the beginning of the course. To facilitate the understanding of students who may have difficulties teachers can make use of all kinds of resources as well as gestures and signs to help students understanding.

Finally, teachers will give more importance to students' oral fluency than to grammatical correctness, allowing slight mistakes and being more permissive.

6.4.SWOT analysis

Having researched in depth the system of bilingual sections in Castilla y León, read studies related to the topic of bilingualism and had several conversations with the leaders of IES Alejandría, we decided to conduct an interview (appendix 1) with the director and head of the English department to learn more about the situation of a bilingual section in a rural high school in the town of Tordesillas. After these conversations and taking into account all the information gathered, a SWOT (strengths, weaknesses, opportunities and threats) analysis has been carried out in which the positive and negative parts, both internal and external, are reflected.

SWOT ANALYSIS IES ALEJANDRÍA		
	POSITIVE	NEGATIVE
	STRENGTHS	WEAKNESSES
INTERNAL	<ul style="list-style-type: none"> • Highly qualified teachers • Students with previous experience in bilingualism. • Strong involvement of both teachers and students in the project. • Close collaboration between the teachers of the English departments and the non-linguistic subjects. • Experience in the management of the project by the school. • Great development on the part of the student in the social, personal, and professional spheres. • Wide variety of resources and materials. 	<ul style="list-style-type: none"> • Shortage of students enrolled in the project. • Shortage of teachers available to teach non-linguistic subjects. • Lack of unanimity on the part of the teaching staff regarding bilingualism. • Shortage of subject matter compared to their non-bilingual counterpart. • Impossibility of increasing the timetable due to the students' dependence on school transportation. • Difficulties for the students to communicate naturally in English • Dependence on language consultant and specialized staff.
EXTERNAL	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Students have a higher level of English proficiency. • More opportunities for their future. • Provides students a greater cultural perspective and variety. • The project brings attraction for the municipality and the area. • Public entities interested in the project. 	<p>THREATS</p> <ul style="list-style-type: none"> • Lack of continuity of the language consultant. • Project already designed and imposed with no possibility of making changes. • Non-stable teaching staff. • Reluctant families towards bilingualism. • Students' fear of starting the project. • Constant legislative changes. • Poor publicity and opinion of the project in the press. • Little information about the project.

Table 5: SWOT Analysis of IES Alejandría. Source: data compiled from conversations with different employees of IES Alejandría.



6.4.1. Strengths

The strengths of this school are mainly based on the commitment that both students and teachers have for the project to go ahead and get the most out of it. In addition, in the words of Jesus Francisco Gonzalo Prieto, director of IES Aejandría, the teaching staff of IES Alejandría is highly qualified for teaching their subjects in English, as they are very good professionals and very suitable teachers, in addition to the great relationship that the teachers of the English department have with the teachers of the subjects of the section, they maintain a great communication and help each other. Another aspect to take into account is the previous experience that the students of Alejandría have in bilingualism, since most of them come from a school that has had a bilingual project for years.

6.4.2. Weaknesses

As for weaknesses, the IES Alejandría does not have the same facilities as other centers located in the city, since in this rural high school the students depend on school transportation to go home, so they cannot increase their schedule due to this inconvenience. In addition, compared to the average number of students per classroom, the number of students enrolled in bilingualism is very low, as is the number of teachers who can teach in English. There are hardly any teachers with a B2 level available to teach and who are willing to move to a rural school, as they prefer to stay in schools with more students and better located for them. We also had the opportunity to have a conversation with the biology teacher of the bilingual section, who told us about the difficulties that some students have in understanding certain technical terms as well as some explanations, which implies that she first had to explain it in English and then explain it in Spanish.

6.4.3. Opportunities

The opportunities of this bilingual section are focused on the professional future that these students will have, since they will leave with a high level of English, as well as having had an education in two cultures. In addition, having an institute with a



bilingual project is very beneficial for the village as it attracts the attention of public entities as well as attracting the attention of the families of the village and surrounding villages as it gives greater prestige to the institute.

6.4.4. Threats

The threats to the IES Alejandría are very varied. The constant legislative changes can be a threat to the school as well as the design of the bilingual sections in Castilla y León is not beneficial for a rural school since the teachers do not cover the hours, they should give due to the small number of students which means a lack of stability of the teaching staff that changes from year to year. In addition, the high school does not have a linguistic assistant since the Junta de Castilla y León has not granted it, which negatively influences the development of the bilingual project in the center. Finally, the press and television with the recent negative news about bilingualism poses a new threat since some teachers and families are reluctant to this project.



7. CONCLUSIONS

To conclude this Final Degree Project on the different bilingual projects carried out in the autonomous community of Castilla y León, the MEFP-British Council Agreement and the bilingual sections, as well as the case study of IES Alejandría as a bilingual section, the following conclusions have been reached after having carefully studied all the information related to bilingualism and after having read a substantial bibliography written by experts on the subject in question.

First of all, in reference to the theoretical framework that surrounds bilingualism, it has been demonstrated that it is not an exact science or a unique issue, since there are multiple definitions, and each author provides his own. As well as the types of bilingualism and bilingual education programs, there are different classifications and, as with the definitions, each author proposes his own classification.

Secondly, the design of the bilingual sections and the British schools is appropriate, and they offer several advantages, so that students enrolled in these bilingual projects finish their studies with a high level of English. However, after having made table 2, 3 and 4 and figure 4 and 5, with all the data collected, on the bilingual sections, it is clear that there is a problem since very few schools currently decide to start the bilingual plan; in fact, nowadays, more schools decide to revoke their bilingual sections than schools that decide to start it. This implies a decline in bilingual sections and that something is not working as it should.

After studying the real case of IES Alejandría as a bilingual section and talking to the director and teachers who work there, we have been able to perform a SWOT analysis that shows the positive and negative aspects of this bilingual sections. Table 5 shows that there are many negative aspects, but what is most striking is that the majority of negatives aspects are external to the IES Alejandría. That is, the high schools makes the best possible use of the bilingual section with the resources it has, but the design of the project does not work as well in rural schools with few students and resources, since teachers do not have continuity and La Junta de Castilla y León do not provide a linguistic assistant.

Finally, we would like to end this TFG exposing the importance of these bilingual projects, despite the negative aspects, to the students of these centers and others since it



is always beneficial to have an education with a great presence of English since being able to communicate in this language offers more opportunities for their professional and social future.



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9. APPENDIX

Appendix 1

Interview with the director and head of the English department of IES Alejandría

Question: When did you join the bilingual section and why did you decide to join?

Answer: The bilingual section at IES Alejandría was created 4 years ago and has been implemented year after year. This current course, the 2021/2022, is the first one that has all ESO courses with the bilingual plan. We decided to join because English is a language that nowadays is essential, professional and social relations... On the other hand, joining the bilingual plan was a matter of survival of the center. The first bilingual class was going to come out of the Tordesillas school and it was necessary to adapt to these students, who are the majority in the school. We did not want to cut the bilingual education that the 6th grade students were having, and the school had to offer them the possibility of continuing with the bilingual plan.

Q: Have you noticed much of a change from being a monolingual school to a bilingual one?

A: No, the change has not been noticeable, because the students continue to come from the same environment as before. If any change has to be mentioned, it is in the level of English that the students have, since it has been seen that they have increased their level of the language, as they have more subjects and hours in English. For example, my sons who have been educated in schools and high schools with bilingual sections have improved their vocabulary, as well as the ability they have to communicate in English.

Q: Benefits and disadvantages/difficulties in all aspects (as a center, students and teachers).

A: Benefits as mentioned before: increased vocabulary, greater oral fluency, improved pronunciation...

At first glance, they hardly find any drawbacks, but to say one is that there may be a reduction in content in non-linguistic subjects. Perhaps the content will not be so deep, but they point out that this can be corrected with time, since there are subjects taught in Spanish in which content must also be reduced. Another possible drawback is the fear



that students may have at the time of enrollment of having to study certain subjects in a language that is not their own.

The biggest drawback is the level required of teachers; a B2 is too low to teach a whole subject in English. Teachers should have at least a C1 level, but it would be unfeasible for the educational administrations of Castilla y León to find so many teachers with that level, since there are not so many teachers who have a C1 and could not serve all the sections that exist in the region.

The head of the English department talks about the number of hours and the possibility of increasing the timetable by two hours. However, Tordesillas, being a rural school and offering education to all the students from the surrounding villages, cannot increase its timetable because it would be a problem for those students who are not from Tordesillas and use the school transportation. The increase of hours would mean an improvement of the level, but in the IES Alejandría, as in other institutes of similar characteristics, it is something unfeasible.

Q: Was the decision to join the bilingual sections project agreed upon with the rest of the teaching staff and the school board?

A: Yes, the decision was consensual, but there were some people against this idea, who pointed out that the level of the rest of the subjects would drop considerably. In spite of this, they made the decision to join the school in order not to be left behind (the rest of the schools in the area already had bilingual sections) and, as mentioned before, to offer a service to the students of the school in Tordesillas, who are the majority of the students enrolled in bilingualism.

Q: Are students free to enter bilingual education regardless of their level of English or is there a placement test before starting to assess whether or not they can enter?

A: All students who wish to do so are allowed to enroll in this type of education. However, some students who enter to try it out and the teachers see that they are struggling and may fail, are discouraged from continuing in the bilingual plan. The same student may even drop out and continue his or her studies in the regular plan in the middle of the year.



Q: In the first year, were there a large number of students enrolled in the bilingual project?

A: No, the first year, being a new project, not many students enrolled, approximately 12, and currently only 8 of those 12 are still enrolled. With the passing of the courses, the number of students has increased a little more, but there are still very few students who dare to try this type of education.

Q: Opinion of the organization of the bilingual sections in Castilla y León. In terms of teaching staff, hours taught, number of subjects...

A: The bilingual sections should undergo a change in order to improve them, they should be studied, and improvements should be offered so that they can continue. The main problem is the level of the teachers, but also bilingual sections should have greater influence within the staff and in the organization of the centers, in other words, they should be given the same importance as the regular course. Furthermore, more information must be provided for the families and more facilities to maintain teachers year after year. In small centers it is very difficult to keep the same teachers year after year, since of the 20 hours they have to teach, 15 must be of the bilingual plan, so it is impossible. New teachers are added every year, which means a lack of stability. The role of the linguistic assistant is also mentioned, this year they do not have an assistant, other years it was a part-time person since he/she was also the assistant of another center. The figure exists, but not all centers are given the necessary hours and sometimes they do not have any help at all.